

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

Alexandra Nicole Agustin¹, Purita G. Agcaoili, PhD.²

¹Master of Arts in Education Major in Special Education, University of Perpetual Help System DALTA, Las Pinas City, Philippines

²Doctor of Philosophy in Special Education, University of Perpetual Help System DALTA, Las Pinas City, Philippines

ABSTRACT: Collaboration between teachers and parents was crucial in addressing the academic needs of children with disabilities, as it fostered individualized learning, active communication, shared goal-setting, and continuous monitoring of progress. Despite its significance, teachers faced challenges such as financial and resource constraints, limited institutional support, and lack of specialized training in Special Education. This study examined teacher demographic profiles, identified the challenges they encountered in inclusive education, and assessed the extent of parent-teacher collaboration in relation to learner performance. Using a quantitative descriptive research design at Alicia Elementary School, data were collected from 50 special education teachers through validated survey instruments and analyzed with percentage distributions, mean scores, standard deviations, and inferential tests including independent samples t-tests and Pearson r correlations. Findings revealed that most teachers were middle-aged females with master's degrees but without Special Education specialization. Teachers reported significant financial and resource limitations and limited institutional support; however, strong parent-teacher collaboration, through both passive and active communication, shared goal setting, and joint interventions, was found to positively impact the academic performance of children with disabilities. Based on these results, the study underscored the need for targeted professional development, structured communication frameworks, stakeholder-driven interventions, and continuous monitoring systems. The findings supported the adoption of the Inclusive Support and Engagement Program (ISEP) as a practical and structured framework to enhance teacher competence, foster meaningful parent engagement, implement individualized interventions, and strengthen monitoring and evaluation in inclusive education settings.

KEYWORDS: inclusive education, learner academic progress, parent-teacher collaboration, special education, teacher challenges

I. INTRODUCTION

The educational journey of children with disabilities was one characterized by resilience, growth, and continuous adaptation. These children brought with them unique perspectives, capabilities, and potential that, when nurtured within an inclusive and supportive educational environment, could truly flourish, a principle emphasized by UNESCO's Inclusive Education Framework (Jardinez & Natividad, 2024). To unlock their full potential, however, the learning process must be intentionally shaped through individualized accommodations ranging from specialized teaching strategies and modified curricula to assistive technologies and behavioral supports. Such measures were not mere enhancements but essential components of equitable education, as mandated by the Individuals with Disabilities Education Act (IDEA) in the United States (Belsky, 2025). Assistive technologies, including speech-to-text software and adaptive communication devices, had been shown to significantly improve independence and learning outcomes (Jacob et al., 2024). Likewise, behavioral supports such as Positive Behavioral Interventions and Supports (PBIS) provided a tiered, preventive framework that fostered inclusive environments and replaced punitive discipline with evidence-based strategies (Brewer, 2024). A steadfast dedication to empathy, adaptability, and inclusivity was essential for cultivating learning spaces where all children were recognized, respected, and empowered to achieve success, an approach affirmed by the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2025).

At the heart of effective support for children with special educational needs lay a dynamic and collaborative partnership between parents and teachers. Recent studies emphasized that this partnership was vital to ensure continuity between home and school, aligning educational strategies with the child's needs, and fostering a stable support network that nurtured both academic and social-emotional development (Suwarni & Chamidah, 2024; Abueva & Gallardo, 2024). Parents contributed intimate knowledge of their child's strengths, challenges, routines, and emotional needs, while teachers brought professional expertise in instructional methods, classroom management, and assessment (Hyassat et al., 2024). Together, they co-constructed individualized

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

learning plans that reflected a comprehensive understanding of the learner, ensuring that interventions were both meaningful and responsive to the child's developmental trajectory (Gabutan et al., 2025).

However, this collaboration was not without its challenges. Teachers often face constraints such as large class sizes, time limitations, and a lack of training in special education practices, which could impede the depth of engagement with parents. Similarly, parents might struggle with navigating complex educational systems, understanding their rights and responsibilities, and advocating effectively for their child amidst feelings of stress or uncertainty. As Alexander (2020) emphasized in his work on dialogic teaching, difficulties in inclusive classrooms were compounded when communication was sporadic or hierarchical rather than dialogic and consistent. Research underscored that when parents and teachers collaborated meaningfully, the outcomes for children with disabilities were significantly enhanced. Perez and Ting (2025) found that the collaborative development of Individualized Education Plans (IEPs) led to more accurate, tailored, and practical educational goals that aligned closely with the child's real-world needs. Their study emphasized that when teachers received proper training and worked alongside parents and peers, the resulting IEPs fostered shared ownership of the learning process. This cooperation not only strengthened consistency in interventions across school and home settings but also enhanced both academic performance and social-emotional development, underscoring the critical role of partnership in inclusive education. Nevertheless, Harris (2020) noted that despite growing awareness of the importance of such partnerships, systemic barriers such as inconsistent communication, time pressures, and insufficient professional development continued to hinder their full realization.

Building strong parent-teacher partnerships was essential not only for academic progress but also for nurturing a child's confidence, emotional well-being, and sense of belonging. Recent research confirmed that schools fostering collaborative relationships between teachers and families saw marked improvements in learners' academic performance, social integration, and emotional resilience. For instance, Suwarni and Chamidah (2024) demonstrated that teacher-parent collaboration in inclusive education strengthened both academic and social-emotional outcomes, while Gabutan et al. (2025) found that co-constructed Individualized Education Programs (IEPs) enhanced inclusivity and elevated student achievement.

Moreover, transitions such as moving from preschool to elementary school or from one teacher to another could be particularly challenging for children with disabilities. During these times, proactive collaboration became even more crucial. Harbin (2020) highlighted that structured, well-communicated transition plans that actively involved both outgoing and incoming teachers, along with continuous parental input, significantly reduced the stress associated with these changes and improved continuity of support.

Thus, this study explored these interwoven dynamics in depth. The study aimed to identify practical, evidence-based strategies to strengthen collaborative relationships and improve the educational experiences of children with disabilities. By examining demographic variables, communication patterns, and the frequency and nature of parent-teacher interactions, the research sought to provide a nuanced understanding of the facilitators and barriers that shaped collaboration. Overall, the study endeavored to contribute actionable insights that could guide schools, teachers, and families toward more effective partnerships, ones that championed inclusivity, adaptability, and the unwavering belief that every child had the right to a quality education tailored to their unique potential.

II. RESEARCH QUESTIONS

1. What is the demographic profile of the teacher-respondents that may influence the challenges they encounter in supporting the academic performance of children with disabilities in terms of sex, age, educational attainment, and major area of specialization?
2. What are the common challenges encountered by teachers in supporting the academic performance of children with disabilities?
3. To what extent do parents and teachers collaborate for the academic development of children with disabilities in terms of active communication, passive communication, goal setting for academic milestones and individualized support strategies, joint implementation of interventions to address learning gaps and challenges, and collaborative monitoring and evaluation of academic progress and outcomes?
4. Is there a significant difference in the challenges encountered and the level of support provided by teachers when grouped according to their demographic profiles?
5. Is there a significant relationship between the challenges encountered by teachers and the academic development of children with disabilities?
6. Based on the results, what teacher support program may be proposed?

III. RESEARCH METHOD

This study applied a quantitative descriptive research design to gather and analyze data regarding the collaborations and challenges experienced by teachers when working with parents of children with disabilities in supporting the academic performance

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

of children with disabilities at Alicia Central School. Probability sampling techniques were employed to ensure that the respondents accurately represented the population. Using purposive sampling, total of forty (40) teachers was deliberately selected based on their direct experience in handling or supporting children with disabilities. The study employed a researcher-made survey questionnaire as the primary instrument for data collection. The questionnaire comprised three parts: teachers' demographic profiles, the challenges they face in special education, including resource limitations, instructional difficulties, and systemic and attitudinal issues, and the extent of parent-teacher collaboration across communication, goal setting, intervention implementation, and progress monitoring.

IV. RESULTS AND DISCUSSION

Problem 1. What is the demographic profile of the teacher-respondents that may influence the challenges they encounter in supporting the academic performance of children with disabilities?

Table 1. Demographic profile of the teachers in terms of sex

Sex	F	%
Male	7	17.5
Female	33	82.5
Total	40	100

Table 1 shows that out of 40 teacher-respondents, 33 (82.5%) are female and 7 (17.5%) are male, indicating a predominantly female teaching population. This imbalance suggests that the perspectives reflected in the study are largely shaped by female teachers, whose experiences may influence the overall findings on inclusive education. The demographic pattern aligns with broader trends in basic education, where women commonly make up the majority of the workforce.

Table 2. Demographic profile of the teachers in terms of age

Age (in years)	F	%
51 and above	13	32.5
41 - 50 years old	13	32.5
31 - 40 years old	13	32.5
20 - 30 years old	1	2.5
Total	40	100

Table 2 indicates a balanced age distribution among teacher respondents, with 32.5% each coming from the 31–40, 41–50, and 51-and-above brackets, and only 2.5% from the 20–30 group. This shows that the teaching population is largely composed of mid-career senior educators whose extensive experience likely shapes existing inclusive education practices. The minimal participation of younger teachers suggests a limited generational perspective, which may affect the introduction of innovative strategies and the long-term sustainability of inclusive initiatives.

Table 3. Demographic profile of the teachers in terms of educational attainment

Educational Attainment	F	%
Doctorate Degree	3	7.5
Master's Degree	20	50
Bachelor's Degree	17	42.5
Total	40	100

Table 3 shows that most teacher respondents hold advanced degrees, with 50% holding a master's degree, 42.5% a bachelor's degree, and 7.5% a doctorate. This distribution reflects a highly qualified teaching workforce, with many educators possessing advanced training that can strengthen inclusive education practices. The presence of doctorate holders, although small, indicates additional expertise that can support instructional innovation and policy development.

Table 4. Demographic profile of the teachers in terms of major

Major	F	%
Special Education	5	12.5
Other Majors	35	87.5
Total	40	100

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

Table 4 reveals that only 12.5% of teacher respondents are trained in Special Education, while 87.5% come from other fields, indicating that most teachers in inclusive settings lack formal specialization in special education. This reliance on non-specialist teachers may create gaps in instructional strategies, confidence in supporting students with disabilities, and consistency in parent-teacher collaboration. However, the presence of a small group of SPED-trained teachers offers opportunities for mentorship and professional development to strengthen inclusive education practices.

Problem 2. What are the common challenges encountered by teachers in supporting the academic performance of children with disabilities?

Table 5. Challenges encountered by the teachers

Challenges of Teachers	Mean	Verbal Interpretation
1. Special Education teachers experienced financial constraints in teaching special education.	3.42	SA
2. Insufficient materials needed in teaching special education classes.	3	A
3. Instructions are affected due to other task given like coaching in special events.	3.47	SA
4. Special Education teachers have experienced difficulties in preparing lesson plans.	3	A
5. Limited support from the stakeholders.	2.79	A
6. Delegate assignments and chairmanship to the special education teachers.	2.79	A
7. Disseminating information is not on time.	2.79	A
8. Limited knowledge on the special education Curriculum.	3.16	A
9. Infrastructure not catering for the disabled.	2.95	A
10. Lack of resource and non-inclusive curriculum.	2.95	A
11. Teachers lack competence to deal with learners experiencing challenges.	2.84	A
12. Teachers have negative attitude towards teaching children with disabilities and learning challenges.	2.42	D
13. Teachers assigned in special education is not their specialization.	2.16	D
OVERALL	2.9	A

Table 5 indicates that teachers face significant challenges in delivering inclusive education, with an overall mean of 2.9. The most critical barriers are financial constraints (Mean = 3.42) and additional responsibilities like coaching (Mean = 3.47), while other challenges include insufficient teaching materials, limited curriculum knowledge, and inadequate infrastructure (Means 2.79–3.16). Less significant issues are negative attitudes toward children with disabilities (Mean = 2.42) and being assigned outside their specialization (Mean = 2.16), highlighting the need for targeted interventions, professional development, and increased stakeholder support to address systemic and resource-related obstacles.

Problem 3. To what extent do teachers provide support in the academic development of children with disabilities in terms of communication, information, planning, implementation, and monitoring?

Table 6. Extent of parent-teacher collaboration in terms of passive communication

Passive communication	Teachers Mean	Verbal Interpretation
1. Communication via class e-diary	3.39	SA
2. Telephone conversations	3.33	SA
3. Parents' meetings	3.5	SA
4. Bulletin boards	3.28	SA
5. Social networks (Facebook), etc.	3.28	SA
OVERALL	3.36	SA

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

Table 6 shows that teachers perceive parent-teacher collaboration through passive communication as highly practiced, with an overall mean of 3.36 (Strongly Agree). The most significant methods include parents' meetings (Mean = 3.5), class e-diary communication (Mean = 3.39), and telephone conversations (Mean = 3.33), while bulletin boards and social networks (Mean = 3.28) are also valued. These findings indicate that passive communication effectively maintains parent engagement, supports information sharing, and strengthens collaborative efforts essential for inclusive education.

Table 7. Extent of parent-teacher collaboration in terms of active communication

Active communication	Teachers	
	Mean	Verbal Interpretation
1. Subject-related games	3.61	SA
2. Developing projects together with parents	3.67	SA
3. Question-and-answer evenings	3.06	A
4. Educational sessions	3.06	A
5. Disputes, forums	3.06	A
6. Round table discussions	3.22	A
7. Conferences	3.11	A
8. Daily conversation	3.22	A
9. Joint events for parents and children	3.11	A
OVERALL	3.24	A

Table 7 indicates that teachers engage in parent-teacher collaboration through active communication with an overall mean of 3.24 (Agree), showing moderate use of interactive methods. The most frequent practices include collaborative projects (Mean = 3.67) and subject-related games (Mean = 3.61), while other activities such as discussions, conferences, and joint events (Means 3.06–3.22) also support engagement. These findings suggest that active communication strategies, though slightly less emphasized than passive methods, play an important role in involving parents, strengthening partnerships, and supporting the academic and social development of learners, particularly in inclusive education settings.

Table 8. Extent of parent-teacher collaboration in terms of goal setting for academic milestones and individualized support strategies

Goal setting for academic milestones and individualized support strategies	Teachers	
	Mean	Verbal Interpretation
1. Encourage students to reflect on their strengths, weaknesses, interests, and areas they wish to improve.	3.68	SA
2. Introduce students to the concept of SMART goals – Specific, Measurable, Achievable, Relevant, and Time-bound.	3.42	SA
3. Hold discussions with students about their goals.	3.39	SA
4. Allow students to set goals that resonate with their personal ambitions and interests.	3.47	SA
5. Incorporate goal-setting exercises into the classroom routine.	3.37	SA
6. Equip students with tools such as goal-setting worksheets, planners, or digital apps to help them organize and track their goals	3.37	SA
7. Schedule periodic meetings to review progress.	3.26	SA
8. Acknowledge and celebrate when students reach their goals.	3.37	SA
OVERALL	3.42	SA

Table 8 shows that teachers highly engage in parent-teacher collaboration through goal setting for academic milestones and individualized support, with an overall mean of 3.42 (Strongly Agree). The most emphasized practices include encouraging students to reflect on their strengths and weaknesses (Mean = 3.68), introducing SMART goals (Mean = 3.42), and allowing students to set personally meaningful goals (Mean = 3.47), alongside discussions, tracking, and celebration of achievements (Means 3.26–3.37). These findings indicate that teachers actively involve students in personalized goal setting, promoting ownership of learning

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

and providing targeted support, which is especially important in inclusive education to help all learners, including those with disabilities, achieve academic milestones.

Table 9. Extent of parent-teacher collaboration in terms of joint implementation of interventions to address learning gaps and challenges

Joint implementation of interventions to address learning gaps and challenges	Mean	Verbal Interpretation
1. Establish clear lines of communication	3.37	SA
2. Create opportunities for parent involvement	3.37	SA
3. Establish a shared understanding of goals	3.42	SA
4. Provide resources and support	3.42	SA
OVERALL	3.4	SA

Table 9 indicates that teachers highly engage parents in the joint implementation of interventions to address learning gaps, with an overall mean of 3.4 (Strongly Agree). Key strategies include establishing shared goals and providing resources and support (Means = 3.42), as well as maintaining clear communication and opportunities for parental involvement (Means = 3.37). These findings highlight that structured collaboration between teachers and parents is essential in inclusive education, ensuring consistent support for children with disabilities and improving their academic performance and learning outcomes.

Table 10. Extent of parent-teacher collaboration in terms of collaborative monitoring and evaluation of academic progress and outcomes

Collaborative monitoring and evaluation of academic progress and outcomes	Teachers	
	Mean	Verbal Interpretation
1. Homework support	3.37	SA
2. Training in parental school involvement at home	3.32	SA
3. Positive reinforcement and/or incentives	3.42	SA
4. Structured tutoring	3.21	A
5. Psychoeducation	3.47	SA
6. Correction and feedback	3.37	SA
7. Literacy training	3.21	A
8. Use of explicit goals	3.26	SA
OVERALL	3.33	SA

Table 10 shows that teachers highly involve parents in the collaborative monitoring and evaluation of students' academic progress, with an overall mean of 3.33 (Strongly Agree). Key strategies include psychoeducation (Mean = 3.47), positive reinforcement and incentives (Mean = 3.42), homework support, and correction and feedback (Means = 3.37), alongside tutoring, literacy training, and goal-setting (Means 3.21–3.32). These findings indicate that structured parent-teacher collaboration in monitoring and support is essential in inclusive education, ensuring consistent interventions, accountability, and improved academic outcomes for all students, particularly those with disabilities.

Problem 4. Is there a significant difference in the challenges encountered and the level of support provided by teachers when grouped according to their demographic profiles?

Table 11. Difference between the challenges encountered by teachers when grouped according to their profile

Differences in the Challenges Teachers	of	Computed t or f	Critical	A	df	p value	Decision	Interpretation
Gender		0.137	2.11	0.05	17	0.893	Accept Ho	Not Significant
Age		3.100	3.287	0.05	18	0.059	Accept Ho	Not Significant
Educational Attainment		1.767	3.634	0.05	18	0.203	Accept Ho	Not Significant
Major		0.662	2.11	0.05	17	0.517	Accept Ho	Not Significant

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

Table 11 shows that there are no significant differences in the challenges faced by teachers based on gender, age, educational attainment, or major, with all p-values exceeding the standard significance level. This indicates that workload, limited resources, and instructional difficulties are common across all teachers, regardless of their demographic profile. The findings suggest that challenges in inclusive education are systemic, highlighting the need for comprehensive interventions and support programs that address these issues for all teachers.

Problem 5. Is there a significant relationship between the challenges encountered by teachers and the academic development of children with disabilities?

Table 12. Relationship between challenges and academic development of children with disabilities

Variables Correlated		r-value	p-value	Decision	Interpretation
Challenges and Academic Development	Encountered	0.412	0.021	Reject Ho	Significant Relationship

Table 12 shows a statistically significant moderate positive correlation ($r = 0.412$, $p = 0.021$) between the challenges faced by teachers and the academic development of children with disabilities. This indicates that greater teacher challenges, such as limited resources, workload pressures, and instructional difficulties, are associated with a measurable impact on students' learning outcomes. The findings highlight the need for adequate resources, training, and institutional support to help teachers overcome these barriers and promote improved academic performance for children with disabilities.

Problem 6. Based on the results, what teacher support program may be proposed?

The Inclusive Support and Engagement Program (ISEP) is designed to address systemic and instructional challenges faced by teachers in inclusive education, aiming to enhance teacher competence, strengthen parent-teacher collaboration, improve interventions, and ensure consistent monitoring of students with disabilities. The program includes professional development, workshops on goal-setting and individualized support, creation of inclusive instructional materials, improved communication channels, joint parent-child activities, individualized intervention plans, home-school coordination, and structured monitoring and feedback sessions. Expected outcomes include strengthened teacher capacity, enhanced home-school partnerships, more effective interventions, reduced teacher challenges, and improved academic and holistic development of children with disabilities.

Table 13: Action Plan Matrix for Inclusive Support and Engagement Program (ISEP)

Objectives	Activities	Persons Involved	Resources Needed	Timeline	Budget (School MOOE)	Success Indicators
1. Enhance Teacher Competence in Inclusive Education	Conduct professional development on Inclusive Education, SPED strategies, and UDL •Seminar-workshop (1 whole day)	School Head, SPED Coordinator, Teachers	Resource speaker honorarium Training materials (modules, printouts) Certificates	Quarter 1	₱15,000	100% teacher attendance; post-training evaluation rating ≥ 4.0 ; Teachers demonstrate application of strategies in classroom
	Provide training on goal-setting and individualized support strategies •Workshop session	School Head, Teachers	Goal-setting tools (planners, worksheets)	Quarter 2	₱8,000	Teachers implement SMART goals with children with disabilities; At least 80% of students develop personal learning goals

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

	Develop teacher-made inclusive instructional materials	Teachers, SPED Coordinator	Reproduction of materials Procurement of basic SPED tools	Quarter 2-4	₱5,000	At least 10 differentiated materials created; Observed use in classrooms by teachers
2. Strengthen Parent-Teacher Communication and Collaboration	Improve passive communication (e-diary, boards, social media)	Teachers, SPED Coordinator	Printing of e-diary pages	Quarter 2	₱3,000	Parents receive weekly updates; 90% acknowledge receipt
	Parent-teacher forums and assemblies	School Head, SPED Coordinator, Teachers	Maintenance of communication boards	Monthly	₱6,000	≥80% parent attendance; Positive feedback ≥ 4.0
	Joint parent-child events (active communication)	School Head, SPED Coordinator, Teachers	Updating social media channels	Semiannual	₱5,500	≥70% parent participation; Documented learning activities
3. Implement Joint Interventions for children with disabilities	Develop individualized intervention plans (IIPs)	SPED Coordinator, Teachers	Printing of IIP templates Case conference materials	Quarter 1-4	₱2,000	100% children with disabilities have updated IIPs; Quarterly review completed
	Home-school coordination meetings	SPED Coordinator, Teachers	Transportation allowance for home visits Communication load	Monthly	₱3,500	≥80% children with disabilities involve parents; Positive parent feedback
	Provide intervention resources to parents	SPED Coordinator, Teachers	Tutorial kits Learning packets Assistive materials	Quarter 2-4	₱7,000	Children with disabilities engagement and task completion improved; Parents report using resources
4. Strengthen Monitoring and Evaluation	Quarterly monitoring conferences	SPED Coordinator, Teachers	Documentation materials Printing of progress trackers	Quarterly	₱4,000	
	Structured tutoring and feedback sessions	SPED Coordinator, Teachers	Tutor honorarium (if needed) Learning materials	Quarter 2-4	₱10,000	
	Psychoeducation sessions for parents	SPED Coordinator, Teachers, Guidance counselor	Resource speaker Handouts Venue setup	Quarter 3	₱8,000	

CONCLUSIONS

The study concluded that challenges in inclusive classrooms stem primarily from systemic factors rather than teacher demographics, as differences in sex, age, educational attainment, and specialization do not significantly influence the difficulties faced. Teachers frequently encounter obstacles such as limited resources, diverse learner needs, behavioral issues, and the demands of individualized planning, which affect instructional quality. While teachers actively collaborate with parents through communication, planning, intervention, and monitoring, shared planning and joint implementation are more impactful than communication alone. These challenges are common across all teacher groups, and a significant relationship exists between teacher challenges and the academic development of children with disabilities, highlighting the importance of proper support. The proposed Inclusive Support and Engagement Program (ISEP) offers a structured approach to enhance teacher competence, strengthen parent engagement, implement individualized interventions, and improve monitoring and evaluation, ultimately supporting better academic outcomes for learners with disabilities.

ACKNOWLEDGMENT

The researcher conveys profound gratitude to the Almighty Creator for providing the strength, knowledge, and wisdom needed to complete the study. The researcher acknowledges the individuals and institutions whose guidance, support, and supervision contributed to the research. Appreciation is expressed to the University of Perpetual Help System DALTA and the Graduate School Office for offering the opportunity and continuous assistance in pursuing this academic work. The researcher recognizes Dr. Eduardo C. Zialcita, Dean of Graduate Studies, for his concern and unwavering support for postgraduate students. Deep gratitude is extended to the thesis adviser, Dr. Purita G. Agcaoili, for her invaluable guidance, motivation, patience, and expertise. Sincere thanks are also given to the panel chair, Dr. Nelita Belena, and panel members, Dr. Nelia Pelipada and Dr. Mary Argie Lyn Soriano, for their time, insightful comments, and constructive suggestions that strengthened the study.

REFERENCES

- 1) Abueva, S., & Gallardo, R. D. (2024). Parental Guidance: Exploring Elementary Teacher's Experiences with Parent-Teacher Collaboration in an Inclusive Classroom. *International Journal of Innovative Science and Research Technology (IJISRT)*, 2688–2693. <https://doi.org/10.38124/ijisrt/ijisrt24oct1196>
- 2) Alexander, R. & University of Cambridge. (2020). DIALOGIC TEACHING AND THE STUDY OF CLASSROOM TALK: a DEVELOPMENTAL BIBLIOGRAPHY. <https://robinaalexander.org.uk/wp-content/uploads/2019/12/Alexander-dialogic-teaching-bibliography-Jan-2020.pdf>
- 3) Belsky, G. (2025, July 21). What is the Individuals with Disabilities Education Act. Understood. <https://www.understood.org/en/articles/individuals-with-disabilities-education-act-idea-what-you-need-to-know>
- 4) Brewer, E. J., "Positive Behavior Interventions And Supports: A Quasi-Experimental Study Of Academic Outcomes" (2024). *Legacy Theses & Dissertations (2009 - 2024)*. 3295. <https://doi.org/10.54014/7V0X-N7VZ>
- 5) Gabutan, M. Z., Pinili, L. C., Rosal, R. R., & Padillo, G. G. (2025, August 10). Teachers' and parents' perspectives on the effectiveness and importance of Individualized Education Plans (IEPs) on student learning outcomes. <https://ijels.com/detail/teachers-and-parents-perspectives-on-the-effectiveness-and-importance-of-individualized-education-plans-ieps-on-student-learning-outcomes/>
- 6) Harris, L. (2020). Addressing educational challenges: The need for resources and targeted training for educators. *Journal of Teacher Development*, 22(4), 210– 223.
- 7) Harbin, S. (2020). Facilitating transitions for children with special needs: The role of proactive communication and collaborative planning. *Journal of Special Education and Transition Planning*, 18(2), 134–147.
- 8) Hyassat, M., Al-Bakar, A., Al-Makahleh, A., & Al-Zyoud, N. (2024). Special education teachers' perceptions of parental involvement in inclusive education. *Education Sciences*, 14(3), 294. <https://doi.org/10.3390/educsci14030294>
- 9) Jacob, U. S., Ologbosere, O. A., Onyemah, T. N., Eniolorunda, J. T., & IJSA. (2024). Assistive technology in special education: Current practices and emerging trends. In University of Ibadan, Lead City University, Vince Court, & Federal University of Agriculture, Abeokuta, *International Journal of Research in Special Education* (Vol. 4, Issue 1, pp. 30–38). <https://www.rehabilitationjournals.com/special-education-journal/article/68/4-1-4-292.pdf>
- 10) Jardinez, M. J., & Natividad, L. R. (2024). The The Advantages and Challenges of Inclusive Education: Striving for Equity in the classroom. *Shanlax International Journal of Education*, 12(2), 57–65. <https://doi.org/10.34293/education.v12i2.7182>
- 11) Perez, H. G. L., & Ting, M. S. (2025). Effectiveness of Individualized Education Plans (IEPS), role of teacher training and peer support for Special Needs Learners (SNED) in district of Cabuyao. *International Journal of Multidisciplinary Research and Growth Evaluation*, 6(2), 1275–1285. <https://doi.org/10.54660/ijmrge.2025.6.2.1275-1285>

Challenges of Inclusive Education Teachers in the Academic Performance of Children with Disabilities: Basis for Support Program

- 12) Suwarni, S., & Chamidah, A. N. (2024). Teacher and parent collaboration in supporting inclusive education: A Qualitative approach in Inclusive Schools. Suwarni | International Journal of Multicultural and Multireligious Understanding. <https://doi.org/10.18415/ijmmu.v11i10.6475>
- 13) United Nations Convention on the Rights of Persons with Disabilities. (2025, December 2). European Commission. https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/disability/united-nations-convention-rights-persons-disabilities_en



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.