SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

MANAGING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN THE MAINSTREAM CLASSROOM: PHENOMENOLOGICAL ACCOUNTS OF RETIREABLE PHYSICAL EDUCATION TEACHER

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ABSTRACT
This phenomenological study was designed to explore and understand the challenges faced by retireable Physical education teachers managing learners with special educational needs. This study mainly gleaned on the Multiple Intelligences by Howard Gardner (1980), which states that the traditional notion of measuring people's mental abilities merely by applying an IQ test. Thus, according to the foundations of the framework under analysis, the general notion of intelligence is composed of a variety of elements, including the following: linguistic, logical mathematics, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence. There were 14 participants from public schools in Sto.Tomas and Kapalong District in Davao del Norte Division. Using the thematic analysis, major themes emerged: responding to diverse needs of students, creating a safe environment, and difficulties in handling students with special needs. Regarding their coping mechanisms, four themes emerged: employ collaborative endeavor, design innovative approach, widening one's network for collaboration, and obtaining necessary support. Moreover, the following were the insights of the participants such as: employing responsive teaching methods, obtaining positive disposition, and seeking professional development. The results implied that educators had a lot of challenges and difficulties while managing learners with special educational needs. They also needed assistance from other professionals, parents, and other people around them. Nevertheless, teachers were still to adapt to some teaching approaches and changes in the teaching and learning process.
KEYWORDS: *Education, Retireable Teachers, Learners With Special Needs, Mainstream Classroom, Qualitative Inquiry, Davao Del Norte Division*

INTRODUCTION

The educational process for students with special needs has advanced significantly over the years. In developing countries Physical Education teachers often face barriers to handle in students with educational needs particularly complex issues such as attitudes toward people with disabilities, traditional and physical education systems, which include curriculum designed for each level and access to sporting infrastructure including facilities, services and equipment, may be included in sports and physical education activities (Hills, 2021).

Moreover, handling student behavior such as understanding their behavior is a common challenge in South Africa when educating kids with special needs. Special education kids frequently experience frustration at school. These students may provide challenges for their educators, whether it's in comprehending the topic or controlling their emotions, which they find challenging (Rubin,2019). Furthermore, Kang (2019) reported that special education teachers in Singapore may feel as though their work is thankless and exhausting. Instructors of learners who have special education needs appear to struggle with facilitation, particularly when it comes to reading and communication. A further disadvantage in Malaysia is that certain educators could lack prior experience teaching special education classes, which might provide unique challenges. The first year can be especially difficult for new special education teachers. Teachers need to work together and understand the demands of the classroom in terms of lesson planning and skill development (Coy et. al., 2021)

Meanwhile, Retired teachers in the Philippines, especially inside the Visayas area, find that managing pupils with special education needs is a significant obstacle when it comes to managing their conduct and emotions, which makes it difficult for them to maintain control over the class. Furthermore, educators have challenges in dedicating sufficient time to understand each student's requirements and impairment as well as in determining how to help them manage their behavior (Long, 2020).

Furthermore, working with students who have special educational needs could at times appear like an underappreciated and demanding profession to many retireable educators. Even yet, overcoming their tasks and helping students with special education needs reach their goals and reach their goals and reach their full potential made the labor valuable, despite all they had to deal with (Smith, 2020).

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Moreover, as a physical education teacher and other physical education have no way like retireable teachers teaching with special educational in the public schools in the Davao del Norte Division with experience working with students who need extra assistance for schooling, I have noticed that retired educators of physical education who work along with students who have unique requirements also have challenges, particularly when it comes to facilitating classes. The majority of them struggle to comprehend how pupils behave and lack the expertise to deal with such conduct. I think the higher authorities should take this into consideration as a matter to be handled.

As stated by Okech (2021) in the study on the effects of retireable special needs educators in the classroom, teachers found it difficult to address the various behavior and conditions of the students, including slow learners, gifted students with exceptional talent, communication difficulties, social and emotional difficulties and health issues that interfered with class instruction. Additionally, many teachers encountered difficulties in getting students engaged in the lesson due to the learners' distinct communication styles, and Hermann's (2022) study on the integration of special needs into regular classroom instruction revealed that teachers were ill-prepared for these situations. Instructors find it difficult to comprehend students' ideas and are most sure unable to meet their demands right away.

In addition, there are many research about managing learners with special needs in the mainstream classroom (Kamali&Fahim,2015); however, I have not found local researches that delved into the experiences of retireable physical education physical teachers as to find new approaches and strategies, thus this serves as a gap that is worthy to be researched. Thus, of all the problems in various settings, there is a need to conduct the study and unfold the experiences of the retireable physical education teacher managing learners with special educational needs.

Moreover, this study is of greater significance since this will be a basis in understanding the diverse and unique experiences of the retireable physical education teachers in managing learners with special education needs as to their learning capacity and support that they need during the teaching and learning process. Further, this will become a reference for the Department of Education in terms of the experiences of retireable physical education in managing learners with special educational needs in receiving adequate support for the entire educational community.

PURPOSE OF THE STUDY

The purpose of this phenomenological inquiry was to explore and understand the experiences of Retireable Physical Education teachers in the selected public secondary schools in the Division of Davao del Norte.

At this stage in the research, managing learners with special educational needs in the mainstream classroom as retireable Physical Education teachers is generally defined as a learning goal for teachers to develop their skills in handling learners with special educational needs; this also involves teachers' analysis, understanding and evaluation of ideas about handling and teaching learners with special educational needs.

Research Questions

1. What are the lived experiences of retireable Physical Education teachers in managing learners with special educational needs in the mainstream classroom?
2. How do these participants cope with the challenges of managing learners with special educational needs in the mainstream classroom
3. What are the insights that can be shared by the participants based on their experiences in managing learners with special educational needs in the mainstream classroom?

METHODS

This study utilized qualitative research design employing phenomenological approach that sought to find out the lived experiences of retireable Physical Education teachers managing students with special educational needs in the mainstream classroom.

Mason (2022) described qualitative research as a general phrase that encompasses a wide variety of techniques and procedures that vary greatly in their emphasis, assumptions about the nature of knowledge, and the role of the researcher. Furthermore, Bryan (2012) states that employing a range of qualitative data- collection methods contribute to a greater understanding of the experiences and life story of each research participants.

On the other hand, this study used the phenomenological technique to explain the experiences of retireable physical education teacher in working with students who have special educational needs. Within a given group, a phenomenological investigation concentrates on the shared aspects of a lived experiences. Finding a description of the nature of the specific phenomena is the main objective (Creswell, 2013). This method explains the significance of that participants had with the phenomena.

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The qualitative phenomenological research design was ideal for this project, as it is in the context of my study, because it enabled me o collect data from appropriate and truthful participants, with whom I specifically chose according to the standards established to provide firsthand experiences and impressions in order to achieve the project's primary goal of data saturation through themes and codes. Additionally, by using a phenomenological design, I was able to clearly explain the phenomenon through participant responses and direct observation of their experiences, challenges and successful learning about it. I was also able to gain insight into the participants' coping strategies and experiences managing learners with unique education requirements in a regular.

REVIEW OF RELATED LITERATURE

The participants of this study were the 14 retireable physical education educators in the Davao del Norte Division who oversee students with special education needs were participated in this study in seven (7) Focus Group Discussion (FGD) and seven (7) In-Depth Interview (IDI). Because a strong correlation can be found between the participant's experiences, coping strategies and understanding of the issue under investigation. The aforementioned figure, as reported by Clynn & Korcuska (2018), is adequate to accomplish the Polkinghorne (1989) research goal. In other words, 5-25 samples are sufficient to collect data in a qualitative manner that preserves participants' authenticity and genuineness while describing and discussing the phenomenon's interest to thoQ1se who have experienced it.

Additionally, Purposive Sampling was used to choose the participants since, as noted by Creswell (2012) this method works best when the subjects are people who have really encountered the phenomena under study. There were fourteen those who took part in this research who were selected based on pre- established criteria and subjected to an In- Depth Interview (IDI) and Focus Group Discussion (FGD).

The study participants were the retireable physical education educators in the Davao del Norte Division who oversee learners in need of special education and ages from 60-65 years old. In contrast to the inclusion criteria, the exclusion criteria comprised two groups of people: (1) retired physical education teachers; (2) those who do not oversee students with special education needs.

Handling Learners with Special Educational Needs

Motivating, gratifying, and challenging are all possible while teaching learners with special needs. To make sure that every student has the chance to succeed, nevertheless, it also calls for a few unique abilities, approaches, and adjustments. Drawing from both research and practical experience, this article will teach you some of the finest methods for teaching students with special needs. And also, you'll learn how to design a classroom environment that meet all of your learners' requirements while being welcoming, encouraging, and engaging (Mayne, 2021).

Likewise, in the study of Calvert (2021) entitled challenges for people with disabilities stated that there are several barriers in handling people specially student it includes limited accessibility, inadequate educational structures, and poverty, and negatively impact the quality of life for people with disabilities. Such factors often lead to undesirable consequences for people with disabilities such as social exclusion, negative stereotypes and perceptions, financial hardship, and challenges in the areas of both physical and mental health.

Hence, Physical Education educators working with special needs learners face various challenges in their line of work. One of the main obstacles is the pessimistic outlook and lack of enthusiasm for physical education on the part of both teachers and learners (PE) teaching and learning process. This has also presented new challenges, with many PE teachers feeling hesitant and unconfident about teaching PE during this time. With students who have unique learning needs (Gibo, 2021).

Additionally, getting to know individuals with special needs is the first step in teaching them. This entails being aware of their objectives, interest, obstacles, and strengths. This data may be gathered from a variety of sources, including surveys, observations, interviews, portfolios, and evaluations. To find out more about the needs and supports of your learners, you can also work in conjunction with other experts, including parents, therapist, counselors, and special education teachers. Knowing your learners will help you customize your lessons, resources, and activities to fit each student's unique needs and learning preferences (Jung et.al., 2021).

Barett (2020) noted that educating kids with exceptional needs requires a collaborative effort. Working together and communicating with other stakeholders, including parents, community members, administrators, experts, and other teachers, is necessary. Together you may arrange services. Together, you may arrange services, supports and accommodations for your kids as well as exchange knowledge, resources, concepts, and tactics. You may also create a network of advocacy and support for yourself and your students by learning from the viewpoints, experiences, and expertise of others. There are many other ways to collaborate, including peer coaching, co-teaching, team coaching, and professional learning communities.

Furthermore, the inclusion of a student with special needs in the classroom and the larger school community is supported through the implementation of a collaborative approach, the involvement of multiple stakeholders, and the utilization of professional

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expertise. Working together guarantees a customized, all- encompassing strategy that maximizes the student's chance of success (Horn, 2020).

Additionally, reflecting on your work is the ideal approach for teaching pupils with special needs. The process of reflecting involves looking at and assessing your decisions, behaviors, and result in order to pinpoint strengths and opportunities for development. One may check progress, and goals learn from your failures and achievements, and modify plans and tactics by reflecting on practice. In addition, one may enhance professional identity, self- assurance, and proficiency as a special education teacher. Individuals and groups can engage in reflection together separate, utilizing a variety of resources and techniques such notebooks, rubrics and portfolios, questionnaires, and remarks (Vitell, 2019).

As a result, reflective work and self- awareness in the workplace enable an educator to grow more, particularly over the academic year. An objective assessment as a teacher's assistant or educator is made possible by the ability to identify the tactics that were successful and ineffective (Allday, 2021).

However, when it comes to teaching special needs children, the most significant factor determining success is the instructor's mindset overseeing the learner's education. Even while other experts may share responsibilities for the child's education, it is essential that class teacher assume primary accountability (Kang, 2019).

Thus, Stein (2021) stated that one issue that many physical teachers deal with is the reality that teaching students with educational and learning needs is not being done correctly in their classrooms. Similar to mainstreaming in the 1970's, a lot of school districts just assign disabled students to general physical education classes without offering any kind of staff development or assistance. To complicate the issue further, there have been several problems occurred in handling these learners such as in understanding their unique behavior towards learning.

Since my study differs from previous studies about handling students with special needs in that it discusses the struggles and experiences of retiree Physical Education teachers, thus, the articles cited are related studies that supports this study, it is necessary to conduct the study and outline the problems and challenges encountered by these teachers in managing students with specific demands in schooling. Thus, there is a need to conduct the study and outlaw the difficulty of retireable Physical Education teachers and pursue for further development to cope their difficulty in handling these learners. Furthermore, this study will function as a basis for understanding students' potential for learning and the help they require during the instruction and learning process, making it even more significant to society. It is extremely important and helps the future generation of researchers by helping instructors develop and enhance their skills and become the key to society and in the community. Additionally, this will serve as a reference for the Department of Education regarding the challenges faced by educators in teaching students with exceptional needs, the necessity for them to receive sufficient support from the academic community, and their readiness and equipping with the new curriculum in a classroom setting. Thus, results and findings of this study can be possibly disseminated by presenting it to the national and international research conferences and forum and laying to school administrators as basis for quality instructions.

Teaching Physical Education to Learners with Special Educational Needs

It is imperative that one consider student safety first. heck in on your school's special needs pupils. Teaching Physical Education created for learners with special needs and specify the unique learning objectives and goals for each learner. Any unique concerns for maintaining the health and safety of the learners will be incorporated into these plans. To find out more about the requirements and limitations of these learners, get in touch with one or more IEP Team members. Find out everything you can about the conditions that make learners in your school disabled (Lieberman, 2020).

Moreover, teaching Physical education class is just one avenue during a school day that provides the opportunity for physical activity. During the allotted class time it is recommended that children be moderately or vigorously active for at least half of the class period. Several factors can contribute to making this happen to have effectively organize space, equipment, and students. Thus, teaching Physical Education provide adequate equipment that allows all children to be active at the same time (Norris, 2021).

On the other hand, teaching Physical education became a subject matter in schools. Its role in human health was quickly recognized. By the turn of the 20th century, Physical education in school teaching personal hygiene and exercise for bodily health were incorporated in the physical education curriculum as the major learning outcomes for. Teaching Phtysical in schools subsequently adapted to inclusive approach to physical education whereby fundamental movements and physical skills for games and sports were incorporated as the major instructional content. (Terry, 2021).

Additionally, Kang, (2021) stated that every youngster, regardless of ability, should engage in some kind of physical activity every day. Learners who exercise on a daily basis will experience improvements in both their social and physical development. To improve and develop these skills, physical education programs or activities should be a part of the curriculum for learners with special educational needs.

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Thus, Physical education for special needs students should be incorporated into every school. Schools should include SEN children in all physical activities, by adapting areas of activity accordingly creating a culture of inclusivity and thus meeting the needs of SEN pupils. By including children with SEN in PE lessons and activities, their lifestyles can improve through promoting the growth of their gross motor abilities, managing their weight, boosting their self- esteem, and enhancing their social skills (Norris, 2021).

Furthermore, when SEN children participate in a whole class physical education lesson or activity (with children who don't have any SEN), this encourages them to build vital communication and social skills. These are essential skills for later life, helping children with Special Educational Needs to develop and nurture caring social groups, find a job, and live on their own. For children without any SEN needs there is also a huge benefit of working and socializing with SEN children. Increasing their acceptance of differences between children and improving their awareness of individual needs (Coy, 2020).

Challenges in Teaching with Special Educational Needs

Teachers teaching with SEN have a higher rate of burnout than is found in most other professions. The burnout rate is the result of a number of issues that often culminate in these teachers leaving their jobs. It is estimated that 75 percent of those who teach special needs students will leave their job within 10 years of starting. The result of this turnover rate is a shortage of special education teachers and a lack of quality programs for the students they serve. While a special education teacher may start their career with the intention of helping students with disabilities become productive members of society, they face several challenges that make the task extremely difficult. The challenges of the special education teacher include: (Parsons, 2021).

Additionally, teachers in the SEN facing a difficult job, one that comes with a set of huge responsibilities; however, many people fail to recognize the teacher's role. The various disabilities of the students with whom special education teachers work multiplies the job's difficulty. Special education teachers are largely unrecognized and unsupported by the public. Many teachers encountered challenged teaching with SEN even though they are trained and willing to teach but find themselves burdened with responsibilities that remove them from the classroom. Special education teachers often find themselves being required to go to meetings, conducting assessments and dealing with loads of paperwork. (Fichten, 2019).

As mentioned by Savenye (2020), the concept of having classrooms teaching with that contain both special needs students and students who are developing typically is becoming a popular one. This type of education poses new challenges for a special education teacher. For example, many students who have no disabilities are unaccustomed to dealing with those who do. Teachers in these classes are charged with eliminating cruelty and insensitivity from among their students and ensuring that those with special needs are treated with respect.

Nonetheless, to the everyday person, teaching children seems like a breeze The misconception comes from the idea that teachers get school get school holidays but that is far from the truth. In addition, while there are challenges in the classroom outside of school hours, there are as many challenges faced by teachers. Also, one of the current educational issues facing teachers today is the lack of funding. Unfortunately, unless you are working at a private school, public or independent schools across the country often encounter issues with funding (Watson, 2020).

Furthermore, as stated by Sarason (2021), one of the primary goals of teaching is to produce law- abiding, independent people who have the self- worth, ambition, confidence, and desire to pursue knowledge and personal growth. This idea of education highlights efforts to facilitate the right to self- determination of students with disabilities.

Thus, every year, teachers teaching experiences faced with the daunting task of communicating their needs to higher authorities. Some teachers have a natural knack for it which they cannot teach what they want engagingly and get what they need. But many find themselves struggling to communicate effectively in teaching with SNED. As the wiser of the bunch, teachers need to build trust with their students and work om their commun9caion skills every day. (Case and Davidson, 2019).

Moreover, Plante (2019), administrators as well teachers are therefore seen as essential to the execution of inclusive education. Students with disabilities were among the key players in the process of effectively adopting inclusive education; without their support, the adoption of inclusive education would not have been possible. They took part in a non- established, non- utilized inclusive education. Knowing the many challenges face while running SPED sessions is essential, especially with all of the citations. In order to address the issue of children with learning impairments, this study looked at the challenges and barriers SPED instructors have when teaching kids with learning disabilities as well as their attempts to overcome these challenges.

Furthermore, there are a lot of issues about teaching youngsters in the City of Ilagan that go along with learning difficulties. Local instructors at the private basic schools in the Ilagan division are ill- prepared to teach students with special needs who also struggle academically as teens. The Primary Education Development Plan (PEDP), which ensures universal access to education, does not

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fully reflect the value of basic education in Ilagan, City, Philippines. This is especially true for schools serving children who struggle academically (Burgstahter, 2019).

A learner with a disability may find it difficult to focus or remain still in class. For a student with handicap, distractions from peers, the classroom environment, and other sources might make it practically hard for them to focus on the instructor. Some limitations might create amicable circumstances that are confusing or difficult to navigate. This complicated situation is made worse by the possible prejudices or unfavorable opinions that peers who provide permission harbor toward items that come with restrictions. Students with impairments are more likely to struggle to establish and keep friends (Shea, 2020).

However, Wasserman (2020) also noted that kids with difficulties, such as dyslexia or Attention Deficit Hyperactivity Disorder ADHD, may read or notice things less clearly than their classmates. Students who consistently fall behind experience frustration or discouragement. Students with associated unique requirements are unable to learn alongside their peers when a classroom is inaccessible to them. For various reasons, including lack of resources or supplies, many schools do not offer adequate spaces for every student.

As a special education teacher, you may thus occasionally need to act as a mediator between general knowledge study teachers and individuals. There may be several factors to consider, including boarding house, adjustments, and nature, if a pupil in a general knowledge studies class is fighting and receiving special education. First and foremost, you will need to confirm that the general knowledge studies scholar is following the instructions for each junior's file on an IEP (Anderson et.al., 2021).

In a similar vein, a lack of implementation may be affecting a student's academic performance. Talking with the instructor about changing the assignment and making advantage of all the adjustments could be difficult if they are not. They could be in breach of the law and risk legal consequences if they don't resolve the issue (Coy et.al., 2021).

Furthermore, Edmonds (2020), you could also need to act as a mediator if the instructor and parent cannot agree on how to train the child. Parents may sometimes assume that teachers are not doing their jobs correctly if a kid is not doing well in a class. As a result, it can be your duty as a case manager and special education educator to help diffuse the disagreement between the educator and parent. It can be vital just to remind everyone that their objectives are to see the child succeed. Finding a solution will consequently be simpler if everyone strives to achieve that goal.

Moreover, controlling the children's conduct is another common challenge in teaching special education. Many children with disabilities feel frustrated inside the school. These kids can be difficult for their educators, whether it is because they have trouble understanding the material or controlling their emotions. Because every learner is different, what suits one may not suit another (Hashey, 2019).

By taking time to comprehend their disability and develop coping mechanisms, the learner may recover control over their conduct. Even while misconduct must be handled, praising good behavior can be more effective deterrent than penalizing pupils for it. By rewarding good behavior, teachers may be able to encourage improved behavior in the classroom. Teaching special education might feel like a thankless and demanding job at times. However, if you can overcome the challenges at work and assist learners with special needs in reaching their goals and attaining their full potential, it can be worthwhile (Jaeger, 2019).

Factors Affecting Teaching with Special Educational Needs

Many factors affect teaching, it includes learning environment**.** The environment is important for a student's growth and development and is a key factor in effective teaching and learning. Support materials the quality of content, relevance to the curriculum, and accessibility of materials are all important factors. Expectations which teachers who have high, realistic expectations for themselves and their students can create a caring classroom climate and help students succeed. Also, motivation which can affect a student's attitude and dedication towards their goals. (Mercer, 2021).

Teachers teaching with SEN have been investigating elements that help to address the performance of special education needs learners in a way that is efficient in the interim. There are several factors, both within and outside of the classroom, that might affect a student's quality of work. These components might also be known as students, family, school, and peers (Emerson, 2020).
Likewise, studies worldwide have shown notable interest in examining the correlation between teachers' self-efficacy and certain factors identified the effect of numerous years of experience on teachers' SEN and the self-efficacy and showed the effect of years of experience on improvements. Additionally, it was examined the finding that teachers with more experience with people with disabilities have notably higher self-efficacy than those who do not have the relevant experience (Rubin, 2020).

As stated by Katsiyanni and colleagues (2020), other factors examined the in-teaching SEN is that teachers to identify self-efficacy with relation to numerous variables gender, academic degree, daily work hours, and daily numbers of teachers. Their findings show

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the differences attributable to the academic qualification variable in favor of postgraduate studies. Moreover, itwas attempted to identify the correlation between psychological stress levels in teaching with SEN.

Furthermore, according to Anderson (2021), Physical Education teachers teaching SEN has unique way of teaching to meet the goals. Educational needs are able to distinguish between effort and ability, and they typically think that success comes from effort combined with enough ability. Physical activity is known to improve one's general ability, especially for individuals with special education needs. The curriculum has a significant influence on how high school students see physical education.

Numerous learners, however, contended that the physical education teachers teaching with SEN went too far in their efforts, maybe to the extent that it hindered learner's ability to study. It suggests that acceptance is more likely to lead to beneficial relationships and that tolerances is more likely to lead to a better knowledge of the others person's perspective. relationships. The greatest important influence on students' attitudes about physical education was found to be the level of physical education educators'one-on- one interactions with learners with special educational needs (Coy, 2021).

Moreover, the ability of physical education teachers to modify homework assignments, instructional strategies, and classroom materials. Assessment methods and instructional strategies have an impact on a student's academic success as well. Special education needs children often do not learn in the same ways as other children. A teacher must be flexible in both the manner she/ he delivers teaching and assess its effectiveness. It's important to remember that, on sometime, dealing with kids who have special needs means teaching them how to communicate when they're sad, hungry, or need to use the restroom (Rubin, 2020).

However, Novak (2019) asserted that special education is specialized education is individualized and that no curriculum is designed to match the needs of every kid. Everything must be tailored to the individual strengths and weaknesses of each learner. A student's physical education teacher is, by far, the most important individual in their lives.

Likewise, physical education teachers ought to be fervently committed to helping students with special needs integrate into the school, flexible in their approach to enforcing discipline, proficient in communicating with parents, and willing to establish a genuine partnership with guardians and parents in order to effectively educate their children (Philipps et.al., 2019).

Therefore, in order for kids with special needs to succeed in school, adjustments to their physical surroundings and specific equipment will be required. Experts from outside the school will assist physical education teachers by working with learners while they are in class and provide consultations to teachers as required. It is possible that a particular school may not always have access to all necessary resources (Roberts, 2021).

Tough decisions, such as moving from a regular school to a special school or from a regular classroom to a special classroom, must be made in the interim when this happens. The parents or legal guardians of the learners need to be informed, cooperative, and part of the decision-making process. In order for learner with special needs to obtain an education, it is imperative that parents, guardians and teachers work together (Long et;al., 2019).

Furthermore, according to Norris (2020), parents occasionally have more understanding of the illness than physical education teachers do, and they may also be aware of helpful teaching strategies. However, teachers are now better prepared to teach learners, especially those with special needs, in an interesting and age- appropriate manner after learning about the illness and its consequence for education.

In addition, when educators and parents work together, they forge a solid partnership that increases the likelihood of academic achievement. Information has to be freely and often exchanged. A book about home- school communication is a crucial instrument for information exchange, and entries can be entered into it daily if necessary (Canter et.al., 2019).

Moreover, George and Malery (2020), educators need to recognize that parents often work with their kids at home, and it is critical that the educational interventions that parents employ there align with those that they use in the classroom. Everyone who is attempting to deal with the child must be acting consistently. Teachers and parents shouldn't see one other as a threat.
Furthermore, the architectural layout of the school has an effect on how well students learn. Students who struggle with mobility need an environment that has been adjusted. In schools, wheelchair accessibility and compatibility are critical. It's critical to organize books and other resources so that learners of all skill level may locate them with ease. Every resource in the classroom should be set up so that every student understands where to get the necessities and that there is no clutter in the area. Children with autism need visually appealing classrooms where everything is labeled with both pictures and text. Given that they also need reminders for a schedule and a visual plan (Long, 2020).

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As stated by Plante (2019), physical education teachers are required to help kids with special education requirements on a social and emotional level. In a school context, respect is given and receive reciprocally, increasing the likelihood that people will coexist peacefully.

In addition, Roberts (2021) and Barr (2020) posited that it is critical to see students who struggle with emotional or behavioral problems as social problems rather than as failing learners. Social skills may be taught by teachers and acquired through time. Development could be slow, but progress is still achievable. Again, it all comes down to having a very high, optimistic mindset and lofty goals for ultimate achievement.

In summary, the many relevant research and literature that are incorporated into this chapter support the analysis in every way. The opinions, observations and presumptions of many writers are emphasized to justify the problem under consideration, which all contributes to retireable physical education teachers managing children with specific educational requirements. Nonetheless, it is clear that strengthening their analytical skills will be crucial to comprehending the value of instructing students with special education requirements. Therefore, based on the above relevant literature there is a need to conduct the study and discover the factors that affect the effectiveness of retireable Physical Education teachers in handling learners with special educational needs.

RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas of the Lived Experiences of the Physical Education Teachers in Managing Learners with Special Educational Needs

Major Themes	Core Ideas
Responding to Diverse Needs of Students	• Dealing with behavioral problems • Tailoring lesson plans for students • Building rapport with students • Adapting varied teaching methods • Implementing differentiated instructions
Creating Safe Environment	• Fostering belongingness among students • Recognizing strengths and weaknesses • Promoting equality among students • Celebrating students' progress • Supporting and guiding students closely
Facing Difficulties in Handling Students with Special Needs	• Ensuring safety during physical activities • Ensuring effective communication • Managing time in implementing differentiated instructions • Addressing sensory sensitiveness

Responding to Diverse Needs of Students

> *"For me, I have encountered diverse needs of students including physical, cognitive, and behavioral challenges. I need to build a supportive and inclusive classroom environment where every student feels valued and included. I need to provide encouragement and motivation to help students with special educational needs overcome challenges and reach their full potential.* (IDI-01)

It is said that students always rely on the teachers' ability and capacity to deliver instructions. It is crucial to remember that a strong core curriculum serves as the cornerstone for meeting the requirements of learners and instructions. However, for the participants, it is also very important that we respond to students' needs not only for curriculum and instruction matters, but most importantly, students need our understanding as well as emotional and social support.

One of the participants during the interview reiterates her sentiments and experiences in managing learners with special educational needs

In relation to this, Anderson (2021) stated that getting to know your students on a personal level we can identify their strengths and gain understanding of what type of intelligence they have. To do this, we take time to get to know your students. Show that you care and are interested in their lives and well-being. By prioritizing the relationship between you and your students, you can create a more supportive and productive learning environment that benefits everyone.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
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Creating Safe Environment

"I really need to ensure safety measures in place and adapted as necessary for students with special needs. I need to make them feel that they belong just like those normal students so that they will not be intimidated inside the classroom. That is very important that they feel belonging. As a physical education teacher, it is important that we should establish a welcoming and safe environment where learners can express themselves without fear and trying a new thing, which requires a great adjustment in time and efforts." FGD-03

A safe environment is one where teaching and learning are not distracted, disruptions are minimized, and fear is not present. When it comes to education, the subject of safety demands equal emphasis, it strives to protect students, teachers, and other school personnel from violence. For the participants, they stated that creating a safe environment is very significant, especially with special needs since they need extra care.

In relation to this, Baker (2021) stated that finding a balance between a secure learning environment and a friendly, compassionate community can be challenging. Establishing a school environment that forbids terrorism, intimidation, and bullying is crucial. Fearful learners frequently avoid going to school. Academic success, upholding high standards, cultivating a strong rapport between staff and students, and promoting parental and community involvement are the key goals of a safe environment. Learners need to be in school to learn. Learners are encouraged to attend class in an environment that is kind and accommodating. Studies have indicated that the community is also impacted by school violence.

Facing Difficulties in Handling Students with Special Needs

"For me, one of the challenges is the safety of the students during activities. Also adapting activities is another common challenge. As a teacher, I often need to modify activities to meet the needs of my learners with special educational needs, which requires a creativity and flexibility. Another thing is ensuring the safety during physical activities for students for students with special educational needs. Addressing sensory sensitiveness difficulties or processing difficulties that may affect participation." IDI- 02.

In relation to this, Falvey and Givner (2021) posited that there are numerous obstacles in and out of the classroom for teachers. It can be particularly challenging for special education teachers to oversee and manage their learners in addition to managing paperwork and ensuring that adjustments and modifications are implemented in the classroom. Teaching a resource class or assisting an inclusion teacher is not the end of teaching special education. Special education instructors handle a caseload of learners as part of their work duties. Some of these you may see every day in the class you assist with, while others you may see only occasionally to see how they are doing.

Table 2
Major Themes and Core Ideas on the Coping Strategies of Physical Education Teachers Managing Learners with Special Educational Needs

Major Themes	Core Ideas
Employing Collaborative Endeavor	• Working with parents or guardians • Conducting regular feedbacking to parents and guardians • Communicating constantly with parents or guardians • Building relationship with the school community and/or organizations
Designing Innovative Approach	• Showing visuals for schedules and activities • Incorporating mindfulness and relaxation technique • Using assistive technology • Teaching regulation technique • Holding tutoring session • Counseling learners • Establishing routines effectively
Widening One's Network for Collaboration	• Collaborating with fellow teachers • Communicating with administrators and other stakeholders • Working with experts in special education • Building strong professional network • Attending workshops, conferences, and trainings

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Employing Collaborative Endeavor

For me collaboration is important. In my part providing a supportive and inclusive classroom environment even though it is a crucial one. It is necessary to foster a sense of belonging and acceptance among all students and address any potential sources of stigma or discrimination. Another method is my collaboration among colleagues, parents and guardians. By working together there is a sharing of insight and resources to better support learners with special needs." IDI-01.

In relation to this, Gaskin and Morris (2020) stated that teams that work together also communicate. A collaborative team feels at ease exchanging ideas and bringing in new procedures and equipment. At that degree of engagement, colleagues can speak with each other in an understandable and straightforward way. This presents fresh ideas and methods the group can improve. A team combines individual and group efforts to achieve a shared objective. You know exactly what your function is and why you are doing it, and you have a goal in sight.

Designing an Innovative Approach

I make sure that I provide opportunities for learners to practice life skills for them to be prepared for independent living and employment. Another strategy is to incorporate mindfulness and relaxation techniques into curriculum to help learners manage stress and improve their well- being.FGD-03.

In relation to this, Dell'Anna (2020) stated that an innovative approach can improve teacher- students cooperation and communication. They enable smooth cooperation and communication between teachers and students, regardless of where they are in the world. With the help of classmates from around the world, students can collaborate on projects, exchange viewpoints and develop a sense of global citizenship. A dynamic and interactive learning environment that transcends the boundaries of a physical classroom can also be created by teachers by offering real- time feedback and assistance. Students can now communicate with their friends and teachers from anywhere in the world thanks to the growth of online learning platforms and communication technologies.

Widening One's Network for Collaboration

For me, collaboration among others is very important. We need help as well as the guidance of other professionals. My method is my collaboration among my colleagues, by working together there is a sharing of insights and resources to better support learners with special needs. IDI- 01.

In relation to this, McConkey and Bradley (2021) expressed that having support from degree of experience, a great career can be achieved through effective teaching which is built on a foundation of support and trust. Career advancement requires active professional development. Having the appropriate connections in your professional field can help you take full advantage of learning and career advancement possibilities.

Obtaining Necessary Support

As for my strategies or coping strategies, as much as possible I ask help from other inclusive education teachers or coordinators. I always acquire help from them, especially those things I do not know. There are really strategies that I need to know. IDI-02.

In relation to this, Nolan (2021) stated that being well- supported is essential for living a balanced and healthy life. When you need someone else who needs to talk to you, this support will be the one you can confide in. Living a well-rounded life requires social contacts and support, which can be difficult to come by at times. Support can enable us to overcome obstacles or navigate a crisis. Over the course of a lifetime, we form connections and relationships with others, which takes time to cultivate a support system.

Moreover, everybody encounters obstacles on their life's path that have the power to either build or break them. Academic difficulties can be intimidating and overpowering for learners, which can cause stress, worry, and even melancholy. Here's where having a solid support system is helpful, when it comes to academic performance, having a support structure in place can make all the difference. Family, friends and classmates and mentors who provide direction, inspiration and encouragement can form a support system. When things get hard, solid support can provide learners with the motivation they need to keep going (Westwood, 2021).

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Table 3

Major Themes and Core Ideas on the Insights of Retireable Physical Education Teachers Managing Learners with Special Educational Needs

Major Themes	Core Ideas
Employing Responsive Teaching Methods	• Tailor teaching strategies to fit students' learning needs • Foster inclusive classroom environment • Stay informed of the new practices in special education • Break down complex task to smaller simple ones • Use flexible grouping strategies • Work closely with other special education teachers • Familiarize students' IEP's
Obtaining Positive Disposition	• Encouraging support and collaboration • Providing positive reinforcement and showing positive behavior into implementing positive behavior management techniques • Showing positive behaviors • Upholding open communication • Collaborating with parents and other teachers • Fostering sense of connection to students
Seeking Professional Development	• Seeking advancement in using assistive technology • Providing training for teachers handling students with special needs • Intensifying research and understanding of learners • Increasing professional development opportunities

Employing Responsive Teaching Methods

Tailor teaching methods to suit the specific needs of each student. This might involve modifying activities, providing additional support or offering alternative exercises. Another is using clear,concise language and provide instructions in multiple formats (verbal, visual, written) to ensure all students understand. IDI- 01.

In relation to this, Guido (2021) stated that in order to effectively modify instructional tactics, it is necessary to have a detailed awareness of each learners' individuals needs while using the philosophy of responsive teaching in the literacy domain. In the context of literacy this entails developing lessons that are informed by in-depth knowledge of literacy principles and as dynamic and diverse as the learners themselves. It gives learners a wide range of authentic literacy experiences throughout the day, covering a variety of genres, subjects and themes. It also delivers texts that are interesting and culturally relevant, inspiring learners to investigate and ask questions about the world around them.

Furthermore, the practice of responsive teaching drawing out interpreting ang reacting to learners' ideas in a way that links their growing comprehension to important disciplinary principles. It is well recognized that responsive teaching encourages learners to learn for a long time. Nevertheless, putting it into practice is really challenging. Teachers must constantly modify their teaching, thinking on their feet and re-evaluating the process at every opportunity. For it to reflect what learners know and express throughout lessons. Teachers need experts in adaptation if they want to build responsive teaching techniques. Teachers can make necessary adjustments in the complicated environment of the classroom and that's all because of adaptive knowledge (Najarro, 2021).

Obtaining Positive Disposition

It is also a vital essence to encourage support and collaboration to help students with special needs feel included and supported during physical activities. It is essential to collaborate with parents and caregivers to understand students with special educational needs, goals and needs inside and outside of the school, promoting consistency and support. IDI- 07.

In relation to this, Yildirim (2020) posited that positive attitude often takes the lead in the big picture of life. A positive attitude can help you learn new skills, but it's also the key to how you deal with challenges, setbacks, and opportunities. It's like the lens through which you see the world. Moreover, your attitude sets the tone for your relationships, whether it is with your family, friends, colleagues, or people you bump into. When you bring a happy, open and understanding attitude to the table, it creates an atmosphere where people feel valued and heard. This is what makes the connection personal and the conversation flow.

Similarly, having a positive attitude is just about how you treat individual people. It is got the power to shape the atmosphere of the places you spend time in. When you are open, caring, and ready to listen, it encourages others to do the same. A positive attitude is what helps you keep your cool under pressure and face obstacles with grace and determination (Alter, 2022).

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Seeking Professional Development

In my own perspective, in managing learners with special needs, it is very important for us to attend different seminars and training on how to handle these kinds of learners because of course it is our major. We are not used to teacher these kinds of learners. So, if we have enough training it is very easy for us to handle them. IDI-01

In relation to this, Roth et. Al. (2021) stated that professional development is significant since the demands of schooling and the external environment are constantly evolving. This can apply to both the skills that students will need for their careers and adult lives as well as the ways that education is provided, such as the growing usage of digital technologies. A professional development plan should be implemented as well, as many educators do not currently monitor their progress with performance management on a regular basis. This provides educators with the methods and know-how required up to date with these shifting priorities.

Furthermore, having professional development helps teachers recognize learning issues early in the school year, create solutions, and implement those solutions quickly to meet the needs of their learners. Professional development can be beneficia whether it happens prior to or following the start of the school. It is possible that professional growth has little to do with the learning difficulties faced by a teacher's learners. Instead of learning from colleagues' knowledge, experience, and insights as a member of a team, an educator learns alone. Learners' learning throughout the school is more impacted by a teacher's professional development than by individual students learning. Nobody will be able to determine whether a teacher uses what they have learned to help learner (Greenleaf, 2021).

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