

**Developing an inclusive education guide for public elementary teachers:
Drawn from teachers' lived experiences in Mandaue City**

Leah N. Bachinilla*

Cebu Technological University - Main Campus, R. Palma Street, Cebu City, Philippines

ABSTRACT

This study explored the lived experiences of public elementary school teachers in implementing inclusive education for learners with special needs at Basak Elementary School, Mandaue City, during the School Year 2025–2026, aiming to gain an in-depth understanding of how teachers navigate classroom diversity, manage instructional and behavioral challenges, and apply inclusive teaching strategies to promote meaningful and equitable learning for all learners. Using a qualitative phenomenological research design, data were collected from ten purposively selected teachers directly involved in inclusive classrooms through semi-structured interviews conducted via Google Forms, allowing participants to reflect on their experiences and practices. The data were analyzed using thematic analysis to identify emerging patterns and significant themes, with trustworthiness ensured through credibility, transferability, dependability, and confirmability. Findings revealed that teachers viewed inclusive education as both meaningful and challenging, implementing strategies such as differentiated instruction, scaffolded lessons, flexible classroom management, and adapted assessment practices to address diverse learner needs. Collaboration with parents, specialists, colleagues, and school administrators emerged as a crucial support system in strengthening inclusive education implementation. Based on these findings, a Contextualized Inclusive Education Guide was developed to support teachers, enhance inclusive classroom practices, and promote equitable learning opportunities for learners with special needs.

Keywords: Special education, lived experiences, elementary school teachers, learners with special needs, qualitative research design, Mandaue City, Cebu.

Date Submitted: March 11, 2026

Date Accepted: March 18, 2026

Date Published: April 8, 2026

INTRODUCTION

Every child deserves equal opportunities to learn and grow regardless of abilities, backgrounds, or personal circumstances, and this principle underpins the commitment of educators to inclusive education in public elementary schools. Experiences in these settings reveal both the challenges and the rewards associated with implementing inclusive practices. While many teachers demonstrate a strong commitment to addressing the diverse needs of their learners, they often encounter limitations due to the absence of concrete guidance, practical

*Corresponding author/ Email: leah.bachinilla@gmail.com

DOI: <http://doi.org/10.69651/PIJHSS0502912>

Recommended citation:

Bachinilla, L. N. (2026). Developing an inclusive education guide for public elementary teachers: Drawn from teachers' lived experiences in Mandaue City. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (2), 379-396. <http://doi.org/10.69651/PIJHSS0502912>

strategies, and locally relevant resources. This disconnect between policy directives and classroom realities carries significant implications for the quality of education delivered and for the holistic development of learners with special needs. Inclusive education has consequently emerged as a global movement that advocates equality, diversity, and access to high quality education for all students. International frameworks such as UNESCO's Education for All guidelines (2020) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) affirm that education is a fundamental human right and emphasize the responsibility of schools to nurture each learner's potential. The experiences of countries such as Finland and Canada, which have institutionalized inclusive practices through policies that support tailored instruction, collaboration among teachers, and the integration of learners with special needs into mainstream classrooms, demonstrate that inclusion is both a moral and social responsibility aimed at reducing educational inequities.

In the Philippine context, inclusive education is firmly grounded in legal mandates that guarantee access to quality education for all citizens. Article XIV, Section 1 of the 1987 Constitution establishes this right, while Republic Act No. 7277, Republic Act No. 10533, and Department of Education Orders No. 72, s. 2009, and No. 44, s. 2021 provide specific directives for the delivery of educational programs and services for learners with disabilities within the K to 12 system. Despite the presence of these legislative and policy frameworks, challenges persist in the consistent and effective implementation of inclusive education in public elementary schools, particularly in Mandaue City. Teachers frequently manage classrooms that include learners with learning disabilities, autism spectrum disorder, attention deficit hyperactivity disorder, visual or hearing impairments, and mild intellectual disabilities. Although many educators have participated in Special Education trainings, these initiatives are often perceived as insufficient in equipping them with the practical competencies and in depth knowledge necessary for daily inclusive instruction. Empirical studies further indicate that limited teacher capacity, scarcity of instructional materials, and inadequate access to sustained professional development constrain the translation of inclusive education policies into meaningful classroom practices (Buabeng and Ntow, 2021; Dapudong, 2019). Existing research has largely focused on general attitudes toward inclusion or on policy analysis, with limited attention given to the lived experiences and professional development needs of public elementary school teachers in Mandaue City. There is also a notable absence of locally grounded and practical resources that can guide teachers in implementing inclusive strategies suited to their specific classroom contexts, highlighting the need for research that transforms experiential insights into actionable tools.

In response to these gaps, this study seeks to explore the real world experiences of public elementary school teachers in implementing inclusive education, with particular attention to their challenges, perceptions, and professional development needs. The study aims to develop a comprehensive Inclusive Education Guide that will function as a professional development resource, offering evidence based strategies, practical insights, and classroom ready approaches to strengthen inclusive practices. By addressing the gap between policy and practice, the study aspires to empower teachers to create learning environments that are inclusive, supportive, and responsive to the needs of all learners, thereby contributing to both teacher development and the academic and social growth of students with special needs.

The study is anchored on three interrelated theoretical frameworks that collectively provide a comprehensive understanding of inclusive education. Vygotsky's Sociocultural Theory (1978) emphasizes that learning is a socially mediated process shaped by interaction, culture, and language. Central to this theory is the concept of the Zone of Proximal Development, which refers to the gap between what a learner can achieve independently and what can be accomplished with guidance from a more knowledgeable individual. Within inclusive education, this framework supports differentiated instruction and scaffolding,

enabling teachers to tailor their approaches to the developmental needs of each learner. It also underscores the importance of collaborative learning, where peer interaction and shared experiences foster social participation, acceptance, and mutual respect among learners with diverse abilities.

Bandura's Social Learning Theory (1977) complements this perspective by highlighting the role of observation, imitation, and modeling in the acquisition of behaviors and attitudes. Learning occurs not only through direct experience but also through observing others and understanding the consequences of their actions. In inclusive classrooms, teachers serve as models of empathy, patience, and acceptance, shaping the classroom climate and influencing how learners perceive and interact with diversity. The concept of self-efficacy further underscores the importance of teachers' confidence in their ability to implement differentiated strategies and manage diverse classrooms effectively, reinforcing the reciprocal nature of inclusion where both teachers and students influence one another's learning experiences.

Knowles' Adult Learning Theory (1980) provides a foundation for understanding teachers' professional growth and continuing development. This theory posits that adults learn most effectively when learning is self-directed, experience based, and relevant to their professional contexts. In relation to inclusive education, this perspective emphasizes the need for context specific and practice oriented professional development that addresses the real challenges faced by teachers. It advocates for collaborative and reflective learning environments where educators can share experiences, co-construct knowledge, and continuously refine their practices. The Inclusive Education Guide envisioned in this study is aligned with these principles, aiming to support teachers in designing inclusive lessons, utilizing assistive technologies, and strengthening collaboration with parents and specialists while promoting lifelong learning and professional competence.

These theoretical foundations are further reinforced by both local and international legal frameworks that establish inclusive education as a fundamental right and guide its implementation. Republic Act No. 10533 emphasizes accessibility and responsiveness to diverse learner needs, while Republic Act No. 11650, s. 2022 institutionalizes policies that ensure learners with disabilities are provided appropriate support within educational institutions. Republic Act No. 9442 strengthens the Magna Carta for Persons with Disabilities by mandating nondiscriminatory access to quality education. On the international level, the United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2008) affirms inclusive education as a basic human right, situating the study within a broader global commitment to equitable learning opportunities.

In the Philippine educational system, these commitments are operationalized through Department of Education policies that provide concrete guidance for schools and teachers. DepEd Order No. 32, s. 2017 outlines practical strategies for implementing inclusive education, including early identification of learners' needs, curriculum adaptation, and the provision of learner support services. The policy promotes collaborative learning and scaffolding, consistent with Vygotsky's Sociocultural Theory, recognizes the influence of teacher attitudes in shaping inclusive environments in line with Bandura's Social Learning Theory, and emphasizes continuous professional development and reflective practice as advocated by Knowles' Adult Learning Theory. Through these mechanisms, the policy bridges theoretical perspectives, legal mandates, and classroom practice, ensuring that inclusive education is translated into meaningful action within schools.

By integrating these theoretical and legal foundations, the study underscores the pivotal role of teachers as facilitators of learning and advocates of inclusion. The findings are expected to inform school leaders and education officials in designing contextually relevant programs

and policies that strengthen inclusive education in public elementary schools in Mandaue City. The research ultimately seeks to provide a foundation for the development of a teacher centered Inclusive Education Guide that equips educators with the knowledge, attitudes, and strategies required to effectively support learners with diverse needs. Situated within both local and global commitments, including the UNESCO Salamanca Statement (1994) and the United Nations Sustainable Development Goal 4, the study affirms that inclusive education is not only a pedagogical approach but also a social and moral responsibility. By capturing the lived experiences of teachers, it aims to bridge theory, policy, and practice, fostering educational environments where every learner is valued, supported, and empowered to reach their full potential.

Statement of the problem

This study aimed to examine the lived experiences, perceptions, and classroom practices of public elementary school teachers in the implementation of inclusive education for learners with special needs at Basak Elementary School, North District, Division of Mandaue City, during the School Year 2025– 2026.

By understanding how teachers navigated inclusive classrooms, the study sought to generate meaningful insights that served as the foundation for developing a contextualized Inclusive Education Guide. This guide was envisioned to strengthen teachers' inclusive practices and improve the learning outcomes of learners with diverse abilities.

Specifically, this study sought to answer the following research questions:

1. How did public elementary school teachers describe their lived experiences in teaching learners with special needs within inclusive classroom settings?
2. What instructional strategies, classroom management approaches, and assessment practices did teachers employ to address the diverse learning needs of inclusion learners?
3. What challenges and barriers did teachers and school administrators encounter in implementing inclusive education in public elementary schools?
4. How did teachers collaborate with parents, specialists, and school administrators to promote inclusion and support learners with special needs?
5. What professional development needs and forms of support did teachers identify as essential to enhance their competence, confidence, and readiness in managing inclusive classrooms?
6. How could the insights and lived experiences of public elementary school teachers inform the development of a contextualized Inclusive Education Guide that strengthened inclusive practices and enhanced the learning outcomes of learners with special needs in the North District, Division of Mandaue City, during the School Year 2025–2026?
7. Based on the findings of the study, what contextualized Inclusive Education Guide was developed to support public elementary school teachers in Mandaue City?

METHODOLOGY

This section presents the research methods employed to explore the lived experiences, challenges, and professional development needs of public elementary teachers in implementing inclusive education for learners with special needs. It covers the research design, the flow of the study, the research environment, the participants, the research instrument, the data gathering procedures, the data analysis procedure, the trustworthiness of the study, the ethical considerations, and the operational definitions of key terms. These procedures guided the

researcher in developing a contextualized Inclusive Education Guide for Public Elementary Teachers for the School Year 2025-2026 in the Division of Mandaue City.

The study utilized a qualitative research design, specifically a phenomenological approach, to explore and understand the lived experiences of public elementary school teachers in implementing inclusive education for learners with special needs in the North District, Division of Mandaue City, during the School Year 2025-2026. The phenomenological design was appropriate because it sought to capture the essence of teachers' real life experiences, their perceptions, the challenges they encountered, and the meanings they attached to inclusive teaching practices. Rather than emphasizing numerical data or measurable outcomes, the study focused on describing and interpreting teachers' insights, reflections, and professional journeys as they worked to improve learning opportunities for children with special needs. Through this qualitative lens, the study highlighted the voices of teachers, including their understanding of inclusion, the ways they adapted instruction, collaborated with colleagues and parents, and responded to the diverse needs of learners. This approach allowed for a deeper understanding of how inclusive education policies were translated into classroom practices and provided the groundwork for developing a contextualized Inclusive Education Guide grounded in teachers' authentic experiences and professional realities.

To ensure a rigorous and holistic examination of how inclusive education is implemented in public elementary schools, the study was anchored on a comprehensive framework that captured both the personal and institutional dimensions influencing teaching practices. As input, the study considered several key components that served as the foundation for understanding the implementation of inclusive education in public elementary schools. These included the demographic profiles of participating teachers, specifically their age, teaching position, years of experience, and training background, in order to provide context on the human resources involved in inclusive education. The study also examined teachers' lived experiences and personal narratives by capturing their reflections, challenges, and strategies in addressing the needs of learners with diverse abilities. In addition, the school context was considered, including existing inclusive programs, support systems, and available learning resources, in order to understand how institutional factors facilitated or constrained inclusive practices. Relevant policies and professional development opportunities related to inclusive education were likewise reviewed to identify the structural and systemic support available to teachers. Taken together, these inputs provided a comprehensive picture of the factors influencing teachers' ability to translate inclusive education policies into effective classroom practices.

The process component of the study involved several systematic steps for gathering and analyzing data on teachers' experiences with inclusive education. It began with permission and coordination through the securing of approval from the Division Superintendent and the heads of participating public elementary schools in the North District, Mandaue City Division, thereby ensuring observance of ethical considerations and institutional protocols. Following this, data gathering was conducted through open ended qualitative questionnaires distributed via Google Forms, which allowed teachers who handled learners with special needs to share their experiences conveniently and comprehensively. After the responses were collected, the data were organized and analyzed through thematic analysis to identify recurring patterns, categories, and emerging themes, and the data were coded in alignment with the research questions. The final step involved interpreting these themes to understand teachers' lived experiences, the challenges they faced, the strategies they employed, and their professional development needs, thereby providing insight into real life classroom practices and the implementation of inclusive education. As the output of this process, the study produced the development of a Contextualized Inclusive Education Guide for public elementary teachers

that was intended to translate policy into practical classroom strategies. The guide was designed to strengthen inclusive teaching practices by providing actionable recommendations grounded in the lived experiences of teachers. It was also intended to promote collaboration among teachers, parents, and school administrators in recognition of the collective effort required to support learners with diverse needs. Furthermore, the guide sought to enhance the learning outcomes, engagement, and social emotional development of learners with special needs, ensuring that inclusive education becomes not only a policy mandate but also a practical reality in public elementary schools. The flow of the study therefore showed that teachers' lived experiences and perceptions as input were explored through qualitative processes such as interviews and thematic analysis as process, leading to the development of a contextualized Inclusive Education Guide as output.

The research environment of the study was Basak Elementary School, a public elementary school located in Basak, Mandaue City, Cebu, Philippines, with School ID 119998. Basak belongs to the highly urbanized North District of Mandaue City and serves a mixed community composed of urban and peri urban residential areas. For School Year 2025-2026, Basak Elementary School has an estimated student population of approximately 3,200 learners from kindergarten to Grade 6 based on historical enrollment trends. The school employs an estimated 30-50 classroom teachers who provide instruction and support to this diverse student body, resulting in an approximate student to teacher ratio of 30:1 to 35:1, which is consistent with public elementary school standards in the district. Basak Elementary School actively implements inclusive education programs for learners with special needs and is formally listed in the Learner Information System under the "Inclusion Learners" category. Teachers in the school engage directly with learners with varying types and levels of disabilities and provide individualized support while adapting teaching strategies to meet unique learning needs. This environment made Basak Elementary School an ideal setting for examining inclusive education practices, challenges, and strategies, and for generating insights into real world teaching experiences and practical approaches to inclusive education. Moreover, the researcher's professional familiarity with the school further enhanced the suitability of the environment. This insider perspective enabled deeper engagement with participants, richer contextual understanding of school culture, and greater awareness of the specific challenges and support mechanisms available within the school. Such familiarity ensured that the data collected reflected the authentic experiences of teachers and the realities of inclusive education implementation in Mandaue City, thereby informing the development of a contextualized Inclusive Education Guide that is practical and responsive to local needs.

The participants of the study were 10 classroom teachers from Basak Elementary School. They were purposively selected on the basis of their direct involvement in teaching learners with special needs and implementing inclusive education programs. The distribution of teacher participants showed that Basak Elementary School contributed 10 classroom teachers out of a total of 10 participants, representing 100% of the participants in the study. This means that all ten teachers selected were purposively chosen for their direct involvement in teaching learners with special needs and implementing inclusive education programs, representing the entire teaching staff in the school involved in inclusive education. This resulted in a 100% representation of the targeted teaching population at Basak Elementary School. The full participation of teachers ensured that the study captured a wide range of lived experiences from educators directly engaged in inclusive education. Their insights reflected authentic classroom practices, strategies, and challenges encountered in delivering instruction to learners with diverse needs. The comprehensive inclusion of all relevant classroom teachers at Basak Elementary School enhanced the credibility, depth, and contextual relevance of the findings and provided a detailed understanding of inclusive education implementation in the school.

The study used a Semi-Structured Interview Guide administered through Google Forms. The instrument was designed to explore teachers' experiences, instructional strategies, challenges, collaboration practices, and professional development needs related to implementing inclusive education for students with special needs. The participants were school classroom teachers, specifically those directly involved in teaching and managing learners with special needs in selected schools, including Basak Elementary School. Since the instrument was researcher made, it underwent content validation to ensure its appropriateness and credibility. The Semi Structured Interview Guide was evaluated by experts in the field of education, particularly those with expertise in inclusive education and research. The validators examined the instrument in terms of clarity, relevance, coherence, and alignment with the research objectives. Their comments and suggestions were incorporated, and necessary revisions were made to improve the quality of the instrument. Guided by a qualitative phenomenological research design, the instrument was intended to capture the lived experiences of teachers and to provide an in depth understanding of their perceptions, classroom practices, challenges, and recommendations for professional development. The use of Google Forms as the medium of administration enabled participants to respond at their own convenience and reflect thoughtfully on their experiences, thereby ensuring flexibility and accessibility. Although the use of Google Forms may limit opportunities for real time probing or follow up questions, this limitation was addressed by offering optional follow up interviews or clarifying questions through email. This procedure allowed the researcher to gather additional insights, clarify ambiguous responses, and ensure the richness and depth of the qualitative data. Responses were collected in open ended form, generating rich qualitative data suitable for thematic analysis. The collected data ultimately served as the foundation for the development of the Contextualized Inclusive Education Guide and ensured that the guide reflected the authentic voices and experiences of the participating teachers. The Semi Structured Interview Guide was organized into sections corresponding to the study's six research questions, and participants were asked to provide detailed responses in order to encourage reflection and capture authentic experiences.

The data gathering procedure was conducted in three major stages, namely the Preliminary Stage, the Data Gathering Stage, and the Post Data Gathering Stage, to ensure a systematic and organized research process. The process began after the approval of the research title by the Dean of the College of Education, Cebu Technological University Main Campus. Following this approval, a formal communication letter was submitted to the Schools Division Superintendent of Mandaue City in order to request permission to conduct the study in selected public elementary schools in the North District. Upon approval, the researcher coordinated with the school heads to obtain their consent and assistance in identifying qualified participants. The participants were purposively selected based on their direct involvement in teaching learners with special needs and implementing inclusive education. Before data collection, an orientation was conducted through an online meeting using social media platforms. During this orientation, the researcher explained the purpose of the study, the procedures, the ethical considerations, the confidentiality measures, and the rights of the participants. Informed consent was secured, and participants were assured that their participation was voluntary and that they could withdraw at any time without penalty. This process strictly adhered to the Data Privacy Act of 2012 (R.A. 10173) and ethical standards in research.

During the data gathering stage, the researcher used Google Forms as the primary tool for collecting data. The semi structured interview guide, composed of open ended questions, was distributed to the participants to allow them to share their lived experiences, instructional strategies, challenges, and insights regarding inclusive education. The use of Google Forms provided flexibility and convenience, enabling participants to respond at their own pace and to

reflect deeply on their answers. This approach ensured that the responses gathered were thoughtful and authentic. All responses were collected digitally, thereby ensuring confidentiality and secure handling of data. The researcher also remained available for follow up questions and clarifications through email whenever necessary in order to ensure the completeness and accuracy of responses. In the post data gathering stage, the researcher proceeded with organizing, reviewing, and coding the responses. The qualitative data were analyzed using thematic analysis to identify recurring patterns, categories, and emerging themes aligned with the research objectives. The researcher then carefully interpreted the data in order to capture the lived experiences, challenges, instructional practices, and professional development needs of teachers in inclusive education. Finally, letters of gratitude were sent to the Schools Division Superintendent and the participating school heads to acknowledge their support and cooperation in the successful completion of the study.

The study utilized a thematic analysis approach to analyze the qualitative data gathered from semi structured interviews with teachers. The analysis focused on identifying recurring themes and patterns that represented the participants' lived experiences, instructional strategies, challenges encountered, collaboration practices, and professional development needs in the implementation of inclusive education. Through a systematic process of organizing, coding, and interpreting the data, this approach enabled the researcher to derive meaningful insights aligned with the objectives of the study. Thematic analysis followed the six phases proposed by Braun and Clarke (2006) in order to ensure a systematic and rigorous process. Responses collected through Google Forms were organized and transcribed verbatim for accuracy. The researcher first engaged in familiarization with the data by carefully reading and rereading the participants' responses to gain an in depth understanding of the context and overall meaning. This was followed by the generation of initial codes, in which significant statements and ideas related to inclusive education were highlighted and assigned preliminary codes to represent emerging concepts. The researcher then searched for themes by grouping and clustering the identified codes into potential themes that captured shared experiences, challenges, and strategies among participants. These themes were subsequently reviewed and refined to ensure coherence, internal consistency, and alignment with the research question. The study employed this thematic analysis approach to examine the qualitative data obtained from semi structured interviews with teachers and to identify recurring themes and patterns reflecting the participants' lived experiences, instructional strategies, challenges encountered, collaboration practices, and professional development needs in the implementation of inclusive education. This approach enabled the researcher to systematically organize, analyze, and interpret the qualitative data in order to generate meaningful insights relevant to the objectives of the study. Each theme and subtheme was then clearly defined and named to describe its essence and relationship to the overall objectives of the study. In the final stage, the researcher produced the report by integrating finalized themes into a narrative supported by direct participant quotations, thereby allowing the participants' authentic voices to be heard in the discussion of results. Thematic analysis was guided by the main research questions to ensure that the identified themes directly reflected the lived experiences, strategies, challenges, collaboration efforts, and professional development needs of teachers and administrators in inclusive education. To organize and trace emerging patterns, manual color coding and categorization through Microsoft Excel were employed. This method enabled the researcher to classify responses systematically and to ensure that all relevant data segments were considered during analysis. Data saturation was observed when no new insights or themes emerged from additional responses, confirming that sufficient data had been gathered to address the objectives of the study comprehensively.

To further guide the thematic analysis, an interpretive framework was used. A theme was considered Highly Evident when it appeared consistently in most participants' responses,

specifically more than 75%, and this level represented a dominant and common experience among respondents. A theme was considered Moderately Evident when it appeared in several participants' responses, around 50-75%, and this interpretation reflected a frequently observed experience or perception. A theme was considered Minimally Evident when it appeared in only a few participants' responses, specifically less than 50%, and this suggested a unique or context specific insight. This interpretive guide ensured that the voices of teachers were authentically captured and provided a profound understanding of their lived experiences, instructional practices, challenges, and recommendations for strengthening inclusive education.

To ensure the accuracy, credibility, and reliability of the findings, the researcher employed the criteria of trustworthiness proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability. Credibility was established through member checking, in which summarized interpretations were shared with selected participants to confirm the accuracy and authenticity of the data. Transferability was addressed by providing thick, descriptive narratives that would allow readers to contextualize the findings and apply them to similar educational settings. Dependability was strengthened through the maintenance of an audit trail documenting the research process, coding decisions, and thematic development. Confirmability was ensured by minimizing personal bias through reflective journaling and by grounding interpretations solely in the participants' actual responses. These strategies strengthened the overall validity of the study and ensured that the conclusions drawn accurately represented the lived experiences and perspectives of teachers and administrators implementing inclusive education.

The study strictly adhered to ethical standards for research involving human participants. Before data collection, the researcher sought formal approval from the Schools Division Superintendent of Mandaue City and the respective school heads of the participating institutions. Informed consent was obtained from all participants after a clear explanation of the study's purpose, procedures, potential benefits, and their rights as participants. Participation was entirely voluntary, and respondents were informed that they could withdraw at any time without penalty. Confidentiality was upheld by anonymizing all participant information and ensuring that the data collected were used solely for academic purposes. All digital responses were stored securely and were accessible only to the researcher. The study complied with the Data Privacy Act of 2012 (Republic Act No. 10173) and the ethical research policies of Cebu Technological University Main Campus.

For clarity and consistency in the conduct of the study, several terms were operationally defined. Assessment Adaptations referred to the modifications or adjustments made in evaluating learners with special needs. These included alternative formats, extended time, simplified instructions, or differentiated tasks to ensure fair and accurate assessment of learner progress. Challenges and Barriers referred to the factors that hinder the successful implementation of inclusive education, including inadequate training, scarcity of resources, oversized classes, lack of instructional materials, limited administrative support, and insufficient specialized services. Classroom Management referred to the strategies teachers use to create a safe, orderly, and supportive learning environment in an inclusive classroom. This included behavior management, organization of physical space, routines, and rules tailored to diverse learners. Collaboration Practices referred to the coordinated efforts among teachers, parents, school administrators, and specialists to support the academic and behavioral needs of learners with special needs. Collaboration ensured shared decision making and continuous support.

The Contextualized Inclusive Education Guide referred to a researcher developed teaching guide designed to support teachers in implementing inclusive education by adapting instructional strategies, activities, and materials to the diverse needs of learners. It was based

on the actual classroom context and aimed to assist teachers in providing appropriate learning experiences for all learners, including those with special needs, in order to ensure participation, accessibility, and effective learning outcomes. Inclusive Education referred to a transformative approach to teaching and learning that ensures equitable educational opportunities for all students regardless of aptitude, background, gender, or socioeconomic status. It promoted diversity, participation, and respect within the classroom. Instructional Strategies referred to the differentiated teaching approaches employed by teachers to meet the varied learning needs of students in an inclusive classroom. Examples included scaffolding, multisensory activities, cooperative learning, and individualized instruction. Learners with Special Needs (LSENs) referred to learners who require additional academic, behavioral, or developmental support due to physical, intellectual, sensory, or behavioral challenges. In this study, they referred to students formally tagged as "Inclusion Learners" in the Learner Information System (LIS). Level of Implementation referred to the degree to which inclusive education policies, practices, and principles are applied in the school setting. It measured consistency, fidelity, and effectiveness of inclusive programs across classrooms. Phenomenological Study referred to a qualitative research design used to explore and interpret participants' lived experiences. In this study, the phenomenological approach sought to understand teachers' personal experiences, perceptions, and meanings related to inclusive education. Progressive Inclusion Framework referred to the proposed output developed by the researchers based on the study's findings. It outlined actionable recommendations, interventions, and strategies aimed at improving inclusive education implementation in public elementary schools.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the qualitative data gathered from teacher-participants at Basak Elementary School, North District, Division of Mandaue City. The study employed a phenomenological qualitative research design, utilizing purposive sampling to select participants who had direct, lived experience in teaching learners with special needs in inclusive classroom settings. Data were collected through semi-structured interviews guided by a researcher-developed interview guide, and the gathered responses were subjected to thematic analysis to identify recurring patterns and meaningful categories reflective of the participants' experiences, perspectives, and instructional practices. The discussion that follows is grounded entirely in the data gathered from the participants, and all findings are interpreted in direct relation to the six research objectives of the study, which concern the lived experiences of inclusive teachers, their instructional and management strategies, the barriers they encounter, their collaborative practices, their professional development needs, and their recommendations for a contextualized Inclusive Education Guide.

Lived experiences of teachers in inclusive education

The lived experiences reported by the teacher-participants reveal that implementing inclusive education in the Philippines is simultaneously meaningful and demanding. Operating within the mandates established by Republic Act 10533, Republic Act 11650, and relevant Department of Education policies, teachers are expected to welcome learners with diverse abilities into regular classrooms and to ensure that each child receives equitable instructional support. In practice, participants described a process of continuous adjustment, characterized by the daily modification of lessons, management of behavioral concerns, and deliberate efforts to cultivate environments in which learners with special needs feel accepted and valued. One participant articulated this dual reality by sharing that teaching learners with special needs had

strengthened her empathy and reinforced her belief that every child can learn when given the right opportunities and encouragement. Another participant characterized the experience as both challenging and fulfilling, while a third described a structured approach involving clear instructions, simplified tasks, extended time, visual aids, guided practice, positive encouragement, and ongoing communication with parents as tools for ensuring learners felt safe and included. A fourth participant acknowledged the scale of adjustment required, noting the difficulty of accommodating learners' needs so that they could keep pace with lessons, while a fifth identified positive reinforcement, verbal encouragement, and picture-based visual supports as central to facilitating understanding among learners with special needs.

These experiences are meaningfully supported by established theoretical frameworks. Vygotsky's Sociocultural Theory, and specifically the concept of the Zone of Proximal Development, accounts for the teachers' consistent use of scaffolding strategies such as task simplification, guided practice, and instructional adjustment, which are designed to help learners perform tasks that lie just beyond their independent capability. The Universal Design for Learning framework further reinforces the value of visual aids, multiple means of content access, and extended time as mechanisms for minimizing learning barriers in diverse classrooms. The use of positive reinforcement reported by multiple participants aligns with Skinner's Behaviorist Theory, which establishes that encouragement and reward can effectively strengthen desired behaviors, particularly among learners who require additional motivation and emotional support. The empathy and patience that participants described as dimensions of their professional growth resonate with Carl Rogers' Humanistic Theory, which holds that learners thrive within environments where teachers demonstrate genuine understanding, acceptance, and compassion. Finally, Tomlinson's Differentiated Instruction model substantiates the participants' adaptive practices by affirming that effective instruction must be flexible and responsive to learners' varied readiness levels, interests, and learning profiles. Together, these theoretical perspectives confirm that inclusive teaching is most effective when emotional sensitivity and adaptive, learner-centered pedagogy are integrated as complementary dimensions of professional practice.

Instructional strategies, classroom management approaches, and assessment practices

Inclusive classrooms, by their nature, comprise learners with diverse abilities, learning styles, and instructional needs, and the participants' responses reflected a comprehensive repertoire of strategies deployed to address this diversity. In terms of instructional approaches, teachers reported using differentiated instruction to simplify complex tasks, incorporating visual aids and demonstrations, engaging learners through hands-on activities, and providing one-on-one guidance to accommodate each learner's unique strengths and challenges. One participant described a practice of modifying both learning instruction and assessment from complex to simple forms, while another outlined a classroom approach built on clear routines, strategic grouping, visual reminders, simplified instructions, additional guidance for learners who required it, and the intentional promotion of teamwork and respect. A third participant confirmed a similar structure of fair expectations, ability-differentiated tasks, peer-assisted groupings, positive reinforcement, and individualized support as the foundation of her classroom management.

Regarding assessment, participants described flexible and responsive practices that combined formal and informal methods. One participant detailed the use of observations, checklists, short tasks, and one-on-one assessments, supplemented by modifications including simplified instructions, task chunking, extended time, and the option for oral or visual responses in place of written work, so that learning could be measured accurately while

individual needs were accommodated. Another participant reported developing monitoring checklists and individualized development checklists calibrated to each learner's current status. These practices are consistent with the learner-centered philosophy described by Tomlinson (2017), which emphasizes that instruction must provide meaningful engagement and genuine curriculum access for all students. The structured and positive classroom environments described by participants align with findings by Florian (2014) and Spratt et al. (2006), who document that such environments enhance participation and social-emotional development among learners with disabilities. The assessment adaptations reported are congruent with Universal Design for Learning principles as articulated by CAST (2018), which affirm that assessments must allow learners to demonstrate knowledge according to their individual abilities. While these strategies demonstrate considerable pedagogical resourcefulness, participants also acknowledged persistent gaps, including limited access to instructional resources, the high time demands of individualized instruction, and insufficient specialized training, which collectively underscore the ongoing need for systemic support in the form of professional development, assistive tools, and administrative guidance.

Challenges and barriers in implementing inclusive education

The participants identified a range of challenges that complicate the daily implementation of inclusive education in Philippine public elementary school classrooms. Large class sizes were among the most frequently cited barriers, with participants noting that the combination of high learner numbers and widely varying abilities makes it difficult to provide the individualized support that inclusive teaching requires. One participant named class size and composition directly, observing that diverse student needs within a large group constrain a teacher's capacity for individualized attention. Another participant elaborated on this challenge by describing learners with differing learning speeds, limited teaching materials and resources, and learners with behavioral or emotional needs as concurrent demands that require extra patience and specialized strategies beyond what standard teacher preparation typically provides.

Despite these barriers, participants acknowledged meaningful support from institutional structures. One participant noted that the school provided materials for learners with special needs and that the Department of Education offered access to training programs for special needs education. Another described school administrators as providing training, resources, and guidance while encouraging collaborative teamwork among teachers, though acknowledging that limited resources, large class sizes, and rigid scheduling continued to constrain individualized attention. In terms of practical responses to these challenges, participants reported strategies derived from observation and professional experience, including differentiated instruction to accommodate different learning styles and abilities, and the use of visual aids and hands-on activities to support learners who struggle with traditional instructional formats. These findings are consistent with the literature on inclusive education, which identifies large class sizes, insufficient resources, and inadequate teacher preparation as systemic barriers to effective implementation, while simultaneously recognizing that differentiated instruction, collaborative learning, and administrative support serve as key enabling conditions for inclusive practice in diverse school contexts (Florian and Black-Hawkins, 2011; Loreman, 2010; Tomlinson, 2001; Pijl et al., 2008; Haug, 2018; Ainscow, 2020).

Collaboration with stakeholders

The participants' responses consistently identified collaboration with parents, specialists, and school administrators as an essential dimension of inclusive teaching practice. Teachers emphasized that open and regular communication with parents allowed them to better understand each learner's strengths, challenges, and progress, and that this understanding directly informed instructional decisions. One participant described a collaborative process involving regular conversations with parents about their child's progress and needs, consultation with specialists such as special education teachers and therapists for strategies and advice, and regular updates to school administrators paired with requests for resources and support. Another participant described maintaining constant communication with parents through feedback on the learner's progress and the use of a dedicated notebook to document activities completed with the learner. A particularly illustrative account described a successful three-way collaboration between a teacher, a special education specialist, and a learner's parents that resulted in improved reading outcomes. Upon observing that a learner was struggling with reading comprehension, the classroom teacher consulted the SPED teacher for strategies, and together they designed modified reading activities and visual supports tailored to that learner's specific needs. A further participant reported keeping an open line of communication with parents through weekly progress updates and by soliciting from parents the strategies being applied at home, while another described assessing a learner's individual needs and then consulting a colleague with a SPED specialization to verify whether the activity provided was appropriate and suited to that learner.

These collaborative practices are supported by a robust body of research. Epstein's School-Family Partnership Theory (2018) affirms that regular teacher-parent communication, including updates, meetings, and shared monitoring, strengthens learner progress, which corresponds directly to the participants' use of conferences, dedicated notebooks, and weekly feedback mechanisms. Friend and Cook (2017) demonstrate that collaboration with colleagues and specialists improves instructional decision-making, which is reflected in the participants' practices of seeking professional advice and verifying the suitability of activities for learners with diverse needs. Research by Sharma and Sokal (2015) further supports the participants' experiences by establishing that administrative support through training and resources enhances teachers' capacity to implement inclusive strategies effectively. Philippine studies, including Dizon and Sari (2020), affirm that coordinated teamwork among school stakeholders produces improvements in learner confidence, engagement, and academic outcomes, validating the collaborative approaches described by the participants as integral to inclusive classroom success.

Professional development needs of teachers in inclusive classrooms

Participants consistently expressed a need for targeted, practice-oriented professional development to strengthen their capacity as inclusive educators. The professional development priorities they identified centered on practical strategies for accommodation and modification, including differentiated instruction, behavior management, task simplification, visual and hands-on supports, adapted assessments, and the use of assistive tools. One participant called for workshops and training programs focused on differentiated instruction, behavior management, and assessment accommodations for learners with special needs as necessary conditions for becoming more competent and confident in managing inclusive classrooms. Another echoed this need, identifying professional development on differentiated instruction, behavior management, and assistive tools as particularly valuable, and affirming that workshops and training on inclusive strategies, along with improved access to resources, would strengthen her confidence in managing diverse learners.

Beyond structured training, participants also described self-directed professional learning as part of their ongoing development. One participant reported attending webinars, workshops, and seminars to learn from experts and observe practical techniques applicable in the classroom, and additionally engaged with experienced inclusion teachers to exchange ideas, pose questions, and gain insights from real classroom experience. Another described staying updated through workshops, educational readings, and collaborative discussions with colleagues on inclusive teaching strategies, while a third emphasized continuous engagement with learning opportunities and sustained connection with professionals in the field as her primary means of staying current with best practices. These development orientations align with findings by Florian and Black-Hawkins (2019), who establish that targeted training improves teachers' capacity to address learner diversity, and Tomlinson (2017), who underscores the importance of sustained professional learning on differentiation as a prerequisite for effective inclusive instruction. Darling-Hammond et al. (2020) further affirm that continuous, collaborative professional development enhances instructional practice over time, while Philippine research including Alvarez (2021) and SEAMEO-INNOTECH demonstrates that teachers who actively participate in training programs and professional learning communities develop greater confidence and effectiveness in inclusive education settings.

Recommendations for an inclusive education guide

The recommendations articulated by participants reflected a comprehensive vision for strengthening inclusive education practice at the classroom, school, and systemic levels. Teachers called for regular professional training on inclusive strategies, ensured access to learning materials and assistive tools, sustained collaboration with parents and specialists, and the cultivation of a supportive school culture that affirms the value of every learner. One participant offered a specific recommendation for regular professional development and training focused on differentiated instruction, assessment accommodations, and classroom management strategies for learners with special needs. Another called for constant administrative support and reliable access to the materials required for inclusive instruction. Participants also affirmed that their lived classroom experiences equipped them with practical insights capable of informing guidance for other teachers, including actionable recommendations on lesson planning, classroom management, assessment modifications, and strategies for building learner confidence and improving learning outcomes in inclusive settings. One participant described her insights as providing practical strategies and solutions derived directly from real classrooms, which she identified as a foundation for helping teachers support diverse learners and improve outcomes more broadly.

These recommendations are strongly supported by research demonstrating that effective inclusive education depends on teacher preparation, resource availability, collaborative support structures, and classroom-level strategy (Florian and Black-Hawkins, 2011; Ainscow, 2020; UNESCO, 2020; DepEd Inclusive Education Orders). The convergence of participant recommendations with the existing literature reinforces the validity and practical relevance of the insights gathered, and collectively these recommendations provide a substantive and evidence-grounded foundation for the Inclusive Education Guide proposed by the study.

Taken together, the six themes that emerged from this study present a coherent and layered account of inclusive education as it is lived, practiced, and understood by teachers in Philippine public elementary school classrooms. The findings reveal that while teachers demonstrate commendable resourcefulness, adaptability, and commitment in their daily inclusive practice, they operate under conditions of structural constraint that include large class

sizes, limited instructional materials, insufficient specialized training, and inconsistent access to specialist support. Their experiences affirm the centrality of differentiated instruction, stakeholder collaboration, positive reinforcement, and adaptive assessment as pillars of effective inclusive teaching, all of which are well supported by established theoretical frameworks and contemporary empirical research. The professional development needs and institutional recommendations articulated by participants point toward a clear agenda for systemic improvement grounded in practical classroom realities. These findings directly address each of the six research objectives that guided the study and contribute meaningfully to the scholarship on inclusive education in the Philippine context by providing teacher-generated, experience-based evidence that can inform policy, training program design, and the development of the proposed contextualized Inclusive Education Guide. The subsequent chapter presents the conclusions and recommendations drawn from these findings, together with the finalized Inclusive Education Guide developed in response to the themes and insights documented in this chapter.

CONCLUSION

This study explored the lived experiences of public elementary school teachers implementing inclusive education for learners with special needs at Basak Elementary School, North District, Division of Mandaue City, during School Year 2025 to 2026. Employing a qualitative phenomenological research design, the study captured teachers' perspectives on instructional practices, classroom management, assessment strategies, challenges, collaboration efforts, and professional development needs through semi-structured interviews administered via Google Forms. The findings, analyzed through thematic analysis, consistently revealed that teachers regard inclusive education as a meaningful yet demanding professional responsibility that requires sustained empathy, adaptability, and commitment to equity. While educators demonstrated a firm dedication to supporting learners with special needs, they simultaneously encountered systemic and contextual constraints that complicated daily inclusive practice, including large class sizes, limited instructional materials, time pressures, and the complexity of addressing the academic, behavioral, and emotional needs of diverse learners within a single classroom environment.

Notwithstanding these challenges, the teachers demonstrated considerable instructional resourcefulness. Findings indicate that inclusive practices were primarily implemented through differentiated and learner-centered instruction, scaffolded lessons, visual aids, hands-on materials, peer support, task modification, and simplified instruction, all of which served to ensure meaningful learner participation and understanding. Flexible and individualized assessment practices, including the use of observations, checklists, modified tasks, extended time, and oral or visual response options, further demonstrated teachers' commitment to measuring learner progress in ways that were equitable and responsive to individual abilities. These adaptive strategies were found to enhance learners' academic engagement and social-emotional development, affirming that inclusive education can be successfully implemented when teachers are empowered with appropriate knowledge, resources, and support structures. The study thus concludes that the gap between inclusive education policy and actual classroom implementation is bridgeable, but only when teachers are equipped with practical, context-responsive tools and sustained institutional support.

Collaboration emerged as a defining feature of effective inclusive practice. The study found that partnerships among teachers, parents, school administrators, and special education specialists were essential to strengthening instructional planning and individualized learner support. Regular communication with parents, consultations with SPED specialists, and the

sharing of strategies with administrative colleagues all contributed to improved learning outcomes and greater teacher confidence in managing inclusive classrooms. However, the study also recognized that the effectiveness of such collaboration depends on consistency of communication and the degree of institutional commitment to inclusive values. The findings further affirmed that teachers' professional development needs are substantial and unmet, particularly in the areas of differentiated instruction, behavior management, assessment adaptation, and the use of assistive learning strategies. Continuous, practical, and context-specific professional development was consistently identified as an essential condition for improving teachers' competence and confidence in inclusive education implementation.

Based on these findings, the study concludes that a contextualized Inclusive Education Guide grounded in teachers' lived experiences is essential to bridging the gap between policy and practice in Philippine public elementary schools. The output developed in response to the study's findings, a Contextualized Practical Guide to Inclusive Education, was designed to support teachers in strengthening instructional practices, classroom management, assessment strategies, stakeholder collaboration, and professional development. Its implementation scheme was structured across five phases, namely orientation and preparation, capacity building, classroom implementation, monitoring and support, and evaluation and improvement, to ensure phased and sustainable application in the school context. The guide addresses the specific needs and barriers identified in the study by providing structured strategies across five focus areas, covering planning and curriculum adaptation, inclusive teaching strategies, classroom management and learner support, parent and community engagement, and policy and school support. Each focus area targets documented gaps and proposes concrete, time-bound activities involving teachers, school heads, master teachers, guidance counselors, parents, and the Division Office, with clearly identified materials, timelines, and expected outcomes.

In light of these conclusions, the study offers the following recommendations. The Contextualized Inclusive Education Guide developed as the output of this research should be implemented across inclusive classrooms to provide structured, practical, and accessible support for teachers in delivering responsive and equitable instruction. The challenges encountered in implementing inclusive education must be addressed through collaborative efforts between home and school to ensure continuous and coherent support for learners with diverse needs. The findings of this research may likewise serve as a reference for other districts within the Division of Mandaue City seeking to strengthen their own inclusive education programs. Additionally, the findings may serve as a basis for Division authorities to formulate localized policies that promote consistent, evidence-based, and contextually appropriate implementation of inclusive education across public elementary schools. Collectively, these recommendations affirm that the advancement of inclusive education in the Philippine context requires a concerted and sustained commitment among teachers, school leaders, families, and policy makers, all of whom share responsibility for ensuring that every learner, regardless of ability or background, receives equitable access to quality education.

REFERENCES

- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Alvarez, M. T. (2021). Teachers' preparedness and challenges in inclusive education implementation in Philippine public schools. *Asia Pacific Journal of Multidisciplinary Research*, 9(3), 45–53.

Bandura, A. (1977). *Social learning theory*. Prentice Hall.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Buabeng, I., & Ntow, F. D. (2021). Teacher preparedness and inclusive education practices in basic schools. *International Journal of Inclusive Education*, 25(10), 1123–1140. <https://doi.org/10.1080/13603116.2019.1580923>

CAST. (2018). *Universal design for learning guidelines version 2.2*. <http://udlguidelines.cast.org>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute.

Department of Education. (2009). DepEd Order No. 72, s. 2009: *Inclusive education as strategy for increasing participation rate of children*.

DepEd Philippines. (2017). DepEd Order No. 32, s. 2017: *Policy guidelines on the implementation of inclusive education program*.

DepEd Philippines. (2021). DepEd Order No. 44, s. 2021: *Guidelines on the provision of educational programs and services for learners with disabilities*. DepEd Philippines.

Dapudong, R. C. (2019). Knowledge and implementation of inclusive education among teachers. *Journal of Education and Learning*, 13(2), 197–203. <https://doi.org/10.11591/edulearn.v13i2.13095>

Dizon, R. L., & Sari, J. P. (2020). Stakeholder collaboration in inclusive classrooms: A Philippine perspective. *International Journal of Educational Studies*, 7(1), 12–25.

Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.

Florian, L. (2014). *Reimagining special education: Why new approaches are needed*. Routledge.

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *Cambridge Journal of Education*, 41(4), 419–434. <https://doi.org/10.1080/0305764X.2011.625005>

Florian, L., & Black-Hawkins, K. (2019). The politics of inclusive education. *International Journal of Inclusive Education*, 23(7–8), 741–754. <https://doi.org/10.1080/13603116.2019.1622803>

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Pearson.

- Haug, P. (2018). Understanding inclusive education: Ideals and reality. *Scandinavian Journal of Disability Research*, 20(1), 206–217. <https://doi.org/10.16993/sjdr.51>
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Cambridge Adult Education.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Loreman, T. (2010). *Inclusive education: Supporting diversity in the classroom*. Routledge.
- Pijl, S. J., Meijer, C. J. W., & Hegarty, S. (2008). *Inclusive education: A global agenda*. Routledge.
- Republic of the Philippines. (1987). *The 1987 Philippine Constitution*. Official Gazette of the Republic of the Philippines.
- Republic of the Philippines. (1992). Republic Act No. 7277: Magna Carta for persons with disabilities. Official Gazette.
- Republic of the Philippines. (2007). Republic Act No. 9442: An act amending the Magna Carta for persons with disabilities. Official Gazette.
- Republic of the Philippines. (2012). Republic Act No. 10173: Data Privacy Act of 2012. Official Gazette.
- Republic of the Philippines. (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. Official Gazette.
- Republic of the Philippines. (2022). Republic Act No. 11650: An act instituting a policy of inclusion and services for learners with disabilities. Official Gazette.
- Salamanca Statement and Framework for Action on Special Needs Education. (1994). UNESCO.
- SEAMEO-INNOTECH. (2018). *Inclusive education in Southeast Asia: A regional synthesis*. SEAMEO-INNOTECH.
- Sharma, U., & Sokal, L. (2015). The impact of teacher education on inclusive attitudes. *Journal of Research in Special Educational Needs*, 15(2), 77–88. <https://doi.org/10.1111/1471-3802.12069>
- Spratt, J., Florian, L., & Rouse, M. (2006). Inclusive pedagogy and teacher education. *Teaching and Teacher Education*, 22(6), 677–689. <https://doi.org/10.1016/j.tate.2006.03.001>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

UNESCO. (2020). Global education monitoring report: Inclusion and education—All means all. UNESCO Publishing.

United Nations. (2006). Convention on the rights of persons with disabilities. United Nations.

United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. United Nations.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.