

Status of Special Education Program in Elementary Schools

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Abstract

This study defines the status of special education program of elementary schools in the second district of Sorsogon. The data gathered from the twenty-five respondents made use of descriptive method. Data collected through survey questionnaire was analyzed using frequency count, percentage, and weighted mean. Collaborative and co-teaching with paraprofessionals were the practices in self-contained, cooperative learning and curriculum materials designed to change attitudes for mainstreaming, remedial for resource room and cooperative grouping for inclusion; majority of the learners are with intellectual disability, there are twelve SPED teachers, three Assistant teachers, and ten school heads; classrooms, toilets, desks, written prints and customized materials are facilities and equipment; the extent of support during initial under school administrator, SPED teachers and parents are some extent, regular teachers is moderate extent,. During transitional under administrator, regular teachers, SPED teachers and parents are some extent. During inclusion under administrator, regular teachers and SPED teachers are some extent. Opportunities for SPED practitioners to attend seminars and trainings and encouragement to pursue their degrees; monitoring and evaluation of the program; dialogue with SPED practitioners and the parents and adoption and utilization of the proposed program of activities is highly recommended.

Keywords: status, special education, elementary schools, Sorsogon

1. Introduction

It is a challenge to attain the aim of the Sustainable Development Goal 4 on Education and the Education 2030 Framework for Action to provide quality education which is accessible to all. The United Nations (UN) prohibits exclusion and limitation of educational opportunities due to differences such as sex, ethnic origin, language, religion, nationality, economic status, condition and ability.

The implementation of the inclusive policies and programs are supported by the aim to reach the marginalized group of individuals and to provide them with quality education. The World Declaration on Education for All (EFA), adopted in Jomtien, Thailand, sets the goal of Education for All (Smith-Davis, 2002). A further conference in 2000 in Senegal gives birth to the Dakar framework for Education for All, in which the international community pledges to ensure education as a right for all people, irrespective of individual differences.

UNESCO upholds inclusive education systems which aim to eradicate any form of discrimination in attaining quality education and supports the improvement of the participation of all learners regardless of diverse needs, abilities and characteristics. This paves way to the UNESCO International Conference in Education held at Geneva, Switzerland in 2008 which aims inclusion of a more diverse range of learners, regardless of ability or characteristics, as well as the promotion of respect for the needs and abilities of learners and the elimination all forms of discrimination. Inclusive education is considering the ability and status of every learner and providing them the education and provision that empowers the attainment of quality education.

Filipinos have deep regard for education. Education occupies a central place in Philippine political, economic social and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. A clear evidence of the value placed on this part is the percentage of the government's budget going to the sector. The Department of Education (DepEd), the country's biggest bureaucracy is given the highest budget allocation among government agencies each year as required by the 1987 Philippine Constitution. The 1987 Constitution likewise assures the right to education of each Filipino individual. It declares that the state shall defend and uphold the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all regardless of any challenges that might take place.

Republic Act 7277 also known as The Magna Carta for Disabled Person, under section 12, clearly states that the government shall ensure that disabled persons are provided with quality education and ample opportunities to develop their skills. It shall be unlawful for any learning institution to deny a disabled person admission to any course by reason of handicap or disability. Furthermore, visually impaired, hearing impaired, mentally retarded persons and other types of exceptional children in all regions of the country should be supported with thorough, sufficient and cohesive system of special education.

The offering of various curricular programs in Philippine educational system is a few of the many ways of the government to address specific needs of learners in the country. These specific curricular programs being offered in basic education are anchored on the premise that individual learners have different learning needs and interests that can be addressed, improved or enhanced, thereby maximizing the potential of these learners. However, the successful implementations of such programs depend on among many factors which include the objectives of SPED, teachers, administrators, instructional materials, equipment, facilities, ancillary personnel and parents.

1907 is the year in which special education was established by the Insular School for the Deaf and Blind. The school started with 92 deaf persons and one blind person. At the present, Department of Education serves 11 different types of children with special needs in public schools. The Department of Education reported on the year 2000 that 50% out of 80 million Filipinos are children and youth with the age that ranges from 0-24 years old. Based from the evaluation of the data by the SPED Division of DepEd, 12% of the children population in the country has special needs; 2% are gifted while 10% are those with disabilities. On the projected population of 43,303,145 children and youth (0-24 years old) for the year 2000, 5,196,377 are known as children with special necessities.

Based on the National Statistics Office or now as Philippine Statistics Authority (2002), out of the 5,196,377 children with special needs, 2.6% or 136,523 were provided with appropriate educational service while 97.4% or 5,059,854 did not receive appropriate educational services for school year 2002-2003. Of the 136,523 children enrolled in schools having special needs, 66,635 (48.81%) had disabilities.

A data from the Department of Education for the school year 2006-2007, 162,858 of students with special needs is at the elementary level and 51% or 83,231 are in the gifted program. The next 49% were students with different disabilities such as, visually impaired, hearing impaired, with learning disability, mentally retarded, behavioral problem, autistic, and with cerebral palsy. Students with learning incapacities comprise 25% of learners with special needs. However, up to this date, many learners with disabilities, mental retardation, and autism are still undisclosed in public schools (DepEd, 2006).

The Salamanca statement is arguably the most significant international document in the field of special education (Ainscow and Cesar, 2006). This statement requires all schools to provide quality instruction to all children nevertheless of their condition (Smith-Davis, 2002). The Philippines, as a participant of the Salamanca Statement of Action on Special Needs Education, gives emphasis to the principle of providing equal educational for all.

The Department of Education adopted the Salamanca Framework of action by the DepEd order no. 26 which requires at least one SPED center in each division and implementation of SPED programs in all school districts where there are students with special needs. Correspondingly, Special Education Act of 2007 required to have at least one SPED center for each division and at least three sped centers in every school divisions to address the needs of the children with special needs.

In Bicol, the Philippine Statistics Authority (2013) reports that 1.85 percent of the population have disabilities. Despite of PWD's being entitled to educational assistance to pursue primary, secondary and tertiary education, some 97 percent of disabled children are still not reached by the public education system.

In a study conducted by Educo (2017) based from the datas by the NGO Simon of Cyrene (2016) in Albay among PWD aged 13 to 17 years old, 21.7 percent of males and 25 percent of females had a highest educational grade achieved of elementary school. However, the same study cites that in children with disabilities aged 4 to 17 years old, 32.6 percent of males and 31.8 percent of females had never been to school and 32.4 percent of PWD aged four and 17 years had never attended school at all. There are also lack of adequate facilities and appropriately trained teachers to accommodate students with disabilities. These findings may represent the situation in other parts of the Bicol Region.

OIC-SDS Guemo (2016) stated in her Annual Accomplishment Report that the most encountered problem of the SPED teachers in Sorsogon City is the inadequacy of instructional resources suited to the necessities of special learners and the lack of materials and support for classroom instruction. This may result to an opposing effect on the goal of the special education program which is to attain quality education for all the types of learners.

Keeping in mind the importance of implementing special education program to promote education for all, lawyer Fortes (2018) initiated an advocacy for early recognition of children with special needs in the province of Sorsogon. He stressed social awareness and the necessity to be fully cognizant of the needs of these children affiliated with development abnormalities. Nevertheless, knowing the established linkage among the government and the education in promoting the rights of every Filipinos it is required to know the status of SPED programs in the elementary schools of Sorsogon province.

Along with the initiatives and regulations made that includes the major purpose of SPED program, the system faces different difficulties in attaining the goals set in this program. Factors such as unavailability of resources and facilities, teacher's instructional trainings and seminars, support by the stakeholders and parents' involvement to the program are few of the visible challenges this modern inclusive education era is facing. Considering the efforts and programs launched to help students with special needs as the way of alleviating themselves from marginalized sector and its effects to their lives, this study is conceptualized.

2. Objectives of the Study

This study determined the status of SPED program of elementary schools in the second district of Sorsogon. The following are the specific objectives: 1) identify the practices of SPED in elementary schools along self – contained program, mainstreaming, resource room program and Inclusion, 2) determine the profile of SPED program in terms of size, human resources and facilities and equipment, 3) determine the extent of support by the stakeholders during initial phase, transition phase and inclusion phase, and 4) propose an action plan to enhance the status of sped program in Sorsogon.

3. Research Methodology

This study determined and made inference on the status of SPED in elementary schools in Sorsogon along the stated variable. The study used the descriptive method in which the survey questionnaire is aligned to the purpose of identifying the status of the implementation of Special Education Program. The survey questionnaire was divided into five parts. Part I was a checklist of possible SPED practices along self-contained, mainstreaming, resource room, and inclusion. Part II was the SPED profile in terms of learners' exceptionalities. Part III was intended to know the SPED profile of SPED practitioners and school heads along age, sex, position/designation, and length of service as school head with SPED program in school or SPED teacher, highest educational attainment, and SPED training attended. Part IV was a checklist of possible SPED profile in terms of Facilities and equipment. Part V was the extent of support given by the stakeholders in the SPED program along with the initial phase, transition phase, and inclusion phase. To obtain information about the status of SPED program, the respondents were asked to assess their own understanding based on the assessment rating scale given to them through

unstructured interview and questionnaire. The respondents that were considered were ten school heads, twelve SPED teachers and three assistant SPED teachers in elementary schools with SPED program in the second district of Sorsogon. The data gathered were organized, tabularized and evaluated whereas frequency count, percentage and rank was used together with the weighted mean to determine the status of SPED Program in terms of the given variables. In order to interpret the results, the following scale and interpretation were used:

Scale	Interpretation
4.50 – 5.00	To a very great extent
3.50 – 4.49	To a great extent
2.50 – 3.49	To a moderate extent
1.50 – 2.49	To some extent
1.00 0 1.49	To a small extent

4. Results and Discussions

Sped Practices Offered By Elementary Schools Along Self-Contained, Mainstreaming, Resource Room Program and Inclusion

Table II-A provides the information as to the practices of SPED along Self-Contained. The frequency and the rank are likewise given.

As reflected in the table, collaborative teaching and co – teaching paraprofessionals have the same frequency of 6 and are ranked 1.5th; independent work, pre-referral team, and flexible groupings have similar frequency of 4 which ranked them 5th, and structured work system (e.g. TEACCH), Group work/instruction, evidence- based learning, massed practice project-based learning, distributed practice have the same frequency of 3 which are ranked 9.5th.

Table II-A. Practices of SPED Program along Self-Contained

Practices	F	Rank
Collaborative teaching	8	1.5
Structured work system(e.g. TEACCH)	3	5
Co-teaching with paraprofessionals	8	1.5
Group work/instruction	3	5
Independent work	4	9.5
pre-referral team	4	9.5
Evidence-based learning	3	5
flexible groupings	4	9.5
Massed practice	3	5
Project-based learning	4	9.5
Distributed practice	3	5

This means collaborative teaching and co-teaching with paraprofessionals are the most used practices while structured work system (e.g. TEACCH), evidence-based learning, massed practiced, group work/instruction and distributed practice are the least utilized practices in teaching a self-contained program.

Table II-B provides the information as to the practices of SPED along Mainstreaming Program. The frequency and the rank are likewise given.

As reflected in the table, cooperative learning and curriculum materials designed to change attitudes (e.g. Feed Forward Modelling) both have the same frequency of 10 which are ranked 1.5th, cooperative teaching with frequency of 9 which is ranked 3rd, parallel teaching with frequency of 8 which is ranked 4th, peer tutoring and collaborative consultation with a frequency of 6 which ranked 5.5th, peer collaboration with frequency of 4 which is ranked 7th, pre-referral team, partial participation, and alternative teaching with frequency of 3 which are ranked 9th and triadic model approach and alternative teaching with frequency of 2 which are ranked 11.5th.

Table II-B. Practices of SPED Program along Mainstreaming Program

Practices	F	Rank
Pre-referral team	3	9
cooperative learning	10	1.5
Peer collaboration	4	7
peer tutoring	6	5.5
Collaborative consultation	6	5.5
Partial participation	3	9
cooperative teaching	9	3
curriculum materials designed to change attitudes	10	1.5
Parallel teaching	8	4
Alternative teaching	3	9
Triadic model approach	2	11.5
Distributed practice	2	11.5

This means that cooperative learning and curriculum materials designed to change attitudes (e.g. Feed Forward Modelling) placed the highest rank in mainstreaming program and thus are the practices frequently used by the SPED teachers. However, triadic model approach and alternative teaching are the lowest in rank and are least used practice in mainstreaming.

Table II-C provides the information as to the practices of SPED along Resource Room. The frequency and the rank are likewise given.

As reflected in the table, remedial instruction has a frequency of 10 which is ranked 1st, peer collaboration with a frequency of 6 which is ranked 2nd, peer tutoring with a frequency of 5 which is ranked 3rd, pre-referral team with a frequency of 4 which is ranked 4th, and exercise balls, station teaching and co-teaching (e.g. with paraprofessionals) have a frequency of 3 which ranked them 6th.

Table II-C. Practices of SPED Program along Resource Room

Practices	F	Rank
Remedial instruction	10	1
Pre-referral team	4	4

Peer collaboration	6	2
Peer tutoring	5	3
Station teaching	3	6
Exercise balls	3	6
Co-teaching (e.g. with paraprofessionals)	3	6

This reveals that remedial instruction is the most used practice in teaching special learners under resource room program. On the other hand, SPED practitioners seldom used station teaching, exercise balls, and co-teaching with paraprofessionals.

Table II-D provides the information as to the practices of SPED along Inclusion Program. The frequency and the rank are likewise given.

As reflected in the table, project-based learning has a frequency of 12 which is ranked 1st, whole group instruction with a frequency of 7 which is ranked 2nd, peer tutoring and cooperative teaching with a frequency of 5 which are ranked 3.5th, flexible groupings, paired learning, and student-led demonstrations have the same frequency of 4 which are ranked 6th, inquiry-based learning and parallel teaching have both frequency of 3 which are ranked 8.5th, project-based learning and constant refinement and improvement of program have the same frequency of 2 which are ranked 10.5th, and curriculum materials designed to change attitudes and positive behavioral interventions and supports garnered a frequency of 1 and are ranked 11.5th.

Table II-D. Practices of SPED along Inclusion Program

Practices	F	Rank
Whole group instruction	7	2
Flexible groupings	4	6
Paired learning	4	6
Peer tutoring	5	3.5
Cooperative grouping	12	1
Project-based learning	2	10.5
Student-led demonstrations	4	6
Inquiry-based learning	3	8.5
Cooperative teaching	5	3.5
Parallel teaching	3	8.5
Constant refinement and improvement of program	2	10.5
Curriculum materials designed to change attitudes (e.g. Feed- Forward Modelling)	1	11.5
Positive Behavioral Interventions and Supports	1	11.5

This result shows that cooperative grouping ranked highest under inclusion program. It means that cooperative grouping is the most patronized practice along inclusion program. On the

other hand, curriculum designed to change attitudes or feed-forward modelling and positive behavioural interventions and support are the least used practices.

Profile of Sped Program Along Size, Human Resource and Facilities and Equipments

Size. Table III-A provides the information as to the profile of SPED program along size or enrolment. The frequency and the percentage are likewise given.

As reflected in the table, enrolment for Hearing Impairment (HI) has 32 frequencies which is 13%, Visual Impairment (VI) has 16 frequencies which is 7%, Autism has 14 frequencies which is 6%, Cerebral Palsy (CP) has 13 frequencies which is 5%, Learning Disabilities has 20 frequencies which is 8%, Children with Autism has 11 frequencies which is 4%, Down syndrome has 19 frequencies which is 8%, Attention Deficit Hyperactivity Disorder (ADHD) has 2 frequencies which is 1%, Multiple Disability has 21 frequencies which is 9%, Orthopedic has 3 frequencies which is 1 %, and Intellectual disability has 97 frequencies which is 39%.

Table III-A. Profile of SPED in terms of Size

Size	F	Percentage
Hearing Impairment (HI)	32	13
Visual Impairment (VI)	16	7
Autism	14	6
Cerebral palsy (CP)	13	5
Learning Disabilities	20	8
Children with autism	11	4
Down Syndrome	19	8
Attention deficit hyperactivity disorder (ADHD)	2	1
Multiple disability	21	9
Orthopedic	3	1
Intellectual disability	97	39
Total	248	

The result reveals that SPED learners enrolled in the second district of Sorsogon are mostly composed of those having intellectual disability. However, Attention deficit hyperactivity disorder (ADHD) and Orthopedic Disability gathered the least number of enrollees.

Human Resources. Table III-B provides the information as to the SPED in terms of Human Resources. The frequency and the percentage are likewise given.

As reflected in the table, SPED Teachers has a frequency of 12 which is equivalent 48%, SPED assistant teachers has a frequency of 3 which is equivalent to 12%, and school heads has a frequency of 10 which is equivalent to 40%.

Table III-B. Profile of SPED in terms of Human Resources

Human Resource	F	Percentage
School Head	10	40
Sped Teachers	12	48
Sped Assistant Teacher	3	12
Total	25	100

This shows that only limited elementary schools in the second congressional district of Sorsogon offered SPED education program. Moreover, these elementary schools are handled and taught by SPED teachers and assistant SPED teachers.

Facilities and Equipment. Table III-C provides the information as to the profile of SPED in terms of facilities and equipment. The frequency and the rank are likewise given.

As reflected in the table, customized IM for SPED learners, classrooms, toilets, desks and table tops suited to learners, disabilities and written prints have the same frequency of 8 which are ranked 3rd, sidewalk has a frequency of 5 which is ranked 6th, ramps, self-management room and restroom facilities has a frequency of 4 which is ranked 8th, and the low adaptive devices and parking space have a frequency of 3 which are ranked 10th.

Table III-C. Profile of SPED in terms of Facilities and Equipment

Facilities and Equipment	F	Rank
Customized IM for Sped learners	8	3
Classrooms	8	3
Sidewalks	5	6
Parking space	3	10.4
Ramps	4	8
Toilets	8	3
Desks and table tops suited to learners with disabilities	8	3
Self-management room	4	8
Low adaptive devices	3	10.0
Restroom facilities	4	8
Written prints (e.g. symbol text, Braille)	8	3

The table reveals that customized IM for SPED learners, classrooms, toilets, desks and table tops suited to learners, disabilities and written prints are the most existing equipment and facilities among the elementary schools in Sorsogon with SPED programs. Likewise, it also shows that parking space and low adaptive devices are the least facility and equipment present in the schools offering the program.

5. Extent of Support by the Stakeholders

The degree of support by the school administrators, regular teachers, sped teachers, and stakeholders during the initial phase, transitional phase and inclusion phase are assessed using the indicators indicated under Enclosure No. 2 of DepEd Order No. 72, s. 2009. The data are likewise interpreted using the scale and interpretation stated in the methodology of this study.

Initial Phase

Table IV-A.1 provides information as to the extent of support by the school administrators during Initial phase. As reflected in the table, institutionalizes SPED Programs in all schools as stipulated in DECS Order No. 26, s. 1997 has 1.67 weighted mean which is interpreted as some extent, integrates the global thrust of ‘Inclusive Education’ in the vision and mission and includes this in the School Improvement Plan has 1.44 weighted mean is interpreted as small extent, networks with the division supervisor in-charge of Special Education for linkages and support has 2.12 weighted mean which is interpreted as moderate extent, act as catalyst of change and a source of information has 2.85 weighted mean which is interpreted as moderate extent, and conducts PTCA meetings to elicit support for the program has 3.32 weighted mean which is interpreted as great extent. The total weighted mean is 2.28 which is interpreted as some extent.

Table IV-A.1. Support by the School Administrators

Indicators	WM	Interpretation
1. Institutionalizes SPED Programs in all schools as stipulated in DECS Order No. 26, s. 1997	1.67	Some extent
2. Integrates the global thrust of ‘Inclusive Education’ in the vision and mission and includes this in the School Improvement Plan	1.44	Small extent
3. Networks with the Division Supervisor in-charge of Special Education for linkages and support	2.12	Moderate extent
4. Act as catalyst of change and a source of information	2.85	Moderate extent
5. Conducts PTCA meetings to elicit support for the program	3.32	Great extent
Overall Weighted Mean	2.28	Some extent

This reveals that supports coming from the school administrators in implementing the initial phase of special education program in the second district of Sorsogon is low, specially the integration of inclusive education in the vision and mission of the school which has a weighted

mean of 1.44 or an interpretation of small extent. Thus, school heads are encouraged to strengthen and fulfill their roles in the initial phase implementation of SPED program.

Table IV-A.2 provides as to the extent of support by the regular teachers during Initial phase. As reflected in the table, accept the idea of inclusive education has 1.35 weighted mean which is interpreted as some extent, support school plans for inclusive education has 1.90 weighted mean which is interpreted as some extent, and establish a wholesome relationship with SPED teachers has 2.40 weighted mean which is interpreted as some extent. The total weighted mean is 1.88 which is interpreted as some extent.

Table IV-A.2. Support by the Regular Teachers

Indicators	WM	Interpretation
Accept the idea of inclusive education	1.35	Small Extent
Support school plans for inclusive education	1.90	Some Extent
Establish a wholesome relationship with SPED teachers	2.40	Some Extent
Overall Weighted Mean	1.88	Some Extent

This reveals that support by regular teachers in implementing the initial phase of special education program in the second district of Sorsogon is low, specially the acceptance of regular teachers about the idea of inclusive education which has a weighted mean of 1.35 or an interpretation of small extent. With this, teachers are encouraged to embrace inclusiveness.

Table IV-A.3 provides the information as to the extent of support by SPED teachers during initial. As reflected in the table, welcome regular teachers who seek information about inclusive education has 3.45 weighted mean which is interpreted as moderate extent, accept a broader role as consultant in inclusive education and in special education in general has 3.15 weighted mean which is interpreted as moderate extent, and share expertise on inclusive education when needed has 3.40 weighted mean which is interpreted as moderate extent.

Table IV-A.3. Support by the SPED Teachers

Indicators	WM	Interpretation
Welcome regular teachers who seek information about inclusive education	3.45	Moderate extent
Accept a broader role as consultant in	3.15	Moderate extent

inclusive education and in special education in general		
Share expertise on inclusive education when needed	3.40	Moderate extent
Overall Weighted Mean	3.33	Moderate extent

This table reveals that the support of SPED teachers in the initial phase of implementation of special education program in the second district of Sorsogon is moderate in extent, with an overall weighted mean of 3.33.

The Table IV-A.4 provides the information as to the extent of support by the PARENTS during initial phase. As reflected in the table, attend meetings called for by the school has 2.90 weighted mean which is interpreted as moderate extent while participate and support plans for inclusion has 1.35 weighted mean which is interpreted as small extent.

Table IV-A.4. Support by the Parents

Extent	WM	Interpretation
Attend meetings called for by the school	2.90	Moderate extent
Participate and support plans for inclusion	1.35	Small Extent
Overall Weighted Mean	2.13	Some Extent

This reveals that the extent of support by the parents during initial phase of implementation of SPED program has an overall weighted mean of 2.13 which is interpreted as some extent.

Transitional Phase

The Table IV-B.1 provides the information as to the extent of support by school administrator during Transitional phase. As reflected in the table, facilitates the importance of children with special needs in the school has 2.85 weighted mean which is interpreted as moderate extent, initiates and conducts in-service training and orientation on inclusive education and special education in general for regular teachers and other personnel has 1.30 weighted mean is interpreted as small extent, conducts classroom observations on the implementation of inclusive education with 1.10 weighted mean which is interpreted as small extent, conducts school visits with teachers and other school personnel in other schools that have been best in inclusive education practices with 1.45 weighted mean which is interpreted as small extent, conducts meetings to monitor the implementation program has weighted mean of 1.15 which is interpreted as small extent, provides directions on the improvement provides support to the program has weighted mean of 1.30 which is interpreted as small extent, provides support to the program such as financial resources and incentives has a weighted mean of 1.20 which is interpreted as small extent, works on advocacy/information campaigns to strengthen student and community awareness on inclusive education and special education in general has 1.35 weighted mean which is interpreted as small extent, makes monitoring and evaluation a vital component of

the inclusive and SPED program with 1.25 weighted mean, makes ocular inspection of classrooms and grounds for the improvement of modification to work out for the safety of children with special needs has 1.40 weighted mean which is interpreted as some extent, and defines the roles of each staff in the program and provides guidelines for the implementation of the program has 1.85 weighted mean which is interpreted as small extent.

Table IV-B.1. Support by the School Administrators

Indicators	WM	Interpretation
Facilitates the importance of children with special needs in the school	2.85	Moderate extent
Initiates and conducts in-service training and orientation on inclusive education and special education in general for regular teachers and other personnel	1.30	Small extent
Conducts classroom observations on the implementation of inclusive education	1.10	Small extent
Conducts school visits with teachers and other school personnel in other schools that have been best in inclusive education practices	1.45	Small extent
Conducts meetings to monitor the implementation of the program	1.15	Small extent
Provides directions on the improvement of the program	1.30	Small extent
Provides support to the program such as financial resources and incentives	1.20	Small extent
Works on advocacy/information campaigns to strengthen student and community awareness on inclusive education and special education in general	1.35	Small extent
Makes monitoring and evaluation a vital component of the inclusive and SPED program	1.25	Small extent
Makes ocular inspection of classrooms and grounds for the improvement of modification to work out for the safety of children with special needs	1.40	Small extent
Defines the roles of each staff in the program and provides guidelines for the implementation of the program	1.85	Some extent
Overall Weighted Mean	1.47	Small extent

This reveals that supports given by the school administrators in transitional phase of implementation of special education program in the second district of Sorsogon falls under small extent, with an overall weighted mean of 1.47. It also shows that conducting classroom observations on the implementation of inclusive education is the least among the roles being performed by school heads.

Table IV-B.2 provides information as to the extent of support by the regular teachers during transitional phase. As reflected in the table, conduct assessment of children with special needs together with the SPED Assessment Team to identify their strengths and weaknesses for program planning and modification of curriculum has 1.65 weighted mean which is interpreted as some extent, prepare the regular class children in welcoming and accepting children with special needs has 2.50 weighted mean which is interpreted as moderate extent, collaborate with fellow teachers for the provision of the appropriate and workable inclusive education program has 1.40 weighted mean which is interpreted as small extent, prepare and provide the Resource SPED Teachers with information about schedule, curriculum, school programs and activities has 2.55 weighted mean which is interpreted as moderate extent, and review existing instructional materials to determine any modifications needed has 2.70 weighted mean which is interpreted as some extent.

Table IV-B.2. Support by the Regular Teachers

Indicators	WM	Interpretation
Conduct assessment of children with special needs together with the SPED Assessment Team to identify their strengths and weaknesses for program planning and modification of curriculum	1.65	Some extent
Prepare the regular class children in welcoming and accepting children with special needs	2.50	Moderate extent
Collaborate with fellow teachers for the provision of the appropriate and workable inclusive education program	1.40	Small extent
Prepare and provide the Resource SPED Teachers with information about schedule, curriculum, school programs and activities	2.55	Moderate extent
Review existing instructional materials to determine any modifications needed	2.70	Moderate extent
Overall Weighted Mean	2.16	Some extent

This reveals that supports given by the regular teachers in the transitional phase of implementation of special education program in the second district of Sorsogon, with an overall weighted mean of 2.16 or an interpretation of some extent.

Table IV-B.3 provides information as to the extent of support by SPED teachers during Transitional phase. As reflected in the table, assist the regular teachers in assessing behavioural characteristics and academic development of children with special needs has 2.45 weighted mean which is interpreted as some extent while provide assistance in measuring environmental situations of the school such as the social, interpersonal and physical aspects has 1.65 weighted mean which is interpreted as some extent.

Table IV-B.3. Support by the SPED Teachers

Indicators	WM	Interpretation
Assist the regular teachers in assessing behavioral characteristics and academic development of children with special needs	2.45	Some extent
Provide assistance in measuring environmental situations of the school such as the social, interpersonal and physical aspects	1.65	Some extent
Overall Weighted Mean	2.05	Some extent

The overall weighted mean of support given by SPED teachers in the implementation of transitional phase of special education program in the second congressional district of Sorsogon is 2.05 weighted mean which is interpreted as some extent.

Table IV-B.4 provides information as to the extent of support by parents during transitional phase. As reflected in the table, provide support for the developmental progress of Children with Special Needs (CSNs) has 1.85 weighted mean which is interpreted as some extent and collaborate with the school personnel for the maintenance of inclusive education program has 1.45 weighted mean which is also interpreted as some extent. Likewise, it shows that the extent of support given by parents during the transitional phase of implementation of special education program in the second district of Sorsogon has an overall weighted mean of 1.65 and interpretation of some extent.

Table IV-B.4. Support by the Parents

Indicators	WM	Interpretation
Provide support for the developmental progress of Children with Special Needs (CSNs)	1.85	Some extent
Collaborate with the school personnel for the maintenance of inclusive education program	1.45	Some extent
Overall Weighted Mean	1.65	Some extent

A. Inclusion

Table IV-B.2 provides information as to the extent of support by the stakeholders during Inclusion phase under Administrator. As reflected in the table, observes that policy that a maximum of 2 children with mild disability shall be included in a regular class while only one severely or moderately disabled shall be included in the regular class has 1.80 weighted mean which is interpreted as to some extent, conducts in-service trainings on: curriculum modification, teaching strategies, behavioral management and modification, classroom management, preparation of instructional materials has 1.35 weighted mean which is interpreted as to small extent, plans programs and activities where regular and special education teachers, other school personnel and parents and commend their support and dedication has 1.40 weighted mean which

is interpreted as to some extent, and establishes linkages with government and non-government agencies for additional resources and support of the implementation of the program has 2.10 weighted mean which is interpreted as to some extent.

Table IV-C.1. Support by the School Administrators

Indicators	WM	Interpretation
Observes that policy that a maximum of 2 children with mild disability shall be included in a regular class while only one severely or moderately disabled shall be included in the regular class	1.80	Some extent
Conducts in-service trainings on: Curriculum modification, Teaching strategies, Behavioral management and modification, Classroom management, Preparation of instructional materials	1.35	Small extent
Plans programs and activities where regular and special education teachers, other school personnel and parents and commend their support and dedication	1.40	Some extent
Establishes linkages with government and non-government agencies for additional resources and support of the implementation of the program	2.10	Some extent
Overall Weighted Mean	1.67	Some extent

This table reveals that the extent of support given by the school administrators in the implementation of inclusion phase of special education program in the second district of Sorsogon falls under some extent, with an overall weighted mean of 1.67. Also, this shows that conducting in-service trainings related to SPED is the least role performed by the school head.

Table IV-C.2 provides information as to the extent of support by regular teachers during Inclusion phase. As reflected in the table, welcome the students as official enrollees in the regular class has 2.35 weighted mean which is interpreted as some extent, facilitate the implementation of Inclusive Education Programs (IEP) has 1.80 weighted mean which is interpreted as some extent, coordinate with SPED teachers for needed modification of the curriculum has 1.50 weighted mean which is interpreted as some extent, model appropriate ways of developing relationships with children with special needs has 1.45 weighted mean which is interpreted as some extent facilitate the development of appropriate interactions and social relations with students has 2.10 weighted mean which is interpreted as some extent, and help secure special equipment and materials has 1.75 weighted mean which is interpreted also as some extent.

Table IV-C.2. Support by the Regular Teachers

Indicators	WM	Interpretation
Welcome the students as official enrollees in the regular class	2.35	Some extent
Facilitate the implementation of Inclusive Education Programs (IEP)	1.80	Some extent
Coordinate with SPED teachers for needed modification of the curriculum	1.50	Some extent
Model appropriate ways of developing relationships with children with special needs	1.45	Small extent
Facilitate the development of appropriate interactions and social relations with students	2.10	Some extent
Help secure special equipment and materials	1.75	Some extent
Overall Weighted Mean	1.83	Some extent

This table reveals that the extent of support given by regular teachers in the implementation of inclusion phase of special education program in the second district of Sorsogon falls under some extent, with an overall weighted mean of 1.83. Also, this shows that modeling appropriate ways of developing relationships with children with special needs is the least performed role of regular teachers.

Table IV-C.3 provides information as to the extent of support by SPED teachers during inclusion phase. As reflected in the table, provide continuing support to the inclusive education program has 2.40 weighted mean which is interpreted as some extent, provide technical assistance on the use of appropriate materials and equipment has 2.20 weighted mean which is interpreted as some extent, prepare checklist of expected academic and behavioural outputs for monitoring has 2.35 weighted mean which is interpreted as some extent, use teaching strategies and skills development activities to meet the students’ needs has 2.25 weighted mean which is interpreted as some extent, provide services to the school when training is needed has 2.30 weighted mean which is interpreted as some extent, and develop Individualized Education Program (IEP) in consultation with the regular teachers, parents and other professionals has 1.45 weighted mean which is interpreted as some extent.

Table IV-C.3. Support by the SPED Teachers

Indicators	WM	Interpretation
Provide continuing support to the inclusive education program	2.40	Some extent

Provide technical assistance on the use of appropriate materials and equipment	2.20	Some extent
Prepare checklist of expected academic and behavioral outputs for monitoring	2.35	Some extent
Use teaching strategies and skills development activities to meet the students' needs	2.25	Some extent
Provide services to the school when training is needed	2.30	Some extent
Develop Individualized Education Program (IEP) in consultation with the regular teachers, parents and other professionals	1.45	Small extent
Overall Weighted Mean	2.16	Some extent

This table reveals that the extent of support given by SPED teachers in the implementation of inclusion phase of special education program in the second district of Sorsogon falls under some extent, with an overall weighted mean of 2.16. Also, this shows that developing Individualized Education Program (IEP) in consultation with the regular teachers, parents and other professionals is the least performed role of SPED teachers.

Proposed Action Plan in Special Education Program

The outcome of the study revealed the practices of SPED teachers in their teaching, the situation of SPED along with enrolment, human resource, facilities and equipment as well as the extent of supports given by the stakeholders to Special Education Program.

Driven by this finding, the researcher proposed an action plan to improve the status of Special Education Program in Elementary Schools. A significant action that supports the need for fostering optimum learning based on individual's needs and potentials as mandated by the 1987 Philippine Constitution, Article XIV, Sections 1 and 2 that the state shall further recognize its responsibility to provide, within the context of the formal education system services to meet special needs of certain clientele.

The proposed action plan may help to identify the necessary practices to be used along self-contained, mainstreaming, resource room, and inclusion programs; motivate SPED practitioners to attend SPED seminars and trainings, and pursue their master's or doctoral degree in line with Special Education; encourage active involvement, participation and support of stakeholders in the implementation of Special Education Program; and improve the status of Special Education Program in Sorsogon.

6. Conclusions

Based from the abovementioned findings, the following conclusions were drawn: the collaborative teaching and co-teaching with paraprofessionals placed the highest rank under Self-Contained program. The Cooperative learning and Curriculum materials designed to change attitudes (e.g. Feed Forward Modelling) got the highest rank in Mainstreaming Program. Under Resource Room Program, Remedial Instruction placed the highest rank among other practices.

Also, Cooperative grouping got the highest rank under Inclusion Program; intellectual ability got the highest percentage under enrolment of SPED learners. The Sped Teachers has 12 frequencies which is placed on rank 1, while the Assistant Teachers has a frequency of 3 and is in rank 3 and school heads are composed of 10 respondents, with a total 25. In terms of Facilities and Equipment, for the Customized IM for Sped learners, Classrooms, Toilets, Desks and table tops suited to learners with disabilities & Written prints (e.g. symbol text, Braille) has 8 frequencies and on the 3rd rank.; the extent of support by the stakeholders during initial phase, transition phase and inclusion phase ranges from the scale of 1.83 – 2.40 which implied that the support from stakeholders in different indicators during these phases is to some extent.

7. Recommendations

In analysis of the given conclusions, the following recommendations are offered: more opportunities to attend SPED seminars and trainings may be given to the SPED practitioners specifically related to the practices that can be appropriately utilized in the field. Also, SPED practitioners may be encouraged or motivated to pursue their master's or doctoral degree for professional growth and development; regular monitoring and evaluation of the program may be regularly conducted to supply adequate number of practitioners on the SPED classes and provide the children with special needs appropriate facilities and instructional materials suited to their physical and mental impairments; dialogue with SPED practitioners and the parents may be conducted by the proper authority to inform them of the present concerns along curriculum and in the program in general, to avoid development of negative behaviors among teachers and parents; adoption and utilization of the proposed program of activities is highly recommended; and future researchers may conduct studies on other aspects of Special Education.

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