

Teaching Practices and Adjustments: A Qualitative Study on Receiving Teachers in Inclusive Classrooms

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Abstract:

Inclusive education requires receiving teachers to adapt instruction, materials, and environments to meet diverse learner needs, yet many lack consolidated, context-based guidance drawn from actual classroom experience. This study explores the teaching practices, classroom adjustments, coping strategies, and effectiveness assessments employed by receiving teachers in Mactan National High School, Mactan Lapu-Lapu City SY 2026-2027 in supporting learners with special educational needs in inclusive classrooms. The study employed a qualitative descriptive design using thematic analysis following Braun and Clarke's framework. Data were gathered through in-depth interviews with selected receiving teachers, focusing on their lived experiences, responsive adjustments, solutions to challenges, and ways of measuring inclusive practice success. Four core themes emerged: Teaching Practices in Inclusive Classrooms adapting activities, differentiating approaches, applying learner-centered strategies, and using multi-sensory aids; Responsive Classroom Adjustments for Inclusive Learning modifying materials, adjusting pacing and assessments, and organizing supportive environments; Proactive Problem-Solving and Adaptive Coping Strategies consulting colleagues, reflecting daily, creating low-cost alternatives, and fostering peer support; and Verified Effectiveness through Observed Learner Progress assessing success through responsiveness, individual academic growth, and improved social inclusion. Receiving teachers demonstrate commitment and resourcefulness, adapting not because it is optional but because inclusion depends on what is made accessible. Findings confirm that inclusive practice succeeds through daily adaptation, collaboration, creativity, and close attention to learner outcomes. These evidence-based, real-world practices form the foundation of the proposed Instructional Guide, designed to consolidate scattered strategies into a unified, practical resource that strengthens confidence, consistency, and opportunity for every learner.

Keywords: Inclusive Education, Receiving Teachers, Teaching Practices, Adjustments, Learners with Diverse Needs, Qualitative, Mactan, Lapu-Lapu City, Philippines

Introduction

The Problem and its Scope

Rationale of the Study

Inclusive education is now widely recognized as a vital approach to ensure every learner gets fair access to quality education. It aims to welcome and support all students, including those showing signs of special educational needs, within regular classrooms. However, putting this ideal into practice is far from simple. Many receiving teachers face heavy and uneven demands as they carry the main responsibility of making inclusive learning happen daily. They strive to meet diverse learning needs while managing large classes and limited support, often navigating real struggles to create an environment where every child can truly learn and participate.

Countries such as Canada, Peru, Thailand, Bosnia and Herzegovina, and the United Republic of Tanzania have also faced numerous challenges in implementing inclusive education particularly for indigenous peoples and linguistic minority learners. This shows that inclusive education requires clear, detailed policies, as well as sufficient learning resources for both teachers and learners [1].

The Philippines faces a similar situation. Even with the passage of the Inclusive Education Act, around 5.1 million Filipino children with disabilities still lack access to proper support and intervention [2]. Local studies confirm that many receiving teachers struggle to manage inclusive classrooms. In the Division of Surigao del Sur, elementary teachers report major challenges due to limited training in special education, lack of resources, and the wide range of learner needs [3]. Likewise, teachers in parts of the Bicol Region have shared that they feel unprepared to handle inclusive settings, which makes it difficult to sustain inclusive practices [4]. These concerns highlight the need to examine the actual teaching strategies and classroom adjustments that receiving teachers use in inclusive classrooms.

At Mactan National High School, the school follows inclusive education, but the situation is very demanding for teachers. Classes run on two shifts: Grade 7 and Grade 9 come from 6:00 AM to 12:00 NN, while Grade 8 and Grade 10 attend from 12:00 NN to 7:00 PM. Every receiving teacher handles more than forty students in one class. Teachers try their best to help everyone, especially learners who show signs of special educational needs. They are told to treat all students fairly and give the right help when needed. But with so many students in one room, it is hard to give equal attention to regular learners and those who need extra support. Sometimes teachers struggle to keep the class running smoothly because students learn at different speeds and have different needs. During faculty meetings, teachers often share their worries. They say they do not have enough time to make Individualized Learning Plans for students who need them. They have to change how they teach, adjust the pace of lessons, and find different ways to explain topics all while managing a large class and sticking to the shift schedule. It is not an easy task, but they keep trying to make sure every student can learn and understand.

Although a body of international and local research on inclusive education already exists, a notable gap remains: few studies specifically examine the instructional strategies and classroom adjustments of general education teachers in inclusive settings. The majority of existing literature focuses narrowly on isolated disabilities rather than inclusive practice as a whole. This study addresses that gap by exploring how receiving teachers adapt their pedagogical approaches and implement necessary adjustments to support both general learners and those exhibiting special educational needs.

Grounded in the firsthand narratives of receiving teachers, this research bridges the divide between the theoretical goals of inclusive education and the realities of daily classroom instruction. It emphasizes teachers' central role in transforming inclusive ideals into meaningful, accessible learning opportunities. By documenting their practiced strategies, curricular adjustments, encountered challenges, and reflective insights, this study amplifies their professional efforts and uncovers actionable ways to strengthen inclusive instruction. Ultimately, the instructional guide developed from these findings offers a meaningful contribution empowering teachers, guiding school administrators, and ensuring learners with special educational needs receive responsive, high-quality support to thrive alongside their peers.

Theoretical Lenses

This study assumed that exploring the teaching practices and classroom adjustments used by receiving teachers could provide better support to learners with special educational needs. It is also anchored on several important theories that help explain receiving teachers' practices and classroom adjustment for learners with special educational needs. These theories are Universal Design for Learning (UDL) Framework by David H. Rose & Anne Meyer, 2002, Social Constructivist Theory by Lev S. Vygotsky, 1978, and Least Restrictive Environment (LRE) Principle – Established under Education for All Handicapped Children Act (P.L. 94-142), 1975. Several legal basis also anchored the study in relevance to their mandates, such as, Republic Act No. 11650 – Inclusive Education Act of [5], DepEd Order No. 044, s. [6] – Policy Guidelines on Educational Programs and Services for Learners with Disabilities, Republic Act No. 7277 (as amended) – Magna Carta for Persons with Disability, [7], DepEd Order No. 72, s. [8] – Inclusive Education Policy Framework, and Differentiated Instruction Theory – Carol Ann Tomlinson, 1995.

Universal Design for Learning (UDL) Framework by David H. Rose & Anne Meyer, 2002. The Universal Design for Learning Framework gives a clear perspective on the ways people learn. This framework suggest that lessons and classrooms must suitable to the needs of the learners. All kinds of learners must receive the same opportunities in acquiring knowledge. This pertains to the core ideas of the UDL, which is to use different ways in presenting information, allow the students to have the autonomy to be comfortable on their own ways to learn, and utilize activities that captures the interest of the students. These are more effective, than doing this while the students already encountered significant difficulties.

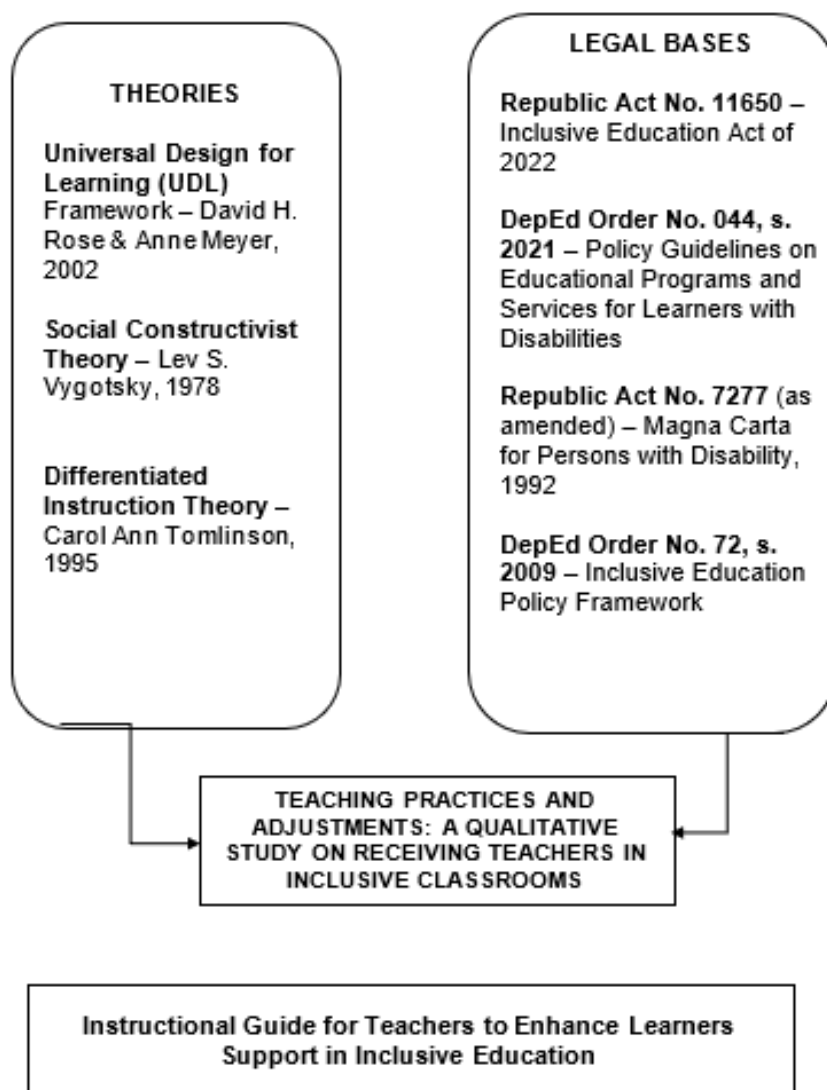


Figure 1. Theoretical and Conceptual Lenses of the Study

In relation to this study, UDL provides a guideline to follow for receiving teachers. It creates an impression if they really reflect on what to teach and how to implement in an inclusive classroom. The framework prevents teachers from being not prepared and makes adjustments on which strategies and adjustments do not fit well to both learners.

In the study of Ecl and Salic-Hairulla [9] UDL Universal Design for Learning (UDL)–based instruction affects academic performance. Although not in inclusive classrooms, but utilizing UDL in instruction to JHS students had a big impact on their conceptual knowledge, interest, engagement, and self-efficacy, plus reduced learning anxiety. Similarly, Recamara and Estoque [10] proved in their study that UDL-based lessons can truly improve students’ literary understanding. They enjoyed and participated during delivery of the lesson. On the other hand, UDL was also used in the study of Norlund and Levinsson [11]. The framework presented a clear solution to resolve the issues on using teaching methods that most teacher thought that could be applicable to all. Looking at the flexibility of UDL to address the barriers to learning many educators thought that it can greatly benefit students to improve their learning. However, there are doubts that might not help teachers to fully attain the benefits presented.

Social Constructivist Theory by Lev S. Vygotsky, 1978. This theory projects that learning takes place effectively when there is collaboration. Students can only build better understanding through

interactions. When students talk to each other, ask questions and build rapport, cognitive development becomes imminent.

In this study, receiving teachers has an important role in ensuring instructional support and recreating classroom routines to sustain diverse needs of their students with special educational needs. It is necessary that receiving teachers provide differentiated teaching strategies, collaborative activities, peer interactions, classroom accommodations, and individualized guidance. Through these teachers can build better chances for learners to join and enhance their academic performance and their social skills. These adjustments connect to the concept of Vygotsky's concept of scaffolding, where teachers help the students until they are ready to manage their academic endeavor independently. This means that this theory expounds that the practices and classroom adjustments employed by the receiving teachers can establish effective learning experiences as they guide their students during instruction, collaboration, and responsive classroom environments.

Several studies support this claim as they also used this theory to strengthen their study. In Pangan [12] it used the theory of Vygotsky to project that even if receiving teachers do not have the appropriate knowledge to deal with students with special needs, they could still become effective through collaboration with the experts. Through their constant interaction, they slowly master the needed skills for inclusive teaching. This process is the same in Vygotsky's Sociocultural Theory, which reveals that learning can take place through interaction with people who has the best experience and knowledge on the topic. Moreover, Ashalawi [13] utilized Vygotsky's ideas to attest that teachers and students gained better knowledge when there is an interaction among other people. The concept of Zone of Proximal Development pertains to the success of the teachers when they are with the right people who can provide them guidance and support. These teachers can become more competitive when appropriate support is given to them on time. Lastly, Basister [14] crafted their study using Vygotsky's ideas. It claimed that when inclusive teachers worked among other experienced teachers, their teaching skills in teaching inclusive classroom had improved. This is similar to the idea that teamwork and shared guidance are best scaffold to improve their skills for the benefits of their learners.

Differentiated Instruction Theory by Carol Ann Tomlinson, 1995. This theory recognizes that teachers must not focus on one teaching strategy, but must be flexible to meet the individual needs of their students. Since these students have different background knowledge and learning strength, so teaching strategies and classroom management must be flexible in four areas such as content, engagement, demonstration, and environment. This framework demonstrates variation as necessary rather than hindrance.

This theory navigates the study by presenting how teachers can adjust their strategies by utilizing other means to cater learners with special educational needs in an inclusive classroom. No more using one-size-fits-all lessons as this do not respond accurately to receiving teachers needs to their classroom environment. They can now formulate lessons that is responsive to each student's prior knowledge, strengths, and needs. This becomes a powerful tool to ensure that proper strategies and effective classroom adjustments are established base on content, engagement, demonstration, and the environment.

Aligned with Differentiated Instruction Theory Armecin et al. (2026) in their study emphasized that teachers in private schools claimed to be very positive on their role as receiving teachers in an inclusive classroom, however, they found it difficult to establish flexible teaching strategies based on Differentiated Instruction Theory. Meeting the diverse needs of the learners made them feel exhausted overtime, but still believe that professional development and better resource support could manage them become more effective in providing inclusive strategies. On the other hand, Adeniran [15] used four pillars Differentiated Instruction Theory to create and assess the flexible science lessons. This proved that ensuring to meet the student's strength and needs led to a

successful outcome in their academic performance than using one-size-fits-all delivery. Lastly, Langelaan [16] used Differentiated Instruction Theory to base the analysis of their study to probe what particular training could be utilized to prepare teachers to adjust content, process, and assessment for all students. They found out that Differentiated Instructions do not just require teaching strategies, but also consistent collaboration, and context-aware support.

Synthesis. Together, the Universal Design for Learning Framework, Vygotsky's Social Constructivist Theory, and Tomlinson's Differentiated Instruction Theory creates unity to establish a solid foundation for inclusive practice. UDL serves as guide for teachers to be mindful, versatile to deliver fair opportunity to present information in different ways, provide support for diverse engagement, and eradicate hindrances prior to the actual situation, this is proven by Ecl and Salic-Hairulla, Recamara and Estoque, and Norlund and Levinsson. Vygotsky's work explicitly revealed that quality advancement of students and teachers are through social interaction scaffolding, and guidance from more knowledgeable others within the Zone of Proximal Development, as proven by Pangan, Ashalawi, and Basister; and Differentiated Instruction corresponds to this claim by molding that learners' differences are never a sign of hindrance, but rather strengths.

On the other hand, several legal bases support solo parents in the Philippines, including Republic Act No. 11650 – Inclusive Education Act of 2022, DepEd Order No. 044, s. 2021 – Policy Guidelines on Educational Programs and Services for Learners with Disabilities, Republic Act No. 7277 (as amended) – Magna Carta for Persons with Disability, 1992, and DepEd Order No. 72, s. 2009 – Inclusive Education Policy Framework

First, **Republic Act No. 11650** – Inclusive Education Act of 2022 supports receiving teachers as they established inclusive education in the classroom across the country. It requires all pre-service and in-service teachers to undergo formal training in inclusive practices like Universal Design for Learning, differentiated instruction, and Individualized Education Plan development. These topics are also included in every licensure examination to probe important competencies. The law mandates the establishment of Learning Resource Centers in each locality in the Philippines to cater teachers' inclusive education needs, where they can ask for specialist guidance, educational materials, and various opportunities for collaboration and planning. Teachers are also given variety of professional development opportunities not limited to scholarships career pathways, and appropriate incentives for those pursuing further studies in special needs education. Since, receiving teachers could not manage the entire classroom with diverse learners, they are also offered to have staff that will help their daily endeavors. These provisions are manifestations that teachers should not be the only one managing an inclusive classroom. They need backing, resources, and professional growth opportunities to be an effective receiving teacher that aims to meet the diverse needs of all their learners.

Furthermore, **DepEd Order No. 044, s. 2021 – Policy Guidelines on Educational Programs and Services for Learners with Disabilities** presents significant guidance and easy access support for receiving teachers who administer inclusive education. This DO strengthen the role of the receiving teachers as this ensure that they can receive appropriate guidance and realistic support as they implement inclusive education. Receiving teachers are also required to make adjustments to make their lesson relevant to the need of the students. Collaboration also is required among specialists, parents, and learners to develop Individualized Education Plans that are equivalent to the level of the learners and their needs. Inclusive teachers are also given avenues for capacity-building programs, technical help from SPED centers. Through this mandates, SPED teachers and receiving teachers could feel that they are valuable and have clear guide on what standards to follow in applying inclusive strategies with confidence and proper backing.

Moreover, **Republic Act No. 7277 (as amended) – Magna Carta for Persons with Disability, 1992** as amended by RA 10524 and RA 10754, known as the Magna Carta for Persons with

Disability, 1992, is the foundational Philippine law that first enshrined the right to accessible, quality education for all learners with disabilities and established the legal basis for supporting teachers to deliver responsive instruction. It is required in this law that schools must always be ready to accept learners despite their disability and that their policies and curricula must always consider diverse learning needs and integrate system of special education, which means they have to modify their teaching approaches, create flexible schedules, ensure that their facilities cater learners with disabilities, and establish auxiliary learning resources that teachers can use. For the receiving teachers, they are required to have a strong foundational knowledge and skills about inclusive education, because of this the law is clear that these receiving teachers must have incentives and professional development program to keep them in the service. Empowered teachers are expected to utilize differentiated instruction and varied assessments. This can help all learners to participate and achieve ideal academic performance.

Synthesis. Together, RA 7277, RA 11650, DepEd Order 044 s. 2021, and DepEd Order 72 s. 2009 form the legal basis for inclusive education, ensuring teachers receive mandatory training in inclusive practices, access specialist support and resources, get professional development opportunities, and follow clear standards for lesson adjustments and IEP. This confirms that inclusive teaching is a shared responsibility backed by system support.

Several related studies give empirical evidence that could present a better understanding on the teaching practices and classroom adjustments used by receiving teachers for learners with special educational needs.

Yuliana and Sukinah [17] assessed the practices of inclusive classroom and how it can influence the active participation and attention of students with special educational needs in inclusive settings. The findings of their study revealed that providing structured routine, providing differentiated instructions, using positive behavior, strengthening peer collaboration all enhanced students' active engagement and sense of belonging. The study also reiterated that the strategies mentioned could only be effective if consistency of teacher training were maintained. A reminder that effective inclusion is not only making adjustments on the lessons, but also ensuring that supportive classroom practices are sustained.

Meanwhile, Cipriano [18] examined the data from 3,675 Portuguese teachers regarding disruptions of classes during COVID-19 pandemic and how emergency remote teaching during this time impacted instruction, assessment, and perceived workload, especially for educators supporting learners with special educational needs and disabilities. It was found out that teaching and assessment practices directly increased teachers' workload, and the revised assessment policies helped ease this burden for general education teachers, however special education teachers did not welcome the changes well. They believed that their struggles were more than adjusting assessment methods. Their study concluded that inclusive assessment and support frameworks must be well suited to the unique needs of learners and educators and not only dependent on one-size-fits-all policies during crises.

Turning to local Philippine contexts, Forrosuelo [19] examined the teaching approaches, resources, and support used by 30 general education teachers in public elementary schools across Cebu Province when including learners with special educational needs (LSEN) in mainstream classrooms. Findings revealed that there is a lack of specialized training, overcrowded classrooms, few learning materials available for both teachers and learners that hindered them to deliver inclusive instruction. The insight of the study became the basis for proposing targeted, enhanced mainstream classroom activities designed to better support both LSEN and general learners in inclusive settings.

Similarly, Sagapi [20] also explored the strategies used and difficulties encountered by elementary school teachers in Benguet when supporting learners with special educational needs (LSENs). This study also revealed that limited inclusive training, overcrowded class sizes, insufficient learning

materials, unavailability of specialist assistance significantly hindered the effectiveness of the inclusive teacher no matter how willing they are to adapt their practice. Targeted professional development is necessary to determine how to meet the diverse learning needs of their students.

Looking at international contexts beyond the Philippines, Pázmándi [21] found that the 121 respondents of their study across Hungary knew the concepts of general SEN, however their study found out that even if these teachers are familiar with the concept, they still lack the application and skills to manage an actual classroom because their pre-service training was not updated of the latest trend. This made the receiving teachers doubt the concept that they knew already since they were unsure how to guide families and collaborate with specialist. Their study also noticed that there was a remarkable increase of learners who needed extra support, which means there was an urgent call for standardized, ongoing professional development to fill critical knowledge gaps for these teachers.

In line with this, Perera [22] examined the teaching approaches of the teachers in Sri Lanka in their inclusive classrooms. This is to determine the kind of support they gave to their learners with special educational needs. The study revealed that teachers commonly rely on individual guidance, simplified materials, and peer support, while also facing key challenges such as limited specialized training, large class sizes, and insufficient resources. For this reason, teachers need to have accurate guidelines and specific professional development that could help teachers implement inclusive strategies effectively.

Likewise, Alhassan [23] investigated the connection between teachers' attitudes, knowledge, and effective practices when students with special educational needs was included in regular classrooms. The study revealed that while having an optimistic attitude toward inclusion are common, many teachers still lack the practical knowledge and specific skills required to fully adapt lessons and support diverse learners. Because of this, it was concluded that combining positive mindsets with targeted, ongoing training is crucial for successful inclusive teaching.

Complementing these empirical findings, Romadhon [24] reviewed existing literature to determine effective approaches elementary school teachers use to support students with special educational needs, finding that success was dependent on probing each learner's strengths first, utilizing multisensory methods, tiered tasks, and close collaboration with specialists and families. Ultimately, the study revealed that inclusive teaching became effective when teachers adapt curricula and keep communication accessible across all support partners.

Bringing focus back to the experiences of receiving teachers in the Philippines, Tayco and Motus [25] probed the lived experiences of seven receiving teachers who taught learners with special educational needs, determining key challenges such as adjusting instruction, limited resources, heavy workload, and low parental involvement, alongside coping strategies like peer support and professional development; above all, the study claimed that teachers could effectively adapt lessons and could create inclusive environments only when adequate training, materials, and institutional backing were given to them.

Synthesis. Across these studies, inclusive teaching relies on clear routines, differentiated support, and positive culture, yet teachers consistently face barriers such as limited training, large classes, insufficient resources, and heavy workloads. Both local and international research confirm that one-size-fits-all policies fall short; instead, success requires targeted professional development, specialist collaboration, parental involvement, and ongoing institutional backing to help teachers adapt lessons and serve all learners effectively.

The Problem

Statement of the Problem

This study aimed to explore the lived narratives of receiving teachers regarding the teaching practices and classroom adjustments for learners with special educational needs at Mactan National High School, Lapu-Lapu City, during School Year 2026–2027 as basis for proposed instructional guide for teachers to enhance learners' support in inclusive education.

Specifically, it sought to answer the following questions:

1. How do receiving teachers describe the teaching practices they employ to facilitate learning among learners demonstrating special educational needs?
2. How do receiving teachers design and implement classroom adjustments to suit the educational needs of these learners?
3. How do receiving teachers address the challenges encountered in applying these teaching practices and classroom adjustments?
4. How do receiving teachers assess the effectiveness of the teaching practices and classroom adjustments they use?
5. Based on the findings of the study, what instructional guide can be proposed to enhance the teaching practices and classroom adjustment of receiving teachers in supporting learners with special educational needs?

Significance of the Study

This study explored the teaching practices, classroom adjustments, and experiences of receiving teachers, which can enhance the quality of inclusive instruction. The key groups who can benefit directly from this study are:

Department of Education. The study can give further information to the Department of Education on how to improve the teaching practices and classroom adjustments of the receiving teachers when they encounter challenges in the classroom.

School Administrators of Mactan National High School. The findings of the study can guide school administrators to formulate topics during in-service training that can help receiving teachers improved their teaching practices in managing an inclusive classroom.

Receiving Teachers. They can have the opportunity to share their actual practices, challenges, and adjustments. The proposed instructional guide can give them vast opportunities to become more effective in their field, especially in dealing learners with special educational needs.

Learners with Special Educational Needs. These learners can greatly benefit the study as their receiving teachers apply the teaching practice to them. When their teachers learned to adjust, they can receive appropriate individualized learning plan.

Parents and Guardians. They can gain clearer insight into how their children are being supported in class, helping them align home support with school strategies and participate more actively in their child's learning journey.

Researcher. Through this study, the researcher could gain knowledge on the teaching practices and classroom adjustments of the receiving teachers. This could give them better understanding and deep knowledge in inclusive education.

Future Researchers. This work serves as a reference for related studies on inclusive teaching in Philippine high school settings, and the proposed guide can be adapted or tested in other schools facing similar contexts.

Methodology

This section presents the methodologies used in the study, such as the research design, the research respondents, the research locale, the research instrument, the ethical considerations, the data gathering procedure, and the data analysis.

Design

This study utilized a phenomenological qualitative research design and employed the thematic analysis approach developed by Virginia Braun and Victoria Clarke to explore the teaching practices and classroom adjustments that receiving teachers used for learners with special educational needs.

This approach was suitable for the study, as a phenomenological qualitative research design aimed to understand the experiences, perspectives, and practices of the individuals involved. It was ideal for examining how receiving teachers implemented their teaching practices and classroom adjustments within inclusive classroom settings. This design also captured the context, reasoning, and nuance behind the teachers' choices, as well as the challenges and assessments they encountered. Furthermore, using Braun and Clarke's thematic analysis ensured that the gathered insights were examined systematically, rigorously, and transparently, revealing clear, meaningful patterns that served as a solid foundation for the proposed instructional guide [26].

Flow of the Study

The study followed the Input-Process-Output (IPO) model to clearly show how data would be collected, analyzed, and used. According to McGregor [27], this framework helped organize research steps and linked inputs, procedures, and expected results in a simple, structured way.

The inputs of the study included the key variables derived from the teaching practices and classroom adjustments used by receiving teachers for learners with special educational needs at Mactan National High School — specifically teaching practices, classroom adjustments, the challenges encountered, and the effectiveness of their teaching practices and adjustments.

The process involved a qualitative research design in which data were gathered through in-depth interviews, supported by the distribution of transmittal letters to ensure proper coordination and ethical approval. The collected data were then analyzed using the thematic analysis framework of Virginia Braun and Victoria Clarke. The analysis followed six steps: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

The output of the study was an instructional guide that could enhance the practices and adjustments applied by receiving teachers in supporting learners with special educational needs.

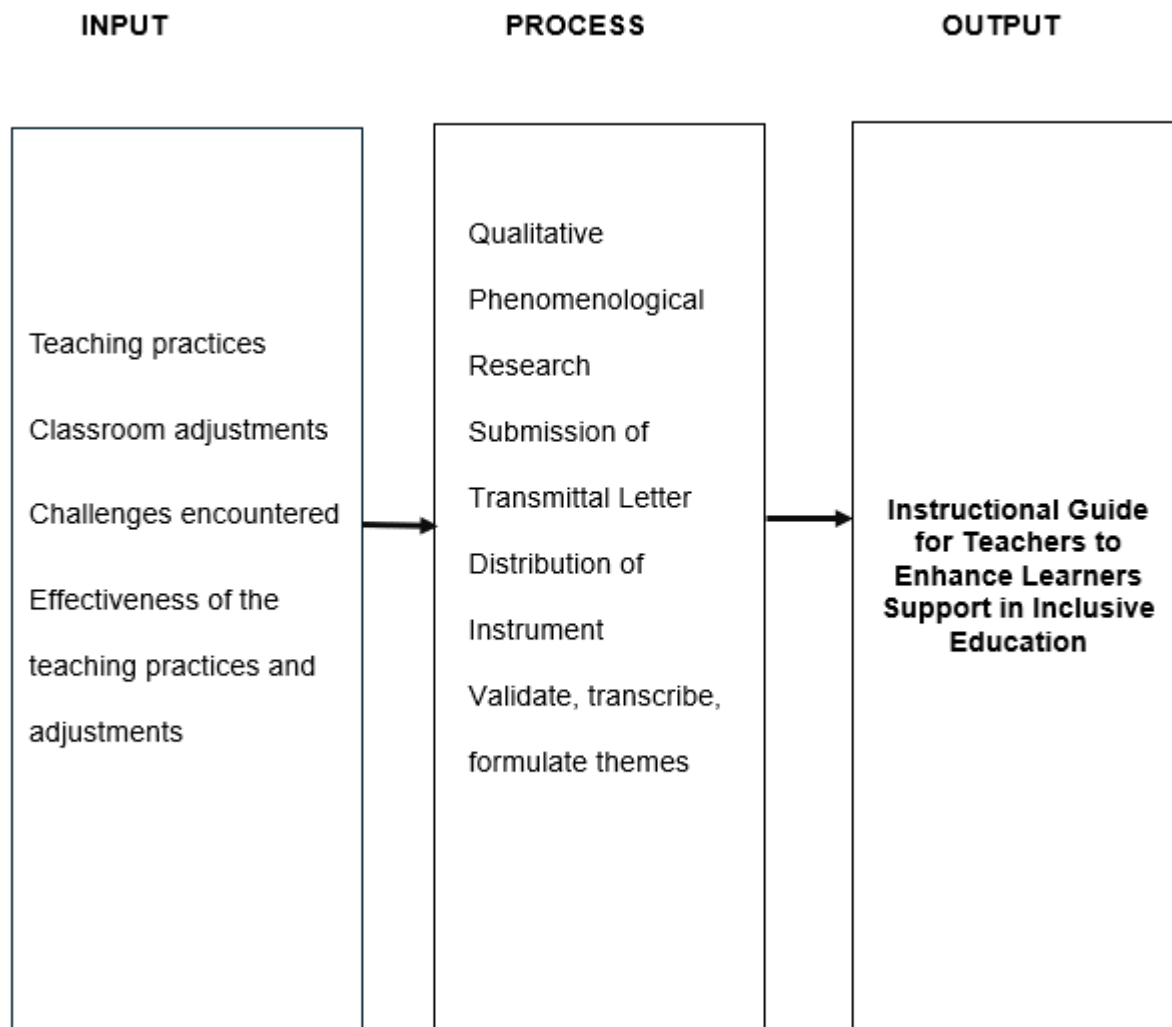


Figure 2. Flow of the Study

Environment

This study on the teaching practices and classroom adjustments used by receiving teachers for learners with special educational needs was conducted at Mactan National High School.

Mactan National High School was classified as a large-scale educational institution situated in Isuya, Mactan, Lapu-Lapu City. It fell under District I of the Division of Lapu-Lapu City and was led by Principal IV Dr. Rowena G. Sagarino, under the supervision of Dr. Basilio Aying, Public Schools District Supervisor of District I.

Mactan National High School was the most suitable setting for this study because it was an inclusive school where the researcher was affiliated. It also had classrooms that accommodated diverse learners. Several teachers there had been trained to manage inclusive classrooms; these were class advisers who handled learners with special educational needs. These receiving teachers were prioritized to attend seminars on inclusive classroom management. Furthermore, McNHS was committed to improving inclusivity by integrating relevant topics and discussions into teachers' LAC sessions.

As a faculty member of Mactan National High School, the researcher possessed direct, firsthand knowledge of the teaching practices and classroom adjustments that receiving teachers used. Drawing from this firsthand experience and awareness of the actual challenges they faced, the

researcher was motivated to conduct this study to identify practical solutions and evidence-based recommendations that could effectively address these concerns.



Figure 3. Location Map of the Research Environment

Participants

The participants of the study were the fifteen (15) receiving teachers at Mactan National High School–Junior High School. These receiving teachers were selected using purposive sampling. This method was appropriate because to qualify as participants, the teachers must have had at least one identified learner with special educational needs in their classroom. According to DepEd Order No. 044, s. 2020, Policy Guidelines on Educational Programs and Services for Learners with Disabilities, receiving teachers were authorized to observe and identify learners who displayed atypical learning, behavioral, or developmental patterns compared to their peers.

These receiving teachers also served as class advisers and employed various practices and adjustments to ensure that inclusive practices were implemented in accordance with the mandates of the Department of Education.

Table 1 presents the distribution of participants.

Table 1. Distribution of Participants

Environment	Frequency	Percentage %
Mactan National High School	15	100
Total	15	100

Instrument

The study utilized a semi-structured interview guide as the primary instrument to examine the teaching practices and classroom adjustments that receiving teachers used for learners with special educational needs. The semi-structured interview guide was an appropriate instrument, as it allowed the researcher to ask the participants open-ended questions while retaining the flexibility to explore their practices and adjustments in greater depth.

The interview guide focused on the central question of the study: “How did receiving teachers establish their practices and make adjustments for learners with special educational needs in inclusive classrooms?” It included specific questions organized around the following areas: teaching practices, classroom adjustments, challenges encountered, and the perceived effectiveness of the teaching practices and adjustments.

Because the semi-structured interview guide was developed by the researcher, it required validation by three experts: a Guidance Counselor, the Education Program Supervisor (EPS) in Special Education, and the School District Supervisor. These experts reviewed the instrument to ensure its appropriateness and relevance to the study’s objectives.

Data Gathering Procedure

The process of data gathering for this study was divided into three major stages: the Pre-Data Gathering Stage, the Data Gathering Stage, and the Post-Data Gathering Stage. Each stage outlined the systematic steps undertaken to ensure the credibility and rigor of the research process.

Pre-Data Gathering Stage. The first step the researcher took to establish order was to secure approval from the Office of the Schools Division Superintendent (SDS) to conduct the research. Once approved, an endorsement letter signed by the SDS was forwarded to the Office of the Public Schools District Supervisor (PSDS) for further endorsement. Once signed, the researcher proceeded to the research environment and submitted the endorsement letter from the SDS and the confirmation letter from the PSDS to the school head of Mactan National High School. Upon receiving positive confirmation from these authorities, the researcher approached the selected participants of the study. An informal meeting was held during their free time to briefly explain the process and scope of the study. Once they agreed, the researcher distributed informed consent forms to formally request their approval. The consent forms outlined all their rights, along with the purpose, scope, and procedures of the study, including the principle of voluntary participation and the right to withdraw at any time.

Data Gathering Stage. After obtaining the necessary permissions and completing the validation of the semi-structured interview guide, the researcher conducted the actual data collection. This involved individual in-depth interviews with fifteen (15) receiving teachers at Mactan National High School–JHS. Each participant was informed that the interview would be audio-recorded and that their consent was required to proceed. They were also advised that non-verbal cues would be noted to support a thorough and richer interpretation. The one-on-one interviews were conducted within the school setting at times convenient to the teachers, ensuring that no classes were disrupted.

Post-Data Gathering Stage. Once all interviews were completed, the data were transcribed verbatim and organized for analysis using the thematic analysis framework of Virginia Braun and Victoria Clarke. The analysis followed six phases: familiarization with the data through repeated

reading of transcripts, generation of initial codes by identifying meaningful data segments, searching for themes by grouping related codes, reviewing themes to verify accuracy and consistency, defining and naming themes to capture their core meaning, and producing a final narrative report that presented the findings in relation to the study's objectives.

Ethical Considerations

This study was reviewed and approved by the Chairman and panel members of the College of Education at Cebu Technological University.

For data privacy and strict confidentiality, all recorded audio files, interview transcripts, signed consent forms, participant notes, and any related documents containing personal or identifying information were kept securely in password-protected digital folders and locked physical storage, accessible only to the researcher and the research adviser. No personal details, names, or affiliations were disclosed in any part of the study or shared with any third party. All such files and records were permanently and irrecoverably deleted six months after the completion of the study, ensuring that no traceable personal data remained afterward.

Regarding the use of artificial intelligence and academic integrity, AI tools were used only minimally, responsibly, and with careful consideration solely for general reference, language polishing, and grammar consistency, and not for generating content, interpreting findings, or replacing the researcher's own analysis and writing. All sources, ideas, and references were properly cited and credited in accordance with academic standards. No plagiarism, fabrication, or misrepresentation was committed, and the entire work remained the original product and intellectual contribution of the researcher.

Data Analysis

The analysis followed the six phases of Braun and Clarke's thematic analysis, tailored to examine the teaching practices, classroom adjustments, challenges, effectiveness assessment, and proposed support for receiving teachers who handled learners with special educational needs:

Familiarization with the data. The researcher carefully reviewed the interview transcripts, notes, and all gathered information regarding the practices teachers used, the adjustments they implemented, and the challenges they encountered, to fully understand the context of inclusive instruction at Mactan National High School.

Generating initial codes. Short, clear labels were assigned to relevant segments of the data, covering how teachers described their strategies, how they designed classroom adjustments, how they addressed challenges, and how they assessed whether their practices were effective.

Searching for themes. Related codes were grouped into broader themes that reflected the core focus of the study: types of teaching practices, forms of classroom adjustments, challenges and coping measures, and approaches to assessing effectiveness.

Reviewing themes. The grouped themes were cross-checked against the full dataset and the research questions to ensure they accurately represented the receiving teachers' experiences and aligned with the study's objectives.

Defining and naming themes. Each theme was refined to clearly explain what it revealed about how teachers utilized strategies and adjustments, leading to key insights that informed the proposed instructional guide.

Producing the report. The final analysis was documented with supporting examples from the participants, presenting the findings in a structured manner that addressed all specific research questions and served as the basis for the recommended instructional guide.

Definition of Terms

To create a common frame of understanding for the readers and the users of this study, the following terms are defined operationally:

Classroom Adjustments. This refers to the changes that receiving teachers make to their teaching. They adjust how fast they teach, how they explain lessons, and how they present learning tasks. This is done so that every learner including those with special educational needs can understand and learn the required lessons at Mactan National High School – Junior High School.

Challenges in Inclusive Teaching. Refers to the specific difficulties participants encounter when applying practices and adjustments, such as limited specialized training, large class sizes, insufficient resources, heavy workload, and low parental involvement.

Effectiveness Assessment. Refers to the ways receiving teachers observe, track, and judge if their teaching practices and adjustments help target learners understand lessons, participate actively, and show learning progress.

Instructional Guide for Receiving Teachers. Refers to the practical, evidence-based resource developed from the study's findings. It contains recommended teaching practices, classroom adjustments, solutions for common challenges, and simple ways to assess progress, all tailored to help receiving teachers at Mactan National High School better support learners with special educational needs in inclusive settings.

Learners with Special Educational Needs. Refers to students in regular classes at Mactan National High School who display persistent differences in learning, attention, behavior, or communication as identified by teachers, even without formal professional diagnosis.

Receiving Teachers. Refers to the regular class advisers at Mactan National High School who directly teach and support learners with special educational needs in their inclusive classrooms.

Teaching Practices. This refers to the different ways and methods that receiving teachers at Mactan National High School – Junior High School use to teach their lessons. These are used for all students, including regular learners and those who show signs of special educational needs.

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyzes, and interprets the data gathered from the fifteen (15) participants selected through purposive sampling at Mactan National High School, Lapu-Lapu City. The data were analyzed using Braun and Clarke Thematic Analysis to systematically identify and interpret patterns related to receiving teachers practices and classroom adjustment in inclusive classroom.

Receiving Teachers Teaching Practices in Inclusive Classrooms

Table 2 presents the receiving teachers' teaching practices to facilitate learning in inclusive classrooms.

Table 2. Teaching Practices in Inclusive Classrooms

Research Question	Main Theme	Sub-Themes
How do receiving teachers describe the teaching practices	Teaching Practices	1. Adaptation of learning activities to match learners' abilities and needs

they employ to facilitate learning among learners demonstrating special educational needs?	in inclusive classroom	2. Use of differentiated instructional approaches tailored to diverse learning requirements 3. Application of learner-centered and supportive strategies to boost engagement and confidence 4. Integration of visual, tactile, and multi-sensory teaching aids to enhance accessibility
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Using Virginia Braun and Victoria Clarke's thematic analysis, the data were analyzed through a systematic six-phase process that included familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing a final narrative report of the findings. Through this rigorous and transparent process, patterns within the participants' accounts were carefully identified, organized, and validated to capture the essential nature of their experiences.

The main theme that emerged during the data analysis is Teaching Practices in Inclusive Classrooms. This theme captures the deliberate, responsive approaches that receiving teachers employed to ensure meaningful access to learning. It reflects how teachers adjusted their methods, materials, and interactions to accommodate learners with special educational needs, demonstrating that inclusive teaching involves purposeful adaptation rather than a standard, unchanging routine. These practices highlighted the teachers' commitment to creating a supportive learning environment where every learner could participate and progress.

Within this overarching theme, four distinct yet interconnected sub-themes emerged: *Adaptation of Learning Activities to Match Learners' Abilities and Needs*, *Use of Differentiated Instructional Approaches Tailored to Diverse Learning Requirements*, and *Integration of Visual, Tactile, and Multi-Sensory Teaching Aids to Enhance Accessibility*.

Adaptation of learning activities to match learners' abilities and needs. This sub-theme emphasizes how receiving teachers recognize that one-size-fits-all instruction is rarely effective in inclusive settings, and instead actively adapt their methods, materials, and assessments to match each learner's unique style, ability, and requirements. Teachers view flexibility not as an extra burden, but as an essential responsibility, especially in large classes with diverse abilities, ensuring that every student has a fair chance to understand, participate, and succeed. Adjustments range from simple changes to creating differentiated activities, all guided by the core goal of meeting learners where they are. This was evident in the following responses of the participants:

"Akong buhaton gyud ma'am kay maningkamot ko nga ang akong mga activities sulod sa classroom kay haum para sa tanan o di ba gane akong Ilahi ang activities sa mga bata nga naay learning needs nga angay sa ilang abilidad. Hagu kaayo siya peru wala man koy laing mahimu kay ug dili na naku buhaton mahibilin man gyud ang bata ug wala gyud siyay progress. [*"I make sure to do this, Ma'am, because I strive to ensure that my activities inside the classroom are suitable for everyone. I make separate activities for children with learning needs that match their abilities. It is truly difficult, but I have no other choice. Because if I do not do this, the child will surely be left behind and will make no progress at all."*] Teacher Participant 3

"Kinahanglan gyud nga mangita ug paagi, sama nalang sa pag buhat ug activities nga mo fit sa learners nga naay disabilities or learning needs. Dili man jud na dapat pasagdaan sa classroom. Kung makita naku nga kaya niya makasabay, ako ra sad ng itugot. ." [*"It is truly necessary to find ways, such as creating activities that fit learners with disabilities or learning needs. This should absolutely not be neglected inside the classroom. Of course, if I see that a learner is able to keep up with the rest, I also allow them to do so."*] Teacher Participant 7

“Imbes nga usa ra para sa tanan ang activities naku, ginausab-usab nako aron maangay sa mga naay learning needs. Usahay naay panahon nga mag lisud ko ug buhat para sa ilaha peru naningkamot gyud ko nga mahatagan sila ug angayan sa ilang learning need. [*“Instead of using only one set of activities for everyone, I vary them to match those with learning needs. There are times when I find it difficult to create these for them, yet I make every effort to provide what suits their learning needs.”*]

Teacher Participant 10

Use of differentiated instructional approaches tailored to diverse learning requirements. This sub-theme indicates how receiving teachers recognize that a single, uniform approach to instruction is rarely effective in inclusive classrooms, where learners bring varied abilities, learning preferences, and needs. Instead, teachers intentionally adjust their methods, explanations, and questioning styles to match what each group of learners requires. They acknowledge that what appears easy for typical learners may present real challenges for those with special educational needs, and that using varied approaches directly improves how smoothly and meaningfully all students learn. Differentiation is treated not as an optional luxury, but as a necessary practice, one that ensures every learner is considered, understood, and given a fair chance to succeed. This was clearly expressed in the following responses from the participants:

“Bisan unsa ka limitado ang oras ma’am apan sa inclusive classroom dili gyud pwede ang usa ka instruction, need gyud usbon depende sa panginahanglan. Ang pag approach namu sa mga bata nga naay learning needs lahi jud siya,” [*“No matter how limited the time is, Ma’am, one single way of teaching simply will not work in an inclusive classroom. It truly must be adjusted according to each learner’s needs. The way we approach children with learning needs is simply different.”*]

Teacher Participant 2

“Gamit ang lain-lain nga approach ma’am, mas Nakita naku nga ang ilang pagkat-on kay smooth ra. Naa man gud uban approach dili siya well fit para sa learners with special needs. Akoa jud nga i-consider ang uban learners kay dili raba sayon para sa learners with special needs ang sayon sa regular. [*“By using different approaches, Ma’am, I have observed that their learning proceeds much more smoothly. Some methods simply do not suit learners with special needs. I always take those learners into careful consideration, because what comes easily to regular learners may not be easy at all for learners with special needs.”*]

Teacher Participant 5

“Sa pag pangita ug unsay mas angayan para sa akong klasi, Nakita naku nga nindot ang lain-lain nga pamaagi. Dili jud na pwede nga universal ang gamiton. Dapat jud magamit para sa uban nga naglisud. Makita naku nga nakat-on ang mga bata pinaagi jud sa pag gamit ug mga lain-lain nga practices. [*“As I searched for what works best for my class, I found that using different methods yields better results. One universal approach simply cannot apply to everyone. Instruction must especially be adapted for those who are struggling. I can clearly see that the children learn better precisely because I use different teaching practices.”*]

Teacher Participant 8

““Dili parehas ang akong paagi sa pagtudlo sa tanan. Sa mga dali ra makasabot, mas deep ang akong pangutana; sa mga medyo hinay, mas simple ug mas detailed ang akong explanation. Ako ning gituyo para sakto akong pamaagi sa ilang abilidad aron walay mabiyaan.”[*“I do not teach everyone in the same way. For those who understand quickly, I ask deeper questions; for those who learn more slowly, I explain more simply and thoroughly. I do this intentionally so that my approach matches their abilities, and so that no one is left behind.”*]

Teacher Participant 15

Integration of visual, tactile, and multi-sensory teaching aids to enhance accessibility. This sub-theme emphasizes how receiving teachers intentionally combine sight, touch, sound, and other sensory approaches to make lessons more accessible and understandable for all learners. Recognizing that students grasp concepts best in different ways, teachers move beyond verbal explanation and use pictures, tangible objects, presentations, and interactive activities to support learning. What begins as support for learners with special needs often benefits the whole class, as

multi-sensory tools capture attention, sustain interest, and help every student connect with the lesson. This was clearly expressed in the following responses from the participants:

“Sa pagtudlo naku sa inclusive classroom, akong na realize nga effective man diay ang pag gamit ug lain-lain nga teaching aids. Sama sa akong learner nga naay mild autism, mas prefer niya ang mga activities nga naay hikapon. Dili lang sad sa mga bata nga dunay autism peru kana sad mga bata nga normal ra peru ganahan sad sila ug ingon ana nga pamaagi.”[*“In teaching in the inclusive classroom, I have come to realize that using various teaching aids is actually effective. For example, one of my learners with mild autism prefers activities he can touch and handle. This does not only help children with autism; regular learners also benefit greatly from this kind of approach.”*]/ Teacher Participant 9

“Sa akong pag tudlo sa inclusive classroom, nahimu gyud kong creative kay bisan unsa nalang nga visual aids ang akong gamaon para mohaum sa both regular ug learners with special educational needs. Kanang pag gamit ug manipulative materials nga mo awaken sa ilang interest. Nindot sad na siya. Kanang what’s in the box nga activities naku gamit kaau na siya.”[*“In teaching in the inclusive classroom, I have become very creative. I make whatever visual aids I can so they suit both regular learners and those with special educational needs. I also use manipulative materials to spark their interest. That works very well. For instance, my ‘What’s in the Box?’ activity, it is very useful.”*]/ Teacher Participant 11

“Sa akong room naay TV, para gyud nas mga learners nga visual ug kung mogamit na gane ko sa akong presentation e present naku sa TV, hilom kaayo na sila ug maminaw gyud. “[*“There is a television in my room, especially intended for visual learners. Whenever I use it to show my presentations, they become very quiet and listen attentively.”*]/ Teacher Participant 12

“Imbes nga isulti ra naku, mogamit ko og mga butang sa pagtudlo nga makita ug mahikap. Kung makita nila ug mahikap ang butang, mas dali nila masabtan ang discussion, labi na sa mga nagkinahanglan og dugang tabang.” [*“Instead of simply telling them the lesson, I use teaching materials that they can see and touch. When they can see and handle what we are discussing, they understand the lesson more easily, especially those who need extra support.”*]/ Teacher Participant 13

“Gisagol nako ang pagpakita og mga litrato, pagpaminaw sa mga tingog, ug paggamit og mga butang nga mahikap aron mas dali maapil ug masabtan sa tanan. Pinaagi niini, walay mabiyaan bisan lahi-lahi ang ilang paagi sa pagkat-on.” [*“I combine showing pictures, letting them listen to sounds, and using objects they can touch, so that everyone can participate and understand more easily. In this way, no one is left behind, even though they all learn in different ways.”*]/ Teacher Participant 15

Table 2 reveals that the teaching practices receiving teachers employ are not isolated techniques or occasional adjustments, but deliberate, responsive approaches shaped by the daily realities of inclusive classrooms. The overarching theme, *Teaching Practices in Inclusive Classrooms*, conveys the fundamental truth that inclusive teaching cannot rely on fixed methods or standard routines; instead, it depends on the teacher’s consistent effort to adapt, differentiate, and design accessible experiences that match what learners actually require. Through their accounts, the teachers formulate meaning not from theory alone, but from the lived reality of their classrooms, where each learner’s ability, preference, and way of understanding become the guide for how lessons are planned, delivered, and made accessible to all.

The first sub-theme, *Adaptation of Learning Activities to Match Learners’ Abilities and Needs*, establishes that inclusive teaching begins with the recognition that uniform tasks rarely serve all learners well. Receiving teachers do not apply a single standard set of activities to everyone; rather, they purposefully create or adjust tasks to align with what each learner is capable of doing and what they require to succeed. They clearly acknowledge that without such intentional adaptation,

vulnerable learners will be left behind and may make little or no meaningful progress a responsibility they accept even when it is demanding, because the cost of not adapting is too great. As shared by Teacher Participant 3, ensuring activities are suitable for every learner and creating separate, ability-matched tasks is essential despite the difficulty, since failing to do so would leave children excluded and stagnant; Teacher Participant 7 similarly emphasized that designing fitting activities must never be neglected and that learners may join general tasks when they are able; and Teacher Participant 10 confirmed that varying activities rather than offering only one version is a deliberate commitment, even when creating adapted materials is challenging. These accounts collectively reveal that adaptation is not an optional extra burden, but a fundamental professional responsibility that ensures no learner is excluded simply because their abilities differ from those of their peers.

The second sub-theme, Use of Differentiated Instructional Approaches Tailored to Diverse Learning Requirements, reflects the teachers' realization that a single, universal method of teaching cannot work effectively in inclusive classrooms where learners bring widely varying abilities, learning preferences, and needs. They understand that what appears straightforward for typically developing learners may be inaccessible or confusing for those with special educational needs, and that limited time is not a valid justification for persisting with one uniform approach. Teacher Participant 2 stated plainly that instruction must be adjusted according to learner needs regardless of time constraints, and that the way educators approach children with learning needs is necessarily distinct; Teacher Participant 5 observed that employing varied methods directly results in smoother learning and that practices must be selected to suit those who need them most, since ease for one group does not mean ease for another; Teacher Participant 8 confirmed that no single approach fits all and that those who struggle deserve particular priority; and Teacher Participant 15 described how they intentionally vary questioning depth and explanation detail to match learner ability, ensuring that every student is considered and that no one falls behind. Together, these perspectives demonstrate that differentiation is not about creating unnecessary additional work, but about practicing fairness ensuring that each learner receives instruction that meets them at their current level and supports them to progress.

The third sub-theme, Application of Learner-Centered and Supportive Strategies to Boost Engagement and Confidence, captures how receiving teachers actively place learners at the center of instruction and intentionally foster environments that build participation, self-assurance, and a sense of belonging. Rather than focusing only on academic coverage, they employ approaches designed to nurture each learner's confidence and willingness to engage, recognizing that emotional and psychological support are foundational to meaningful learning. Teachers structure interactions and activities that value every learner's contribution, offer encouragement, and create space where students feel safe to participate at their own pace; in doing so, they help learners develop not just skills, but also the belief that they are capable and included. These supportive, learner-centered practices establish an inclusive climate where acceptance and encouragement reinforce academic progress, demonstrating that effective inclusion attends as carefully to how learners are supported emotionally and socially as to how they are taught academically.

The fourth sub-theme, Integration of Visual, Tactile, and Multi-Sensory Teaching Aids to Enhance Accessibility, illustrates how receiving teachers go beyond verbal instruction to intentionally design lessons that are accessible through sight, touch, sound, and other sensory modalities. They recognize that spoken explanation alone may not reach every learner, and that varied, hands-on materials help make concepts clearer, more memorable, and more engaging for the whole class support initially developed for learners with special needs often benefits all students. Teacher Participant 9 noted that multi-sensory tools proved effective for a learner with mild autism who preferred touch-based activities, and that regular peers also thrived with this approach; Teacher Participant 11 described becoming creative in developing visual and manipulative resources,

including interactive activities such as “What’s in the Box?” to spark interest across all learners; Teacher Participant 12 observed how visual aids such as television presentations captured and sustained focused attention; Teacher Participant 13 explained that using visible and tangible objects made lessons easier to understand, especially for those needing extra support; and Teacher Participant 15 summarized how combining pictures, sounds, and touchable materials ensured broader participation and understanding so that no one was left behind. These accounts confirm that multi-sensory teaching is not merely a specialized technique, but a powerful, inclusive practice that opens learning to diverse ways of understanding and benefits the entire classroom community.

When brought together, these four sub-themes form a unified interpretation: inclusive teaching is not defined by a single prescribed method, but by the consistent willingness to adapt, differentiate, center the learner, and design accessible experiences for every student. Receiving teachers adjust activities so tasks match individual ability; they differentiate instruction so teaching responds to diverse requirements; they apply supportive, learner-centered strategies that build confidence and engagement; and they integrate multi-sensory aids so lessons are accessible to all. Every practice serves the same fundamental purpose: ensuring that each learner, regardless of ability or need, is given meaningful opportunity to understand, participate, and succeed. Their shared message is clear: inclusion exists not in recognition alone, but in the deliberate, daily effort to change how one teaches—guided always by what learners actually show they need, rather than by what standard practice conventionally expects.

On the other hand, Universal Design for Learning (UDL) provides the theoretical foundation that anchors these findings. Rooted in the principle that learning environments should be designed to be accessible to all from the outset, rather than adapted as an afterthought, UDL calls for multiple means of engagement, representation, and action and expression precisely the practices observed among receiving teachers in this study. This framework confirms that the teachers’ daily efforts to adjust activities, use different teaching methods, and provide visual and hands-on materials are not just helpful actions, but are exactly what effective inclusive teaching means. Instead of using one standard way of teaching and making special changes later, the teachers in this study built flexibility and choice right into their lessons offering varied ways for learners to see, hear, understand, and show what they know. Their focus on matching tasks to ability, giving learners more than one way to participate, and removing barriers so everyone can keep up directly reflects UDL’s core idea: that when lessons are designed to fit many different kinds of learners from the very beginning, fewer learners get left behind, and every student gains a fair chance to succeed.

Lastly, there are several related studies that provide empirical evidence to support the findings of this study, presenting a better understanding of the teaching practices and classroom adjustments applied by receiving teachers in an inclusive classrooms. Yuliana and Sukinah assessed inclusive classroom practices and found that differentiated instruction, adapted activities, and varied learning materials significantly improved learner engagement and sense of belonging, confirming that the daily, sustained adaptation observed in this study is exactly what makes inclusive practice effective. Romadhon similarly reviewed effective inclusive approaches and concluded that success depends on understanding each learner’s strengths and using visual, hands-on, and multi-sensory methods alongside varied tasks matching exactly how receiving teachers in this study adjusted activities, varied their approach, and used accessible materials so every learner could participate. Turning to local Philippine contexts, Forrosuelo found that simplifying materials and offering different ways to learn helped learners with special needs gain better opportunities, while also noting that teachers’ efforts are often hindered by limited resources and training a reality echoed in this study, yet one that teachers meet with creativity and commitment. Complementing these findings, Perera confirmed that simplified materials, varied instruction, and peer support are the most effective inclusive strategies, while also emphasizing that teachers need clear guidance and preparation to implement them well. Together, these studies consistently show that adapting tasks, differentiating

teaching, and using accessible, varied materials are proven, effective practices and that while receiving teachers demonstrate great dedication and resourcefulness, their efforts are most successful when also supported by adequate training, sufficient resources, and ongoing assistance so every learner truly receives a fair chance to understand, participate, and succeed.

Receiving Teachers' Design and Implementation of Classroom Adjustments for Diverse Learners

Table 3. Classroom Adjustments Designed and Implementation

Research Question	Main Theme	Sub-Themes
How do receiving teachers design and implement classroom adjustments to suit the educational needs of these learners?	Responsive Classroom Adjustments for Inclusive Learning	1. Modification of learning materials and resources to match learner abilities 2. Adjustment of lesson pacing, activities, and assessment methods 3. Organization of inclusive physical and social learning environments

Using Virginia Braun and Victoria Clarke's thematic analysis, the data were analyzed through a systematic six-phase process that included familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing a final narrative report of the findings. Through this rigorous and transparent process, patterns within the participants' accounts were carefully identified, organized, and validated to capture the essential nature of their experiences.

The main theme that emerged during the data analysis is Responsive Classroom Adjustments for Inclusive Learning. This theme captures the deliberate, thoughtful process of designing and implementing changes within the classroom to suit the unique educational needs of every learner. It reflects how receiving teachers purposefully modified what was used, how lessons were delivered, where learning took place, and how the class was managed, so that learners with special educational needs could fully access and participate in daily instruction. Instead of relying on a fixed, uniform classroom setup, the teachers described adjustments as essential, practical responses, ones that bridged barriers, accommodated differences, and created a truly inclusive learning environment.

Within this overarching theme, four distinct yet interconnected sub-themes emerged: *Modification of Learning Materials and Resources to Match Learner Abilities*, *Adjustment of Lesson Pacing, Activities, and Assessment Methods*, *Organization of Inclusive Physical and Social Learning Environments*, and *Implementation of Supportive Routines and Flexible Classroom Management*.

Modification of Learning Materials and Resources to Match Learner Abilities. This sub-theme reflects how receiving teachers systematically modify, simplify, and redesign learning content, materials, and resources to ensure accessibility and meaningful participation for all learners, especially those with special educational needs. Rather than relying solely on standard textbooks or one-size-fits-all resources, teachers adjust the format, language, and presentation of materials to match what each learner is able to read, understand, and use. They recognize that standard resources may not suit everyone, and that making content clearer, simpler, and more visual is the first step toward inclusion. When learners still struggle, teachers promptly revise their materials and prepare alternative versions, guided by the core commitment that no learner should be left behind. These deliberate adaptations demonstrate that inclusive instruction depends first on providing resources that are appropriate, accessible, and matched to each learner's current ability level. This was evident in the following responses of the participants:

"Naa jud koy mga gipang change nga learning materials aron mohaum sa ilang learning abilities. Sa mga hinay makasabot, mas dagko ang text nga akong e print, mas daghan sad og hulagway, ug mas simple ang mga words nga akong gamiton. Sa mga regular students naku, mas kompleto na ang

akong ihatag aron padayon sila nga makat-on.” [*“I make changes to my learning materials so they match their learning abilities. For those who learn slowly, I print larger text, include more pictures, and use simpler words. For my regular learners, I provide more complete material so they can continue progressing.”*]

Teacher Participant 8

“Akong unang buhaton gyud I make sure nga appropriate akong materials sa klase according sa ilang needs. Kung dili nila masabtan ang libro, maghimo ko og mas sayon nga version, o mogamit ko og mga pictures aron mas dali nila masabtan ang lesson.” [*“The first thing I do is ensure my materials are appropriate for the class according to their needs. If they cannot understand the textbook, I create a simpler version or use pictures so they can understand the lesson more easily.”*]

Teacher Participant 11

“Dili tanan parehas og abilidad, mao nga mangita gyud kog angayan nga mga learning materials. Ang uban kinahanglan og mas sayon nga examples during discussions, ang uban makasabot ra dayun. Busa lain-lain ang akong andamon aron matabangan ang matag usa.” [*“Not everyone has the same ability, so I always look for suitable learning materials. Some need simpler examples during discussions, while others understand immediately. So I prepare different materials to help each one.”*]

Teacher Participant 15

Adjustment of Lesson Pacing, Activities, and Assessment Methods. This sub-theme highlights how receiving teachers recognize that accessibility goes beyond materials alone it must also extend to how quickly lessons proceed, how tasks are structured, and how understanding is measured. Rather than keeping to a fixed pace or using identical tasks and assessments for everyone, teachers adjust the flow of instruction, break complex work into smaller steps, and adapt both activities and evaluation methods to match each learner’s capacity. They acknowledge that rushing creates barriers, and that what learners are asked to do and how they are assessed must be fair and appropriate. When learners take longer to understand, teachers give them the time they need and adjust their approach, guided by the core commitment that every learner should have a fair chance to show what they have truly understood. These adjustments demonstrate that inclusive teaching means adapting not only what learners receive, but also how they progress and how their progress is recognized. This was clearly expressed in the following responses of the participants:

“Kung makita gane naku nga nag lisud sila akong buhaton hinay-hinayon naku na hangtud nga sila makasabot. Dili jud na dali-dalion. Sa mga buluhaton, ginabahin-bahin nako sa gagmay nga paagi, ug sa quizzes akoo jud ng gi fit ang level of difficulties base sa ilang katakos.” [*“When I see that they are struggling, I proceed slowly until they understand. I never rush. For tasks, I break them into smaller steps, and for quizzes, I adjust the level of difficulty according to their ability.”*]

Teacher Participant 1

“Usahay dugay sila makasabot, mao nga dili nako dali-dalion ang lesson. Hatagan nako sila og igong oras. Ang mga task akoo sad ng gi fit sa ilang capacity, dili lisod kaayo, dili sayon kaayo ug ang test sa ilang learnings giusab usab aron makita gyud ang ilang tinuod nga nasabtan.” [*“Sometimes they take longer to understand, so I do not rush the lesson. I give them enough time. I also adjust tasks to their capacity neither too hard nor too easy, and I vary assessments so I truly see what they have understood.”*]

Teacher Participant 5

“Ang akong pagtudlo dili pirmi parehas ang gipaspason. Kung hinay sila, hinay usab ko. Ang akong pag tudlo akoo ra jud ng giangay sa kapasidad sa akong mga bata, ug ang pag measure sa ilang nahibaw-an akoo ng lain lainon aron makita kung unsa na ang ilang nasabtan.” [*“My teaching does not always proceed at the same pace. If they are slow, I am slow too. I adjust my teaching to the capacity of my children, and I vary how I measure what they know, so I can see exactly how much they have understood.”*]

Teacher Participant 6

Organization of Inclusive Physical and Social Learning Environments. This sub-theme emphasizes how receiving teachers intentionally arrange the physical classroom and nurture social

relationships to create a space where every learner feels safe, included, and able to participate. They recognize that inclusion depends not only on teaching methods, but also on where learners sit, how easily they can move and see, and how they are treated by their peers. Teachers arrange seating to remove barriers and provide support, while actively fostering friendship, cooperation, and mutual respect. They work to ensure no learner feels different or excluded, understanding that a welcoming environment is itself a powerful form of support. These deliberate arrangements demonstrate that inclusive learning begins with a space designed for everyone physically accessible, socially supportive, and free from judgment. This was clearly expressed in the following responses of the participants:

“Ako gyud ng gi-arrange ang mga lingkoranan aron dali nako sila ma approach ug matabangan ug dali usab sila makakita ug makapaminaw. Ginaapil usab nako sila sa mga classroom activities aron makig-uban sa ilang mga kauban ug dili nila ma feel nga lahi sila.” [*“I arrange the seating so I can easily approach and assist them, and so they can easily see and hear. I also include them in all classroom activities so they can interact with their classmates and never feel that they are different from the others.”*] Teacher Participant 2

“Ako jud gisiguro nga sa classroom kung asa sila mag lingkod walay maka hinder sa ilang pag lakaw ug lihok-lihok tagaan na naku sila ug mas bigger na space. Ang mga lingkoranan naka arrange na daan aron dali ra sa ilaha. Gi encourage sad nako ang uban nga magtinabangay aron maka establish sila ug friendship.” [*“I make sure that wherever they sit, nothing obstructs their movement, I give them more space. The seating is arranged in advance for their ease. I also encourage the others to help one another so they can build friendships.”*] Teacher Participant 3:

“Akong arrangement sa classroom nga nindot man siya. Ang mga adunay panginahanglanon gipahiluna nako sa atubangan para dali matabangan. Gi encourage usab nako ang ilang mga kauban nga tabangan sila aron mahimong positive ang learning environment.” [*“My classroom arrangement is carefully planned. I place those with special needs at the front so they can be easily assisted. I also encourage their classmates to help them, so we can build a positive learning environment.”*] Teacher Participant 7

“Importante gyud nga maandam naku ang tibuok klase naku, gikan sa pagpahiluna sa mga lingkoranan hangtod sa relasyon sa mga tinun-an, aron ma feel nila nga apil sila. Walay dapat maka feel nga lahi; ang tanan kinahanglan maka feel nga sila kabahin sa grupo or sa klase.” [*“It is truly important that I prepare the entire classroom from how seats are placed to the relationships among learners, so they feel they truly belong. No one should feel left out; everyone must feel they are part of the group and part of the class.”*] Teacher Participant 11

“Ako gyud ng gi organize ang classroom nako nga dili sila maghuot. Nag sigi gyud kog pa remind nila nga dapat dili sila mag-away ug dapat mag tinabangay sila. Dapat walay magbiaybiay.” [*“I organize my classroom so it is not crowded. I constantly remind them not to quarrel and to help one another. No one should make fun of anyone else.”*] Teacher Participant 13

Table 3 reveals that inclusive environments cannot be built from uniform materials, shared pacing, or identical assessments; instead, they require deliberate effort to adapt what is used, how time is managed, and how progress is measured so that every learner can access and demonstrate understanding. It reflects how receiving teachers intentionally modify resources, adjust the flow of lessons, and design supportive spaces to accommodate learners with special educational needs, demonstrating that inclusive practice is defined not by standard arrangements, but by what is made accessible to each learner. These adjustments reveal the teachers’ deep commitment to removing barriers and creating a setting where every learner is given a fair opportunity to participate, understand, and progress.

The first sub-theme, Modification of Learning Materials and Resources to Match Learner Abilities, establishes that inclusive instruction begins with ensuring the materials learners receive are actually

suited to what they are able to read, comprehend, and use. Receiving teachers do not assume that standard textbooks or uniform handouts serve all learners equally well; rather, they purposefully revise content, enlarge text, simplify language, and add visual aids so that every learner can engage meaningfully with the lesson. They recognize that accessibility starts with the resources themselves, and that when standard materials prove too difficult or confusing, creating alternative versions is not an extra task but a necessary responsibility. As Teacher Participant 8 explained, materials are adjusted so those who learn slowly have larger print, more illustrations, and simpler wording while regular learners continue with more complete content; Teacher Participant 11 confirmed that when textbooks are inaccessible, developing easier versions or supplementing with images becomes the first step; and Teacher Participant 15 noted that because abilities differ, preparing varied materials and examples ensures no one is left unsupported. These accounts together affirm that materials are only effective when they match the learner's capacity, and that inclusion begins by meeting learners through resources they can genuinely use.

The second sub-theme, Adjustment of Lesson Pacing, Activities, and Assessment Methods, reflects the teachers' understanding that accessibility extends beyond materials to encompass the rhythm of instruction, the structure of tasks, and the way learning is evaluated. They reject the idea that every learner must progress at the same speed or demonstrate understanding in the same form, recognizing that rigid pacing creates barriers and that fairness means matching pace, task complexity, and assessment style to each learner's ability. Teacher Participant 1 described proceeding slowly and breaking work into small steps while adjusting quiz difficulty; Teacher Participant 5 emphasized giving ample time, designing tasks that are neither too easy nor too hard, and adapting assessments to reveal true understanding; and Teacher Participant 6 confirmed that teaching speed follows the learner's rhythm and that varied measurement methods ensure progress is accurately seen. Together these perspectives show that inclusive teaching means adapting instruction to the learner rather than requiring the learner to adapt to the instruction—giving each student the time and the means to show what they have actually learned.

The third sub-theme, Organization of Inclusive Physical and Social Learning Environments, demonstrates how receiving teachers intentionally design both the physical arrangement and the social climate of the classroom to foster full participation and a sense of belonging. They recognize that inclusion is shaped not only by lessons but also by seating, space, visibility, movement, and peer relations; therefore, they arrange seating for easy access and assistance, provide sufficient space, and actively cultivate mutual respect, cooperation, and friendship among all learners. Teacher Participant 2 placed learners for visibility and approachability while ensuring full participation in group activities; Teacher Participant 3 ensured unobstructed movement and encouraged peer support; Teacher Participant 7 positioned those with special needs at the front and built a collaborative atmosphere; Teacher Participant 11 linked physical setup and peer relationships to the core goal of belonging; and Teacher Participant 13 maintained open space and reminded learners to treat one another with kindness and respect. These shared efforts confirm that a truly inclusive environment is built not only through what is taught, but through how the space is organized and how relationships are nurtured creating a classroom where no one feels different, excluded, or unvalued.

When brought together, these three sub-themes form a unified interpretation: inclusive classroom adjustments are not isolated improvements but a continuous, interconnected commitment to accessibility. Receiving teachers modify materials so content is understandable; they adjust pacing, tasks, and assessment so every learner can follow and succeed; and they shape physical and social environments so all feel safe, welcome, and part of the group. Every adjustment serves the same fundamental purpose: to remove barriers so that ability, pace, or learning difference never becomes an obstacle to opportunity. Their shared meaning is clear: inclusion exists not when everything is

made identical, but when everything is made accessible guided always by what learners actually show they need, rather than by what standard practice conventionally expects.

On the other hand, Social Constructivist Theory and the Universal Design for Learning (UDL) Framework together provide the strong theoretical foundation that anchors these findings. Vygotsky teaches that learning grows best through social support and guidance, and that every learner can do more with help than they can do alone. UDL explains that lessons should be designed to be accessible to all from the very beginning, offering different ways to see, hear, understand, and show what one knows. Together, these two theories match exactly what receiving teachers do: they make materials clear and easy to use so everyone can understand, adjust the pace and tasks to fit each learner's ability, give guidance and extra support where needed, and build a friendly classroom where classmates help one another. In short, the teachers design lessons that work for many different learners from the start as UDL recommends, while also giving each learner the right amount of help and social support as Vygotsky describes, so that every student gains a fair chance to participate, learn, and succeed.

Lastly, there are several related studies from the reviewed literature that provide empirical evidence supporting the findings of this study. Alhassan (2025) revealed that while teachers generally hold positive attitudes toward inclusion, many still lack the specific skills to adapt lessons effectively confirming that the efforts receiving teachers make to simplify materials and vary teaching methods are essential, practical responses that help bridge this gap. Tayco and Motus (2024), in their study of receiving teachers in the Philippines, found that adjusting instruction, managing limited resources, and coping with heavy workload are common challenges, and that teachers can only create truly inclusive environments when they receive adequate training, materials, and institutional support validating both the struggles and the resourcefulness observed in this study. Pázmándi likewise noted that even when teachers understand inclusive concepts, they often lack confidence in applying them due to outdated training, reinforcing why receiving teachers rely on practical, daily adaptations such as varied aids and peer help. Cipriano further concluded that inclusive assessment and support must be tailored to learners' actual needs rather than applying one-size-fits-all policies directly supporting the finding that adjusting pace, tasks, and how progress is measured are necessary to fairly serve every learner. Together, these studies confirm that adapting materials, varying methods, adjusting pacing and assessments, and building supportive classroom communities are evidence-based practices, while also showing that teachers' efforts are most effective when backed by proper training, resources, and ongoing support.

Addressing Challenges in Inclusive Teaching Practices and Adjustments

Table 4. Addressing Challenges in Inclusive Teaching and Adjustments

Research Question	Main Theme	Sub-Themes
How do receiving teachers address the challenges encountered in applying these teaching practices and classroom adjustments?	Proactive Problem-Solving and Adaptive Coping Strategies	1. Seeking professional support and collaborative consultation with colleagues and specialists 2. Modifying practices through ongoing self-reflection 3. Managing limited resources through practical alternatives 4. Fostering peer support to reduce barriers in the classroom

Using Virginia Braun and Victoria Clarke's thematic analysis, the data were analyzed through a systematic six-phase process that included familiarization with the data, generating initial codes,

searching for themes, reviewing and refining themes, defining and naming themes, and producing a final narrative report of the findings. Through this rigorous and transparent process, patterns within the participants' accounts were carefully identified, organized, and validated to capture the essential nature of their experiences.

The main theme that emerged during the data analysis is Proactive Problem-Solving and Adaptive Coping Strategies. This theme captures the deliberate, solution-focused approaches that receiving teachers employed to navigate difficulties while applying inclusive teaching practices and classroom adjustments. It reflects how teachers did not simply set aside their efforts when faced with challenges, but instead actively sought out ways to address obstacles so that inclusive instruction could continue effectively. This theme reveals that inclusive teaching is often carried out alongside real constraints, and that teachers' willingness to take initiative, adapt, and find alternatives is just as essential as the practices and adjustments themselves.

Within this overarching theme, four distinct yet interconnected sub-themes emerged: *Seeking Professional Support and Collaborative Consultation with Colleagues and Specialists*, *Modifying Practices through Ongoing Self-Reflection*, *Managing Limited Resources through Practical Alternatives*, and *Fostering Peer Support to Reduce Barriers in the Classroom*.

Seeking professional support and collaborative consultation with colleagues and specialists.

This sub-theme emphasizes how receiving teachers recognize that inclusive teaching is not a responsibility to be carried out alone, and that seeking guidance is a strength rather than a weakness. When challenges arise, they turn to colleagues, specialists, and school counselors who bring experience and expertise, understanding that shared knowledge leads to better outcomes for learners. Teachers acknowledge that no single approach suits every situation, and that consulting others helps them find clearer, more appropriate ways to support diverse needs. This willingness to collaborate demonstrates that inclusive practice thrives not in isolation, but through mutual support and shared effort. This was evident in the following responses of the participants:

“Kung maglisod ko, dili jud ko maikog mosangpit ug tabang sa lain. Mangayo ko og tambag sa akong mga kauban, labi na sa mga naay experience sa pagtudlo sa mga espesyal nga bata. Mokonsulta usab ko sa mga expert aron mas masabtan nako ang angay buhaton.” [*“When I face difficulties, I am not ashamed to seek help from others. I ask advice from my colleagues, especially those with experience teaching children with special needs. I also consult with experts so I may better understand what should be done.”*] — Teacher Participant 9

“Kung dili ko makasabot sa akong gibuhay, mokonsulta ko sa among EPS sa SPED ug sa ubang SPED teachers. Mas maayo na kay sa mag-inusara ko ug sulbad sa akong problema. Para naku mas dali masulbad ang problema kung magtinabangay.” [*“When I am uncertain about what I am doing, I consult with our SPED Education Program Specialist and other SPED teachers. It is far better than trying to solve everything alone. For me, problems are resolved more easily when we work together.”*] — Teacher Participant 14

“Mokonsulta ko sa among Guidance Counselor ug sa uban pang receiving teachers aron makuha ang saktong paagi. Dili ko mahadlok mangayo og tabang labi na kung kane para sa mga bata.” [*“I consult with our Guidance Counselor and other receiving teachers to find the right approach. I am not afraid to ask for help, especially since this is all for the children.”*] — Teacher Participant 5

Modifying practices through ongoing self-reflection. This sub-theme reflects how receiving teachers continuously examine and evaluate their own teaching to ensure it is effective and appropriate for their learners. They do not wait for external feedback to recognize what works; instead, they think deeply after each lesson, observe how learners respond, and adjust their methods whenever understanding is incomplete or progress is slow. Reflection becomes a daily practice one that guides improvement, encourages flexibility, and ensures that teaching always adapts to the learner rather than expecting the learner to adapt to the teaching. This commitment to self-

improvement demonstrates that inclusive teaching grows not from perfection, but from the willingness to review, revise, and try again. This was clearly expressed in the following responses of the participants:

“Human sa klase, maghunahuna ko kung nahimo ba nako ang sakto. Kung nakita nako nga wala sila nakasabot, usbon nako ang akong pamaagi sa sunod. Kanunay jud nakung gi hunahuna kung unsaon pa naku ma improve akong teaching skills.” [*“After class, I reflect on whether I did what was right. If I see that they did not understand, I change my approach the next time. I constantly think about how I can further improve my teaching skills.”*] — Teacher Participant 7

“Matag adlaw maghunahuna ko kung unsa ang dili kaayo sakto ug unsa ang angay usbon. Kung makita nako nga dili epektibo ang akong gibuhay, usbon nako dayon ug sulayan og laing paagi.” [*“Every day I reflect on what was not quite right and what needs to be changed. If I see that what I did was not effective, I immediately adjust and try a different approach.”*] — Teacher Participant 12

“Kanunay nako gi check ang akong gihimo. Kung nakita nako nga naglisod sila, mogamit ko ug mas simple nga pamaagi. Dili ko magpadayon kung dili man makatabang sa ilaha.” [*“I always review what I have done. If I see they are struggling, I use a simpler method. I will not continue with an approach that does not help them.”*] — Teacher Participant 3

Managing limited resources through practical alternatives. This sub-theme indicates how receiving teachers remain resourceful and committed even when learning materials are scarce or inadequate. Rather than allowing limited resources to become a barrier, they creatively use what is available, simple, affordable, or locally accessible materials to ensure that learning continues and lessons remain understandable. Teachers demonstrate that quality inclusive education does not depend on expensive tools, but on the willingness to adapt, innovate, and find practical alternatives so that every learner still has the chance to understand and progress. This ingenuity reveals that inclusion is made possible not by what is provided, but by what teachers are prepared to create. This was evident in the following responses of the participants:

“Kung walay igong learning materials, mangita ko og alternative. Mga learning materials nga makit-an ra sa palibot, like papel, karton, ug uban pa nga makahimo gihapong makatabang sa pagtudlo.” [*“When learning materials are insufficient, I look for alternatives. I use materials found around us, such as paper, cardboard, and other items that can still help in teaching.”*] — Teacher Participant 1

“Kung kulang ang gamit, dili ko mohunong ug pagpangita ug paagi. Mangita ko og ubang paagi, mag drawing ko, unya mag present dayon ko ug daghan kaayong examples, o mga butang nga naa ra sa klasehanan aron masabtan gihapon nila ang leksyon.” [*“When supplies are lacking, I do not stop looking for ways. I find other means, I draw, present many examples, or use whatever is available inside the classroom, so they may still understand the lesson.”*] — Teacher Participant 10

“Dili kinahanglan mahal ang gamit. Kung walay igong learning materials, maghimo ko og simple nga learning materials mas sayon, mas dali, aron makat-on gihapon sila bisan sa mga lacking learning materials.” [*“Materials do not need to be expensive. When learning materials are insufficient, I create simple ones easier and more accessible, so they may still learn despite the lack of resources.”*] — Teacher Participant 15

Fostering peer support to reduce barriers in the classroom. This sub-theme emphasizes how receiving teachers intentionally build a supportive classroom community where learners help one another, so that no one faces challenges alone. They encourage cooperation, kindness, and mutual assistance, especially between those who grasp lessons easily and those who need more support ensuring that help is shared freely and differences are respected rather than mocked. Teachers recognize that peer support strengthens understanding, builds confidence, and creates a welcoming environment where everyone belongs. By fostering care and collaboration among learners, they

reduce barriers and make inclusion a shared responsibility, not just the teacher's work. This was clearly expressed in the following responses of the participants:

"Gi-encourage nako ang akong mga learners nga magtinabangay. Ang mga dali ra makat-on magtabang sa mga naglisod. Pinaagi niini, dili na maglisod ang mga bata nga adunay panginahanglanon ug mas dali silang makasunod." [*"I encourage my learners to help one another. Those who learn quickly assist those who are struggling. In this way, children with special needs find it easier to keep up and are not left behind."*] — Teacher Participant 11

"Akong gibuhay kay akong gyud gipasabot nila nga magtinabangay ang tibuok klase. Walay magbiaybiay; ang tanan magtabang. Kung adunay nagkinahanglan, tabangan, pero dili sad na pwede nga mag kinopyahay." [*"What I do is make it clear to them that the whole class must work together. No one should make fun of others; everyone should help. If someone is in need, they are assisted, though copying work is not permitted."*] — Teacher Participant 4

"Gidasig nako sila nga magtinabangay ug magtabangay. Kung ang usa dili makasabot, ang iyang kauban motabang. Pinaagi niini, mas dali sila makasabot ug mas ganahan sila moadto sa skwelahan." [*"I inspire and encourage them to assist one another. If one does not understand, a classmate steps in to help. Through this, they understand more easily and become more eager to come to school."*] — Teacher Participant 8

Table 4 reveals that the ways receiving teachers respond to challenges in inclusive teaching are not merely temporary fixes or isolated efforts, but deliberate, proactive strategies shaped by commitment and resourcefulness. The overarching theme, *Proactive Problem-Solving and Adaptive Coping Strategies*, conveys a fundamental truth: challenges in inclusive settings are not reasons to abandon practice, but opportunities to seek guidance, reflect, innovate, and build community. Through their accounts, the teachers formulate meaning not from ideal circumstances alone, but from the lived reality of their classrooms, where uncertainty, limited resources, and diversity become occasions for collaboration, improvement, and mutual support.

The first sub-theme, Seeking Professional Support and Collaborative Consultation with Colleagues and Specialists, establishes that inclusive teaching is not a responsibility to be carried out in isolation, and that seeking guidance is a mark of professional strength rather than weakness. Receiving teachers recognize that no single educator can possess every answer, so they actively turn to colleagues, SPED specialists, education program specialists, and guidance counselors when difficulties arise, understanding that shared expertise produces more responsive, appropriate support for learners. As Teacher Participant 9 affirmed, they do not hesitate to ask for help from experienced peers and experts to better understand what their learners need; Teacher Participant 14 explained that consulting specialists and fellow SPED teachers is far more effective than trying to resolve uncertainties alone; and Teacher Participant 5 emphasized that seeking guidance is done without fear because it is always in the learners' best interest. Collectively, these accounts reveal that inclusion is strengthened through partnership that no teacher need work in isolation, because the most effective approaches are often found together.

The second sub-theme, Modifying Practices through Ongoing Self-Reflection, reflects how receiving teachers complement external consultation with consistent, honest self-examination of their own daily practice. They do not wait for others to identify what is or is not working; instead, they reflect after every lesson, observe closely how learners respond, and adjust their methods immediately when understanding is incomplete or progress is slow. Reflection becomes a continuous, guiding practice one that ensures teaching adapts to the learner rather than expecting the learner to adapt to the teaching. Teacher Participant 7 described reviewing their practice daily and changing approaches when learners do not understand; Teacher Participant 12 explained that ineffective methods are promptly replaced with different strategies; and Teacher Participant 3 confirmed that they will not persist with approaches that fail to support their learners, instead

shifting to simpler, more accessible methods as needed. These shared perspectives demonstrate that inclusive teaching does not depend on perfection, but on the willingness to keep reviewing, revising, and refining guided always by what learners themselves show they require.

The third sub-theme, Managing Limited Resources through Practical Alternatives, underscores how receiving teachers remain deeply committed and creatively resourceful even when materials, funding, or supplies are scarce or insufficient. Rather than allowing limited resources to become a barrier to inclusion, they innovate with whatever is locally available, affordable, and at hand using paper, cardboard, drawings, everyday objects, and self-made materials to ensure lessons remain clear, accessible, and engaging for all learners. They affirm that quality inclusive education does not rely on expensive tools, but on the determination to find or create what is needed. Teacher Participant 1 described seeking alternatives and using locally found materials when standard resources are lacking; Teacher Participant 10 explained that they use drawings, examples, and classroom items to convey lessons effectively even when supplies run short; and Teacher Participant 15 emphasized that materials do not need to be costly simple, carefully prepared resources serve the purpose well. These accounts reveal a vital truth: inclusion is made possible not by what is officially provided, but by the creativity and dedication teachers bring to creating accessible learning experiences.

The fourth sub-theme, Fostering Peer Support to Reduce Barriers in the Classroom, completes the picture by showing how receiving teachers intentionally build a collaborative, caring classroom community where inclusion becomes everyone's shared responsibility rather than the teacher's task alone. They actively encourage kindness, cooperation, and mutual assistance guiding learners who grasp concepts quickly to support peers who need more time or help while establishing clear expectations of respect and zero tolerance for teasing or exclusion. In doing so, they strengthen understanding, build confidence, and nurture a sense of belonging that benefits every learner. Teacher Participant 11 described organizing peer assistance so those who progress faster help those who struggle, ensuring no one falls behind; Teacher Participant 4 emphasized that the whole class works together respectfully, offering help without enabling dependence; and Teacher Participant 8 observed that peer support makes lessons easier to understand and makes learners more eager to participate and attend school. These efforts confirm that a supportive classroom culture is itself a powerful form of inclusion one that removes barriers not only through teaching methods, but through genuine care and shared belonging.

When brought together, these four sub-themes form a unified interpretation: challenges in inclusive teaching are not obstacles to be avoided, but meaningful opportunities to respond with partnership, reflection, creativity, and community. Receiving teachers seek guidance so they never work alone; they reflect daily so their practice keeps improving; they innovate so limited resources never exclude a learner; and they foster peer support so inclusion becomes a shared value across the whole classroom. Every strategy serves the same fundamental purpose: to ensure that no difficulty whether uncertainty, scarce materials, or difference in learning ever becomes a reason for a learner to be left behind. Their shared message is clear: inclusion succeeds not when everything is easy, but when teachers meet every challenge with collaboration, adaptability, and unwavering commitment that every learner matters, and every barrier can be addressed.

Lastly, there are several related studies that provide further empirical evidence supporting these findings. Cipriano emphasized that inclusive frameworks must be flexible and suited to unique needs rather than relying on one-size-fits-all policies confirming why receiving teachers in this study consult others, adjust their methods, and create alternative solutions instead of following a fixed plan. Tayco and Motus, in their study of receiving teachers in the Philippines, found that coping strategies such as seeking peer support, using available resources creatively, and continuously improving one's practice are exactly what help teachers overcome challenges validating every strategy observed in this study: consulting colleagues, reflecting daily, making

simple materials work, and encouraging classmates to help one another. Alhassan also noted that while many teachers have positive attitudes toward inclusion, they often lack specific skills, which is why seeking guidance, reflecting on results, and working together are essential to turn good intentions into effective action. Together, these studies confirm that asking for help, learning from experience, making the most of what is available, and building mutual support are not just personal choices they are proven, effective ways to meet challenges and keep improving inclusive teaching.

Assessing Effectiveness of Teaching Practices and Adjustments

Table 5. Effectiveness of Teaching Practices and Adjustments

Research Question	Main Theme	Sub-Themes
How do receiving teachers assess the effectiveness of the teaching practices and classroom adjustments they use?	Verified Effectiveness through Observed Learner Progress	1.Observing learner responsiveness 2. Tracking individual learner’s academic progress 3. Noticing positive changes in social interaction

Using Virginia Braun and Victoria Clarke’s thematic analysis, the data were analyzed through a systematic six-phase process that included familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing a final narrative report of the findings. Through this rigorous and transparent process, patterns within the participants’ accounts were carefully identified, organized, and validated to capture the essential nature of their experiences.

The main theme that emerged during the data analysis is Verified Effectiveness through Observed Learner Progress. This theme captures the practical, experience-based ways receiving teachers determined whether their teaching practices and adjustments were effective. It reflects how teachers looked directly at what learners did, understood, and felt to judge success rather than relying on formal measures alone. This theme shows that effectiveness was assessed continuously through daily observation, using the learners’ visible progress and positive responses as clear evidence that the inclusive approaches were working.

Within this overarching theme, three distinct yet interconnected sub-themes emerged: *Observing learner responsiveness, tracking individual learner’s academic progress, and noticing positive changes in social interaction.*

Observing learner responsiveness. This sub-theme emphasizes how receiving teachers judge the effectiveness of their inclusive practices by paying close, daily attention to how learners respond during lessons. They do not rely on formal assessments alone; instead, they watch for immediate, visible signs, attention, participation, willingness to answer, and ability to follow instructions — interpreting these as clear evidence of whether their approach suits the learners and works as intended. Responsiveness becomes the most direct, real-time feedback teachers receive, showing them that when learners are engaged and participating, the methods they are using are effective. This was evident in the following responses of the participants:

“Mag observe ko sa akong mga learners ug akong gitan-aw kung mosanong ba sila sa akong gipasabot. Kung ma feel naku nga naminaw sila, motubag sa mga pangutana, ug mosunod sa akong gipabuhat , kana ang timailhan nga haom ug epektibo ang akong gibuhat.”[“*I observe my learners and watch whether they respond to what I explain. When I feel that they are listening, answering questions, and following my instructions that is the sign that what I am doing is appropriate and effective.*”] — Teacher Participant 2

“Akong buhaton most of the time is obserbaran sila. Makita gane naku nga akong pamaagi effective tungod kay dali sila makatubag sa akong mga pangutana unya kusog na kaayo mo participate sa

klasi, kana ang tinuod nga sukdanan.” [*“What I do most of the time is observe them closely. When I see that my approach is effective because they answer my questions readily and participate actively in class that is the true measure of success.”*]

— Teacher Participant 13

“Mag observe ko sa ilang mga tubag ug pamatasan sa klase. Kung makita nako nga mas nindot na ang ilang pagtubag, masconfident na sila, ug mas ganahan maminaw, well, nasayod ko nga nagmalampuson ang akong classroom practices ug adjustments.” [*“I observe their answers and behavior in class. When I see that they respond better, are more confident, and enjoy listening more, then I know that my classroom practices and adjustments have been successful.”*]

— Teacher Participant 14

Tracking individual learner’s academic progress. This sub-theme reflects how receiving teachers measure effectiveness by monitoring each learner’s progress over time, comparing what they can do now against what they understood before. They review work, check responses, and observe how quickly and independently tasks are completed, treating improvement, deeper understanding, and growing capability as proof that their adjustments are working. Teachers recognize that progress happens at different speeds, so they track development individually rather than expecting uniform results, guided by the understanding that any improvement means their inclusive methods are making a real difference. This was clearly expressed in the following responses of the participants:

“Kung naa me mga activities akoo gyud ng e check dayon. Kung makita nako nga naa silay nasabtan, pinaagi sa ilang tubag kana ang pamatuod nga naa diay maayo nga outcome ang akong gihimo.” [*“Whenever we have activities, I check their work immediately. When I see from their answers that they have understood that is proof that what I am doing produces good outcomes.”*]

— Teacher Participant 1

“Akoa gyud ng e track and ilang progress usa-usa. Kung makita nako nga kanunay nga nag improve ilang knowledge ug mas dali na nila mahuman ang mga learning tasks, nasayod ko nga sakto ang akong gipili nga pamaagi.” [*“I carefully track each learner’s progress one by one. When I see that their knowledge is steadily improving and they complete learning tasks more easily, then I know that the approach I have chosen is correct.”*]

— Teacher Participant 4

“Gitan-aw nako kung unsa ka layo na ang ilang naabot kumpara sa una. Kung makita nako nga mas lawom na ang ilang nasabtan ug mas daghan na ang ilang mahimo. Kana ang nagpakita nga nagmalampuson ang akong mga pagpasibo.” [*“I look at how far they have come compared to before. When I see that they understand more deeply and are capable of doing much more that shows that the adjustments I have made have been successful.”*]

— Teacher Participant 15

Noticing positive changes in social interaction. This sub-theme emphasizes how receiving teachers recognize effectiveness not only through academic gains, but also through improved confidence, belonging, and relationships among learners. They observe whether previously isolated learners now interact, play, and communicate with peers, and whether kindness, cooperation, and mutual respect have replaced exclusion or mockery. When learners feel accepted, participate freely, and treat one another fairly, teachers interpret this as powerful evidence that inclusive practices have succeeded, that the classroom has become a truly supportive community. This was evident in the following responses of the participants:

“Daku ilang kausaban sa pag engage sa ilang classmates. Dili na sila magpalayo, dili na mag-inusara. Kung makigduwa na sila, makig-istorya, ug ma feel nila nga sila kabahin sa grupo mao nay sign nga epektibo ang akong gibuhat.” [*“There has been great change in how they engage with their classmates. They no longer keep to themselves or stay apart. When they play together, talk to one another, and truly feel they belong to the group that is the sign that what I have done is effective.”*]

— Teacher Participant 7

“Gitan-aw nako kung giunsa na nila pagtratar ang ilang kaugalingon ug ang ilang kauban. Kung mas masaligon na sila, mas moduol sa uban, kana ang nagpakita nga positibo na ang nahitabo sa akong mga classroom adjustments and practices.” [*“I observe how they treat themselves and one another. When they have become more confident and more willing to approach others, that shows that my classroom adjustments and practices have brought about positive change.”*]

— Teacher Participant 12

“Ang tinuod nga sukdanan mao kung mas nindot na ang ilang relasyon sa usag-usa. Kung walay magbiaybiay, magtinabangay na sila, ug walay mobati nga lahi, nasayod ko nga nagmalampuson ang akong gipaningkamutan.” [*“The true measure of success is seeing how much better their relationships have become. When no one makes fun of anyone else, when they help one another, and when no one feels different then I know that everything I have strived to achieve has been successful.”*]

— Teacher Participant 5

Table 5 reveals that receiving teachers assess effectiveness not through abstract standards or formal measures alone, but through what they actually observe in their learners each day. The overarching theme, *Verified Effectiveness through Observed Learner Progress*, conveys a fundamental truth: inclusive practice is only truly effective when it produces visible, positive change in the learners themselves. Teachers do not assume their methods work; they verify success by watching, measuring, and noticing how learners respond, progress, and relate to one another. Through their accounts, the teachers formulate meaning not from what they intended to do, but from what learners actually showed where engagement, improvement, and belonging become the clearest proof that their inclusive efforts are succeeding.

The first sub-theme, *Observing Learner Responsiveness*, establishes that assessment begins with close, daily attention to how learners engage during lessons. Receiving teachers do not wait for scheduled evaluations to judge what works; instead, they look immediately for signs of active listening, readiness to answer, willingness to participate, and ability to follow instructions interpreting these visible responses as direct, real-time confirmation that their approaches are suitable and effective. Teacher Participant 2 affirmed that attentive participation and responsiveness are the clearest indicators of success; Teacher Participant 13 described active contribution in class as the truest measure of whether methods are working; and Teacher Participant 14 noted that improved confidence and enjoyment in listening signal that practices and adjustments have achieved their purpose. These accounts together reveal that learners themselves provide the most honest and immediate feedback effectiveness is confirmed simply by seeing them engage.

The second sub-theme, *Tracking Individual Learner’s Academic Progress*, reflects how receiving teachers complement daily observation with ongoing monitoring of each learner’s development over time, comparing present understanding and capability against earlier performance. They review work, check responses, and observe how independently and quickly tasks are completed, recognizing that progress unfolds at different rates; therefore, they measure growth individually rather than expecting uniform results. Any improvement deeper understanding, increased knowledge, greater independence stands as valid evidence that inclusive adjustments are making a real difference. Teacher Participant 1 confirmed that demonstrated understanding in activities proves positive outcomes; Teacher Participant 4 explained that steady improvement in knowledge and task mastery validates the chosen approach; and Teacher Participant 15 emphasized that measuring how far each learner has advanced from their starting point shows the success of instructional adaptations. Together these perspectives convey that inclusion succeeds when every learner, moving at their own pace, moves forward.

The third sub-theme, *Noticing Positive Changes in Social Interaction*, completes the picture by demonstrating that inclusive effectiveness extends beyond academic gains to encompass confidence, belonging, and relationships within the classroom community. Receiving teachers

recognize that practice is fully successful only when learners who previously stood apart now connect, participate, and feel valued; when kindness and cooperation replace exclusion; and when every student feels they are a respected part of the group. These shifts in attitude and interaction are viewed not as secondary benefits, but as powerful, essential evidence that the classroom has become genuinely inclusive. Teacher Participant 7 described learners moving from isolation to shared play and connection as a clear sign of success; Teacher Participant 12 linked greater self-assurance and willingness to reach out to peers with positive change; and Teacher Participant 5 identified mutual respect, shared support, and freedom from feeling different as the ultimate measure of achievement. These shared understandings confirm that inclusive teaching is effective not only when learners learn more, but when they feel they truly belong.

When brought together, these three sub-themes form a unified interpretation: inclusive teaching is verified not by what the teacher plans or implements, but by what the learners demonstrate. Teachers observe responsiveness to confirm lessons are accessible; they track individual progress to confirm learning is deepening; and they notice social connection to confirm every learner is welcomed and valued. Every measure serves the same fundamental purpose: to confirm that inclusive practice makes a tangible, positive difference in the lives of the learners. Their shared meaning is clear: effectiveness resides not in the method itself, but in its impact the truest measure of inclusive success is seen in learners who understand, who progress, and who know they belong.

On the other hand, Universal Design for Learning (UDL), Social Constructivist Theory, and Differentiated Instruction Theory provide the full theoretical foundation that anchors these findings. UDL explains that lessons should be designed to be accessible to all from the very start, offering different ways to see, hear, understand, and show what one knows. Vygotsky teaches that learning grows best through social connection, guidance, and help from others and that every learner can do more with support than alone. Tomlinson adds that because learners differ in readiness, interests, and strengths, teachers should adjust teaching, materials, and pace to match each learner, rather than expecting everyone to fit the same pattern. Together, the three theories confirm exactly what receiving teachers demonstrate: that inclusive teaching succeeds when lessons are flexible from the start, when learners receive the right help and peer support, and when teaching is adapted to each person, so that every learner gains a fair chance to participate, grow, and belong.

Several related studies provide empirical evidence that deepens understanding of the teaching practices and classroom adjustments receiving teachers employ for learners with special educational needs. Internationally, Yuliana and Sukinah assessed inclusive classroom practices and their influence on the active participation and attention of learners with special educational needs, finding that differentiated instruction, adapted activities, multi-sensory approaches, structured routines, and peer collaboration significantly enhanced student engagement and sense of belonging. Their study further emphasized that such strategies remain effective only when sustained through consistent, ongoing teacher training directly validating the practices documented in the present findings, where adapting methods, using varied approaches, and fostering shared support emerged as central to inclusive teaching. Grounded in the local context, Forrosuelo examined the approaches, resources, and support available to 30 general education teachers across public elementary schools in Cebu Province, identifying limited specialized training, overcrowded classrooms, and insufficient learning materials as persistent barriers to effective inclusive instruction. These findings closely mirror the experiences of participants in this study, who described creating alternative resources, adjusting pacing, and designing accessible materials despite scarce supplies confirming that resourcefulness and practical adaptation are shared realities among Cebu-based receiving teachers. Complementing these insights nationally, Tayco and Motus explored the lived experiences of seven receiving teachers in the Philippines, noting key challenges such as modifying instruction, limited resources, heavy workloads, and low parental involvement alongside coping strategies including peer consultation, reflective practice, and professional development. Their conclusion that teachers

can successfully adapt lessons and build inclusive environments only when provided with adequate training, accessible materials, and consistent institutional backing reinforces the present study's themes of proactive problem-solving, daily self-reflection, collaborative support, and learner-centered assessment as essential to sustaining inclusive practice. Collectively, these studies confirm that the approaches employed by receiving teachers are empirically sound and contextually appropriate, while also highlighting that their sustained effectiveness depends not only on individual commitment but also on targeted professional development, adequate resources, and broader institutional support.

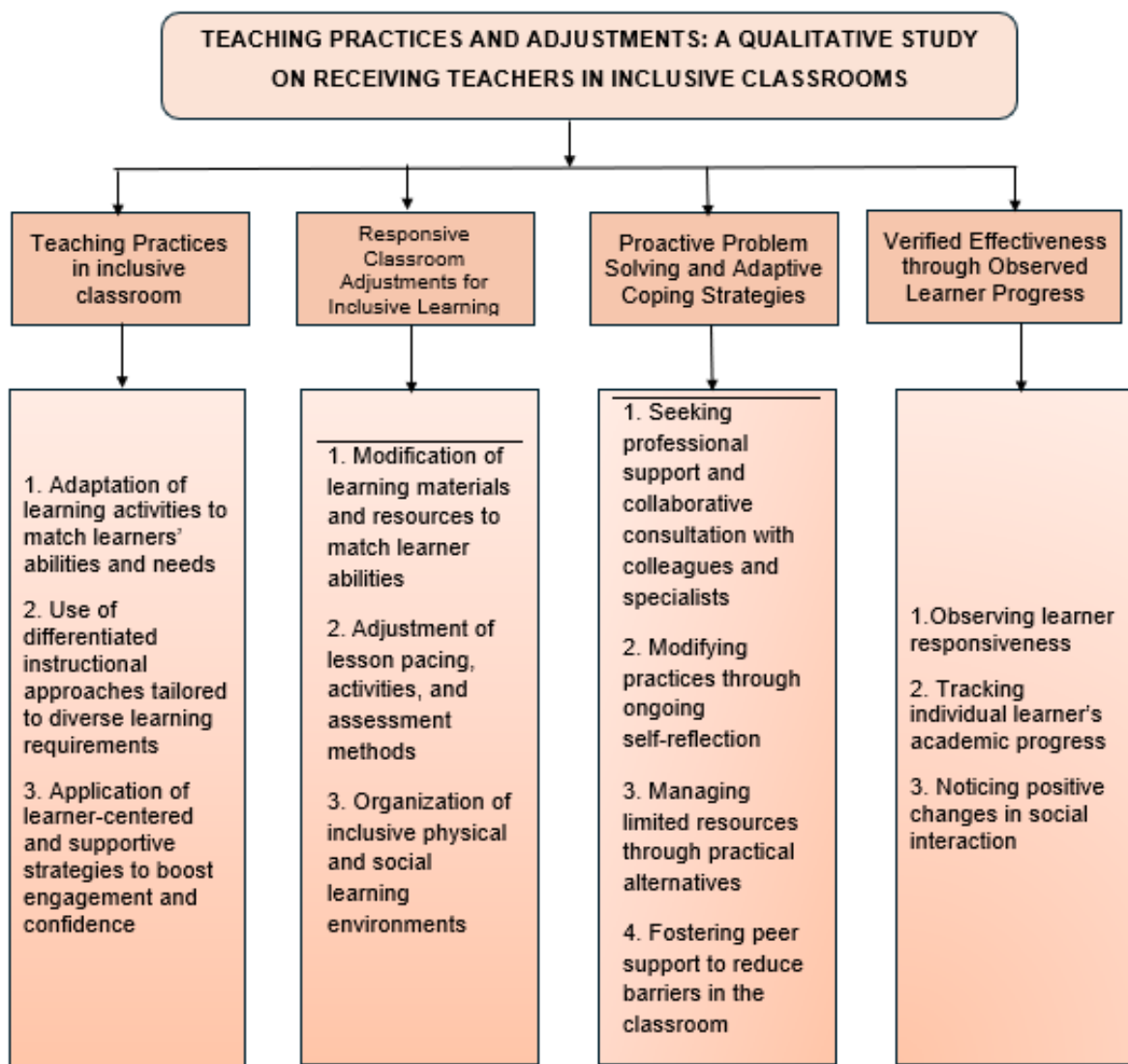


Figure 4. Schematic Diagram of the Study

Output of The Study

Project Title: **INSTRUCTIONAL GUIDE FOR INCLUSIVE EDUCATION**

School: Mactan National High School-JHS, DIVISION OF LAPU-LAPU CITY

Duration: 18 Weeks

Total Project Cost: ₱9,000.00

I. Rationale

Inclusive education demands that teachers deliver responsive instruction suited to diverse learning needs. However, many teachers still lack readily available, context-relevant reference materials that translate inclusive education principles into daily classroom practice. This project addresses this gap by developing, validating, and rolling out an evidence-based Instructional Guide grounded in actual study findings. The guide consolidates proven teaching practices, classroom adjustments, coping strategies, and effectiveness indicators to make inclusive education accessible, practical, and responsive to local needs. Following systematic validation, orientation, pilot application, and evaluation, the output will be promoted for wider institutional adoption across schools and districts.

II. Project Objectives

General Objective:

To develop, validate, and evaluate an Instructional Guide that supports teachers in delivering effective inclusive education.

Specific Objectives:

1. To consolidate study findings into a structured guide and validate its content through expert and practitioner review.
2. To orient participating teachers on the guide's purpose, structure, and practical application.
3. To pilot-test the guide in actual classrooms and gather feedback for improvement.
4. To assess the guide's impact on teaching practice and promote its wider adoption

III- Scheme of Implementation

Phase	Period	Objectives & Key Activities	Expected Outcome	Success Indicator	Budget (₱)
Phase 1 Preparation & Validation	Weeks 1–6	Objective: Develop and validate the guide content. • Organize study findings into structured guide sections • Draft and review content with SPED specialists • Conduct validation with selected receiving teachers • Revise and finalize based on feedback	Completed, expert-validated Instructional Guide ready for use	≥85% positive rating from validators; content aligned with DepEd inclusive standards	1,500.00
Phase 2 Orientation & Rollout	Weeks 7–8	Objective: Build teacher understanding and capacity to use the guide. • Conduct orientation session on purpose, structure, and application • Demonstrate embedded tools: checklists, templates, pacing guides • Distribute printed and digital copies to participants	Teachers confident and able to independently use the guide	100% attendance; ≥80% demonstrate correct use of guide sections during post-orientation check	3,000.00
Phase 3 Pilot Application & Feedback	Weeks 9–12	Objective: Test practical use in classrooms and gather improvement input. • Apply guide strategies in inclusive classes for 4 weeks • Maintain weekly usage logs on ease and relevance • Administer post-pilot survey and focus group discussion	Feedback collected; strengths and refinements identified	≥90% of pilot users rate guide useful or highly useful; written suggestions documented	2,000.00
Phase 4 Finalization & Dissemination	Weeks 13–18	Objective: Refine final version and promote wider institutional adoption. • Analyze feedback and classroom data	Final guide formally adopted;	Guide endorsed for division-wide use; ≥85% report	2,500.00

		• Produce final, polished version of the guide • Submit to School Heads, District and Division Office for endorsement	improved inclusive teaching practice across participating schools	increased confidence in inclusive instruction	
TOTAL	18 Weeks	—	—	—	₱9,000.00

III. Implementation Matrix

Key Results Area (KRA)	Objectives	Strategies / Activities	Time Frame	Resources Needed	Persons Involved	Expected Outcome	Success Indicators	Budget (₱)	Remarks
KRA 1: Guide Development and Validation	To consolidate study findings into a structured, evidence-based Instructional Guide and validate its content with experts and practitioners.	1. Organize findings into sections: teaching practices, classroom adjustments, coping strategies, and effectiveness indicators. 2. Submit draft to SPED specialists and receiving teachers for content validation and feedback. 3. Revise and finalize the guide based on validation results.	Weeks 1–6	Draft content, validation forms, consultation tools, writing and editing materials	Researcher, SPED Specialists, Selected Receiving Teachers	A validated, field-aligned Instructional Guide ready for use	positive feedback from at least 85% of validators	₱1,500.00 (printing, communication, supplies)	
KRA 2: Orientation and Rollout	To orient receiving teachers on the purpose, structure, and practical use of the Instructional	1. Conduct orientation session explaining each section and how to apply strategies in daily	Weeks 7–8	Printed guide copies, presentation slides, visual aids, venue and equipment	Researcher, Receiving Teachers, School Heads, District Coordinators	Teachers understand the guide and can locate relevant strategies and tools independently	100% attendance; at least 80% of participants demonstrate correct use of guide	₱3,000.00 (printing, venue, snacks, handouts)	

	Guide.	teaching. 2. Distribute printed or digital copies of the guide to participating teachers. 3. Demonstrate sample tools: observation checklists, activity templates, and pacing guides. 1. Teachers use the guide for 4 weeks in inclusive classrooms, applying strategies and using assessment tools.					sections during orientation	
KRA 3: Pilot Application and Feedback	To test the guide's usefulness in actual classrooms and gather feedback for improvement.	2. Maintain weekly logs on ease of use, practicality, and suitability for local context. 3. Conduct post-usage survey and focus group discussion to gather suggestions.	Weeks 9–12	Guide copies, weekly log forms, survey questionnaires, interview guides	Researcher, Receiving Teachers	Teachers apply guide strategies; feedback collected and documented	At least 90% of teachers report guide is useful and easy to use; written suggestions for improvement collected	₱2,000.00 (forms, survey reproduction, modest incentives)
KRA 4: Monitoring, Evaluation	To assess guide impact on practice	1. Observe and track changes in teaching	Weeks 13–18	Observation notes, final evaluation	Researcher, Receiving	Impact documented; guide endorsed	Improved teaching practice observed;	₱2,500.00 (documentation, reproduction)

n, and Dissemin ation	and learner support, and to promote wider adoption.	practices, adjustmen ts, and confidenc e levels. 2. Analyze feedback and usage data to confirm effectiven ess. 3. Share the guide with school administra tors, program specialists , and education officials for institution al adoption.	report, digital copies, presentatio n materials	Teachers , School Heads, Educatio n Program Specialis ts, District Supervis ors	and made available for wider use	positive assessme nt of guide utility; formal endorsem ent for adoption	n, disseminati on materials)
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IV. Total Project Cost

₱9,000.00

V. Expected Outputs and Outcomes

- Validated Instructional Guide for Inclusive Education
- Orientation report and attendance records
- Weekly usage logs, survey results, and focus group findings
- Final evaluation report and dissemination materials
- Improved teacher competence and confidence in inclusive instruction
- Formal endorsement for wider use within the district/division

VI. Monitoring and Evaluation Plan

Progress against activities and timelines will be tracked weekly through accomplishment reports and consultation notes. Success will be measured using the indicators specified in the matrix content validity, attendance, usage rates, teacher feedback, and observed improvements in teaching practice. A final evaluation report will be submitted at project completion.

VII. Sustainability Plan

The guide will be retained and reproduced by the school/district for incoming teachers. Insights from the pilot will inform revision and possible expansion to other grade levels or learning areas. Dissemination to program specialists and education officials supports institutional adoption beyond the pilot schools.

Results and Discussion

This chapter presents the summary of the study, major findings, conclusions, and recommendations of the research on the Teaching Practices and Adjustments: A Qualitative Study on Receiving Teachers in Inclusive Classrooms.

Results

This study explored the teaching practices, classroom adjustment, the challenges encountered in applying these teaching practices and classroom adjustments, and the effectiveness of the teaching practices and classroom adjustments they use. Conducted at Mactan National High School, Mactan Lapu-Lapu City, the research involved fifteen (15) receiving teachers selected through purposive sampling, all of whom handled learners manifesting special learning needs in regular classes. Data were gathered using a validated semi-structured interview guide through individual in-depth interviews, and were analyzed systematically using the six-phase thematic analysis framework of Virginia Braun and Victoria Clarke, which included familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final narrative report.

Discussion

Receiving teachers describe their inclusive teaching practices as purposeful, learner-centered, and intentionally varied to ensure no one is left behind. They adapt learning activities to match each learner's abilities and needs, recognizing that uniform tasks rarely serve everyone well and that adjusting difficulty keeps all learners progressing without feeling discouraged. They use differentiated instructional approaches rather than relying on a single method, acknowledging that what works for some learners may be inaccessible to others. They also apply supportive, learner-centered strategies that build confidence and encourage participation, while integrating visual, tactile, and multi-sensory teaching aids to make lessons accessible through sight, touch, and hands-on experience. Together, these practices show that receiving teachers do not teach everyone the same way; instead, they match their methods to what each learner needs, so that every learner is given a fair chance to understand, participate, and succeed.

Moving beyond teaching practices to the classroom environment itself, receiving teachers design and implement responsive adjustments that remove barriers and make learning accessible from the very start. They modify learning materials and resources simplifying content, adjusting format, and adding visual support, so that every learner can read, understand, and engage with the lesson. They adjust lesson pacing, activities, and assessment methods to match each learner's capacity, giving more time to those who need it, breaking tasks into smaller steps, and measuring progress in ways that allow every learner to show what they know. They also organize the physical and social classroom environment, arranging seating for easy access and fostering mutual respect and peer cooperation, so that the classroom itself becomes a supportive space where everyone feels safe, welcome, and included. These adjustments are not temporary fixes; they are deliberate, consistent efforts to adapt what is used, how time is managed, and how learners relate to one another, so that every learner can access and benefit from the lesson.

When difficulties arise in carrying out these practices and adjustments, receiving teachers respond with proactive problem-solving and adaptive coping strategies, demonstrating commitment and resourcefulness even when conditions are difficult. They seek professional support and consult with colleagues and specialists, recognizing that inclusive teaching is not a responsibility to carry alone and that shared knowledge leads to better outcomes. They engage in ongoing self-reflection, reviewing what works and what does not after each lesson, and adjusting their approach whenever learners struggle or fail to progress. When resources are scarce, they create practical alternatives using simple, locally available materials, showing that quality education does not depend on expensive tools but on creativity and willingness to adapt. They also foster peer support among

learners, encouraging classmates to help one another so that inclusion becomes a shared responsibility and no one faces difficulties alone. Through partnership, reflection, innovation, and community, receiving teachers turn challenges into opportunities to improve, adapt, and keep moving forward.

Finally, to determine whether all these efforts are making a real difference, receiving teachers assess effectiveness not through formal standards alone, but through close, daily observation of what their learners show. They observe learner responsiveness watching attention, participation, and willingness to engage taking immediate participation and interest as the clearest sign that their approach is working. They track individual academic progress over time, comparing what learners can do now against what they understood before, recognizing that progress happens at different speeds and that any improvement proves their methods are effective. They also notice positive changes in social interaction observing increased confidence, better relationships, and a stronger sense of belonging treating kindness, cooperation, and inclusion as powerful evidence that their adjustments have succeeded. In this way, receiving teachers verify effectiveness through what learners actually become: engaged, progressing, and valued members of the classroom community.

Conclusion

This study concluded that receiving teachers demonstrate deep commitment, resourcefulness, and learner-centered practice in supporting learners with special educational needs. They adapt activities, differentiate instruction, and use varied materials to make lessons accessible; adjust resources, pace, and the learning environment to meet diverse needs; respond to challenges through collaboration, reflection, creativity, and peer support; and verify success through direct observation of engagement, progress, and belonging. Guided by the shared understanding that inclusion means adapting teaching to the learner rather than expecting the learner to adapt to the lesson, these teachers show that effective inclusive education is built not on standard methods or ideal conditions, but on daily effort, responsiveness, and care ensuring that every learner, regardless of ability, is given a fair opportunity to understand, progress, and truly belong. Based on the findings, it is recommended that a practical, field-tested instructional guide be developed and provided to receiving teachers. This guide should offer clear, ready-to-apply strategies for adapting learning activities and adjusting task difficulty to match learner abilities, alongside examples of differentiated teaching approaches and visual, tactile, and multi-sensory aids that make lessons accessible to all. It should also provide step-by-step guidance on modifying learning materials, adjusting lesson pace, and designing fair, flexible assessments, as well as practical suggestions for organizing the physical classroom and fostering a supportive, inclusive social environment. Furthermore, the guide should include coping strategies and resourceful alternatives for common challenges, such as seeking professional consultation, reflecting on daily practice, creating low-cost instructional materials, and building peer support networks among learners. Finally, it should feature simple observation tools to help teachers assess effectiveness through learner engagement, individual progress, and social inclusion. By consolidating these evidence-based practices into one accessible resource, the guide will strengthen receiving teachers' confidence and competence, helping them turn inclusive principles into daily action so that every learner receives the fair opportunity to understand, progress, and belong.

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