



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

---

**Project CoReS (Contextualizing Research-Based Strategy) as Intervention for Mainstreamed Learners with Special Needs**



**ANA MARIA CORPUZ DE GUZMAN**  
**Lead Proponent**  
BINAN INTEGATED NATIONAL HIGH SCHOOL

### **ABSTRACT**

The main objective of this study is to determine the performance of the student participants before and after immersing them in the intervention? Identify the challenges encountered during the implementation of this research paper, and to address issues and challenges in teaching main streamed children with learning disabilities at Binan Integrated National High School. This aims to generate thorough and comprehensive review of the teacher's perspective, teaching approaches in handling mainstreamed classrooms and student academic performance using the intervention materials in mainstreaming LSENs in a regular classroom.

To bridge the gap, accessible, simple and easy learning materials or instructional materials were designed to provide the same information found in the books, handouts and modules in a format that students with disabilities can use it more easily. Learning materials can significantly increase learners' performance by supporting learning. Educational videos, appealing worksheets may provide the learner a chance to practice and develop their skills.

Moreover, teachers assigned in main streamed classes are not prepared and lack strategies in dealing with learners with disabilities. The need for educational trainings, provide instructional materials and facilities specifically if no shadow teacher is provided

in the class that makes learning difficult for them even communicating with teachers vis-a-vis and with other students is a must.

Throughout this paper the focus will be placed on inclusion issues in the classroom, as well as present various perspectives from individuals involved in the inclusion process. Designing an instructional or educational materials to assist them in their study so that they will be able to understand, finish their outputs and gain knowledge and later do their task with independence. Instructional materials designed encourages learners to do more and give their best with necessary support from the school, stakeholders and services for accessing the curriculum facilities; and address the needs of the mainstreamed students with disabilities.

**Keywords:** special education, academic performance, issues, challenges, learning disabilities, inclusive education

## INTRODUCTION

The educational system is one of the most important components in the development of any society. Recent trends focuses on the education of students with special needs. In order to achieve the principle of equal educational opportunities and principle of education for all, o much endeavor have been made to accommodate learners with special needs and disabilities in regular school with regular classroom settings.

The idea of inclusive education or integrating learners with disabilities have been implemented. Inclusion here is defined as a dynamic process, which encompasses the transformation of education systems, cultures and practices 'in celebration of diversity' (Barton & Armstrong, 2007, p.5). This requires modifications to the environment as well as the curriculum. There is a need for teachers modify their teaching strategies and involved parties working hand-in-hand in order to respond to the diverse needs of pupils (UNESCO, 2005; Rose, 2000).

Inclusive education ensures that learners with learning disabilities receives specialized instruction to meet their learning needs, has the opportunity to reach their full potential by receiving quality education from school, and gain high level of independence. This seems to be effective if a shadow teacher is present to assist the needs of these

learners. In the absence of a shadow teacher lies now the problem of inclusion.

Now, two of the biggest obstacles would be the lack of mainstream teachers who are trained in special needs and a general lack of exposure and awareness about inclusive education (Yeo et al, 2014). This means that mainstream teachers are always in pressure as how to help and improve students academic achievement and this becomes a dilemma for teachers. Should they strive to achieve academic results or make adaptations to the curriculum that may result in the compromising of academic achievements (Ang, 2005)?

The researcher with the experiences of handling this kind of problem opted to design an instructional materials that is simple yet comprehensive, materials that is suited to their level, skills and abilities and materials that they can use in completing their outputs.

## METHODOLOGY

The current study will apply stratified sampling research design. A stratified sampling is a method of sampling that involves the division of a population into smaller subgroups known as strata. Pretest and posttest will be implemented by this study to determine the effectiveness of an intervention materials between the two grade level , the grade 8 and grade 9 groups in improving performance in Science after the

materials were utilized. It is the purpose of the researcher to focused on the improvement of skills of grade 8-9 science classes.

#### *Number of people*

The researcher will utilize four (4) Grade 8, four (4) grade 9 mainstreamed students with disabilities or special needs in Binan Integrated National High School

#### *Characteristics of the participants/ sample*

There will be 8 learners with special needs as participants of the study. They are all Grade 8 to 9 students with special needs and disabilities. The researcher is also their teacher. Parents of the participants will be notified and permission will be ask about their data.

#### *Sampling procedure*

No sampling will be utilized. All students under this will be used for the study. Interventions will be implemented. It is the purpose of the researcher to focused on the improvement of skills of his or her own class.

## **RESULTS**

Based from statistical data and tables, the results and performance of the respondents is lower in comparison to the results after the implementation.

- The verbal interpretation of the Pre-test as reflected in the statistical analysis has Low performance results.
- The table showing the results after the implementation shows Moderate Performance which is an achievement to our LSEN participants.
- It is also reflected in the table that the used of these learning materials helped students in their learning process. It is interpreted as effective or significant.

3. Is there a significant difference between the posttest mean score and the pre-test mean score?

- Results and table shows that there is a significant difference between the pre-test and post test mean results. And it is interpreted as significant.

## **DISCUSSION**

The study conducted clearly shows that inclusion is almost always a phenomenon that is perceived as beneficial and important for the future of education (Albornoz, 2017), for the preservation and development of social justice (Hawkins, 2014; Wymer and Rundle-Thiele, 2017), as well as the effective overall functioning of school systems (Christensen et al., 2007; Ghosh and Galczynski, 2014). Regardless of whether inclusion concerns people with disabilities or other social groups, it is important that a plan is designed to implement it effectively.

Based on our review and findings, the following steps be implemented:

- It is essential to provide effective and systematic training as well as material assistance for teachers as well as teaching assistants who will be in the mainstreamed class so that education be effective on both sides.
- It is necessary to support not only teachers but also all other participants in education towards specific pro-inclusive measures. Materials, environment, equipment and even teachers need to be updated.
- Regular dialogue must take place among all professions involved in the process of inclusion in the school to ensure maximum cooperation, to create an environment that generates cooperation opportunities.

Based from the research, the materials that were designed and implemented is just a part of whole process. It is really a must to continuously provide our mainstreamed learners the support they need for them to access equal opportunities and improve academic performance.

In the light of the findings and conclusions drawn from the results of the study, the Department of Education should continue strengthening the implementation of main streamed learners in different schools through the following recommendations.

First, the Department of Education Training and Development in collaboration with regional and school in service officers should and must organize continuous professional development opportunities on inclusion strategies of learners with special needs to address this long-time problem of inclusion. In addition, workshops, trainings on classroom management will equip teachers with the pressing problem on inclusive education.

Second, provisions resources, use of equipment, and teaching material for learners with diverse learning needs are also important for implementation of inclusive education.

Third, for future research in this area should involve development of simpler innovative materials at their level and skills. Examination, assessment and development of innovations upon achievement is also a must.

Curriculum planners may consider the findings to review, adapt and consider the needs of these learners in designing the curriculum based from the research findings. To keep the curriculum current and successful in educating students in preparation for their future special mention to our Learners with special needs.

## ACKNOWLEDGEMENTS

This action research project would not have been possible without the continual support of so many. First, I want to thank all my mentors and colleagues who have demonstrated what Teaching special learners look like. Your inspiration has led me to this moment.

Next, I want to express my endless gratitude to our School Principal Mr. Oliver P.

Caliwag and Dr. Romulo Casipit who have been very supportive of the Research group both in intellectual and financial aspects. All the Head Teachers for the trust in me while completing this research paper. To the DD 2.0 group, my statistician Arlene D. Candelaria, members of the Research Technical Working Group special mention to Marie Cris L. Abiera and all the faculty and staff of BINHS who have given their time despite of their busy schedule and workloads, a million thank you.

To my inspiration and technical support, my family, my husband and my two boys who have assisted me from decision to completion am so proud of you. Without you, none of this would have been possible.

To Dr. Edward R. Manuel who is so "makulit" and for the encouragement that I can do it, Maraming Salamat po.

Finally, I want to thank GOD Almighty who has been my guide and my strength, who provided me with wisdom so that this paper will serve and help those who are in need. Thank you dear God.

## REFERENCES

Anglim, J., Prendeville, P. and Kinsella, W. (2018) 'The self-efficacy of primary teachers in supporting the inclusion of children with autism spectrum disorder', *Educational Psychology in Practice*, Vol. 34, No. 1, pp. 73-88.  
<https://doi.org/10.1080/02667363.2017.1391750>

Booth, T., Ainscow, M. and Vaughan, M. (2011) Index for Inclusion. Developing Learning and Participation in Schools, [Online], Available: <Http://Lst-Iiep.Iiep-Unesco.Org/Cgi-Bin/Wwwi32.Exe/> [30 Mar 2021)

Florian, L. (2014) 'What counts as evidence of inclusive education?', *European Journal of Special Needs Education*, Vol. 29, No. 3, pp. 286-294.  
<https://doi.org/10.1080/08856257.2014.933551>

Hankebo, T. (2018) 'Being a Deaf and a Teacher: Exploring the Experiences of Deaf

Teachers in Inclusive Classrooms', International Journal of Instruction, Vol. 11, No. 3, pp. 477–490.

<https://doi.org/10.12973/iji.2018.11333a>

Materechera, E. K. (2020) 'Inclusive education: why it poses a dilemma to some teachers', International Journal of Inclusive Education, Vol. 24, No. 7, pp. 771–786.  
<https://doi.org/10.1080/13603116.2018.1492640>

Fletcher, J. (2010). Spillover Effects of Inclusion of Classmates with Emotional Problems on Test Scores in Early Elementary School. *J. Policy Anal. Manag.* 29, 69–83. doi: 10.1002/pam.20479

Gray, P., Norwich, B., and Webster, R. (2020). *Review of Research about the Effects of Inclusive Education: (longer version)*. Available online at: <https://senpolicyresearchforum.co.uk/wp-content/uploads/Inclusion-Review-final-longer-Feb-21.pdf> (accessed July 6, 2022).

Cigman, R. (2007). A Question of Universality: inclusive Education and the Principle of Respect. *J. Philos. Educ.* 41, 775–793.