Social Dynamics and Instructional Adaptations of Children with Special Needs in Classrooms: A Phenomenological Study

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Abstract

Aim: Inclusive education entailed providing students with disabilities with equitable opportunities to receive educational services to prepare them to live as fully functional members of society. This paper aimed to gain understanding of the lived experiences of inclusive education teachers handling students with special needs in a public elementary school in the Philippines.

Methodology: A qualitative research methodology was used in the study specifically a phenomenological design employing Moustakas data analysis of the modified Van Kaam Method. Fourteen elementary inclusive education teachers engaged in semi-structured interviews. They were chosen through a purposive sampling technique.

Results: Findings revealed that the presence of students with special needs affect both positively and negatively in the social dynamics within an inclusive classroom. There was peer support and collaboration among the students however, there was class interruption caused by students with special needs. In terms of instructional adaptations, the participants employed various instructional adaptations to support the diverse needs of students. The participants utilized differentiated, developmentally appropriate, and explicit teaching strategies.

Conclusion: From the findings, it can be inferred that classroom interaction among students affect the students' academic performance. And teachers' role in shaping inclusive education was significant. Thus, it is recommended that inclusive education teachers may be equipped with knowledge and skills necessary to apply an expanding array of instructional strategies and be encouraged to implement various social dynamics management techniques to improve the academic performance of students with and without disabilities inside an inclusive classroom.

Keywords: Inclusive Education, Social Dynamics, Instructional Adaptations, teachers

INTRODUCTION

Inclusive education is a multifaceted practice that encourages diversity and differences. It entails including students with special needs in a supportive environment that offers equal opportunities. It is embracing students with disability as part of society, regardless of their background or needs, where all students can learn in a standard school setting. Furthermore, inclusive education is beneficial to all students with disabilities, allowing them to bring their unique experiences and capabilities to the classroom. Also, it is providing students with disabilities with equitable opportunities to receive educational services, as well as the necessary support and related services, with their age-appropriate peer groups to prepare them to live as fully functional members of society.
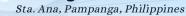
On the contrary, placement of students with difficulties had been a long debate and general education classrooms are the most common setting for students with disabilities. The goal of inclusion practices had been to give students with special needs a sense of belonging while also giving them more options for education and participation with other children. Currently, inclusive education is being recognized and there are growing numbers of teachers handling students with special needs in regular classrooms.

Subsequently, international attention had focused on inclusive education for children with disabilities, and the policy had been implemented in several countries. In recent years, inclusive education has become one of the global agendas of education. Its goal was to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Furthermore, the basic idea of inclusive education was that every child had a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of

learning (Carvajal & Sanchez, 2024; Carvajal, et al., 2024; Muńoz & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023). Moreover, Leentji (2021) mentioned that on a worldwide scale, countries' perspectives on inclusivity varied, and opening schools for students with special needs had been frequently chosen. And those with special education needs also had access to regular schools that accommodated them within a child-centered pedagogy capable of meeting these needs (Tonegawa, 2022).

The Philippine Constitution specifically stated that the government must uphold and advance everyone's right to a high standard of education at all levels and must take the necessary steps to ensure that everyone could access education. Therefore, all children, including those with impairments, had a right to proper education. The Magna Carta for Persons with Disabilities, which was institutionalized in 1997 required the state to recognize the unique needs of persons with disability in the creation of educational policies and programs. With the urgency to solve the issue of the nation's 2.2 million children with disabilities who lacked access to fundamental human right, the right to education, had been coordinated by the Department of Education. Most of these children resided in remote, rural locations, and their parents should have been aware of the educational alternatives available to them. Therefore, ensuring that these kids had the right to get a suitable education in a conventional or inclusive classroom (DepEd Order No. 72, s. 2009).

Similarly, the latest law in the Philippines regarding inclusive education was the approval of a groundbreaking law in March 2022, The Inclusive Education Act, also known as Republic Act 11650, that would open the door for better programs and services for students with disabilities. It established a policy of inclusion and services for students with disabilities. Moreover, this Act defined Inclusive Education as the process of addressing and responding to the diversity of needs of all students by working toward the end goal of full participation, presence, and achievement in learning cultures and communities, which involved accommodation, modification, adaptation, and individualization in content, approaches, structures, and strategies.

Thus, inclusive teachers' role in shaping inclusive education was significant. Teachers were regarded as the facilitators of learning in the classroom (Amihan & Sanchez, 2023; Carvajal & Sanchez, 2023; Sanchez, 2022; Sanchez, 2023b; Sanchez, et al., 2024a). It was supported by the study of Zhansulu et al (2022) who believed that the classroom teacher was the primary person responsible for all the students' academic and psychosocial development in the classroom, including inclusive students. In addition, Vedat (2021) believed that it was necessary for teachers working in inclusive classes to gain knowledge and skills about effective classroom management strategies. It was also necessary to provide in-class support to assist the teachers in addressing challenges encountered in inclusive classes (Amihan, Sanchez & Carvajal, 2023; Sanchez, et al., 2024b; Sanchez, et al., 2022).

The purpose of this study was to explore the experiences of elementary school teachers handling students with special needs. Since, based on the researcher's observation, inclusive education teachers who handled students with disabilities were not capacitated to address the needs of these students. On the other hand, there were limited numbers of studies that focused on teachers' experiences in inclusive education. This present study turned its focus to the lived experiences of inclusive teachers in elementary level particularly on the social dynamics and instructional adaptations employed by inclusive education teachers.

This study is also reinforced by the Philosophy of Inclusion as discussed in the study of Athira and Rajendran (2023) which believed that all students have the right to be educated in mainstream. This philosophy adhered to the definition of inclusive education as an approach that recognizes the need to work towards schools for all institutions that celebrate and support differences, learning and responding to individual needs. Furthermore, the philosophy of inclusion explains how students learn and the most effective ways for inclusive teachers to support student learning. In connection to this study, the philosophy of inclusion holds that every student, both students with special needs and the regular students is an individual, and their diversity was valuable and respected. Inclusion begins with recognizing differences among students and works to bridge those gaps.

This study is also anchored on John Dewey's Education for All. This posits that inclusive education teachers must provide engaging strategies so that students can learn best. Thus, the school through the teachers should provide meaningful learning for every student.

In a nutshell, inclusive education teachers become more innovative in providing pedagogical interactions designed to improve students' socialization and academic achievement.

Objectives

This study aimed to understand the lived experiences of elementary school teachers in inclusive education handling students with special needs.

Specifically, this study addressed the following questions:

1. How did the presence of students with special needs impact the social dynamics within the classroom?
2. What instructional adaptations did participants employ to support diverse needs of students?

METHODS

Research Design

This study utilized the phenomenological design employing Moustakas data analysis of the modified Van Kaam Method. The researcher used the Moustakas seven steps of phenomenological data analysis to identify the uniformity and differences in the participants' answers, and then the researcher walked the process using Clark Moustakas' seven steps of the phenomenological approach to systematically picture the data provided by the participants. As explained by Bu, McCaw and Kero (2021) it was discussed in the study, the interpretation of how the participants have experienced a given situation which was quickly presented in the phenomenological manner, and they were allowed to share their thoughts about it.

The phenomenological design utilized in this study examined the phenomenon of the experiences of the inclusive education teachers in handling students with special needs inside the classroom. It also described the experiences of the participants which emphasizes the formation of themes; thus, the research design is deemed suitable to be used in this study.

Population and Sampling

Fourteen (14) teachers from kindergarten to Grade 6 handling students with special needs in inclusive classrooms were involved in the study. These were the inclusive education teachers who gave consent to share their experiences for this study.

Elementary inclusive education teachers were involved in the study. The purposely selected participants engaged in semi-structured interview. The qualification considered in selecting the participants as a valid source of information was the following: 1) the participant was in regular permanent position; 2) an elementary education teacher handling students with special needs, and 3) gave consent to share their experiences. To aid in the data collection process, interview questions were presented by the researcher and the interviewee were asked to respond truthfully in answering the questions. Interviews were digitally recorded for later transcription and coding. The interviews were recorded, transcribed, and analyzed.

Instrument

To aid in the data collection process, a thorough conversation, sharing of personal experiences through a semi-structured interview were done with the purposely selected participants via face-to-face manner. This aimed to develop a deep understanding of the phenomenon and to create a dialogue between the participants and the researcher.

Moreover, the Semi-Structured Interview Guide or Interview Protocol was validated by the experts. Furthermore, during the validation, the experts provided suggestions and recommendations regarding the format and questions to be included in the semi-structured interview.

This allowed the researcher to have flexibility in interviewing the participants. The first part of the interview protocol includes the interview instructions. The second part of the interview protocol was the introduction and study screener review. The third part of the interview protocol was the interview proper which gained understanding of the experiences of elementary school teachers handling students with special needs. And the last part includes the post interview process.

Data Collection

In gathering the data, the researcher sought the approval of the Dean's office of the Graduate School for the conduct of the research. The researcher sought permission from the Public Schools District Supervisor and School Principal as the immediate head of the school where the teachers were teaching. Also, the researcher sought the approval of the participants for a semi-structured interview with them. To aid in the data collection process, a thorough conversation and sharing of personal experiences through an interview were done with the purposely selected participants via face-to-face manner. This aimed to develop a deep understanding of the phenomenon and to create a dialogue between the participants and the researcher.

The data were then gathered, read, analyzed, and categorized for like ideas and themes. Remarkable statements from the teachers were highlighted to determine the similarities among their responses. Meanings were

established from the substantial responses into themes. Through this method, the researcher developed themes of the event, situation, or experience to gain a deeper understanding of the phenomenon. Then the researcher described the teachers experiences in handling students with special needs inside an inclusive classroom particularly the social dynamics of the class with the presence of students with special needs and the instructional adaptations employed by the teachers in teaching students in an inclusive education setting.

Data Analysis

After gathering the relevant data of the study through the responses of the participants, data analysis followed employing the Modified Van Kaam Method of phenomenological data analysis as outlined by Moustakas.

The transcribed data from a recorded audio of the semi-structured interview were collected, read, revisited, and categorized into ideas and themes to create clusters of meaning. Through this process, the researcher formulated the common meaning of the event, situation, or experience and attain a more profound understanding of the phenomenon. Directly related opinions are going to be emphasized to assess the similarity among the answers of the participants.

In order to answer the research questions, the data were analyzed utilizing the Modified Van Kaam Method of phenomenological data analysis. The researcher used the Moustakas seven steps of phenomenological data analysis to identify the uniformity and differences in the participants' answers, and then the researcher walked the process using Clark Moustakas' seven steps of the phenomenological approach to systematically picture the data provided by the participants. As explained by Bu, McCaw and Kero (2021) it was discussed in the study, the interpretation of how the participants have experienced a given situation which was quickly presented in the phenomenological manner, and they were allowed to share their thoughts about it.

Also, Becker and Schad (2022) discussed that Moustakas phenomenological approach was divided into seven steps. The first step was horizontalizing, which was the process of scrutinizing the responses of the participants. The researcher treated all the participants' responses equally. The second step was to reduce experiences to their various constituents. This allowed the researcher to eliminate unnecessary information and include only the data required to quickly identify a theme or themes. The third step was thematic clustering to generate core themes. In this step, the themes and core ideas were identified, and the researcher organized their thoughts to generate themes based on the data provided by the participants. The fourth step was to compare multiple data sets; this period allowed the researcher to review the responses provided by the participants and conduct additional research to compare their responses. The fifth step was to write individual textual descriptions of each participant. It enabled the researcher to delve deeper into the participants' backgrounds or textual descriptions. The sixth step was to create composite structural descriptions. This step provided a venue for the researcher to compile all the necessary data gathered from the participants. The final step was to synthesize the texture and structure into an expression, which allowed the researcher to provide a final report on the data and information that was collected. To verify that no data was missing, steps one through seven were accomplished.

Various meanings were developed from significant responses to themes in the next stage of the analysis. Through this method, the researchers developed a common meaning of the event, situation, or experience and gained a deeper understanding of the phenomenon. The researchers would identify the various factors and gain more insight into the nature and purpose of the phenomenon.

Ethical Consideration

Research Protocols were observed by the researcher to ensure the quality and reliability of the study and research findings. The researcher sought approval from the dean and the participants to conduct the study. Consent letters were provided for the participants to express their willingness to take part in the study. When approved, the researcher scheduled the semi-structured interviews with the participants. The researcher personally conducted the interview via face-to-face manner. Interview questions were presented by the researcher to assist the interviewee in answering the questions. All interviews were digitally recorded for later verbatim transcription. Before the recording, permission, and consent were sought for Data privacy act compliance. Pseudonyms were used to maintain the anonymity of the participants during the document analysis. The data gathered remained confidential and anonymous. Nobody, other than the researcher knew their answers to the interview. The collected data were discarded after they has served their purpose.

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RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem.

1. **Classroom Social Dynamics with Students with Special Needs**

Themes
Peer Support and Collaboration
Disturbing Class Interaction,
Understanding and Acceptance

Responses of the participants regarding the presence of students with special needs concerning the social dynamics within the classroom particularly on Peer-Support and Collaboration, Disturbing Class Interaction; and Understanding and Acceptance which were deemed common among the answers of the participants during the conducted semi-structured interview.

From the data, the portrayal of the presence of students with special needs concerning the social dynamics within the classroom revealed by the participants were categorized into three themes namely: peer support and collaboration, disturbing class interaction and understanding and acceptance.

1.1 Peer Support and Collaboration
Most participants' responses categorized Peer Support and Collaboration as the foremost description of the social dynamics within an inclusive classroom with the presence of students with special needs. The following are the samples of the transcription showing peer support and collaboration:

Participant 6: "Sinda na nagsisimbag kang activity para sa may disability ta ang iba dae man tatao mag spelling dawa sadiring name". Some students are answering those activity for children with disabilities because some of them don't know how to spell even their names.
Participant 8: "Aram man kan si mayu nin disabilities na arog siya kaini, igwa ngani dae nakakasurat tinutukduan ninda, napakahelpful sinda." Those students without disabilities know that their classmate has disabilities, they also teach them how to write, that's why they are very helpful.
Participant 13: "Minsan okay man ta nagtatarabangan sa mga gibuhon an interactive man." Sometimes it's good because they help each other, especially in accomplishing activities and they are also interacting with each other.

These statements reflect a positive perspective on peer support and collaboration within an inclusive classroom setting, where students with and without disabilities interact and assist each other in various activities. These statements highlight the supportive nature of classmates towards children with disabilities, particularly in activities where spelling might be challenging. The fact that some students struggle with basic tasks like spelling their names underscores the importance of peer support in facilitating their learning process. In an inclusive classroom, such assistance can foster a sense of belonging and reduce the isolation that children with disabilities might feel (Carvajal, Sanchez & Amihan, 2023; Dizon & Sanchez, 2020; Salendab & Sanchez, 2023; Sanchez, 2020).

Wilt and Morningstar (2020) discussed the importance of peer support and collaboration inside the classroom. It was noted that academic support provided was vital to the success, particularly during the moment when students were experiencing academic expectations. Further, academic, and social supports were described as intertwined, given that the studying was a shared experience of student life, which often involved sociocultural norms inside the classroom.

Also, according to Vedat (2021), inclusion education is a method of presenting school culture to all students. In other words, inclusive education refers to school staff accepting all students, student participation in various fields of activity, and students' increasing achievement. Students with special needs were given similar educational opportunities as their peers and share the same educational environment. As a result, students with and without

special needs share their educational experiences and learn new things from one another. It was necessary for teachers working in inclusive classes to gain knowledge and skills about effective classroom management strategies.

Hence, teachers must provide opportunities so that peer support and collaboration among students can be sustained (Sanchez, 2023a; Sanchez, et al., 2024c; Sanchez & Sarmiento, 2020). This support will be helpful to the students in the inclusive classroom in developing interpersonal relationships, as well as in building confidence and reassurance in knowing supports were available.

1.2 Disturbing Class Interaction
Another description of the social dynamics that emerged in the responses of the participants in describing the social dynamics with the presence of students with special needs in the classroom was disturbing class interaction. The following are the samples of transcription:

Participant 2: "minsan, inaarog si aki na may special needs, na nag iikot ikot lang sa classroom, pag nag kukurahaw, may oras sya na "aaaaaa," kun ano anong sound. Pag sinaway mo sya mas lalo lugod siya." Like copying the behavior of those children with disabilities, like running around, shouting, producing any sound, but when you stop him he will make it worst.

Participant 1: "so the presence of students with special needs really affect the behavior of some students kasi most of the time they are the ones who create ito pong parang karirbukan , they cause distruction and troubles kasi usually yung mga may behavioral problems most of the time gusto ninda itong mga may violent actions na medyo nakaka kulog so pag may mga arog kayan miski ngani pirang minute lang na dae mo nahiling si aki may nasuntok na may tig sipa na may kinulugan na, so nakaka apekto siya sa klase yung may behavior din na somewhat naaapektuhan din si ibang kaklase, na parehas na kamo ni ano, pag tinaid mo duman si kaklase parehas na ang behavior kasi pag mga aki pa baga mga aki pa ano sinda ano they learn by modeling usually may arog kayan na stage kung ano nahihiling ninda inaarog ninda, diba ang mga actors ,actresses na yan pag may nahiling na arog kani aarog arugon na.". So the presence of the students with special needs really affect the behavior of some students because most of the time they are the one who destruct other students, they cause troubles because usually those students with behavioral problem exhibit aggressive behavior that hurt others, so if there are something like that even in few minutes that you can't see the student you will notice that a student have been kick or it already hurt others, so it affect the class. There are some instances that students without disabilities copy the behavior of those with disability because we know that child often learn by modeling usually there are stages where what they see they copy, just like in watching television what they see in television are more likely they do it.

Participant 9: "Pag may nag start ng ingay gabos nayan maribok so nakaka affect siya sa behavior kang sakuyang klase pag igwang arog kayan." When someone start commotion all of them will follow, so it affects the behavior of my entire class if there is someone with thta behaviort.

These statements reflect the disadvantage of accommodating students with disability in an inclusive classroom setting this scenario highlight the negative influence of students with disability to the students without disabilities particularly when there was a negative behavior that was being replicated such as producing repetitive sounds, starting the noise, and showing violent behaviors by students without disabilities. These negative circumstances caused destruction to the entire class.

Looking through the lens of the philosophy of inclusion, which believed that all students have the right to be educated in mainstream and as Alharbi (2022) mentioned, inclusion in education must accommodate all students, regardless of their disabilities. It enables them to participate in and contribute to all aspects of school activities. It is based on the idea that to gain access to quality education, students' needs must be met (Sanchez, et al., 2024d; Sanchez, Sanchez & Sanchez, 2023). The inclusion of students with disability in a learning environment with non-disabled students helps them achieve better educational outcomes. One method was to implement inclusive education, in which students were placed in a common learning environment, to eliminate issues that may lead to students being excluded from an educational program.

However, this statement of the participants reflected the disadvantage of including students with destructive behavior in an inclusive classroom. As the findings indicated teachers in inclusive setting experienced disruption of

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classes of the typical teaching and learning process. This underscores the need for educational accommodations that will allow the students with disabilities to participate in educational programs and classroom activities meaningfully.

As supported by the study of Wangdi, et al (2022) its findings revealed disruptive behaviors in the classroom, most of which could be reduced to a certain extent by using seating arrangements as an intervention strategy. Further, it was revealed that disruptive behaviors in the classroom have negative effects on learning and learning outcomes. Also, Wangdi's study is built on the previous literature on the importance of frequent change of seating arrangements in the classroom and its positive influence on students' disruptive behaviors in the classroom.

1.3 Understanding and Acceptance
The third theme that emerged was understanding and acceptance. Some of the common responses regarding this aspect on social dynamics were:

Participant 8: "Advantage man kasi ang perception ninda sa arog kayan na may na kaklase ninda naiintindihan na ninda at the very young age aram na ninda na may disability" It's also an advantage because at the very young age they understand that they have a classmate with disabilities.

Participant 10: "Ano ma'am tig aasikaso man kan ibang kaklase si may disability pag may gibuhon na dae na nakukua, dae na tig ngingiritan, naiintindihan naman ninda.". They also help their classmate with disabilities when they're having difficulties on understanding the lesson.

Participant 4: "May iba din na nakaka intindi, dae na tig-iiwal ang kaklase na special". At some point of my students are just ignoring those students with disabilities and didn't fight back.

These statements also reflect a positive perspective on understanding and acceptance within an inclusive classroom setting, where students with and without disabilities support and understand each other in numerous classroom activities. These statements highlight the kindness of students without disabilities towards students with disabilities, particularly when the students with disabilities are exhibiting misbehavior. The reality that some students with disabilities were struggling to accomplish the performance task underscores the value of understanding and acceptance to improve academic achievement of the students. In an inclusive classroom, such sympathy can develop an encouraging classroom environment for both students with and without disabilities.

In the context of social constructivism, these statements imply that learning is a cooperative process which emphasizes student involvement, discussion, and knowledge exchange. Social constructivism posits that students learn by fostering critical thinking and creating active and motivated learners. In an inclusive classroom, understanding and acceptance become a valuable component of the teaching and learning process. By cooperating with each other students' academic performance will improve and can increase positive social interactions.

The implications of social constructivism in this context are evident. The interactions among students with and without disabilities promotes social and communication skills. Through cooperative learning activities the students develop attitudes of acceptance that emphasize collaboration and exchange of ideas. Additionally, Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. These statements reflect the positive influence of understanding and acceptance that foster social interactions inside the classroom. In general, a sense of belonging was prevalent in an inclusive classroom that demonstrates understanding and acceptance of an educational environment.

As supported by the study of Karaca and Toprak (2022) which discussed the importance of social acceptance for the success of inclusive education practices. This suggests providing opportunities and classroom activities such as playing games or spending time with peers to be accepted as a member of the class. Hence, inclusion applications or teaching environments must be organized by the teachers and carried out with planned activities to positively change the attitudes toward students with disabilities and improve social acceptance.

Moreover, the study of Hepworth et al (2023) mentioned that the students view their peers as important sources of inclusion and instrumental to enhancing their overall experience. Peers were frequently cited as an essential factor in academic achievement. Individuals must feel that they belong in order for them to move to levels of knowledge or understanding; students who do not feel that they belong may have a more difficult time gaining knowledge or understanding than other students.

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2. **Instructional Adaptations Employed by Teachers in Support to Diverse Needs of Students**

From the data, the instructional adaptations employed by participants in inclusive classroom, the following themes were revealed: differentiated teaching strategies, developmentally appropriate teaching strategies, and employing explicit teaching strategies.

Themes
Differentiated Teaching Strategies
Developmentally Appropriate Teaching Strategies
Explicit Teaching Strategies

2.1 Differentiated Teaching Strategies
The first theme that emerged on instructional adaptation was differentiated teaching strategies.

2.1a Learning by Doing
The first subtheme of Differentiated Teaching Strategies was Learning by doing. The following are samples of transcription:

> *Participant 1: "yung differentiated teaching technique and activities is suited for them, halimbawa sinda mismo ang nag gigibo kan activity, kasi diverse yung learners they have different interest, needs, abilities and skills talent so to address those needs so kaipuhan differentiated din yung strategies and technique na gagamitin.". Differentiated teaching technique and activities, because learners are diverse they have different interest, needs, abilities, skills and talent. So to address those needs they also need differentiated strategies and technique to used.*
> *Participant 12: "Sinda mismo ang nag gigibo para manudan ninda". They are the one doing ways for them to learn.*
> *Participant "Siya lang fufucosan mo para maka gibo siya ng activity, siya mismo ang magibo.". You just need to focus on him so that he can do his activity on his own.*
> *Participant 7 "Group by his ability nalang si may difficulty, saka si aki mismo ma gibo kan activity.". Grouping by their ability. I will group students with difficulties and another groupings for those without disabilities when doing an activity.*

This statement highlights the teachers' response to address the individual differences among students. The fact that there were students with and without disabilities who have varied abilities and skills underscores the importance of differentiated teaching strategies in addressing the diverse students. There was also a necessity to equip the teachers with the relevant knowledge and skills to address the challenges of diverse learners in an inclusive classroom. In an inclusive classroom, such initiative can foster active engagement, problem-solving, and social interaction in the learning process.

This was supported by the study of Graham (2020), accordingly, there are two main schools of thought of the philosophy of inclusion, the first was integration, which holds that people with disabilities can attend classes if they can adjust to the standardized requirements of the classroom. And the second was full inclusion, which views disability as an interaction between the individual and the environment and places the onus on the teacher to modify the environment to remove barriers to access.

2.1b Pair/Group Teaching
The second subtheme of Differentiated Teaching Strategies was Pair/Group Teaching. The following are samples of transcription:

> *Participant 10: "si mayong disabilities pig iba ko sa pair teaching, o kaya nag gu- groupings tanganing matabangan sinda kan mga mayung disability".I provide them opportunities for pair teaching or grouping for those students with and without difficulties for them to help the students with disability.*

> *Participant 6: "Igu group ko sinda, differentiated ang gibuhon base sa kakayahan". I'll group them. differentiated based on their ability.*
> *Participant 9:"Syempre si tatao Igu group ko differentiated nalang siguro maam ang apod ...kasi more*

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on reading tapos kung dae tatao kung may grupo na taratao, si iba ma pair teaching nalang para kung ano iyo ang mag tabang habang tinutukduan ko si ibang may difficulty,". Of course, those students who already learned the lesson will be grouped or differentiated because more on reading I'll just pair the non-reader to reader so that he can help to assist his classmate while I'm teaching other students with disability.

Participant 10: "Group interaction ibabali sa grupo ang mga may disability para matabangan si may disability kan kaklase". I'll include students with disability for group interactions.

Participant 13: "nag go groupings activity sinda lalo sa math". They do groupings activity especially in math.

These statements reflect positive perspective on pair or group teaching within an inclusive classroom setting, where students with and without disabilities were part of the pair or group in accomplishing or performing various classroom tasks. These statements highlight the initiative of classmates without disabilities to help their peers who have disabilities. Particularly in activities where the students with disabilities are struggling in reading and mathematics. The fact that some students with disabilities struggle in accomplishing their assigned tasks like reading and answering mathematics activities underscores the importance of collaboration pair or group activities to improve academic performance. In an inclusive classroom, such collaboration in pair and group activities can foster a sense of cooperation among students with and without disabilities.

These statements imply the idea that pair or group work can be an effective method to motivate students, encourage active learning, and develop key critical thinking, communication, and decision-making skills. Social Constructivism posits that individuals learn through interaction with each other. In an inclusive classroom, promoting inclusion requires providing a range of materials and activities that support cooperation and addressing all the students' academic needs. In addition to the academic benefits, large and small group activities can give students an opportunity to develop social skills such as teamwork, and goal setting. Small groups also allow more time for interaction.

It entailed providing students with disabilities with equitable opportunities to receive educational services, as well as the necessary support and related services, with their age-appropriate peer groups, and, to the greatest extent possible, in schools or Inclusive Learning Resource Centers closest to their homes or residences, to prepare them to live as fully functional members of society (RA 11650). Schools designated to exclusively serve various learner subgroups such as students identified for special education, will require reorganized systems, structures, and resources to realize this promise of improved outcomes. A school with a fully integrated educational framework was better positioned to meet the needs of all students, including those who live in poverty, have high mobility, benefit from an accelerated curriculum, or have other learning challenges. Choi et al (2020).

A qualitative study conducted by Hove (2022) in the Tshwane district of Gauteng, South Africa, revealed the use of mixed ability groups in classrooms where students with disabilities are supported by their peers who do not have disabilities. Also, to be successful, classrooms must be restructured to meet the individual needs of all students. Even if teachers treat their students as equal for the sake of social acceptance and inclusivity when they were in mixed ability groups, more effort must be made to enable task differentiation in those groups.

The findings of the study of Genc (2020) showed that the needs of the participants differ by disability group within the context of pedagogical support. Providing more learner-content, learner-instructor, learner-learner, and learner-system interaction to better inform and satisfy students with disability. Also, the findings of Savarimuthu (2021) suggested that education can influence practices toward inclusive education.

Moreover, the results in the study of Miranda (2021) showed that the students learned a lot from their group activity experience dealing with group mates. As experiences, people reported a sense of belonging. Accordingly, the teachers' collaborative approach aided them in being cooperative.

2.2 Developmentally Appropriate Teaching Strategies

Developmentally Appropriate Teaching Strategies emerged as the second themes revealed by the participants during the inquiry.

2.2a Play-filled Approach

The first subtheme of Developmentally Appropriate Teaching Strategy was Play-filled Approach. The following are samples of the transcription:

Participant 3: "Ahm playing nakakanuod sinda sa playing kadaklan sa mga aki mas gusto ang arog

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kaini". They learn from playing. Most of the students like this kind of method.
Participant 4:"makarawat, karakanta, barabayle sa pagtukdo sainda, nag I enjoy man sinda".Teaching
them by playing, singing and dancing. They also enjoyed it.
Participant 7 "Syempre iyan ta lalo na pag sa kinder mas enjoy sinda pag arog kayan may gere games
may mga kanta kanta, bara bayli bayli garo may mga preliminaries ka muna para ma kua mo
man si attention ninda". Of course, especially in kindergarten they enjoy when doing some
games like singing and dancing, like you need preliminaries for you to have their attention.

This statement of participant 3, 4 and 7 reflects the positive effect of play-filled approach to learning and development, where students with and without disabilities learn the valuable skills that support their social, physical, and cognitive development. These statements highlight the influence of play-filled approach in teaching students at primary level. The fact that some students struggle in grasping the lesson underscores the importance of using a playfield approach in teaching as it provides maximum interaction and correspondence with others within an inclusive classroom. Furthermore, by providing maximum interaction it helps the students learn new vocabulary through fun and enjoyment. It is also to achieve other valued outcomes across a variety of skills.

The implication for pedagogical adaptations was apparent in the play filled approach. The repertoire of skills helps to set students up for success when engaging with peers in and outside of the classroom, as social skills are also targeted through effective play skills. Children are more likely to find success in social interactions with peers during play on the play court, at recess and lunch, as well as in inclusive classrooms environments. Through social interactions, students learn play skills and develop meaningful gains in other associated skill areas, such as social skills. Moreover, it provides room for students to use their creativity and develop their imagination. It also develops the students' curiosity about the world, initiative and problem solving, and focused attention and persistence in accomplishing the academic task. Also, play builds communication and social skills, teaches self-awareness, and can be used to help build social-emotional learning skills. It contributes to both personal and group development, and it is a venue for helping the students decompress.

2.2b Experience-based Learning

The second subtheme that emerged of Developmentally Appropriate Teaching Strategies was Experience-based learning. The following are samples of the transcription:

Participant 2: "Contextualized teaching, si mga materials contextualized base sa experience kan aki,
follow up sa aki pag ka aga". Contextualized teaching. The materials were contextualized base
on the experience of the child, then follow up the next morning.
Participant 7: "matao nin local examples base sa experiences kan mga aki para mas maintindihan".
Will give local example base on the experience of students for them to understand.
Participant 10: "mas natatandaan ninda kun naka ka relate sa experience ninda halimbawa sa Science.
dapat aram ninda an examples". They learn best when they can relate on their experience,
example in science it important that they know the example.

These statements of participants 2, 7 and 10 reflect a positive perspective on experience-based learning, where in students with and without disabilities were taught by the teacher as facilitator of learning using their previous experiences. This statement highlights the importance of contextualization of concepts, by engaging students in hands on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real world situations. The fact that there are students with difficulties who struggle with understanding the lesson particularly in science underscores the importance of experience-based learning n the teaching and learning process. In an inclusive classroom. This strategy will help the learners be engaged in direct experience and focus on reflection to increase their knowledge and develop their skills as well as learned the values in every task.

This statement implies the idea that experience based learning is one of the best ways to teach creative problem solving to students with and without disabilities. For instance, in science with real world content students learn that there are multiple solutions to problems. And they are encouraged to seek their unique solution to hands on task. In an inclusive classroom, Experience based learning increases student's self-esteem. Furthermore, it enhances students' sense of self efficacy and empowerment, and it also provides positive effect on students' motivation for learning.

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The Study of Le and Tran, 2023 stated that educators and administrators were unanimous in their belief that providing students with opportunities for experiential learning will make them feel more at ease and engage in their studies. Thus, students who participate in experience-based learning feel empowered to use their knowledge and skills in contexts that will aid in their academic development. Experiential learning also provides individuals with transferable skills such as creativity, innovation, team collaboration, problem-solving, and critical thinking. In general, these statements reflect the positive effect of experience-based learning in academic performance of students with and without disabilities within an inclusive classroom.

2.3 Explicit Teaching Strategies
The third theme that emerged on instructional adaptation was Explicit Teaching Strategies.

2.3a Modeling Instructional Technique
The first subtheme of Explicit Teaching Strategy was Modelling Instructional Technique. Sample transcriptions are as follows:

> *Participant 8: "Learn by modeling usually may arog kayan na stage kung ano nahihiling ninda inaarog ninda, diba ang mga actors, actresses si mga aki pag may nahiling na arog kani aarog arugon na, mas madali ninda manudan." Learn by modeling usually it has that kind of stage where they learn on what they see, like those actors and actresses what they see on them are likely they will do it also.*
> *Participant 6: "ako muna ang ma model kan task bago sinda magibo". I'll do it first before I let them do the task.*
> *Participant 9: "ano po ma'am tigpapa arog ko muna sinda kan halimbawa performance task, bago sinda magibo, ako muna, modelling po." I'll demonstrate first before I let them do the activity.*

These statements of participants 6, 8 and 9 reflect a positive perspective on modelling instructional technique within an inclusive setting, where students with and without disabilities received modelling instruction from the teacher as facilitator of learning. These statements highlight the capability of students to observe and copy the behavior that is being taught. The fact that there are students who have difficulty in performing the task during classroom activities underscores the importance of modelling instructional techniques. In an inclusive classroom such pedagogical strategy students will be engaged in imitation of behavior that encourages learning.

These statements also imply the idea that modelling can often make the unclear clearer because some of the classroom activities cannot be adequately expressed in words. Modelling instructional strategy posits that modelling can promote inclusion, by modelling the teacher engages students by showing them how to perform a skill while describing each step with rationale. In an inclusive classroom, modelling instruction provides students with both a visual and verbal example of the task that the students are expected to do. Also, Modelling is the process of learning by copying others' behavior. It is also called Observational Learning. Humans model one another naturally – for example, kids use modelling to learn how to tie their shoes or use utensils. Modelling learning involves a particular kind of neuron, known as a mirror neuron.

According to Bandura (2021) learning can occur by seeing and modeling what others do or say. This is referred to as observant learning. Furthermore, there are particular steps in the modeling process that must be completed in order for learning to be successful. These steps are attention, retention, reproduction, and motivation.

Moreover, according to the research by (Zabeli,2021) inclusive education entails including students with special needs in a supportive environment that offers equal opportunities. Inclusion was perceived to have only positive effects on students with special needs in this study. Children, according to respondents, can achieve more in terms of socialization, were more socially accepted, and learn appropriate behaviors from their peers through modeling.

On the study of Fitri (2022) It turned out that managing a modified inclusion curriculum based on educational humanism principles in children with special needs was effective in developing their abilities, interests, and talents. Modelling was one of the principles that was seen to be effective. Furthermore, the curriculum was designed by modifying the curriculum, which adopts national, institutional, and local curricula based on the characteristics of students with disabilities. For students who are capable of training, the curriculum implementation method employs Applied Behavior Analysis therapy; learning refers to the student's program for students who have learning difficulties. Curriculum evaluation employs a formative and summative model with the same student assessment standards and indicators as regular classes, but grades are lower and there were special qualitative indicators.

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2.3b Guided Reading

The second subtheme of Explicit Teaching Strategy was Guided Reading. Sample transcriptions are as follows:

Participant 14: *"tapos explicit instruction or guided lalo sa pagpabasa kan mga aki". Explicit interactions or guided especially in reading of the students.*

Participant 1: *"sa may behavior problem, ang pag pabasa tataidan mo, kaipuhan I guide may assistance talaga". For those having behavioral problems you need to sit beside them for them to truly guided.*

Participant 4: *"igwa man po ma'am may adhd, maikot ikot, kaipuhan ranihan , patukawon para sa pagbasa, pero time consuming ta Saiya lang ako na ka focus, tapos pirang minute mabuhat naman, pero at least na pa basa lalo sa sound kan letters". It also have adhd, you need to stop him from running around and make it sit to read, but its time consuming because my focus are only on him then after few minutes back to wondering around, but at least he can read the sound of the letters.*

This statement reflects the positive effect of guided reading in improving the academic performance in reading of students with and without disabilities. These statements highlights the untiring efforts of teachers as facilitators of learning in helping the students to learn, particularly in activities where students with behavior and learning disabilities are struggling to focus on performance task in reading. The fact that there were some students with ADHD who exhibit misbehavior during the teaching and learning process underscores the importance of facilitating guided reading. In an inclusive classroom, such instructional techniques can promote opportunities for students to develop greater control over the reading process.

These statements imply the idea that a student who reads learns best when they are supported by an educator, or expert 'other', in reading and comprehending a text with clear but limited advice. Moreover, Guided reading helps students practice and integrate appropriate reading methods. In an inclusive classroom, this approach will allow the students to practice and combine effective reading strategies that they can adapt as they continue their studies. Overall, these statements reflect the positive impact of guided reading in improving the academic performance of student with and without disabilities in an inclusive classroom so that every time reading occurs, more learning about reading ensues.

According to the study of Van der Mescht (2023) Guided reading calls for a teaching approach that emphasizes narrative text and print-rich classrooms. Furthermore, it also indicated that the inclusion of phonics-focused text and flash cards incorporates practice into a strategy that was intended to encourage reading for meaning has cumulative influence on the amount of time educators devote to teaching, modeling, and reading. Additionally, as the student go through the reading process, this will develop their reading strategies which will help them in decoding and constructing meaning. The teacher as facilitator of learning guides the student to read, talk and think their way through a text.

Conclusions

The following results were disclosed after the data gathered were analyzed:

Findings revealed that the presence of students with special needs in an inclusive classroom positively and negatively affect the social dynamics of the class. Peer support and collaboration among the students radiate as the positive effect of students with special needs in the classroom. While class interruption emerged as a disadvantage. This means that social interaction among students is implicative of the academic performance of the students.

Moreover, this study revealed that participants employed various instructional adaptations to support diverse needs of students. The participants utilized differentiated teaching strategies, Developmentally Appropriate teaching strategies and Explicit Teaching strategies.

Hence, the inclusive education teacher's role as facilitators of learning is vital in the teaching and learning process and to the academic success of the students. It is, thus, imperative that meaningful approaches may be explored to assist the students with and without disabilities in their retention and engagement difficulty. Inclusive education teachers' competence in the learning process are significant in improving students' academic performance. However, the students with disabilities disruptive behaviors are found disturbing and hindering the learning process.

In general, the findings of the study revealed various experiences of the inclusive education teachers in teaching students with special needs. As supported by the study of Bibigul et al (2022), the development of inclusive education and teachers' abilities significantly influenced the students with and without disabilities academic performance.

Recommendations

To address this concern on social dynamics in inclusive classroom, teachers can provide educational opportunities where all the students were equally safe, valued, and respected. Since students' performance in school depends on their ability to socialize with their classmates in the classroom, all students can improve by interacting with peers who were diverse in many ways. Additionally, to make teacher's instruction more flexible and adaptive, teachers may be equipped with knowledge and skills in teaching in the inclusive classroom. They can be provided guided with appropriate methods that support engaging learning environments for all students and make the most of favorable peer dynamics. Teachers may create classroom opportunities that encourage participation and socialization for all students by implementing various social dynamics management techniques. Thus, policies pertaining to education should guarantee that teachers possess the knowledge and abilities necessary to apply an expanding array of instructional strategies, they can be given examples of curriculum and instruction that were differentiated and be provided with chances for teachers to be observed while engaging in differentiation strategies. Moreover, observing how teachers employed adaptations may contribute not only to identifying teacher preferences but also barriers and impediments to implement them. Since the feasibility and effectiveness of adaptations, will be considered more effective if there were instruments for evaluation, adapted scoring or grading criteria, and increased the academic performance of the students in inclusive classroom. Schools may provide accommodations for students with disabilities so they can learn and grow as much as possible given quality instruction.

The findings point to the need for the inclusive education teachers to be innovative in their strategies in teaching, be trained in various instructional adaptations, and be encouraged to increase their pedagogical efficiency in engaging the learners in the classroom. Indeed, the necessity for greater efforts is much needed in the entire school community to achieve a successful inclusive education.

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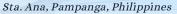Carvajal, A. L. P., Sanchez, R. D., & Amihan, S. R. (2023). Probing the Seven Qualities of True Leadership: A

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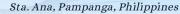
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