



## Unshared Maneuvers of Special Needs Education (SNED) Teachers in Teaching Children with Challenging Behaviors

Monica D. Mapambocol<sup>1\*</sup>, Adonis S. Besa<sup>1</sup>

<sup>1</sup>Sultan Kudarat State University, Tacurong City, Sultan Kudarat, Philippines

\*Corresponding author

DOI: <https://doi.org/10.63680/ijstate052596.107>

### Abstract

The study explored the unshared maneuvers of teachers who are teaching children with special needs by navigating the lived experiences of the SNED Teachers, particularly their descriptions of their current lives as SNED teachers, the teaching strategies they used in the conduct of their teaching and learning, the challenges they encountered in teaching SNED learners, and their future career plans ten (10) years after. It employed a phenomenological qualitative research design. Eight (8) SNED teachers were selected and participated in the study. These teachers taught SNED Classes in the Schools Division Office of Koronadal City during the School Year 2024-2025. To gather the needed data for the study, a methodology involving semi-structured interviews was utilized. Formal communication was sent to the DepEd XII Regional Director and the Schools Division Superintendent of Koronadal City for the study's approval. The inclusion criteria were strictly observed in identifying the participants. After the approval was attained, individual interviews were conducted. A set of well-defined questions was prepared before the actual interview to help guide the researcher. Experts validated the questions to ensure that the phenomenon under study will be explored well and the correct data will be generated to answer the research questions. A recording device was used to record the interview only upon the interviewee's approval. The recorded interviews underwent a meticulous review and were transcribed verbatim. The transcribed data was analyzed, and the themes and clustered themes were generated using a modified thematic tool analysis template. Four (4) themes were generated from the eight participants' descriptions of their present life as a SNED teacher: professional teacher, possess a wide range of skills, fulfilled individual/teacher, and family-oriented person: multi-sensory approach, differentiated instructions, and performance-based learning.

**Keywords:** Unshared Maneuvers; Special Needs Education (Sned); Children; Challenging Behaviors

### INTRODUCTION

Professional development programs are indispensable in any organization as they affect the performance of the whole organization. They drive the organization to achieve the individual goals of employees, improving their morale, sense of security, and overall competencies in performing their respective jobs.

The United Nations International Children's Emergency Fund (UNICEF) reported that in 2021, there will be nearly 240 million children with disabilities around the world. Because of their disabilities, these children suffer as they are disadvantaged compared to children without disabilities, particularly in achieving what is supposed to them - from access to education, in particular. They are vulnerable and are left behind (UNICEF, 2021).

In the Philippines, the country reported that in SY 2016-2017, there were 232,975 reported learners with Learning Exceptionalities. These

numbers were accordingly mainstreamed in the Regular Classes. For Region XII, the reported cases were recorded at 10,727, or a 4.6% share of the reported cases. Moreover, among the exceptionalities reported, Difficulty remembering, Concentrating, Paying Attention, and Understanding was reported to be the most common disability at 64,338, followed by Difficulty Communicating at 12 621, Difficulty Hearing at 8,075, and Difficulty Walking, Climbing, and Grasping at 4,482.

Moreover, the Philippine Government approved Republic Act 5250, An Act Establishing a ten-year Training Program for Teachers of Special and Exceptional Children in the Philippines and Authorizing the Appropriation of Funds thereof. This law was institutionalized to ensure the professional development of teachers who work with learners with special needs.

In the study of Allam and Martin (2021), SPED Teachers encountered issues and concerns in teaching children with disabilities, particularly in the Division of Ilagan, Isabela, Philippines. Among the issues and problems were choosing the appropriate strategy and motivation, identifying individual needs, challenging but fulfilling, acceptance and patience, and respecting one's rights. Teachers need to be equipped to identify and detect the special needs of their respective learners, and it is through this that SNED teachers can provide the much-needed innovation and intervention that can address and cater to the varying needs of children with exceptionalities (Gallardo and Cañete, 2019).

Reviewing the existing literature in this context, the researcher found that research focusing on this theme was done in international contexts but seldom in the Philippines. Locally, no study has been conducted in the locale of the study. Although the studies reviewed used qualitative descriptive designs, the need to perform a study using different methods or a combination of methods would be beneficial in understanding the phenomenon comprehensively. In addition, the reviewed studies solely focus on the teachers as their main respondents, which limits one's understanding of the reality being studied.

The study was conducted to explore the unshared maneuvers of teachers who teach children with special needs. By studying this phenomenon, it is hoped that a comprehensive understanding of this reality can be generated to better address the needs of learners with disabilities. Moreover, the study results could be used as a basis for a program development tailored for special needs education teachers in the locale to make them more effective and efficient in delivering the SNED Program.

## **Research Questions**

This study explored the unshared maneuvers of teachers teaching children with special needs. It answered the following research questions:

1. How do teachers describe their present life situation as SNED teachers?

## **Probing questions**

- 1.1 How do you find yourself as a SNED teacher? What makes you say so?
- 1.2 What made you decide to be a SNED teacher and not the other way around?

- 1.3 How do you feel being a SNED teacher? Why teaching in the SNED?
  - 1.4 How do you go about your life - personally and as a SNED teacher?
  - 1.5 If you were to turn back the tides of time, will you still want to be a SNED teacher? Why or why not?
2. What are the teaching strategies you used to teach learners with special needs?
- Probing questions
- 2.1 Can you describe the teaching strategies you are using / employing / utilizing when teaching SNED learners?
  - 2.2 What are the things you consider in choosing a teaching strategy? Do you have basis/es in choosing one strategy from another?
  - 2.3 What are the reasons why are you using / employing / utilizing such strategies? Can you give specific example to illustrate your reason/s?
  - 2.4 When do you consider that there is a need to use a new strategy when a used strategy seem not to work?
3. What challenges have teachers encountered in dealing with learners with special needs?
- 3.1 Can you cite a specific situation about a challenge you have met teaching a SNED learner class? Is it a recent or previous one?
  - 3.2 Why do you consider it a challenge?
  - 3.3 How did you address the situation? Can you describe the things that you did to address the challenge?
4. How do teachers see themselves in the future?
- 4.1 Do you have future career plans? Can you describe it?
  - 4.2 What could be the factors you consider relative to your career plans?
  - 4.3 To get to your plans, what are the things you are doing now? Do the actions/decisions you are doing now help you reach your plan? Why or why not?

## LITERATURE REVIEW

This chapter presents the review of related literature and studies that served as the conceptual background of the study.

### Inclusive Education and Special Needs Education

Education is referred to as society's great equalizer due to its potential to foster both intellectual and personal growth (Jardinez & Natividad, 2024). However, some children are not educated or in school because they belong to disadvantaged communities or diverse student groups. The report of the Individuals with Disabilities Education Act - IDEA (2019-2020) showed that learners aged 3-21 who received special

education services were 7.3 million or 14 percent of all public school students. The most common among the learners with disabilities served (33%) was on specific learning disability.

## **METHODOLOGY**

This chapter presents the research design, study respondents, locale of the study, sampling technique, research instrument, data gathering procedure, and treatment/a of the gathered data.

### **Research Design**

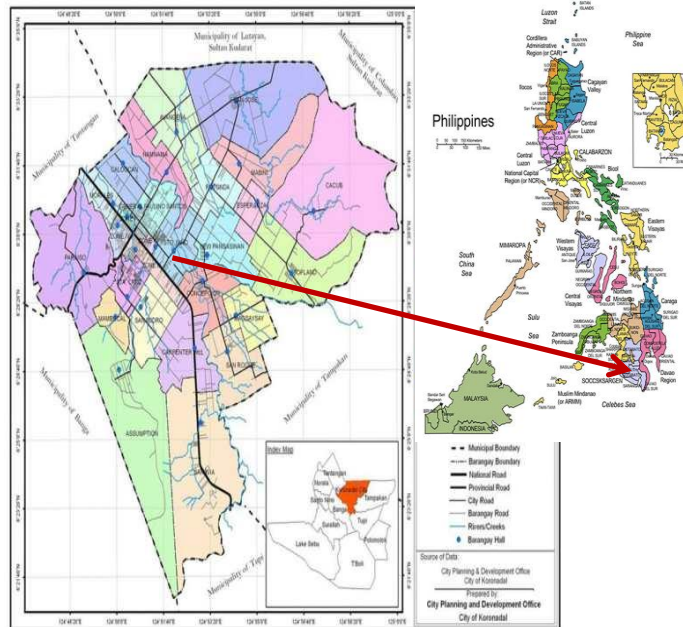
The study used a transcendental phenomenological design. Phenomenological Qualitative research aims to explore, investigate, and offer a more profound understanding of individuals' real-world experiences (Tenny et al., 2022). Moreover, it collects people's views, behaviors, and experiences. Thus, this research design is the most appropriate for this study. Specifically, the study used a phenomenological descriptive method.

### **Locale of the Study**

The study was conducted in Koronadal City, particularly in the Schools Division Office (SDO) of Koronadal City. SDO Koronadal City is divided into ten (10) Public Schools Districts. Of this number, eight (8) were elementary schools, while two (2) were secondary schools. Geographically, Koronadal City is bounded to the north by Tantaran, South Cotabato. To the east, it is bounded by Lutayan and Colombio, Sultan Kudarat, respectively. To the west, it is bounded by Banga, South Cotabato, while to the south, it is bounded by Tupi, South Cotabato.

As the center of Region XII, Koronadal City is booming with economic activities. As businesses and opportunities arose, its people were employed locally by the local businesses and establishments, particularly those living in the urban areas. For those in rural areas, rice and corn farming were the sources of income for most farmers, although other farm commodities were produced in the locality.

In recent years, the rise in the number of learners with special needs has been noted with the opening of different SNED classes in the different barangays of Koronadal City. Previously, among the 54 elementary schools, only two (2) schools offered SNED classes, while only one (1) in the secondary. However, as massive advocacy activities were conducted by the Schools Division Office of Koronadal City, more parents have become aware of and open to the reality, and more children are enrolled in public schools offering SNED classes.



**Figure 1:** Map of the Locale of the Study.

For this reason, this study was conducted in Koronadal City, focusing on the different schools offering the program.

**Participants of the Study**

There were eight (8) participants involved in the study. The eight teachers were chosen from the eight schools offering SNED Classes in SDO Koronadal City.

Table 1 illustrates the number of schools and SNED teachers selected as study participants. Among the SNED Elementary Schools, Koronadal Central Elementary School-I (KCES I) caters to learners with Special Needs and Fast Learners (FL). The rest of the schools offering SNED classes focus on learning disabilities.

**Table 1:** Participants in the Study

School Name	Number of SNED Teachers
1 Koronadal Cental Elementary School-1	2
2 Marbel 8 Elementary School	2
3 Flaviano T Deocampo Sr Elementary School	
4 Marbel 1 Elementary School	2
5 Marbel 6 Elementary School	2
<b>Total</b>	<b>8</b>

**Research Instruments**

The research tool used in this study was a researcher-made instrument. The design and content of the tool were based on the proposed research objectives and the available and reviewed literature dealing with this kind of topic. The instrument was divided into two parts: Part I contains the profile of the SNED teachers;

Part II is about the teachers' experiences, challenges, and teaching strategies in teaching children with special needs.

Before developing the research instrument, the researcher read various research problem and objectives studies. The researcher could design and formulate the research tool and the questions included in these readings. To ensure the reliability of the research tool, experts validated the instrument.

### Data Gathering Procedures

To officially commence the study, a letter request was prepared and submitted to the Schools Division Superintendent of SDO Koronadal City for approval to conduct the study among the identified schools, teachers, and parents.

Once approved, the researcher proceeded to the identified schools. A courtesy visit to the school heads was made to explain the study's objectives to the school heads and teachers. This was to ensure that the research respondents understood the purpose of the study. Then, the research instrument was distributed to the identified teachers. After three days, the researcher returns to the schools to retrieve the instruments and personally thank the teachers and school heads for participating in the study. This is done to ensure that all the instruments are gathered back. Figure 3 illustrates the data-gathering procedure to be undertaken.

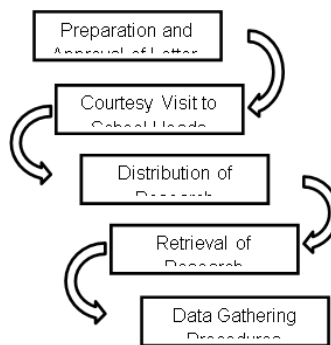


Figure 2: Research Flow of the Study

### Results and Discussion

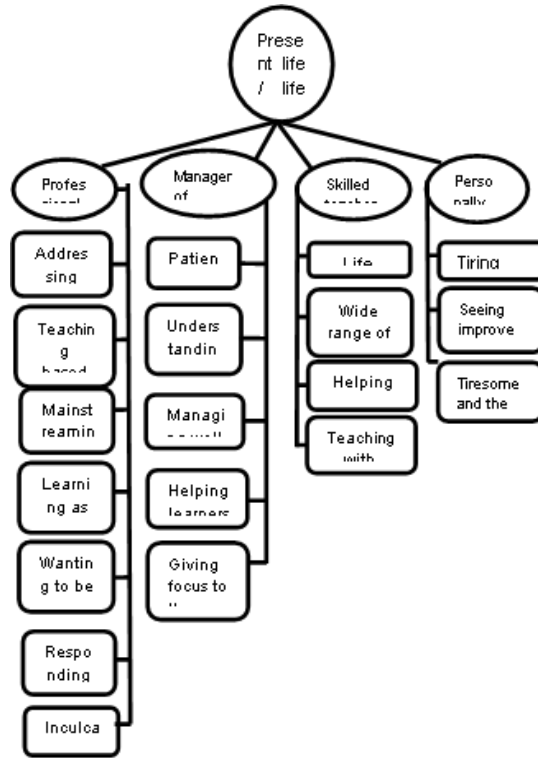
This section analyzes the implications of the data collected from participant interviews using an interview guide questionnaire and presents the study's findings.

This chapter presents the study's results. Finding significant statements, coming up with preliminary themes, locating clustered themes, and finally identifying the emerging themes were all steps utilizing Braun and Clarke's (2006) Thematic Analysis framework.

### SNED Teachers' Present Life Now

The themes about the participants' lives were based on the responses made by the study's SNED teachers. Figure 1 reflected the twenty (20) clustered themes, which served as the basis for forming the four (4) emerging themes after a meticulous process of data analysis and interpretation.

It shows that professional teachers, managers of learning and learners' behaviors, skilled teachers, and personally fulfilled are the descriptions of the participants in their present life as SNED teachers. The responses were transcribed based on the data analyzed by the participants.



**Figure 3:** Graphical Presentation on the Present Life as a SNED Teacher Now

**Conclusions**

Based on the study's results, the following conclusions were drawn:

The SNED teachers’ experiences in their current life - as professional teachers, teachers with a range of skills, fulfilled individuals/teachers, and family-oriented people - describe how they live as teachers of learners with special needs.

The participants utilized teaching strategies that reflected the immediate needs of the learners, hoping that such strategies would help them achieve the skills and competencies intended for them to learn. Quick changes of strategies or approaches are made based on the context of the learners.

The challenges they encountered also reflect their abilities to manage the learners' behaviors as explicitly displayed in their learning needs, behaviors, and personalities.

And, just like any other teachers, they have dreams, too. Like the “regular” teachers, they dream of getting higher on the ladder of their teaching career or getting better pay, either here in the Philippines or in some foreign lands. But no matter what, they continue to strive to let their learners learn the best way they can to survive in the future.

**Declaration of Conflicting Interests**

The authors declare no potential conflicts of interest with respect to the research, authorship and publication of this article.

## Funding

The author received no financial support for the research, authorship and publication of this article.

## 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>
- Al-Shammari, Z., Faulkner, P.E., & Forlin, C. (2019). Theories-based inclusive education practice. *Education Quarterly Reviews*, v2 n2 p408-414 2019.
- Allam, F.C. & Martin, M.M. (2021). Issues and challenges in special education: a qualitative analysis from teacher's perspectives. ERIC. <https://eric.ed.gov/?id=EJ1296259>
- Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity*, 23, 121-127. <http://www.tuckerpub.com/jcd.htm>
- Espeño, S., Babiano, E.H., Bucoy, M., Busime, E.L., & de Borja, J.M. (2024). Issues and challenges of implementing special education (sped) curriculum in the Philippines: a systematic literature review. *Jurnal Inovasi Pendidikan* 2(4):195- 205. DOI: 10.60132/jip.v2i4.390
- Bandura, A. (1971). Social Learning Theory. Stanford University. Library of Congress Catalog Card Number 75-170398.
- Bank, S. & Saha, A. (2023). Importance of continuous professional development (CPD) program in teaching profession. *International Journal of Creative Research Thoughts (IJCRT)*, Volume 11, Issue 3. <https://ijcrt.org/papers/IJCRT2303033.pdf>
- Boiser, J. (2020). Introduction to special education. <https://www.scribd.com/document/476179193/introduction>
- Carcary, M. (2009). The research audit trial - enhancing trustworthiness in qualitative inquiry. <https://academic-publishing.org/index.php/ejbrm/article/view/1239>
- Caulfield, J. (2023). How to do thematic analysis. <https://www.scribbr.com/methodology/thematic-analysis>
- Chitiyo, M., Kumedzro, F.K., Hughes, E.M., & Ahmed, S. (2019). Teachers' professional development needs regarding inclusive education in Ghana. *International Journal of Whole Schooling*, v15 n2 p53-79.
- Creswell, J.W. & Miller, D.L. (2000). Determining validity in qualitative inquiry: Theory into Practice, 39, 124-130. [http://dx.doi.org/10.1207/s15430421tip3903\\_2](http://dx.doi.org/10.1207/s15430421tip3903_2)
- Cope, D.G. (2014). Methods and meanings: credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, 41, 89-91. <https://doi.org/10.1188/14.ONF.89-91>
- Datta, R. & Mete, J. (2021). Teacher education in India standard and performance. *Ideal Research Review* vol., 65, No.1, March 2021.
- DepEd. (2017). Status of the Implementation of inclusive education programs in the Philippines. <https://www.teacherph.com/depd-inclusive-education-policy-Framework>
- DepEd Memorandum No. 44, 2023. Interim guidelines for the quality assurance and monitoring and evaluation of the National Educators Academy of the Philippines Core Programs. <https://www.deped.gov.ph/2023/08/05/august-4-2023-dm-044-s-2023-interim-guidelines-for-the-quality-assurance-and-monitoring-and-evaluation-of-the-national-educators-academy-of-the-philippines-core-programs/>
- DepEd Order No. 36, s. 2013. Our Department of Education vision, mission and core values. [https://www.deped.gov.ph/wp-content/uploads/2013/09/DO\\_s2013\\_36.pdf](https://www.deped.gov.ph/wp-content/uploads/2013/09/DO_s2013_36.pdf)
- DepEd Orders No. 020, 2020. Adoption and implementation of NEAP professional development credit unit banking

- mechanism for participation of teachers and school leaders in NEAP-recognized professional development programs and courses. [https://www.deped.gov.ph/wp-content/uploads/2020/08/DO\\_s2020\\_020.pdf](https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_020.pdf)
- DepEd Order No. 050, 2020. DepEd professional development priorities for teachers and school leaders for school year 2020-2023. [https://www.deped.gov.ph/wp-content/uploads/2020/05/DM\\_s2020\\_050.pdf](https://www.deped.gov.ph/wp-content/uploads/2020/05/DM_s2020_050.pdf)
- DepEd Order No. 53, s.2008. Maximization of trained teachers and administrators in special education. <https://www.deped.gov.ph/2008/07/05/do-53-s-2008-maximization-of-trained-teachers-and-administrators-in-special-education/>
- Elhami, A. & Khoshnevisan, B. (2022). Conducting an interview in Qualitative Research: The Modus Operandi. ERIC. <https://eric.ed.gov/?id=EJ133387>
- Fajri, B.R. & Jauhari, M.N. (2024). Challenges and opportunities for special-needs children in elementary schools. DIKODA: Jurnal Pendidikan Sekoh Dasar, Volume 5 nomor 01 (2024). [https://www.researchgate.net/publication/381574063\\_Challenges\\_and\\_Opportunities\\_for\\_Special-Needs\\_Children\\_in\\_Elementary\\_Schools](https://www.researchgate.net/publication/381574063_Challenges_and_Opportunities_for_Special-Needs_Children_in_Elementary_Schools)
- Flores, P. (2019). Challenges in rural SPED education. Journal of Rural Education, 15(3), 55-72. Journal of Rural Education.
- Harrison, J., MacGibbon, M. & Morton, M. (2001). Regimes of trustworthiness in qualitative research: the rigors of reciprocity. Qualitative inquiry, 7(3):323-345. DOI:10.1177.107780040100700305
- Huynh, T. & Nguyen, N.T.T. (2024). Inclusive education: enhancing social integration and academic achievement for students with and without learning disabilities Aged 5 to 14. VNU Journal of Science Education Research. DOI: 10.25073/2588-1159/vnuer.4930
- Gallardo, R.D. & Cañete, R.A. (2019). Students with special needs in the mainstream classroom: voices of teachers in the public school. Southeast Asian Journal of Educational Management, Vol 1, No. 1. <https://ejournals.ph/article.php?id=14467>
- Germuth, A.A. (2018). Professional development that changes teaching and improves learning. Journal of Interdisciplinary Teacher Leadership, Vol. 2, Issue 1. <https://doi.org/10.46767/kfp.2016-0025>
- Guercini, S., Raich, M., Müller, J. & Abfalter, D. (2014). Hybrid analysis of textual data. DOI:10.1108?MD-03-2012-0247. <https://www.econbiz.de/Record/hybrid-analysis-of-textual-data-raich-margit/10014935260>
- Jardinez, M.J. & Natividad, L.R. (2024). The advantages and challenges of inclusive education: striving for equity in the classroom. Shanlax International Journal of Education, 12(2), 57-65. DOI: <https://doi.org/10.34293/education.v12i2.7182>
- Johns, J.J. & Mumthas, N.S. (2020). A study on the challenges of teachers who handle children with special needs in inclusive schools. International Journal of Research and Analytical Reviews (IJRAR). Volume 7, Issue 4. [www.ijrar.org](http://www.ijrar.org)
- Kilag, O.K., Uy, F.T., Dela Cerna, Y.M., Doroy, E.G., Gomez, H.M., Rivala, A.D., & Castañares, J.A. (2024). Special education: challenges faced by teachers in the Philippines. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS). 1, 7. <https://risejournal.org/index.php/imjrise>
- Kumar, K.S. (2023). Teacher Training and Professional Development in Special Education: Assessing the impact of professional development programs on teacher effectiveness and student outcomes. Global International Research Thoughts. Vol.11(1):47-52. DOI: 10.36676/girt.2023-v11i1-010
- Leigh-Osroosh, K.T. (2021). The phenomenological house: a metaphoric framework for descriptive phenomenological psychological design and analysis. The Qualitative Report, 26(6), 1817-1829. <https://doi.org/10.46743/2160-3715/2021.4815>
- Lincoln, Y.S. & Guba, E.G. (1985). Naturalistic inquiry. Newbury Park, CA: SAGE Publications.
- Llanes, M. (2019). Teacher training and professional development in SPED. International Journal of Educational Research, 21(4), 102-116.
- Masongsong, J.M., Lopres, J.R., Aguirre, M.M., Lopres, G.M., Enriquez, D.M., Bautista, F.B., Niadas, G.Y., & Virtusio, J.D.T.

- (2023). Level of teachers' training in inclusive education and their sense of efficacy. *International Journal of Science and Management Studies (IJSMS)*. Volume 6, Issue 5.
- Materechera, E.K. (2020). Inclusive education: why it poses a dilemma to some teachers. *International Journal of Inclusive Education*. Volume 24, Issue 7. <https://doi.org/10.1080/13603116.2018.1492640>
- Mercado, J. (2022). The impact of teacher turnover in SPED. *Educational Leadership and Policy Studies*, 23(3), 75-89.
- Mizell, H. (2010). Why professional development matters. *learning forward*. 504 South Locust Street, Oxford, OH 45056.
- Munna, A.S. & Kalam, M.A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)* v4 n1 p1-4. <https://eric.ed.gov/?id=ED610428>
- Padillo, G.G., Manguilimotan, R.P., Capuno, R.G. & Espina, R.C. (2021). Professional development activities and teacher performance. *International Journal of Education and Practice*, v9 n3 p497-506. <https://eric.ed.gov/?id=EJ1328399>
- Policy Brief 2018. A CRPD-Compliant Inclusive Education: A policy agenda for education of children and youth with disabilities. *Policy Issue 2*. <https://enetphil.org.ph/?p=1445>
- Polit, D.F. & Beck, C.T. (2014). *Essentials of nursing research*. Lippincot Williams & Wilkins, Philadelphia. <https://www.scirp.org/reference/referencespapers?referenceid=1943387>
- Republic Act No. 3562. An act to promote the education of the blind in the Philippines. national council on disability affairs. <https://ncda.gov.ph/disability-laws/republic-acts/republic-act-3562/>
- Republic Act No. 5250. An act establishing a ten-year training program for teachers of special and exceptional children in the Philippine and authorizing the appropriation of funds therefor. National Council on Disability Affairs. <https://ncda.gov.ph/disability-laws/republic-acts/republic-act-5250/>
- Republic Act No. 7277. An act providing for the rehabilitation, self-development and self-reliance of disabled person and their integration into the mainstream of society and for other purposes. <https://ncda.gov.ph/disability-laws/republic-acts/republic-act-7277/>
- Republic Act No. 10533. An act enhancing the philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes. [https://lawphil.net/statutes/repacts/ra2013/ra\\_10533\\_2013.html](https://lawphil.net/statutes/repacts/ra2013/ra_10533_2013.html)
- Walters, K. & Rodriguez, J. (2017). The importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development*: 3(10):206-212. <https://www.researchgate.net/publication/332537797>
- Savarimuthu, M.K., Innamuri, R., Tsheringla, S., Shonima, A.V., Mammen, P.M., Alwinneshe, M., Russell, S., & Kuppuraj, J. (2021). A retrospective audit (paper A) and the effects of educational intervention (paper B) on attitudes towards inclusive education in school teachers. *Shanlax International Journal of Education*, 9(2), 141-149.
- Skinner, B.F. (1938). *The behavior of organisms*. New York: Appleton-Century-Crofts.
- Tenny, S., Brannan, J.M., & Brannan, G.D. (2022). *Qualitative study*. StatPearls Publishing LLC. <https://www.ncbi.nlm.nih.gov/books/NBK470395/>
- Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms*, 2nd Edition. Association for Supervision and Curriculum Development. Virginia, USA.
- UNICEF. (2017). Inclusive education: including children with disabilities in quality learning: what needs to be done? [https://www.unicef.org/eca/sites/unicef.org.eca/files/IE\\_summary\\_accessible\\_220\\_917\\_brief.pdf](https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220_917_brief.pdf)
- UNICEF. (2022). Cost of raising children with disabilities in the Philippines. <https://www.unicef.org/philippines/media/5941/file/Full%20report>
- Wang, J. (2023). The importance of special education and life-oriented teaching. *Lectures Notes in Education Psychology and Public Media*. 33(1):121-125. DOI: 10.54254/2753-7048/33/20231545
- Yasar-Akyar, O., Rosa-Feliz, C., Oyelere, S.S., & Muñoz, D. and Demirhan, G. (2022). Special Education Teacher's professional development through digital storytelling. <https://doi.org/10.3916/c71-2022-07>