

TEACHING IS A WORK OF HE(ART): ZOOMING INTO TEACHERS' EXPERIENCES HANDLING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

BENILDA R. TUAN

TEACHER 1, Marciano Mancera Integrated School, Balindog, Kidapawan, Cotabato, Philippines

ABSTRACT

Teaching learners with special needs is a very different reality in the profession. This study aimed to determine the lived experiences of teachers who handle learners with special needs. Qualitative-phenomenological design was employed in order to explore their lived experiences. The participants were purposefully chosen based on pre-determined criteria and were interviewed in order to gather the needed data. Results showed that for the challenges, they encountered difficulty in communication and performing adaptive skills, denial of parents on their children's condition, learners having delayed motor skills, lack of parental support, and the most recurring challenge that emerges is learners' behavioral problems. With the educational practices that teachers employed that are suitable for the children's needs, several outcomes were identified specifically increased participation in different activities, improvement of verbal and non-verbal skills, improvement of behavior through simple instructions, increased socialization with their classmates, and learners improved their skills reading and writing. Furthermore, compassion, enthusiasm, good communication and leadership skills, patience, and resourcefulness and creativity were the skills necessary for teachers to possess to provide the most suitable learning experience to their learners for them to understand, develop, and interact easier and more effectively.

KEYWORDS: Special Education, Special Education Teachers, Learners with Special Educational Needs, Qualitative Research, Thematic Analysis

INTRODUCTION

Rationale

Children have the right for an access of quality and relevant education. Unfortunately, not all learners are the same. There are some learners who are in need of special education programs in order to match their special education needs. Learners who have special needs are those learners with learning, physical, and developmental abilities, behavioral, emotional, and communication disorders; and learning deficiencies. Due to these realities, inclusive education is set in place as it is thought of as an approach to serve children with educational needs within the mainstream classrooms (Furuta&Alwis, 2017).

The usual studies about dealing with learners with special education needs focus on the development of an inclusive curriculum as seen in the work of Pawilen (2018), the academic performance of learners as in the study of Baguisa and Ang-Manaig (2019), and the lived experiences of students considered to be PWDs from the work of Dianito et al. (2021). Unfortunately, in the Philippines, special education teachers encounter several challenges which affect the quality of teaching that they do to their 223earners. Some of the challenges faced by these teachers are difficulties in choosing appropriate teaching strategies and motivation, difficulty in identifying the individual needs of the learners, and problems with overall handling of such students (Allam & Martin, 2021).

However, with the current studies mentioned above, it can be seen that it is the learners who are given focus and prime consideration while the teachers' lived experiences in dealing with their learners with special needs remains to be understudied. This knowledge gap has incited the researcher to come up with study also in consideration of sudden transition from face-to-face to distance learning modality has caused a major disruption in the delivery of learning, monitoring of performance, and evaluation and assessment of learning outcomes.

As such, this paper would be of a beneficial contribution to the institution as this would serve as a steppingstone towards the consideration of capacitating teachers and other interested individuals in terms of acquiring necessary skills to be enhanced in order to better deal with learners diagnosed with special needs. Finally, the findings of this study will be used to define the suitable measures and strategies for transforming and reconstructing the specified institution's learning techniques and environment in handling learners with special needs.

Research Questions

- What were the experiences of teachers in providing educational guidance to learners diagnosed with special needs;
- What educational practices did they employ in order to better assist their learners towards educational accomplishment and success;
- What were the outcomes of the educational practices that they employed towards the learning of their learners with special needs; and
- What skills should teachers handling learners with special needs possess to better provide the most suitable learning experience to their learners?
- What intervention program could be developed based on the themes which have surfaced in this study?

Limitations and Delimitations of the Study

The scope of this study covered the lived experiences of special education teachers in terms of their experiences when they are dealing with their learners who have special needs. Thus, the respondents of this study were those teachers in Kidapawan City designated for special education classes. The schools involved were the Lanao Central Elementary School & Kidapawan City Pilot Elementary School since these two currently catered learners with special needs. As for the timeframe of this study, the researcher worked from February 2022 to May 2022.

Teachers of the Basic Education Curriculum were included in this study since their experiences were entirely different from the teachers under the Special Education Program which means that they have varying realities that they experience in relation to the education profession. Likewise, schools which do not offer the Special Education Program shall not be included for the same reason.

Methodology

This chapter explains the design to be used in this study, the research locale, the participants, the sampling technique to be used, the research instrument, the data gathering procedure, the data analysis, and the ethical considerations to be adhered by the researcher.

Research Design

In order to properly explore the phenomenon which is focused in this study, the researcher made use of a qualitative phenomenological research design. Through the employment of such research design, the researcher would be able to investigate the phenomenon in a more in-depth manner allowing the deeply explore their lived experiences (Cypress, 2018). Considering that there are multiple participants in this study, it is understood that no reality is the same which means that the researcher needs to be open to the emergent realities that shall be put forward by the participants in their revelations during the conduct of the interview (Larkin et al., 2019).

The best characteristic of qualitative research is that this design is very flexible. What this means is that the researcher, in case that there are loopholes encountered in the study, she can simply move backwards in an iterative manner. It also allows for a systematic approach which propels the study forward (Cohen Miller et al., 2020). This iterative process facilitates a prolonged experience which is necessary for a credible reporting of the research findings later on in this study (Johnson et al., 2020).

To be more specific, phenomenology as a research design enables participants to be emancipated due to its encouraging nature of allowing them to share a fraction of the realities they face in their lives to the researcher (Qutoshi, 2018).

This study made use of the qualitative-phenomenological research design since the characteristics of the participants of this study were unique in their own way. Teachers who handle learners with special educational needs tend to be an underrepresented population because researchers tend to focus on the learners themselves. Hence, it is vital that this phenomenological inquiry would be conducted in order to understand their point-of-view about this discipline.

Informants of the Study

In this study, the researcher chose those teachers who specialized in dealing with learners who had special needs (e.g., Attention Deficit Hyperactivity Disorder, Academically Backward, Ocularly Impaired, Auditory Impaired, and the like). Ideally, qualitative research requires a maximum of twenty-five participants. Thus, the researcher made sure that the participants would reach or be as close to that number to properly explore the phenomenon.

Locale of the Study

- The research locale for this study is in Kidapawan City located at 7.012603 latitude and 125.091766 longitude. Kidapawan City is the capital and the center of commerce and trade. It is known as the City of Fruits and Highland Springs, composed of 40 barangays and situated at the foot of Mt. Apo. It is an apple of one's eye, where thousands of tourists climb the grandeur of Mt. Apo, the country's highest peak.
- It's first habitants were predominantly Manobos. The inpouring of Christian settlers from Luzon and the Visayas has ensued in the evolution of the word Tidapawa to Kidapawan.
- In 2015 census, the population of Kidapawan City was 160,791 people. Hiligaynon, Cebuano, Maguindanao, Iranun, Tagalog, Ilocano and the varieties of Manuvo are spoken by the inhabitants.
- The fact that the researcher herself is assigned and currently employed in Kidapawan City, it is only logical that she chose this locale. Also, there are several teachers in Kidapawan City who are teaching learners with varied

special needs. Therefore, it is necessary that they were given the chance to voice out and talk about their lived experiences in dealing with such children.

- As of the moment, there are two schools in Kidapawan City Division which offer special education, these are Kidapawan City Pilot Elementary School and Lanao Central Elementary School. These were the sites to be included by the researcher in this study.

Data Gathering Procedure

Prior to the collection of the data, I sought the permission from the Dean of the Graduate School and the adviser to check whether the paper has already been reviewed. This is necessary as these individuals can discern whether the paper has already been deliberated and that the research instrument is already suitable to be used in the data gathering process.

- To formally begin with the data gathering procedure of this study, I sought first for the approval of the Schools Division Superintendent. Her approval entailed that I could now begin gathering together the participants needed in this study. To be more effective in gathering the participants, I sought for the assistance of the school principals through a communication letter.
- Once all of the requirements mentioned beforehand were already secured, I convened with the participants and asked them about the most suitable time and place for the conduct of this study. It is vital that the time of the researcher and the participants would be compatible so that the data gathering process would be smooth. As the researcher, it is also part of the task to make sure that the research participants are well aware about the nature of the study, its objectives, and the role that they play in it. Thus, I constantly reminded them of their rights as participants and explain to them why this study is being conducted given that the participants are in a situation that is not something common.
- Building trust among the research participants is also a necessary step so that they could better share their lived experiences during the conduct of the actual interview. Through prolonged engagement with the participants, the researcher was eventually able to build their trust and have rapport with them (Miller, 2017).
- During the interview process, the researcher first interviewed the IDI. Initially, they were sent with a copy of the informed consent (Xu et al., 2020). In the event that there were some participants who would decline to take part in this study, their choice will be upheld with the highest respect since they have a right towards voluntary participation (Nusbaum et al., 2017). What this means is that I did not coerce them to join and be a participant in this study (Arifin, 2018).
- The same goes for the Focus Group Participants. They were given with informed consent forms and were not coerced to join in the study if they chose not to. The reason why an FGI is included is for the process of triangulation, a means to check and balance the themes that would later surface in the study during the process of analysis (Santos et al., 2020). This was an essential step to achieve the credibility of the research findings by comparing the results in the two data sources involved in this study.

Data Analysis

In order to achieve success in the analysis of the data that have been gathered in this study, I employed the thematic analysis. This process of analyzing data accounts for much of the discoveries of emergent themes in a given data set

(Sundler et al., 2019). In doing thematic analysis, I myself immerse in the data, calling for prolonged engagement in order to become familiar with its contents (Nowell et al., 2017). Being familiar with the data helped in the ease of the analysis process resulting to an easier coding scheme of the qualitative data (Campbell et al., 2021).

- After the data underwent the coding sequence, the researcher shall then categorize the codes which he has found. From there, similar codes will then be categorized together so that they could be assigned with their corresponding themes (Williams & Moser, 2019). Upon finishing the process of the thematic analysis, I presented the results in a tabular form for a bird's-eye-view of the research findings to be perused by research experts. This is a critical step in order to identify whether the themes which have emerged substantially answers the research questions posed in the initial chapter of this study

RESULTS AND DISCUSSIONS

This chapter of the paper presents the themes that have emerged during the thematic analysis of the transcripts which were the main data for this qualitative phenomenological study. There were (9) nine participants in total, (5) five took part in the In-depth Interview while (4) four constituted the Focus Group Discussion. The main focus of this study was to explore the challenges encountered by teachers on handling learners with special needs based on the experiences that they have underwent. Furthermore, appropriate educational practices and skills necessary for teachers plays an integral role based on the findings of the study for them to better assist learners towards their academic accomplishment and success.

- The results in this chapter have been sequenced based on the order of the research questions as found in the first chapter of this paper. Specifically, the research questions that were answered in this chapter are as follows: (i) what are the experiences of teachers in providing educational guidance to learners diagnosed with special needs; (ii) what educational practices do teachers employ in order to better assist their learners towards educational accomplishment and success; (iii) what were the outcomes of the educational practices that they employed towards the learning of their learners with special needs; and (iv) what skills should teachers handling learners with special needs possess to better provide the most suitable learning experience to their learners.
- This chapter is composed of two sections. The first presents the information regarding the participants who took part in this study, that of the In-depth Interview and Focus Group Discussion. The second section presents the results of the analysis which addressed the research questions that have been posed in the first chapter.

Challenges Encountered By Teachers In Providing Educational Guidance To Learners Diagnosed With Special Needs

- Phenomenological study was utilized in this study so that the researcher could have a first-hand experience in the exploration of the experiences of the teachers in providing educational guidance to learners diagnosed with special needs. The data of this study were based on the responses of the participants which were later converted into transcripts and then analyzed thematically. The in-depth interviewees supplied the basis for the analysis while the FGD was utilized for the triangulation of the data. Based on the analysis that was done, it can be surmised that some significant themes about the challenges of the teachers were revealed which include: (i) difficulty in communication and in performing adaptive skills; (ii) denial parents on their children's condition; (iii) delayed motor skills; (iv) lack of parental support; and (v) behavioral problems.

Difficulty in Communication and in Performing Adaptive Skills

- In the analysis of the data, the first theme which emerged revealed that learners have the difficulty in communicating and in performing adaptive skills. Most of the informants shared that the main challenge as to why they have the difficulty in communicating is due to their conditions and limitations.
- Teacher Claire, an FGI participants also encountered a similar fate as with the IDI participants. Whereas Teacher Claire recounted their experiences vividly as they eloquently answered the interview questions. When asked which of the challenges do they find the most difficult to deal with, this was the response of Teacher Claire:

“When a special child has tantrums and non-verbal.” (FGI_P1).

Denial Parents on Their Children’s Condition

- Another theme that emerged in the analysis of the challenges of teachers in handling learners with special needs is when parents cannot accept the real conditions of their children. Teacher Grace revealed this first when she was asked as to what were the difficulties that she has encountered in teaching them.

Meanwhile, parent’s denial in their child/children’s condition does not appear to be a difficulty of teachers among FGD participants.

Delayed Motor Skills

- From the analysis, it was also found that delayed motor skills among learners with special needs is a challenge for teachers. With the presence of such difficulties, they were not able to effectively maximize and scrutinize their pupils’ learning process. As what was shared by Teacher Grace, her pupils’ mental state is one of most challenging part in special education.

These experiences were also revealed in the Focus Group Discussion as part of the challenges encountered by teachers wherein Teacher Amie articulated:

“Pupils are having a hard time following instructions due to their learning difficulties (FGI_4).”

Moreover, Teacher Alma also added her experience stating:

“Getting their attention and making them sit long to do their worksheets (FGI_P2).”

Lack of Parental Support

- The fourth theme that was uncovered in the analysis is the lack of parental support whereas parents do not give the necessary support to their children in order to have the drive to learn. However, such theme was not identified by the participants coming from the Focus Group Interview thereby implying that we cannot generalize such case.

Behavioral Problems

- The last theme that has emerged which was also one of the most recurring is the behavioral problems of learners with special needs encountered by teachers. They revealed that it is the most difficult part in their teaching profession since some learners with intellectual disabilities (ID) often exhibit high levels of problem behaviors, such as self-injury, hyperactivity, aggression, stereotypies, anxiety, or impulsivity. Due to this reason, it is obviously hard for teachers especially that they encounter such situation almost in a day-to-day basis. The

abovementioned theme was also very persistent among the informants from the Focus Group Discussion as revealed in their responses about their difficulties in handling behavioral problems among students with special needs articulating:

“The most difficult to deal with is the children having attention deficit hyperactivity disorder”. (FGI_P1)

“The most difficult is dealing with different behavior of learners”. (FGI_P2)

“Learners who are emotional and behavioral disabilities can lead special education teachers into dealing with meltdowns, tantrums, and sometimes uncontrollable behavior. This are some difficulties that teachers face”. (FGI_P3)

- Aside from emotional exhaustion brought by students' behavioral problems, Teacher Amie also illustrated her experience when she got physically hurt stating that:

“The most difficult situation that I had experienced was I dealt with, when my pupil ran into me. I was fell down and suffered the neck pain. After that I went to the doctor for medication and found that my nerve from my neck was blot so I need six (6) months to wear neck brace”. (FGI_P4)

- From what were revealed by the participants, it can be concluded that they really encountered a handful of challenges which caused them to have a difficult time in teaching learners with special needs making it more complex for them to execute learning brought by the enumerated factors and/or challenges that they faced.
- The next research question focused on the educational practices that teachers employed in order to better assist their learners towards educational accomplishment and success. During the analysis, they were very eager to share their best practices which really helped them to circumvent the adversity that they constantly face inside the classroom. From what they have shared, the following themes surfaced during the analysis which are: (i) employing proper treatments for learners; (ii) providing activities that develop motor skills; (iii) giving children to give their share on the activities given; (iv) communicating with parents and monitoring learners' progress; and (v) giving of positive reinforcements.

Employing Proper Treatments For Learners

- Teaching special education kids necessitates the use of the same tactics and practices as teaching general education learners. Hence, employing proper treatments for learners is the first uncovered theme in the analysis which plays an important role for them to achieve the highest level of achievement possible given their intellectual capacities thereby emphasizing that there should have the correct way of employing the activities that best suit to the needs of the learners. Teacher Claire, an FGI participant, conforms to the ideas of the IDI participants emphasizing that as a special education teacher, she should find many strategies that suits their learning needs and that are equal for all. This was her statement:

“I always make sure that the learners find the most enjoyable and rewarding is on focusing their many abilities by providing enough activities in honing their unique talents and skills and by doing it we are providing them the equal opportunity in learning”. (FGI_P1)

Another participant added:

By focusing on their strengths. It is better to adjust to what they need and what suits them. And to where they can flourish their strengths and where they are confident on (FGI_P2).

Providing Activities That Develop Motor Skills

It is evident that proper and sufficient educational practices employed by educators plays a huge role in learners' academic learning process. With this factor at play, this was the second theme arising based on the analysis made particularly providing activities that will develop motor skills among learners who is lacking was a great option for them to participate equally among others and progress during the process. The previous statements were also supported by Teacher Kath, one of the participants in the Focus Group Interview as she stated respectively:

“Learners find arts and crafts activities most enjoyable and rewarding because this activity widens their imagination, express themselves in new ways, gaining confidence and engages a children’s sense of creativity”. (FGI_P3)

Giving Children the Opportunity to Give their Share on the Activities Given

- To help learners with special needs transfer knowledge smoothly and successfully, giving them the equal opportunity to share and participate in activities given as an educational practice despite of their limitations is a crucial aspect in their learning process. As such, this was the third identified theme in accordance with the thematic analysis which appears in the core ideas stating that there should have time where they can take part in the activities. The FGI participants have also adhered to the statements of the previous interviewees.
- Taking the account of one of the informants stated that:

“They find most enjoyable and rewarding when I gave more focus to their abilities and skills and when they felt that I am helping them in honing their unique talents and skills and let them perceived the equal opportunity in learning.” (FGI_P1)

Communicating With Parents And Monitoring Learners’ Progress

- It is a common understanding that parent's role in child learning is critical in giving academic support outside of school, and when done well, they can also act as a source of support for the teacher. That being said, there should, therefore, be constant collaboration between teachers and parents on the progress of the learners which was fortunately been uncovered as the fourth existing theme in the thematic analysis. In particular, when asked as to what are the steps that she take so that she could assist her learners towards their learning accomplishment and success during the in-depth interview. Teacher Amie conformed to the previous answers during the Focus Group Interview as she illustrated:

“I study the background of my learners through asking their parents related with their abilities and needs. I do this to establish a good rapport and camaraderie to the parents to build trust and good relationship. With this, I can easily discuss about the needs of the child and give some suggestions if the child needed a professional assessment”. (FGI_P4)

Giving of Positive Reinforcements

- Learners with special needs are often linked to negative implication regarding their behavioral patterns, academic performance, and intellectual and physical capacity. However, instead of being punished for their wrong behavior and low performance, giving of positive reinforcements is a significant aspect as part of behavioral modification. This was also supported by the statement of Teacher Alma during the conduct of Focus Group Discussion as verbalized:

“Using praise whenever they finish a task or participate in the class discussion. Whenever they hear words of affirmation, they become more motivated, and their attention span is sustained”. (FGI_P2)

- Judging by the responses of the informants for this research question, it can be deduced that there really are various educational practices implemented to support the academic success among learners with special needs and that teachers are doing beyond their very best to sustain their educational needs. It also put emphasis on the necessity for them to collaborate and work with their other classmates for them to feel that they belong. Undeniably, teachers are promoting active participation and equal access to learning for all learners. This goes to show that without applying appropriate educational practices and support among learners with special needs, then their learning would be jeopardized especially if their specific needs will remain unattended.
- The third research question explored the outcomes of the educational practices that the teachers employed towards the learning of their learners with special needs. Whereas they revealed some insightful statements which were worthy of acknowledgment as they showed that they value the essence of learning and education. Their responses led to the discovery of the following themes such as: (i) participation in different activities; (ii) improvement of verbal and non-verbal skills; (iii) improvement of behavior through simple instructions, (iv) improved socialization with their classmates, and (v) improved skills in reading and writing.

Participation in Different Activities

- With all the previously enumerated educational practices employed by teachers to assist learners with special needs, it is clear that they would like to ensure learners with learning disabilities to receive specialized instruction designed to meet their unique learning needs. As a result, based on the analysis of this study, learners with special needs in the identified population of this study were able to participate more in different activities which in turn got their opportunity to socialize and reach their academic potential. In the review of the FGI participants, none of the has supported this theme.

Improvement of Verbal And Non-Verbal Skills

- With the various academic interventions made by educators in special education, the participants of this study greatly emphasized the improvement of students with special needs in their verbal and non-verbal skills which helps them express themselves. Teacher Claire, a participant in the Focus Group Interview showed support to the responses of the IDI participants. She too revealed that she observed significant changes in the verbal and non-verbal skills among students. This was their response in the interview:

“The learning outcomes of the child are developed including intellectual skills, social skills, cognitive strategy, verbal information or the communication skills, motor skills (ability to write, color and trace), and attitude

(knows already how to deal with others)". (FGI_P1)

Improvement of Behavior Through Simple Instructions

- As what was put forward by the participants in this study specifically in incorporating appropriate learning strategies among learners with special needs, the result in the thematic analysis seems to imply that supporting learners with special needs during transitions will improve their school experiences and eventually lead to fewer social and behavioral challenges, which will lead to improved academic attention and thus improved accomplishments and success both inside and outside of the classroom setting. Participants during the Focus Group Interviews, on the other hand, does not conformed to the previous theme as it was not identified during the interview.

Increased Socialization With Their Classmates

- In the analysis of the data, the fourth theme which emerged revealed that learners with special needs have improved their socialization skills with their classmates. One of the informants shared that the various educational practices they employed are indeed beneficial in the development of their learners. Teacher Claire conforms to the statements of Teacher Josef, during the Focus Group Interview as she too observed the same as she stated:

"Aside from academic changes, their attitudes, behavior, social skills towards their classmates". (FGI_P1).

- Such observation was also dominant among other participants as they added:

"Aside from academic changes, I have observed strengthened relationship with teacher and classmates ". (FGI_P2).

Another FGI participant added:

"Apart from academics I have observed how much they have improve themselves socially" (FGI_P3).

Improved Skills in Reading And Writing

- Instructional approaches that are characterized as being well specified, explicit, carefully designed have yielded significant outcomes for learners with learning disabilities specifically in their reading and writing skills. However, such theme does not reflect based on the observation of teachers who participated in the In-depth interviews. Meanwhile, as put forward by the participants during the Focus Group Interview, Teacher Amie verbalized:

"Students can now write and read, can communicate with their classmates by playing, and they can now comprehend". (FGI_P4)

- Based on the analysis and the themes identified in this research question, we can conclude that flexible and creative educational practice was the indeed an imperative aspect in special education as it met the learning requirements of children with special needs successfully upon observations which evinced all the criterions under three dimensions specifically interaction, support, and adaptation in teaching learning process leading to effective instruction and development of learners academically, socially, and cognitively. This goes on to say that instructional practices in special education classroom should, therefore, possess effective interaction of teachers and learners with proper support from the teachers with adapted special teaching competencies that would cater

successfully to the needs of children with special needs.

- The fourth research question focused on the skills that teachers possess in handling learners with special needs to better provide the most suitable learning experience to their learners for them to understand, develop, and interact easier and more effectively. Their responses led to the discovery specified themes such as: (i) compassion; (ii) enthusiasm; (iii) good communication and leadership skills, (iv) patience, and (v) resourcefulness/creativity.

Compassionate

- Showing love to their profession and to their learners in general is an imperative aspect in special education. As such, the first theme that has emerged during the analysis of the participants' responses is compassion. Previous statements also bear similar thoughts based on the responses of the participants from FGI. These are what they articulated during the interview:

"Love- be patient and kind to this kind of child or kid" (FGI_P1).

- Other participants also emphasized the importance of love for their learners. This is what they mentioned during the interview:

"Always develop love for learners". (FGI_P2).

"We must be loving towards our students". (FGI_P4).

Teacher Kath also illustrated love for their work as she uttered:

"Love should be shown in the profession "(FGI_P3).

Enthusiasm

- With all of the inclined challenges that teachers faced in their profession more so in handling learners with special needs, this necessitates that idea that they must have the vigor and zest in fulfilling their duties and responsibilities. Upon analyzing the data in accordance with the frequency of responses, enthusiasm is the second theme that has been uncovered which was first stated by Teacher Grace verbalizing:

"By facilitating positive change in the behavior and feelings of our LSENS learners". (IDI_P1).

- Teacher Kath, an FGI participant, also shared similar idea when asked about what skills she possesses to support learning process of learners with special needs to which she answered:

"Teachers should have enthusiasm in performing their duties and obligations". (FGI_P3)

Good Communication and Leadership Skills

- Another theme and the most recurring of all themes that emerged during the analysis of skills necessary for teachers to possess in handling students with special needs was good communication and leadership skills accentuating that teacher must have the command of language and control of their class. With this factor at play, teachers were able to scrutinize and promote more effective learning environment. Teacher Alma and Teacher Kath, both FGD participants revealed their opinions about the skills that the teacher in special education must possess as they have respectively identified:

“Communication skills are very important in teaching these students”. (FGI_P2)

- Additionally, Teacher Kath reiterated the importance of two identified skills. This is what she had to respond during the interview:

“Good Communication Skills and Leadership Skills should be shown by teachers in the classroom”. (FGI_P3)

Patience

- As learners with special needs takes longer to perform simple tasks, patience and understanding in handling such situation is the key for development. This fourth theme was identified consistently during the in-depth interviews when asked as to what skills are the most necessary for teachers in handling students with special needs.

Teacher Claire, one of the participants during the Focus Group Interviews, also shared the same views articulating:

“Patience - invest more in teaching children with special needs” (FGI_P1).

- Moreover, when asked about which of among the enumerated skills she mentioned would enable the most significant learning outcomes on the part of the learners, Teacher Alma uttered:

“Patience to deal with the learners’ behavior and patience with the learners’ pace in learning “. (FGI_P2).

- Teacher Kath also directly responded:

“Patience should be shown by teachers when dealing with pupils who have special needs”. (FGI_P3).

- In agreement, another participant added:

“Patience has to be present at all times especially when teaching these types of pupils”. (FGI_P4).

Resourcefulness/Creativeness

- In view of providing assistance to students with special needs, this goes with the responsibility of teachers to ensure that the educational practices they employ could accommodate all of the children’s needs and that they remain abreast of the most effective methods. Previous statements were also in coherent result as gathered from the participants during the Focus Group Interview where they verbalize:

“Teachers who are handling students with special needs must be creative/ resourceful/organize in giving or providing their needs”. (FGI_P1).

- Teacher Kath also shared the same sentiments as she eloquently answered:

“Creativity must be an important personal trait of a teacher when handling classes of learners who have special needs”. (FGI_P3)

DISCUSSIONS

This chapter discusses the findings, as well as their implications for practice, future research, and closing remarks. The main topics that emerged from the analysis in regard to teachers' experiences with special needs learners, the educational strategies they utilize, and the skills they need to have in order to better support children in their academic attainment and

success are discussed in this chapter.

- As a Special Education Teacher, I've met and worked with other special education teachers in my chosen location. I witnessed their challenges and victories. I became interested in doing this qualitative phenomenological study because I wanted to learn more about the lived experiences of these instructors in regard to their job and the educational curriculum they are teaching.

Challenges Encountered By Teachers in Handling Learners With Special Needs

The teachers who participated in this phenomenological study faced a variety of obstacles on their way to teaching pupils with special needs. There were five themes that emerged from the thematic analysis. Individual themes are covered below:

Difficulty in Communication and in Performing Adaptive Skills.

Special education covers a wide range of issues, from learning problems and attention deficit disorder to autism and deafness, and on to severe intellectual and physical disabilities, many of which are overlapping. As a result, several authors namely Kingsbury et al. (2020) and Bhat (2021) backed this up, stating that children with special needs, particularly students with autism, have major difficulties communicating effectively and developing spoken language skills, little or no general cognitive impairment, cognitive, adaptive, and behavioral difficulties, as well as sensory integration difficulties, which the participants in this study see as a challenge in their profession resulting to the increase the risk of burnout among teachers making it difficult for them to provide and promote effective education to all of their students (Lipka et al., 2019).

Denial Parents on Their Children's Condition.

The reason behind when parents make excuses for their child's academic setbacks is because they do not want to accept the disability (Kayama et al., 2017). As a result, when a child is diagnosed with special needs, parents generally have a negative attitude toward the situation, which includes denial, rejection, and self-blame. They become frustrated and show hostility or overprotection toward the child's condition, failing to make reasonable expectations of the child (Sahu et al., 2018; Hazarik & Choudhury, 2021). As a result, despite teachers' best efforts and educational approaches, repeated failure or poor performance, parents' denial of their child's illness can impose additional problems on teachers, leading to higher levels of stress, frustration, and unsatisfaction (Kirby, 2017).

Delayed Motor Skills.

Measuring a child's acquisition of motor skills has been recognized as critical for their continued smooth physical, cognitive, and social development in their early years (Harman et al. 2018; McClelland & Cameron, 2019). As such, delayed motor skills are the third recurring theme that was uncovered as part of the challenges faced by teachers working with students with special needs, which was supported by Allen et al. (2017), who stated that the motor development of children with special needs is slower than that of children with typical development as this is linked to their mental function impairment (Cupples et al., 2018). As a result, Miri-Lavasani (2018) demonstrated that students with special needs have difficulty managing pencils, crayons, and scissors given that they have difficulty coordinating the small muscle groups in their hands. This problem makes children reliant on others and prohibits them from fulfilling educational requirements.

Lack of Parental Support.

Many parents of children with disabilities are unable to access vital services for their children due to stigma, poverty, and a lack of useful knowledge of the existence of resources and services (Odongo, 2018). As a result, children with special needs are taken to school and left in the care of teachers who are overwhelmed by the large number of children in the classes, that they do not pay much attention to the child with disabilities resulting for their learning process and cognitive development to be compromised (Gonzales & Gabel, 2017). As such, parental support, therefore, is an important aspect in a child's education and one of the most significant factors that is positively associated to academic performance (Amponsah et al., 2018). Academic achievement is thus not solely determined by school-based educational processes; it also depends on the circumstances in which young people live, as well as the encouragement and support they receive at home as it can support them in overcoming their learning difficulties (Kapur, 2018; Minnaert, 2018; Semeraro et al., 2020). Otherwise, parents who lack to show support tend to increase the difficulty of teachers (Sabagh et al., 2018).

Behavioral Problems.

Teachers reported feeling vulnerable and worried of students with learning disabilities or behavioral concerns in a study done by Gash (2006) because of previous negative experiences. In particular Burrows (2004) stated that teachers who work with students with learning disabilities and/or behavioral disorders frequently face difficulties and strong emotions when dealing with issues relating to their students' behavior which affect their capacity to communicate, interact, and teach their students successfully. Moreover, Pepe and Addimando (2013) cites that verbal and physical hostility are two key kinds of these behaviors. Rudeness, bickering, sarcasm, and taunting are examples of the former, while kicking, hitting, fighting, spitting, hurling items, and biting are examples of the latter. Hence, when directed toward the teacher or other classmates, aggressive/hostile behaviors impair the learning process. Aggressive misconduct is a serious hazard to instructors because it can escalate if handled incorrectly or underestimated. Indeed, determining the extent to which students' behaviors contribute to teachers' strain is a challenge in special education, which has been shown to increase levels of distress for both qualified and novice teachers (Zhang, 2017), leading to acute psychological distress in teachers (Boysen, 2017), and sometimes leading to early retirement (Harmsen et al., 2018).

Educational Practices Employed By Teachers In Assisting Learners.

Due to the different challenges that the teachers have encountered, they were eager to find ways in order to cope with them. During the analysis, a number of themes have surfaced in relation to their educational practices to better assist learners with special needs which are discussed individually:

Employing Proper Treatments For Learners.

Providing learner treatment customized to their needs are imperative so that they receive the best instruction at school and that their special needs are addressed which can develop their interest to study (Fletcher et al., 2018). Perhaps Zigmond and Kloo (2017) defined special education as being more (a) explicit, (b) intensive, and (c) supportive for students with learning difficulties than general education. Whereas individualization and validation are two characteristics of effective special education for students with special needs, according to Bryant, Bryant, and Smith (2019), as these curriculum-based measures and other progress-monitoring tools help ensure that the educational intervention is responsive to students' individual needs.

Providing Activities That Develop Motor Skills.

When a child's fine motor skills are lacking, classroom tasks can be difficult and result in delays in many aspects that are

necessary for learning and functioning in the school environment. Hence, providing activities that develop children with disabilities motor skills eventually help teachers to conduct effective teaching and learning sessions which is also beneficial for their students with disabilities as they progressed over time in terms of performing difficult tasks as well as managing their sensory faculties (Valentini et al, 2017; (Bremer & Cairney, 2018; Arshad, 2012; Damonse, 2021). Such practices include hand-eye coordination and small muscle control and are used to cut, grab small items, and button clothing (Bhatia et al., 2015). Fine motor activities like cutting, pasting, drawing, writing, tearing, scrunching paper, and folding, which are wonderful strengthening exercises, also help kids with disabilities improve their motor skills (St John, 2013). This also includes using crayons, markers, and colored pencils to sketch and paint to strengthen the tiny muscles in the hands. Teachers have also adopted manipulating play dough because it builds hand muscles and promotes controlled movement. Without a doubt, solid motor skills are critical for a child's physical, social, and psychological development (Hestbaek et al., 2017).

Communicating With Parents and Monitoring Learners' Progress.

As parents, they know their child's learning style and they also know if there are any other issues going on that might be affecting their learning at school. Hence, when teachers put in the time to communicate with parents, they can gain understanding about their students' home learning environment and needs (Uriši & Bunijevac, 2017). As a result, ongoing communication with their students' parents allows them to tailor their approach and apply appropriate strategies to suit their students' needs and learning in class (Aouad & Bento, 2019). Consequently, in their study, Urie and Bunijevac (2017) reaffirmed this topic, stating that effective collaboration between teachers and parents can contribute to academic progress for students with special needs as well as students' feelings of competence and relatedness (Ryan & Deci, 2020). In contrast, research shows that low student achievement and engagement are linked to little or absent parental participation (Bower & Griffin, 2011). Negative teacher-parent communication aimed at increasing parental monitoring of student conduct and schoolwork, on the other hand, may reduce students' sense of autonomy and participation.

Giving of Positive Reinforcements.

In the context of children with special needs, positive reinforcement reinforces what the child is doing right rather than concentrating on what the child is doing wrong (Stallard, 2019). By looking on it positively, it increases the likelihood that the behavior will be repeated. It also supports the child's positive deeds and qualities through enthusiasm, descriptive encouragement, and natural, logical rewards (Carr & Boat, 2019). As such, when working with students on academic skills, especially in the setting of special education, educators use these behavioral tactics on a regular basis to which students can learn positive behavior all through positive reinforcement (Harwell & Jackson, 2014). Otherwise, the problematic behavior in children with special needs can block their own learning as well as disrupt the classroom for other students (Ostmeyer & Scarpa, 2012). Problematic behaviors include challenges in listening and following directions, issues conforming to classroom rules, and exhibits of repetitive behaviors that can be disruptive. Introduced situations intended to reduce repetitive behaviors in people with autism can often be stressful, resulting to excessive anger, violence, self-injury, and other recurrent and bothersome behaviors (Boyd, Woodard & Bodfish, 2011).

Outcomes of The Educational Practices For The Learners With Special Needs

- The Special Education teachers, over the course of their experiences and the educational practices they employ were able to acquire significant outcomes among students with special needs. Their observations are presented

and individually discussed below:

Increased Participation in Different Activities.

Compared to competitive or individual work, cooperation among students with learning difficulties leads to higher group and individual achievement, higher-quality reasoning strategies, more frequent transfer of these from the group to individual members, greater metacognitive skills, and more new ideas and solutions to problems which necessitates participation of individual members (Johnson & Johnson, 2018; Gillies, 2019). As a result, this theme also supported several reports claiming that kids' participation in diverse activities has improved over time, which has a favorable impact on their academic achievement and social and emotional development (Darling-Hammond & Cook-Harvey, 2018; Fernandez-Rio et al., 2017). Ottosen, et al. (2017) further attested to educational intervention in terms of activities provided by teachers, giving students greater opportunities for activity engagement appropriate to their interests and talents. As a result, Mahoney and Cairns (2019) claimed that the impact of educational practices provided by teachers has captured the motivation and interest of learners, causing them to engage, participate, and join activities both inside and outside the premise of their classroom, and that their participation has been maintained over time. It was also emphasized that participating in various activities helps kids with learning disabilities build social skills and improve their academic performance (Ritchie, 2018).

Improvement of Verbal and Non-Verbal Skills.

The ability to communicate is one of humanity's greatest achievements which include both speech and gestures. Children with severe learning disabilities, on the other hand, face significant communication difficulties. Fortunately, it has been noticed over time that students with special needs of all ages and types are able to enhance their verbal and non-verbal skills to some extent due to the instructional procedures used in school. In the study of Duque, Gairal, Molina, and Roca (2020), most children with severe learning disabilities made significant progress over the years of implementing educational practices that are aligned with their needs, where they were able to utter some words, allowing them to successfully interact with their environments and develop the ability to learn from interactive experiences, which the non-disabled do readily. Furthermore, according to special education instructors' observations in Mutumburanzou's (2018) study, children with severe learning problems grow more curious, less reclusive, more energetic, and more fun, exactly like children without disabilities. They could also communicate by moving their bodies, making gestures, producing facial expressions, blinking, gazing, making noise, and so on. A youngster may, for example, stare at their peers and teachers to suggest that they want to play or that they need something resulting for them not resorting to negative behaviors or experiencing communication breakdown (Gregg, 2017).

Improvement of Behavior Through Simple Instructions.

Redirecting a child from an undesirable behavior to one that is more appropriate is an effective behavior modification technique used in most special education classrooms today. Instead of being punished for their inappropriateness, the child is given the opportunity to make a different choice when he or she becomes involved in a different activity. As a result of the specific teaching approaches and behavioral interventions used by teachers, children with special needs, particularly those with ADHD, according to Lan, Hsiao, and Shih (2018) improve their conduct and learn to follow basic instructions. In agreement, Schoepfer et al (2019) claimed that children with ADHD appear to be rather stable and

persistent over time when compared to their behavioral patterns prior to implementing specific education approaches that are appropriate for their needs. Novak and Honan (2019) also found significant behavioral gains in kids with exceptional needs, stating that changes in performance on attention training tasks over time have been repeatedly demonstrated in students with special needs. Improvements in sustained attention to task, accuracy and speed of visual search, and a wide range of activities requiring increasingly complex stimulus–response demands have been seen in students with severe acquired cognitive impairment. In this light, it is obvious that the majority of children with behavioral disorders have progressed to the point where they can maintain attention to tasks throughout time.

Improved Socialization With Their Classmates.

Teachers understand that no child is born with an innate skill for understanding social skills, and it can take kids with special needs more time and effort to get a handle on them (Hajal& Paley, 2020). Hence, in an effort to improve their socialization towards their classmates, special education teachers used activities in the classroom that everyone could participate in, such as group activities and/or games, to build social connections between and among children with special needs. As a result, learners are reported to be able to establish and maintain satisfactory interpersonal relationships, gain peer acceptance, establish and maintain friendships, and terminate negative or pernicious interpersonal relationships (Zerk et al., 2021). Moreover, through the use of cooperative group learning, in which students are teamed for activities or projects and must cooperate, share ideas and materials, and share in the development of project products, Full et al. (2021) reported that students eventually foster good relationships with their classmates. Furthermore, Bakken et al. (2017) reported that social relationships among students with special needs are more likely to occur in group activities such as role play where they can practice acceptable small talk, a social skill that is critical to acceptance in the inclusion classroom, resulting in a positive social atmosphere.

Improved Skills in Reading and Writing.

Most of the children with disabilities seem to struggle the most with reading and writing skills. However, reading and writing are fundamental skills that everyone should learn and children with special needs is not an exemption. For this to be achieved effectively, the instructors' desire to devise humane educational practices to assist kids in learning to read and write appears to be the driving force behind their improvement as such methods are tailored to the needs of students with learning difficulties, allowing their skills to grow over time. As a result, it was reported that like their normally developing classmates, students with special needs have progressed in reading and written expression tasks as a result of educational interventions done by teachers (MacArthur, 2007; Reid & Lienemann, 2006). Learners with learning difficulties, for example, are said to begin planning for writing which appears to be adequate, and they have improved in structuring their ideas compared to when educators did not provide educational interventions (MacArthur & Graham, 1987). They can also read and comprehend simple to complex sentences with practice (Graham, Harris & Fink, 2000). As a result, their reading and writing skills improve, increasing their willingness to complete assignments and developing favorable attitudes toward them. Moreover, Balantekin (2020) reports that the outcomes of educational practices used by teachers with students is that it reduces their confusion of similar words, difficulty using phonics, and problems reading multi-syllable words. In terms of writing, on the other hand, the pupils improved their tracing of symbols and lines, as well as modest phrase structure.

Teachers' Skills in Handling Learners With Special Needs.

Handling learners with special needs equates to a more vigorous job responsibility than handling typical children. Teachers

encounter different behaviors and different limitations physically, intellectually, emotionally, and cognitively which in turn increase the demands for them to be a more effective teacher. With the said situation, teachers need to implement educational practices for it to be suitable and appropriate for the unique needs of each student. More so, given the complexity of the demands in dealing with kids with special needs, the following skills and abilities aside from educational practices are necessary for teachers based on the responses of the participants of this study:

Compassionate.

One can teach basic skills without love and compassion and be effective in the long run, but love and compassion are required to actually make a difference in a student's life. Such abilities highlight patience and understanding, which are crucial in teaching, particularly in special education (Jazaieri, 2018). As a result of the data analysis, a repeating theme emerged: a sense of compassion and love in the teaching profession, which was referred to by the participants as an important aspect that profoundly affects their approach to students and learning experience. Nuri and Varol (2021) agreed with Jazaieri (2018), stating that the presence of compassion promotes teachers' understanding, helpful, and reassuring attitudes toward their students. As a result, compassion among teachers in the classroom aids in the prevention of undesired behaviors and the cultivation of good behaviors making classroom life easier, boosts students' interest and motivation in classes, and improves the effectiveness and efficiency of the learning process (Aydemir, 2018). Furthermore, according to Brundiers and Wiek (2017), the result indicates that when an educator has compassion for his or her profession and pupils, the learning process is more effective and efficient thereby emphasizing the idea that compassion in dealing with students with special needs is an important skill for teachers to possess.

Enthusiasm.

Given the unique needs of children with disabilities, enthusiasm has been identified as an important characteristic of effective teachers (Stronge, 2018). In particular, research regarding teacher enthusiasm has generally indicated that it is associated with positive effects in classrooms. For example, enthusiastic teachers might move briskly about the classroom; speak in a clear, implement varied educational strategies, passionate, has distinct voice with varied inflection and vocabulary Surprisingly, Buri and Moe (2020) supported the available data on enthusiasm by examining the effects of intentionally varied teacher enthusiasm on the classroom performance of students with learning disabilities, claiming that teachers' enthusiasm could have a positive impact on classroom performance of students with learning disabilities. Furthermore, Al-Dababneh and Al-Zboon (2022) revealed a continuous improvement in academic performance of kids with learning difficulties when their teachers were enthusiastic because teachers' enthusiasm can be a reason for hope among students with special needs.

Good Communication and Leadership Skills.

Communication skills involve listening and speaking as well as reading and writing. For effective teaching, a teacher needs to be highly skilled in all these areas to make the things easier and understandable for students with special needs (Kourakli et al., 2017). Moreover, research suggest that students taught by teacher with leadership skills have a high probability of succeeding academically as well as other areas of growth as compared to those taught under teachers who lack leaderships within and outside the classroom (Warren, 2021). Thus, both communication and leadership skills are really important for a teacher in transmitting of education, classroom management, and interaction with students in the class. As a result, Bambaeroo and Shokrpour (2017) stated that communication skills and leadership skills are the most important skill that

teachers of students with special needs must develop and exercise, as these skills are the primary factor in delivering education to students, which includes listening, speaking, reading, and writing as well as initiating methods for effective teaching. Furthermore, McLeskey (2017) underlines the importance of great communication and leadership in educational interactions in order to achieve special education goals. Otherwise, no one can effectively teach unless they possess these essential teaching characteristics.

Patience.

When a child has special needs, patience is a must since this type of learner takes longer to perform simple tasks and understanding is key for development (Adams, Harris, & Jones, 2018). No matter how long it takes, a special education teacher must give a child time to complete the task. Although the classroom is a place for serious learning, dealing with a special needs child will require the ability to create a cheerful environment that empowers this type of student to gain success (Sider, Maich, & Morvan, 2017). Also, it is up to this teacher to take time and comprehend each student's individual needs so that frustrating situations can be avoided. Noting its importance, L'Ecuyer, Hyde, and Shatto's (2018) back this up stating that patience is the most important trait of all when dealing with children with special needs because some kids can grasp the lesson with little effort while others may require more detailed explanations that may need to be repeated several times. In agreement, Zerk et al., (2021) found that patience is essential in fostering relationships between special education teachers and learners with special needs, as they are more likely to require interventions to help them navigate the social demands of the school environment.

Furthermore, according to Hair, Jager, and Garrett (2002), special education teachers with more patience, particularly in the areas of resolving conflict, emotional attachment, and the use of pro-social behaviors, are more likely to be accepted by special education learners, resulting in the development of friendships, the maintenance of stronger relationships with them, the perception of them as effective problem solvers, and the cultivation of greater interest in special education.

Resourcefulness/Creativity.

Since all children have different learning styles, a special education teacher must have the ability to adapt lessons that work for the strengths of each child (Zigmond&Kloo, 2017). Hence, while designing daily activities and plans for the classroom, a teacher must get creative in order to accommodate all of the children's needs (Zein, 2017). In particular, Cash (2017) emphasized this theme, stating that teaching students with special needs, such as learning disabilities, Attention Deficit Disorder, autism, deafness, and severe intellectual and physical disabilities, necessitates resourcefulness and creativity in adapting general lesson plans to meet the needs of special students. Basic abilities and difficult concepts must be reduced, and the lesson must be delivered in an interesting manner that is understandable by all students. Moreover, various studies have shown that teachers must be able to present the same information in a variety of ways to accommodate different learning styles in order to fulfill the requirement of their job, which is to design Individualized Education Programs (IEPs) to assist each student in achieving their own learning objectives based on their learning capacities (Lik& Sar, 2017; Timothy & Agbenyega, 2018; Zigmond&Kloo, 2017). In other words, the instructor must adapt the curriculum to match the interests and requirements of individual students as part of the student-centered constructivism paradigm shift. In this instance, creative educators are quite essential.

Implications For Practice

- Each learner with special education needs has a unique set of skills, needs, interests, and learning styles. Some special education children can master grade-level programs of study with modified instruction and support measures, but others have more complicated learning requirements that necessitate considerable alterations to the learning outcomes based on the curricular framework. With such disparities, it's critical to examine the unique characteristics of pupils with special needs.
- Some noteworthy themes emerged from the comments of the special education instructors in this study, which were gathered from the responses they shared in connection to the issues they faced. The five themes are: (i) difficulties communicating and performing adaptive abilities; (ii) parents' denial of their children's condition; (iii) delayed motor skills; (iv) parental support; and (v) behavioral problems. Based on such stark realities, it serves as a wakeup call for various educational administrations and institutions in general to lower their standards and avoid casting doubt on teachers' ability to assist kids with special needs as if it were a simple task. Instead, they should provide moral and financial support to create a more hospitable, scrutinized, and successful learning environment for everybody, as only a supportive learning environment will allow learners to reach their full potential.
- Teachers should also communicate with their learners' parents. Their involvement in their child's educational journey can have a big impact on their achievement. Given that some of the teachers in this study expressed a lack of parental support and, even worse, parents' denial of their child's or children's situation, it is clear that some parents fail to fulfill their responsibility to aid their children. This is a terrible experience for students, and it may result in lower academic performance and slower cognitive development if the necessary therapies are not implemented immediately.
- Furthermore, based on the outcomes of the various educational practices they employ, the teachers have gained some significant observations, including (i) improved participation in various activities; (ii) improved verbal and nonverbal skills; (iii) improved behavior through simple instructions; (iv) improved socialization with their classmates; and (v) improved reading and writing skills. These consequences appear to be quite realistic and specific. It is realistic in the sense that the educational approaches used by teachers are appropriate for their needs and result in positive learning outcomes. Furthermore, it is unique in that the teachers identified practices that would meet their students' needs and mould them even further so that students could learn more effectively, resulting in such significant outcomes.
- Finally, (i) compassion; (ii) excitement; (iii) good communication and leadership abilities, (iv) patience, and (v) resourcefulness/creativity were highlighted as required skills for teachers. Based on the findings of this study, it is highly satisfying to know that these skills enabled students with special needs to learn, understand, develop, and engage more easily and successfully. More importantly, despite the obstacles and hurdles they experienced, they have the heart, motivation, and drive to impart knowledge in their learners.

Implications for Future Research

Conducting study on the difficulties teachers have when dealing with kids with special needs does not have to be limited in terms of design. Although qualitative research design allows the researcher to be more exploratory, it can also have some constraints on its own. The following are some of the constraints of qualitative research: (i) sample size; (ii) generalizability; (iii) transferability; and (iv) freedom from bias. The scope of this study reveals the study's limitation. Because this study

focused solely on the obstacles that instructors have when dealing with learners with special needs, other demographic groups, particularly parents and friends, were not given the opportunity to express their concerns. As a result, the research becomes context-dependent.

- Fortunately, future researchers can use the data from this study. They could create an instrument based on the themes and fundamental concepts in order to perform a quantitative research study. Better yet, they can use a factor analysis that combines Exploratory Factor Analysis and Confirmatory Factor Analysis to get more rigorously-yielded data. Should they wish to do so, they need to ensure that there a substantial number of research respondents that would go beyond hundreds in order to properly sample the population.

Concluding Remarks

- It was discovered that the instructors who worked with special needs learners and participated in this study were able to amass a lot of significant experiences that shaped them as valued educators. The challenges they faced, as well as the educational practices they used to better assist their learners' academic success, the outcomes and development of their pupils as a result of their academic approach, and the skills they needed to be special education instructors, were all explored in this study. It was fascinating to note, based on the themes that emerged with the help of an experienced analyst, that the teachers were committed to teaching despite the difficulties they faced. Furthermore, despite the challenges, the special education teachers appeared to be compassionate, enthusiastic, good communicators, creative, and most importantly, patient, all of which were necessary characteristics for them to be able to provide quality education to students with special needs regardless of their conditions and limitations.
- In addition, the study provided the researcher with some useful information. As special education teachers, for example, we must remember that the learners with whom we are linked require our assistance as educators in order to follow their aspirations and to realize that their circumstances are not a barrier to them being someone noteworthy in the future. As a result, they, like ordinary students, need to be coached and steered down the correct learning route. Learners should also be provided with safe and non-judgmental environments, as it is only in such a setting that they will be able to practice and develop what they have learnt and acquired in school. Kids should also be given the opportunity to express themselves so that they can receive the required criticism and redirection to help them rectify themselves as they develop proper life concepts in light of their circumstances.
- With the experiences shared by special education teachers, it is clear that special education needs to be given the same level of attention as traditional pupils in school. The special education system as a whole has to be evaluated and reviewed in order to devise more strategic interventions that will benefit kids with learning challenges. Only through this approach can teachers and learners feel respected and free of biases regarding their field of study, particularly those with learning disabilities and cognitive, mental, and physical limits.
- It's not as simple as it sounds to change the way people understand and judge learners and teachers who belong in special education. However, it is critical to recognize that not everyone will meet society's expectations. It should also be noted that pupils follow varied learning paths, with some meeting the necessary criteria to be considered more capable while others do not. Above all, everything is a process that necessitates steps in order to achieve so-called development, particularly among kids with special needs.

REFERENCES

BOOKS

1. Committee on Preventing Reading Difficulties. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press
2. Cushner, K. H., McClelland, A., & Safford, P. (2015). *Human diversity in education: An intercultural approach*. (8th ed.) New York: McGraw-Hill Education
3. Friedrich, H. F., & Mandl, H. (eds.). (2012). *Handbuch Lernstrategien. Handbook of Learning Strategies*. Göttingen: Hogrefe
4. Harwell, J. M., & Jackson, R. W. (2014). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities*. John Wiley & Sons: Hoboken, NJ.
5. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage.
6. McKeown, S. (2000) *Unlocking Potential: How ICT can support children with special needs*. Birmingham: The Questions Publishing Company.
7. Mertens, D. M. (2018). *Ethics of qualitative data collection*. The SAGE handbook of qualitative data collection, 33-48.
8. Palomba, C. A., & Banta, T. W. (1999). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. Higher and Adult Education Series*. Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
9. Roulston, K., & Choi, M. (2018). *Qualitative interviews*. The SAGE handbook of qualitative data collection, 233-249.
10. Stanovich, K. E. (2000). *Progress in understanding reading*. New York: Guilford Press.

JOURNALS

1. Allen, K. A., Bredero, B., Van Damme, T., Ulrich, D. A., & Simons, J. (2017). *Test of gross motor development-3 (TGMD-3) with the use of visual supports for children with autism spectrum disorder: validity and reliability*. Journal of autism and developmental disorders, 47(3), 813-833.
2. Amponsah, M. O., Milledzi, E. Y., Ampofo, E. T., & Gyambrah, M. (2018). *Relationship between parental involvement and academic performance of senior high school students: The case of Ashanti Mampong Municipality of Ghana*. American Journal of Educational Research, 6(1), 1-18.
3. Aquino, L. N., Mamat, N., & Che Mustafa, M. (2019). *Levels of competence in the learning domains of kindergarten entrants*. Southeast Asia Early Childhood Journal, 8(1), 37-45.
4. Arifin, S. R. M. (2018). *Ethical considerations in qualitative study*. International Journal of Care Scholars, 1(2), 30-33.
5. Baguisa, L., & Ang-Manaig, K. (2019). *Knowledge, skills and attitudes of teachers on inclusive education and*

- academic performance of children with special needs. International Journal of Social Sciences, 4(3), 1409-1425.*
6. Bailey, D., Duncan, G. J., Odgers, C. L., & Yu, W. (2017). *Persistence and fadeout in the impacts of child and adolescent interventions. Journal of research on educational effectiveness, 10(1), 7-39.*
 7. Baker, J. M., & Zigmond, N. (1995). *The meaning and practice of inclusion for students with learning disabilities: Themes and implications from the five cases. The Journal of Special Education, 29, 163-180.*
 8. Bakken, L., Brown, N., & Downing, B. (2017). *Early childhood education: The long-term benefits. Journal of research in Childhood Education, 31(2), 255-269.*
 9. Balim, A. G. (2009). *The effects of discovery learning on students' success and inquiry learning skills. Eurasian Journal of Educational Research, 35, 1-20.*
 10. Bambaerero, F., & Shokrpour, N. (2017). *The impact of the teachers' non-verbal communication on success in teaching. Journal of advances in medical education & professionalism, 5(2), 51.*
 11. Bartolome, M. T., Mamat, N., & Masnan, A. H. (2020). *Exploring kindergarten teachers' perspectives in parental involvement in the Philippines. Southeast Asia Early Childhood Journal, 9(1), 44-58.*
 12. Bhat, A. N. (2021). *Motor impairment increases in children with autism spectrum disorder as a function of social communication, cognitive and functional impairment, repetitive behavior severity, and comorbid diagnoses: a SPARK study report. Autism Research, 14(1), 202-219.*
 13. Burrows, L. (2004). *Compassionate communication with parents of children and young people with learning disabilities. Australian Journal of Learning Disabilities, 9(4), 12-20.*
 14. Carcary, M. (2020). *The research audit trail: Methodological guidance for application in practice. Electronic Journal of Business Research Methods, 18(2), pp166-177.*
 15. CohenMiller, A. S., Schnackenberg, H., & Demers, D. (2020). *Rigid flexibility: Seeing the opportunities in "failed" qualitative research. International Journal of Qualitative Methods, 19, 1609406920963782.*
 16. Cupples, L., Ching, T. Y., Button, L., Leigh, G., Marnane, V., Whitfield, J.,... & Martin, L. (2018). *Language and speech outcomes of children with hearing loss and additional disabilities: identifying the variables that influence performance at five years of age. International journal of audiology, 57(sup2), S93-S104.*
 17. Da Fonte, M.A.; Boesch, M.C. *Recommended Augmentative and Alternative Communication Competencies for Special Education Teachers. J. Int. Spec. Needs Educ. 2016, 19, 47-58.*
 18. Dalonos, S. J. (2013). *Awareness and attitudes of administrators, special education and regular teachers towards inclusive education. Amure International Journal of Multidisciplinary, 6(1).*
 19. Denieffe, S. (2020). *Commentary: Purposive sampling: complex or simple? Research case examples. Journal of Research in Nursing: JRN, 25(8), 662.*
 20. Dianito, A. J., Espinosa, J., Duran, J., & Tus, J. (2021). *A glimpse into the lived experiences and challenges faced of PWD students towards online learning in the Philippines amidst COVID-19 pandemic. International Journal Of Advance Research And Innovative Ideas In Education, 7(1), 1206-1230.*

21. Ehindero, OJ, Ajibade YA (2000). *What our student say about how we teach*. Ife J. Educ. Studies. 7(1), 1-9.
22. Elkins, J. (2000). *All empires fall, you just have to know where to push: Antecedent issues for a study of learning difficulties in Australia*. Australian Journal of Learning Disabilities, 5(2), 4-7.
23. Franklin, H., & Harrington, I. (2019). *A review into effective classroom management and strategies for student engagement: Teacher and student roles in today's classrooms*. Journal of Education and Training Studies.
24. Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). *Co-teaching: An illustration of the complexity of collaboration in special education*. Journal of educational and psychological consultation, 20(1), 9-27.
25. Fuchs, D. (1996). *Educational intervention and students with learning disabilities*. Learning Disabilities: A Multidisciplinary Journal, 7, 63–67.
26. Furuta, H., & Alwis, K. A. C. (2017). *Teaching Students with Special Educational Needs in an Inclusive Educational Setting in Sri Lanka: Regular Class Teacher's View*. Journal of International Cooperation in Education, 19(2), 1-18.
27. Gamariel, M. B. O. N. I. M. A. N. A., & ALICE, T. (2021). *Effect of Inclusive Education on Performance of Children with Special Needs a Case of Groupe ScolaireBurema, Groupe ScolaireKanyinya and Groupe Scolaire Ifs*. Social Science learning Education Journal, 6(11), 652-662.
28. Gersten, R., & Vaughn, S. (2001). *Meta-analyses in learning disabilities: Introduction to the special issue*. Elementary School Journal, 101, 247–249
29. Gersten, R., Vaughn, S., Deshler, D., & Schiller, E. (1997). *What we know about using research findings: Implications for improving special education practice*. Journal of Learning Disabilities, 30, 466–476.
30. Gregg, K. (2017). *Communication disorders and challenging behaviors: Supporting children's functional communication goals in the classroom*. Early Childhood Education Journal, 45(4), 445-452.
31. Jacklin, A., & Farr, W. (2005). *The computer in the classroom: A medium for enhancing social interaction with young people with autistic spectrum disorders?* British Journal of Special Education, 32(4), 202-210.
32. Jacobson, E. H. K., Wilson, K. G., Kurz, A. S., & Kellum, K. K. (2018). *Journal of Contextual Behavioral Science*, 8, 69-73.
33. Jazaieri, H. (2018). *Compassionate education from preschool to graduate school: Bringing a culture of compassion into the classroom*. Journal of Research in Innovative Teaching & Learning.
34. Jenkinson, J.C. (2006). *A history of learning difficulties Australia: part one- the beginning*. Australian Journal of Learning Disabilities, 11 (1), 45-53.
35. Johnson, J. L., Adkins, D., & Chauvin, S. (2020). *A review of the quality indicators of rigor in qualitative research*. American Journal of Pharmaceutical Education, 84(1).
36. Kingsbury, C. G., Sibert, E. C., Killingback, Z., & Atchison, C. L. (2020). *"Nothing about us without us:" The perspectives of autistic geoscientists on inclusive instructional practices in geoscience education*. Journal of

- Geoscience Education, 68(4), 302-310.
37. Kirby, M. (2017, April). *Implicit assumptions in special education policy: Promoting full inclusion for students with learning disabilities*. In Child & Youth Care Forum (Vol. 46, No. 2, pp. 175-191). Springer US.
 38. Kivunja, C. *Do You Want Your Students to Be Job-Ready with 21st Century Skills? Change Pedagogies: A Pedagogical Paradigm Shift from Vygotskyian Social Constructivism to Critical Thinking, Problem Solving and Siemens' Digital Connectivism*. Int. J. High. Educ. 2014, 3, 81–91
 39. L'Ecuyer, K. M., Hyde, M. J., & Shatto, B. J. (2018). *Preceptors' perception of role competency*. The Journal of Continuing Education in Nursing, 49(5), 233-240.
 40. Lipka, O., Forkosh Baruch, A., & Meer, Y. (2019). *Academic support model for post-secondary school students with learning disabilities: student and instructor perceptions*. International Journal of Inclusive Education, 23(2), 142-157.
 41. Martin, G., & Pear, J. (2019). *Behavior modification: What it is and how to do it*. Routledge.
 42. Maryanti, R., Nandiyanto, A. B. D., Hufad, A., & Sunardi, S. (2021). *Science education for students with special needs in Indonesia: From definition, systematic review, education system, to curriculum*. Indonesian Journal of Community and Special Needs Education, 1(1), 1-8.
 43. Milton, M., & Rohl, M. (1998). *Children K-2 who are of concern to their teachers: Identification, programs and the professional needs of teachers*. Australian Journal of Learning Disabilities, 3(1), 9-20.
 44. Mutumburanzou, P. (2018). *Communication Skills for Children with Severe Learning Difficulties*. European Journal of Educational Sciences, 5(2), 75-83.
 45. Narin, N., & Aybek, B. (2010). *İkõ retimikincikademesosyalbilgilerõ retmenlerinin ele tirdõ ünmebecerilerinin incelenmesi [Examination of the secondary school social studies teachers' critical thinking skills]*. Ç.Ü. Journal of the Institute of Social Sciences, 19 (1), 336-350.
 46. Norwich, B. (2002). *Education, inclusion and individual differences: Recognising and resolving dilemmas*. British Journal of Educational Studies, 50(4), 482- 502.
 47. Norwich, B. and Lewis, A. (2001) *Mapping a Pedagogy for Special Educational Needs*, British Educational Research Journal, 27 (3), 313-329.
 48. Novak, I., & Honan, I. (2019). *Effectiveness of paediatric occupational therapy for children with disabilities: A systematic review*. Australian occupational therapy journal, 66(3), 258-273.
 49. Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). *Thematic analysis: Striving to meet the trustworthiness criteria*. International journal of qualitative methods, 16(1), 1609406917733847.
 50. Nuri, C., & Varol, B. (2021). *Examination of compassion levels of special education teacher candidates in terms of some socio-demographic variables*. Cypriot Journal of Educational Sciences, 16(3), 1328-1342.
 51. Obare, C. W., & Winga, M. A. (2021). *Parental and special education teachers influence on psychological adjustment of pupils with learning disabilities in inclusive primary schools in Kenya*. Educational Research

- and *Reviews*, 16(9), 389-399.
52. Ottosen, K. O., Goll, C. B., & Sørli, T. (2017). *The multifaceted challenges in teacher-student relationships: A qualitative study of teachers' and principals' experiences and views regarding the dropout rate in Norwegian upper-secondary education*. *Scandinavian Journal of Educational Research*, 61(3), 354-368.
 53. Özerk, K., Özerk, G., & Silveira-Zaldivar, T. (2021). *Developing Social Skills and Social Competence in Children with Autism*. *International Electronic Journal of Elementary Education*, 13(3), 341-363.
 54. Page, A., & Davis, A. (2016). *The alignment of innovative learning environments and inclusive education: How effective is the new learning environment in meeting the needs of special education learners?* *New Zealand Journal of Teachers' Work*, 13(2), 81-98.
 55. Park, S., & Holloway, S. D. (2017). *The effects of school-based parental involvement on academic achievement at the child and elementary school level: A longitudinal study*. *The Journal of Educational Research*, 110(1), 116.
 56. Pawilen G.T.(2018).*Developinga curriculum for the transition program of special learners in the Philippines*. *International Journal of Curriculum and Instruction*, 10(1), 1-20.
 57. Pepe, A., & Addimando, L. (2013). *Comparison of occupational stress in response to challenging behaviours between general and special education primary teachers in Northern Italy*. *International Journal of Special Education*, 28(1), 14-26.
 58. Pierce, W. D., & Cheney, C. D. (2017). *Behavior analysis and learning: A biobehavioral approach*. Routledge.
 59. Qutoshi, S. B. (2018). *Phenomenology: A philosophy and method of inquiry*. *Journal of Education and Educational Development*, 5(1).
 60. Rivalland, J. (2000). *Definitions & identification: Who are the children with learning difficulties?* *Australian Journal of Learning Disabilities*, 5(2), 12-16.
 61. Ruiz-Primo, M. A., & Furtak, E. M. (2007). *Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry*. *Journal of research in science teaching*, 44(1), 57-84.
 62. Sahu, A., Bhargava, R., Sagar, R., & Mehta, M. (2018). *Perception of families of children with specific learning disorder: An exploratory study*. *Indian journal of psychological medicine*, 40(5), 406-413.
 63. Saloviita, T. (2018). *How common are inclusive educational practices among Finnish teachers?* *International Journal of Inclusive Education*, 22(5), 560- 575.
 64. Sarros, J.C. & Sarros, A.M. (1992). *Social support and teacher burnout*. *Journal of Educational Administration*, 30(1), 55-69.
 65. Schoepfer, A., Reitzel, J. D., & Norris, A. (2019). *Low self-control and ADHD: similar yet different concepts in the study of crime*. *Journal of Crime and Justice*, 42(3), 288-299.
 66. Serin, O. (2013). *The Critical Thinking Skills of Teacher Candidates Turkish Republic of NorthernCyprus Sampling*. *Eurasian Journal of Educational Research*, 53, 231-248.

67. Siddiqui, R. N. (2019). *The dilemma of harmony: From distrust to trust*. In *Psychological perspectives on diversity and social development* (pp. 57-70). Springer, Singapore.
68. Stahl, N. A., & King, J. R. (2020). *Expanding approaches for research: Understanding and using trustworthiness in qualitative research*. *Journal of Developmental Education*, 44(1), 26-29.
69. Stanovich, P. J., & Stanovich, K. E. (1997). *Research into practice in special education*. *Journal of Learning Disabilities*, 30, 477-481.
70. Suryawati, E., & Osman, K. (2017). *Contextual learning: Innovative approach towards the development of students' scientific attitude and natural science performance*. *Eurasia Journal of mathematics, science and technology education*, 14(1), 61-76.
71. Sutisnowati, E., Jamaris, M., & Abudurrahman, M. (2019). *Influence of Intervention Method And Intelligence to Ability Centralization Children With Attention Deficit Hyperactive Disorder in Inclusive Basic School*. *Journal of Development Research*, 3(2), 60-68.
72. Timothy, S., & Agbenyega, J. S. (2018). *Inclusive School Leaders' Perceptions on the Implementation of Individual Education Plans*. *International Journal of Whole Schooling*, 14(1), 1-30.
73. Torgesen, J. K. (1996). *Thoughts about intervention research in learning disabilities*. *Learning Disabilities: A Multidisciplinary Journal*, 7, 55-58.
74. van Kraayenoord, C., & Elkins, J. (2004). *Learning difficulties in numeracy in Australia*. *Journal of Learning Disabilities*, 37(1), 32-41.
75. Vlachou, A., Stavroussi, P., & Didaskalou, E. (2016). *Special teachers' educational responses in supporting students with special educational needs (SEN) in the domain of social skills development*. *International Journal of Disability, Development and Education*, 63(1), 79-97.
76. Westwood, P., & Graham, L. (2000). *How many children with special needs in regular classes? Official predictions vs teachers' perceptions in South Australia and New South Wales*. *Australian Journal of Learning Disabilities*, 5(3), 24-34.
77. Xerri, D. (2018). *Two methodological challenges for teacher-researchers: Reflexivity and trustworthiness*. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(1), 37-41.
78. Zigmond, N. P., & Kloo, A. (2017). *General and special education are (and should be) different*. In *Handbook of special education* (pp. 249-261). Routledge.

PUBLISHED/UNPUBLISHED THESES

1. Abbott, M., Walton, C., Tapia, Y., & Greenwood, C. R. (1999). *Research to practice: A "blueprint" for closing the gap in local schools*. *Exceptional Children*, 65, 339-352.
2. Aguilar-Solano, M. (2020). *Triangulation and trustworthiness: advancing research on public service interpreting through qualitative case study methodologies*.
3. Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). *Student misbehavior and teacher*

- well-being: Testing the mediating role of the teacher-student relationship.* Learning and instruction, 58, 126-136.
4. Al-Shammari, Z. N., Faulkner, P. E., &Forlin, C. (2019). *Theories-based inclusive education practices.* *Education Quarterly Reviews*, 2(2).
 5. Allam, F. C., & Martin, M. M. (2021). *Issues and Challenges in Special Education: A Qualitative Analysis from Teacher's Perspective.* *Southeast Asia Early Childhood*, 10(1), 37-49.
 6. Assessment Reform Group. (2006). *The role of teachers in the assessment of learning.*
 7. Balantekin, Y. (2020). *Determining characteristics of students with difficulties in the literacy learning process, and the difficulties they experience in that process: a mixed methods study.* *EgitimveBilim*, 45(201).
 8. Beckmann, E., &Minnaert, A. (2018). *Non-cognitive characteristics of gifted students with learning disabilities: An in-depth systematic review.* *Frontiers in psychology*, 9, 504.
 9. Bocatto, E., & Perez-de-Toledo, E. (2018). *Exploring Deviant Elements in Qualitative Research.* In ECRM 2018 17th European Conference on Research Methods in Business and Management (p. 44). Academic Conferences and publishing limited.
 10. Boyd, B., Woodard, C. R., &Bodfish, J. W. (2011). Feasibility of exposure response prevention to treat repetitive behaviours of children with autism and an intellectual disability: A brief report. *Autism*, 17(2), 196-204.
 11. Boysen, G. A. (2017). *Evidence-based answers to questions about trigger warnings for clinically-based distress: A review for teachers.* *Scholarship of Teaching and Learning in Psychology*, 3(2), 163.
 12. Bremer, C. D., & Smith, J. (2004). *Teaching social skills.* *Information Brief*, 3(5), 1-5.
 13. Brooks, G. (2002) *What Works for Children with Literacy Difficulties?* DfES: RR380.
 14. Brundiers, K., &Wiek, A. (2017). *Beyond interpersonal competence: Teaching and learning professional skills in sustainability.* *Education Sciences*, 7(1), 39.
 15. Bryant, D. P., Bryant, B. R., & Smith, D. D. (2019). *Teaching students with special needs in inclusive classrooms.* Sage Publications.
 16. Campbell, K. A., Orr, E., Durepos, P., Nguyen, L., Li, L., Whitmore, C.,... & Jack, S. M. (2021). *Reflexive thematic analysis for applied qualitative health research.* *The Qualitative Report*, 26(6), 2011-2028.
 17. Candela, A. G. (2019). *Exploring the function of member checking.* *The Qualitative Report*, 24(3), 619-628.
 18. Carnine, D. (1997). *Bridging the research-to-practice gap.* *Exceptional Children*, 63, 513–521.
 19. Carroll-Johnson, R. M. (2001). *Learning to think.* *Nursing diagnosis*, 12 (2), 43-44.
 20. Cash, R. M. (2017). *Advancing differentiation: Thinking and learning for the 21st century.* Free Spirit Publishing.
 21. Cooper, H. (1996). *Speaking power to truth: Reflections of an educational researcher after 4 years of school board service.* *Educational Researcher*, 25(1), 29–34.
 22. Cypress, B. (2018). *Qualitative research methods: A phenomenological focus.* *Dimensions of Critical Care Nursing*, 37(6), 302-309.

23. Damonse, S. (2021). *Educators' perspectives of the implementation of a classroom based, educator led occupational therapy intervention for fine motor skills (Master's thesis, Faculty of Health Sciences)*.
24. Davis, P., Florian, L., & Ainscow, M. (2004). *Teaching strategies and approaches for pupils with special educational needs: A scoping study*. Nottingham: Department for Education and Skills.
25. Deno, S. L. (1985). *Curriculum-based measurement: The emerging alternative*. *Exceptional Children*, 52, 219–232.
26. Department of Education & Training W A (2006). *Centre for Inclusive Schooling*.
27. Dickson, S. V., & Bursuck, W. D. (1999). *Implementing a model for preventing reading failure: A report from the field*. *Learning Disabilities Research & Practice*, 14, 191–202.
28. uriši , M., & Bunijevac, M. (2017). *Parental involvement as a important factor for successful education*. *Center for Educational Policy Studies Journal*, 7(3), 137-153.
29. Ekinci, Ö., & Aybek, B. (2010). *Ö retmenadaylarının empatikveele tireldü ünme e ilimlerinin incelenmesi [Review of teacher candidates' empathy and critical thinking attitudes]*. *Elementary Education Online*, 9 (2), 816-827.
30. Evans, J. (2015). *What expert teachers do: Enhancing professional knowledge for classroom practice*. *Professional Development in Education*, 37(4).
31. Fernandez-Rio, J., Sanz, N., Fernandez-Cando, J., & Santos, L. (2017). *Impact of a sustained Cooperative Learning intervention on student motivation*. *Physical Education and Sport Pedagogy*, 22(1), 89-105.
32. Fitzpatrick, M., & Knowlton, E. (2009). *Bringing evidence-based self-directed intervention practices to the trenches for students with emotional and behavioral disorders*. *Preventing School Failure: Alternative Education for Children and Youth*, 53(4), 253-266.
33. Fletcher-Campbell, F. (2001) *Issues of inclusion: Evidence from three recent research studies*. *Emotional and Behavioural Difficulties*, 6 (2), 69-89
34. Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention*. Guilford Publications.
35. Friend, M., Embury, D. C., & Clarke, L. (2015). *Co-teaching versus apprentice teaching: An analysis of similarities and differences*. *Teacher Education and Special Education*, 38(2), 79-87.
36. Genç, H., & Koçdar, S. (2020). *Determining needs and priorities of learners with special needs for support services in an open and distance learning context in Turkey*. *Open Praxis*, 12(3), 359-382.
37. Gersten, R., Schiller, E. P., & Vaughn, S. (2000). *Contemporary special education research: Syntheses of the knowledge base on critical instructional issues*. Mahwah, NJ: Erlbaum
38. Good, R., & Kaminski, R. (1996). *Assessment for instructional decisions: Toward a proactive/prevention model of decision-making for early literacy skills*. *School Psychology Quarterly*, 11, 326–336
39. Griful-Freixenet, J., Struyven, K., Verstichele, M., & Andries, C. (2017). *Higher education students with*

- disabilities speaking out: Perceived barriers and opportunities of the universal design for learning framework.* *Disability & Society*, 32(10), 1627-1649.
40. Gülveren, H. (2007). *E itim fakültesi öğrencilerinin eleştirel düşünme becerileri ve bu becerilerin etkileyenleri üzerine bir araştırma* [Education Faculty students' critical thinking skills and factors of these critical thinking skills]. Unpublished Ph.D. Dissertation, University Institute of Educational Sciences, Izmir.
 41. Hair, E. C., Jager, J., & Garrett, S. B. (2002, July). *Helping teens develop healthy social skills and relationships: What research shows about navigating adolescence.*
 42. Halpern, D. (1997). *Teaching critical thinking for transfer across domains: Disposition, skills, structure training, and metacognitive monitoring.* *American Psychologist*, 53(4), 449-455.
 43. Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2002). Inferring program effects for special populations: Does special education raise achievement for students with disabilities? *Review of Economics and Statistics*, 84, 584-599.
 44. Hart, S. R., Domitrovich, C., Embry, D. D., Becker, K., Lawson, A., & Jalongo, N. (2021). The Effects of Two Elementary School-Based Universal Preventive Interventions on Special Education Students' Socioemotional Outcomes. *Remedial and Special Education*, 42(1), 31-43.
 45. Harvey, L., (2019). *Analytic quality glossary.* *Quality Research International.*
 46. Huebner, E.S. (1993). *Professionals under stress: A review of burnout among the helping professions with implications for school psychologists.* *Psychology in the Schools*, 30(1), 40-48.
 47. Ibler, L. S. (1997). *Improving higher order thinking skills in special education students through cooperative learning and social skills development.* Unpublished master's thesis. Chicago: Saint Xavier University.
 48. Iivari, N. (2018). *Using member checking in interpretive research practice: A hermeneutic analysis of informants' interpretation of their organizational realities.* *Information Technology & People.*
 49. Johnson, D. W., & Johnson, R. T. (2018). Cooperative learning: The foundation for active learning. *Active learning—Beyond the future.*
 50. Kalu, F. A., & Bwalya, J. C. (2017). *What makes qualitative research good research? An exploratory analysis of critical elements.* *International Journal of Social Science Research*, 5(2), 43-56.
 51. Kaufman, N., Kaufman, A. S., & Hynd, G. (1983). *Remedial intervention in education. The school psychologist: An introduction*, 293.
 52. Kavale, K. A., & Forness, S. R. (2000). Policy decisions in special education: The role of meta-analysis. In R. Gersten, E. P. Schiller, & S. Vaughn (Eds.), *Contemporary special education research* (pp. 281-326). Mahwah, NJ: Erlbaum.
 53. Kemmis, B. L., & Dunn, W. (1996). *Collaborative consultation: The efficacy of remedial and compensatory interventions in school contexts.* *The American Journal of Occupational Therapy*, 50(9), 709-717.
 54. Klingner, J. K., Vaughn, S., Hughes, M. T., & Arguelles, M. E. (1999). *Sustaining research-based practices in*

- reading: *A 3-year follow-up*. Remedial and Special Education, 20, 263–274, 287
55. Kumm, S., Reeder, J., & Farrell, E. (2021). *Social Skills Practice Strategy Opportunities for Students With EBD*. *Beyond Behavior*, 30(2), 97-106.
 56. Larkin, M., Shaw, R., & Flowers, P. (2019). *Multiperspectival designs and processes in interpretative phenomenological analysis research*. *Qualitative Research in Psychology*, 16(2), 182-198.
 57. Lipsky, D.K. and Gartner, A. (1996) *Inclusion, school restructuring and the remaking of American society*. *Harvard Educational Review*, 66 (4), 762-795.
 58. Lloyd, J. W., Weintraub, F. J., & Safer, N. D. (1997). *A bridge between research and practice: Building consensus*. *Exceptional Children*, 63, 535–538.
 59. Long, P., & Neff, K. D. (2018). *Self-compassion is associated with reduced self-presentation concerns and increased student communication behavior*. *Learning and Individual Differences*, 67, 223-231.
 60. López, A., Sanderman, R., Ranchor, A. V., & Schroevers, M. J. (2018). *Compassion for others and self-compassion: Levels, correlates, and relationship with psychological well-being*. *Mindfulness*, 9(1), 325-331.
 61. Mahler, D., Grossschedl, J., & Harms, U. (2018). *Does motivation matter? –The relationship between teachers' self-efficacy and enthusiasm and students' performance*. *PloS one*, 13(11), e0207252.
 62. Malouf, D. B., & Schiller, E. P. (1995). *Practice and research in special education*. *Exceptional Children*, 61, 414–424
 63. McCarthy, M.R. and R. Carter (2001). *Ten Criteria for a Spoken Grammar in E. Hinkel and S. Fotos (eds)*. *New Perspectives on Grammar Teaching in Second Language Classrooms*. Mahwah, NJ:Lawrence Erlbaum Associates.
 64. McClelland, M. M., & Cameron, C. E. (2019). *Developing together: The role of executive function and motor skills in children's early academic lives*. *Early Childhood Research Quarterly*, 46, 142-151.
 65. McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). *Twelve tips for conducting qualitative research interviews*. *Medical teacher*, 41(9), 1002-1006.
 66. McIntosh, R., Vaughn, S., Schumm, J., Haager, D., & Lee, O. (1993). *Observations of students with learning disabilities in general education classrooms*. *Exceptional Children*, 60, 249–261.
 67. McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and Reform. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children.
 68. McMaster, K. and Fuchs, D. (2002) *Effects of co-operative learning on the academic achievement of students with learning disabilities: an update of Tateyama-Sniezek's Review*. *Learning Disabilities Research and Practice*, 17 (2), 107-117
 69. Meral, E. and Semerci, Ç. (2009). *Yeni (2006) ilkö retimingilizce programını uygulayan öğretmenlerine tirol veyaratıcı*

- dü ünmeleri[*New (2006) Teachers' critical and creative thinking in program applying English in primary school*]. Eastern Anatolia Region Studies, 8 (1), 50-54.
70. Miller, T. (2017). *Telling the difficult things: Creating spaces for disclosure, rapport and 'collusion' in qualitative interviews*. In Women's Studies International Forum (Vol. 61, pp. 81-86). Pergamon.
 71. Miri-Lavasani, N. (2018). *Fine motor and executive function assessment for children with attention-deficit-hyperactive-disorder (Doctoral dissertation, Deakin University)*.
 72. Nusbaum, L., Douglas, B., Damus, K., Paasche-Orlow, M., & Estrella-Luna, N. (2017). Communicating risks and benefits in informed consent for research: a qualitative study. *Global Qualitative Nursing Research*, 4, 2333393617732017.
 73. Nyathi, N. (2018). Ensuring rigour and trustworthiness in a qualitative study: a reflection account. *Childhood Remixed*, (2018), 129-141.
 74. O'Connor, R. (2000). Increasing the intensity of intervention in kindergarten and first grade. *Learning Disabilities Research & Practice*, 15, 43-54.
 75. Ostmeyer, K., & Scarpa, A. (2012). Examining school-based social skills program needs and barriers for students with high-functioning autism spectrum disorders using participatory action research. *Psychology in the Schools*, 49(10), 932-941.
 76. Pit-ten Cate, I. M., Markova, M., Krischler, M., & Krolak-Schwerdt, S. (2018). Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. *Insights into Learning Disabilities*, 15(1), 49-63.
 77. Pogrow, S. (1988). HOTS: A thinking skills program for at-risk students. *Principal*, 67(4), 19-24.
 78. Reason, R. (2003) *Specific Learning Difficulties: Dyslexia*. Unpublished briefing paper, University of Manchester.
 79. Ritchie, J., Lewis, J., & Elam, R. G. (2013). Selecting samples. *Qualitative research practice: A guide for social science students and researchers*, 111.
 80. Ritchie, G. M. (2018). *The impact of academic co-curricular activity participation on academic achievement: a study of catholic high school seniors*. Seton Hall University.
 81. Ross, M. W., Iguchi, M. Y., & Panicker, S. (2018). Ethical aspects of data sharing and research participant protections. *American Psychologist*, 73(2), 138.
 82. Ruijs, N. M., & Peetsma, T. T. (2009). Effects of inclusion on students with and without special educational needs reviewed. *Educational Research Review*, 4(2), 67-79.
 83. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860.
 84. Santos, K. D. S., Ribeiro, M. C., Queiroga, D. E. U. D., Silva, I. A. P. D., & Ferreira, S. M. S. (2020). The use of multiple triangulations as a validation strategy in a qualitative study. *Ciencia&saudecoletiva*, 25, 655-664.

85. Saunders, S. (2000) *Fragile X Syndrome: A guide for Teachers*. London: David Fulton Publishers.
86. Schmidt, R., Rozendal, M. et al. (2002) Reading instruction in the inclusion classroom: research based practices. *Rase: Remedial and Special Education*, 23 (3), 130-140.
87. Semeraro, C., Coppola, G., Taurino, A., & Cassibba, R. (2020). Understanding the impact of diagnosis: Emotional well-being, peers and teachers. *Understanding Dyscalculia*, 94-119.
88. Speece, D.L., Case, L.P. et al. (2003) Responsiveness to General Education Instruction as the First Gate to Learning Disabilities Identification. *Learning Disabilities Research and Practice*, 18 (3), 147-156.
89. Stone, C. A. (1998). Moving validated instructional practices into the classroom: Learning from examples about the rough road to success. *Learning Disabilities Research & Practice*, 13, 121–125
90. Suhrheinrich, J. (2011). Training teachers to use pivotal response training with children with Autism: Coaching as a critical component. *Teacher Education and Special Education*, 34(4), 339-349.
91. Sundler, A. J., Lindberg, E., Nilsson, C., & Palmér, L. (2019). Qualitative thematic analysis based on descriptive phenomenology. *Nursing open*, 6(3), 733-739.
92. Surmiak, A. (2018). Confidentiality in qualitative research involving vulnerable participants: Researchers' perspectives. In *Forum: Qualitative social research* (Vol. 19, No. 3, pp. 393-418). Freie Universität Berlin.
93. Swanson, H. L., Hoskyn, M., & Lee, C. (1999). *Interventions for students with learning disabilities*. New York: Guilford Press.
94. Torgesen, J. K. (2000). Individual differences in response to early interventions in reading: The lingering problem of treatment resisters. *Learning Disabilities Research & Practice*, 15, 55–64
95. van der Mars, H., Timken, G., & McNamee, J. (2018). Systematic observation of formal assessment of students by teachers (SOFAST). *Physical Educator*, 75(3), 341-373.
96. Vaughn, S., & Dammann, J. E. (2001). Science and sanity in special education. *Behavior Disorder*, 27, 21–29.
97. Vaughn, S., Gersten, R., & Chard, D. J. (2000). The underlying message in LD intervention research: Findings from research syntheses. *Exceptional Children*, 67, 99–114.
98. Walberg, H. J. (1998). Foreward. In K. Topping & S. Ehly (Eds.), *Peer-assisted learning* (pp. ix–xii). Mahwah, NJ: Erlbaum
99. Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *PloS one*, 13(6), e0198606.
100. Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International Management Review*, 15(1), 45-55.
101. Xu, A., Baysari, M. T., Stocker, S. L., Leow, L. J., Day, R. O., & Carland, J. E. (2020). Researchers' views on, and experiences with, the requirement to obtain informed consent in research involving human participants: a qualitative study. *BMC medical ethics*, 21(1), 1-11.

102. Zhang, X. D. (2017). A correlational study of teachers' job stressors and stress manifestations in northern California (Doctoral dissertation, Grand Canyon University).
103. Zigmond, N., Jenkins, J., Fuchs, L. S., Deno, S., Fuchs, D., Baker, J. N., et al. (1995, March). Special education in restructured schools: Findings from three multi-year studies. *Phi Delta Kappan*, 76, 531–540.

WEBSITES

1. Ainscow, M. (2004). Special needs in the classroom. *Teacher Education Resource Pack, UNESCO, Paris 1993*.
2. Akdeniz, S. (2014). Farklı merhamet düzeylerindeki üniversite öğrencilerinde depresyon, anksiyete, stres ve duygu salzeka nın incelenmesi (Doktora Tezi). Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Bilimleri Anabilim Dalı, Rehberlik ve Psikolojik Danışmanlık Bilim Dalı, Konya.
3. Al-Dababneh, K. A., & Al-Zboon, E. K. (2022). Using assistive technologies in the curriculum of children with specific learning disabilities served in inclusion settings: teachers' beliefs and professionalism. *Disability and Rehabilitation: Assistive Technology*, 17(1), 23-33.
4. Bower, H. A., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a high-minority, high-poverty elementary school? A case study. *Professional School Counseling*, 15(2), 77-87.
5. Boyd, B., Woodard, C. R., & Bodfish, J. W. (2011). Feasibility of exposure response prevention to treat repetitive behaviours of children with autism and an intellectual disability: A brief report. *Autism*, 17(2), 196-204.
6. Bremer, C. D., & Smith, J. (2004). Teaching social skills. *Information Brief*, 3(5), 1-5.
7. Buri, I., & Moe, A. (2020). What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction. *Teaching and Teacher Education*, 89, 103008.
8. Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the Whole Child: Improving School Climate to Support Student Success. *Learning Policy Institute*.
9. Devedzic, V.; Tomic, B.; Jovanovic, J.; Kelly, M.; Milikic, N.; Dimitrijevic, S.; Djuric, D.; Sevarac, Z. Metrics for Students' Soft Skills. *Appl. Meas. Educ.* 2018, 31, 283–296.
10. Duque, E., Gairal, R., Molina, S., & Roca, E. (2020). How the psychology of education contributes to research with a social impact on the education of students with special needs: the case of successful educational actions. *Frontiers in Psychology*, 11, 439.
11. Full, R. J., Bhatti, H. A., Jennings, P., Ruopp, R., Jafar, T., Matsui, J.,... & Estrada, M. (2021). Eyes Toward Tomorrow Program Enhancing Collaboration, Connections, and Community Using Bioinspired Design. *Integrative and comparative biology*, 61(5), 1966-1980.
12. Gash, H. (2006). Beginning primary teachers and children with mild learning difficulties. *Irish Educational Studies*, 25(3), 275-287.
13. Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice. teachers college press.
14. Hair, E. C., Jager, J., & Garrett, S. B. (2002, July). Helping teens develop healthy social skills and relationships: What research shows about navigating adolescence.

15. Harmsen, R., Helms-Lorenz, M., Maulana, R., & Van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching*, 24(6), 626-643.
16. Hazarika, M., & Choudhury, S. (2021). Attitude towards people with intellectual disabilities (PWID). In *Research Anthology on Rehabilitation Practices and Therapy* (pp. 1760-1785). IGI Global.
17. Hestbaek, L., Andersen, S. T., Skovgaard, T., Olesen, L. G., Elmoose, M., Bleses, D.,... & Lauridsen, H. H. (2017). Influence of motor skills training on children's development evaluated in the Motor skills in PreSchool (MiPS) study-DK: study protocol for a randomized controlled trial, nested in a cohort study. *Trials*, 18(1), 1-11.
18. İlik, . . ., & Sarı, H. (2017). The training program for individualized education programs (IEPs): Its effect on how inclusive education teachers perceive their competencies in devising IEPs. *Educational Sciences: Theory & Practice*, 17(5).
19. Irvine, J.J. Complex Relationships between Multicultural Education and Special Education: An African American Perspective. *J. Teach. Educ.* 2012, 63, 268–274.
20. Johnson, D. W., & Johnson, R. T. (2018). Cooperative learning: The foundation for active learning. *Active learning—Beyond the future*.
21. Keller, M. M., Becker, E. S., Frenzel, A. C., & Taxer, J. L. (2018). When teacher enthusiasm is authentic or inauthentic: Lesson profiles of teacher enthusiasm and relations to students' emotions. *Aera Open*, 4(2), 2332858418782967.
22. Kosmas, P., Ioannou, A., & Retalis, S. (2018). Moving bodies to moving minds: A study of the use of motion-based games in special education. *TechTrends*, 62(6), 594-601.
23. Kumm, S., Reeder, J., & Farrell, E. (2021). Social Skills Practice Strategy Opportunities for Students With EBD. *Beyond Behavior*, 30(2), 97-106.
24. Lazarides, R., Gaspard, H., & Dicke, A. L. (2019). Dynamics of classroom motivation: Teacher enthusiasm and the development of math interest and teacher support. *Learning and Instruction*, 60, 126-137.
25. National Health and Medical Research Council (1990). Expert advisory panel on learning difficulties in children and adolescents. *Learning difficulties in children and adolescents*. Canberra, ACT: Department of Community Services and Health.
26. National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: U.S. Department of Health and Human Services, National Institutes of Child Health and Human Development No Child Left Behind Act of 2001, Pub. L. No. 107–110, 115 Stat. 1425 (2002).
27. Ostmeier, K., & Scarpa, A. (2012). Examining school-based social skills program needs and barriers for students with high-functioning autism spectrum disorders using participatory action research. *Psychology in the Schools*, 49(10), 932-941.
28. <https://en.wikipedia.org/wiki/Kidapawan#:~:text=In%20the%202020%20census%2C%20the,and%20117%2C610>

%20from%20in%202007.

REFERENCES

1. Ardington, C., Wills, G., & Kotze, J. (2021). COVID-19 learning losses: early grade reading in South Africa. *International Journal of Educational Development*, 86, 102480.
2. Asri, D. N., Cahyono, B. E. H., & Trisnani, R. P. (2021). Early reading learning for special needs students: challenges on inclusive primary school during COVID-19 pandemic. *Linguistics and Culture Review*, 5(S1), 1062-1074.
3. Bao, X., Qu, H., Zhang, R., & Hogan, T. P. (2020). Modeling reading ability gain in kindergarten children during COVID-19 school closures. *International Journal of Environmental Research and Public Health*, 17(17), 6371.
4. Barrera, K. I., Jaminal, B., & Arcilla, F. (2020). Readiness for flexible learning amidst COVID 19 pandemic of Saint Michael college of Caraga, Philippines. *SMCC Higher Education Research Journal*, 2(1).
5. Butina, M. (2015). A narrative approach to qualitative inquiry. *Clinical Laboratory Science*, 28(3), 190-196.
6. Campbell, S. (2014). What is qualitative research?. *Clinical Laboratory Science*, 27(1), 3.
7. Chamberlain, L., Lacina, J., Bintz, W. P., Jimerson, J. B., Payne, K., & Zingale, R. (2020). Literacy in lockdown: Learning and teaching during COVID-19 school closures. *The Reading Teacher*, 74(3), 243-253.
8. Çelik, H. (2020). Integrating L1 into Grammar Teaching as a Remedy for Learners' Unresponsiveness in an ESP Classroom: An Action Research. *International Journal of Contemporary Educational Research*, 7(2), 212-225.
9. Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
10. Darlington, Y., & Scott, D. (2020). *Qualitative research in practice: Stories from the field*. Routledge.
11. Dianito, A. J., Espinosa, J., Duran, J., & Tus, J. (2021). A glimpse into the lived experiences and challenges faced of PWD students towards online learning in the Philippines amidst COVID-19 pandemic. *International Journal Of Advance Research And Innovative Ideas In Education*, 7(1), 1206-1230.
12. Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID 19 pandemic: Chinese parents' beliefs and attitudes. *Children and youth services review*, 118, 105440.
13. Flick, U. (2018). *An introduction to qualitative research*. sage.
14. Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in Psychology*, 11, 2396.
15. Gatcho, A. R. G., & Bautista, J. C. (2019). A Literature Review on Remedial Reading Teachers: The Gaps in the Philippine Context. *Journal of English Teaching*, 5(2), 91-104.
16. Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. Sage.
17. Hockings, C. (2005). Removing the barriers? A study of the conditions affecting teaching innovation. *Teaching in Higher Education*, 10(3), 313-326.

18. Jalongo, M. R. (Ed.). (2014). *Teaching compassion: Humane education in early childhood*. Dordrecht, NL: Springer.
19. Karata , T. Ö., &Tuncer, H. (2020). Sustaining language skills development of pre service EFL teachers despite the COVID-19 interruption: A case of emergency distance education. *Sustainability*, 12(19), 8188.
20. Kealy, D., Ben-David, S., & Cox, D. W. (2020). Early parental support and meaning in life among young adults: The mediating roles of optimism and identity. *Current Psychology*, 1-8.
21. Mays, N., & Pope, C. (2020). Quality in qualitative research. *Qualitative research in health care*, 211-233.
22. Miller, J. P. (2019). *Love and Compassion*. University of Toronto Press.
23. Mohammed, I., &Amponsah, O. (2018). Predominant Factors Contributing to Low Reading Abilities of Pupils at Elsie Lund Basic School in the Tamale Metropolis, Ghana. *African Educational Research Journal*, 6(4), 273-278.
24. Mwoma, T. (2017). Children's reading ability in early primary schooling: Challenges for a Kenyan rural community. *Issues in Educational Research*, 27(2), 347-364.
25. Quezada, R. L., Talbot, C., & Quezada-Parker, K. B. (2020). From bricks and mortar to remote teaching: A teacher education program's response to COVID-19. *Journal of Education for Teaching*, 46(4), 472-483.
26. Richards, L. (2020). *Handling qualitative data: A practical guide*. Sage.
27. Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607.
28. Shea, S., Samoutis, G., Wynyard, R., Samoutis, A., Lionis, C., Anastasiou, A.,.... & Papadopoulos, R. (2016). Encouraging compassion through teaching and learning: a case study in Cyprus. *Journal of Compassionate Health Care*, 3(1), 1-7.
29. Silverman, D. (Ed.). (2020). *Qualitative research*. sage.
30. Sklar, D. P., & McMahon, G. T. (2019). Trust between teachers and learners. *Jama*, 321(22), 2157-2158.
31. Wiles, R., Crow, G., & Pain, H. (2011). Innovation in qualitative research methods: A narrative review. *Qualitative research*, 11(5), 587-604.
32. Ugwuanyi, C. S., Okeke, C. I., &Njeze, K. C. (2020). Parenting Style and Parental
33. Support on Learners' Academic Achievement. *Journal of Sociology and Social Anthropology*, 11 (3-4): 198-205. DOI: 10.31901/24566764.2020/11.3-4.352. URL: <http://krepublishers.com/02-Journals/JSSA/JSSA-11-0-000-20-Web/JSSA-11-0-000-20-Contents/JSSA-11-0-000-20-Contents.htm>
34. Ugwuanyi, L. T., Onu, V. C., Eskay, M., Obiyo, N., & Igbo, J. (2012). Effect of remedial reading instruction on word recognition problem for inclusive education in Nigeria. *reading*, 3(14).
35. Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., &Irawati, E. (2020). Dissonances between Teachers' Beliefs and Practices of Formative Assessment in EFL Classes. *International Journal of Instruction*, 13(1), 71-84.

