



HANDOM UG PANGANDYOY: PERSPECTIVES AND PRACTICES OF KNCHS SNED TEACHERS IN FOSTERING INCLUSIVE LEARNING ENVIRONMENTS FOR LEARNERS WITH DYSLEXIA

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ABSTRACT

This qualitative study explored the perspectives and practices of five Special Needs Education (SNED) teachers at Koronadal National Comprehensive High School - Junior High School Department, regarding inclusive learning environments for dyslexic learners. The research aimed to comprehend the teachers' views on teaching and handling dyslexic students, individual teaching challenges encountered, ways for addressing these challenges, and strategies for fostering inclusive learning environments. Phenomenology guided the research design, utilizing in-depth interviews with a semi-structured approach. Thematic analysis revealed key perspectives: dyslexic learners struggle with reading and grasping new concepts, necessitating patience, understanding, and equal opportunities for academic and personal development. Challenges in fostering inclusivity included maintaining patience, time constraints, lack of training/resources, insufficient knowledge, discrimination, and inadequate funding. Teachers addressed these through self-directed learning, professional development, and promoting positive environments. Strategies for fostering inclusivity included differentiated instruction, Individualized Education Plans (IEPs), collaboration, training, and multisensory approaches. Insights highlighted the importance of accepting dyslexic learners, providing ongoing support, and prioritizing professional development. The study recommended utilizing these insights to enhance inclusive learning for dyslexic learners and conducting further research to meet the needs of all special education students to give them hope (*handom*) and achieve their dreams (*pangandoy*) in life.

KEYWORDS: Dyslexia, Perspective, and Practices of SNED Teacher, Inclusive Education

INTRODUCTION

Learning difficulties, such as dyslexia, can significantly impede accurate word reading and spelling skills. Dyslexic students often struggle with word recognition, spelling, and reading, which can hinder their ability to retain previously learned information. These challenges are exacerbated when dyslexic children do not have access to a supportive learning environment and have limited vocabulary and weak reading skills. Differentiating words while reading can be particularly challenging for dyslexic individuals (Rose, 2009). Dyslexia is primarily related to difficulties in word recognition due to obstacles in the brain areas responsible for processing language components such as orthography and phonology (Davis et al., 2011). Recent research challenges previous notions that dyslexia is solely linked to visual, auditory, and cognitive problems (Snowling & Hulme, 2012). It is now recognized as a language-processing disorder that is distinct from other cognitive-related reading difficulties and not caused by a lack of intellectual functioning (Das, 2009).

Inclusive education aims to provide equal opportunities for all students, including those with dyslexia. However, many teachers, including experienced ones, may not be adequately trained in special needs education. The Association of

International Dyslexia emphasizes the importance of identifying and evaluating dyslexic students to ensure their academic success. Effective programs should be developed by trained individuals based on comprehensive assessments. One-on-one support is crucial for dyslexic students to work at their own pace. Intervention strategies such as language-based activities, modifications, verbal assessments, and mindfulness exercises can help dyslexic students overcome challenges related to confidence and self-esteem. Overall, creating excellent classroom environments and implementing appropriate teaching approaches are essential for fostering inclusive education.

The objective of this study is to examine the perspectives, difficulties, and approaches of SNED teachers at KNCHS (Koronadal National Comprehensive High School-Junior High Department) in creating inclusive educational settings for dyslexic students. The aim is to enhance understanding, identify challenges, and ultimately enhance the quality of support and education provided to children with special needs within the school community. By investigating the perceptions and experiences of SNED teachers, this study seeks to gather valuable insights that can inform the development of evidence-



based practices and interventions tailored to the specific needs of dyslexic learners.

OBJECTIVE OF THE STUDY

This study entitled *Handom Ug Pangandoy: Perspectives and Practices of KNCHS SNED Teachers in Fostering Inclusive Learning Environments for Learners with Dyslexia* aims:

1. To investigate the perceptions of KNCHS SNED teachers towards fostering inclusive educational environments for dyslexic learners.
2. To explore the challenges faced by KNCHS SNED teachers in creating inclusive learning environments for dyslexic learners.
3. To identify the strategies employed by KNCHS SNED teachers to enhance the quality of assistance and education for dyslexic learners and improve inclusive practices at Koronadal National Comprehensive High School-Junior High Department.

THEORETICAL LENS

Social constructivism theory emphasizes the collaborative construction of knowledge and understanding through social interactions and shared experiences. In the context of fostering inclusive learning environments for learners with dyslexia at Koronadal National Comprehensive High School, applying a social constructivist lens can illuminate how SNED teachers co-create supportive and inclusive educational settings through collaborative efforts, shared practices, and collective problem-solving. By focusing on the social and collaborative aspects of teaching dyslexic learners, this theoretical perspective can provide insights into the dynamics of knowledge construction, pedagogical approaches, and support systems that contribute to inclusive learning environments for students with dyslexia.

METHODS

This qualitative study adopts a phenomenological approach to delve into the perspectives, challenges, and strategies of five Special Education teachers at Koronadal National Comprehensive High School's Junior High Department in fostering inclusive environments for dyslexic learners. By exploring how teachers perceive and respond to challenges in promoting inclusion, this methodology aims to uncover diverse practices and insights crucial for enhancing support for students with dyslexia.

The study includes five actively teaching SPED teachers at KNCHS with 3 to 5 years of experience and a focus on students with learning disabilities like dyslexia. These participants will provide valuable insights into the development of inclusive learning environments for dyslexic learners. Through their diverse experiences and practices, the study seeks to gain comprehensive perspectives on fostering inclusive education within the SPED program.

Semi-structured interviews will be conducted with the participants using open-ended questions, audio recordings with consent, and detailed note-taking. Thematic analysis will be employed to identify recurring patterns and themes within the data, offering a nuanced understanding of the challenges, strategies, and perceptions of KNCHS SPED teachers in

promoting inclusive learning environments for dyslexic learners. This rigorous data analysis process ensures a systematic examination of the collected insights while maintaining ethical considerations, confidentiality, and respect for participants throughout the research endeavor.

RESULTS AND DISCUSSION

Perceptions of KNCHS SNED Teachers Towards Diverse Learners in Their Classroom

The perceptions of Special Needs Education (SNED) teachers at Koronadal National Comprehensive High School (KNCHS) reveal the significant challenges dyslexic learners face in reading, writing, and grasping new concepts, emphasizing the necessity for patience, understanding, and tailored support. Teachers' insights underscore the importance of creating inclusive environments that cater to diverse learning needs and foster equal opportunities for all students. By implementing differentiated instruction, providing individualized support, and cultivating a caring and supportive atmosphere grounded in empathy and respect, educators can empower dyslexic learners to thrive academically and personally. Ultimately, by embracing diversity, offering equal opportunities, and prioritizing a safe and inclusive learning environment, teachers at KNCHS can facilitate the holistic development and success of students with dyslexia.

Challenges faced by KNCHS Teachers in Fostering an Inclusive Learning Environment and How they Address It

The challenges encountered by KNCHS Special Needs Education (SNED) Teachers in creating an inclusive learning environment for dyslexic learners revolve around the difficulties in maintaining patience, time constraints, lack of training, insufficient resources, inadequate funding for special education, discrimination towards SNED learners, and self-directed learning and professional development. P1, P4, and P5 highlight the need for teachers to maintain patience amidst varied learning paces, emphasizing the essential role of understanding, empathy, individualized support, and a nurturing environment. Time constraints significantly impact lesson planning and individualized support, hindering effective teaching practices. The scarcity of training, resources, and funding pose obstacles to addressing the diverse needs of dyslexic learners. Discrimination and insufficient knowledge further impede creating an inclusive environment, stressing the importance of empathy, understanding, and tailored support for SNED learners. Additionally, self-directed learning, professional development, and promoting a positive learning atmosphere are vital for enhancing educators' knowledge and skills, fostering collaboration, and nurturing supportive environments where all students can thrive academically and personally.

Strategies Utilized by KNCHS SNED Teachers to Promote Inclusion and Accommodate Diverse Needs of Learners

KNCHS Special Needs Education (SNED) teachers prioritize differentiated instruction to accommodate diverse learners effectively and create an inclusive classroom environment where all students feel valued and supported. By tailoring teaching methods, materials, and assessments to individual learning styles and levels, teachers like P2, P3, and P4 address



the varied needs and abilities among students with dyslexia. The utilization of Individualized Education Plans (IEPs) and collaboration further enhances support for dyslexic learners, providing personalized goals, accommodations, and partnerships among stakeholders for comprehensive educational growth. KNCHS SNED teachers engage in continuous training and professional development opportunities to refine their expertise in supporting diverse learners proficiently. These activities, as conveyed by P1, P2, P3, and P4, offer insights, resources, and strategies for enhancing instructional practices and fostering collaborative partnerships within and beyond the school community. Utilizing multi-sensory approaches and adaptive resources, as emphasized by P1, P2, and P5, KNCHS SNED teachers enhance classroom accessibility and engagement for dyslexic students, promoting academic success and participation through dynamic and inclusive instructional practices.

CONCLUSION

The research findings underscore the indispensable role of Special Needs Education (SNED) teachers in creating inclusive learning environments for children with dyslexia. Their profound understanding of the challenges faced by these students, coupled with their emphasis on patience, personalized teaching approaches, and a nurturing classroom climate, exemplify their dedication to supporting every learner. Despite encountering barriers like limited resources and insufficient training, SNED teachers exhibit unwavering commitment and resilience in addressing the diverse needs of dyslexic students. By actively engaging in continuous professional development, fostering collaboration with stakeholders, and implementing tailored strategies such as differentiated instruction and Individualized Education Plans (IEPs), they demonstrate a collective effort to empower dyslexic children and nurture their academic and personal growth. The research illuminates the transformative influence of SNED teachers in shaping the educational journey of children with dyslexia, offering them not just academic support but also hope, opportunities, and a pathway to a promising future filled with possibilities and success.

RECOMMENDATIONS

This research study has come up with the following recommendations to promote inclusive education and support learners with dyslexia and other learning disabilities effectively, a multifaceted approach involving SNED teachers, regular teachers, educational institutions, parents, local government units (LGUs), and future researchers is essential. SNED teachers should prioritize continuous training and professional development tailored to inclusive education and dyslexia while advocating for additional resources to enhance teaching efforts. Collaboration with regular teachers, parents, and stakeholders is crucial for developing and implementing Individualized Education Plans (IEPs) and sharing effective teaching practices.

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