



CHALLENGES ENCOUNTERED IN THE IMPLEMENTATION OF SPECIAL EDUCATION (SPED) PROGRAM: BASIS FOR PLAN OF ACTION

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Abstract

a. Title:

Challenges Encountered in the Implementation of Special Education (SPED) Program: Basis for Plan of Action

b. Name of Researcher

LOLITA A. ARAÑA

c. Date of Technical Assistance

October 10, 2022

d. Summary

The Coronavirus outbreak had significantly changed the educational setup worldwide. It has changed major situations in society, one of which is the adaptation of distance education to prevent the widespread of the coronavirus. In particular, the COVID-19 pandemic had massively affected the educational setup in the Philippines, in which the learning process has changed from face-to-face learning to distance learning. Distance learning is a method of learning where teachers and students do not meet in a classroom but use the internet, e-mail, mail, etc., to have classes (Meriam-dictionary), also, modules and learning activity sheets play a vital role in delivering learning.

In this regard, the present condition of the implementation of SPED Program in the Division of Legazpi City amidst COVID-19 pandemic is due to the school shutdown. For now, the SPED students stayed at home and were exposed to home-based education, and their parents served as learning facilitators. In the normal education setting, they are used to interact with teachers, classmates, and friends especially mainstreamed students. However, with the new normal education, the same instruction was provided and they can perform the same learning activities with contextualization to cater to their special needs. While,

mainstreamed learners, operationally referred to the special education learners who are combined with regular students were now left in the care of their parents, instead of learning in the classroom. The present study is anchored on the “Psychological Stress: The Lazarus Theory”. This theory is centered on assessment and coping, which states that assessment or individuals' evaluation of the significance of what is happening for their well-being, and coping efforts in thought and action to manage specific demands are central to any psychological stress theory (Krohnea & Gutenberg 2002).

This descriptive-quantitative research assessed the challenges encountered by the School Heads and teachers of Legazpi City Division in the implementation of SPED Program in the new normal in line with the provision of appropriate instruction for each learning disability, assessment of learning, and engagement of parents. It also identified the best practices in coping with the challenges encountered on the abovementioned variables, and the plan of action that can be recommended to lessen the challenges encountered in the implementation of SPED in the new normal.

This study was conducted in the Division of Legazpi City, particularly Banquerohan Elementary School, Legazpi City National High School, and Rawis Elementary School for the school year 2020-2021 involving three (3) school heads, three (3) SPED coordinators and 18 teachers. Other factors that can restrict the research findings which are beyond the control of the researcher are not involved in this study.

Based on the findings the following conclusions were established:

There were 339 learners ages 5-26 who were enrolled in the SDO Legazpi SPED Centers. The majority were 11-15 years old comprised of 64% males and 35.69% females. Nine (9) types of learning disabilities were identified in the three (3) schools coded as A, B, and C as follows: DPAS – CID, DS; DDIB – AUTISM; DIH – CHI; EIP; DAK – LD; Multiple Disability; DIM/SPEECH-CCP; DIC- Comm.; and DIS – CVI. In particular, School A was the only school with EIP cases and with the highest percentage of DIM/Speech-CCP, DDIB-Autism, DIS-CVI, D-PAS-CID, and DS; While the highest cases of DAK – LD, DIC Communication, and multiple disabilities were noted in school B; and school C has the highest cases of DIH-CHI.

The top learning disability cases include Difficulty in Applying Adaptive Skills (DPAS), Children with Intellectual Difficulties (CID), Down Syndrome (DS); Difficulty in Displaying Interpersonal Behavior (DDIB)- Autism; Children with Hearing Impairment (CHI); Early Intervention Program (EIP); Difficulty in Acquiring Knowledge (DAK).

The moderate challenges encountered by the school heads in the Implementation of SPED Program in the new normal focused on the provision of appropriate instruction for each learning disability, assessment of learning, and engagement of parents. The engagement of parents is more challenging than the provision of instruction and assessment of learning. In particular, the challenges include school resources; ICT-related skills; and limited access of learners in different learners' portals due to internet connectivity issues. Improper clustering of assessment results; the validity of the assessment results; and slow internet

connection hinder teachers from appropriately using the assessment tools, assisting students' and monitoring parents' participation.

The best practices in coping with the challenges focused on the provision of appropriate instructional support for each learning disability; assessment of learning; and engagement of parents including capacitated teachers and provided resources to improve the instructional materials; provided supplementary learning materials; conducted School-Based LAC Sessions; strengthened support from stakeholders; provided technical assistance; and allowed teachers to attend training; they lead the teachers to act as instructional managers, and guided teachers to use assessment measures aligned with the students' needs; collaborated with teachers on the assessment process; and use the online or offline platforms to monitoring learners, but moderately utilized and mobilized parents to monitor learning at home.

To lessen the challenges encountered in the implementation of SPED in the new normal, the following plan of action was proposed: the SPED center with the most learning disability cases can be the center of learning and development of interventions, the ICT facility and internet connectivity of the SPED center can be upgraded in collaboration with local government unit; re-visiting of MELCs and pedagogies, crafting of timely instructions, and enhancing assessment tools must be regularly conducted to strengthen school capabilities to address diverse LSENs' needs; and to strengthen the engagement of parents, activities that were strategically planned should be implemented.

It was recommended that the SPED Program should be sustained and activities should be conducted to encourage parents to enroll their children in the secondary level. With regards to the highest learning disability cases, specific programs should be specialized by the school's concerns.

The engagement of parents should be given equal attention with the provision of instruction and assessment of learning. School heads' best practices in coping with the challenges in the new normal should be balanced among the provision of appropriate instructional support for each learning disability; assessment of learning; and engagement of parents.

To lessen the challenges encountered in the implementation of SPED in the new normal, the following proposed plan can be put into action: the SPED center with the most learning disability cases can be the center of development of learning interventions, the ICT facility and internet connectivity of the SPED center can be upgraded; re-visiting of MELCs and pedagogies, crafting of relevant instructions, and enhancing assessment tools must be regularly conducted to strengthen school capabilities to address diverse LSENs needs; and to strengthen the engagement of parents, activities that were strategically planned were necessary.

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Introduction and Rationale

The Coronavirus outbreak had significantly changed the educational setup worldwide. It has changed major situations in society, one of which is the adaptation of distance education to prevent the widespread of the coronavirus. In particular, the COVID-19 pandemic had massively affected the educational setup in the Philippines, in which the learning process has changed from face-to-face learning to distance learning. Distance learning is a method of learning where teachers and students do not meet in a classroom but use the internet, e-mail, mail, etc., to have classes (Meriam-dictionary), also, modules and learning activity sheets play a vital role in delivering learning.

Consequently, the new learning modality forced the school leaders, teachers, parents, students, and all other stakeholders to adopt the DepEd's mandated learning modalities. The abrupt changes in the learning environment require huge adjustments on the part of teachers since they are not accustomed to the distance learning in their entire teaching career based on the knowledge of the researcher.

In this regard, the present condition of the implementation of SPED Program in the Division of Legazpi City amidst COVID-19 pandemic is due to the school shutdown, for now, the SPED students stayed at home and were exposed to home-based education, and their parents served as learning facilitators. In the normal education setting, they are used to interacting with teachers, classmates, and friends especially mainstreamed students. However, with the new normal education, the same instruction was provided and they can perform the same

learning activities with contextualization to cater to their special needs. While, mainstreamed learners, operationally referred to the special education learners who are combined with regular students were now left in the care of their parents, instead of learning in the classroom.

In line with the new normal education, DepEd implemented the Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. “The BE-LCP is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all. Under Section 6, Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001, DepEd is vested with the authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education” (deped.gov.). However, in the new normal, physical restrictions hinder the usual delivery of education services, especially to those students with special needs. This serves as one of the many challenges the school heads encountered. Also, in the normal education setup, differently-abled students were provided with differentiated instructions. It is a set of individualized instructions for students who learn and think in different ways. It may vary in content, process, projects, and learning environment. It can work well through small workgroups, reciprocal learning, and continual assessment (Tucker, n.d.).

Amidst the new normal, the Department of Education (DepEd) guarantees children with special needs receive quality education despite many challenges

brought about by physical restrictions. DepEd Secretary Leonor Briones cited that the education sector is doing its best to provide students with special needs with the same learning opportunities (Malipot 2020),

However, it is undeniable that the efforts the government extended to the implementation of SPED education amidst the COVID-19 pandemic have drawbacks. Schuck, R. and Lambert, R., (2020), cited that the change to Emergency Remote Teaching (ERT) resulted in challenges encountered by SPED teachers and students with special needs who often find an advantage from constant “interpersonal connections, modeling, and the use of physical manipulatives”. The challenges encountered by teachers include inequity in resources between their students, and difficulty to rely on at-home support to meaningfully teach students. Further, students with special needs have to endure challenges including completing coursework and use of resources to comply with school tasks. Other coping mechanisms can be manifested by dealing with self, socializing with others, trying to mitigate, trying to adapt, and learning to live the new normal routine with the care of family, friends, and teachers. However, since most of the differently-abled students "struggle to find a distraction-free space at home", encouraging them to learn while having problems with the internet connection and home-based distractions, hinders learning. Also, deaf and blind students struggle due to unreachable sign language interpreters, instructional support, and difficulty in doing simple tasks like finding resources which resulted in "fatigue, frustration, sadness, anger, grief, and adjustment anxiety". (aidran.org 2020). How the cited challenges can be alleviated is one of the concerns of the

school heads. On the other hand, school heads encountered challenges on how to address the instruction-related difficulties encountered by differently-abled students.

Accordingly, some of the evident challenges encountered by SPED school heads amidst the pandemic are cited in the article entitled, "(Special Education Faced Special Challenges" (2020), which include, maintaining the stability of mental well-being of students, ensuring the appropriate learning space of students in their home, unstable or lack of internet connectivity of students, which results to inadequate access of learning intervention for students with autism, and provision of social-emotional support.

The challenges that the school heads encounter do not only involve students' welfare and instructional management. It also involves human resource management. Emily, C. (2015), cited that the challenges encountered by the school heads include empowerment of the staff, team management, and career development. School heads have to demonstrate selfless and dependable characteristics which can adequately motivate the school community and stakeholders with a sense of direction.

This study focused on the challenges encountered by Legazpi City Division SPED School Heads and teachers on the provision of instruction appropriate for each learning disability, assessment of learning, and engagement of parents. The Legazpi City Division has a total of 22 SPED teachers teaching the different disabilities which include two (2) teachers teaching Visual Impairment (CVI), three (3) teaching Autism Spectrum Disorder (ASD), four (4) teaching Children with

Hearing Impairment (CHI), six (6) teaching Children with Intellectual Disability (CID), three (3) early Intervention Program (EIP), and four (4) teaching Transition Program (TP). The different learning disabilities include Visual Impairment (VI), Autism Spectrum Disorder (ASD), Hearing Impairment (HI), Intellectual Disability (ID), disabilities that require Early Intervention (EI), and disabilities for Transition Programs (TP).

This study is of great significance to school heads, SPED students, teachers, and parents. Understanding the challenges, the school heads and teachers are going through can lead to the implementation of necessary interventions. Also, the implementation of SPED Program can be enhanced and can be given the utmost importance by policymakers.

Literature Review

Special Education Program in the Philippines was implemented in 1997. The SPED Program is a response to the growing number of children with special needs to access quality education according to UNESCO, 2004; EFA, 2010. The DepEd Order No. 26 s. 1997 “mandated all schools in the country to offer specialized education for children with disabilities and special learning needs. In addition, DepEd order no. 11 s. 2000 mandated each division to have at least one SPED center. While DepEd Order No. 6 s. 2006, in which secondary schools were ordered to offer also SPED Programs. To support the SPED implementation, DepEd Order no. 38 s. 2015 specified the guidelines on the utilization of SPED funds, all these orders give way to the institutionalization of SPED, particularly in public schools, (Ajoc, I., 2019).

In connection with the implementation of SPED Program in times of pandemic, the new normal is defined as the “current situation, social custom, etc., that is different from what has been experienced or done before, but it is expected to become usual or typical” (dictionary.com). In addition, with the role of school heads in the implementation of SPED Program, Samuels, C. (2018), cited that school heads should support parents, students, and teachers, and see to it that stakeholders were involved. Further, the article entitled, “What are the Roles of Principals in Successful Inclusive Schools?” (2010), cited that school principals' active participation in the SPED Program is very important in “implementing change, improving services, or setting a new course”. Hence, they facilitate systemic change and lead teachers to adopt new practices.

According to Lange, D. (2021), the abrupt changes brought about by the COVID-19 pandemic to "special education students in compliance with safety guidelines were not conducive to their learning". In addition, "in extreme contextual changes, policymakers should consider ratifying policy that allows the appropriate discretion, while also ensuring that the policy will be effectively implemented" in the learning environment.

On best practices, Arias (2020) cited that the new normal education in the Philippines amidst the pandemic adapts collaboration among school heads, teachers, parents, and learners in coping with the challenges encountered. Parents are encouraged to "monitor, motivate and guide their children" in making class-home conducive for learning.

On the other hand, issues and concerns were encountered by the school heads while rendering services to make SPED Program sustainable in terms of services to students, teachers, and parents, in compliance with their duties and responsibilities set by the Department of Education (DepEd). This statement was supported by Henebery, B. (2020), in the article entitled "Principals of the Pandemic: How School Leadership is Changing", cited that amidst the COVID-19 pandemic the school heads are the ones who bind everything in the institution.

On the challenges encountered in the implementation of SPED Program, the study by Allam, F., and Martin, M. (2021), entitled "Issues and Challenges in Special Education: A Qualitative Analysis from Teacher's Perspective," determined the issues and challenges of Special Education (SPED) teachers in teaching children with learning disabilities in the City Division of Ilagan Isabela, Philippines. This qualitative research involved 15 SPED teachers. Results revealed the five (5) distinctive themes: choosing appropriate strategy and motivation; identifying individual needs; challenging but fulfilling; acceptance and patience; and respecting one's rights. Issues include less confident teachers to teach SPED students since they lack strategies due to lack of training, poor learning environment to support the SPED such as lack of budget, curriculum guide, Instructional Materials (IMs), and even school facilities, learners with a disability did not receive all the necessary support for accessing the curriculum facilities; and stakeholders' supports are very minimal to support the needs of the students enrolled in SPED classes.

The issues and problems were solved technically to sustain a positive working environment among school heads, teachers, and stakeholders. It was recommended that the continuous professional development opportunities on inclusion strategies of learners with SPED needs should be implemented and shall strictly adhere to the policies, and collaboration with stakeholders shall be encouraged headed by the school head. The present study has the same bearing since it will also assess the challenges encountered by the school heads and teachers. However, it focused on the challenges of the provision of appropriate instruction for each learning disability, assessment of learning, engagement of parents, and identified the best practices during the COVID-19 pandemic.

The study by Aytaç, T. (2021), entitled, "The Problems and Opinions of School Administrators during COVID-19 Pandemic: A Qualitative Study from Turkey," described the problems faced by some school administrators during the COVID-19 pandemic in different cities and presented their opinions regarding the process. This qualitative research utilized a semi-structured School Administrators Interview Form involving 32 school administrators employing a purposeful criterion sampling technique. Results revealed that the most common problems of school administrators amidst the COVID-19 pandemic were the low learning motivation of students, parents' inability to create a learning environment at home, and the lack of access to live broadcasts from the TV education portal.

On the other hand, as observed, teachers were reluctant to teach in live lectures using the education portal or other programs for various reasons. Teachers' motivation gradually decreased in the process. On the part of school

heads, half did not have an emergency action plan regarding the pandemic process, and they followed the instructions given by the Ministry of Education. It was suggested that skills in technology leadership and crisis management are important requirements amidst pandemics. The present study is similar since one of its objectives is to determine the challenges encountered by SPED school heads amidst pandemics. In particular, it involved appropriate instruction for each learning disability but focused on television instruction and the engagement of parents. However, one of its variables pertains to the assessment of learning that focused on the best practices of school heads amidst pandemics.

The study by Ahammed, H. (2021), entitled, "Challenges Faced by Teachers of Learners with Learning Disability," explored multifaceted aspects of 'challenges based on the responses given by the participants in the interview. This descriptive-qualitative study focused on several variables such as the teachers' understanding of learning disabilities, challenges and coping mechanisms by remedial teachers while teaching children with a learning disability, and the teaching approaches and methodology. Results showed that the challenges faced by teachers while teaching learning-disabled children include teaching material and curriculum structure, behavioral issues, lack of time, parental expectations and parental issues, motivation, self-esteem, and emotional issues. To cope with the challenges encountered, teachers utilized their strategies and individualized pedagogies tailored to fit the need of the learners.

The present study is similar since it focused on the challenges encountered by teachers with instructional materials and parental issues. However, it also

focused on the profile of the learners, assessment of learning, best practices, and plan of action to address the challenges to enhance the Special Education Program implementation.

The present study is anchored on the “Psychological Stress: The Lazarus Theory”. This theory is centered on *assessment* and *coping*, which states that assessment or individuals' evaluation of the significance of what is happening for their well-being, and coping efforts in thought and action to manage specific demands are central to any psychological stress theory (Krohnea & Gutenberg 2002). The new normal has brought various challenges to the school heads, yet they tried their best to function as administrators, mentors, and learners at the same time. Since they catalyze change to the emerging issues in the institution, the challenges they encountered are worth knowing.

This study assessed the challenges encountered by teachers and school heads as the basis of the plan of action in the implementation of SPED Program in the new normal on the provision of appropriate instruction for each learning disability, assessment of learning, and engagement of parents. It also determined the best practices in coping with the challenges encountered on the abovementioned variables, and the recommendations to achieve a sustainable SPED Program in the new normal.

The reviewed literature and studies focused on the challenges of instruction, curriculum structure, emotional and psychological aspects of learners, parental issues, and coping mechanisms for the challenges encountered. The assessment of learning, best practices, and plan of action to enhance the implementation of

Special Education Programs in the new normal was not highlighted in any of the reviewed related studies, these were the gap bridged by the present study.

Research Questions

This study assessed the challenges encountered by the school heads and teachers in the Implementation of SPED Program in the new normal. Specifically, it sought answers to the following questions:

1. What is the profile of the SPED learners in SDO Legazpi City in terms of:
 - a. Age;
 - b. Sex; and
 - c. Learning disability?
2. What are the challenges encountered by the School Heads and teachers, in the Implementation of SPED Program in the new normal in terms of:
 - a. Provision of appropriate instruction for each learning disability;
 - b. Assessment of learning; and
 - c. Engagement of parents?
3. What best practices can be cited in coping with the challenges encountered on the abovementioned variables?
4. What plan of action can be recommended to lessen the challenges encountered in the implementation of SPED in the new normal?

Scope and Limitation

This descriptive-quantitative research assessed the challenges encountered by the School Heads and teachers of Legazpi City Division in the

implementation of SPED Program in the new normal in line with the provision of appropriate instruction for each learning disability, assessment of learning, and engagement of parents. It also identified the best practices in coping with the challenges encountered on the abovementioned variables, and the plan of action that can be recommended to lessen the challenges encountered in the implementation of SPED in the new normal.

This study was conducted in the Division of Legazpi City, particularly Banquerohan Elementary School, Legazpi City National High School, and Rawis Elementary School for the school year 2020-2021 involving three (3) school heads, three (3) SPED coordinators and 18 teachers. Other factors that can restrict the research findings which are beyond the control of the researcher are not involved in this study.

V. Research Methodology

a. Sampling

The three (3) school heads, three (3) coordinators, and 18 SPED teachers of the Schools Division of Legazpi City from Legazpi City National High School, Rawis Elementary School-SPED, and Banquerohan Elementary School were the respondents of this research. The teachers who are teaching Children with Visual Impairment (CVI) are 2, Autism Spectrum Disorder (ASD) are 3, Children with Hearing Impairment (CHI) are 4, Children with Intellectual Disability (CID) are 6, Early Intervention Program (EIP)- 3, and Transition Program (TP) are 4. Involving all the population is known as a total enumeration or total population sampling.

Total population sampling is a type of purposive sampling technique where the entire population was examined.

b. Data Collection

The researcher utilized a validated structured survey questionnaire. The first part of the questionnaire includes the profile of the learners, and the second part is the challenges encountered adopted from different sources which include SPED Principal Job Description and The Important Role Principals Play in Special Education by Samuels, C. (2018). The third part is the best practices in coping with the challenges encountered. The data-gathering process was done face-to-face. Health protocols were strictly observed during the data collection process. A one-on-one interview was conducted also to verify and reinforce their responses.

c. Ethical Issues

The purpose of the study was discussed with the respondents. The manner of how it will be answered was explained clearly. Likewise, the data gathered were considered confidential guided by the Republic Act No. 10173 known as the Data Privacy Act of 2012. The section 3 of Chapter 1 of the data privacy act defines "consent of the respondents refers to any freely given, specific, informed indication of will, whereby the respondents agree to the collection and processing of personal information about and/or relating to him or her. The consent shall be evidenced by written, electronic, or recorded means. It may also be given on behalf of the respondents by an agent, specifically authorized by the respondents to do so". Hence, the data served as the basis of the enhancement of SPED Program in the

new normal. To make sure that ethical aspects have complied, a permit to conduct research was sought before gathering data.

d. Data Analysis

Descriptive statistics utilizing Weighted Mean (WM) was involved in the analysis of data obtained from part 1 and part 2 of the research instrument. Below is the mathematical formula of Weighted Mean: $WM = \frac{\sum n}{N}$, where: WM is- Weighted Mean, $\sum n$ – is the sum of responses, and N is – number of respondents. To facilitate the treatment of data, a 5-point Likert scale will be used. Below is the rating range and the adjectival description: 5-Very High (4.50-5.00), 4-High (3.50-4.49), 3-Moderate (2.50-3.49), 2-Low (1.50-2.49), 1-Very Low (.50-1.49).

Discussion of Results and Recommendations

The discussion of results and recommendations focused on the profile of the SPED learners in SDO Legazpi City, challenges encountered in the Implementation of SPED Program in the new normal, best practices in coping with the challenges, and plan of action to lessen the challenges encountered in the implementation of SPED in the new normal

1. Profile of the SPED learners in SDO Legazpi City

The profile of the learners includes age, sex, and learning disability. The data were presented in tabular form and graphical presentation for better visualization.

a. Age

The respondents' age ranges from two (2) to 15 years of age. The majority of the respondents were aged 11-15 composed of 117 of 339 or 34.51%. This was followed by respondents ages 6-10 composed of 98 of 339 or 28.91%. The third highest age group aged 2-5 is composed of 63 of 339 or 18.58%. While the least age group composed of 2 of 339 or 0.59 % was 26 and above. Table 1 shows the percentage distribution of age.

Table 1
Percentage Distribution of Age

Age	f	%
2-5	63	18.58
6-10	98	28.91
11-15	117	34.51
16-20	46	13.56
21-25	13	3.83
26-above	2	0.59
Total	339	100

Results showed that the majority of the age of respondents ranges from 2-5, 6-10, 11-15, and 16-20 years of age. Among the age groups, ages 11-15 were the highest. While ages 21-26 and above were the least. It can be implied that most of the students with special needs belong to ages group 2-20. The majority of them were ages 6-10 and 11-15 but some of them belong to the age group of 21-25. According to National Center for Education Statistics (NCES), students with disabilities enrolled in different institutions in "2020 data collection, school-age students include 6- to 21-year-olds and 5-year-olds were enrolled in kindergarten." Figure 1 shows the graphical percentage distribution of age.

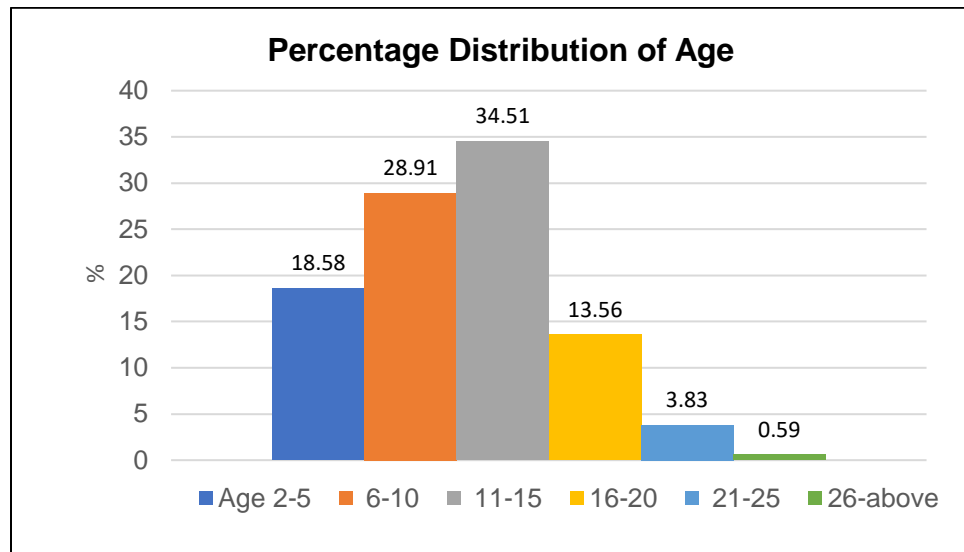


Figure 1. Graphical Percentage Distribution of Age

b. Sex

The sex of respondents is composed of males and females with slight percentage variation per school noted. Table 2 shows the percentage distribution of the sex of respondents.

Table 2
Percentage Distribution of Sex

School	Respondent		Total	Percentage (%)	
	Male (M)	Female (F)		Male	Female
(A) Rawis ES/SPED Center	134	73	207	64.73	35.27
(B) Banquerohan ES/SPED	52	29	81	64.20	35.80
(C) LCNHS/SPED	32	19	51	62.75	37.25
Total	218	121	339	64.31	35.69

Among the three (3) schools, A has the highest number of males composed of 134 out of 207 or 64.73%. This was followed by school B composed of 52 of 81

or 64.20%. The least number of males was from school C composed of 32 of 51 or 62.75%. In the same manner, the female respondents from school A were composed of 73 of 207 or 35.27%. This was followed by school B composed of 29 of 81 or 35.80%. While the least number of females was from school C composed of 19 of 51 or 37.25%.

Results showed that the percentage of males for the three (3) schools was higher than females. It implies that the ratio of the number of males and females for each school slightly varies. Figure 2 shows the graphical percentage distribution of sex per school.

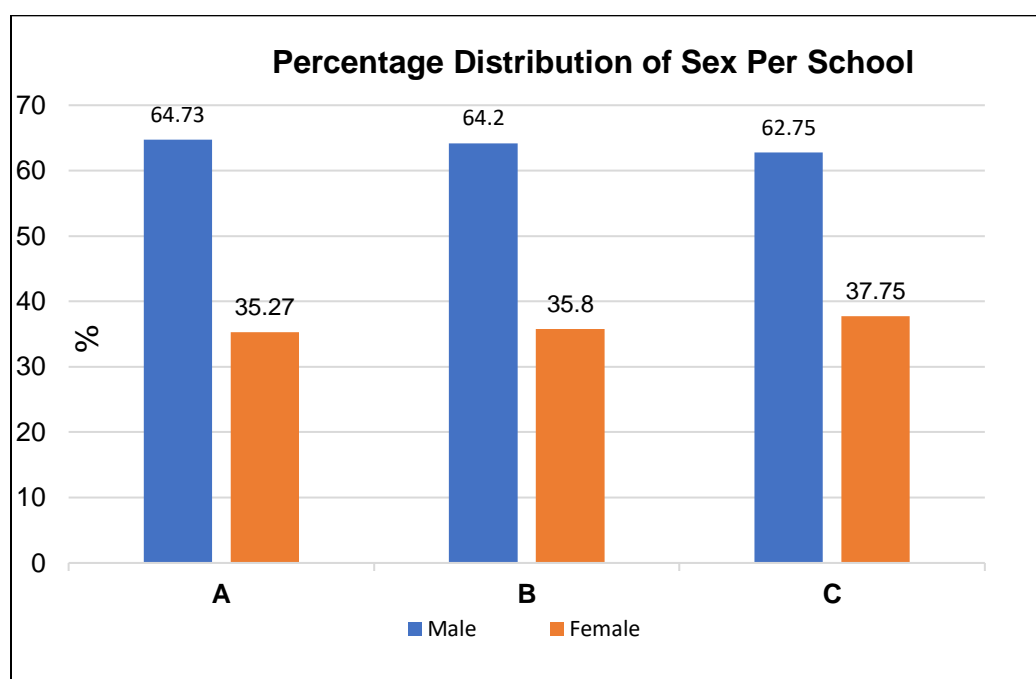


Figure 2. Graphical Percentage Distribution of Sex

The findings were supported by De la Fuente, J.K. (2021), in an article entitled “The Education Situation of Vulnerable Groups in the Philippines,” cited that “males represent 57.76% of SPED enrolment, representing a 15.53 % advantage over females.”

c. Learning Disabilities

Nine (9) learning disabilities were identified in the three (3) SPED centers in the SDO Legazpi City with a total of 339 learners. Each learning disability was represented by an acronym. The meaning of the acronyms was cited below. Table 3 shows the frequency, total, and percentage of learning disabilities.

Table 3
Learning Disabilities

Disability	Frequency (f)			TOT AL	%	Percentage (%) per School		
	A	B	C			A	B	C
DAK - LD	0	34	1	35	10.32	0	97.14	2.86
DIH - CHI	18	14	29	61	17.99	29.51	22.95	47.54
DDIB - AUTISM	57	4	5	66	19.47	86.36	6.01	7.58
DIC- Comm.	1	5	0	6	1.77	16.67	83.33	0
DPAS – CID, DS	65	9	15	89	26.25	73.03	10.11	16.85
DIM/SPEECH-CCP	12	1	0	13	3.83	92.31	7.69	0
DIS - CVI	4	1	0	5	1.47	80	0	20
Multiple Disability	4	13	1	18	5.31	22.22	72.22	5.56
EIP	46	0	0	46	13.57	100	0	0
Total	207	81	51	339	100	61.06	23.89	15.04

The disabilities were as follows: DAK (Difficulty in Acquiring Knowledge); CHI (Children with Hearing Impairment); DH (Difficulty on Hearing); DIC (Difficulty in Communication); CVI (Children with Visual Impairment); DS (Difficulty in Seeing); DDIB (Difficulty in Displaying Interpersonal Behavior); CWA (Children with Autism); CID (Children with Intellectual Needs); DPAS (Difficulty in Applying Adaptive Skills); CCP (Children with Cerebral Palsy); DIM (Difficulty in Mobility); DAS (Difficulty in Adaptive Skills); DIC (Difficulty in Communication); DS (Down Syndrome); and EIP (Early Intervention Program).

On the number of cases of disability, school A has the highest number with a total of 207 learners. They are identified as 65-DPAS – CID, DS; 57- DDIB –

AUTISM; 46- EIP; 18- DIH – CHI; 12 DIM/SPEECH-CCP; 4- DIS – CVI and Multiple Disability; and 1- DIC- Comm. While school B has 81 cases identified as 34- DAK – LD; 14-DIH – CHI; 1- Multiple Disability; 9- DPAS – CID, DS; 5- DIC- Communication.; 4- DDIB – AUTISM; and 1-DIM/SPEECH-CCP and DIS – CVI. The school with the least cases was C, composed of 51 learners. The following were the identified cases: 29- DIH – CHI; 15- DPAS – CID, DS; 5- DDIB – AUTISM; and 1- DAK – LD and Multiple Disability.

In terms of percentage distribution of learning disabilities, DPAS – CID, DS was highest, composed of 89 of 339 or 26.25%. This was followed by DDIB – AUTISM, composed of 66 of 339 or 19.47%. The third highest was DIH – CHI, composed of 61 of 339 or 17.99%. While the last case was DIS – CVI, composed of 5 of 339 or 1.47%. The percentage distribution of learning disabilities in the SDO Legazpi City was shown in figure 3.

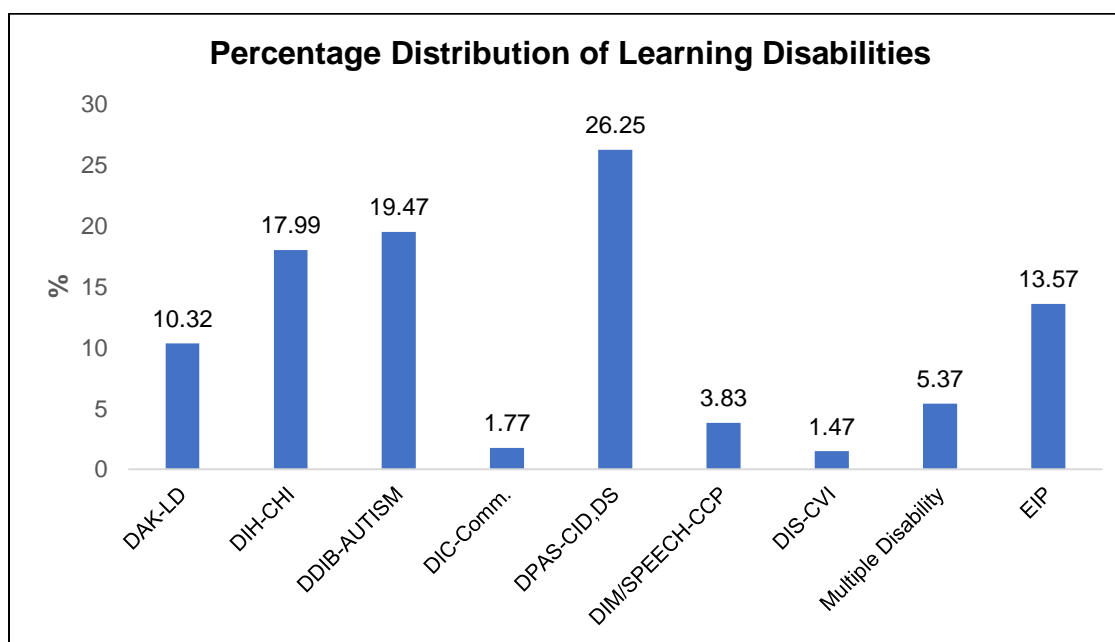


Figure 3 Percentage Distribution of Learning Disabilities

In particular, concerning the number of cases per school, the percentage distribution of disabilities was identified. Figure 4 shows the percentage distribution of disabilities per school.

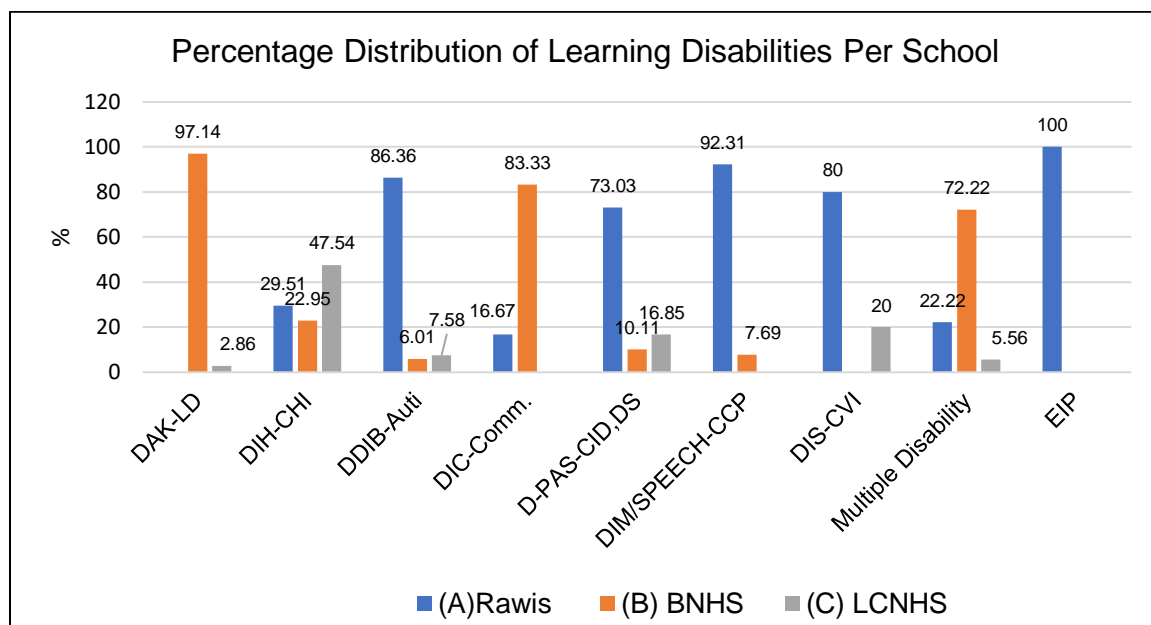


Figure 4. Percentage Distribution of Disabilities Per School

Among the three (3) SPED schools in the SDO Legazpi City, A has the highest % of cases of EIP which is 100%; DIM/Speech-CCP is 92.31%; DDIB-Autism is 86.36%; DIS-CVI is 80%; D-PAS-CID, DS is 73.03%. While school B has the highest % of cases of DAK-LD is 97.14; DIC Communication is 83.33, and multiple disabilities is 72.22%. However, school C has the highest percentage of DIH-CHI.

Results showed that there were 339 learners with disability cases in the SDO Legazpi City distributed in the three schools coded as A, B, and C. The learning disability cases arranged from highest to lowest were as follows, DPAS – CID, DS; DDIB – AUTISM; DIH – CHI; EIP; DAK – LD; Multiple Disability; DIM/SPEECH-CCP; DIC- Comm.; and DIS – CVI. The schools arranged based on the number of

learning disability cases were as follows: schools A, B, and C. However, the EIP was noted only in school A and with the highest percentage of DIM/Speech-CCP, DDIB-Autism, DIS-CVI, and D-PAS-CID, DS; While the highest cases of DAK – LD, DIC Communication, and multiple disabilities were noted in school B; and school C has the highest cases of DIH-CHI.

It can be implied that the majority of the students with learning disabilities were enrolled in the elementary SPED centers (schools A and B). While fewer learning disability cases were noted in the secondary SPED center as indicated by the lower number of enrolled SPED students. The top learning disability cases include

Difficulty in Applying Adaptive Skills (DPAS), Children with Intellectual Difficulties (CID), Down Syndrome (DS); Difficulty in Displaying Interpersonal Behavior (DDIB)- Autism; Children with Hearing Impairment (CHI); Early Intervention Program (EIP); and Difficulty in Acquiring Knowledge (DAK).

Labrague, C. (2018) in a study entitled “Children with Special Education Needs in the Public Elementary Schools of Catbalogan City, Philippines,” cited that the top SEN cases are Speech Hearing Impairment, Down Syndrome, Autism, Learning Disability, and ADHD, which account for approximately 31.4, 23.3, 15.1 and 11.6, and 6.9% of the population, respectively. The remainder suffers from Intellectual Disability, Cerebral Palsy, and Visual Impairment.

2. Challenges encountered in the Implementation of SPED Program in the new normal

The challenges encountered by the school heads in the Implementation of SPED Program in the new normal focused on the provision of appropriate

instruction for each learning disability, assessment of learning, and engagement of parents were moderate.

a. Provision of appropriate instruction

The challenges encountered in the provision of appropriate instruction were determined based on the five (5) indicators with an average WM of 2.88 described as moderate. Table 4 shows the challenges encountered in the provision of appropriate instruction.

Table 4
Challenges Encountered on the Provision of Appropriate Instruction

Indicators	WM	Description
1. Limited instructional and supplementary materials appropriate for each learner with special needs	2.79	Moderate
2. Limited access of learners in the available materials from different learning portals due to issues in internet connectivity	2.83	Moderate
3. Limited input in the module requires other references so that parents can help students with special needs in doing tasks	2.75	Moderate
4. Limited school resources to produce quality materials for students with special needs	3.04	Moderate
5. Limited knowledge of teachers on ICT-related skills to produce quality instructional materials for students with special needs.	3.00	Moderate
Average WM	2.88	Moderate

All five (5) indicators were rated moderate. Among these, indicator no.4 was rated highest with a WM of 3.04 cited as *limited school resources to produce quality materials for students with special needs*. This was followed by indicator no.5 cited as *limited knowledge of teachers on ICT-related skills to produce quality instructional materials for students with special needs* with a WM of 3.0. The third

rated indicator was no.2 cited as *limited access of learners in the available materials from different learning portals due to issues in internet connectivity* with a WM of 2.83. While the least rated indicator was no.3 cited as *limited input in the module requires other references so that parents can help the student with special needs in doing tasks* with a WM of 2.75.

Results showed that the challenges encountered in the provision of appropriate instruction were moderate. The top three (3) indicators are as follows: limited school resources to produce quality materials for students with special needs; limited knowledge of teachers on ICT-related skills to produce quality instructional materials for students with special needs; and limited access to learners in the available materials from different learning portals due to issues in internet connectivity. While the least challenging was the limited input in the module requires other references so that parents can help the student with special needs in doing tasks.

It can be implied that school resources, ICT-related skills, and limited access of learners in different learners' portals due to internet connectivity issues were some of the moderate challenges they encountered. However, parents were able to assist learners utilizing the modules which required other references but were considered least challenging on the part of the school heads and teachers.

The study conducted by Habibu, T. et al. (2012), entitled, "Difficulties Faced by Teachers in Using ICT in Teaching-Learning at Technical and Higher Educational Institutions of Uganda," demonstrated that despite challenges, teachers had a great willingness to include ICT in the teaching-learning process.

The main obstacles included a lack of authentic software, subpar computers in the classroom, slow internet, a lack of interest on the part of the teacher and students to use ICT, a lack of proper training skills, a lack of the newest ICT equipment, a lack of knowledgeable technical staff, inadequate administrative support, a deficient course curriculum, and other ICT-related obstacles.

On the other hand, the study by Knopik, T. et al. (2022), entitled “Assisting Strategies of the Parents of Students with Special Educational Needs in the Emergency Remote Learning in Poland,” cited that parental involvement in children's remote education was identified based on the factor analysis which includes Committed Teacher (CT), Autonomy-Supporting Coach (ASC), and Committed Teacher And Reliever (CTR). The devoted instructor and reliever technique was most frequently used by parents whose kids lacked learning motivation to complete some of their schoolwork for them.

b. Assessment of learning

The challenges encountered on the assessment of learning were determined based on the five (5) indicators with the average WM of 2.86 described as moderate. The respondents rated all the indicators moderate. Among these, indicators, no. 1 was rated highest cited as limited results of learning assessment per subject area and a group of students with special needs with a WM of 3.08. This was followed by no. 2 cited as the limited system in assessing the validity of students' learning outcomes as reflected in the submitted outputs with a WM of 2.88. The third rated indicator was no. 4 cited as limited access of teachers to do

learning assessments due to low internet connection with a WM of 2.83. Table 5 shows the challenges encountered in the assessment of learning.

Table 5
Challenges Encountered on the Assessment of Learning

Indicators	WM	Description
1. Limited results of learning assessment per subject area and group of students with special needs	3.08	Moderate
2. Limited system in assessing the validity of students' learning outcomes as reflected in the submitted outputs.	2.88	Moderate
3. Limited learning assessment tools for students with special needs in distance learning delivery modality	2.75	Moderate
4. Limited access of teachers to do learning assessments due to low internet connection	2.83	Moderate
5. Insufficient data provided by the teacher of the students' learning outcomes	2.75	Moderate
Average WM	2.86	Moderate

The least rated indicators were nos. 3 and 5 cited as *limited learning assessment tools for students with special needs in distance learning delivery modality* and *Insufficient data provided by the teachers of the students' learning outcomes* with a WM of 2.75.

Results showed that the respondents moderately encountered all the challenges cited in the provision of assessment of learning. The challenges arranged accordingly were as follows: limited results of learning assessment per subject area and a group of students with special needs; limited system in assessing the validity of students' learning outcomes as reflected in the submitted outputs; limited access of teachers to do learning assessment due to low internet connection; limited learning assessment tools for students with special needs in

distance learning delivery modality; and insufficient data provided by the teacher of the students' learning outcomes.

Moderate challenges were encountered by the School Heads in the Implementation of SPED Program in the new normal in the provision of appropriate instruction for each learning disability. These include learning assessment results per group of special students being insufficient; systematic assessment of the validity of submitted learning outcomes being limited; low internet connectivity forbidding teachers to assess learning; and limited assessment tools per learning disability.

It can be implied that assessment of learning amidst the pandemic was moderately encountered by the School Heads of SPED schools. It showed that there is a need of clustering the assessment results per disability, the validity of the assessment should be established, and internet connectivity is low making them impossible to assess students using appropriate tools.

Almeida, F. (2021), in a study entitled, *Challenges of Assessing and Evaluating the Students at Distance,* cited that remote assessment deals with concerns about adopting fraud-free assessment models, as well as an overemphasis on the summative assessment component, which is less important in the distance learning model when compared to the students' gradual monitoring and assessment processes. Students' issues also arise regarding the technological facility.

c. Engagement of parents

The challenges encountered in the engagement of parents were determined based on the five (5) indicators with the average WM of 3.02 described as moderate. Table 6 shows the challenges encountered on the engagement of parents.

Table 6
Challenges Encountered on the Engagement of Parents

Indicators	WM	Description
1. The limited monitoring system of parents' participation in the conduct of the teaching and learning process at home	3.16	Moderate
2. Limited strategies of teachers in engaging parents to be the learning facilitator at the home of the student with special needs	3.13	Moderate
3. Limited technological facilities (digital, audio-visual, radio, virtual platform) on the part of the parent, so teachers find it difficult to assist parents on how to facilitate learning for a differently-abled student at home	3.25	Moderate
4. Unable to assist the student with special needs in the learning process due to unconducive learning situation at home	2.75	Moderate
5. Limited chance to conduct capacity building with parents of students with special needs through parents' associations, management committees, and teachers' associations	2.83	Moderate
6. 6. Limited educational background of parents to assist the student with special needs	3.00	Moderate
Average WM	3.02	Moderate

The respondents considered all the challenges encountered in the engagement of parents moderate. Among these indicators, no.3 was rated highest with a WM of 3.25 cited as *limited technological facility (digital, audio-visual, radio, virtual platform) on the part of the parent, so teachers find difficulties to assist parents on how to facilitate learning for a differently-abled student at home*. This

was followed by indicator no. 1 cited as *a limited monitoring system of parents' participation in the conduct of the teaching and learning process at home* with a WM of 3.16. The third rated indicator was no. 2 cited as *limited strategies of teachers in engaging parents to be the learning facilitator at the home of the student with special needs* with a WM of 3.13. While the least rated indicator was no. 4 cited as *unable to assist the student with special needs in the learning process due to an uncondusive learning situation at home* with a WM of 2.75.

Results showed that the respondents moderately encountered all the challenges cited in the engagement of parents. The challenges arranged accordingly were as follows: limited technological facility (digital, audio-visual, radio, virtual platform) on the part of the parent, so teachers find it difficult to assist parents on how to facilitate learning for a differently-abled student at home; limited monitoring system of parents' participation in the conduct of teaching and learning process at home; limited strategies of teachers in engaging parents to be the learning facilitator at the home of the student with special needs; limited educational background of parents to assist the student with special needs; limited chance to conduct capacity building with parents of students with special needs through parents' associations, management committees, and teachers' associations; and unable to assist the student with special needs in the learning process due to uncondusive learning situation at home.

It can be implied that moderate challenges were encountered by the School Heads in the Implementation of SPED Program in the new normal in the engagement of parents. Slow internet connectivity hinders teachers to assist

students with special needs; monitoring of parents' participation needs strategic intervention; educational background of parents was insufficient; limitations in the collaboration with stakeholders; and allowing learners to learn in the uncondusive learning environment.

According to the National Center for Education Statistics (NCES), in an article entitled "Perceived Barriers to Parent Involvement in School Programs," stated that the following were some of the challenges encountered in managing schools during the pandemic: a lack of parent education to assist with schoolwork, cultural or socioeconomic differences, language differences between parents and staff, parent attitudes toward the school, staff attitudes toward parents, and concerns about safety in the area after school hours.

In addition, the study by Gecolea, C., and Gecolea, P. (2021) entitled, "Strengthening Parent's Engagement Amidst Pandemic: A Grounded Theory," stated that parents support and assist their children's education. These include sharing inputs, providing consistent guidance, and meeting their children's educational needs. On the other hand, they face difficulties due to their parents' lack of knowledge, time constraints, and multiple roles.

Summary of Challenges encountered in the Implementation of SPED Program in the new normal

The challenges encountered in the Implementation of SPED Program in the new normal in general were moderate with a general WM of 2.92. Specifically, the engagement of parents was more challenging with an average WM of 3.02, followed by the provision of appropriate instruction with an average WM of 2.88, and assessment of learning with a WM of 2.86 was the least challenging. It can be

implied that the engagement of parents is more complicated than the provision of instruction and assessment of learning.

3. Best practices in coping with the challenges

The best practices in coping with the challenges focused on the provision of appropriate instructional support for each learning disability; assessment of learning; and engagement of parents.

a. Provision of appropriate instructional support for each learning disability

The best practices in coping with the challenges in the provision of appropriate instructional support for each learning disability were based on the six (6) indicators with an average WM of 3.81 described as high.

All the indicators were rated high. Among the variables, indicator no. 6 was rated highest cited as *capacitating teachers to prepare with appropriate instructional materials and providing resources to improve the instructional materials* with a WM of 3.81. This was followed by indicator no. 4 cited as *providing the students with special needs with appropriate supplementary learning materials* with a WM of 4.08. The third rated variable was indicator no. 2 cited as *providing instructional support through School-Based LAC Sessions that will enhance teachers' instructional skills in the new normal* with a WM of 3.71. While the least rated indicators were nos. 1 and 5 cited as *providing instructional support to teachers by providing them technical assistance, mentoring, monitoring intervention plan of teachers, and allowing teachers to attend training for professional growth and empowering the teachers in selecting appropriate*

instructional materials needed in the delivery of the lesson for students with special needs both with a WM of 3.63.

Results showed that all the best practices in coping with the challenges of the provision of appropriate instructional support were highly rated by the respondents. These best practices in coping the challenges on provision of appropriate instructional support were as follows: capacitate teachers to prepare with appropriate instructional materials and provide resources to improve the instructional materials; provide the students with special needs with appropriate supplementary learning materials; provide instructional support through School-Based LAC Sessions that will enhance teachers' instructional skills in the new normal; establish functional and strong support from home learning partners and community stakeholders in empowering the teachers in selecting appropriate instructional materials needed in the delivery of the lessons for students with special needs and provide instructional support to teachers by providing them technical assistance, mentoring, monitoring intervention plan of teachers, and allow teachers to attend training for professional growth. Table 7 shows the best practices in coping with the challenges on the provision of appropriate instructional support.

It can be implied that on the provision of appropriate instructional support, the best practices in coping with the challenges among school heads were high. They include capacitating teachers and providing resources to improve the instructional materials; providing supplementary learning materials; conducting School-Based LAC Sessions; strengthening support from home learning partners

and community stakeholders; providing technical assistance, and allowing teachers to attend training for professional growth.

Table 7
Best Practices in Coping with the Challenges on the Provision of
Appropriate Instructional Support

Indicators	WM	Description
1. Provide instructional support to teachers by providing them technical assistance, mentoring, monitoring intervention plans of teachers, and allowing teachers to attend training for professional growth	3.63	High
2. Provide instructional support through School-Based LAC Sessions that will enhance teachers' instructional skills in the new normal	3.71	High
3. Establish functional and strong support from home learning partners and community stakeholders in gathering reliable data and monitoring learners' performance at home.	3.67	High
4. Provide the students with special needs with appropriate supplementary learning materials.	4.08	High
5. Empower the teachers in selecting appropriate instructional materials needed in the delivery of the lesson for students with special needs	3.63	High
6. Capacitate teachers to prepare appropriate instructional materials and provide resources to improve the instructional materials	4.13	High
Average WM	3.81	High

Wilichowski, T. and Cobo, C. (2020) in an article entitled, “From Coping to Improving and Accelerating: Supporting Teachers in the Pandemic and Beyond,” cited that school leaders should provide actionable guidance for teachers to help them cope from a distance. This should highlight ways for teachers to become content curators and provide recommendations so that they do not overwhelm students with excessive lectures, lesson plans, and homework, as well as create

peer support programs to encourage connectedness and assist teachers in transitioning to remote teaching. Volunteer teachers were paired with peers who had requested technological assistance to help plan online lessons and provide guidance on how to adapt in-person content for a remote audience to cultivate technological skills.

b. Assessment of learning

The best practices in coping with the challenges on assessment of learning for each learning disability were based on the six (6) indicators with an average WM of 3.91 described as high.

All the best practices in coping with the challenges on assessment of learning were rated high. The highest rated indicator was no. 3. Cited as *leading the teachers to manage the curriculum, instruction, and assessment goals—from grade level to individual students with special needs* with a WM of 4.13. This was followed by indicator no. 1 cited as *instructing teachers to use rubrics in the assessment of learner output*. The third indicator was no. 5. cited as *providing assessment monitoring tools in the conduct of assessment, analyzing the results, and giving proper intervention if needed* with a WM of 4.0. While the least indicator were nos. 2 and 6 cited as *collaborating with teachers on the assessment process based on the mandated assessment procedures and, creating various ways whether online or offline platforms in connecting and updating with home learning partners and monitoring the learner's performance at home*, both with a WM of 3.75. Table 8 shows the best practices in coping with the challenges on assessment of learning.

Table 8
Best Practices in Coping with the Challenges on Assessment of Learning

Indicators	WM	Description
1. Instruct teachers to use rubrics in the assessment of learner's output	4.04	High
2. Collaborate with teachers on the assessment process based on the mandated assessment procedures	3.75	High
3. Lead the teachers to manage the curriculum, instruction, and assessment goals—from grade level to individual students with special needs	4.13	High
4. Instruct teachers to select appropriate assessment measures aligned with the student's special needs	3.79	High
5. Provide assessment monitoring tools in the conduct of assessment, analyze the results, and give proper intervention if needed.	4.00	High
6. Create various ways whether online or offline platforms in connecting and updating with home learning partners and monitoring the learner's performance at home.	3.75	High
Average WM	3.91	High

Results showed that all the indicated best practices in coping with the challenges on assessment of learning were highly rated by the respondents. The indicators arranged accordingly were as follows: lead the teachers to manage the curriculum, instruction, and assessment goals—from grade level to individual students with special needs; instruct teachers to use rubrics in the assessment of learner's output; provide assessment monitoring tools in the conduct of assessment, analyze the results, and give proper intervention if needed; instruct teachers to select appropriate assessment measures aligned with the student's special needs; collaborate with teachers on the assessment process based on the mandated assessment procedures, and create various ways whether online or

offline platforms in connecting and updating with home learning partners and monitoring the learner's performance at home.

It can be implied that the best practices in coping with the challenges of assessment of learning among school heads were high. The best practices include: leading the teachers to act as instructional managers; leading in the use of rubrics in the assessment of learner output; providing assessment monitoring tools; guiding teachers to use assessment measures aligned with the student's needs; collaborating with teachers on the assessment process; and use the online or offline platforms to monitor learners.

McLeod, S. and Dulsky, S. (2021), in a study entitled "Resilience, Reorientation, and Reinvention: School Leadership During the Early Months of the COVID-19 Pandemic," presented the experiences of school heads on how they manage their school during the conduct of distance education involving 43 schools around the globe. The following were highlighted after the interviews were analyzed: focus on vision and values; communication and family community engagement; staff care, instructional leadership, and organizational capacity-building; equity-oriented leadership practices; and recognition of potential future opportunities. These findings are consistent with the larger research literature on crisis leadership and have significant implications for future mindsets, behaviors, and support structures among school leaders during crisis incidents.

c. Engagement of parents

The best practices in coping with the challenges on the engagement of parents for each learning disability were based on the six (6) indicators with an

average WM of 3.49 described as moderate. Among six (6) indicators, no. 4 was rated highest with a WM of 3.96 described as high, cited as creating or providing different platforms of communication involving home learning partners, learners, teachers, and stakeholders to facilitate the collaboration of the learning environment in the new normal.

This was followed by indicator no. 6 cited as *collaborating with parents, teachers, and other stakeholders using different channels of communication in crafting plans to assist parents as learning facilitators* with a WM of 3.75 described as high. The third rated indicator was no. 5 cited as *establishing a strong mechanism in ensuring that learners are assisted by home learning partners with a WM of 3.67 described as high*. While the least rated was indicator no. 1 cited as *creating a committee that will oversee parents' participation of students with special needs* with a WM of 2.97 described as moderate.

Results showed that some of the best practices in coping with the challenges on the engagement of parents were rated moderate and some were rated high, which resulted in an overall moderate average. The indicators arranged accordingly were as follows: create or provide different platforms of communication involving home learning partners, learners, teachers, and stakeholders to facilitate the collaboration of the learning environment in the new normal; collaborate with parents, teachers, and other stakeholders using different channels of communications in crafting plans to assist parents as learning facilitators; establish a strong mechanism in ensuring that learners are assisted by home learning partners; motivate parents of students with special needs to sustain

their participation as learning facilitators at home; use research-based data on how to enhance the parents' engagement as the learning facilitator at home, and create a committee that will oversee parents' participation of students with special needs. Table 9 shows the best practices in coping with the challenges on the engagement of parents.

Table 9
Best Practices in Coping with the Challenges on the Engagement of Parents

Indicators	WM	Description
1. Create a committee that will oversee parents' participation in students with special needs	2.97	Moderate
2. Use research-based data on how to enhance the parents' engagement as the learning facilitator at home	3.00	Moderate
3. Motivate parents of students with special needs to sustain their participation as learning facilitators at home	3.58	High
4. Create or provide different platforms of communication involving home learning partners, learners, teachers, and stakeholders to facilitate the collaboration of the learning environment in the new normal	3.96	High
5. Establish a strong mechanism in ensuring that learners are assisted by home learning partners.	3.67	High
6. Collaborate with parents, teachers, and other stakeholders using different channels of communication in crafting plans to assist parents as learning facilitators.	3.75	High
Average WM	3.49	Moderate

It can be implied that some of the best practices in coping with the challenges in the engagement of parents were both regarded as high and moderate. The best practices include: fostering open communication by collaborating with the school community and external stakeholders; mobilizing

home partners; and inspiring parents of SPED students. However, research-based data was moderately utilized and mobilized parents to monitor learning at home.

The study by Manalo, F. and De Villa, J. (2020), entitled “Secondary Teachers' Preparation, Challenges, and Coping Mechanism in the Pre - Implementation of Distance Learning in the New Normal,” emphasized that school heads focused on preparation, such as gathering resources and establishing practices, profiling learners, and capacity building for continuous learning and development along with the challenges on assessment complexity, difficulty in instructional delivery, and digital facility limitations. In line with the challenges, the school heads exhibited positive well-being, appropriate time management, openness to change, peer mentoring, and collegiality. The findings can be an avenue of change as education transits to the new normal.

Summary of the best practices

The best practices in general were high with a general WM of 3.74. The high practices in coping with the challenges on assessment of learning with an average WM of 3.91 was the highest, followed by a high practice in coping with the challenges on the provision of appropriate instructional support with an average WM of 3.81. While moderate practice in coping with the challenges of the engagement of parents with an average WM of 3.49 was noted. It can be implied that the school heads showed best practices in coping with the challenges more on assessment of learning, followed by the provision of appropriate instructional support, but least on the engagement of parents.

4. Plan of action to lessen the challenges encountered in the implementation of SPED in the new normal

1. Based on the findings on the LSENs profile, each school should design its learning intervention and become the center of learning according to the learning disability cases. For instance, school A has the majority of DIC-Autism, DPAS-CID, DS, and EIP cases. The majority of cases of DAK-LD, Multiple Disabilities, and DIC Communication were noted in School B. While the majority of DIH-CHI, DPAS-CID, and DPAS cases were concentrated in school C.
2. School resources involving ICT-related facilities and internet connectivity should be upgraded to enable end users to develop ICT skills. Teachers can better serve their clientele through the use of computer-aided instructions, and assessment of learning. In line with this collaboration between school administration and local government, a unit is necessary to improve the technological infrastructure of the school.
3. Re-visiting of MELCs and pedagogies, crafting timely instructions, and enhancing assessment tools must be regularly conducted to strengthen school capabilities to address diverse LSENs needs.
4. Activities that can strengthen the engagement of parents can be strategically planned to maximize the capacity of parents to collaborate with the school.

Findings

The findings were based on the discussions of the profile of the LSENs; challenges encountered by the school heads in the implementation of distance

education, the best practices, and the action plan based on the results of the study. Based on discussions, the following findings were revealed.

1. Profile of the SPED learners in SDO Legazpi City

The SPED learners' profile includes age, sex, and learning disability. The 339 learners were 5-26 years old, the majority belong to the age group of 11-15 and a few were 21-26 composed of 64% males and 35.69% females from the three SPED centers in SDO Legazpi. There were nine (9) identified learning disabilities in the three (3) SPED centers in the SDO Legazpi City with a total of 339 learners distributed in the three (3) schools coded as A, B, and C. The learning disability cases were as follows, DPAS – CID, DS; DDIB – AUTISM; DIH – CHI; EIP; DAK – LD; Multiple Disability; DIM/SPEECH-CCP; DIC- Comm.; and DIS – CVI.

The schools arranged according to the number of learning disability cases were as follows: schools A, B, and C. However, the EIP was noted only in school A and with the highest percentage of DIM/Speech-CCP, DDIB-Autism, DIS-CVI, and D-PAS-CID, DS; While the highest cases of DAK – LD, DIC Communication, and multiple disabilities were noted in school B; and school C has the highest cases of DIH-CHI.

2. Challenges encountered in the Implementation of SPED Program in the new normal

The challenges encountered by the school heads and teachers in the Implementation of SPED Program in the new normal were moderate with a general WM of 2.92 which focused on the provision of appropriate instruction for each learning disability, assessment of learning, and engagement of parents.

The provision of appropriate instruction with an average WM of 2.88 showed limited school resources; limited knowledge of teachers on ICT-related skills; and limited access of learners to the available materials from different learning portals were the top three moderate challenges. While limited input in the module requires other references was the least challenging.

While on the assessment of learning with an average WM of 2.86 indicated limited results of learning assessment of students; limited system in assessing the validity of learning outcomes; and limited access of teachers to do learning assessment due to low internet connection were the top three (3) challenges moderate challenges. While limited learning assessment tools and Insufficient data on the students' learning outcomes were least noted.

The engagement of parents with an average WM of 3.02, showed the limited technological facility of the parents; limited monitoring system of parents; and limited strategies of teachers in engaging parents to be the learning facilitator at the home of the student with special needs. While the least rated indicator unable to assist the student with special needs in the learning process due to the unconducive learning situation at home was least noted.

3. Best Practices

The best practices in coping with the challenges, in general, were high with a general WM of 3.74 which focused on the provision of appropriate instructional support for each learning disability; assessment of learning; and engagement of parents. A high practice on the provision of appropriate instructional support with an average WM of 3.81 showed that the school heads capacitated and provided

teachers with resources necessary to prepare and improve instructional materials provided the appropriate supplementary learning materials; provided instructional support through School-Based LAC Sessions; and the least was provided instructional support to teachers by providing them technical assistance, mentoring, monitoring intervention, and training.

While, a high practice in coping with the challenges on assessment of learning with an average WM of 3.91 showed that the school heads led the teachers to manage the curriculum, instruction, and assessment goals; instructed teachers to use rubrics in the assessment; provided assessment monitoring tools, analyzed the results, and gave proper intervention. While the last are collaborated with teachers on the assessment process, created online or offline platforms in connecting and updating with home learning partners and monitored the learner's performance at home.

And, a moderate practice in coping with the challenges of the engagement of parents with a general WM of 3.49, showed that the school heads created different platforms of communication; collaborated with stakeholders using different channels of communication; established a strong mechanism in home learning partners which were noted high. However, the school heads moderately practiced the creation of a committee that will oversee parents' participation.

4. Plan of action to lessen the challenges encountered in the implementation of SPED Program in the new normal

The SPED center with the most learning disability cases can be the center of learning and development of interventions. For instance, school A has the

majority of DIC-Autism, DPAS-CID, DS, and EIP cases. The majority of cases of DAK-LD, Multiple Disabilities, and DIC Communication were noted in School B. While the majority of DIH-CHI, DPAS-CID, and DPAS cases were concentrated in school C.

To enhance the assessment of learning, and engagement of parents, and to better serve LSENs through the use of computer-aided instructions, the ICT-facilities and internet connectivity of the SPED center can be upgraded collaboratively with the local government unit.

To enhance the assessment tools and strengthen school capabilities to address diverse LSENs needs, re-visiting of MELCs, pedagogies, and crafting of timely instructions must be regularly conducted. Along with this, strategic planning of activities that can strengthen the engagement of parents to maximize their capacity to collaborate with the school should be collaboratively conceptualized.

Conclusion

The conclusions were based on the summary of findings of the profile, challenges, best practices, and plan of action. Based on the findings the following conclusion were established:

1. There were 339 learners ages 5-26 who were enrolled in the SDO Legazpi SPED Centers. The majority were 11-15 years old comprised of 64% males and 35.69% females. Nine (9) types of learning disabilities were identified in the three (3) schools coded as A, B, and C as follows: DPAS – CID, DS; DDIB – AUTISM; DIH – CHI; EIP; DAK – LD; Multiple Disability; DIM/SPEECH-CCP; DIC- Comm.; and DIS – CVI. In particular, School A was the only school with EIP cases and with the highest

percentage of DIM/Speech-CCP, DDIB-Autism, DIS-CVI, D-PAS-CID, and DS; While the highest cases of DAK – LD, DIC Communication, and multiple disabilities were noted in school B; and school C has the highest cases of DIH-CHI.

The top learning disability cases include Difficulty in Applying Adaptive Skills (DPAS), Children with Intellectual Difficulties (CID), Down Syndrome (DS); Difficulty in Displaying Interpersonal Behavior (DDIB)- Autism; Children with Hearing Impairment (CHI); Early Intervention Program (EIP); Difficulty in Acquiring Knowledge (DAK).

2. The moderate challenges encountered by the school heads in the implementation of SPED Program in the new normal focused on the provision of appropriate instruction for each learning disability, assessment of learning, and engagement of parents. The engagement of parents is more challenging than the provision of instruction and assessment of learning. In particular, the challenges include school resources; ICT-related skills; and limited access of learners in different learners' portals due to internet connectivity issues. Improper clustering of assessment results; the validity of the assessment results; and slow internet hinder teachers from appropriately using the assessment tools, assisting students' and monitoring parents' participation.

3. The best practices in coping with the challenges focused on the provision of appropriate instructional support for each learning disability; assessment of learning; and engagement of parents including capacitated teachers and provided resources to improve the instructional materials; provided supplementary learning materials; conducted School-Based LAC Sessions; strengthened support from

stakeholders; provided technical assistance; and allowed teachers to attend training; they led the teachers to act as instructional managers, and guided teachers to use assessment measures aligned with the student's needs; collaborated with teachers on the assessment process; and use the online or offline platforms to monitoring learners, but moderately utilized and mobilize parents to monitor learning at home.

4. To lessen the challenges encountered in the implementation of SPED in the new normal, the following plan of action were proposed: the SPED center with the most learning disability cases can be the center of learning and development and interventions, the ICT facility and internet connectivity of the SPED center can be upgraded in collaboration with local government unit; re-visiting of MELCs and pedagogies, crafting of timely instructions, and enhancing assessment tools must be regularly conducted to strengthen school capabilities to address diverse LSENs needs; and to strengthen the engagement of parents, activities that were strategically planned should be implemented.

Recommendations

Based on the conclusions, the following recommendations were set forth:

1. Since the majority of the LSENs were in the elementary, it can be recommended that the SPED Program should be sustained and conduct activities that can encourage parents to enroll their children in the secondary level. With regards to the highest learning disability cases, specific programs should be specialized by the school's concerned supported by the Department of Education

in attaining its goal to provide an inclusive education for all types of exceptional children.

2. The engagement of parents should be given equal attention along with the provision of instruction and assessment of learning.

3. School heads' best practices in coping with the challenges in the new normal should be balanced among the provision of appropriate instructional support for each learning disability, assessment of learning, and engagement of parents.

4. To lessen the challenges encountered in the implementation of SPED Program in the new normal, the proposed plans can be put into action.

Timetable

The Gantt chart below shows the graphical representation of the research schedule. This type of bar chart shows the start and finish dates of research elements such as preparation and requirements to be done.

Activities	CY:2022											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Proposal evaluation												
Revision of proposal												
BERF process												
Revision Process												
Data Collection												
Analysis of Data,												
Revision and Dissemination												
Completion												

Cost Estimate

The cost estimate below is a representation of the expenses related to the research proposal, revision process, data collection, data analysis, and printing. It covers the costs behind the needed resources, which include school supplies, travel expenses, sustenance expenses, and other supplementary expenses. Below is table 1 showing the cost estimate of the study.

Table 1
Cost Estimate

Activities	Description	Quantity	Unit Price	Total Amount
Preparation of research proposal, Revision Processes	Short Bond paper substance 20	5 reams	200	1000
	White short folder with fastener	50 pcs	15	750
	Epson Ink 644 set	2 sets	878	1756
	Internet load	1-month load	1500	1500
-Travel to ROV for the submission of a revised copy -Travel to ROV to get MOA, and submission of MOA -Travel from home to Legazpi City, Law Firm for Notary and back -Notary Signing	Tricycle rental	2 rides	200	400
	Tricycle rental	2 rides	200	400
	Tricycle rental	2 rides	200	400
	Attorney's fee	1 file	500	500
Data Collection, analysis, and interpretation	Tricycle fare for Domestic travel from School to the house of the Interviewee	30 rides	50	1500
	Internet load	7 loads	1500	10500
	Tricycle fare for buying food/snacks	2 rides	200	400
	Food packs for respondents during the conduct of research (surveys, FGDs);	50pax	250	12500
	Food, snacks, and drinks			14,000
Reproduction and printing of questionnaires	Short Bond paper substance 20	5 reams	200	1000
	Epson Ink 644 set	2 sets	878	1756
	Snacks	2packs	300	600
	Tricycle fare for buying materials for printing	2 rides	200	400

Dissemination of result-Seminar-Workshop				
Travel to SDO for submission and getting the proposal for Seminar-Workshop	Tricycle fare	2 rides	100	200
Conduct of seminar-workshop Seminar-Workshop				14,000
Completion Submission to SDO of completed research	Tricycle Rental	2 rides	140	280
Submission to ROV of completed copy	Tricycle rental	2 rides	150	300
Bookbinding	Bookbinding fee	5 books	200	1000
Travel Expenses	Tricycle Rental	4 rides	200	800
Miscellaneous expenses				4058
			Total	70,000.00

Utilization, Dissemination, and Advocacy

The findings of this research will be disseminated through the School In-Service Training (INSET) and other research fora (local, national or international). For the INSET presentation, a seminar-workshop on Revisiting MELCs, Harvesting and Enhancing of LAS for Diverse Learners with ICT Integration involving Legazpi City Division SPED teachers will be proposed. Through this seminar-workshop, the teacher-participants are expected to enhance their basic computer skills, the Learning Activity Sheets (LAS) previously developed, harvest video lessons, and develop interventions with updated approaches and strategies for SPED learners with different learning needs.

Before the conduct of the workshop, the presentation of the findings, and their significance in SPED education will be highlighted by the researcher. After which, the training facilitator will give the preliminaries of the training sessions.

The first session will be held in the online session room, it will cover (1) Enhancing Basic Computer Skills. The teacher-participants will be guided on the basic use of computer technology, harvesting of video lessons, enhancing instructional materials, and utilizing social media platforms. (2) Enhancing Instructional Materials for SPED students with ICT Integration. This session will allow teachers to make attractive, effective, and diverse instructional materials with ICT integration involving visualization, active learning, and computer-assisted instruction. This part can be done at home, and the output can be validated by experts. (3) *Engaging Parents of SPED Students*. This can be held via virtual orientation. The parents will be re-oriented on the basic approaches, strategies, and interventions necessary for the specific learning ability of students in the new normal. Parents can have a one-on-one session with the designated teacher who is an expert on the special need of the student. Improved home learning/instruction utilizing enhanced instructional materials will be presented to the parents. They will be encouraged to ask questions on how the lessons can be facilitated using ICT, information processing, and authentic communication, allowing the learner to have autonomy as the builder of his or her learning process, and understand the utilization of ICT in the assessment of learning and evaluation of outputs.

TRAINING DESIGN

Revisiting MELCs, Harvesting and Enhancing of LAS for Diverse Learners with ICT Integration Seminar-Workshop

Participants: SPED Teachers Target Date: November 2022				
TRAINING OUTCOME 1:				
1. Enhancing Basic Computer Skills <i>Enhanced computer basic skills</i>	Course Outline	# of Hrs.	Training Description	Media
	Course outline: <ul style="list-style-type: none"> • basic skills in using a computer • introduction to simple word processing • introduction to simple spreadsheets • basic use of the government email • basic use of internet • developing Video lessons 	8	This basic ICT course is ideal for SPED teachers in developing video lessons. It will cover the basics of using a computer including basic use of Word, Excel, Email and Internet. At the end of this course participants will sit for a short test to demonstrate the learning achieved. If they successfully pass the test, a certificate of achievement will be awarded.	ICT Facility
TRAINING OUTCOME 2:				
2. Enhancing Instructional Materials for SPED students with ICT Integration <i>Made attractive instructional materials with ICT integration involving:</i> <ul style="list-style-type: none"> • visualization • Active Learning • Computer-assisted instruction 	<ul style="list-style-type: none"> • Revisit topics using CG/MELCs • Identify ICT integration appropriate for each strategy • Design instructional materials and lesson plans with ICT integration for each strategy • Finalize interventions necessary for each learning difficulties 	4	<i>This training will help SPED teachers to be equipped with enough knowledge and skills on the presentation of lessons using different teaching strategies with the ICT integration appropriate for each learning difficulty new to keep up-to-date with the technologies in the country and for the realization of DepEd goals in line with computerization program which is evident reason to train teachers using ICT facility of the school.</i>	ICT Facility , Curriculum Guide/Book, MELCs

TRAINING OUTCOME 3:				
3. Engaging Parents of SPED Students <i>Improved home learning/instruction utilizing enhanced instructional materials</i>	<ul style="list-style-type: none"> • <i>Design an orientation for parents</i> • <i>Present contextualized lessons with ICT integration to be utilized at home in the absence of teachers.</i> 	4	<i>This orientation will enable parents to:</i> <i>1. Integrate ICT's in the learning process, as a key competence and contributing to the acquisition of the skills.</i> <i>2. Use appropriate approach/ strategies at home while dealing with the student's learning for authentic communication, and on the learner autonomy, as the builder of his or her own learning process;</i>	<i>ICT facility, CG, MELCs , Lesson plans</i>
TOTAL TIME: 16hours				

WORK PLAN
Revisiting MELCs, Harvesting and Enhancing of LAS for Diverse Learners
with ICT Integration Seminar-Workshop

ACTIVITIES	PERSONS INVOLVED	TIME FRAME	MEANS OF VERIFICATION
Preparation of project proposal	School Head Proponent SPED Teachers	August 2022	Approve Project Proposal and Memorandum
Proposing for the Venue	School Head, School Research Coordinator Proponent SPED teachers	August, 2022	Approved Venue
Meeting with the School Heads District Research committee, school research committee to present plan and discuss the concept of the workshop		October 2022	Minutes of the meeting
Follow up, finalization meeting and presentation of the plan			
Submission of project proposal in the Division			
Preparation of Program, certificate, venue, invitation of resource person/s	Proponent, Working Committee	Nov 2022	Program Certificate
Presentation of research findings	Regional Research Committee Division Research Coordinator, School Head, PSDS, School Research Committee, proponent, Values Ed Teachers, and Department Heads		Approved proposal Program Documentation Accomplishment Report
Conduction of: Revisiting MELCs, Harvesting and Enhancing of LAS for Diverse Learners with ICT Integration			
Evaluation of Activity Awarding of certificates			

FINANCIAL PLAN

Revisiting MELCs, Harvesting and Enhancing of LAS for Diverse Learners with ICT Integration Seminar-Workshop

ACTIVITY	RESOURCES	EXPENSES (Php)
Revisiting Pedagogical Approaches of Values Education with ICT Integration	Free Venue 2 Snacks, 1 Lunch x P200.00/pax Plus 3 support staff	Venue with meals for 1 day and other Miscellaneous Expenses 30 pax x 1-day x 200.00/pax 6,000.00
	Amenities: -Free Tarpaulin for backdrop -Free Sound System -Multi Media/Projector Miscellaneous expenses	 5,000.00
	Supplies: 27 pcs. Certificate of Recognition 10 pcs. Certificate Jacket A4 size 3packs of specialty paper 8 ½ x 13 size 1 reams of long bond paper 8 ½ x 13 size 1 reams A4 size bond papers Token	 500.00 500.00 300.00 250.00 250.00 1,200.00 3,000.00
	GRAND TOTAL	14,000.00

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FINANCIAL REPORT

ACTIVITY	CASH OUT	BALANCE
Basic Educational Research Fund (BERF) Facility Grant		70,000.00
Proposal		
Preparation of research proposal and revision processes	5006	64,994
Travel to ROV for the submission of revised copy		
Travel to ROV to get MOA, and submission of MOA	1200	63,794
Travel from home to Bonot, Legazoi City, Law Firm for Notary and back		
Notary Signing	500	63,294
Data Collection, Analysis of data, and Interpretation		
Travel expenses	1900	61,394
Internet load	10500	50,894
Food Snacks for respondents	14150	36,744
Food Snacks for interviewee	12500	24,244
Reproduction and printing	3756	20,488
Dissemination of Result		
Travel expenses for submission of proposal in SDO	200	20,288
Expenses for disposable utensils	1400	18,888
Expenses for (miscellaneous) finger foods, coffee, juice, sliced cake, candies, etc.	1308	17,580
Printing of Tarpaulin and fare	700	16,880
Snacks (morning and afternoon)	4500	12,380
Expenses for Food and water for (Lunch for 20pax)	10000	2,380
Submission of Completed Research		
Travel expenses to SDO and ROV	580	1,800
Bookbinding		
Bookbinding expenses	1000	1000
Travel Expenses	800	800
Total	70,000	0

**ANNEX 1. Research Questionnaire with answers from the
Research Respondents/Tools/ Statistical Computation and Others**

**CHALLENGES ENCOUNTERED BY SCHOOL HEADS OF LEGAZPI CITY
DIVISION IN THE IMPLEMENTATION OF THE SPECIAL EDUCATION
(SPED) PROGRAM IN THE NEW NORMAL**

Questionnaire

Dear Respondents,

The researcher would like to determine the CHALLENGES ENCOUNTERED BY SCHOOL HEADS OF LEGAZPI CITY DIVISION IN THE IMPLEMENTATION OF THE SPECIAL EDUCATION (SPED) PROGRAM IN THE NEW NORMAL. In this regard kindly answer the questions below with all honesty. Rest assured that the result of this study will be used as a basis for action planning on the enhancement of program implementation. Thank You.

The Researcher

Please check (/) the rating opposite each indicator. The numerical rating and its adjectival descriptions are shown below.

5-Very High 4-High 3-Moderate 2- Low 1-Very Low

Indicators	Rating				
1. Challenges Encountered by the School Heads	5	4	3	2	1
<i>a. Provision of appropriate instruction for each learning disability,</i>					
1. Limited instructional and supplementary materials appropriate for each learner with special needs					
2. Limited access of learners in the available materials from different learning portals due to issues in internet connectivity					
3. Limited input in the module requires other references so that parents can help the student with special needs in doing tasks.					
4. Limited school resources to produce quality materials for students with special needs					
5. Limited knowledge of teachers on ICT-related skills to produce quality instructional materials for students with special needs.					
Others, please specify.					
<i>b. Assessment of learning</i>					
1. Limited results of learning assessment per subject area and per group of students with special needs					
2. Limited system in assessing the validity of students' learning outcomes as reflected in the submitted outputs.					

3. Limited learning assessment tools for students with special needs in distance learning delivery modality					
4. Limited access of teachers to do learning assessment due to low internet connection.					
5. Insufficient data provided by the teacher of the students' learning outcomes					
Others, please specify.					
<i>c. Engagement of parents</i>					
1. Limited monitoring system of parents' participation in the conduct of teaching and learning process at home					
2. Limited strategies of teachers in engaging parents to be the learning facilitator at home of the student with special needs					
3. Limited technological facility (digital, audio-visual, radio, virtual platform) on the part of the parent, so that teachers find difficulties to assist parents on how to facilitate learning for a differently-abled student at home					
4. Unable to assist the student with special needs in the learning process due to unconducive learning situation at home					
5. Limited chance to conduct capacity building with parents of students with special needs through parents' associations, management committees, and teachers' associations					
6. Limited educational background of parents to assist the student with special needs.					
Others, please specify.					
2. Best Practices in coping challenges					
<i>a. Provision of appropriate instructional support for each learning disability</i>					
1. Provide instructional support to teachers by providing them technical assistance, mentoring, monitoring intervention plan of teachers, and allow teachers to attend training for professional growth					
2. Provide instructional support through School-Based LAC Sessions that will enhance teachers' instructional skills in the new normal					

3. Establish functional and strong support from home learning partners and community stakeholders in gathering reliable data and monitoring learner's performance at home.					
4. Provide the students with special needs with appropriate supplementary learning materials.					
5. Empower the teachers in selecting appropriate instructional materials needed in the delivery of the lesson for students with special needs					
6. Capacitate teachers to prepare with appropriate instructional materials and provide resources to improve the instructional materials.					
Others, please specify.					
<i>b. Assessment of learning</i>					
1. Instruct teachers to use rubrics in the assessment of learner's output					
2. Collaborate with teachers on the assessment process based on the mandated assessment procedures					
3. Lead the teachers to manage the curriculum, instruction, and assessment goals—from grade-level to individual student with special needs					
4. Instruct teachers to select appropriate assessment measures aligned with the student's special needs					
5. Provide assessment monitoring tools in the conduct of assessment, analyze the results, and give proper intervention if needed.					
6. Create various ways whether online or offline platforms in connecting and updating with home learning partners and monitoring the learner's performance at home.					
Others, please specify.					
<i>1. Engagement of parents</i>					
1. Create a committee that will oversee parents' participation of students with special needs					
2. Use research-based data on how to enhance the parents' engagement as the learning facilitator at home					

3. Motivate parents of students with special needs to sustain their participation as learning facilitators at home					
4. Create or provide different platforms of communication involving home learning partners, learners, teachers, and stakeholders to facilitate the collaboration of the learning environment in the new normal					
5. Establish a strong mechanism in ensuring that learners are assisted by home learning partners.					
6. Collaborate with parents, teachers, and other stakeholders using different channels of communications in crafting plans to assist parents as learning facilitators.					
Others, please specify.					

Thank you!

Indicators	Rating							
1. Challenges Encountered by the School Heads	5	4	3	2	1	N	Summ	WM
<i>a. Provision of appropriate instruction for each learning disability,</i>								
1. Limited instructional and supplementary materials appropriate for each learner with special needs		6	8	9	1	24	67	2.79
2. Limited access of learners in the available materials from different learning portals due to issues in internet connectivity	2	7	4	7	4	24	68	2.83
3. Limited input in the module requires other references so that parents can help the student with special needs in doing tasks.	2	4	5	12	1	24	66	2.75
4. Limited school resources to produce quality materials for students with special needs	2	5	10	6	1	24	73	3.04
5. Limited knowledge of teachers on ICT-related skills to produce quality instructional materials for students with special needs.	1	7	10	3	3	24	72	3
								2.88
<i>b. Assessment of learning</i>								
1. Limited results of learning assessment per subject area and per group of students with special needs		6	14	4		24	74	3.08
2. Limited system in assessing the validity of students' learning outcomes as reflected in the submitted outputs.		6	9	9		24	69	2.88
3. Limited learning assessment tools for students with special needs in distance learning delivery modality		3	12	9		24	66	2.75
4. Limited access of teachers to do learning assessment due to low internet connection.		3	14	7		24	68	2.83
5. Insufficient data provided by the teacher of the students' learning outcomes		3	13	7	1	24	66	2.75
						0	0	2.86
<i>c. Engagement of parents</i>						0	0	####

1. Limited monitoring system of parents' participation in the conduct of teaching and learning process at home	1	11	6	5	2	25	79	3.16
2. Limited strategies of teachers in engaging parents to be the learning facilitator at home of the student with special needs		10	9	3	2	24	75	3.13
3. Limited technological facility (digital, audio-visual, radio, virtual platform) on the part of the parent, so that teachers find difficulties to assist parents on how to facilitate learning for a differently-abled student at home	3	6	9	6		24	78	3.25
4. Unable to assist the student with special needs in the learning process due to unconducive learning situation at home	2	3	6	13		24	66	2.75
5. Limited chance to conduct capacity building with parents of students with special needs through parents' associations, management committees, and teachers' associations		7	7	9	1	24	68	2.83
6. Limited educational background of parents to assist the student with special needs.	3	7	3	9	2	24	72	3
								3.02
2. Best Practices in coping challenges								
<i>a. Provision of appropriate instructional support for each learning disability</i>								
1. Provide instructional support to teachers by providing them technical assistance, mentoring, monitoring intervention plan of teachers, and allow teachers to attend training for professional growth	5	9	7	2	1	24	87	3.63
2. Provide instructional support through School-Based LAC Sessions that will enhance teachers' instructional skills in the new normal	5	12	4	1	2	24	89	3.71
3. Establish functional and strong support from home learning partners and community stakeholders in gathering reliable data and monitoring learner's performance at home.	5	9	8	1	1	24	88	3.67
4. Provide the students with special needs with appropriate supplementary learning materials.	8	10	6			24	98	4.08

5. Empower the teachers in selecting appropriate instructional materials needed in the delivery of the lesson for students with special needs	7	10	1	3	3	24	87	3.63
6. Capacitate teachers to prepare with appropriate instructional materials and provide resources to improve the instructional materials.	9	12	1	1	1	24	99	4.13
								3.81
<i>b. Assessment of learning</i>								
1. Instruct teachers to use rubrics in the assessment of learner's output	6	14	3	1		24	97	4.04
2. Collaborate with teachers on the assessment process based on the mandated assessment procedures	3	13	7	1		24	90	3.75
3. Lead the teachers to manage the curriculum, instruction, and assessment goals—from grade-level to individual student with special needs	6	15	3			24	99	4.13
4. Instruct teachers to select appropriate assessment measures aligned with the student's special needs	3	15	4	2		24	91	3.79
5. Provide assessment monitoring tools in the conduct of assessment, analyze the results, and give proper intervention if needed.	3	18	3			24	96	4
6. Create various ways whether online or offline platforms in connecting and updating with home learning partners and monitoring the learner's performance at home.	3	12	9			24	90	3.75
								3.91
<i>c. Engagement of parents</i>								
1. Create a committee that will oversee parents' participation of students with special needs	3	5	14	12		34	101	2.97
2. Use research-based data on how to enhance the parents' engagement as the learning facilitator at home		8	8	8		24	72	3
3. Motivate parents of students with special needs to sustain their participation as learning facilitators at home	6	6	8	4		24	86	3.58

