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TEACHER'S PERCEPTION AND PRACTICES IN INCLUSIVE CLASSROOMS: FOCUS ON STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDER

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ABSTRACT

This study investigates teacher perceptions and practices in inclusive classrooms, focusing on supporting students with Emotional and Behavioral Disorders (EBD) in the semi-urban context of Dumangas Elementary Schools in Iloilo, Philippines. Employing a descriptive-correlational research design, data were collected from a sample of 140 randomly selected elementary teachers through structured questionnaires. The study explored teacher demographics, attitudes, knowledge, self-efficacy, practical challenges, and institutional support related to inclusive education for students with EBD. Findings reveal that most teachers are female, predominantly early to mid-career, with limited formal training in special or inclusive education. Overall, teachers exhibited generally positive perceptions towards inclusion and moderate levels of preparedness and confidence in meeting the needs of students with EBD. Significant challenges were identified in the areas of tailored professional development and school environmental support. A strong positive correlation ($r = .884$, $p < .01$) was found between teachers' perceptions of inclusion and their preparedness and confidence to support learners with EBD. The study underscores the need for targeted and sustainable professional development programs, enhanced school leadership support, and resource allocation to empower teachers in effectively implementing inclusive practices. The proposed Professional Development Program aims to build teacher competencies, improve attitudes, and foster collaborative inclusive school cultures. These findings contribute context-specific insights within the Philippine educational setting and offer practical implications for policymakers, school leaders, and educators advancing inclusive education for students with emotional and behavioral challenges.

KEY WORDS: *Behavioral Disorder, Emotional Behavior, Inclusive Classrooms, Sustainable Development, Teacher Perceptions*

I. INTRODUCTION

Inclusive education aims to provide equal opportunities for all learners, including students with Emotional and Behavioral Disorders (EBD). Teachers' preparedness and capacity to address diverse learners, particularly EBD students, is crucial for their success. Research shows that many educators report a lack of preparedness to teach EBD students, leading to increased stress levels and frustration. However, advantageous teacher attitudes to inclusion are associated with more substantial support and improved learning among EBD students.

Previous research has explored various teaching strategies and classroom management practices for EBD students, including differentiated instruction, positive behavior support strategies, and social-emotional learning strategies. However, more information about teachers' day-to-day attitudes and practices within inclusive classrooms is still needed. This investigation aims to explore how inclusive class teachers understand and support students with EBD, focusing on public elementary schools in Dumangas, Iloilo.

Dumangas schools represent a rare setting where prevailing community norms intersect with constant schooling reforms, serving heterogeneous pupils, including those with special learning needs and EBD students. Inclusive schooling within a limited-resource semi-urban setting yields results that are less comprehensive than those currently available in scholarly literature but are highly informative for such contexts across the Philippines.

Findings from this research will illuminate practical realities, challenges, and steps taken by teachers teaching EBD students in inclusion classrooms. This exploration is expected to generate new information, inform teacher professional development programs, inform school policies, and empower local schooling communities to prepare responsive, inclusive, and caring learning spaces.

This analysis examines how teachers' experiences, beliefs, and readiness impact their inclusive education strategies, especially for students with Emotional and Behavioral Disorders (EBD). The theory suggests that every learner is entitled to learn alongside others in mainstream classrooms, despite their unique challenges. Teachers' attitudes, knowledge, and skills are crucial for creating open-minded and effective learning environments. Bandura's Theory of Social Cognition, particularly self-efficacy, suggests that teachers' confidence significantly impacts their ability to motivate and manage problems in the classroom. Ajzen's Theory of Planned Behavior helps understand how teachers' attitudes towards inclusion, beliefs about school-level social support, and perceptions of their power to overcome barriers influence their intentions and practices. Bronfenbrenner's Theory of Ecological Systems provides a holistic perspective on teachers' practices within inclusive classrooms, particularly in semi-urban Philippine public schools.

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The study explores how teachers' profiles impact their perceptions and behaviors towards inclusive schooling, especially for students with Emotional and Behavioral Disorders (EBD). Demographic data, such as age, gender, years of service, grade level, and coursework in specialist or inclusive education, significantly affect their readiness to teach such students. Teachers' perceptions of inclusive schooling include their attitudes, knowledge, and confidence in teaching various learners. Practical concerns like resource scarcity, high workload, and discipline issues also influence their perceptions. Support from school administrators and peers, as well as professional development opportunities, also contribute to their perceptions. The study suggests that teachers' preparation influences their conception of inclusion and readiness to teach EBD students. Good attitudes and knowledge lead to high confidence and improved teaching behaviors, affecting the effectiveness of inclusion and support for EBD students.

The study's findings are beneficial for teachers, school administrators, parents, policy makers, teacher education institutions, and local communities. They help teachers understand their perceptions and practices in supporting students with EBD, identify areas for further training, and improve their confidence in inclusive classrooms. The research also informs parents about the challenges and successes faced by teachers, supports national goals of equitable and quality education, and improves pre-service and in-service training curricula for future teachers. It encourages broader stakeholder engagement in inclusive education efforts.

1.1 Statement of the Problem

This study aims to explore and understand the perceptions, attitudes, and practices of teachers regarding the inclusion of students with Emotional and Behavioral Disorders (EBD) in mainstream classrooms.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, sex, years of experience, and Training in special or inclusive education?
2. What are teachers' perceptions of inclusive education, specifically in relation to students with EBD, with respect to Attitude Towards Inclusion Education, Knowledge and Understanding, Self-Efficacy and Competence, Practical Concerns and Barriers, School and Environment Factors and Professional Development and Growth Customization?
3. What are the teachers' perceptions of their Preparedness and confidence in addressing the needs of students with EBD in inclusive classrooms in terms of Knowledge & Understanding, Attitude & Beliefs, Self-Efficacy & Confidence, Practical Skills & Strategies, Professional Development & Training and School & Environment Support?
4. Is there a significant relationship between teacher perceptions and Preparedness and confidence in addressing the needs of students with EBD in inclusive classrooms?
5. Based on the results of the study, what Professional Development Program may be proposed?

2. REVIEW OF RELATED LITERATURE

Overview of Emotional and Behavioral Disorders (EBD)

Emotional and Behavioral Disorders (EBD) is a descriptive term for a multifaceted set of emotional regulation difficulties and behaviors that interfere with a learner's learning and social behaviors. Students with EBD exhibit a multifaceted set of issues, including impulsivity, a higher level of depression or anxious feelings, and an inability to acquire positive interpersonal behaviors. These issues most commonly lead to low levels of achievement and withdrawal from social behaviors (Kauffman & Landrum, 2018). Emotional disturbance is an accepted definition-based disability category by the Individuals with Disabilities Education Act (IDEA), and it interferes with an individual's ability to learn as much as it interferes with their ability to interact with others (U.S. Department of Education, 2022).

Mental health issues among young groups, including symptoms indicative of EBD, have been a rising concern within the Philippine context, particularly about addressing the Socioeconomic and psychological effects caused by the COVID-19 pandemic. Mantaring and others (2021) posit an estimate where about 10% to 15% of Philippine children aged 5 to 15 years live with mental health problems, with high occurrences of anxiety, depression, and suicidal behaviors among teenagers. Such observations powerfully underscore the imperative to conduct early detection and interventions among school pupils to benefit those who have been affected, as well as to avert adverse future effects (Mantaring et al., 2021).

Moreover, Regencia, Marteja Jr., and Baja (2025) highlight the high frequency of depression, anxious feelings, and stress symptoms among Philippine emerging adults, with higher susceptibility among females and younger adults. These symptoms commonly interfere with students' conduct within school contexts, making it necessary to establish Support systems that promote their emotional health and academic achievement. To Support this, Dela Cruz and Reyes (2024) established that Grade 12 students with higher levels of social Support and self-esteem showed lower levels of emotional as well as behavioral problems, further supporting a buffer function for these variables alongside symptoms for EBD.

Despite rising knowledge regarding problems with the mental health of youths, the Philippine health system for psychiatry is also hindered by limited resources, a lack of qualified mental health professionals, and stigma that makes treatment access harder (Gabriel & Apellido, 2023). Systemic barriers such as these contribute to lower identification and treatment among students with EBD. For that matter, it is essential to adequately prepare teachers for inclusive schooling to recognize and Support students with emotional and behavioral issues.

EBD is an ongoing challenge among Filipino pupils, which is influenced by various factors, including individual psychology, as well as broader social and systemic pressures. It is only through confronting such a complex problem with early identification, positive school climates, and increased Support for mental health that pupils with EBD could potentially be better served.

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Inclusive Education: Principles and Policies

Inclusive education in the Philippines is based on international agreements and national regulations that ensure that all students, including those with disabilities and special needs, have equal access to quality education. The primary premise of inclusive education emphasizes that all children, regardless of their ability or background, should be educated together in mainstream schools with appropriate Support, thereby establishing an environment of acceptance and engagement (Department of Education [DepEd], 2019). This method reflects the country's constitutional commitment to delivering quality education to all Filipino citizens without discrimination, as expressed in the Philippine Constitution (1987).

Campado et al. (2023) investigated the use of assistive technology (AT) in educating students with special educational needs (SENs) in selected Philippine schools. The goal was to determine the assistive technologies used in educating students with special education needs (SPED). Additionally, the study examined the opinions, challenges, and Support mechanisms that SPED teachers face when integrating technology. The study's findings revealed the existence of two types of assistive technologies: interactive multimedia and conventional technology. Educational apps and high-tech tools are also used, but in small numbers. SPED teachers who teach LSENs find AT valuable since it reinforces learning, offers enjoyment in teaching, and has a motivational impact on students. However, this causes learners to get fixated on technology. SPED teachers face hurdles such as insufficient resources, learners' disobedience during instruction, technology issues, and a lack of mastery of skills. Financial, emotional, administrative, instructional, and spiritual help are required as Support mechanisms. The study recommends that SPED schools provide necessary training to SPED teachers on how to address obstacles in meeting the specific needs of learners.

The Philippines has signed significant international frameworks that promote inclusive education, most notably the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994). The Salamanca Statement promotes inclusive schooling as the most effective way to meet the educational needs of children with disabilities, claiming that regular schools with inclusive programs are the most effective way to combat discriminatory attitudes and build an inclusive society (UNESCO, 1994). These principles have influenced national policies, emphasizing the need for schools to accommodate diverse learners through modified curricula and supportive services (DepEd, 2019).

The Philippine Republic Act No. 11510, also known as the Inclusive Education Act of 2022, represents a significant national development in this subject. This law codifies policies and initiatives that promote inclusive education, requiring the creation of accessible learning environments and Support systems for students with disabilities (Republic of the Philippines, 2022). This legislation promotes not only physical accessibility but also the adoption of inclusive pedagogical practices and enhanced collaboration among educators, families, and communities.

The Inclusive Education Policy Framework (DepEd Order No. 21, s. 2019) provides precise recommendations for implementing inclusive education in schools. It emphasizes the significance of learner-centered techniques, developmentally appropriate curricula, and inclusive assessment systems that acknowledge diverse learner abilities (DepEd, 2019). The policy also emphasizes the importance of leadership in creating inclusive school environments, as well as the need for ongoing professional development for teachers to manage diverse student populations effectively. It emphasizes the need to work together with parents and community stakeholders to achieve inclusive education goals.

Teacher competency remains crucial to the success of inclusive education. International research shows that instructors' attitudes, knowledge, and instructional skills have a significant impact on the inclusion of students with special needs (Florian & Black-Hawkins, 2011). A Philippine-specific study confirms these findings, demonstrating that, despite efforts to incorporate inclusive education ideas into teacher preparation programs, gaps in teacher Preparedness and resource restrictions persist (Flores & Santos, 2025). Limited access to specialist training and instructional resources has an impact on the quality of inclusive education delivery.

Despite a strong policy framework and international agreements, practical constraints prevent the Philippines from fully implementing inclusive education practices. Inadequate funding limited physical and instructional resources, societal stigma, and uneven capacity-building activities impede progress (Flores & Santos, 2025). Addressing these challenges will necessitate cross-sector collaboration, increased advocacy, and ongoing investment in teacher training and community participation.

The Philippines has a robust policy framework for inclusive education, rooted in global human rights principles and national legislation. However, transforming policies into successful practices necessitates ongoing work to prepare educators, allocate sufficient resources, and foster inclusive attitudes within schools and communities, in order to protect the rights and potential of all learners.

Teacher Perceptions and Attitudes toward Inclusive Education

Teacher perspectives and attitudes toward inclusive education have a significant impact on the successful integration of students with diverse needs into mainstream classes, particularly in the Philippines. Inclusive education aims to provide fair learning opportunities for all students, including those with disabilities or special educational needs, by encouraging acceptance and participation (Department of Education [DepEd], 2019). Positive teacher attitudes are widely regarded as crucial for the successful implementation of inclusive practices, as they significantly influence the classroom atmosphere, instructional methodologies, and educator collaboration (Sharma, Forlin, & Loreman, 2008).

Recent research in the Philippines suggests that teachers generally have positive attitudes about inclusive education, despite obstacles related to training, material resources, and structural Support. Lungay (2025) conducted a study on Filipino elementary school teachers and discovered that, while teachers value inclusion and respect the rights of students with special needs, many expressed feelings of inadequacy due to

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insufficient training and limited opportunities for collaboration. This study emphasized the importance of improving teacher education programs and supporting cooperative teaching styles to better prepare teachers for diverse classrooms.

Similarly, Jugan, Santos, and Calpito (2024) investigated the viewpoints of elementary inclusion instructors in Cebu Provincial public schools. Their findings demonstrated that teachers agreed with the principles of inclusive education and acknowledged its social benefits, including the cultivation of empathy and promotion of peer acceptance. However, the study raised concerns about a lack of specialized training, instructional materials, and administrative assistance. These deficits contributed to issues with confidence and efficacy, underscoring the importance of ongoing capacity-building programs and targeted Support structures to ensure the sustainability and quality of inclusive practices.

In secondary education, dela Cruz (2021) conducted a study on Filipino high school teachers' views toward inclusive education, finding that, despite generally good ideas of inclusion and student rights, practical obstacles greatly hampered implementation. Notable challenges included poor school infrastructure, unequal resource allocation across geographic areas, and a lack of community understanding of inclusive education. The study emphasized the importance of clarifying teachers' roles, strengthening Support networks, and expanding professional development opportunities to address these deficiencies effectively.

Reyes and Villanueva (2022) conducted a comparative analysis to identify drivers of positive teacher attitudes toward inclusion, finding that higher levels of self-efficacy and extensive training in inclusive education were highly related to more favorable judgments. This finding is consistent with worldwide studies that have shown teacher confidence, gained through continual professional development and direct experience, to be a critical predictor of successfully implementing inclusive pedagogies (Solis, Vaughn, Swanson, & McCulley, 2012).

These Philippine-based research collectively reveal that, while teachers largely accept the objectives and advantages of inclusive education, persisting disparities exist in professional preparation, access to instructional resources, and structural Support mechanisms. To implement inclusion effectively, specific policy initiatives must focus on enhancing teacher education, increasing resource allocation, and expanding school and community-based Support networks. By addressing these issues, the Philippines can create a more inclusive and supportive learning environment that respects the rights and potential of all students.

Teacher Preparedness and Competence in Supporting Students with Emotional and Behavioral Disorders (EBD)

Teacher Preparedness and competency are essential for effectively helping kids with Emotional and Behavioral Disorders (EBD) in inclusive classrooms. Recent research in the Philippines highlights both advancements and persistent challenges for instructors in meeting the unique academic, social, and emotional needs of children with EBD.

Romero and Cruz (2025) studied the effects of structured classroom Management practices on students with emotional and behavioral issues in inclusive settings. Their findings indicate that teachers who employed proactive and well-organized Management strategies experienced increased student involvement, as well as a decrease in behavioral difficulties. These findings Support the idea that specific pedagogical abilities are critical components of teacher competency when working with EBD students.

Satparam et al. (2023) investigated mental health literacy among faculty in teacher education programs across several provinces in the Philippines. While staff had a moderate understanding of mental health topics, they cited problems such as poor self-confidence, limited available time, and resistance from some students when providing Support. These obstacles demonstrate that teacher Preparedness encompasses not only cognitive understanding but also the confidence and practical skills necessary to address emotional and behavioral issues effectively.

Dela Cruz and Fernandez (2023) investigated the emotional readiness and perceived competence of instructors interacting with adolescents experiencing behavioral challenges in Sto. Dominico and San Ildefonso. The study found that many teachers felt emotionally stressed and underprepared to address the complex demands of these students, indicating severe gaps in both pre-service and ongoing professional training programs.

Along with this, Reyes (2022) emphasized the urgent need for an increase in the number of children diagnosed with EBD, as well as the importance of understanding instructors' knowledge and attitudes toward sustainable inclusive education. The findings revealed that teachers with higher levels of knowledge and good attitudes toward inclusion were more competent and willing to use inclusive practices effectively with kids with EBD.

Pre-service teachers' mental health and well-being are also important indicators of their future readiness to Support kids with EBD. Belarmino et al. (2025) found that Filipino pre-service teachers had higher levels of anxiety, despair, and stress. Such psychological pressure may impair their ability to manage challenging classroom behaviors, emphasizing the importance of adding mental health Support into teacher preparation programs.

Global proposals for improving teacher readiness for EBD include refocusing academic attention on EBD-related education, strengthening school policies and administrative Support, and expanding specialized professional development opportunities (Johnson et al., 2025). These guidelines align with the Philippine scenario, where systemic Support mechanisms and ongoing capacity-building are crucial components for enhancing teacher competence in inclusive classrooms.

These studies demonstrate that teacher Preparedness to serve children with EBD in the Philippines requires a multifaceted approach that encompasses pedagogical skills, mental health literacy, emotional readiness, and systemic Support. Addressing these elements in teacher education and professional development programs would help educators improve their competence and confidence in creating inclusive learning environments.

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Classroom Practices and Strategies for Students with Emotional and Behavioral Disorders (EBD)

Effective classroom practices and procedures are crucial for supporting students with Emotional and Behavioral Disorders (EBD) in inclusive educational settings. Recent studies in the Philippines highlight the need for structured classroom Management and social-emotional learning (SEL) frameworks as strategies for meeting the diverse needs of EBD students.

Elbancol (2025) investigated specific classroom Management tactics designed for students with emotional and behavioral issues in inclusive classrooms. The study emphasized the need for planned, proactive tactics such as the use of visual aids, consistent routines, and well-defined behavioral expectations. These tactics help to reduce behavioral interruptions while increasing student involvement.

Creating a predictable and supportive learning environment helps students with EBD feel secure, which in turn encourages positive behavior and active academic participation.

Parallel to these findings, the Philippines' Department of Education (DepEd) has incorporated the Filipino Social and Emotional Learning (SEL) competency framework into the K-12 curriculum to strengthen mental health initiatives and foster social-emotional competencies among Filipino students (DepEd, 2024; Floresca, 2024). The Filipino SEL framework promotes values such as empathy, respect, and community, which are crucial for students' emotional regulation and interpersonal skills. The incorporation of SEL prepares teachers to use tactics that improve emotional well-being and effectively manage problematic behavior in the classroom.

Positive Action's (2021) research identifies actual teaching practices that benefit kids with EBD. These include allowing students to make choices, using mnemonic techniques, previewing courses, and adapting task complexity to their unique learning needs. Offering options boosts student autonomy and minimizes frustration, whereas mnemonic devices improve memory retention, which is frequently a struggle for learners with behavioral issues. Previewing lessons helps to set expectations, and changing activities ensures that all students can engage at the right degree of difficulty.

Santiago's (2023) study looked at Filipino teachers' social-emotional competence (SEC) and how it affected their instructional techniques that promote SEL. The findings demonstrated a clear positive relationship between teachers' SEC and their use of social-emotional teaching practices, such as proactive punishment, providing students voice and choice, and creating caring classroom environments. The study also showed that instructors' professional training and classroom experience had a substantial impact on their ability to implement these tactics properly.

The COVID-19 pandemic emphasized the importance of SEL and adaptive teaching approaches. Filipino educators had to quickly adjust to online and mixed learning modalities as students' emotional and behavioral issues increased (Santiago, 2023). These situations highlighted the importance of continued professional development focusing on classroom Management and SEL to provide teachers with the skills needed to help kids with EBD in both traditional and emerging learning environments.

Taken together, these studies demonstrate that effective classroom Management, paired with integrated SEL frameworks, serves as the foundation for teaching techniques that address the multifaceted needs of children with EBD. Teacher competency in implementing these practices is crucial, and ongoing training and structural Support are necessary to maintain inclusive and supportive classrooms in the Philippines.

Hurwitz et al. (2020) investigated the impact of participation in special education on academic achievements for students with impairments. A sample of 575 children from a large urban school district was followed longitudinally as they transitioned between general and special education to determine if receiving special education assistance was associated with better academic outcomes. Individuals' standardized test scores were compared before, during, and/or after special education placement, using student fixed effects models of within-person change across time. The results show that pupils with impairments' test scores improved after enrolling in special education. Furthermore, kids who exited special education showed a consistent pattern of academic advancement, indicating that involvement in special education in this district related to long-term improvements.

According to Curran et al. (2020), students enrolled in special education programs for emotional and behavioral disorders with emotional disturbance (ED) identification have academic outcomes that are lower than those of both normal and special education students. This is particularly significant for adolescents attending urban schools. Although previous studies have looked at kids who have been identified as having an eating disorder, nothing has been done to look at how students who have been de-classified fare academically or behaviorally. To our knowledge, this is the first study to look at the association between ED de-identification and student outcomes in the United States. The study utilizes longitudinal administrative data to examine the relationship between special education de-identification from the ED and academic and disciplinary outcomes in schools. The findings of regression models using a range of fixed variables, including student fixed effects, indicate that pupils who are de-identified have superior academic attainment and a decreased likelihood of incurring an in-school suspension (ISS). The outcomes for out-of-school suspension (OSS) are varied. The findings indicate that an appropriately timed exit from special education services for students with ED who have been determined by individualized education program (IEP) teams to be eligible for de-identification is unlikely to harm students academically. However, that additional attention to OSS may be required. The findings highlight the need for de-identification efforts.

According to Garwood (2022), special education instructors have one of the most demanding and stressful professions in public school, which frequently leads to burnout. High levels of burnout have been linked to decreased implementation fidelity when delivering evidence-based behavioral therapies. The purpose of this position paper is to (a) propose an exploration of several potential malleable factors related to burnout of

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special educators serving students with and at risk for emotional and behavioral disorders, (b) link those suggestions to theoretical frameworks, (c) discuss the relationship between burnout and fidelity, and (d) suggest measures that may be used to pursue this research, with the ultimate goal of helping the field discover means of intervention to rem.

According to Lyskova et al. (2023), teachers working in inclusive classrooms must develop communication skills to ensure the inclusion of children with special educational needs (hereafter referred to as SEN) in their communication with typically developing children. The results of the experiment indicate significant and numerous changes in various aspects of the communicative skills of schoolchildren, the need to introduce joint games and other forms of joint activities of schoolchildren from inclusive classes into the educational program, contributing to the harmonization of relations between them, the development of schoolchildren as individuals, partners, and students, improving performance and satisfaction with educational relationships. The study's potential includes the advancement of an integrative approach and the enhancement of the system of conditions. It means that it supports the development of communicative qualities, communicative actions, and speech skills—that is, the communicative skills of students in general—and the creation of a set of guidelines that enable current and prospective teachers to broaden their goals and competencies in the area of schoolchildren's communicative skill formation.

According to the experience, educational background, and gender of the instructors, Alodat et al. (2020) sought to determine the significance of functional skills for students with intellectual disabilities as judged by their special education teachers. The results demonstrated that functional skills were very significant for both the overall score and each scale factor. Additionally, the results showed that while years of experience and gender factors did not differ significantly, the academic qualification variable did differ significantly in favor of individuals holding a master's degree.

The functional skills of learners with special educational needs (LSENs) are assessed by Padillo et al. (2021) in terms of social, life, and community-based learning abilities. According to the data, most of the parents were impoverished, homemakers, and high school graduates. In contrast, the majority of the students were male, aged ten or older, non-graded, and intellectually disabled. Additionally, the results showed that parents gave LSENs a modest rating of functional competence. Lack of time, ignorance of childcare, and a lack of pertinent training are some of the difficulties parents faces. Considering this, school administrators should develop responses tailored to specific circumstances and consider learners' functional skills. Therefore, it is advised that the parental intervention strategy for LSENs be adopted.

According to Drigas et al. (2021), special education is working to "drive up standards" by utilizing alternative intervention tactics in an era of rapid change, thereby guaranteeing the best possible outcomes for students, parents, and teachers. Implicit bias, negative views, and automatic thinking can demotivate pupils, interfere with their behavior, and lead to lower-quality learning outcomes. Neuro-linguistic programming (NLP) is a psychological strategy that employs effective methods to help individuals address their problematic thought patterns and schemas. The purpose of this work is to examine the literature on the efficacy of neurolinguistic programming (NLP) under challenging circumstances, such as those encountered by individuals with impairments. Furthermore, we will jointly investigate the potential uses of natural language processing (NLP) in virtual reality (VR) settings. The results of this review lend credence to the notion that neuro-linguistic programming offers influencing techniques that enable kids with special education needs to quickly enter mental states that eradicate implicit bias and encourage constructive conduct and academic success. It was demonstrated that VR is consistent with NLP techniques, which help reduce unintentional bias, develop users' flexibility in changing perspectives, and enable them to view themselves more accurately, resulting in fewer depressive symptoms. This study adopts the perspective of a new special education pedagogy that incorporates the overlapping fields of social psychology, positive psychology, and neurolinguistic programming. It acknowledges the importance of these fields in creating subconscious training methods and brain rewiring, even in virtual environments.

Synthesis

Many adolescents suffer from emotional and behavioral disorders (EBD), which can disrupt their social and academic lives by making it difficult for them to control their emotions and conduct. These issues have gained increased attention in the Philippines, particularly in light of the COVID-19 outbreak and subsequent Socioeconomic shifts. The prevalence of anxiety, sadness, and stress-related symptoms among Filipino children and young adults emphasizes the necessity for schools to recognize and assist kids who are experiencing these problems at an early age. However, the nation faces challenges that impede appropriate care and Support for these pupils, such as a lack of educated experts, stigma, and limited mental health resources.

The Philippines has implemented inclusive education policies that Support the rights of all students, including those with disabilities, to learn alongside one another in conventional classroom settings. These policies are founded on national legislation and international norms. To accommodate diverse learners, the government's policies place a strong emphasis on the need to modify teaching strategies, curricula, and educational environments. Although these rules provide a solid foundation, implementation remains complex due to a lack of funding, insufficient teacher training, and ingrained social attitudes that may hinder inclusion.

The attitudes and Preparedness of teachers have a significant impact on the implementation of inclusive education. According to research, Filipino educators are generally in favor of inclusion and recognize its benefits, which include helping children develop empathy and compassion. However, many educators believe they are not adequately prepared, equipped, or supported to work with pupils who have special needs, including those who have EBD. Higher self-esteem and specialized training are associated with more positive attitudes and improved teaching results.

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Teachers must possess specific skills, such as effective classroom Management strategies and an understanding of mental health, in order to Support children with EBD. Proactive teachers minimize interruptions and increase student involvement by implementing techniques such as creating clear procedures, utilizing visual aids, and cultivating excellent teacher-student connections. Furthermore, children benefit from social-emotional learning (SEL) programs that are integrated into the curriculum, acquiring critical skills such as communication, empathy, and self-regulation—all of which are essential for behavioral change and emotional well-being. As kids encounter more emotional difficulties, the pandemic has further brought attention to the significance of these strategies.

Strong laws, qualified educators, and inclusive teaching methods are all necessary for providing EBD students in the Philippines with appropriate Support. To create learning environments where all children, regardless of their emotional or behavioral needs, can succeed and feel valued, current gaps in teacher education, mental health services, and school resources must be addressed.

II. RESEARCH METHODOLOGY

Research Design

This study utilized a quantitative research design, a systematic method for investigating research problems through numerical data collection and statistical analysis. The design involved deductive reasoning and standardized tools like questionnaires, surveys, and controlled experiments. A sample of elementary school teachers in the semi-urban Municipality of Dumangas, Division of Iloilo were surveyed to identify trends in preparedness and teaching methods. The quantitative design was suitable for the inclusive education setting in Dumangas, Iloilo, where focused treatments were informed by understanding teacher qualities and their support for children with EBD.

Population and Sampling

The study involved 220 teachers from public elementary schools in Dumangas, Iloilo, who documented cases of Emotional and Behavioral Disorders. A sample size of 140 was calculated using Slovin's procedure, with 140 teachers chosen using random sampling, ensuring statistical representativeness and generalizability of the findings.

Respondents of the Study

This study involved 140 teachers from public elementary schools in Iloilo, who had firsthand experience teaching students with Emotional and Behavioral Disorders (EBD). They provided insights into their attitudes, readiness, and instructional strategies for inclusive education, including co-teaching, curriculum adaptation, behavior management, and collaboration with general education teachers.

Research Instrument

This study used a researcher-created questionnaire to assess teachers' attitudes, readiness, and behaviors in inclusive classrooms, focusing on EBD students. The quantitative research design included structured Likert-scale questions, adapted from approved research and pilot tested by experts for authenticity and reliability.

Validity and Reliability of the Instrument

Two specialists in psychology and education, as well as one expert in research methodology, evaluated the instrument's content for the validity test. The instrument was reviewed well by the validators, who also suggested some minor changes. Cronbach's alpha, which was calculated for the reliability test, came out to be 0.963, indicating very high reliability.

Data Gathering Procedure

The study used descriptive statistics to analyze the demographic profile of respondents and assess teachers' perceptions of inclusive education for students with Emotional and Behavioral Disorders (EBD). It also assessed teachers' preparedness and confidence in addressing EBD needs. Factor analysis validated the scales' reliability and dimensionality. The study found a significant relationship between teacher perceptions and preparedness, leading to the development of a Professional Development Program to address identified gaps and needs.

Statistical Treatment

The study used descriptive statistics to analyze the demographic profile of respondents and assess teachers' perceptions of inclusive education for students with Emotional and Behavioral Disorders (EBD). It also assessed teachers' preparedness and confidence in addressing EBD needs. Factor analysis validated the scales' reliability and dimensionality. The study found a significant relationship between teacher perceptions and preparedness, leading to the development of a Professional Development Program to address identified gaps and needs.

Ethical Consideration

This study focused on teacher perceptions and practices in inclusive classrooms, ensuring ethical considerations. Informed consent was obtained from participants, who were informed of the study's purpose, procedures, risks, and benefits. Confidentiality and anonymity were maintained, and data was securely stored. The study addressed participant burden by designing data collection instruments and procedures respectfully, minimizing inconvenience and fatigue. Cultural sensitivity was also recognized, as the research was conducted within a specific Philippine educational and community context. Transparency and accountability were ensured, with findings shared responsibly and ethical oversight sought from relevant review boards.

III. RESULTS AND DISCUSSION

Problem Number 1. Demographic profile of the respondents in terms of age, sex, years of experience, and Training in special or inclusive education?

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Table 1.1
Demographic profile of the respondents in terms of age

Age	Frequency	Percentage
51 years old and above	19	13.6
46 - 50	21	15.0
41 - 45	24	17.1
36 - 40	25	17.9
31 - 35	25	17.9
25 - 30	26	18.6
Total	**140**	**100.0**

Table 1.1 presents the age distribution of the sampled population consisting of 140 individuals. The age groups range from 25 years old to 51 years and above, providing insight into the demographic makeup of the participants. The most significant proportion of respondents falls within the 25–30 years age group, accounting for 18.6% of the sample. This suggests a relatively young population, possibly indicating that the sample may be representative of early to mid-career individuals or a younger target demographic.

The age groups 31-35 and 36-40 both have a similar representation, each constituting 17.9% of the population, closely followed by the 41-45 group at 17.1%. These percentages reflect a steady distribution among middle-aged adults, indicating a balanced spread across early adulthood to middle age.

Participants aged 46-50 represent 15.0% of the sample, while those 51 years old and above make up the smallest group at 13.6%. The slightly lower representation of older age groups may be due to several factors, including the nature of the study and the availability of the population.

The distribution shows an even spread across the age groups, with a slightly higher concentration of younger adults aged 25 to 40. This distribution is important as it ensures a range of perspectives across different life stages, potentially enhancing the generalizability of the study findings within this adult age range.

Table 1.2
Demographic profile of the respondents in terms of Sex

Sex	Frequency	Percentage
Female	118	84.3
Male	22	15.7
Total	**140**	**100.0**

Table 1.2 shows the sex distribution of the sampled population consisting of 140 individuals. Many of the participants are female, accounting for 84.3% of the sample, while males represent only 15.7%. This indicates a heavily skewed gender composition with a predominant female presence.

The high proportion of female respondents may reflect the demographic characteristics of the population being studied. For example, in professions such as teaching or caregiving, females often constitute the larger segment, which could explain this distribution. Alternatively, it may suggest a higher willingness of females to participate in the study.

This gender imbalance should be considered when interpreting the study results, as the perspectives and experiences captured may primarily reflect those of female participants. It is important for future research to ensure more balanced gender representation to enhance the generalizability of findings across sexes.

The data highlights the predominance of female participants in the sample, an important factor when discussing the implications or recommending gender-specific considerations in the study context.

Table 1.3
Demographic profile of the respondents in terms of Years of Experience

Years of Experience	Frequency	Percentage
20 years and above	18	12.9
15 - 19 years	25	17.9
10 - 14 years	31	22.1
5 - 9 years	46	32.9
1 - 4 years	20	14.3
Total	**140**	**100.0**

Table 1.3 illustrates the distribution of the participants according to their years of experience, comprising a total of 140 individuals. The data reveal that the largest group consists of those with 5 to 9 years of experience, accounting for 32.9% of the sample. This suggests that a significant portion of the respondents are relatively mid-career professionals who have accumulated considerable practical experience.

Following this, participants with 10 to 14 years of experience make up 22.1%, and those with 15 to 19 years constitute 17.9% of the sample. These figures indicate a healthy representation of more seasoned professionals, contributing valuable expertise and depth to the study.

Participants with 1 to 4 years of experience represent 14.3%, highlighting the presence of early-career individuals who may bring fresh perspectives but have a less experiential background. The smallest group comprises those 20 years and above, constituting 12.9%, reflecting a smaller segment of very experienced individuals, potentially close to the later stages of their career.

The distribution shows a balanced representation of various experience levels, with concentration in the early to mid-career range. This diversity in experience levels is beneficial for capturing a wide range of insights, from novice enthusiasm to veteran expertise, which can enrich the analysis and applicability of the study findings.

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Table 1.4
Distribution of Respondents by Number of Training Sessions in Special or Inclusive Education

Number of Training in Special or Inclusive Education	Frequency	Percentage
None	109	77.9
Yes	31	22.1
Total	**140**	**100.0**

Table 1.4 presents the distribution of the participants based on whether they have undergone training in special or inclusive education. Many of the respondents, 77.9%, reported having had no training in this area, indicating that most participants may lack formal preparation or professional development related to special or inclusive education practices.

Only 22.1% of the participants have received such training, indicating a relatively low level of exposure to the specialized knowledge and skills necessary for effectively supporting inclusive education. This gap in training could impact the participants' readiness and confidence in addressing the diverse needs of learners in inclusive settings.

The predominance of participants without formal training highlights an important area for professional development, as increasing training opportunities could enhance teachers' competencies, self-efficacy, and positive attitudes toward inclusive education.

The data underscores the need for expanded training programs and capacity-building initiatives to better equip educators for inclusive teaching environments.

Problem Number 2. Teachers' perceptions of inclusive education, specifically in relation to students with EBD.
Table 2 reveals that teachers generally have a positive perception of inclusive education, with all measured dimensions receiving mean scores within the "Agree" range. The highest level of agreement is observed in teachers' Attitude toward Inclusive Education (M = 3.71, SD = 0.74), indicating a strong openness to and acceptance of inclusive teaching practices. This favorable disposition is crucial, as previous studies emphasize that positive teacher attitudes are foundational for effectively adopting and sustaining inclusive education approaches, fostering classroom environments that Support all learners (Avramidis & Norwich, 2002; Florian & Spratt, 2013; Sharma, Loreman, & Forlin, 2012).

Table 2
Teachers' Perceptions on Inclusive Education

	Mean	Std. Deviation	Verbal Interpretation
Attitude toward Inclusive Education	3.71	0.74	Agree
Knowledge of Inclusive Education	3.47	0.75	Agree
Self-Efficacy and Competence	3.42	0.72	Agree
Practical Concerns and Barriers	3.55	0.81	Agree
School and Environmental Factors	3.46	0.73	Agree
Professional Development and Growth Customization	3.29	0.84	Agree
Overall	**3.49**	**0.57**	**Agree**

Legend: 3.50 - 4.00 Strongly Agree 2.50 - 3.49 Agree 1.50 - 2.49 Disagree 1.00 - 1.49 Strongly Disagree

Teachers also report moderately strong knowledge about inclusive education (M = 3.47, SD = 0.75), suggesting they feel adequately informed but recognize room for further learning. Sustained professional development is essential for deepening teachers' understanding and enabling them to apply inclusive strategies more effectively, which is crucial for differentiating instruction and meeting diverse student needs (Cameron & Cook, 2013; Forlin & Chambers, 2011). Similarly, teachers express moderate confidence in their Self-Efficacy and Competence (M = 3.42, SD = 0.72) related to inclusive practices. According to Bandura's (1997) theory of self-efficacy, higher confidence promotes greater persistence and adaptability in teaching. The moderate confidence level here suggests that ongoing Support and capacity-building efforts are essential to strengthen teachers' skills and assurance in inclusive classrooms (McLeskey & Waldron, 2011; Sokal, Katz, & Kooster-Broers, 2014).

The dimension addressing Practical Concerns and Barriers (M = 3.55, SD = 0.81) reveals that teachers are aware of fundamental challenges to inclusion, such as limited resources and complexities in classroom Management. These practical issues are consistent with earlier findings that highlight barriers, such as insufficient materials and time constraints, which inhibit full implementation regardless of teachers' positive attitudes (De Boer, Pijl, & Minnaert, 2011; Kavale & Forness, 2000). Likewise, the moderate rating on School and Environmental Factors (M = 3.46, SD = 0.73) indicates that although some institutional Support is present, factors such as leadership, collaboration opportunities, and physical

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infrastructure may occasionally fall short, thereby limiting the effectiveness of inclusive education. Research consistently finds that a supportive school climate and engaged leadership are vital for fostering inclusion in schools (Ainscow, Booth, & Dyson, 2006; Strømstad & Slettebø, 2010).

The lowest score—Professional Development and Growth Customization (M = 3.29, SD = 0.84)—suggests that teachers perceive a lack of sufficiently tailored professional development opportunities that meet their specific needs for inclusion. This finding reflects existing concerns in the literature about the scarcity and generic nature of many training programs, underscoring the importance of ongoing, targeted professional learning to improve teacher readiness and motivation (Avramidis, Bayliss, & Burden, 2000; Booth & Ainscow, 2002; Sharma et al., 2013).

The overall mean score of 3.49 (SD = 0.57) shows a generally positive but cautiously moderate perception of inclusion. This calls for ramped-up Support in several key areas—including customized professional training, resource allocation to address practical barriers, and fostering collegial and administrative Support—to better equip teachers. Such efforts are critical to enhancing teachers' ability to implement inclusive education effectively and sustainably, thereby ensuring more equitable learning opportunities for all students (Loreman, Forlin, & Sharma, 2014; Murray, Lombardi, & Wills, 2014).

Problem Number 3. Teachers' perceptions of their Preparedness and confidence in addressing the needs of students with EBD in inclusive classrooms.

Table 3 illustrates that teachers generally feel prepared and confident in supporting inclusive education, as indicated by the mean scores, which show agreement across all assessed areas. The highest level of agreement is observed in Attitude and Beliefs (M = 3.70), which underscores the significant impact of teachers' positive perceptions and mindsets on creating inclusive learning environments. Research consistently shows that when teachers hold favorable attitudes toward inclusion, it greatly enhances the success and longevity of inclusive education initiatives (Avramidis et al., 2022; Li & Lo, 2024).

Table 3

Teachers' Perceptions on Preparedness and Confidence

	Mean	Std. Deviation	Verbal Interpretation
Knowledge and Understanding	3.44	0.72	Agree
Attitude and Beliefs	3.70	0.80	Agree
Self-Efficacy and Confidence	3.45	0.82	Agree
Practical Skills and Strategies	3.68	0.80	Agree
Professional Development and Training	3.47	0.68	Agree
School and Environmental Support	3.37	0.82	Agree
Overall	**3.52**	**0.65**	**Agree**

Legend: 3.50 - 4.00 Strongly Agree 2.50 - 3.49 Agree 1.50 - 2.49 Disagree 1.00 - 1.49 Strongly Disagree

The dimension of Knowledge and Understanding received a moderate agreement rating (M = 3.44), indicating that while teachers possess a basic understanding of inclusive practices, there is still potential for them to advance their expertise. Evidence supports the need for ongoing training and capacity building to help teachers deepen their knowledge and improve their application of inclusive teaching methods (Khalil & Narayan, 2023; Nguyen et al., 2021). Similarly, teachers' Self-Efficacy and confidence scores were moderate (M = 3.45), reflecting a level of confidence that could be strengthened through structured professional development and reflective activities aimed at enhancing teacher competence (Smith & Jameson, 2023).

Practical Skills and Strategies also received a positive evaluation (M = 3.68), indicating that many educators feel they have the necessary tools to address the needs of diverse learners. This finding aligns with studies showing that sustained, context-specific professional development is crucial for enabling teachers to implement differentiated instruction and effectively manage classroom behaviors (Omar & Lee, 2024). The rating for Professional Development and Training (M = 3.47) highlights teachers' Awareness of the importance of continuous learning. However, it also points to an opportunity for more customized and accessible training programs to meet diverse needs (Garcia & Peters, 2022).

Conversely, the perception of School and Environmental Support scored the lowest among the categories (M = 3.37), suggesting that external factors such as administrative Support, resources, and school leadership may not consistently meet teachers' needs. Previous research emphasizes that adequate institutional backing is fundamental to building teacher capacity and maintaining the integrity of inclusive education efforts (Wang et al., 2023; Zhang & Wei, 2021). Insufficient Support from the school environment can negatively impact teachers' confidence and hinder the effective implementation of inclusive practices.

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The overall mean score of 3.52 demonstrates a generally favorable but moderate level of teacher Preparedness and confidence for inclusive education. This highlights critical areas for improvement, particularly in strengthening institutional Support and tailoring professional development to address individual teachers ' needs. Enhancing these dimensions will be key to empowering educators and ensuring that inclusive education is both practical and sustainable in practice (Henderson & Austin, 2024; Zhao et al., 2022).

Problem Number 4. Significant relationship between teacher perceptions and Preparedness and confidence in addressing the needs of students with EBD in inclusive classrooms.

The results presented in **Table 4** demonstrate a robust and statistically significant positive correlation ($r = 0.884$, $p < 0.01$) between teachers' perceptions of inclusive education and their perceptions of Preparedness and confidence in addressing the needs of students with emotional and behavioral disorders (EBD).

Table 4

Significant Relationship between Teachers' Perception of Inclusive Education and Preparedness and Confidence

		Teachers' Perception on Inclusive Education	Teachers' Perception on Preparedness and Confidence in Addressing the Needs of the Students with EBD
Teachers' Perception on Inclusive Education	Pearson Correlation	1	.884**
	Sig. (2-tailed)		.000
	N	140	140
Teachers' Perception on Preparedness and Confidence in Addressing the Needs of the Students with EBD	Pearson Correlation	.884**	1
	Sig. (2-tailed)	.000	
	N	140	140

**. Correlation is significant at the 0.01 level (2-tailed).

This indicates that teachers who hold more favorable views toward inclusive education also tend to feel more prepared and confident in their ability to meet the unique needs of students with EBD. The significance level ($p = 0.000$) confirms that this relationship is improbable to be due to chance, underscoring the interconnectedness of positive attitudes toward inclusion and teachers' self-perceived competence. These findings suggest that fostering positive perceptions of inclusive education may directly enhance teachers' readiness and assurance in implementing inclusive practices effectively. Consequently, efforts to improve teachers' attitudes toward inclusion through professional development, school Support, and resource provision may also increase their confidence and Preparedness in working with diverse learners, particularly those with special emotional and behavioral needs.

Recent research has highlighted that teacher efficacy and attitudes toward inclusion are pivotal determinants of teachers' intentions and confidence in implementing inclusive practices effectively (Khamzina et al., 2024; Almalky & Alrabiah, 2024). Teacher efficacy, conceptualized as educators' beliefs in their ability to promote learning outcomes in diverse classrooms, directly influences their willingness to adopt differentiated instructional strategies and inclusive pedagogy (Lindner et al., 2023; Woodcock et al., 2022). Moreover, supportive school leadership and a favorable inclusion climate reinforce teachers' efficacy beliefs and readiness to teach inclusively, thereby facilitating stronger connections between positive perceptions and Preparedness (Wray et al., 2022).

Empirical evidence suggests that fostering positive attitudes toward inclusion through targeted professional development, mentoring, and systemic Support is crucial to enhancing teacher Preparedness and confidence, especially in managing students with complex emotional and behavioral needs (Opoku et al., 2021b; Sharma et al., 2018). When teachers perceive that they possess the necessary skills, resources, and institutional Support, they are more likely to engage in effective inclusive practices, thereby improving outcomes for students with EBD (Mendoza & Heymann, 2024).

Problem Number 5. Professional Development Program may be proposed.

PROFESSIONAL DEVELOPMENT PROGRAM FOR INCLUSIVE EDUCATION EMPOWERING TEACHERS TO SUPPORT ALL LEARNERS

I. INTRODUCTION

Inclusive education is essential in ensuring equitable learning opportunities for all students, including those with emotional and behavioral disorders (EBD). This Professional Development Program (PDP) is designed to address the critical training gap identified among educators, particularly the lack of formal preparation in inclusive practices observed in the recent study involving 140 predominantly young to mid-career female teachers. The program aims to build teachers' knowledge, skills, confidence, and positive attitudes to implement effective inclusive education.

II. PROGRAM OBJECTIVES

i.) To enhance teachers' understanding of inclusive education principles and legal frameworks.

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ii) To develop teacher competencies in identifying and supporting students with EBD and other special educational needs.

iii) To foster positive attitudes and self-efficacy towards inclusion.

iv.) To equip teachers with practical strategies for managing diverse classrooms.

v.) To promote an inclusive school culture supported by collaborative leadership and resources.

vi.) To provide ongoing, tailored, and sustainable professional development opportunities.

III. TARGET AUDIENCE

a.) Early-Career Teachers (1-4 years of experience): Foundation-level training on inclusive education concepts and classroom strategies.

b.) Mid-Career Teachers (5-14 years): Advanced instructional practices, leadership in inclusion, and mentoring skills.

c.) Late-Career Teachers (15+ years): Mentorship roles focusing on policy advocacy, leadership, and sustaining inclusive cultures.

IV. PROGRAM CONTENT OVERVIEW

4.1 Foundations of Inclusive Education

- Definitions, principles, and benefits of inclusion.
- Policies, laws, and rights related to inclusive education.
- Understanding diversity and equity in classrooms.

4.2 Understanding Emotional and Behavioral Disorders (EBD)

- Types and characteristics of EBD in learners.
- Behavioral observation and assessment techniques.
- Functional behavior assessment and development of intervention plans.

4.3 Practical Classroom Strategies

- Classroom management and positive behavior support.
- Differentiated instruction and Universal Design for Learning (UDL).
- Collaborative teaching and co-teaching models.
- Adapting curricula and assessments for diverse learners.

4.4 Professional Growth and Self-Efficacy

- Reflective practice and fostering growth mindset.
- Role-playing, simulations, and case studies on inclusive teaching scenarios.
- Building teacher resilience and motivation.

4.5 Collaborative and Leadership Skills

- Working with multidisciplinary teams (special educators, counselors, administrators).
- Advocacy and leadership for inclusion at the school and community levels.
- Engaging families and caregivers as partners in education.

V. TRAINING DESIGN AND DELIVERY METHODS

- **Blended Learning Approach:** Combining face-to-face workshops, interactive online modules, and peer learning communities for flexibility and accessibility.
- **Personalized Learning Paths:** Tailoring module intensity and focus according to teacher experience and specific needs to address the low satisfaction with professional development customization identified in the study.
- **Mentorship and Coaching:** Experienced educators provide ongoing guidance and feedback to less experienced teachers.
- **Collaborative Workshops:** Problem-solving and action planning involving teachers, school leaders, and specialists to address practical challenges.
- **Resource Materials:** Comprehensive manuals, toolkits, and digital resources for continued reference.

VI. ADDRESSING IDENTIFIED BARRIERS AND GAPS

- Prioritize training for the 77.9% of teachers with no formal inclusive education background.
- Develop modules focusing on overcoming resource constraints and managing practical challenges highlighted by teachers.
- Partner with school leadership to improve environmental and administrative support systems, as these were found neutral in previous assessments.
- Create forums for peer support and sharing best practices, combating professional isolation.

VII. SCHOOL AND ENVIRONMENTAL SUPPORT COMPONENT

- Engage school leaders and administrators in specific sessions to foster school-wide buy-in and resource allocation.
- Facilitate policy development targeting inclusive practices.
- Encourage leadership in creating an inclusive school climate that supports diversity and teacher growth.

VIII. MONITORING, EVALUATION, AND CONTINUOUS IMPROVEMENT

- Pre- and Post-Training Assessments: Measure changes in teacher knowledge, attitudes, and confidence.
- Feedback Mechanisms: Regular collection of participant input to adjust and improve training content and delivery.
- Classroom Observation and Mentoring: Ongoing support to reinforce application of new skills.
- Impact Evaluation: Assess changes in student outcomes and inclusive classroom environments.

XI. SUSTAINABILITY AND FOLLOW-UP SUPPORT

- Establish Communities of Practice for sustained teacher networking and problem-solving.
- Provide refresher courses and advanced modules based on emerging needs and policy updates.
- Continue mentorship programs linking novice and expert teachers.
- Integrate professional development into school improvement plans.

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PROFESSIONAL DEVELOPMENT PROGRAM IMPLEMENTATION PLAN

1. IMPLEMENTATION TIMELINE

Phase	Duration	Key Activities	Milestones/Deliverables
Phase 1: Preparation and Planning	Month 1 - Month 2	- Needs assessment refinement - Stakeholder engagement (teachers, leaders, specialists) - Develop and finalize modules and materials - Recruit trainers and mentors	Completed PD curriculum and training materials Trainer induction completed
Phase 2: Initial Rollout and Pilot	Month 3 - Month 4	- Conduct pilot training sessions for selected educators - Collect feedback and conduct evaluation - Adjust content and delivery based on pilot results	Pilot sessions completed Evaluation report and curriculum refinement
Phase 3: Full Program Deployment	Month 5 - Month 10	- Deliver training to all target groups (early, mid, late career teachers) - Facilitate peer mentoring and collaborative learning communities - Hold leadership and administrative workshops	Majority of target teachers trained Mentoring programs initiated
Phase 4: Monitoring and Support	Month 11 - Month 12	- Conduct classroom observations and coaching sessions - Collect participant feedback - Provide refresher and follow-up sessions - Ongoing leadership engagement	Monitoring reports Action plans for improvement Refresher sessions held
Phase 5: Evaluation and Continuous Improvement	Month 13 onwards	- Conduct impact evaluation on teacher performance and student outcomes - Update program components based on findings - Plan ongoing annual PD opportunities	Final evaluation report Continuous PD plan established

2. RESOURCE ALLOCATION PLAN

Resource Type	Description	Estimated Needs/Costs	Responsible Parties
Human Resources	- Trainers with expertise in inclusive education and EBD - Mentors and coaches - Administrative support	- 5 full-time trainers - 10 part-time mentors - Admin staff for coordination	Educational department External consultants
Training Materials	- Curriculum guides, handouts, toolkits - Digital resources and online course access	- Printing and production costs - Development of online platform	Curriculum developers IT department
Facilities and Equipment	- Training venues with AV equipment - Computers/tablets for online learning - Refreshments	- Rental or use of existing school facilities - Equipment purchase and maintenance	School districts Local education offices
Monitoring & Evaluation	- Tools for surveys, classroom observation - Data analysis software and personnel	- Survey/platform subscriptions - Analysts or evaluators' fees	Program managers External evaluators
Coordination & Communication	- Communication tools and platforms to engage stakeholders and manage schedules	- Software licenses - Staff costs for coordination and communication	Project coordinators IT support

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3. SAMPLE TRAINING SESSION OUTLINES

Session 1: Foundations of Inclusive Education
Duration: 3 hours
Goals:
1. Understand inclusive education principles and policies
2. Recognize diversity and rights of learners
Outline:
1. 30 min: Introduction and Icebreaker
2. 45 min: Presentation on Inclusive Education Principles and Legal Frameworks
3. 45 min: Group Discussion - Benefits and Challenges of Inclusion
4. 20 min: Case Studies on Diverse Learners
5. 30 min: Reflection and Q&A
6. 10 min: Feedback and Closing
Materials: Slides, policy handouts, case study packets

Session 2: Understanding and Supporting Students with EBD
Duration: 4 hours (including breaks)
Goals:
1. Identify types and characteristics of EBD
2. Learn effective management and intervention strategies
Outline:
1. 40 min: Lecture on EBD - Definition and Characteristics
2. 60 min: Role-Playing Exercises - Managing Challenging Behaviors
3. 40 min: Developing Functional Behavior Assessments (FBA)
4. 40 min: Workshop - Designing Behavior Intervention Plans
5. 30 min: Group Sharing of Experiences and Best Practices
6. 20 min: Q&A and Summary
Materials: Handouts, role-play scenarios, FBA templates

Session 3: Practical Classroom Strategies for Inclusion
Duration: 3 hours
Goals:
1. Apply differentiated instruction and Universal Design for Learning (UDL)
2. Develop practical tools for classroom management
Outline:
1. 40 min: Presentation on Differentiated Instruction and UDL Concepts
2. 30 min: Video Demonstrations of Inclusive Classrooms
3. 60 min: Workshop - Lesson Planning for Diverse Learners
4. 20 min: Peer Review and Discussion
5. 20 min: Action Planning for Classroom Implementation
Materials: Planning templates, video clips, resource lists

Session 4: Building Teacher Confidence and Collaboration
Duration: 2.5 hours
Goals:
1. Foster positive attitudes and teacher self-efficacy
2. Develop skills for collaboration and peer mentoring
Outline:
1. 30 min: Reflective Practice and Growth Mindset Introduction
2. 40 min: Group Activities - Sharing Success Stories
3. 60 min: Simulation and Role-Playing Inclusion Scenarios
4. 20 min: Collaborative Planning for Peer Support Networks
Materials: Reflection journals, role-play guides

Session 5: Leadership and Environmental Support for Inclusion
Duration: 3 hours (for administrators and school leaders)
Goals:
1. Understand leadership roles in fostering inclusion
2. Develop strategies for policy and resource support
Outline:
1. 45 min: Seminar on Inclusive School Leadership and Policies
2. 45 min: Group Workshop - Developing Supportive School Culture
3. 40 min: Action Planning for Policy and Resource Allocation
4. 30 min: Preparing for Ongoing Monitoring and Evaluation

Materials: Policy Templates, Planning Worksheets

Key Results Area	Activities	Objectives	Persons Involved	Time Frame	Budget (Estimate) Php	Expected Output
Professional Development Program Design	Develop curriculum addressing inclusive education principles, EBD support, classroom strategies	Enhance teacher knowledge, skills, confidence, and attitudes in inclusive practices	Curriculum developers, Inclusive education experts, Researchers	Month 1 - Month 2	20,,000	Completed PDP curriculum and training materials
Training Delivery and Implementation	Deliver blended learning workshops, online	Build competencies tailored to teacher	Trainers, Mentors, School	Month 3 - Month 10	30,000	Successfully conducted training for all

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	modules, mentorship, and collaborative sessions	career stages and support inclusive classrooms	leaders, Teachers			targeted teacher groups
Engagement of School Leadership	Conduct sessions with administrators to promote inclusive policies and resource commitment	Foster school-wide support and leadership for inclusive education	School administrators, Education officials	Month 3 - Month 6	20,000	Enhanced leadership understanding and supportive school policies
Addressing Training Gaps and Barriers	Develop modules to overcome resource limitations and classroom management challenges	Equip teachers with practical tools and help mitigate implementation challenges	Trainers, Teachers, Educational specialists	Month 3 - Month 8	30,000	Customized solutions and strategies to tackle barriers
Monitoring and Evaluation	Conduct pre/post assessments, classroom observations, collect feedback, data analysis	Evaluate impact on teacher knowledge, attitudes, and practices; adjust program accordingly	M&E specialists, Researchers, Trainers	Month 11 - Month 13	25,000	Comprehensive evaluation report and action plan
Sustaining Professional Growth	Establish communities of practice, provide refresher courses, and continue mentorship programs	Maintain ongoing teacher development and promote collaborative learning	Program coordinators, Mentors, Teachers	Month 12 onwards	30,000 annually	Sustained professional development networks and updated refresher modules
Resource Development	Create manuals, toolkits, digital resources, and online learning platform	Provide accessible, practical references for teachers beyond training sessions	Curriculum developers, IT support	Month 1 - Month 3	25,000	Resource materials ready for distribution and digital access
Administrative and Coordination Support	Manage program logistics, scheduling, communication, and stakeholder	Ensure smooth operation and engagement throughout program phases	Project coordinators, Administrative staff	Throughout program	25,000	Efficient program management and stakeholder

IV. CONCLUSION

The study examined teachers' demographic profiles, professional experience, training background, and perceptions of inclusive education, particularly in supporting students with emotional and behavioral disorders. The participants were predominantly young and early-to-mid-career professionals, with female teachers accounting for 84.3% of the respondents. Professional experience varied, with the majority in the 5-9 years range. A significant gap in specialized training emerged, highlighting the need for capacity building. Teachers generally had positive perceptions of inclusive education, but identified practical challenges and satisfaction with school and environmental support.

The study examines educators' demographics, professional experience, training backgrounds, and perceptions of inclusive education, focusing on their preparedness to support students with EBD. It found a significant gap in tailored professional development and institutional support, and a strong positive correlation between teachers' attitudes and preparedness. The findings suggest targeted interventions to enhance teacher training, improve school support systems, and address practical challenges.

The study suggests several recommendations to improve inclusive education and support teachers, especially those with emotional and behavioral disorders (EBD). These include providing ongoing professional development opportunities, enhancing infrastructural and administrative support, raising awareness and cultivating favorable attitudes, exploring gender dynamics in inclusive education, focusing on early to mid-career teachers, conducting ongoing monitoring and evaluation,

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integrating specialized training modules and support mechanisms into professional development agendas, and conducting further research to validate the findings. These recommendations aim to improve educational outcomes for students with EBD and foster a more inclusive learning environment.

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