

Awareness and Preparedness of Teachers on the Individualized Education Plans (IEPs) for Special Education Learners within Inclusive Settings

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ABSTRACT

This study assessed the awareness and preparedness of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive settings during the 2025-2026 school year. It was guided by Bandura's Self-Efficacy Theory, Social Constructivist Theory, Transformative Learning Theory, and Philippine inclusive education laws (R.A. 9442, R.A. 10533, R.A. 11650, and DepEd Order No. 44, series of 2021). Using a descriptive correlational design and convenience sampling, 45 teachers from three public schools in the Tagbilaran City division participated. Results showed moderate overall awareness; teachers were somewhat knowledgeable about key IEP components, except in the areas of monitoring and evaluation, where significant gaps were identified. Teachers understood learner needs and barriers but lacked expertise in assessment, goal-setting, collaboration with specialists and families, and practical monitoring. Preparedness to implement IEPs was also moderate, with weaknesses in IEP development, goal implementation, and progress tracking. However, teachers demonstrated stronger preparedness in collaboration, parental involvement, the use of assistive technology, material adaptation, and engagement in professional development. A significant positive correlation was found between teachers' level of awareness and their extent of preparedness, indicating that increased knowledge enhances teachers' ability to effectively carry out IEP responsibilities. These findings highlight the need for targeted professional development to address critical gaps in practical IEP processes like monitoring, evaluation, and individualized instructional planning. Improving teacher knowledge and skills is crucial to enhancing the quality and effectiveness of IEP implementation, ultimately supporting special education learners in inclusive classrooms.

Keywords— Special Education, Individualized Education Plans (IEPS), Awareness, Preparedness, Inclusive education, Special Education Teachers, Descriptive Correlational Design, Tagbilaran City Division

INTRODUCTION

Globally, inclusive education policies have made the education of children with special needs a priority. Central to these efforts is the implementation of Individualized Education Plans (IEPs), which serve as tailored educational roadmaps to meet each extraordinary child's particular learning demands. In relation to Tagbilaran City Division public elementary schools, understanding teachers' awareness and preparedness to implement IEPs is crucial for advancing inclusive practices. This study arises from the recognition that teachers' awareness and preparedness significantly influence the effectiveness of IEPs in fostering fair educational opportunities for pupils with diverse abilities.

The necessity of this study is further underscored by international research. For instance, Mitchel and Sutherland (2020) highlighted that teacher readiness and professional development are pivotal in successfully implementing inclusive education policies, including IEPs. Karynbaeva et al.'s research from 2021 in Russia evaluated teachers' cognitive preparedness for inclusive education, revealing that a significant number of educators possessed only fragmentary knowledge necessary for organizing the process of schooling for pupils with disabilities, highlighting the need for comprehensive professional development. In Malaysia, research by

Razalli et al. (2021) evaluated special education instructors' readiness to implement inclusive education, emphasizing that understanding the rationale and objectives of IEPs is essential for teaching that works in inclusive classrooms. The findings suggest that while teachers exhibit a foundational level of preparedness for implementing IEPs, significant gaps persist, particularly in the specialized availability of resources and training. For IEPs to be implemented successfully in inclusive educational environments, these gaps must be filled through focused professional development and systemic support. This underscores the global significance of giving teachers the abilities and information they need to use IEPs effectively, highlighting its parallel relevance to the Philippine context.

Locally, research like that done by Llanos et al. (2024) has identified gaps in implementing inclusive education frameworks in the Philippines, particularly in preparing and capacity-building teachers in public schools. Their research underscores that while policies supporting IEPs exist, the lack of training, resources, and awareness among educators poses significant barriers. Recent local studies have highlighted public school teachers' obstacles in the Philippines' implementation of Individualized Education Plans (IEPs). A study by Lebeco and Verano (2023) in Northern Samar revealed that teachers who support inclusive education encounter difficulties due to limited training and resources, which impede effective IEP implementation.

Similarly, research by De Borja et al. (2024) identified systemic obstacles in the Special Education (SPED) curriculum, including inadequate funding and insufficient teacher preparation, further complicating the execution of IEPs. Research by Alcosero et al. (2023) also highlighted the critical role that ordinary instructors play in inclusive education, pointing out that many of them feel unprepared to work with pupils who have special needs because they haven't received the necessary specialized training.

Despite the rich body of literature on IEPs, a gap exists in understanding public school elementary teachers' specific awareness and preparedness levels in the Tagbilaran City Division. Existing studies often focus on broader aspects of inclusive education without delving deeply into the localized challenges and preparedness of teachers to adopt IEPs. Moreover, there is a limited exploration of how contextual factors, such as available support systems and community engagement, impact IEP implementation at the grassroots level. Addressing these gaps can provide practical advice for legislators and other interested parties in education to improve teacher support systems. Recent studies have also identified significant research gaps and limitations concerning the consciousness and readiness of elementary school instructors in public schools in the Philippines to implement Individualized Education Plans (IEPs). For instance, a study by De Borja et al. (2024) highlighted systemic challenges in the Special Education (SPED) curriculum, such as inadequate funding and insufficient teacher training, which impede effective IEP implementation.

Additionally, a study by Torbela (2024) examined the preparedness of public elementary schools in introducing in-person instruction and discovered that although there was a high level of readiness, there were still difficulties in overseeing school operations and classroom settings, which could impact the effective implementation of IEPs. These results emphasize how important it is to allocate resources appropriately and pursue targeted professional development to improve teachers' preparedness and effectiveness in implementing IEPs in the Philippine educational setting.

This study is critical because it seeks to contribute to the expanding corpus of research on inclusive education by offering a focused analysis of the awareness and preparedness of elementary public school teachers in Tagbilaran City regarding IEPs. The findings can guide professional development initiatives, resource allocation, and policy enhancements by identifying strengths, weaknesses, and areas for improvement. Ultimately, the study aims to support the overarching goal of creating a more inclusive educational system where every kid has the chance to succeed.

Theories and Legal Bases

Inclusive education guarantees that each student has equal opportunities to succeed regardless of ability. This study draws on several theoretical frameworks to understand the factors influencing teachers' capacities to implement IEPs effectively. These theories include:

The Self-Efficacy Theory of Bandura places a strong emphasis on believing in one's own skills to accomplish particular goals as a key determinant of behavior. Applied to this study, self-efficacy affects how educators view their capacity to create and implement IEPs. Instructors are more likely to feel at ease meeting the different demands of kids if they have a high level of self-efficacy and can overcome challenges in inclusive classrooms. This theory emphasizes the value of professional development initiatives to boost educators' self-assurance and proficiency in IEP implementation. Recent studies reinforce the importance of Bandura's Self-Efficacy Theory for figuring out how prepared teachers are to use Individualized Education Plans (IEPs) in inclusive classrooms (Garrido, 2025). For instance, Martins et al. (2021) discovered that teachers with high self-efficacy are more likely to use creative teaching techniques and successfully meet the various needs of pupils who have special needs. Their study highlighted that self-efficacy significantly predicts teachers' ability to address the challenges associated with IEP implementation.

Similarly, the importance of self-efficacy in professional development was highlighted by Johnson et al. (2021) in programs for inclusive education. Their findings indicate that teachers who undergo targeted training report increased confidence and competence in designing and implementing IEPs, ultimately improving student outcomes. This aligns with Bandura's assertion that self-efficacy can be enhanced through mastery experiences and systematic support. Moreover, Burchard and Vargas (2020) explored how self-efficacy influences collaborative efforts in IEP implementation. According to their findings, educators who have high self-efficacy levels are more likely to actively participate with parents and other stakeholders, encouraging a collaborative strategy to assist children with special needs.

Learning happens through social interactions and shared experiences, according to Schreiber and Valle's Social Constructivist Theory. In relation to IEP implementation, this theory suggests that teachers' readiness can be enhanced through collaborative learning environments, mentorship programs, and professional communities of practice. By engaging in dialogue with peers, teachers can co-construct knowledge and strategies that foster inclusivity and support the effective use of IEPs. Recent studies align with Schreiber and Valle's Social Constructivist Theory, emphasizing the role of social interactions and collaborative learning in enhancing teachers' readiness for Individualized Education Plan (IEP) implementation. For instance, Fu et. al (2020) found that collaborative professional learning communities significantly improved teachers' ability to design and implement IEPs. Their research highlighted that opportunities for peer dialogue and shared experiences allowed teachers to co-construct effective strategies for inclusive education.

Mezirow's Transformative Learning Theory emphasizes how people examine their presumptions and ideas critically in order to achieve new understandings. For teachers, this involves re-evaluating traditional pedagogical approaches and embracing inclusive practices. Transformative learning is often triggered by experiences that challenge existing paradigms, such as training on IEP implementation or interactions with diverse learners. For teachers, awareness of IEPs can emerge from reflective practices, leading to a shift in their understanding and strategies for inclusive education. This theory underscores the significance of professional development that encourages reflection on teaching strategies and inclusive practices. Recent research has highlighted the significance of the use of transformative learning theory to improve educators' awareness and implementation of Individualized Education Plans (IEPs) through reflective practices. Wong K.M., Khair Z.B.H., and Othman M.F. (2022) conducted a comprehensive review highlighting that transformative learning encourages teachers to critically assess and adapt their beliefs and behaviors, improving effectiveness in inclusive educational settings.

Legal Bases

In the Philippines, several legal bases address the awareness and preparedness of public school elementary teachers in implementing Individualized Education Plans (IEPs). These include:

Republic Act No. 9442 enshrines PWDs' (those with disabilities) rights, such as their right to high-quality education. It mandates the provision of auxiliary services, individualized learning plans, and adaptive training strategies to accommodate PWDs' particular demands. This law underscores the need for teacher readiness to create and implement IEPs, essential tools for ensuring inclusive education (King, 2024).

Recent research has shown how important teachers' preparedness is in implementing Individualized Education Plans (IEPs) to support inclusive education, as mandated by Republic Act No. 7277. Logroño and Gongora (2023) discovered that ordinary teachers were quite well-prepared for including students with special education requirements, stressing the significance of knowledge, instructional competence, and positive attitudes towards these learners. Similarly, Tristani et al.'s (2020) research indicated that teacher training on IEP development significantly improves educators' confidence and readiness to deliver education that is inclusive. These results highlight the necessity of ongoing professional development and support systems to enhance educators' readiness to grow and implement IEPs, thereby fulfilling the objectives of the Magna Carta for Disabled People.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, emphasizes inclusive, learner-centered approaches as key components of the curriculum for grades K–12. It highlights the significance of curriculum flexibility in addressing diverse learning needs. IEPs align with this act by ensuring that learners with disabilities receive appropriate instructional support. Recent studies, such as Llanos, Baliscao, and Kilag (2025), have shown that teacher awareness and professional development significantly influence the effective implementation of inclusive educational practices under this law.

Related studies have underscored the significance of teacher preparation and professional development in effectively implementing inclusive educational practices, as emphasized by Republic Act No. 10533. Masongsong et al. (2023) found a close connection between educators' opinions of how well they are able to encourage student participation and their training in inclusive education programs, highlighting the necessity for specialized support to boost educators' confidence in diverse classrooms. Similarly, Capangpangan, Tango-an, and Lumapas (2023) observed that teachers' preparedness and assistance in implementing inclusive education for students with exceptionalities are greatly impacted by their educational background, teaching experience, and involvement in pertinent training and seminars. These findings stress the value of continuing professional growth and support networks to enhance teacher preparedness, making certain that, under the Enhanced Basic Education Act, students with disabilities receive the proper instructional support.

Inclusive education is made official by Republic Act No. 11650, which requires the creation of IEPs for kids with disabilities and creates a policy of inclusion and services for them.

Schools must support teachers with resources and training in delivering inclusive education. According to Patan et. al. (2025), the law's emphasis on capacity-building for educators positively impacts their readiness to implement IEPs, fostering an inclusive learning environment.

These studies have emphasized the vital importance of teacher preparedness in implementing Individualized Education Plans (IEPs) as mandated by the Republic Act No. 11650. For instance, a survey by Alcosero et. al (2023) emphasizes the importance of giving educators the abilities and information they need to successfully implement inclusive education programs. Furthermore, as reported by Dulay (2024), the Department of Education's initiatives focus on promoting inclusive education and orienting educators on best practices, further supporting the successful implementation of IEPs. These findings underscore the necessity of providing adequate training and resources to educators, ensuring that the objectives of Republic Act No. 11650 are met.

(DepEd Order No. 44, s. 2021) s. 2021 Policy Guidelines on the Provision of Education Programs and Services for Learners with Disabilities in the K–12 Basic Education Program Order No. 44 of the DepEd offers guidance for creating and carrying out IEPs with a focus on cooperation between educators, parents, and specialists. This policy highlights the need for teacher awareness and preparedness to successfully meet the unique requirements of students with impairments. Research by Hernandez (2022) indicates that adherence to these guidelines enhances the quality of education programs and fosters greater inclusion in schools.

Additionally, studies have underscored the importance of such collaborative efforts. For instance, Arias et al.'s meta-synthesis from 2023 discovered that the successful implementation of inclusive education in Asian nations, such as the Philippines, is significantly impacted by effective collaboration among educators, parents, and specialists, and adequate teacher training and resource allocation. Additionally, a policy study by Alcosero et al. (2023) emphasized the requirement for thorough teacher preparation programs to improve educators'

competencies in delivering inclusive education, aligning with the guidelines outlined in DepEd Order No. 44. These findings suggest that adherence to the collaborative and training-focused guidelines of DepEd Order No. 44 can enhance the quality of education programs and foster greater inclusion in schools.

Recent studies have reinforced the significance of Bandura's Self-Efficacy Theory for figuring out how prepared teachers are to use Individualized Education Plans (IEPs) in inclusive classrooms. For instance, Capangpangan, Tango-an, and Lumapas (2023) observed that the preparation and support of educators in implementing inclusive education for students with special needs are greatly impacted by their educational background, teaching experience, and involvement in pertinent training and seminars. These findings underscore the value of professional development initiatives in boosting educators' self-assurance and proficiency in implementing IEPs, according to Bandura's claim, self-efficacy can be improved through mastery experiences and systematic support.

Learning happens through social interactions and shared experiences, according to Schreiber and Valle's Social Constructivist Theory. When putting the Individualized Education Plan (IEP) into practice, this theory suggests that teachers' readiness can be enhanced through collaborative learning environments, mentorship programs, and professional communities of practice. By engaging in dialogue with peers, teachers can co-construct knowledge and strategies that foster inclusivity and support the effective use of IEPs.

Studies align with Schreiber and Valle's Social Constructivist Theory, emphasizing the role of social interactions and collaborative learning in enhancing teachers' readiness for IEP implementation. For instance, Fu et. al (2020) found that collaborative professional learning communities significantly improved teachers' ability to design and implement IEPs. Their research highlighted that opportunities for peer dialogue and shared experiences allowed teachers to co-construct effective strategies supporting education that is inclusive.

Moreover, Woods et al. (2023) looked into the function of expert communities of practice in supporting IEP implementation and found that those educators who took part in these communities expressed more competence and confidence. The study emphasized that such platforms enable teachers to share best practices, discuss challenges, and collectively develop solutions, reinforcing the principles of social constructivism.

These results highlight how crucial it is to create cooperative settings and professional communities that facilitate shared learning experiences among teachers. Such cooperative efforts are crucial in enhancing teachers' readiness and effectiveness in implementing IEPs, ultimately contributing to more inclusive educational practices.

Mezirow's Transformative Learning Theory highlights how people examine their presumptions and ideas critically, which results in new understandings and perspectives. In the educational context, this theory suggests that teachers can enhance their readiness to implement Individualized Education Plans (IEPs) by engaging in reflective practices that challenge traditional pedagogical approaches and embrace inclusive strategies.

More studies have highlighted the significance of transformative learning in fostering inclusive education. For instance, Wong K.M., Khair Z.B.H., and Othman M.F. (2022) conducted a comprehensive review indicating that transformative learning encourages teachers to evaluate and modify their attitudes and actions critically, enhancing their effectiveness in inclusive educational settings.

Furthermore, the creation of an ecological approach to inclusive education for Vietnamese primary school pupils with special educational needs and disabilities (SEND) was investigated in a study conducted by Blackburn et al. (2022). Drawing on transformative learning principles, the research highlights the importance of considering multiple ecological levels—from individual teacher beliefs to broader policy contexts—in shaping inclusive educational practices.

These results highlight the significance of professional development initiatives that encourage teaching strategies and inclusive practices. By fostering an environment where teachers can re-evaluate their assumptions and engage in transformative learning experiences, educational institutions can enhance teachers'

preparedness and effectiveness in implementing IEPs, ultimately contributing to more inclusive educational practices.

Despite efforts to improve inclusive education in the Philippines, substantial gaps persist in implementing individualized education plans (IEPs), particularly in special education (SPED). These gaps are deeply rooted in systemic, institutional, and resource-based challenges that impact teachers' preparedness and awareness.

One critical issue is the lack of adequate teacher training. Many educators in SPED express a need for more robust training programs focused on IEP development and implementation. Donaire et al. (2021) emphasized that although educators acknowledge the significance of IEPs, many feel underprepared to tailor instruction effectively, highlighting the pressing need for professional development initiatives.

Resource constraints further compound the challenges in IEP execution. De Borja et al. (2024) found that SPED teachers in the Philippines struggle due to limited access to specialized teaching materials, support services, and collaboration with multidisciplinary teams. This limitation often forces teachers to modify curricula without adequate guidance or tools, leading to inconsistencies in addressing learners' needs.

Curriculum inflexibility also emerges as a significant barrier. De Borja et al. (2024) argued that rigid educational frameworks hinder the customization necessary for IEPs, making it difficult for teachers to accommodate diverse learner profiles. This inflexibility underscores the need for curriculum reforms to support inclusive practices.

Social stigma and infrastructural barriers further exacerbate these issues. De Borja et al. (2024) reported that societal attitudes toward disabilities and inadequate school facilities make the environment less encouraging for pupils who require special education and their teachers. To overcome these obstacles, it is necessary to make a cultural shift and invest in school infrastructure.

Finally, translating developmental assessment reports into actionable IEPs presents another challenge. Nur Akcin (2022) highlighted that inconsistencies in assessment data often result in poorly designed IEPs. Standardizing assessment protocols and providing training for effective translation are essential steps to mitigate this issue.

The aforementioned theories and literature provided a foundation for developing the study question, the methodology, and the outcome analysis. The review of the literature provided the basis for the research's theoretical framework. The gap served as the foundation of the research questions in the literary works. The approach, interpretation scheme, and analysis were predicated on tried-and-true methods and design.

In conclusion, the authoritative sources provide a strong legal basis for improving public school elementary teachers' awareness and preparedness in implementing Individualized Education Plans. However, field observations reveal disparities in the quality and availability of instructional materials. While the legal framework is strong, translating mandates into consistent practice remains a challenge across diverse schools. This study underscores the need to closely examine how legal requirements align with the actual implementation of Individualized Education Plans. Bridging this gap is essential for realizing inclusive education in public school settings.

Significance of the Study

This research has significant implications for several stakeholders in the educational community, particularly as it assesses the awareness and preparedness of teachers at the Tagbilaran City Division's public elementary schools regarding Individualized Education Plans (IEPs) for special education learners in inclusive learning environments. The results of this research could be beneficial for the Department of Education, school administrators, teachers, students, parents, stakeholders, the researcher, and future researchers.

Objectives of the Study

Statement of the Problem

This research aimed to assess the level of awareness and extent of preparedness of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings during the school year 2025-2026. The findings served as a foundation for developing an action plan to enhance educational practices.

Specifically, this study sought to address the following research questions:

1. What are the demographic characteristics of the respondents in terms of:
 - 1.1 age and gender;
 - 1.2 civil status;
 - 1.3 years of teaching experience;
 - 1.4 area of specialization;
 - 1.5 highest educational attainment;
 - 1.6 types of learners with difficulties handling, and
 - 1.7 number of trainings and seminars attended related to special education?
2. What is the level of awareness regarding IEPs in the context of inclusive education, specifically in terms of:
 - 2.1 knowledge of special education laws and policies;
 - 2.2 understanding the needs of learners with difficulties and consideration of special factors;
 - 2.3 awareness of IEP team members and the roles of multi-disciplinary teams;
 - 2.4 expertise in assessments and standardized tests for special education;
 - 2.5 familiarity with different disabilities and learning needs;
 - 2.6 knowledge of students' present levels of academic achievement and functional performance;
 - 2.7 awareness of difficulties, barriers, and enabling supports;
 - 2.8 ability to establish specific learner goals and plan for learner transitions;
 - 2.9 collaboration with specialists and families; and
 - 2.10 monitoring and evaluation strategies for IEPs?
3. What is the extent of preparedness to implement IEPs for special education learners within inclusive educational settings, focusing on:
 - 3.1 development and design of IEPs;

- 3.2 implementation of IEP goals and objectives;
 - 3.3 collaboration with special education teachers and specialists;
 - 3.4 monitoring and evaluation of student progress;
 - 3.5 involvement of parents and guardians in the IEP process;
 - 3.6 utilization of assistive technology and adaptive tools;
 - 3.7 adaptation of instructional materials; and
 - 3.8 engagement in professional development and training related to IEPs?
- 4. Is there a significant relationship between teachers' levels of awareness of IEPs and their extent of preparedness to implement these plans for special education learners within inclusive settings?
 - 5. Based on the research findings, what actionable plan can be proposed to enhance the effectiveness of IEP implementation and support for special education learners in inclusive classrooms?

RESEARCH METHODOLOGY

This section outlined the techniques and steps taken to respond to the problem posed in this study.

Research Design

This study's research design used a descriptive correlational technique with a quantitative methodology to assess the awareness and preparedness of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive settings.

A descriptive-correlation technique is used in this research because it describes the features of phenomena or populations under study and assesses the association between variables that don't alter them. This design is highly useful in educational research to identify and analyze situations, trends, and interactions between various components. This research employs a descriptive-correlational method to assess public school awareness and preparedness of elementary teachers regarding individualized educational plans within inclusive settings.

This design made it possible to collect and analyze numerical data in an orderly manner through structured surveys that measured teachers' demographic characteristics, levels of awareness regarding IEPs, and their preparedness to implement these plans. By incorporating descriptive statistics, the study sought to give a comprehensive image of the respondents' profiles and their perceived challenges in supporting special education learners. Additionally, the correlational aspect involved examining the relationships between teachers' levels of awareness and their preparedness to implement IEPs using statistical analysis methods, such as Pearson correlation coefficients. This comprehensive approach enabled the research to yield valuable insights while establishing a foundation for the proposed action plan to enhance educational practices related to IEP implementation.

Environment

This study's research setting was the public elementary schools of Tagbilaran City Division, specifically Tagbilaran City Central Elementary School, Tagbilaran City Central School SPED Center, and Cogon Elementary School, where diverse educational practices were undertaken to support both general and special education learners. This setting was characterized by a mix of cultural backgrounds, socioeconomic statuses, and varying levels of educational resources, influencing the experiences of teachers and their approaches to

inclusive education. Within this environment, public elementary school teachers played a crucial role as they navigated the complexities of meeting the particular requirements of special education students while putting Individualized Education Plans (IEPs) into practice in inclusive classrooms. The schools in Tagbilaran City were part of an evolving educational framework that aimed to promote inclusivity and equity in education, particularly as they aligned with national laws and policies focused on enhancing educational accessibility for pupils with special needs. The research included face-to-face conversations with teachers, administrators, and potentially parents, ensuring a comprehensive understanding of the challenges and supports available within this educational landscape as they worked towards improving the preparedness and effectiveness of IEP implementation.

The first educational institution was in Tagbilaran City Central Elementary School, Bohol's Tagbilaran City. The capital of the Philippine province of Bohol is Tagbilaran, often known as the City of Tagbilaran. It was a third-class component city. Poblacion 3, M. Torralba Street, Tagbilaran City, is the address of Tagbilaran City Central Elementary School. The school employed a total of 60 teachers, comprising 51 female teachers and 9 male teachers.

It was a central hub for education in the heart of Tagbilaran City and was the largest public elementary school in the area. It served a diverse student population of approximately 1,200 learners, including children with disabilities, including those who struggle with learning and vision. The study conducted in this setting had various benefits. First off, it probably served a diverse student body, including those with special educational needs, given that it was the city's central elementary school. Because of its diversity, it was the perfect setting for learning about the difficulties and contemporary approaches to inclusive education. Second, because the school was a prominent educational establishment in Bohol's capital city, it offered a microcosm of the region's larger educational environment, which enabled results to be extrapolated to comparable contexts both inside and beyond the province.

The second environment was the Tagbilaran City Central School SPED Center. The **only SPED Center**, located in Tagbilaran City, Bohol, Philippines, was among the first Special Education (SPED) facilities in the region. Established as part of the Tagbilaran City Central School, which dated back to the early 1900s, the SPED Center was formally institutionalized to cater to children with exceptionalities, such as those with autism, intellectual disabilities, hearing impairments, and learning disabilities.

The center had been serving as a model for inclusive and special education in Bohol. It offered a range of individualized programs and provides real-world exposure to inclusive education dynamics, early intervention strategies, and evidence-based teaching practices. Its long-standing community engagement and consistent participation in DepEd initiatives also make it a valuable site for educational research, especially on intervention effectiveness and inclusive pedagogy in a public school setting. The school served approximately 180 learners with exceptionalities and employed a total of 15 SPED teachers, comprising 12 female teachers and 3 male teachers.

Lastly, the third environment was the Cogon Elementary School. It was located in Barangay Cogon, Tagbilaran City, and was a public school that fostered inclusive education. The school served approximately 700 learners, including learners with learning disabilities and developmental delays, who were integrated into regular classes. Staffed by about 45 teachers, the school endeavored to fulfill its diversified student body's educational needs.

Respondents

The researcher prepared survey questions, which the research respondents completed. The convenience sampling method was used to collect responses from selected public schools in the Tagbilaran City Division. The study's respondents were limited to the target responders and those who accepted the invitation, in adherence to research ethics. A total of 45 respondents from the specified schools of the Tagbilaran City Division participated in the study.

Instrument

This study utilized adapted questionnaires as data-gathering instruments. In this study, a revised version of the questionnaire was adapted from the researches titled: Teachers' Readiness and Teaching Performance in Inclusive Education: Their Relationship to the Implementation of Inclusive Education Program by Olga Moon (2023), Challenges of Special Education Teachers in Implementation Individual Education Plan (IEP) for Students with Learning Disabilities (LD) by Mei Ti Wong & Syar Meeze Mohd Rashid (2022), and Readiness of Public School Teachers in Handling Inclusive Education by Michael E. Ecoben (2019).

The research instruments intended to evaluate the awareness and preparedness of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners comprised two primary components: a profile sheet and two Likert scale questionnaires. The profile sheet served as a structured questionnaire aimed at gathering demographic data about the respondents. It addressed various characteristics, including age and gender, civil status, years of teaching experience, area of specialization, highest educational attainment, types of learners that teachers find challenging to support, and the number of trainings and seminars related to special education that they had attended.

In addition to the profile sheet, two Likert scale questionnaires were employed to assess levels of awareness and preparedness concerning IEP implementation. The first, the Awareness Questionnaire, measured teachers' familiarity with key aspects of special education. It evaluated their knowledge of special education laws and policies, understanding of the needs of learners with difficulties, awareness of IEP team members and their roles, expertise in assessments and standardized tests, familiarity with various disabilities and learning needs, comprehension of students' current levels of academic achievement, ability to identify challenges and supports, skills in establishing learner goals, perspectives on collaboration with specialists and families, and techniques for monitoring and evaluating IEP effectiveness.

The second instrument, the Preparedness Questionnaire, focused on gauging the preparedness of teachers to implement IEPs in inclusive educational settings. It examined their capacity to develop and design IEPs, implement goals and objectives, collaborate with special education teachers, monitor and evaluate student progress, involve parents and guardians in the IEP process, utilize assistive technology, adapt instructional materials, and engage in professional development related to IEPs.

Together, the demographic profile sheet and the Likert scale questionnaires offered a comprehensive framework for assessing both the awareness and preparedness of teachers, ultimately guiding the development of an action plan aimed at enhancing educational practices for special education learners within inclusive settings. Utilizing these instruments effectively identified gaps in knowledge and training, which informed professional development initiatives and supportive mechanisms.

Data Gathering Procedure

Respondents were given a questionnaire as part of the data collection process, and they responded appropriately. Accuracy and privacy were maintained during the meticulous collection of responses.

Preliminary Stage. To obtain permission to conduct the study, a transmittal letter was sent to the administrators of each institution. The study started when the school administrator approved the transmittal letter.

Data Gathering Stage. After receiving the questionnaire, the teachers were asked to honestly answer questions about their personal information and their IEP awareness as teachers, and their IEP preparedness for special education learners within the inclusive educational settings.

Post Data Gathering Stage. Individual responses and scores from the respondents were gathered and documented. A summary sheet was created that included all relevant data related to the variables listed in the problem statement. The data was then statistically analyzed, tabulated, and interpreted in light of the findings from the statistical techniques used. Every data point was analyzed in conjunction with the problem statement's structure. Additionally, pertinent research was cited to support the discussion of each data point.

Statistical Treatment

The data analysis for this research assessing the awareness and preparedness of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) involved several statistical methods to derive meaningful insights from the collected data.

Frequency Distribution and Percentage were used to handle and examine the information on the profile of the teachers in terms of age and gender, civil status, years of teaching experience, area of specialization, highest educational attainment, types of learners they are handling, and trainings and seminars attended related to special education.

Weighted Mean was employed to assess the level of awareness of IEPs in relation to inclusive education, as well as the level of preparedness to implement IEPs, the analysis employed the calculation of weighted means for the items presented in the Likert scale questionnaires. This will allow for a nuanced understanding of teachers' knowledge in areas such as familiarity with special education laws, understanding learners' needs, knowledge of assessment tools, and collaboration with specialists and families. By aggregating responses in this manner, the analysis highlighted areas of strength and highlighted aspects needing further development or support.

Pearson's r was used to assess the correlation between teachers' levels of awareness of IEPs and their preparedness to implement these plans. This statistical technique determined whether a significant relationship exists between the two constructs, providing insights into how awareness influenced implementation preparedness. The results were interpreted based on established significance levels, guiding conclusions about the interconnectedness of these variables. Through this comprehensive approach to data analysis, the study aimed to derive actionable insights that could inform the development of targeted programs for professional development and networks of support for educators who work with special education learners.

Ethical Consideration

Ethical factors were crucial in research to maintain integrity, prevent errors, and promote accountability, trust, mutual respect, and fairness among everyone involved. In this study, the ethical treatment of participants will be prioritized, ensuring that their information stays confidential and anonymous, informed consent is secured, and participation is completely voluntary with the option to withdraw at any moment. Participants will be respected, and the research will be carried out fairly, without any bias or political pressure, focusing exclusively on how professional development improves the practices of special education teachers

RESULTS

Chapter 3 pertained to the presentation, analysis of data, and interpretation of data gathered among the teachers' level of awareness and their extent of preparedness for individualized education plans for special education learners within the inclusive educational settings at Tagbilaran City Division, Tagbilaran City, Bohol.

Profile Of the Teachers

Profiling the respondents was essential to understanding their background and contextualizing the results. The demographic profile of the respondents includes age, gender, civil status, years of teaching experience, area of specialization, highest educational attainment, types of learners they have difficulty handling, and the number of trainings and seminars they have attended related to special education.

Age and Gender

This portion presented the profile of the respondents who participated in the study. The data included key variables that provided a comprehensive overview of the respondents' backgrounds, which were essential for contextualizing the finding of the study. Table 2 showed the age and gender profile of public elementary

school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

Table 2 Profile of the Teachers in terms of Age and Gender (n = 45)

Age and Gender	Male		Female		Total f	%
	f	%	f	%		
51 years old and above	3	6.67	3	6.67	6	13.34
46-50 years old	0	0.00	18	40.00	18	40.00
41-45 years old	0	0.00	8	17.78	8	17.78
36-40 years old	4	8.89	2	4.44	6	13.33
31-35 years old	2	4.44	0	0.00	2	4.44
26-30 years old	4	8.89	0	0.00	4	8.89
21-25 years old	1	2.22	0	0.00	1	2.22
TOTAL	14	31.11	31	68.89	45	100.00

The data in Table 2 presented the age and gender distribution of public elementary school teachers in the Tagbilaran City Division, specifically in the context of their involvement with Individualized Education Plans (IEPs) for special education learners within inclusive education settings.

Out of the total 45 teachers surveyed, 14 (33.33%) were male, while a majority of 31 (68.89%) were female. Examining the age groups, the largest segment of teachers falls within the 46-50 years old category, consisting solely of females, with 18 teachers representing 40.00% of the entire sample. The next biggest group were the 41-45 years old category, which included predominantly females (8) or 17.78%. The next largest age group was the 41-45 years old group, also exclusively female, which accounted for 8 teachers or 17.78%.

Male teachers were more represented in the younger and older age brackets. Specifically, 3 male teachers (6.67%) are in the 51 years old and above category, sharing this group equally with 3 females (6.67%). In the age groups of 26-30 and 31-25 years old, all teachers were male, with 4 and 2 teachers respectively, while the youngest group, 21-25 years old, comprises only one male teacher (2.22%). Female teachers were notably absent in these younger age categories.

Overall, it can be observed that female teachers dominate the middle age ranges, particularly between 41 and 50 years old, while male teachers are more distributed across the younger and older age brackets. This suggested a potential gender-age dynamic in teaching staff, where more experienced female teachers may be concentrated in the mid-career stage, possibly indicating retention or career progression trends within this division. Moreover, the presence of relatively few younger teachers, especially females, might warrant consideration for recruitment and training initiatives focused on sustaining and diversifying the teaching workforce in special education inclusive settings.

Recent research by Vázquez-Cano et al. (2023) confirmed that female teachers continue to dominate the profession, with 74.2% of primary school teachers in their Spanish sample being women, reflecting a persistent gender imbalance in the teaching workforce. This pattern, particularly pronounced in mid-career stages, highlighted the need for targeted recruitment and retention strategies to ensure a more balanced and sustainable workforce in special education inclusive settings.

Civil Status

Understanding the demographic characteristics of teachers, such as civil status, provides valuable context for assessing their readiness, support needs, and experiences in implementing IEPs, which was essential for improving inclusive education practices in the division. Table 3 showed the profile of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of civil status.

Table 3 Profile of the Teachers in terms of Civil Status (n=45)

Civil Status	f	%
Single	7	15.56
Married	34	75.55
Widow/ Widower	4	8.89
TOTAL	45	100.00

The data in Table 3 presented the civil status profile of public elementary school teachers in the Tagbilaran City Division concerning their roles in implementing Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

Out of a total of 45 teachers surveyed, the majority, 34 individuals or 75.55%, were married. The second most common civil status was single, with 7 teachers accounting for 15.56% of the total. A smaller portion, 4 teachers or 8.89%, reported being widowed or widowers. Notably, there were no teachers who were separated, annulled, or divorced within this sample.

From this distribution, it can be inferred that most of the teaching staff were married, which might influence their lifestyle and commitments outside of work, potentially affecting their availability or engagement with additional professional responsibilities such as developing and managing IEPs. The relatively low number of single teachers suggested fewer early-career or younger teachers in the group, which seems consistent with the previously discussed age distribution, where middle-aged groups predominated. The presence of widowed teachers also highlights a demographic segment that might have distinct support needs.

Overall, the civil status data reflect a relatively stable marital profile among public elementary school teachers engaged in special education in Tagbilaran City, which could have implications for workforce planning, professional development, and support mechanisms within inclusive education programs.

For instance, a study by Al-Alawi et al. (2021) found that 83.33% of inclusion teachers were married, suggesting that marital status is a significant factor in shaping teachers' approaches to work responsibilities and their ability to manage work-family conflicts. This demographic trend highlights the importance of tailored support mechanisms and professional development programs that consider the unique needs of married teachers, particularly in inclusive education settings where balancing personal and professional roles is critical for effective teaching and student support.

Number of Years as a Teacher

This information helped to understand the level of experience and expertise among teachers, which was critical for effective IEP implementation and support for special education learners. Table 4 showed the profile of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of number of years as a teacher.

Table 4 Profile of the Teachers in terms of Number of Years as a Teacher (n = 45)

Number of Years as a Teacher	f	%
1-3 years	4	8.89
4-6 years	5	11.11
7-9 years	2	4.44
10-12 years	5	11.11
13 and above	29	64.44
TOTAL	45	100.00

The data in Table 4 presented the profile of public elementary school teachers in the Tagbilaran City Division based on their number of years of teaching experience, specifically regarding their roles in implementing Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

Out of a total of 45 teachers surveyed, a significant majority, 29 teachers, or 64.44%, had 13 years or more of teaching experience. This indicated that most of the educators involved in special education and inclusive settings were highly experienced. The next highest groups were those with 4-6 years and 10-12 years of experience, each comprising 5 teachers, or 11.11% of the total. Teachers with 1-3 years of experience constitute 4 individuals, or 8.89%, while those with 7-9 years were the smallest group, with only 2 teachers, representing 4.44%.

From the analysis, it was clear that the teaching workforce in this division is predominantly composed of veteran teachers with long-term experience. This level of experience can be advantageous in effectively developing and managing IEPs, as these teachers are likely more skilled in addressing the various requirements of students with special education in inclusive classrooms. Nonetheless, the comparatively lower percentage of educators with fewer than 10 years of experience suggests that there may be limited infusion of newer educators into these roles, which could impact innovation or the introduction of fresh instructional strategies.

Overall, the distribution of teacher experience in special education underscored the value of experienced educators, whose expertise can significantly influence classroom effectiveness and student outcomes, while also highlighting the need for targeted recruitment and mentoring programs to support less experienced teachers. Research by Binammar (2023) demonstrated that years of experience were positively associated with higher self-efficacy among special education teachers, which in turn impacts their ability to implement inclusive practices and support diverse learners effectively. Similarly, Di Maggio (2020) found that participation in special education coursework and hands-on teaching experiences positively shapes teacher attitudes and preparedness, reinforcing the importance of structured mentoring and professional development for new teachers entering inclusive education settings. These findings emphasized the necessity of leveraging seasoned teachers as mentors and ensuring that novice educators receive adequate support to foster their growth and integration into special education teams.

Specialization

This information is essential for understanding how teachers' areas of expertise influence their capacity to develop and implement effective IEPs, ensuring that learners receive tailored support aligned with their unique needs. Table 5 showed the profile of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of their specialization.

Table 5 Profile of the Teachers in terms of Specialization (n = 45)

Specialization	f	%
English	5	11.11
Filipino	1	2.22
Mathematics	3	6.67
Technology and Livelihood Education	1	2.22
Elementary/ General Education	19	42.22
SPED	16	35.56
TOTAL	45	100.00

The data in Table 5 presented the specialization profile of public elementary school teachers in the Tagbilaran City Division concerning their involvement with Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

Out of the total 45 teachers surveyed, the largest group specializes in Elementary or General Education, comprising 19 teachers or 42.22% of the sample. Close behind this is the specialization in Special Education

(SPED), with 16 teachers making up 35.56% of the total. Together, these two specializations account for nearly 78% of the teaching workforce engaged in the implementation of IEPs, indicating a strong focus on both general elementary education and specialized training in special education.

Other specializations were represented to a much lesser extent. English specialists constitute 5 teachers or 11.11%, while Mathematics specialists make up 3 teachers or 6.67%. Filipino and Technology and Livelihood Education (TLE) specializations were minimally represented, with only 1 teacher each, accounting for 2.22%. Notably, there were no teachers specializing in Biological Sciences, Physical Sciences, Social Studies, Values Education, MAPEH (Music, Arts, Physical Education, and Health), Agriculture and Fishery Arts, Early Childhood Education, or other unspecified specializations.

Analyzing this profile suggested that a majority of the teachers involved in IEPs possessed either broad elementary education expertise or targeted special education skills, which were essential for accommodating the various requirements of students in special education in inclusive environments. The relatively limited presence of teachers specializing in core academic subjects like English and Mathematics might reflect either a more generalist teaching approach or the allocation of specialized subject teachers outside this particular domain.

Overall, the specialization data previously highlighted that a balanced mix of generalist educators and specialized special education teachers was crucial for meeting the varied learning needs of students with unique disabilities, as supported by research indicating that collaboration between these two groups enhanced classroom effectiveness and student outcomes. Tveitnes (2025) found that mainstream teachers with formal education in multiple special education topics reported higher self-assessed competence, suggesting that a combination of general and specialized expertise contributed to more confident and capable teaching in inclusive classrooms. This study also pointed to the importance of ongoing professional development and strategic recruitment in specialized content areas, as gaps in formal education were linked to lower confidence and readiness among teachers, especially when addressing complex special educational needs.

Highest Educational Attainment

This information highlighted the academic qualifications of teachers, which played a significant role in their preparedness and capacity to implement IEPs effectively, ensuring that learners with special needs received appropriate support aligned with their educational backgrounds. Table 6 showed the profile of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of highest educational attainment.

Table 6 Profile of the Teachers in terms of Highest Educational Attainment (n = 45)

Highest Educational Attainment	f	%
Bachelor's degree	7	15.56
Unit in Master's Degree	30	66.67
Completed Master's Degree	6	13.33
Units in Doctorate Degree	2	4.44
TOTAL	45	100

The data in Table 6 presented the profile of public elementary school teachers in the Tagbilaran City Division with regard to their highest educational attainment, specifically those involved in implementing Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

Out of 45 teachers surveyed, the majority, 30 teachers or 66.67%, had completed units in a Master's degree program but had not yet finished the degree. This indicated a strong engagement in graduate-level studies, suggesting that many educators were continuing their professional development to enhance their knowledge and skills. Seven teachers, comprising 15.56% of the sample, had attained only a Bachelor's degree, suggesting that the percentage of workers who have not sought graduate school has decreased.

Six teachers, or 13.33%, had completed their Master's degree, demonstrating a solid base of advanced qualification among these teachers. Meanwhile, 2 teachers (4.44%) had taken units towards a Doctorate degree, although none had completed their Doctorate yet. No teachers reported educational attainment outside these categories.

Overall, the educational attainment profile previously revealed that the teaching staff involved with IEPs were largely progressing through higher education, with many pursuing master's studies to deepen their expertise in inclusive education.

Research by Bumble (2023) indicated that special educators who completed advanced studies, such as a master's degree in special education, demonstrated stronger skills in advanced teaching methods, behavior management, and the use of assistive technology, all of which contributed to improved service delivery for students with disabilities.

However, the low number of completed postgraduate degrees, especially doctorates, suggested that further academic advancement and specialization were possible, which could enhance leadership and expertise within the division's special education programs.

Types of Learners with Difficulties Handling

This information provided insight into the diversity of learner needs and the specific challenges teachers encountered, which helped inform strategies for targeted support and intervention in inclusive classrooms. Table 7 showed the profile of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of types of learners with difficulties handling.

Table 7 Profile of the Teachers in terms of Types of Learners with Difficulties Handling (n = 45)

Types of learners with difficulties handling	f	%
Difficulty in displaying interpersonal behaviors	3	6.67
Difficulty in basic learning and applying knowledge	6	13.33
Difficulty in communication	1	2.22
Difficulty in mobility	2	4.44
Difficulty in hearing	4	8.89
Difficulty in seeing	1	2.22
Difficulty in remembering/concentrating	21	46.67
Difficulty in performing adaptive skills	7	15.56
TOTAL	45	100

The data in Table 7 provided an overview of the types of learners with difficulties that public elementary school teachers in the Tagbilaran City Division encounter in the context of implementing Individualized Education Plans (IEPs) within inclusive educational settings.

Out of a total of 45 teachers, the most commonly reported type of difficulty handled was difficulty in remembering/concentrating, which accounted for 21 teachers or 46.67% of the total. This indicated that nearly

half of the educators frequently work with learners who face challenges related to memory and concentration, highlighting a significant area of need in the classroom.

The next largest group involves learners with difficulty in performing adaptive skills, noted by 7 teachers or 15.56%. This suggests that a notable portion of learners require support in developing practical life skills essential for daily functioning and independence.

Difficulty in basic learning and applying knowledge was reported by 6 teachers or 13.33%, followed by difficulty in hearing, with 4 teachers or 8.89% identifying this challenge. These data points showed that educators also encounter learners who struggle with fundamental academic skills and sensory impairments, necessitating tailored instructional strategies and accommodations.

Less frequently reported difficulties include difficulty in displaying interpersonal behaviors by 3 teachers (6.67%), difficulty in mobility by 2 teachers (4.44%), and both difficulty in communication and difficulty in seeing, each reported by 1 teacher (2.22%).

The data highlighted that teachers predominantly face cognitive and memory-related challenges among learners in inclusive settings, with a substantial need for interventions targeting concentration, adaptive skills, and foundational learning difficulties. The presence of sensory and behavioral difficulties, while less frequent, underscores the diverse range of special education needs that teachers must address through individualized planning and support.

Overall, this profile previously pointed to the importance of equipping teachers with effective strategies for managing attention and memory issues, alongside a broad spectrum of other learner difficulties, to enhance the educational experience and outcomes for special education kids in inclusive classrooms. Research by Wiest and Rosales (2022) demonstrated that the use of cognitive training interventions significantly improved attention and working memory skills among school-aged children with ADHD and specific learning disabilities, leading to better academic performance in reading and math. These findings underscored the value of targeted professional development in evidence-based strategies to support students with diverse learning needs in inclusive settings.

Number of Hours of Training and Seminars Attended

This information highlighted the extent of professional development opportunities teachers received, which played a crucial role in enhancing their capacity to implement IEPs and provide effective support to learners with special needs. Table 8 showed the profile of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of the number of hours of training and seminars attended.

Table 8 Profile of the Teachers in terms of Number of Hours of Training and Seminars Attended (n = 45)

Number of Hours of Training and Seminars Attended	f	%
8 hours	7	15.56
16 hours	1	2.22
24 hours	33	73.33
25 hours and above	4	8.89
TOTAL	45	100

The data in Table 8 presented the profile of public elementary school teachers in the Tagbilaran City Division based on the number of hours of training and seminars they had attended related to Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

Out of the total 45 teachers surveyed, the majority, 33 teachers or 73.33%, had attended 24 hours of training or seminars. This indicated that most teachers had received substantial preparation, likely reflecting a standardized or commonly required amount of professional development in this area.

Secondly, 7 teachers, accounting for 15.56% of the sample, had completed 8 hours of training. A smaller group, 4 teachers or 8.89%, had attended 25 hours or more, suggesting some teachers had pursued additional training beyond the common 24-hour threshold. Only 1 teacher, representing 2.22%, has participated in 16 hours of training, which was relatively low compared to the other categories.

From this data, it can be inferred that the bulk of the teaching staff had undergone extensive training, primarily centered around the 24-hour mark, which likely ensures a degree of consistency in knowledge and skills related to managing IEPs in inclusive classrooms. The presence of a smaller proportion with fewer or more hours of training may indicate variations in professional development opportunities or personal initiatives to enhance expertise.

Overall, this profile previously emphasized that 24 hours of training indicated an institutional commitment to equipping teachers for special education responsibilities. Kimhi et al. (2025) emphasized that teacher training programs integrating both theoretical instruction and practical fieldwork were more effective in fostering positive attitudes toward inclusion and better classroom preparedness. However, the relatively small number of teachers with training beyond 25 hours pointed to persistent gaps in professional development opportunities within the sector. Baldonado (2025) found that continuous training and improved professional development programs were essential for supporting inclusive education and addressing challenges faced by special education teachers.

These findings highlight the need for encouraging further learning and specialized skill development, ensuring that more teachers receive comprehensive, ongoing professional development aligned with best practices in special education. By investing in more robust training programs, institutions could better equip educators to foster inclusive environments and maximize student outcomes in special education settings. These findings underscore the need for encouraging further learning and specialized skill development, ensuring that more teachers receive comprehensive, ongoing professional development aligned with best practices in special education. Tailoring professional development to specific teaching skills—such as classroom management, subject-specific pedagogy, and inclusive strategies—can lead to more effective teaching practices and better student outcomes.

Level Of Awareness Regarding Ieps In The Context Of Inclusive Education

Knowledge of Special Education Laws and Policies

This information highlighted the extent to which teachers understood the legal frameworks guiding inclusive education and IEP implementation, which was crucial for effective support of special education learners. Table 9 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of knowledge of special education laws and policies.

Table 9 Level of Awareness in terms of Knowledge of Special Education Laws and Policies

Indicators	Weighted Mean	Interpretation
1. I am familiar with the Individuals with Disabilities Education Act (IDEA) and its requirements.	2.82	Somewhat Aware

2. I understand the legal rights of students with disabilities in my classroom.	3.27	Very Much Aware
3. I regularly review special education policies to ensure compliance in my practice.	2.56	Somewhat Aware
4. I can explain the process of developing and implementing an Individualized Education Program (IEP).	2.40	Somewhat Aware
5. I keep updated on local and state laws related to special education services.	2.42	Somewhat Aware
Composite Mean	2.69	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 9 presented the level of awareness of public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) within the context of inclusive education, specifically focusing on their knowledge of special education laws and policies.

The teachers' responses to various indicators reflected a composite mean weighted average of 2.69, which is interpreted as Somewhat Aware. This suggests that while teachers possess a moderate level of awareness related to special education laws and policies, there is still room for improvement.

Looking at individual indicators, teachers reported being Very Much Aware of understanding the legal rights of students with disabilities in their classroom, with the highest weighted mean score of 3.27. This indicates a strong recognition of students' rights, which is fundamental for fostering inclusive education environments.

However, familiarity with some specific legal frameworks, such as the Individuals with Disabilities Education Act (IDEA) and its requirements, scored a weighted mean of 2.82, interpreted as Somewhat Aware. This shows that while teachers have some knowledge of IDEA, it is not yet comprehensive.

Similarly, teachers indicated being Somewhat Aware of other key areas: regularly reviewing special education policies to ensure compliance (2.56), explaining the process of developing and implementing an IEP (2.40), and keeping updated on local and state special education laws (2.42). These slightly lower scores highlight gaps in continuous policy engagement and procedural knowledge.

The overall analysis suggested that although teachers are moderately informed about special education laws and policies, their knowledge varies across specific aspects. Strong awareness of students' legal rights contrasts with less consistent familiarity with policy review, IEP processes, and updated legislation.

This profile underscores the necessity of continual training and focused professional development to strengthen educators' legal and procedural knowledge about special education mandates. Improving awareness in these areas is essential to ensure that teachers can effectively design, implement, and comply with IEP requirements, thereby enhancing the quality of inclusive education for students with disabilities.

The findings on the level of awareness among public elementary school teachers in Tagbilaran City Division about Individualized Education Plans and related special education laws reveal a moderate awareness level, aligning with recent literature highlighting the challenges in teacher preparedness to fully understand and implement special education policies.

Consistent with this, studies in the Philippines emphasize that while teachers generally recognize students with disabilities' legal rights, comprehensive knowledge of specific frameworks such as the Individuals with Disabilities Education Act (IDEA) and continuous policy updates remains limited (DepEd, 2022; Philippine

Professional Standards for Teachers, 2020). The moderate awareness observed in compliance review, IEP processes, and legislative updates underscores the ongoing professional development needs, especially in areas of legal and procedural knowledge.

Such gaps can inhibit the effective design and execution of IEPs, negatively affecting students with disabilities' access to inclusive education. To address this, the Republic Act No. 11650 mandates targeted training and adequate preparation to give teachers the resources they need to develop competencies to implement quality inclusive education and comply with legal mandates (DepEd, 2022). This legislative support highlights the importance of sustained capacity building as a strategy to bridge gaps in teacher awareness and ensure improved educational outcomes in inclusive settings.

This legislative support previously highlighted the importance of sustained capacity building as a strategy to bridge gaps in teacher awareness and ensure improved educational outcomes in inclusive settings. According to Masongsong (2023), research on teachers' training in inclusive education in the Philippines revealed that teachers with more extensive training demonstrated higher teaching efficacy and better classroom management, which positively influenced their ability to address the diverse needs of learners with disabilities. These findings underscored the value of continuous professional development in fostering more effective inclusive classrooms and improving support for students with special needs.

Understanding the Needs of Learners with Difficulties and Consideration of Special Factors

This information illustrated how well teachers recognized and addressed the unique requirements of special education learners, which was vital for effective IEP implementation and inclusive education practice. Table 10 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of understanding the needs of learners with difficulties and consideration of special factors.

The data in Table 10 presented the level of awareness among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) within inclusive education, focusing on their understanding of learners with difficulties and consideration of special factors.

Table 10 Level of Awareness in terms of Understanding the Needs of Learners with Difficulties and Consideration of Special Factors

Indicators	Weighted Mean	Interpretation
1. I recognize the diverse range of disabilities that my students may have.	3.20	Somewhat Aware
2. I consider cultural and linguistic backgrounds when addressing student needs.	3.33	Somewhat Aware
3. I understand the socio-emotional challenges faced by students with learning difficulties.	3.38	Very Much Aware
4. I adapt my instruction based on the individual needs of my students.	3.09	Somewhat Aware
5. I actively seek ways to accommodate the unique needs of learners in my classroom.	3.20	Somewhat Aware
Composite Mean	3.24	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The overall composite mean weighted score was 3.24, which was interpreted as somewhat aware. This indicated that teachers generally had a moderate or somewhat aware level of understanding about the various requirements of students with impairments, as well as the special considerations necessary for effective inclusive education.

Examining the specific indicators, teachers were very much aware in understanding the socio-emotional challenges faced by students with learning difficulties, with a weighted mean of 3.38. Meanwhile, they were somewhat aware in considering cultural and linguistic backgrounds when addressing student needs (3.33), recognizing the diverse range of disabilities (3.20), actively seeking to accommodate unique learner needs (3.20), and adapting instruction based on individual student needs (3.09).

These results suggested that while teachers had a strong awareness of socio-emotional factors, they maintain a somewhat aware stance in other important areas related to learner diversity and instructional adaptation. This overall profile indicated a positive foundation but also highlights the necessity of continual professional development to enhance educators' awareness and skills in fully addressing the varied and complex needs of learners in inclusive classrooms. Such efforts will enhance the effective execution of IEPs and aid in the division's inclusive education initiatives' success.

The data indicating a composite mean weighted score of 3.24 for teachers' awareness about learners with difficulties and special considerations in inclusive education aligns with recent findings in the Philippines and beyond, which underscore a moderate awareness among teachers regarding the diverse needs of learners with disabilities.

Studies revealed that teachers generally demonstrated a sound understanding of socio-emotional challenges but showed variability in their knowledge of cultural, linguistic, and disability-specific factors, as well as instructional adaptation strategies (Mangonon, 2022; De La Cruz & Santos, 2025).

The moderate level of awareness in these areas reflects ongoing gaps that mirror challenges in comprehensively addressing learner diversity within inclusive classrooms. These challenges necessitate targeted professional development opportunities that emphasize practical skills in accommodating diverse learners and adapting instruction—key components to effective IEP implementation (Mangonon, 2022). Continued training and systemic support have been shown to enhance teachers' knowledge and practices, promoting improved educational experiences for learners with disabilities and making inclusive education more effective (De La Cruz & Santos, 2025).

Awareness of IEP Team Members and the Roles of Multi-Disciplinary Teams

This information illustrated how well teachers understood the collaborative nature of IEP development and the distinct responsibilities of each team member, which was essential for effective planning and support of special education learners.

Table 11 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of awareness of IEP team members and the roles of multi-disciplinary teams.

Table 11 Level of Awareness in terms of Awareness of IEP Team Members and the Roles of Multi-Disciplinary Teams

Indicators	Weighted Mean	Interpretation
1. I know the roles of the various team members involved in the	2.64	Somewhat Aware

IEP process.		
2. I collaborate effectively with special education professionals on IEP development.	2.47	Not Really Aware
3. I make an effort to communicate regularly with IEP team members regarding student progress.	2.47	Not Really Aware
4. I understand the importance of parental involvement in the IEP process.	3.13	Somewhat Aware
5. I encourage active participation of all team members during IEP meetings.	2.71	Somewhat Aware
Composite Mean	2.68	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 11 presented the level of awareness of public elementary school teachers in Tagbilaran City Division concerning Individualized Education Plans (IEPs) in inclusive education, with a focus on their awareness of IEP team members and the roles of multi-disciplinary teams. The overall composite mean weighted score was 2.68, interpreted as somewhat aware, which indicated that teachers have a moderate level of understanding but also room for improvement in this area.

Specifically, teachers were somewhat aware of the roles of various team members involved in the IEP process, with a weighted mean of 2.64. They also showed a somewhat aware recognition of the importance of parental involvement in the IEP process, scoring 3.13, and somewhat encourage active participation of all team members during IEP meetings, with a score of 2.71.

However, the data revealed that teachers were not really aware when it comes to collaboration and communication aspects: both their ability to collaborate effectively with special education professionals on IEP development and their efforts to communicate regularly with IEP team members regarding student progress scored a weighted mean of 2.47.

This indicated a significant discrepancy in ongoing teamwork and communication practices, which are crucial for the success of IEP implementation.

Overall, while teachers maintain a somewhat aware stance on the general roles of the team and parental involvement, the lower awareness in collaboration and communication highlights the need for targeted training and support. Enhancing teachers' skills and understanding of multi-disciplinary teamwork and fostering more active communication can significantly improve the effectiveness of IEP development and monitoring within inclusive education settings in the division.

The data from Table 11 showed teachers in Tagbilaran City Division had a somewhat aware level of understanding (mean score of 2.68) about IEP team members and multidisciplinary roles, which corresponds to documented challenges in collaborative practices within inclusive education settings. Recent literature stresses that successful IEP development requires a well-functioning multidisciplinary team that includes educators, specialists, administrators, and families, each playing defined roles to support learners with disabilities (Republic Act No. 11650, 2022).

While teachers recognize the importance of parental involvement and team participation, gaps in ongoing communication and working together with specialists in special education can compromise the implementation of effective IEPs (American University SOE, 2025). Studies indicate that effective collaboration among team members improves the quality of IEPs and student outcomes, yet regular communication and team cohesion

remain areas needing reinforcement through professional development (Giangreco et al., 2022). Targeted training that fosters teamwork skills and clarifies roles within multidisciplinary teams is crucial for improving these lower awareness areas, enhancing meaningful engagement, and ensuring optimal support for students in inclusive classrooms.

Expertise in Assessments and Standardized Tests for Special Education

This information highlighted the teachers' familiarity with assessment tools and their ability to apply these in identifying and supporting the needs of learners with special education requirements, which is crucial for effective IEP development and implementation.

Table 12 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of expertise in assessments and standardized tests for special education.

Table 12 Level of Awareness in terms of Expertise in Assessments and Standardized Tests for Special Education

Indicators	Weighted Mean	Interpretation
1. I feel confident in using various assessment methods to evaluate student progress.	2.53	Somewhat Aware
2. I can effectively interpret results from assessments and standardized tests for students with disabilities.	2.42	Not Really Aware
3. I tailor assessments to accommodate the needs of students with learning difficulties.	2.64	Somewhat Aware
4. I am knowledgeable about the limitations of standardized assessments for special education students.	2.38	Not Really Aware
5. I regularly use formative assessments to monitor student understanding and progress.	2.87	Somewhat Aware
Composite Mean	2.57	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data presented in Table 12 illustrates the level of awareness among public elementary school teachers in Tagbilaran City Division regarding their expertise in assessments and standardized tests for special education within the context of Individualized Education Plans (IEPs) in inclusive education settings.

The composite mean weighted score was 2.57, which was interpreted as somewhat aware. This indicated that educators often possess a moderate degree of confidence and knowledge concerning assessment-related

practices for students with disabilities, but there remains considerable room for improvement.

Looking at the individual indicators, teachers feel somewhat aware in their confidence to use various assessment methods to evaluate student progress, scoring 2.53. They also report a somewhat aware stance in tailoring assessments to accommodate the needs of students with learning difficulties, with a score of 2.64, and in the regular use of formative assessments to monitor understanding and progress, which has the highest score

at 2.87. This indicates that teachers recognize the importance of ongoing assessments and some degree of adaptation in assessment practices.

However, the data showed lower levels of awareness in key areas related to interpreting and understanding standardized tests. Teachers report not really being aware of effectively interpreting assessment and standardized test results for students with disabilities (2.42) and show limited knowledge about the limitations of standardized assessments for special education students (2.38). These lower scores highlight gaps in teachers' expertise in critical evaluation and interpretation skills specifically tailored to the unique needs of special education learners.

Overall, the profile highlights that while teachers have a somewhat aware level of familiarity with assessment methods and differentiated practices, there is a noticeable need to strengthen their competencies in interpreting standardized test data and understanding the constraints of such assessments for students with disabilities. Enhancing professional development targeted at these areas would be crucial in improving the quality of assessment practices, ensuring that IEPs are based on accurate, meaningful, and individualized student data to support effective instructional decisions.

The data from Table 12 indicated a somewhat aware level (mean score 2.57) among public elementary school teachers in Tagbilaran City regarding assessment expertise and standardized tests for learners with disabilities, aligning with recent findings on difficulties that Filipino special education instructors confront. Despite recognizing the importance of formative assessments and some adaptation in evaluation methods, teachers often lack confidence and expertise in interpreting standardized test results and understanding their limitations for students with special needs (Porrás, 2025; Kilag et al., 2025).

This gap poses a significant barrier to creating accurate, meaningful, and individualized IEPs essential for effective instruction and student progress monitoring. Studies emphasize the urgent need for targeted professional development, focusing on assessment literacy, data interpretation skills, and practical application of diverse evaluation methods that accommodate learner differences (Campado, Toquero, & Ulanday, 2023). Such capacity building is vital to improving the quality of assessments, ensuring they are used effectively to guide instruction and support the varied learning profiles of children in inclusive settings.

Familiarity with Different Disabilities and Learning Needs

This information illustrated the extent to which teachers recognized and understood the diverse challenges faced by learners with special needs, which was crucial for effective IEP development and inclusive education practice. Table 13 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of familiarity with different disabilities and learning needs.

Table 13 Level of Awareness in terms of Familiarity with Different Disabilities and Learning Needs

Indicators	Weighted Mean	Interpretation
1. I can identify the characteristics of various disabilities such as autism spectrum disorder and ADHD.	2.67	Somewhat Aware
2. I have training or resources to support students with specific disabilities in my classroom.	2.62	Somewhat Aware
3. I understand how different disabilities impact learning and behavior in the classroom.	2.93	Somewhat Aware
4. I routinely adapt my teaching methods based on the disabilities and learning needs of my students.	2.93	Somewhat Aware

5. I engage in professional development to learn more about supporting diverse learners.	2.76	Somewhat Aware
Composite Mean	2.78	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 13 presented the level of awareness among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) in the context of inclusive education, specifically focusing on their familiarity with different disabilities and learning needs.

The overall composite mean weighted score was 2.78, which was interpreted as somewhat aware. This indicated that teachers had a moderate or somewhat aware level of familiarity with the characteristics and educational needs of students with various disabilities.

Looking at the individual indicators, teachers report being somewhat aware across all aspects measured. They feel somewhat aware in their ability to identify characteristics of disabilities such as autism spectrum disorder and ADHD, with a weighted mean of 2.67. Similarly, they acknowledged being somewhat aware of having appropriate training or resources to support students with specific disabilities in their classrooms (2.62).

Teachers also rate themselves as somewhat aware in understanding how different disabilities impact learning and behavior in the classroom (2.93) and in routinely adapting their teaching methods based on the disabilities and learning needs of their students (2.93). Lastly, they expressed a somewhat aware level of engagement in professional development activities aimed at better supporting diverse learners, with a score of 2.76.

The consistent, somewhat aware ratings across all items suggest that while teachers possess a foundational knowledge and are somewhat confident in addressing the needs of students with disabilities, there remains significant room for growth in deepening their expertise and skills. This highlights the importance of ongoing training and professional development that further enhances teachers' understanding of diverse disabilities and effective instructional strategies tailored to varied learning needs.

Overall, the data portrays a workforce moderately familiar with disabilities and learning adaptations necessary for inclusive education, but emphasizes the need to strengthen this awareness for improved IEP implementation and better support for special education learners.

The moderate awareness level (composite mean score of 2.78) among public elementary teachers in Tagbilaran City concerning the familiarity with various disabilities and learning needs mirrors recent findings in the Philippines, emphasizing a foundational but incomplete understanding of learner diversity in inclusive settings.

Teachers generally recognize the characteristics of disabilities such as autism spectrum disorder and ADHD, but require further specialized training and resources to adequately support these students, indicating that continuous professional development remains critical (Jugan et al., 2023).

Additionally, studies underscore that understanding how disabilities impact learning and behavior is essential for adapting teaching methods effectively, yet current teacher preparation programs only partially address these needs (Villafuerte, 2020).

The consistent, somewhat aware ratings across multiple areas call for intensified efforts to enhance teachers' expertise through targeted training on disability characteristics, instructional adaptations, and inclusive pedagogy, which are pivotal for improving IEP implementation and fostering equitable educational outcomes for learners with disabilities (UNESCO, 2025).

Knowledge of Students' Present Levels of Academic Achievement and Functional Performance

This information highlighted how well teachers understood the current abilities and needs of learners, which was fundamental for developing effective and personalized IEPs that support academic and functional progress. Table 14 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of knowledge of students' present levels of academic achievement and functional performance.

Table 14 Level of Awareness in terms of Knowledge of Students' Present Levels of Academic Achievement and Functional Performance

Indicators	Weighted Mean	Interpretation
1. I regularly assess students' academic performance to inform IEP goals.	2.47	Not Really Aware
2. I document and analyze students' functional performance in addition to academic achievement.	2.60	Somewhat Aware
3. I effectively communicate students' present levels of achievement to the IEP team.	2.42	Not Really Aware
4. I use assessment data to identify areas of strength and weakness for my students.	2.69	Somewhat Aware
5. I update IEP goals based on ongoing assessments of student performance.	2.38	Not Really Aware
Composite Mean	2.51	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 14 presented the level of awareness among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) in the context of inclusive education, specifically focusing on their knowledge of students' present levels of academic achievement and functional performance.

The overall composite mean weighted score was 2.51, which was interpreted as somewhat aware. This suggested that educators often possess a moderate degree of awareness about using current student academic and functional performance data to inform IEP development, but there were clear areas that need improvement.

Looking at the individual indicators, teachers reported not really being aware of regularly assessing students' academic performance to inform IEP goals (2.47), effectively communicating students' present levels of achievement to the IEP team (2.42), and updating IEP goals based on ongoing assessments of student performance (2.38). These lower scores highlighted notable gaps in crucial practices related to assessment, documentation, communication, and timely adjustment of IEPs to meet students' evolving needs.

Teachers showed a slightly higher—and somewhat aware—level of awareness in documenting and analyzing students' functional performance in addition to academic achievement, scoring 2.60, and in using assessment data to identify areas of strength and weakness for students, with a score of 2.69. This suggested some recognition of the importance of comprehensive data gathering and analysis beyond academics alone.

Overall, while teachers possess a somewhat aware understanding of the need to base IEP goals on present levels of achievement and functional performance, their lesser awareness in key practices such as regular assessment, communication, and goal updating could undermine effective IEP implementation.

This profile underscores the necessity for targeted professional development and training to strengthen teachers' competencies in assessment procedures, data-driven IEP development, and interdisciplinary communication. Enhancing these capacities was vital to ensuring that IEPs were accurate, relevant, and responsive to the individual progress of special education learners in inclusive settings.

The data from Table 14, revealed a somewhat aware level (mean score 2.51) among elementary teachers regarding students' present levels of academic achievement and functional performance, aligns with broader research emphasizing the critical importance of high-quality, data-driven IEP development.

Studies stress that well-crafted Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements are the foundation of effective IEPs, providing baseline data that inform measurable goals, instructional services, and appropriate supports adapted to the particular requirements of every student (Yell et al., 2021; Michigan Department of Education, 2022).

However, consistent with the low awareness in key areas such as regular assessment, communication, and timely updating of IEP goals observed in the data, research highlights that many teachers struggle with integrating ongoing assessment data and collaborating within multidisciplinary teams to adjust IEPs responsively (IRIS Center, 2025).

Professional development focused on building teachers' skills in assessment, data interpretation, documentation, and interdisciplinary communication is essential to ensure the practical and responsive alignment of IEPs with students' evolving academic and functional profiles, thereby enhancing inclusive education outcomes (Douglas County School District v. Endrew F., 2017).

Awareness of Difficulties, Barriers, and Enabling Supports

This information illustrated how well teachers identified challenges faced by learners and the supports necessary to overcome them, which was vital for effective IEP implementation and inclusive education practice.

Table 15 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of awareness of difficulties, barriers, and enabling supports.

Table 15 Level of Awareness in terms of Awareness of Difficulties, Barriers, and Enabling Supports

Indicators	Weighted Mean	Interpretation
1. I can identify potential barriers that may hinder students' learning in an inclusive setting.	2.84	Somewhat Aware
2. I am aware of resources available to support students facing challenges in the classroom.	2.80	Somewhat Aware
3. I actively seek to implement enabling supports to assist students with learning difficulties.	2.87	Somewhat Aware
4. I encourage a growth mindset among students to help reduce perceived barriers to learning.	3.00	Somewhat Aware

5. I collaborate with other teachers to share resources and strategies for overcoming barriers.	2.98	Somewhat Aware
Composite Mean	2.90	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 15 presented the level of awareness among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) within inclusive educational settings, specifically focusing on their awareness of difficulties, barriers, and enabling supports for special education learners.

The overall composite mean weighted score was 2.90, which was interpreted as somewhat aware. This indicated that teachers have a moderate or somewhat aware understanding of the challenges learners might face in inclusive classrooms, as well as the supports that can help address these challenges.

Looking at individual indicators, teachers consistently rated themselves as somewhat aware across all items. They somewhat recognize potential barriers that may hinder students' learning in an inclusive environment (2.84) and are somewhat aware of the available resources to support students experiencing classroom difficulties (2.80). They also somewhat actively seek to implement enabling supports to assist learners with challenges (2.87).

Teachers similarly reported a somewhat aware level of encouraging a growth mindset among students to help reduce perceived barriers to learning, with a score of 3.00, as well as collaborating with other teachers to share resources and strategies for overcoming barriers, scoring 2.98.

This uniform pattern of moderate awareness suggested that while teachers were conscious of the various difficulties and supports related to inclusive education, there is still room to enhance this awareness and translate it into more effective, proactive practices.

Strengthening professional development and collaborative opportunities focused on identifying barriers and leveraging enabling supports can help improve the quality of inclusive education and more effectively meet the many requirements of students with special education needs.

Overall, the data reflected a teaching workforce that understands the importance of recognizing and addressing barriers and supports but would benefit from deeper knowledge, increased confidence, and stronger collaboration to optimize IEP implementation and promote successful inclusive teaching and learning environments.

The data in Table 15, indicated a somewhat aware level (mean score 2.90) among public elementary school teachers regarding difficulties, barriers, and enabling supports for special education learners, is consistent with current literature highlighting persistent challenges within inclusive education in the Philippines.

Research identifies multiple barriers, including inadequate teacher training, limited resources, infrastructure deficiencies, and lack of parental and community involvement, which collectively hinder effective inclusion (Kilag et al., 2025; Materechera, 2020).

Additionally, teachers often face large class sizes and insufficient collaborative opportunities, which limit their ability to implement proactive support strategies and to share resources effectively (Llanos et al., 2024). Despite these obstacles, fostering a growth mindset and strengthening collaboration among educators are recognized as essential supports that can mitigate barriers and enhance learner success (Dayso et. al., 2024).

Addressing these gaps through comprehensive professional development, increased resource allocation, and stakeholder engagement is imperative to transforming teacher awareness into effective practice and improving inclusive educational outcomes in Tagbilaran City and similar contexts.

Ability to Establish Specific Learner Goals and Plan for Learner Transitions

This information illustrated how well teachers could set meaningful, measurable, and individualized goals for special education learners, as well as prepare them for important transitions, which was essential for effective IEP implementation and student success.

Table 16 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of the ability to establish specific learner goals and plan for learner transitions.

Table 16 Level of Awareness in terms of Ability to Establish Specific Learner Goals and Plan for Learner Transitions

Indicators	Weighted Mean	Interpretation
I develop specific and measurable goals for each student in their IEP.	2.42	Not Really Aware
I incorporate transition planning for students moving to post-school activities in their IEP.	2.36	Not Really Aware
I actively involve students in the goal-setting process to ensure their interests are considered.	2.71	Somewhat Aware
I regularly review and adjust goals based on student progress and changing needs.	2.71	Somewhat Aware
I establish clear timelines for achieving IEP goals during transition planning.	2.36	Not Really Aware
Composite Mean	2.51	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 16 reflected the level of awareness among public elementary school teachers in Tagbilaran City Division regarding their ability to establish specific learner goals and to plan for learner transitions within the context of Individualized Education Plans (IEPs) in inclusive educational settings.

The overall composite mean weighted score was 2.51, which was interpreted as somewhat aware. This suggests that teachers were moderately or somewhat aware of the significance of transition planning and goal-setting for special education learners, yet there were notable areas where awareness and practice were limited.

Looking at the individual indicators, teachers reported not being really aware in several critical areas: developing specific and measurable goals for each student in the IEP (2.42), incorporating transition planning for students moving to post-school activities (2.36), and establishing clear timelines for achieving IEP goals during transition planning (2.36).

These low scores revealed significant gaps in knowledge and confidence regarding essential aspects of individualized goal-setting and future planning, which are integral to effective IEP implementation and supporting learners' progression beyond their current educational placement.

On the other hand, teachers felt somewhat aware in actively involving students in the goal-setting process to consider their interests (2.71) and in regularly reviewing and adjusting goals based on student progress and changing needs (2.71). These somewhat higher scores suggested some recognition of student-centered practices and the dynamic nature of IEP goals.

Overall, the profile indicates that although educators acknowledge the importance of engaging students in goal setting and monitoring progress to a moderate degree, there remains a critical need to improve awareness and skills related to formulating clear, measurable objectives and planning structured transitions.

This gap highlights an urgent area for professional development focused on goal-writing, transition planning, and timeline establishment, which can significantly enhance the effectiveness of IEPs in fostering successful educational and post-school outcomes for learners with disabilities in inclusive settings.

The data from Table 16, revealing a somewhat aware level (mean score 2.51) among public elementary school teachers in Tagbilaran City Division about establishing specific learner goals and transition planning within IEP contexts, points to critical gaps in goal-setting and planning competencies.

Current literature strongly supports that effective IEP goals must be Specific, Measurable, Attainable, Results-oriented, and Time-bound (SMART), aligned with the student's present levels and individualized needs to be actionable and meaningful (Exceptional Children, 2020; Frontline Education, 2025).

Moreover, transition planning is essential to prepare students for post-school environments, requiring clear timelines and collaborative, student-centered approaches to ensure smooth educational and life transitions

(Understood.org, 2025).

The low awareness scores in goal formulation, transition incorporation, and timeline establishment indicate a pressing need for professional development emphasizing SMART goal-writing, structured transition planning, and continuous progress monitoring to enhance teacher confidence and effectiveness. Building these skills will directly impact IEP quality and ultimately support better educational and life outcomes for learners with disabilities in inclusive settings.

Collaboration with Specialists and Families

This information illustrated how teachers worked with professionals and parents to support special education learners, a factor that is essential for effective IEP development and successful implementation in inclusive classrooms. However, the data also revealed limitations in the depth and consistency of these collaborative efforts, particularly in communication and coordinated work with specialists.

Table 17 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of collaboration with specialists and families.

Table 17 Level of Awareness in terms of Collaboration with Specialists and Families

Indicators	Weighted Mean	Interpretation
I communicate effectively with families regarding their child's IEP and progress.	2.53	Somewhat Aware

I collaborate with specialists to develop appropriate interventions for my students.	2.47	No Really Aware
I actively involve parents in the decision-making processes related to their child's education.	2.89	Somewhat Aware
I participate in meetings with family members and specialists to discuss student needs and progress.	2.44	No Really Aware
I regard collaboration with families as vital for achieving successful IEP outcomes.	2.80	Somewhat Aware
Composite Mean	2.63	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 17 presented the level of awareness among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) within inclusive educational settings, specifically focusing on their collaboration with specialists and families.

The overall composite mean weighted score was 2.63, which was interpreted as somewhat aware. This indicated that teachers generally had a moderate awareness of the importance of collaboration with families and specialists in supporting special education learners, though there were notable areas needing improvement.

Looking at individual indicators, teachers reported being somewhat aware in communicating effectively with families regarding their child's IEP and progress, with a weighted mean of 2.53. They also consider collaboration with families as vital for achieving successful IEP outcomes, scoring 2.80, and somewhat actively involve parents in the decision-making processes related to their child's education, with the highest score among the indicators at 2.89.

However, teachers were not really aware in key areas concerning collaboration with specialists: the ability to collaborate effectively with specialists to develop appropriate interventions is rated at 2.47, and participation in meetings with family members and specialists to discuss student needs and progress is similarly low at 2.44. These lower scores reflected a gap in active engagement and teamwork with professional specialists—an area critical to the design and implementation of effective IEPs.

These lower scores point to limited engagement in interdisciplinary teamwork, which is a core component of effective IEP development. The lack of regular interaction with specialists may result in fragmented support, where instructional strategies, therapeutic interventions, and classroom practices are not fully aligned.

This weak collaboration may stem from several factors, such as limited access to specialists, time constraints, unclear roles in the IEP process, or insufficient training in interprofessional communication. When collaboration with specialists is minimal, teachers may rely primarily on their own strategies, which can limit the responsiveness and individualization of IEPs. Similarly, while communication with families exists, it may be more informational than collaborative, reducing opportunities for shared problem-solving and joint decision-making.

Overall, the profile implies that although educators were aware of the importance of family involvement and maintain some level of communication with families, their collaboration with specialists and active participation in interdisciplinary meetings need strengthening.

Enhancing professional development that targets relationship-building, communication skills, and collaborative practices with both specialists and families would be essential to improve IEP development and outcomes for learners within inclusive education programs in the division.

The data from Table 17 showed a somewhat aware level (mean score 2.63) among public elementary school teachers regarding collaboration with families and specialists in IEP development, which reflects common challenges documented in recent literature emphasizing the critical role of collaborative partnerships in inclusive education.

Research highlighted that effective collaboration hinges on mutual trust, shared decision-making, and consistent communication between teachers, families, and specialists to create and implement responsive and individualized educational plans (Friend & Cook, 2007; IRIS Center, 2025).

While teachers acknowledge family involvement as vital, lower awareness scores in collaboration with specialists and participation in interdisciplinary meetings suggest gaps in active, coordinated teamwork necessary for holistic student support (Cook & Friend, 2010).

Studies further stress that engaging families as equal partners in the IEP process enhances student outcomes and satisfaction, while professional development focused on building communication skills and fostering interprofessional collaboration is essential to overcome existing barriers and improve IEP effectiveness in inclusive settings (Mislán, Kosnin, & Yeo, 2009).

Monitoring and Evaluation Strategies for IEPs

This information highlighted how well teachers implemented systematic methods to track student progress, assess the effectiveness of interventions, and adjust supports as needed, which was essential for ensuring the success of special education learners.

Table 18 showed the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings in terms of monitoring and evaluation strategies for IEPs.

Table 18 Level of Awareness in terms of Monitoring and Evaluation Strategies for IEPs

Indicators	Weighted Mean	Interpretation
I implement ongoing assessments to monitor the progress of students towards their IEP goals.	2.44	Not Really Aware
I regularly evaluate the effectiveness of the strategies outlined in IEPs.	2.38	Not Really Aware
I review IEPs periodically to ensure that they are meeting the evolving needs of my students.	2.31	Not Really Aware
I involve all team members in discussing student progress during evaluation meetings.	2.40	Not Really Aware
I use both qualitative and quantitative data to assess the effectiveness of the IEP.	2.40	Not Really Aware
Composite Mean	2.39	Not Really Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

The data in Table 18 revealed that public elementary school teachers in Tagbilaran City Division had a low level of awareness, interpreted as not really aware, regarding monitoring and evaluation strategies for

Individualized Education Plans (IEPs) within inclusive education settings. The composite mean weighted score was 2.39, which falls below the somewhat aware category, indicating significant gaps in teachers' knowledge and practice in this critical area.

Specifically, teachers reported being not really aware across all key indicators: implementing ongoing assessments to monitor student progress toward IEP goals (2.44), regularly evaluating the effectiveness of IEP strategies (2.38), periodically reviewing IEPs to meet students' evolving needs (2.31), involving all team members in progress discussions during evaluation meetings (2.40), and using both qualitative and quantitative data to assess IEP effectiveness (2.40).

This overall low awareness suggested that teachers may struggle with effectively tracking and adjusting IEPs to guarantee that objectives are fulfilled, that training and supports remain relevant. Effective progress monitoring, data-informed decision-making, and team collaboration are essential components of IEP implementation to ensure student success.

Supporting this, literature emphasized that effective monitoring of IEP progress involves regular and systematic data collection through various assessment methods—both formative and summative—to track student growth and inform instructional adjustments.

Teachers and IEP teams need to create clear monitoring schedules, use valid and reliable measurement tools (such as curriculum-based probes or rubrics), and engage all relevant team members, including specialists and families, in reviewing progress reports. Frequent data review enables the identification of whether interventions are effective or need modification. This process also requires adequate training and collaboration among educators for consistent, accurate data collection and interpretation.

In summary, the data highlighted an urgent need for targeted professional development in the Tagbilaran City Division to build teachers' competencies in monitoring and evaluating IEPs. This included training on assessment techniques, data collection and analysis, collaborative evaluation practices, and utilizing both qualitative and quantitative information. Strengthening these skills will improve the effectiveness and responsiveness of IEPs, ultimately enhancing educational outcomes for special education learners in inclusive settings.

The data in Table 18, indicating that public elementary school teachers in Tagbilaran City Division had a low level of awareness (mean score 2.39) regarding monitoring and evaluation strategies for IEPs, highlighted a critical gap consistent with global and local literature emphasizing the importance of progress monitoring in inclusive education.

Effective IEP monitoring requires systematic and ongoing data collection through both qualitative and quantitative methods, including formative and summative assessments, to accurately track student progress and inform instructional adjustments (Wisconsin Department of Public Instruction, 2024).

Research underscores that clearly defined monitoring schedules, reliable data collection tools, and collaborative analysis involving teachers, specialists, and families are vital for responsive and individualized instruction (IRIS Center, 2025).

The low awareness in periodic review, collaborative evaluation, and data-informed decision-making calls for targeted professional growth aimed at improving educators' skills in these areas. Building this capacity is essential for ensuring IEPs remain effective and relevant, ultimately improving educational outcomes for learners with disabilities in inclusive settings (European Agency for Special Needs and Inclusive Education, 2024).

Maceda (2023) found that while IEPs were generally implemented, many teachers lacked sufficient training in evidence-based practices for data collection and collaborative evaluation, affecting their ability to monitor student progress and adjust instruction. The study stressed the need for targeted professional development to strengthen teachers' skills in periodic review, collaborative analysis, and data-informed decision-making, which are essential for effective IEP implementation in inclusive settings.

Summary of the Level of Awareness Regarding IEPs

This summary provided an overall view of teachers' understanding and readiness in implementing IEPs, reflecting the collective strengths and areas for improvement identified across various dimensions of IEP knowledge and practice in inclusive settings. Table 19 showed the summary of the level of awareness regarding IEPs in the context of inclusive education among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

The summary data in Table 19 highlighted the overall level of awareness among public elementary school teachers in Tagbilaran City Division regarding Individualized Education Plans (IEPs) in inclusive education settings. All indicators except for Monitoring and Evaluation Strategies for IEPs fall within the somewhat aware category, with weighted mean scores ranging from 2.51 to 3.24. The composite mean score is 2.69, confirming a moderate overall awareness. The lowest score (2.39) in monitoring and evaluation indicates a significant gap in this critical area.

Table 19 Summary of the Level of Awareness Regarding IEPs

Indicators	Aggregate Weighted Mean	Interpretation
Knowledge of Special Education Laws and Policies	2.69	Somewhat Aware
Understanding the Needs of Learners with Difficulties and Consideration of Special Factors	3.24	Somewhat Aware
Awareness of IEP Team Members and the Roles of Multi-Disciplinary Teams	2.68	Somewhat Aware
Expertise in Assessments and Standardized Tests for Special Education	2.57	Somewhat Aware
Familiarity with Different Disabilities and Learning Needs	2.78	Somewhat Aware
Knowledge of Students' Present Levels of Academic Achievement and Functional Performance	2.51	Somewhat Aware
Awareness of Difficulties, Barriers, and Enabling Supports	2.90	Somewhat Aware
Ability to Establish Specific Learner Goals and Plan for Learner Transitions	2.51	Somewhat Aware
Collaboration with Specialists and Families	2.63	Somewhat Aware
Monitoring and Evaluation Strategies for IEPs	2.39	Not Really Aware
Composite Mean	2.69	Somewhat Aware

Parameters: 3.26 – 4.00 Very Much Aware, 2.51 – 3.25 Somewhat Aware, 1.76 – 2.50 Not Really Aware, 1.00 – 1.75 Not At All Aware

Specifically, teachers showed relatively higher awareness in understanding the needs of learners with difficulties (3.24) and awareness of difficulties, barriers, and enabling supports (2.90). However, knowledge of students' present academic and functional performance (2.51), ability to establish specific learner goals and

transition plans (2.51), collaboration with specialists and families (2.63), and expertise in assessments and standardized tests (2.57) suggested these key areas require further professional development attention.

The pattern reflected a workforce moderately familiar with essential components of IEPs but struggling especially with practical aspects of monitoring, evaluation, goal-setting, and effective collaboration. This aligns with recent research emphasizing the importance of continued teacher training and support for effective IEP implementation.

Recent literature (Perez & Ting, 2025) emphasized that teacher training significantly enhances the effectiveness of IEPs, promoting better student engagement, teamwork among multidisciplinary teams, and improved monitoring and evaluation strategies.

Their study found moderate to high correlations between teacher training and successful IEP processes, underscoring that ongoing professional development is essential for building teacher capacity in areas where awareness is currently limited. Similar findings by Brown et al. (2022) and Martinez and Reed (2023) highlight that gaps in knowledge, skills, and attitudes among educators can hinder the full realization of IEP benefits for pupils with special needs.

Moreover, challenges in cooperation with experts and family engagement are consistent with broader findings indicating that interdisciplinary cooperation remains a common barrier to effective IEP implementation (Smith & Lee, 2021). Monitoring and evaluation are repeatedly cited as complex areas requiring targeted support and training (Johnson et al., 2021).

The summary data suggested a foundational level of awareness among teachers but notable weaknesses in application-focused domains such as monitoring progress, data-driven evaluation, individualized goal-setting, and collaboration, which are critical for responsive and effective IEP delivery. Addressing these gaps through systematic, ongoing professional development—emphasizing practical skills, interdisciplinary collaboration, and continuous assessment—would likely enhance teachers' competencies and improve educational outcomes for special education learners within inclusive settings.

Extent Of Preparedness to Implement Ieps for Special Education Learners Within Inclusive Settings

Development and Design of IEPs

This information highlighted how well teachers were equipped to create and customize IEPs, reflecting their preparedness and the quality of support available for effective inclusive education practice. Table 20 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of development and design of IEPs.

The data in Table 20 presented the extent of preparedness among public elementary school teachers in Tagbilaran City Division to implement Individualized Education Plans (IEPs) for special education learners within inclusive educational settings, specifically focusing on the development and design of IEPs.

Table 20 Extent of Preparedness in terms of Development and Design of IEPs

Indicators	Weighted Mean	Interpretation
1. I am confident in my ability to collaboratively develop IEPs with my team.	2.62	Somewhat Ready
2. I incorporate input from all stakeholders when creating IEPs.	2.47	Not Really Ready
3. I understand how to set SMART goals for students in their IEPs.	2.58	Somewhat Ready

4. I utilize student assessments to inform the IEP development process.	2.40	Not Really Ready
5. I regularly review and update IEPs based on student progress.	2.27	Not Really Ready
Composite Mean	2.47	Not Really Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The overall composite mean weighted score is 2.47, which was interpreted as Not Really Ready. This indicates that, on average, teachers feel insufficiently prepared to effectively design and develop IEPs in collaboration with their teams.

Examining the individual indicators revealed some variation in the level of readiness. Teachers feel Somewhat Ready and relatively more confident in their ability to collaboratively develop IEPs with their team (2.62) and in understanding how to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for students in IEPs (2.58). These suggest moderate confidence in teamwork and goal-setting aspects of IEP development.

However, teachers rate themselves as Not Really Ready in several critical areas. These include incorporating input from all stakeholders when creating IEPs (2.47), utilizing student assessments to inform the IEP development process (2.40), and regularly reviewing and updating IEPs based on student progress (2.27). These lower scores point to a lack of preparedness in engaging diverse perspectives, data-driven decision-making, and ongoing adjustments of IEPs—key components for responsive and effective individualized planning.

Overall, this profile highlights a general sense of under-preparedness among teachers regarding the comprehensive and dynamic process of designing and developing effective IEPs. The findings suggest a need for targeted professional development focusing on stakeholder collaboration, assessment utilization, goal formulation, and systematic review procedures to build capacity and readiness.

To improve readiness, professional development should center on hands-on training in collaborative IEP design, stakeholder communication, and data-informed instructional planning. Such sustained efforts can enhance teacher confidence and competence, ultimately fostering better educational outcomes for learners in inclusive environments with disabilities.

The data from Table 20 indicated that public elementary school teachers in Tagbilaran City Division generally felt not really ready (mean score 2.47) to develop and design IEPs, reflects widespread challenges documented in the literature surrounding special education teacher preparedness.

Research emphasizes that effective IEP development requires specialized knowledge and skills, including expertise in collaborative team processes, setting SMART goals, interpreting assessments, and ongoing review to ensure responsiveness to student progress (SimpleK12, 2025; U.S. Department of Education, 2017).

While moderate confidence exists in collaborative IEP development and goal-setting, significant gaps remain in fully integrating stakeholder input, utilizing student data, and conducting systematic revisions—all critical for individualized planning (Wilson College, 2025).

Professional development targeted at strengthening these competencies through hands-on training, case management strategies, and data-informed instructional planning can enhance teacher readiness. Such capacity building is essential for empowering educators to implement effective, dynamic IEPs that assist children with impairments in meeting their specific learning needs in inclusive settings (DepEd, 2021).

Implementation of IEP Goals and Objectives

This information illustrated how well teachers were able to put into practice the specific, measurable, and individualized goals set for learners, reflecting their readiness and effectiveness in supporting student progress through IEPs. Table 21 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of implementation of IEP goals and objectives.

Table 21 Extent of Preparedness in terms of Implementation of IEP Goals and Objectives

Indicators	Weighted Mean	Interpretation
1. I effectively implement IEP goals in my daily teaching practices.	2.31	Not Really Ready
2. I adjust my instruction to align with the objectives outlined in the IEPs.	2.47	Not Really Ready
3. I communicate regularly with my team about student progress towards IEP goals.	2.33	Not Really Ready
4. I provide necessary accommodations as specified in the IEP.	2.42	Not Really Ready
5. I feel prepared to implement interventions based on IEP objectives.	2.36	Not Really Ready
Composite Mean	2.38	Not Really Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The data in Table 21 presented the extent of preparedness among public elementary school teachers in Tagbilaran City Division to implement Individualized Education Plans (IEPs) for special education learners within inclusive educational settings, specifically focusing on the implementation of IEP goals and objectives.

The overall composite mean weighted score was 2.38, which was interpreted as Not Really Ready. This indicated that, on average, teachers felt insufficiently prepared to effectively carry out the goals and objectives specified in IEPs in their daily teaching practice.

Examining the individual indicators revealed that all areas were assessed as Not Really Ready. Teachers reported low readiness in effectively implementing IEP goals during instruction (2.31), adjusting their instruction to align with IEP objectives (2.47), and regularly communicating with their team about student progress towards these goals (2.33). Additionally, they indicated being not really ready to provide the necessary accommodations detailed in the IEP (2.42) and to implement interventions based on IEP objectives (2.36).

This consistent pattern of low preparedness across all indicators suggested significant gaps in teachers' ability to translate IEP plans into practical, day-to-day instructional strategies and supports. It reflected challenges in instructional flexibility, teamwork communication, and intervention delivery that were critical for successful inclusive education.

To address these gaps, targeted professional development focusing on instructional adaptations, progress monitoring, communication protocols, and intervention strategies was essential. Providing teachers with continuous coaching, collaborative planning time, and resources can foster greater preparedness to effectively

implement IEP goals, thereby improving educational results for students with impairments in an inclusive classroom.

The data in Table 21 highlighted a concerning level of unpreparedness among public elementary school teachers in the Tagbilaran City Division to effectively implement IEP goals and objectives, aligning with documented challenges globally and locally in special education practice. Studies revealed that teachers often face significant barriers, including insufficient knowledge, lack of training, limited support, and time constraints, which impede their ability to translate IEP documentation into practical instructional adaptations, progress monitoring, and intervention delivery (Wong & Rashid, 2022; Purdue University, 2021).

These deficits extended to communication deficits with IEP teams and inadequate provision of necessary accommodations, which collectively undermine the quality and fidelity of IEP implementation (Stecab Journal, 2025). Research emphasized the pressing requirement for continuous, situation-specific training programs that focus on building teacher competencies in instructional flexibility, data-informed decision-making, collaborative teamwork, and responsive intervention strategies. Enhancing these capacities through continuous coaching and resource support was critical for improving inclusive educational results for students with special needs (Allam et al., 2021).

Collaboration with Special Education Teachers and Specialists

This information highlighted how well teachers worked together with experts to ensure effective IEP implementation, which is critical for supporting the diverse needs of learners in inclusive classrooms. Table 22 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of collaboration with special education teachers and specialists.

Table 22 Extent of Preparedness in terms of Collaboration with Special Education Teachers and Specialists

Indicators	Weighted Mean	Interpretation
1. I actively collaborate with special education teachers to support students.	2.84	Somewhat Ready
2. I understand the roles of various specialists involved in the IEP process.	2.82	Somewhat Ready
3. I participate in joint planning sessions with my co-teachers and specialists.	2.51	Somewhat Ready
4. I seek out advice from specialists when implementing IEP strategies.	2.51	Somewhat Ready
5. I view collaboration as essential for the success of inclusive education.	3.02	Somewhat Ready
Composite Mean	2.74	Somewhat Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The data in Table 22 presented the extent of preparedness among public elementary school teachers in Tagbilaran City Division to implement Individualized Education Plans (IEPs) for special education learners within inclusive educational settings, specifically focusing on collaboration with special education teachers and specialists.

The overall composite mean weighted score was 2.74, which was interpreted as "somewhat ready." This implied that educators were only moderately prepared when it comes to working collaboratively with special education professionals, indicating a positive perception but still room for growth in this area.

Looking at the individual indicators, teachers felt somewhat ready to actively collaborate with special education teachers to support students, with a weighted mean of 2.84. They also reported being somewhat ready in understanding the roles of various specialists involved in the IEP process (2.82) and in viewing collaboration as essential for successful inclusive education (3.02), which was the highest-scoring item. These scores reflect generally favorable attitudes towards collaboration and a foundational understanding of its importance.

However, teachers rate themselves lower, though still somewhat ready, in participating in joint planning sessions with co-teachers and specialists (2.51) and seeking advice from specialists when implementing IEP strategies (2.51). These relatively lower scores indicate possible challenges or hesitancy in the practical, ongoing collaborative processes that require regular and active engagement.

The findings suggested that while teachers recognize the importance of collaboration with special education teachers and specialists—and feel moderately prepared to engage in it—there remains potential for enhancing collaborative practices, especially concerning joint planning and seeking expert advice. Effective collaboration is vital to successfully implementing IEPs, as it promotes shared responsibility, diverse expertise, and cohesive support strategies for learners with disabilities.

Overall, the data highlighted a moderately positive outlook on collaboration but underscores the need for enhanced capacity-building initiatives that foster more effective and sustained teamwork among educators and specialists to optimize the implementation of IEPs.

The data from Table 22 indicated that public elementary school teachers in Tagbilaran City Division have a somewhat ready level of preparedness (mean score 2.74) for collaboration with special education teachers and specialists, which reflects broader findings on the importance and challenges of such collaboration for effective IEP implementation. Research consistently affirms that collaborative practices between teachers in regular and special education are essential for inclusive education success, fostering shared responsibility, diverse expertise, and cohesive instructional practices (Learning Gate, 2025).

Positive attitudes toward collaboration and recognition of specialist roles, as reflected in the data, form a good foundation; however, practical challenges remain, especially in joint planning and seeking expert advice, often limited by constrained time and insufficient structured communication (Lesley University, 2023).

Professional development programs that focus on sustained, structured collaboration, enhanced communication strategies, and role clarity have been shown to improve collaboration quality and student outcomes, underscoring the need for targeted capacity building in these areas (American University, 2025). Strengthening collaborative readiness among teachers and specialists is essential to optimizing IEP implementation and inclusive education outcomes.

Monitoring and Evaluation of Student Progress

This information highlighted how well teachers applied systematic methods to track and assess student growth, ensuring that interventions were effective and adjustments were made as needed for improved outcomes. Table 23 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of monitoring and evaluation of student progress.

Table 23 Extent of Preparedness in terms of Monitoring and Evaluation of Student Progress

Indicators	Weighted Mean	Interpretation
1. I regularly use assessments to monitor student progress	2.42	Not Really Ready

towards IEP goals.		
2. I keep detailed records of student performance to inform IEP reviews.	2.42	Not Really Ready
3. I involve my team in discussions about monitoring student progress.	2.38	Not Really Ready
4. I am able to identify when an IEP goal needs to be adjusted based on progress.	2.44	Not Really Ready
5. I use both qualitative and quantitative methods to evaluate student success.	2.71	Somewhat Ready
Composite Mean	2.48	Not Really Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The data in Table 23 presented the extent of preparedness among public elementary school teachers in Tagbilaran City Division to implement Individualized Education Plans (IEPs) for special education learners within inclusive educational settings, focusing specifically on monitoring and evaluation of student progress.

The overall composite mean weighted score of 2.48 falls into the Not Really Ready category, indicating that teachers generally felt insufficiently prepared to effectively monitor and evaluate the progress of students toward their IEP goals.

Examining the individual indicators, teachers consistently reported low readiness in critical monitoring activities. They were not really ready to regularly use assessments to track progress (2.42) and to keep detailed records of student performance needed to inform IEP reviews (2.42). Teachers also felt not really ready to involve their team in discussions about student progress (2.38) and to identify when IEP goals require adjustment based on ongoing monitoring (2.44).

The only indicator approaching a somewhat higher level of preparedness was the use of both qualitative and quantitative methods to evaluate student success, with a weighted mean of 2.71, interpreted as Somewhat Ready. This suggests that while teachers acknowledge the value of diverse evaluation methods, their practical confidence and consistency in implementation are still developing.

Overall, this pattern highlighted a significant gap in teacher preparedness to conduct systematic, collaborative, and data-driven monitoring and evaluation of IEP progress. Effective progress monitoring and timely goal adjustment are vital to ensuring that instruction and supports remain aligned with student needs and that IEP objectives are met.

To improve preparedness in this area, sustained training focusing on assessment literacy, record-keeping, collaborative data review, and flexible instructional planning is necessary. Such efforts will enable teachers to more effectively track student growth, engage multidisciplinary teams in decision-making, and adjust IEPs responsively, ultimately promoting better educational achievements for special education learners in inclusive classrooms.

The data in Table 23 revealed a notably low level of preparedness (mean score 2.48) among public elementary school teachers in Tagbilaran City Division regarding the monitoring and evaluation of student progress toward IEP goals. This aligns with well-documented challenges in special education, where teachers often face difficulties in systematically collecting, documenting, and utilizing progress data to inform instructional decisions and timely IEP adjustments (Lighthouse Therapy, 2025; IRIS Center, 2025).

Effective progress monitoring requires consistent use of diverse assessment methods, detailed record-keeping, and collaborative review among educators, specialists, and families to accurately gauge student growth and adjust supports (Romereim, 2024). However, time constraints, heavy caseloads, and limited training impede teachers' abilities to conduct ongoing assessments and meaningful data analysis, resulting in gaps between IEP goals and practical implementation (Education Advanced, 2023).

To enhance teacher capacity, targeted professional development must focus on assessment literacy, efficient data management, teamwork in progress discussions, and flexible instructional planning based on current data. Strengthening these competencies is essential to improving the fidelity and responsiveness of IEP implementation, thereby promoting better educational results for disabled students in inclusive environments.

Involvement of Parents and Guardians in the IEP Process

This information highlighted how well teachers engaged families as partners in developing and supporting IEPs, which was essential for ensuring that learners receive comprehensive and coordinated support at school and at home.

Table 24 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of involvement of parents and guardians in the IEP process.

Table 24 Extent of Preparedness in terms of Involvement of Parents and Guardians in the IEP Process

Indicators	Weighted Mean	Interpretation
1. I regularly communicate with parents about their child's IEP and progress.	2.64	Somewhat Ready
2. I encourage parental involvement in the IEP development and review process.	2.60	Somewhat Ready
3. I consider parents' feedback when making decisions about IEP goals.	2.69	Somewhat Ready
4. I provide parents with resources to help support their child's learning at home.	2.71	Somewhat Ready
5. I view parents as essential partners in the IEP process.	2.96	Somewhat Ready
Composite Mean	2.72	Somewhat Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The data in Table 24 presented the extent of preparedness among public elementary school teachers in Tagbilaran City Division to involve parents and guardians in the Individualized Education Plan (IEP) process within inclusive educational settings.

The overall composite mean weighted score was 2.72, which was interpreted as Somewhat Ready. This suggested that teachers generally felt moderately prepared to engage parents and guardians as important contributors in the IEP process but may still benefit from further development to fully optimize this involvement.

Looking at specific indicators, teachers rate themselves as somewhat ready across all aspects of parental engagement. They reported somewhat ready status in regularly communicating with parents about their child's

IEP and progress (2.64), encouraging parental involvement during IEP development and review (2.60), and considering parents' feedback when making decisions about IEP goals (2.69).

Additionally, teachers somewhat readily provide parents with resources to support learning at home (2.71) and view parents as essential partners in the IEP process, which scores the highest among items at 2.96.

The consistency of somewhat ready across all indicators indicated a positive foundation of awareness and practice regarding parental involvement but also highlighted the potential for further strengthening. Effective parent engagement was critical to the success of IEP implementation and inclusive education because it facilitates meaningful collaboration, supports student progress beyond the classroom, and ensures that educational planning is responsive to the students' broader needs.

Overall, while teachers demonstrated a moderate readiness to involve parents and guardians in the IEP process, intentional efforts to deepen this readiness can improve collaborative practices, enhance student support, and lead to more successful inclusive education outcomes.

The data in Table 24, which showed that public elementary school teachers in Tagbilaran City Division are somewhat ready (mean score 2.72) to involve parents and guardians in the IEP process, reflects a broader understanding in current research that meaningful parental engagement is critical yet often under-realized in special education settings.

Studies highlighted several challenges including parents' limited awareness of IEP processes, language barriers, scheduling conflicts, and insufficient communication from educators, which can lead to parents feeling excluded or undervalued in decision-making (Senay & Kelesoglu, 2019; Dodge, 2024).

Effective parent involvement requires proactive strategies such as early and clear communication, providing accessible explanations of educational terms, and promoting parents as essential partners in goal-setting and review (Edutopia, 2025; LDATS, 2022). The moderated readiness among teachers in this study signifies some good practices but also points to the need for targeted professional development focused on enhancing communication skills, culturally responsive engagement, and sharing of resources to empower parents. Deepening these competencies can enhance collaboration and result in more responsive and successful inclusive education outcomes.

Utilization of Assistive Technology and Adaptive Tools

This information highlighted how well teachers integrated these resources to support learners' access to the curriculum, enhance independence, and promote participation in inclusive classrooms. Table 25 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of utilization of assistive technology and adaptive tools.

The data in Table 25 presented the extent of preparedness among public elementary school teachers in the Tagbilaran City Division to utilize assistive technology (AT) and adaptive tools in implementing Individualized Education Plans (IEPs) for special education learners within inclusive educational settings.

Table 25 Extent of Preparedness in terms of Utilization of Assistive Technology and Adaptive Tools

Indicators	Weighted Mean	Interpretation
1. I effectively integrate assistive technology into my classroom practices.	2.78	Somewhat Ready
2. I am knowledgeable about various adaptive tools available for my students.	2.47	Not Really Ready
3. I modify instructional materials using assistive technology	2.69	Somewhat Ready

as needed.		
4. I provide training to students on how to use assistive technologies.	2.22	Not Really Ready
5. I seek professional development opportunities regarding the use of assistive technology.	2.47	Not Really Ready
Composite Mean	2.52	Somewhat Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The composite mean weighted score was 2.52, interpreted as "somewhat ready," indicating that teachers had a moderate level of preparedness in integrating assistive technology and adaptive tools, yet there remain significant gaps in knowledge and practice.

Examining individual indicators revealed mixed levels of preparedness. Teachers feel somewhat ready in effectively integrating assistive technology into classroom practices (2.78) and modifying instructional materials using AT as needed (2.69). However, they reported being Not Really

Ready regarding their knowledge of various adaptive tools available for students (2.47), providing training to students on the use of assistive technologies (2.22), and actively seeking professional development opportunities related to assistive technology use (2.47). These areas highlight critical deficiencies in practical skills, student training, and ongoing professional learning.

This pattern implied that although educators acknowledge the significance of AT and show some confidence in application, they lack comprehensive familiarity and ongoing commitment to enhancing their skills through training and development. The relatively low readiness to provide student training on AT also points to an area needing immediate attention, as student competence in using technology significantly affects the success of AT integration.

In sum, the moderate preparedness reported by teachers indicates a foundational awareness but stresses the need for systematic capacity building. Embedding assistive technology training in both continuing professional development and preservice training, focusing on knowledge, adaptive material modification, student training, and collaborative support, is essential to fully realize the benefits of AT in inclusive education.

The moderate preparedness of public elementary teachers in Tagbilaran City Division to utilize assistive technology (AT) in implementing Individualized Education Plans (IEPs), as reflected by a composite mean score of 2.52, aligns with literature documenting similar challenges worldwide. Teachers generally acknowledge the importance of AT and feel somewhat confident in integrating it within classroom instruction and modifying materials accordingly.

However, critical gaps in knowledge about the range of available adaptive tools, providing direct training to students on AT use, and seeking ongoing professional development reveal significant barriers to effective implementation (Macharia & Mwaniki, 2024; Dube et al., 2020). Studies emphasize that lack of funding, insufficient training, limited professional support, and unavailability of functional devices often hinder the successful adoption and sustained use of AT in inclusive education settings (Flanagan et al., 2013; Ajuwon & Chitiyo, 2016).

Furthermore, student training on AT is crucial, as device efficacy depends heavily on user competence. Systematic capacity-building through embedded AT instruction in preservice and in-service teacher education, along with collaborative support structures, is essential to enhance technology use, maximize benefits for learners with disabilities, and improve inclusive education outcomes (Makori et al., 2023).

Adaptation of Instructional Materials

This information highlighted how well teachers modified and customized learning resources to meet the diverse needs of learners, which was crucial for effective IEP implementation and inclusive education practice. Table 26 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of adaptation of instructional materials.

Table 26 Extent of Preparedness in terms of Adaptation of Instructional Materials

Indicators	Weighted Mean	Interpretation
1. I adapt instructional materials to meet the learning needs of all students.	3.11	Somewhat Ready
2. I create visual aids and hands-on materials to support diverse learners.	3.02	Somewhat Ready
3. I modify content to ensure accessibility for students with disabilities.	2.93	Somewhat Ready
4. I utilize various instructional methods to meet individual student needs.	2.96	Somewhat Ready
5. I regularly assess the effectiveness of adapted materials in supporting student learning.	2.89	Somewhat Ready
Composite Mean	2.98	Somewhat Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The data in Table 26 presented the extent of preparedness among public elementary school teachers in Tagbilaran City Division to implement Individualized Education Plans (IEPs) for special education learners, specifically focusing on the adaptation of instructional materials within inclusive educational settings.

The overall composite mean weighted score was 2.98, which was interpreted as Somewhat Ready. This indicated that teachers generally felt moderately prepared to modify and adapt instructional materials to address the diverse learning needs of their students, although there is still room for improvement.

Looking at the individual indicators, teachers reported being somewhat ready across all measured aspects. They felt the most confident in adapting instructional materials to meet the learning needs of all students (3.11) and in creating visual aids and hands-on materials to support diverse learners (3.02). They also indicated moderate readiness in modifying content for accessibility (2.93) and utilizing various instructional methods tailored to individual needs (2.96). Additionally, teachers assessed themselves as somewhat ready in regularly evaluating how effective these adapted materials were in supporting student learning (2.89).

The relatively consistent ratings across all indicators suggested a stable and balanced sense of preparedness regarding instructional adaptation. Teachers demonstrated a positive attitude and a foundational capability to differentiate materials and instructional approaches to better serve students with disabilities. However, the scores being below a fully ready level imply potential benefits from further training and practice to enhance the quality and effectiveness of material adaptation and assessment.

Overall, the data conveyed that while teachers possess a moderate level of preparedness to adapt instructional materials in inclusive classrooms, strengthening their skills and confidence through focused professional

development could result in learning opportunities for special education students that are more efficient, accessible, and customized.

The data presented in Table 26 indicated a somewhat ready extent of preparedness (mean score 2.98) among public elementary school teachers in the Tagbilaran City Division to adapt instructional materials for special education learners reflected key findings in recent literature on teacher readiness in inclusive education.

Research emphasized that teacher preparedness encompasses not only technical knowledge of adapting materials, such as creating visual aids and modifying content, but also the confidence and ongoing practice to evaluate the effectiveness of these adaptations (Griful-Freixenet et al., 2021).

Teachers' moderate readiness to tailor instruction and materials aligns with studies showing many educators feel competent in general modification strategies but require further support to deepen expertise and responsiveness to diverse learner needs (Demchenko et al., 2021). Professional development that focuses on practical application, inclusive pedagogy, and flexible instructional design is critical to strengthening teachers' ability to provide accessible and engaging learning experiences. Such targeted capacity building enhances the standard of instruction for pupils with special needs and is crucial for the successful implementation of IEPs.

Engagement in Professional Development and Training Related to IEPs

This information highlighted how participation in ongoing training and development activities contributed to teachers' readiness and effectiveness in supporting learners with special needs through IEPs. Table 27 showed the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division in terms of engagement in professional development and training related to IEPs.

Table 27 Extent of Preparedness in terms of Engagement in Professional Development and Training Related to IEPs

Indicators	Weighted Mean	Interpretation
1. I actively seek out professional development opportunities related to IEPs.	2.62	Somewhat Ready
2. I participate in workshops and training focused on inclusive education strategies.	2.93	Somewhat Ready
3. I engage in collaboration with colleagues to learn about effective IEP implementation.	2.73	Somewhat Ready
4. I feel supported by my school's professional development initiatives.	2.73	Somewhat Ready
5. I use knowledge gained from professional development to improve IEP implementation.	2.58	Somewhat Ready
Composite Mean	2.72	Somewhat Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The data in Table 27 presented the extent of preparedness among public elementary school teachers in Tagbilaran City Division to engage in professional development and training related to Individualized Education Plans (IEPs) within inclusive educational settings.

The overall composite mean weighted score was 2.72, interpreted as Somewhat Ready, indicating that teachers generally demonstrated a moderate level of preparedness and positive engagement toward professional growth activities that support effective IEP implementation.

Looking at individual indicators, teachers felt somewhat ready across all measured aspects. They reported being somewhat ready in actively seeking out professional development opportunities related to IEPs (2.62) and participating in workshops and training focused on inclusive education strategies, which has the highest score at 2.93.

Teachers also indicated a somewhat ready level in collaborating with colleagues to learn about effective IEP implementation (2.73) and feeling supported by their school's professional development initiatives (2.73). Additionally, teachers reported using the knowledge gained from professional development to improve IEP implementation, though this score was slightly lower at 2.58.

This pattern reflected a moderately positive attitude toward ongoing learning and a recognition of the value of professional development in enhancing IEP practices. However, the scores remaining below a higher readiness level suggest opportunities for schools to strengthen support systems, increase access to targeted training, and foster more active and consistent engagement with professional growth in this area.

Overall, the data suggested that while teachers were somewhat ready and engaged in professional development related to IEPs, there remains room for deeper investment in capacity building through comprehensive, continuous, and collaborative training initiatives to fully equip teachers for effective IEP implementation in inclusive classrooms.

The data in Table 27 showed that public elementary school teachers in Tagbilaran City Division were somewhat ready (mean score 2.72) to engage in professional development related to IEP implementation, which reflects the vital role that ongoing training plays in enhancing teacher preparedness for serving special education learners. Research highlighted that professional development tailored to inclusive education and IEP processes is essential for building teacher knowledge, confidence, and instructional skills (Landa et al., 2023).

Programs that incorporate practical, collaborative learning opportunities, such as workshops, coaching, and peer mentoring, have been shown to increase educators' abilities to effectively design, implement, and monitor IEPs (Means, 2023). Moreover, flexibility in scheduling and the provision of supportive school environments encourage sustained engagement in professional growth activities and improve the translation of learned skills into classroom practice (Duchaine et al., 2024).

Nevertheless, areas such as consistent use of newly acquired knowledge and deeper engagement remain challenges, underscoring the need for schools to invest in comprehensive, continuous, and context-responsive professional development for teachers.

Strengthening these initiatives is crucial to maximizing the effectiveness of IEPs and enhancing educational outcomes for learners with disabilities.

Summary of the Extent of Preparedness

This overview consolidated key findings on teachers' preparedness and highlighted the overall strengths and areas for improvement in IEP implementation across the division. Table 28 showed the summary of the extent of preparedness to implement IEPs for special education learners within inclusive educational settings in Tagbilaran City Division.

Table 28 Summary of the Extent of Preparedness

Indicators	Aggregate Weighted Mean	Interpretation
Development and Design of IEPs	2.47	Not Really Ready

Implementation of IEP Goals and Objectives	2.38	Not Really Ready
Collaboration with Special Education Teachers and Specialists	2.74	Somewhat Ready
Monitoring and Evaluation of Student Progress	2.48	Not Really Ready
Involvement of Parents and Guardians in the IEP Process	2.72	Somewhat Ready
Utilization of Assistive Technology and Adaptive Tools	2.52	Somewhat Ready
Adaptation of Instructional Materials	2.98	Somewhat Ready
Engagement in Professional Development and Training Related to IEPs	2.72	Somewhat Ready
Composite Mean	2.63	Somewhat Ready

Parameters: 3.26 – 4.00 Very Much Ready, 2.51 – 3.25 Somewhat Ready, 1.76 – 2.50 Not Really Ready, 1.00 – 1.75 Not At All Ready

The summary data in Table 28 reflected the overall extent of preparedness among public elementary school teachers in Tagbilaran City Division to implement Individualized Education Plans (IEPs) for special education learners in inclusive educational settings. The composite mean score of 2.63 indicates that teachers are moderately ready (Somewhat Ready) in general, yet significant gaps remain in key areas.

Teachers expressed the lowest readiness in Development and Design of IEPs (2.47), Implementation of IEP Goals and Objectives (2.38), and Monitoring and Evaluation of Student Progress (2.48), suggesting critical deficits in their ability to collaboratively create IEPs, translate goals into practice, and systematically track student progress.

On the other hand, moderate readiness is shown in Collaboration with Special Education Teachers and Specialists (2.74), Involvement of Parents and Guardians (2.72), Utilization of Assistive Technology and Adaptive Tools (2.52), Adaptation of Instructional Materials (2.98), and Engagement in Professional Development (2.72).

This pattern indicated underlying strengths in interpersonal and supportive aspects of IEP implementation, while highlighting challenges in practical, process-oriented domains essential for responsive and effective individualized planning.

Recent research underscores that teacher preparedness in IEP implementation is multifaceted, requiring not only knowledge but also skills in collaboration, data-driven instruction, and ongoing professional learning (Perez & Ting, 2025).

Akshata Naik et. al. (2024) emphasize that a lack of readiness to implement goals and monitor progress effectively can hinder student outcomes, while Frankel S. et. al (2023) highlight collaboration with specialists as a key facilitator of successful inclusive education.

To improve outcomes for special education learners, sustained and comprehensive professional development targeting these critical skills is essential. This includes hands-on training in IEP development and review, instructional adaptation, data collection and analysis, and family and specialist engagement.

The overall moderate readiness of public elementary school teachers in Tagbilaran City Division to implement IEPs, with particular deficits in the development, goal implementation, and progress monitoring, reflects challenges widely documented in special education literature. Studies consistently highlight that inadequate

knowledge, skill gaps, and negative attitudes towards the IEP process hinder effective implementation (Wong & Rashid, 2022; Purdue University, 2021).

Key challenges include insufficient training in assessment and evaluation tools, limited collaboration and communication among professionals and families, and heavy teacher workloads that reduce motivation (Allam et al., 2021). Despite these obstacles, educators generally recognize the importance of collaboration and parental involvement as vital facilitators.

Addressing these multifaceted challenges requires comprehensive and sustained professional development focusing on practical skills in IEP design, data-driven instructional adjustments, teamwork, and fostering positive attitudes to enhance motivation and commitment. Strengthening these areas is essential to improving educational outcomes in accessible environments for students with impairments (Karaca et al., 2020).

Significant relationship between teachers' levels of awareness of iep and their extent of preparedness to implement these plans for special education learners within inclusive settings

This analysis provided evidence of how awareness influenced teachers' preparedness, highlighting the importance of targeted training and support to strengthen IEP implementation practices. Table 29 presents the test of the significant relationship between teachers' levels of awareness of IEPs and their extent of preparedness to implement these plans for special education learners within inclusive settings.

Table 29 Test of the significant relationship between teachers' levels of awareness of IEPs and their extent of preparedness to implement these plans for special education learners within inclusive settings

Indicators	Pearson-r	P-Value	Decision on Ho	Interpretation
Significant relationship between teachers' levels of awareness of IEPs and their extent of preparedness to implement these plans for special education learners within inclusive settings	0.82	.001	Rejected Ho	Significant

The data in Table 29 revealed a strong and statistically significant positive correlation between teachers' levels of awareness of Individualized Education Plans (IEPs) and their extent of preparedness to implement these plans for special education learners within inclusive settings.

The Pearson correlation coefficient is 0.82, with a p-value of .001. This leads to rejecting the null hypothesis (Ho) and confirms a significant relationship, indicating that higher awareness among teachers is closely linked to greater preparedness to effectively implement IEPs.

This suggested that teachers who were more knowledgeable and conscious about IEP processes, laws, and strategies tend to feel more competent and ready to carry out IEP-related tasks such as development, goal implementation, collaboration, monitoring, and adaptation within inclusive classrooms.

This result was consistent with studies showing that improved instructor awareness—often stemming from targeted training—increases competence across diverse IEP-related tasks, including development, goal setting, collaboration, monitoring, and adaptation, ultimately improving student engagement and outcomes (Perez & Ting, 2025; Brown et. al., 2022).

Martinez and Reed (2023) similarly confirm that professional development aimed at boosting both teacher knowledge and attitudes helps bridge the gap between awareness and practical preparedness. Conversely, Kozikoğlu and Albayrak (2022) emphasize that inadequate understanding of IEP concepts limits successful implementation.

Additionally, Perez and Ting (2025) report a statistically significant relationship between teacher training—which enhances awareness—and the successful implementation of IEPs, including improved student engagement and team collaboration. Their findings emphasize that teacher training positively impacts both awareness and preparedness, leading to more effective educational plans.

Similarly, Brown et. al. (2022) highlight that well-informed teachers demonstrate greater confidence and skill in implementing IEP strategies, particularly through enhanced collaboration and formative assessment practices. Martinez and Reed (2023) also affirm that professional development targeting teacher knowledge and attitudes is pivotal in bridging gaps between awareness and practical preparedness.

Moreover, research by Kozikoğlu and Albayrak (2022) underscores that insufficient understanding of IEP concepts among teachers hampers effective implementation, stressing the importance of building teacher knowledge to improve readiness at all IEP stages—from preparation to evaluation.

CONCLUSIONS

The public elementary school teachers in Tagbilaran City Division demonstrated a moderate level of awareness and their extent of preparedness regarding Individualized Education Plans (IEPs) within inclusive educational settings. While most teachers are somewhat aware of key IEP components, significant gaps persist, particularly in critical areas such as monitoring and evaluation, goal-setting, and collaboration with specialists and families.

Similarly, their extent of preparedness to design and develop IEPs, implement goals and objectives, and monitor student progress also remains limited, suggesting challenges in applying theoretical knowledge to practical, daily instructional processes. However, teachers show a moderate extent of preparedness in collaborative efforts, involvement of parents, use of assistive technology, adaptation of instructional materials, and engagement in professional development, indicating strengths in interpersonal and supportive functions. Importantly, the significant positive relationship between teachers' level of awareness and their extent of preparedness implies that enhancing teacher knowledge and understanding of IEPs can lead to greater confidence and effectiveness in implementation.

Therefore, targeted professional development and ongoing support that focused on bridging knowledge with practical skills—especially in monitoring, evaluation, and goal-driven instruction—are essential to improve teacher capacity and optimize educational outcomes for special education learners in inclusive classrooms.

RECOMMENDATIONS

Based on the data regarding the levels of awareness and their extent of preparedness of public elementary school teachers in Tagbilaran City Division to implement Individualized Education Plans (IEPs), it is recommended to prioritize actions in phases. Immediately, comprehensive professional development programs focused on key IEP skills should be implemented, parents and guardians must participate fully in the IEP process as partners, and strong school leadership support should be ensured to prioritize resources, collaboration, and professional growth.

In the short to mid-term, efforts should focus on strengthening collaborative practices among general educators, special education specialists, and families, enhancing teachers' competencies in assessing student performance and transition planning, and embedding systematic monitoring and progress evaluation in daily instruction.

For the long term, increasing access to assistive technologies and adaptable instructional materials is essential, along with fostering an enabling environment for effective IEP implementation through sustained leadership and resource allocation. This phase approach will help establish a solid foundation for effective and sustainable IEP implementation.

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