Inclusive Education Practices in the General Education in South San Francisco through the Lens of Filipino Teachers

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Abstract

The goal of inclusive education is to give every student equitable access to high quality education, regardless of their circumstances, talents, or histories. It is a transformative approach. In San Francisco, inclusive education is a commitment to creating a climate in which diversity is valued and every student has the chance to achieve, not merely a policy. San Francisco is dedicated to diversity, but putting inclusive education into practice presents a number of obstacles. The lack of resources may make it difficult to access the assistance and services that are required. Another area that requires ongoing development is teacher preparation, as educators This study aimed to determine inclusive education practices in the general education in South San Francisco through the lens of Filipino teachers. Qualitative phenomenological research was employed in this study to determine the lived experiences of the participants. The findings of this study revealed that the experiences of the Filipino teachers teaching inclusive education resulted in the development of four major themes. The four themes include expectations and routine, Universal Design for Learning Usage, Time Management, and Positive social Effect to Students without Disabilities. Insight gained by the researcher include the best practices in inclusive education, challenge faced by teachers in implementing inclusive education, and the effect it has to students without disabilities. Based on the outcome of the study, the researcher proposed the Inclusive education STAR Model. The first and second theme were combined as best practices in inclusive education while the third theme is the challenge that teachers are facing in implementing inclusive education. The fourth theme is the effect that inclusive education has to students with disabilities. The STAR model stands for S- safe learning environment, T- teacher's professional development, A-Administrator's Support, and R-Resources. The proposed model can be used by teachers, most especially by Filipino teachers teaching in South San Francisco and by the administrator to successfully implement inclusive education.

Keywords: Inclusive Education, Live Experiences, Phenomenology, Students with Disabilities

Introduction

Inclusion has been one of the most controversial topics in education, especially in special education. There are different perceptions towards inclusive education. Different studies were conducted to fully understand the true essence of inclusive education. Inclusive education serves as a foundation for most educational philosophies embodying the principle that all students regardless of their background, abilities, and differences should have an access to quality education and be supported in their success. Inclusive education promotes tolerance of diversity and dismantle barriers to learning. Inclusive education has been one of the controversial topics in education as many individuals from this sector most especially in special education advocate for the inclusion of students with disability in general education classrooms. Inclusion is a concept that has been around for years and is implemented in schools (Bakken & Obiakor, 2016).

UNICEF (2017) defines inclusive education as an educational system that accepts and encourages all students to study, regardless of who they are, what they can do, or what their needs are. This entails ensuring that the curriculum, instruction, school facilities, play areas, transportation, and restrooms are suitable for all students at all levels. All students receive an inclusive education by attending the same schools. Inclusive education not only focuses on the academic support that should 2 be given to learners with disability but also to all aspects that are related in providing quality education such as physical, emotional and social needs. Accommodation and modifications are not only given inside the classroom but as well as the whole school where all learning and development occurs.

The core tenet of inclusive education, according to the Salamanca Statement and Framework for Action, is that all students, regardless of any challenges or differences they may have, should learn together whenever feasible (UNESCO, 1994). Children regardless of their cultural, socio-economic status, abilities and disabilities should have equal access to education and thus, achieve their maximum potential to be an efficient and independent member of the society.

As cited by Fuente, By (2021), inclusive education hopes to integrate special needs students into the general education population in a way that maximizes their potential for holistic development in a flexible learning environment. It is a transformative approach in education that aims to accommodate and celebrate diversity contrary to the notion of segregation or exclusion based on factors such as disability, race, socioeconomic status, gender identity, or language proficiency. Inclusive education embodies a broad range of educational practices which includes accessible curriculum design, differentiated instruction, universal design for learning, collaboration among stakeholders, and the provision of necessary support services to meet the individual needs of all learners

The purpose of inclusive education, according to Ainscow (2020), is to value and acknowledge the individual variety of every person—not simply those with special needs who attend regular classes. Serving children with disabilities in mainstream classrooms is still the concept of inclusive education in many countries. Conversely, it is gaining international recognition as a policy that recognizes and promotes diversity among all students. Eliminating social

exclusion, which arises from perceptions of and responses to distinctions in ability, gender, race, socioeconomic status, ethnicity, and religion, is thought to be the main objective.

There are many definitions, viewpoints, and points of view about inclusive education, therefore it is important to consider the advantages it offers to both society and individual students. When inclusion is done right, it can be advantageous. According to a review of prior research, some crucial factors to consider for successful inclusion are having the student's IEP clearly state meaningful, realistic, and measurable outcomes; providing specialized and individualized instruction even within the general education classroom; fostering collaboration among educators and parents; and providing adequate supports from a larger context.

By valuing individual diversity, inclusive education fosters respect, a sense of community, and belonging among students. Every student's needs, including those of those with physical, mental, emotional, or developmental challenges, are met in an inclusive classroom. According to MSU Denver (2022), inclusive education 4 guarantees that all students receive respectful treatment, have access to general education and technology, and lessens racial discrimination in society.

Foster (2020), argues that our children must comprehend the value of working with a variety of people when they graduate from K–12 schooling and enter the workforce or postsecondary education. An inclusive educational system expands on that comprehension for the students. Peers do not always welcome kids with impairments when they are taken out of regular classes and taught in entirely other environments. Additionally, such students may start to sense and recognize differences. Schools with an inclusive environment can also encourage greater collaboration and less division.

Today's educational concept is based on inclusive education, which aims to give everyone equal access to learning opportunities regardless of their backgrounds, skills, or peculiarities. This educational strategy aims to create an environment where every learner feels appreciated, respected, and supported in realizing their full potential by recognizing individual diversity as a strength rather than an obstacle.

Many laws have been developed to guarantee that students with disabilities would receive an education of the same caliber. Public Law 94-142, popularly known as the Education for All Handicapped Children Act, was signed into law by President Gerald Ford. The law's original goals were to: (a) guarantee disabled students' rights to a public education; and (b) offer resources to assist states in upholding these 5 rights. The designers of the law were aware that teaching blind children would be more expensive, for example, because they would require specific instruction to learn to read Braille, books in Braille, and mobility support (Briggs, 2019).

The future was probably not bright for a lot of people with disabilities prior to the EHA's passage. Numerous people resided in state-run facilities for those suffering from mental illness or intellectual disability. People with disabilities were frequently merely accommodated rather than assessed, educated, and rehabilitated in many of these confined institutions, which sometimes offered very little in the way of food, clothes, and shelter. According to the US Department of Education, most families were not given the chance to

participate in the planning or placement decisions pertaining to their child, and resources were not made available to allow children with significant disabilities to live at home and attend neighborhood schools in their community.

Another law, the Individuals with Disabilities Education Act of 2024 (IDEA), was designed to provide high-quality education for all students, including those with disabilities. This law guarantees special education and related assistance to qualified children with disabilities across the country and provides a free appropriate public education available to them (IDEA 2024). This law's primary goal is to guarantee that every disabled child has free and adequate public education, including special education and related assistance, to fulfill their unique requirements and get them ready for independence. Additionally, it guarantees the defense of their rights. In addition, it ensures that educators receive the proper training and development to effectively provide the services that all students require and safeguards the rights of parents of students with disabilities.

A policy of inclusion and services for learners with disabilities in support of inclusive education was instituted by Republic Act 11650, which was signed into law on March 11, 2022. This law's passage ensures that all students with disabilities have equal access to education and that their rights are recognized, upheld, and promoted (Save the Children, 2022). Before the enactment of this new legislation, the Philippines had laws and policies such as Republic Act 7277, popularly known as Magna Carta for Disabled Persons, that advance and safeguard the rights of those with disabilities generally (RA 7277, 1992). The Republic Act of 10754 is another law that increases the rights and benefits available to people with disabilities. These laws, however, do not particularly address inclusive education. Following the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and the UN Convention on the Rights of the Child (UNCRC), which aim to close the gap and remove obstacles that prevent students with disabilities from realizing their full potential, the Philippines has demonstrated remarkable effort in implementing the RA 11650 into law.

Despite the laws around the world, many learners with disability around the world still suffer from deprivation of their rights most especially their rights to education, Philippines included. Despite the singing into law of the Republic Act 11650 which requires all cities and municipalities to establish learning center for learners with disabilities, the Philippines is yet to implement and enforce specific measures. One of the mentioned factors for such is physical barriers, most public buildings remained to be inaccessible for learners with disabilities (Chi, 2023).

The way inclusive education is implemented around the world varies, despite the aforementioned citations and laws that define and support it. The Philippines is implementing inclusive education through the development of programs that classify students based on their peculiarities. Because it separates the students from conventional education and labels them for their differences, this behavior is regarded as exclusionary. (Faragher, 2020). The philippine setup for inclusive education is that learners with disability are learning with learners without disability in the same school but in a separate classroom setting. Learners without disability are mainstream during noncurricular activities such as school programs, recess, and lunch.

Implementation of Inclusive education in the Philippines has been challenging for the educational sectors most especially for teachers. In a study conducted by Macabenta J.M., Manubag C.V & et. Al (2023), some of the challenges that the educational system is facing in implementing inclusive education are limited readiness and skills of teachers, shortage of educational services, problems affecting 8 teacher instructions, and shortage of education graduates. These factors have a high impact on the success of inclusive education.

The United States has had both highs and lows in the implementation of inclusive education. The USA has come a long way in providing equal access to education for all students. For example, 6.4 million students with disabilities made up 13% of all students enrolled in public schools during the 2010–11 academic year. In the academic year 2021–2022, this figure increased to 7.3 million, or 15% of students enrolled in public schools (Sharma, 2023). USA has great and innovative strategies in implementing inclusive education. Some Learners with disabilities learn together with learners without disabilities in the same classroom setting while still having an IEP and other related services. Aside from other related services, learners with disabilities have Resource Specialist Program teacher who provide support to both the learners and the general education teacher to ensure that all the needs, accommodation and modification are implemented.

Despite the great stride the United State is making toward inclusive education, they also face challenges. According to Sunbelt Staffing (2023), both general education teacher and special education teacher face significant challenges. Managing five to seven different disability classes in classes of up to thirty students is one of the challenges mentioned for general education teachers. Other challenges include creating an educational strategy that works best for each student, becoming an expert in working with children who have a variety of issues, keeping an environment that is orderly and promotes learning for all types of learners, and having limited support and resources. While challenges for special education teachers are being responsible for too many students, staying up-to-date with all activities in every classroom when rotating through multiple class, non-teaching tasks like meeting and filling out paperwork, and lack of support and understanding of some classroom teachers, administrators and parents.

Given all of the aforementioned citations, inclusive education is a subject that has been taught in classrooms all across the world. Different approaches to inclusive education are used throughout the world. To better understand Filipino teachers' lived experiences with inclusive education approaches in the US, particularly in South San Francisco, this study will focus on that area.

Literature Review
Inclusive Education
All pupils have the legal right to a free public education, regardless of their learning challenges or differences, thanks to the 1973 IDEA legislation. The term "least restrictive environment" is sometimes used by educators to describe inclusive education. This idea entails giving every child access to the same chances that the school provides for the wider community. A system that incorporates all students into the academic, extracurricular, and non-academic aspects of schooling is known as inclusive education. Best practice tactics for teachers that promote inclusivity for all students should be used to assist those procedures. Support for a student's

conduct in each of the three categories should also be a part of an inclusive educational program.

A large number of pupils with exceptional needs were excluded prior to the Individuals with Disabilities Education Act (IDEA). Because of their peculiarities, kids were frequently sent home or expelled from school. The accommodations that help students today were not available to them. In all facets of education, a truly inclusive system considers the requirements of the whole student (Foster, 2020). In Salamanca, Spain, a first framework for inclusive education was created in 1994. A lot of work had been done in the human rights field to address the issue of disabled pupils being excluded from school systems before this occurrence. School expulsion is a subset of more widespread violations of human rights. During the World Conference on Special Needs Education: Access and Quality, officials from 90 countries, including Australia, met with the Government of Spain in collaboration with the United Nations Educational, Scientific, and Cultural Organization (UNESCO). This conference's goal was to advance inclusive education, and its output was the Salamanca Statement and Framework for Action on Special Needs, which defined inclusive education as the general idea behind education for all students.

All students should learn together whenever feasible, regardless of any challenges or differences they may have. This is the core tenet of inclusive education. In order to ensure that all students receive a high-quality education, inclusive schools must identify and address the diverse needs of their students. This includes adjusting to students' varying learning styles and rates and using appropriate curricula, organizational structures, teaching methods, resource utilization, and community partnerships. Every school should offer a range of services and assistance to correspond with the variety of special needs that are present. A broad range of interpretations of inclusion developed from the lack of a clear definition of inclusive education, notwithstanding the Salamanca Statement's influence on policy and practice around the education of students with disabilities. Although Australia was one of the first countries to sign the Salamanca Statement, it had difficulty putting its suggestions into practice (Longfellow, 2021).

The inclusive education philosophy teaches all students together in a single setting, regardless of ability. An inclusive learning environment aims to guarantee fairness and equal opportunities for every student. In an inclusive learning environment free from discrimination, students' individuality and diversity should be respected (Future, 2021).

Everyone applauds Article 24 of the UN Convention on the Rights of Persons with Disabilities for its expansive and forward-thinking acceptance of the inclusion concept. It not only outlines the value of education rights in promoting the worth, dignity, and inclusion of individuals with disabilities in society, but it also imposes affirmative action obligations on state parties to provide the accommodations required to fully integrate students with disabilities into all facets of the general education curriculum.

Thus, it demands that state parties implement educational reforms that radically reconsider the definition and application of the right to an education for people with disabilities. This chapter outlines the theoretical underpinnings of inclusive education within the broader framework of disability rights as human rights, and it tracks the evolution of the inclusion

principle in international human rights instruments. It looks at the conflicts that arise when education rights are gradually realized, how inclusion and integration are defined, and how Article 24 is applied in systems that have special schools already in place (Heyer, 2021).

When all students in a school are studying on the same curriculum and subject matter in age-appropriate classrooms, with personalized accommodations, modifications, services, and support available as needed, this is known as inclusion. Supporting inclusion and education reform at the state and local levels, the University of Kansas' Schoolwide Integrated Framework for Transformation (SWIFT) Center is a potent tool. They list the essential components of inclusive schools, such as collaborative learning, a strong and supportive school culture, dependable family and community relationships, and inclusive academic and behavioral education (Lacono, 2023).

Worldwide advocacy has been made for the theory and practice of inclusive education. Presently, the majority of academics concur that inclusion encompasses more than just assigning children with exceptionalities to general education classes. Rather, the meaning of inclusion has broadened to include a sense of belonging. Although this definition is better, it still raises the issue of how to encourage students to feel more involved in the lesson. Inclusive goals may be hampered by ableist attitudes maintained by pupils without special education needs. A systematic literature review (SLR) of recent studies on students' attitudes toward disabilities, conducted between 2012 and 2019, is presented in this article. 37 peer-reviewed journal articles were found using the search method. A summary of the field's 21 research, including both intervention and determinant studies, is provided by this review. There are 16 intervention studies and determinant studies in the article pool. Three intervention themes and eight determinants are offered. Future research directions and the consequences of inclusive education are explored (Freer, 2023).

It has been difficult for academics studying inclusive education to define inclusion. It is frequently said to be a process rather than a place or a journey rather than a destination. "Overcome barriers" alludes directly to the social model of disability, which views disability as the result of an individual with an impairment interacting with societal, political, and environmental barriers that prevent them from accessing and participating in society. The process of integrating people with disabilities into already-existing mainstream educational institutions provided that they can adapt to the requirements of these institutions, is known as integration. Globally, inclusive education has had different histories. The idea is only now becoming known in certain nations. Since the 1970s, other countries have been interacting with their core ideas, including the United States, the United Kingdom, and Australia (Graham, 2019).

Impact of Inclusive Education Students in the Regular Setting
There is no consensus regarding the significance and advantages of inclusive education for students with special educational needs (SEN), according to mounting data in recent years. Based on the current understanding that learning connections among different students are an essential aspect of educational inclusion, the objective of this study is to identify the impact on students without SEN of being educated with students with SEN in shared, inclusive, interactive learning environments. However, the application and broadening of an inclusive approach will also be enhanced with more evidence of the benefits that inclusion has for all

students, including those without SEN. Three schools' worth of data were gathered utilizing a qualitative methodology with a communicative focus. Teachers who participated in the schools as well as community volunteers were interviewed in a semi-structured manner. Teachers and students participated in focus groups as well. The findings demonstrate that students without special education need to gain from engaging in interactive learning activities with peers who have special education needs in three different ways: (1) they learn to respect others, accept differences, and acknowledge different abilities, which opens up opportunities for new friendships to form; (2) they learn about skills related to helping others participate and learn, to be patient and to feel the satisfaction of helping others learn and behave better; and (3) they benefit from the cognitive effort required to explain themselves and from the contributions of peers with SEN from which they can learn (Roldan, 2021).

Inclusive education is replacing traditional methods of instruction in many nations. Students with disabilities are taught alongside their peers without impairments in general education classrooms through the practice of inclusive education. Research must examine the impacts of inclusion for both ordinarily developing students and students with special needs if inclusive education is to become more widespread. Research on the effects of inclusion for students with disabilities in inclusive settings is, however, more extensive than that on the same outcomes for students without disabilities. Studies demonstrate that students with disabilities benefit academically and socially, while the impact of inclusion on general education students is less well understood. Thus, this study aims to compile and arrange the research regarding the social and academic consequences of inclusion for students without impairments. There is evidence to suggest that there are differing effects of schooling levels on the academic achievement of pupils without disabilities and that inclusion has varied effects on these individuals. The majority of the research shows that inclusion has neutral or positive benefits on typically developing students' academic ability in the lower grades, whereas neutral or negative effects are shown for students in higher grades. Being in inclusive classes with children with disabilities has also benefited students without impairments socially. The main social impacts of inclusion are an increase in tolerance, acceptance, and understanding and a decrease in fear, antagonism, prejudice, and discrimination (Kart & Kart, 2021).

Undoubtedly, these investigations have yielded rich soil for the discipline of inclusive education scholarship. Nevertheless, it is important to note that inclusive education is not limited to including students with disabilities; it also tries to ensure that all students have access to a system that meets their individual needs (UNESCO 2009). It is not sufficient to use the word "inclusive education" in this context, focusing primarily on children with disabilities; instead, the term must be expanded to include the inclusion of all children (Bešić, 2020).

Inclusive systems, which also aid in the eradication of bias, provide all children with higher-quality education. By offering the foundation for a child's initial experiences with the world outside of their homes, schools facilitate the development of social relationships and interactions. Respect and understanding grow when children with diverse origins and abilities play, engage, and learn together (Open Society Foundations, 2019).

Including kids of all abilities fosters the development of critical social and civic skills in them. Furthermore, inclusive classrooms contribute to the expectation and appreciation of

individual differences. Additionally, studies indicate that inclusive classrooms boost academic performance for students with impairments. Lastly, inclusive education promotes inclusion education for parents and other family members (Kids Included Together, 2022).

The misconceptions and myths surrounding inclusive and special education are typically quite emotional, stemming from institutional resistance to change or from feelings of protective fear or altruistic generosity. Extensive research conducted over nearly fifty years in academia has demonstrated that inclusive education yields better social and developmental results. Additionally, studies show that kids with disabilities have a higher quality of life when they receive an inclusive education. The conclusions of the extensive body of research on the effects of inclusive education on academic outcomes for children with disabilities are appealing since it draws from many students and schools. Numerous social and personal advantages have been discovered in studies on the effects of inclusive education for students without disabilities (Bruin, 2019).

Inclusive Education Practices
The goal of inclusive education is to take down obstacles that prevent people from having fulfilling educational experiences. Based on neuroscientific research, Universal Design for Learning offers a customizable framework that guarantees that the curriculum creates a productive learning environment for every learner. The goals of Universal Design for Learning (UDL) are to provide, through technological assistance, a variety of ways for students to communicate their knowledge, represent information, and participate actively in the learning process.

It is crucial to first define the learning objectives and the assessment standards that will be used to evaluate the students' work among these multiplicities. Second, it's critical to specify the final products or performances that will demonstrate to us that the students grasped the lessons we intended to teach, keeping in mind their various learning profiles, interests, and readiness levels. Thirdly, in order to give students skills and information they need to subsequently demonstrate their grasp of and progress toward the learning objectives, we should start organizing various activities and interactions with the materials. Formative assessment is crucial to this process because it gives teachers and students a clear understanding of where they stand in relation to the learning objectives and what has to be done to meet those objectives (Floretta, 2021).

When all students in a school are studying on the same curriculum and subject matter in age-appropriate classrooms, with personalized accommodations, modifications, services, and support available as needed, this is known as inclusion. Supporting inclusion and education reform at the state and local levels, the University of Kansas' Schoolwide Integrated Framework for Transformation (SWIFT) Center is a potent tool. They list the essential components of inclusive education, such as collaborative learning, a strong school culture, dependable community and family partnerships, and inclusive academic and behavioral instruction.

Everyone acknowledges that a teacher's activities in the classroom directly impact the pupils' learning. Sadly, there is currently a paucity of data on the precise instructional strategies—especially those derived from in-person teacher observations—that support learning in

inclusive classrooms. Consequently, additional study is required to ascertain how best to concentrate monitoring of inclusive teachers in light of research findings. Thus, the purpose of the scoping examination was to determine the instructional strategies that are linked to high quality inclusion when used in the classroom. All indicators of inclusive practice as well as definitions and concepts of inclusion were taken from the tools that depended on direct observation methodologies. Five themes emerged from the thematic analysis of observable inclusive teacher practices: "Collaboration and Teamwork," "Determining Progress," "Instructional Support," "Organizational Practices," and "Social/Emotional/Behavioral Support." A "guide" for observing inclusive instructors in the classroom was developed using these principles. There is discussion on the implications for teacher education and the application of this "guide" (Simon, Umesh & Brett, 2021).

Teachers everywhere have a number of options for creating a more inclusive learning environment for all of their students in their lecture hall, classroom, or other setting. In addition, we need to look at some of the characteristics of inclusive teaching and the many advantages that educators who use this approach will surely experience. Here are some instances and strategies for doing this: 1. Establish a secure atmosphere for learning; 2. Mix up the course materials; 3. Considering the requirements of the students; 4. Make it simple for every student to take part; 5. Establish a relationship with every pupil (Deignan, 2022).

To accomplish its objectives, inclusive education can only be done in an environment that is supportive of learning. Nonetheless, establishing a supportive school environment for inclusive education can be challenging for many school administrators, and there are currently few publications that specifically address this topic.

Sense of physical and social-emotional security, a learning process that supports students' self-development as a whole, supportive relationships and respect for individual differences, a school environment that fosters a sense of belonging and encourages active participation from students, leadership and professional relationships that cultivate a positive attitude toward inclusive education are all characteristics of a positive school climate for inclusive education that we have categorized in this article through a systematic search using the methodology of the literature review. Additionally, we offer methods for creating an inclusive learning environment in schools (Wulan, & Sanjaya, 2022).

This study on primary school teachers' inclusive practices and teacher self-efficacy shows that, for inclusion to be implemented successfully in our schools, teachers may need support beyond just being made aware of what inclusion is. Although instructors with high and low efficacy levels shared a comparable comprehension of the theoretical foundations of inclusive education, there were discernible variations in their practical implementation of these principles. Teachers who had greater confidence in their ability to teach reported using methods that were adaptable, sensitive to the needs and strengths of their students, success-oriented, and supportive of their self-control. The teacher who had less confidence in their capacity to teach, on the other hand, centered their classroom strategies—such as grouping students or differentiating tasks—primarily on the talents of their pupils. In addition, they reported using teaching assistants to help meet the needs of their students, in contrast to highly effective teachers who concentrated on controlling student behavior. "Why do differences in the practices of high and low-efficacy teachers exist?" is a subject that has yet

to be addressed.". Is it a result of the participants' pre-service and in-service training, or are there other factors at play? Or are there other reasons for it? To address these issues, more investigation is required. Whatever the answers to these issues may be, this study makes it quite clear that we must figure out how to make our teachers more effective in providing all of our children with the excellent inclusive practices they are entitled (Stuart & Umesh, 2022).

The integration of inclusion can be achieved through two primary and effective techniques, which are differentiated and integrated. In an integrated approach, innovations in inclusive education are introduced into the following components of the educational system: a school that establishes the internal requirements for inclusion; a community; and a concept (strategy) that defines the model, external preconditions, and stages of inclusion. In order to determine the internal requirements for inclusion—teachers' values, beliefs, and attitudes as well as their competence— a differentiated approach is combined with an integrated one (Kozibroda. 2020).

The study's findings demonstrated a multi-phase mechanism of change in the UDL approach-based educational process in the classroom and school. The findings demonstrate how the use of the UDL approach facilitates the shift from traditional, learning-difficulty-oriented instruction to adaptable, self-regulating, reflective teacher-moderated learning that is based on student, teacher, and parent collaboration and emphasizes overcoming obstacles. Although the teachers tended to support the implementation of research-based changes at schools, most disputed the effectiveness of adopting the UDL strategy to improve inclusive education, except Finland. Researchers' tutoring was crucial in launching and advancing the UDL approach in Poland, and as the action research strategy progressed, it became less and less necessary. During the tutoring process, teachers received training on Universal Design for Learning (UDL), ways for implementing UDL were modeled, they were consulted and encouraged, and their evaluation was encouraged. Teachers' self-confidence and belief in the effectiveness of the UDL approach in the action research process were bolstered by the observed positive outcomes, which included an increase in students' motivation, engagement, and collaboration skills (Galkiene, 2021).

Numerous policy advances and reviews of inclusive education (IE) have been made worldwide; yet, it seems that a comprehensive and current review of IE as a whole is still lacking. A summary of earlier reviews is necessary in order to direct future research and practice. This work aims to analyze previous reviews of IE to determine (1) which themes have been examined, (2) what can be inferred from these reviews, and (3) what research gaps can be filled. A thorough search of the Education Resource Information Center (ERIC) and Web of Science (WoS) databases produced a list of published reviews. Five major topics emerged from a thematic analysis of 26 reviews: student participation, IE practices, teachers' professional growth in IE, attitudes toward IE, and critical comments on IE research. To effectively adopt IE, teachers must get professional development on evidence-based IE techniques, as this will ensure successful teaching experiences. Furthermore, recommendations are offered for future research on the attitudes of school administrators and all students, with and without special education requirements, as well as some ideas about how children can participate academically in IE (Mieghem, 2020).

Burden (2020) asserts that rules are necessary to create a suitable learning environment and to encourage order in the classroom. Rules and procedures support teaching and learning in addition to giving pupils clear expectations and well-defined standards. This ultimately aids in the creation of a safe learning environment. He also mentioned that in order to create order, teachers need to teach, model, set up, and uphold routines and procedures in the classroom from the beginning of the school year. At the start of the school year, effective classroom managers supervise the activities and guide them until the pupils have mastered the work system.

Routines and rules give the classroom structure and aid in the constant and predictable management of cognitive load, which supports students' attention, engagement, and effective information processing. Students' working memory is freed up to concentrate on learning thanks to their effective, productive, and automatic execution, which also cuts down on lost learning time (Asian Education Research organization, 2024).

George (2019) states that fostering a healthy classroom culture built on a vision for academic success is essential if teachers and students are to get the most out of the learning process. Establishing a consistent vocabulary for expected behavior, co-developed with teacher-student collaboration, and implemented with ongoing explicit instruction, helps teachers prevent many instances of bad behavior and minimize disturbances. In order to minimize problem behaviors and improve learning in the classroom, it is crucial to teach them in the same way that academic information is taught: through clear instruction, practice opportunities, examples of what to do and what not to do, and constant reminders for acceptable behavior. This guide's objective is to provide an evidence-based approach to teaching behavioral expectations as a component of a successful classroom management strategy that fosters learning and addresses behavioral skill deficiencies.

Challenges of Inclusive Education
Implementing inclusive education is not without challenges. Initially, there are insufficient resources. Inclusive education requires the right resources, including personalized teaching materials, reasonably priced writing services, assistive technology, and support personnel. It is challenging for many educational institutions to allocate sufficient funding to meet the diverse needs of students with disabilities. Next are preparation and training for teachers. In order to effectively serve the needs of students with disabilities, educators often require ongoing professional development in addition to specialized training.

It can be quite difficult to make sure that teachers have the skills and knowledge needed to support a diverse student body. Another factor is the Attitude Barriers. Prejudices and misconceptions rooted in disparities have the potential to impede inclusivity. It may be challenging for children with impairments to be welcomed and incorporated into regular schools due to prejudices and stereotypes held by some people. Peer acceptability and social stigma rank lowest. Students with impairments may face social stigma and find it difficult to receive wholehearted acceptance from those around them. Bullying and social isolation can have a negative impact on their emotional well-being and school experience (Cox, 2023). Time constraints, pedagogical restrictions, a lack of resources, individual beliefs and biases, and inadequate direction are some of the main difficulties faced by teachers of K–5 students (Sharma, 2023).

In two public secondary schools in Nepal, this qualitative study investigated the views of educators, administrators, and students with and without disabilities regarding the implementation of inclusive education. Some of the information presented in this article comes from a PhD research study (Thapaliya, 2018). Semi-structured interviews and school-based observations were used to gather data. The results show that four types of difficulties impeded inclusionary practices: environmental, school-related, sociocultural, and economic. The results indicated that more curriculum, pedagogy, and assessment adjustments and offerings were made in response to changing environmental issues. There was also a discussion of the study's shortcomings and implications (Thapaliya, 2024)

By providing adequate accommodations for students with disabilities (SWDs) in general education classrooms, inclusive education (IE) aims to achieve educational equity. To achieve this, the Ethiopian Federal Government (FDRE) created and implemented the Inclusive Education Strategy (IES) in 2012. After ten years of implementation in secondary schools in the Gofa zone of the South Nations, Nationalities and Peoples Regional State (SNNPRS), this study evaluated the strategy's state of execution. In order to further realize inclusion, this study looked at the practice and difficulties of applying the IES in secondary schools. Quantitative and qualitative data were collected using the survey, focus group discussions, and key informant interviews. An independent t-test was used to analyze the results, and Bluma (2012) intervals were used to interpret the mean score. SPSS version 21 was used to calculate frequency counts and percentages to compare and contrast perceptions and opinions. The important results of the study demonstrate that IES has not been successfully implemented in the Zone. Rather, they are confronted with a variety of obstacles, including a lack of knowledge, comprehension, and awareness regarding the strategy; a lack of appropriate resources, physical spaces, and educational materials for the SWDs; a lack of understanding about the IES that leads to leadership and management failures; and a lack of trustworthy data regarding the CWD in the community.

Among the most important suggestions to enhance implementation are closing the knowledge gaps in the school community regarding the IES, implementing integrated leadership to prepare the schools for SWDs, and organizing school-led and community-assisted data collection on CWDs (Kocha, 2022).

The successful implementation of inclusive education initiatives is greatly dependent on the attitudes of teachers, who are acknowledged as crucial players. However, the elements that influence these attitudes have not received enough attention in the studies carried out in our region. Even though a great deal of work has already been done in this area, there are still many obstacles to overcome before inclusive education can truly be put into reality. Our educators stress that every child has an unalienable right to an inclusive education and highlight how important it is for understanding children's differences. However, they also draw attention to the fact that regular schools lack the resources necessary to provide inclusive education (Radojlovic, 2022).

In Indonesia, inclusive education has been implemented for over ten years. Curricula adaptation is just one of the many challenges facing its implementation. In inclusive classrooms, curriculum adaptation is crucial. The cornerstone of curriculum adaptation is the requirement that teachers adopt an inclusive learning approach that takes disabilities into

account. The significance of curriculum adaptation is still not fully understood by many educators teaching inclusive classes. If one looks more closely, the first thing a teacher should do when addressing CSN in the classroom is alter the curriculum. Additionally, because of their continued lack of understanding in this area, the instructor has not fully adapted to the inclusive classroom. When it comes to managing learning in the classroom, teachers who deal with CSN confront a variety of obstacles. The variety of students, the necessity of teacher collaboration in managing CSN, the kinds of teaching strategies teachers employ, the requirement for learning customization, and the reality that schools currently offer little support are some of these issues. To handle the diversity of students in their classes, inclusive school teachers need to be able to employ a range of instructional strategies, evaluation methods, and curricular modifications. children with sensory, intellectual, social-emotional, and behavioral issues require curriculum adaptation right once, while children with physical-motor disabilities can be supported by school infrastructure (Ummah, 2020).

In South African schools, students with learning disabilities run the risk of not being able to take advantage of fair educational opportunities. This is true even with efforts to change the educational system and train teachers to provide more inclusive instruction. In four schools in a city in South Africa, we carried out a qualitative study to find out what barriers exist for inclusive teaching. Through interviews with principals and teachers at each research site, we were able to identify systemic, school, and teacher characteristics that were linked to the failure to adopt inclusive teaching techniques. By examining these elements via the prism of Cultural Historical Activity Theory, we are able to pinpoint four educational activities that do not support inclusive learning. These includes bell-curve thinking, strict curricular conformance, a competitive mindset, and resource-constrained survival. We contend that inclusive education will face limitations if it is not in line with the goals of the schools. Finally, we offer several tactics that could aid in changing the focal points of an activity in order to advance inclusion and equity (Andrews D., Walton E., & Osman R, 2019). From the start of the focus groups until the finish, the talks served as a platform for participants to explore challenges pertaining to their capacity to implement the recommendations made throughout the professional development sessions. Time came up as one of the main obstacles. Time was cited as a hindrance by administrators and teachers alike. The pressures of time were especially felt by the special education teachers. Time was the overshadowing element linked to difficulties, which spilled over into other problematic areas like co-teaching, planning, and dealing with difficult behaviors (Larios & Zetlin, 2023).

Time management is crucial, but teachers have particular difficulties that can make it difficult for them to manage their time well, according to Lukic (2023). Because classrooms can be dynamic and unpredictable places, teachers must be flexible in how they implement their ideas and techniques. Teachers also frequently face conflicting demands on their time, including extracurricular activities, professional development needs, and administrative duties. Teachers may also find it difficult to prioritize since they have to manage their own professional development in addition to meeting the various demands of their students. It can be difficult to balance these obligations, which might result in time limits and even overpowering or stressful sensations.
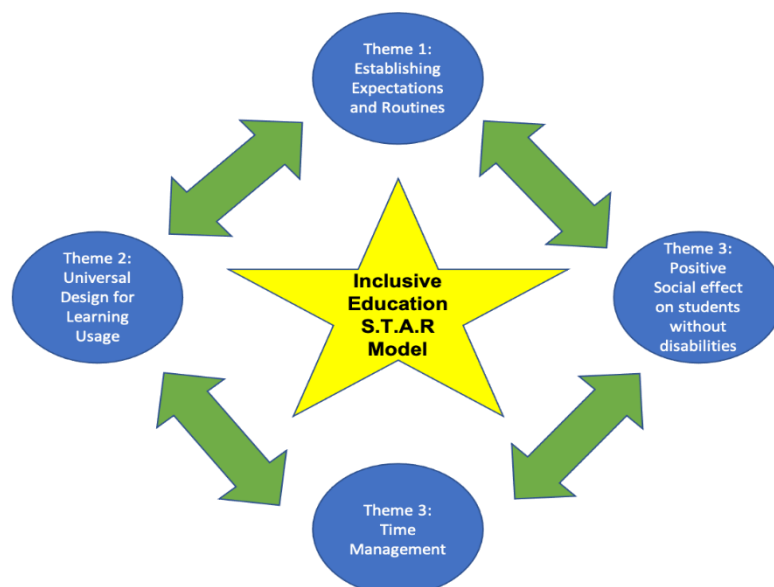
Figure 2. Inclusive Education STAR Model

Discussion and Conclusion

Lived experiences of Filipino teachers in teaching in an inclusive classroom at South San Francisco

Ensuring that all children learn together in the same classes, regardless of their skills or origins, is the goal of inclusive education. This method encourages equity, diversity, and the conviction that all students can achieve success given the right tools and chances. Putting inclusive education into practice calls for a methodical and deliberate approach to behavior control. Teachers can provide a welcoming and inclusive classroom climate that meets the needs of all children by utilizing a range of behavior strategies. In order to meet individual needs, encourage positive conduct, and foster a feeling of community, educators might employ tactics such as restorative practices, customized education, and positive reinforcement. In promoting inclusive education, the following are needed to be considered: utilizing the Universal Design of Learning, Establishing guidelines, standards, and practice, Integrating Differentiated Instruction, and Effective use of the Augmentative and Alternative Communication.

First, Universal Design for Learning is a revolutionary approach to teaching. It acknowledges and caters to the various needs of every student. Multiple modes of representation, action, and engagement are made possible by UDL, which builds productive and inclusive learning environments where each student can succeed. Beyond improving academic performance, UDL fosters self-reliance, self-advocacy, and a pleasant school climate. There will be a significant impact on students, instructors, and educational institutions as long as educators accept and apply UDL, which will pave the way for a more inclusive and equitable future in education.

Second, Establishing Guidelines, Standards, and Practices at the beginning of the school year is crucial to fostering a welcoming and productive learning environment. High standards inspire and involve pupils, clear rules guarantee justice and consistency, and well-established routines offer efficiency and stability. Through careful and cooperative use of these

components, teachers can cater to the unique requirements of each student and create an environment in the classroom where all students can succeed. Embracing and celebrating diversity is a key component of inclusive education, which makes sure that every student has the chance to thrive.

Third, differentiated instruction is a pedagogical strategy that acknowledges and caters to the many learning requirements, passions, and skills that students possess inside the classroom. This method works especially well in inclusive classrooms, which include student from different backgrounds and learning styles. Differentiated instruction allows teachers to fulfill the requirements of every student in a supportive and stimulating learning environment.

Lastly, Effective use of Augmentative and Alternative Communication in inclusive classrooms requires collaboration between special education and general education teachers. Together, teachers may make sure that AAC techniques are applied consistently, better meet the communicative needs of their students, and improve the quality of learning in general. Teachers may foster a welcoming and encouraging environment where all students can succeed by establishing common goals, communicating often, and investing in their professional growth.

The classroom is the teacher's domain. It is an area where education, interpersonal relationships, and personal development come together. Creating an organized and encouraging learning environment requires well defined routines and expectations. These fundamental components not only improve learning effectiveness but also encourage positive conduct, create a community of support, and lessen stress levels among both teachers and students. However, a teacher also experiences a lot of challenges: limited resources; addressing behaviors of the students, Time Management, and parent-teacher collaboration.

Teaching with limited resources offers hurdles, but teachers can overcome these limitations and deliver quality instruction by being creative, collaborative, and resourceful. Teachers may create a dynamic and engaging learning environment by making the most of already available resources, using technology, creating community collaborations, and implementing cutting-edge teaching techniques. Students' educational experience can be improved by addressing particular resource difficulties and making use of resources and support that are available. This will guarantee that students obtain a high-quality education despite the limitations. Teachers have the ability to transform resource constraints into chances for development and advancement if they are persistent and creative.

For efficient classroom management and student growth, a system of positive behavior reinforcement is essential. Teachers establish a stimulating and encouraging environment that improves student engagement, academic achievement, and social skills by emphasizing the recognition and reinforcement of desired actions. These kinds of solutions provide long-term advantages for both teachers and students, going beyond simple behavior control. Educators may create a classroom culture that values and promotes positive behavior, leading to a more productive and inclusive learning environment, by setting clear expectations, providing appropriate reinforcement, and applying the rules consistently.

Effective parent-teacher collaboration is essential to education, but it is not without its difficulties. Through effective communication, accommodating schedules, creating a friendly atmosphere, and offering assistance and resources, educators may surmount these challenges and establish enduring, fruitful collaborations with parents.

Themes Emerged Based on the Statements of the Co-Participants
After carefully analyzing the participants responses, 4 themes emerged. These themes are: Establishing Expectations and Routines, Universal Designed for Learning Usage, Time Management, and Positive Social Effect on Students with Disabilities. The four themes are discussed below with examples of the participant responses supporting each theme.

Theme 1 emerged as all co-participants have expressed that the most effective classroom and behavior management is establishing expectations and Routines in the beginning of the school year to make sure that students are aware of what they are supposed to do in order to lessen behavior issues. Theme 2 which is Universal Design for Learning usage were evident based on three co-participants who have shared that this has been the teaching strategy they are using which are effective in an inclusive education. The third theme which is time management was the most consistent responses by the participants when asked what are the challenges they have encountered in the implementation of Inclusive education. The last theme that emerged from the study is the positive social effect on students without disabilities. Participants have expressed what were their observations with their students while implementing inclusive education program.

Participants' Insights
During the interview with the 5 participants, the researcher gained some valuable insights from their individual challenges, point of view, and unique experiences as a special education teacher in the Philippines and in the United States most especially in an inclusive education classroom.

There are diverse students in a special education classroom most especially in an inclusive education classroom which cater to both students with disabilities and without disabilities. It is important for teachers to provide equal opportunity of learning for all students. During the interview all participants have emphasized the important of making sure that students with disabilities received an individualized and modified learning opportunities and experiences. Each student should be provided with various modalities for learning. Teachers should be able to adapt teaching strategies, materials, activities, and assessment methods to the unique abilities and needs of their students.

Challenges in education is inevitable. There are many challenges that every teacher encounter in an educational setting specifically in an inclusive education classroom. Most of the mentioned challenges by the participants in the implementation of inclusive education are time management and lack of resources. Time managements is also one of the common challenges that was mentioned by the participants. One of the participants have mentioned having 15 number of caseloads which means she has to prepare 15 individualized educational plan (IEP) and hold 15 meetings per year aside from preparing instructional materials, lesson plans, and doing other paperwork. In addition, lack of resources is also a common challenge that most teachers are facing in education. Inclusive education, specifically, requires a lot of

resources because of the diverse students. Diverse students mean diverse needs and diverse needs means multiple means of learning opportunities and experiences which requires different kind and types of instructional materials.

Behavior management is also an important factor to consider in the implementation of inclusive education. Behavior concerns and dealing with them are part of the daily life of teachers so it is important to have some behavior management strategies in placed inside the classroom. Having a good behavior management strategy helps lessen behavioral issues and gives teacher and students more instructional and learning time.

In addition, administrators' role is crucial in the successful implementation of inclusive education. School administrators should work hand in hand with the special education and general education teacher to make sure that all students' needs are met and everyone's abilities are recognized. Having a good support system helps teachers both special education and general education teacher to provide a conducive learning for all students.

Furthermore, it is beneficial for teachers to constantly undergo professional developments such as workshops, trainings, and symposium to be updated of the current trends in education most especially in inclusive education as we gear towards inclusion. Educational pedagogy is constantly changing so is learning and development for teachers. Continuous professional development for teacher is an essential factor for them to be equipped with the necessary skills, and knowledge to successfully implement inclusive education. Professional development does not only provide new knowledge and skills but also provide an opportunity for teachers to grow 80 their knowledge and sharpen their skills that could result to better learning outcomes for students.

Above everything, Filipino teachers demonstrate strong passion and commitment to ensure that all their learners are has access to quality education despite their abilities and needs.

Researcher's Proposed Framework
Based on the results of the study, the researcher was able to create a model in that will in the practice of Inclusive Education. This model is intended for Filipino teachers who wished to bring their teaching expertise and practice in South California, USA. The first theme that emerged from the co-participants responses is Establishing Expectations and Routines as one of the best practices in implementing inclusive education specifically in managing classroom and students' behavior. The second theme is Universal Design for Learning Usage which is another best practice that the co-participants are using in the implementation of inclusive education particularly as a teaching strategy in teaching diverse students. The third theme is Time Management which is the challenge that most co-participants have experienced in implementing inclusive education. Lastly, the fourth theme is Positive Social Effect on Students without disabilities as most co-participants have observed students without disabilities gaining positive social outcome while being expose in an inclusive classroom.
Based on the themes that emerged from the participants responses, the researchers proposed a framework called Inclusive education S.T.A.R model. The proposed framework together with the themes that emerged from the co-participants responses suggest four key factors that will serve as a guidance and enlightenment to teachers specifically Filipino teachers who are interested in teaching in the United States to be successful teacher despite

the differences in the educational system and inclusive education implementation as well as in culture. S.T.A.R model stands for Safe Learning Environment, Teachers' Professional Development, Administrators Support, and Resources.

Inclusive education classroom is where students with and without disability are learning together so it is very important for teachers to create a safe learning environment for all learners. It means that there is a focus on academic achievement while fostering positive relationship between the teachers and the students. Having a well-organized and systematic routine is also an indication of a safe learning environment for kids where they are able to demonstrate their abilities and their needs are well provided.

Moreover, learning is a continuous process and change is inevitable so it is imperative that teachers undergo constant training and professional development to be updated of the current trends in education. Professional development provides teachers with appropriate knowledge and essential skills for effective teaching and learning process. When school invest in teacher professional development, aside from enhancing the quality of education, they also help creating a safe and supportive learning environment for the staff and the students.

School Administrators plays a crucial part in the successful implementation of inclusive education. They serve as the pillar that holds together the aim and goals of creating an educational system that promotes diversity. School admins should be able to empower teachers, students, parents, and all community stakeholders. When teachers feel the support of school administrators, they become more efficient and effective knowing that there are people on their back who will guide them through the process. Parents will also be confident in trusting their children to a school where school administrators and teachers work hand in hand in implementing educational programs.

Furthermore, implementing inclusive education requires careful allocation of resources to ensure that all learners are receiving the support they need in order to be successful. Resources is one of the foundations of a successful inclusive education. Inclusive education accommodates all learners despite their abilities and their needs. Resources includes financial, manpower, technologies, infrastructures, and materials that are necessary in the teaching-learning process. Through prioritizing resources, all students are given the opportunity to thrive and fulfill their potentials.

Conclusion
The following conclusions are based from the above findings.
1. Being a Filipino teacher in the US is quite challenging considering the differences in educational system, practices, and culture.
2. Establishing expectations and routines at the start of the school year and utilization of Universal Design for Learning are great practices for a successful inclusive education. Teachers shall be creative in addressing challenges they are facing in implementing inclusive education.
3. Inclusive education caters to diverse students with diverse needs. Teachers must utilize eclectic approach including Universal Design for Learning in teaching inclusive education.
4. The Inclusive education S.T.A.R Model is a helpful framework that Filipino teachers can utilize to guide and enlighten them in the implementation of inclusive education.

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