Inclusive Teaching Practices for Students with Intellectual Disabilities: A Basis for Strategic Learning Enhancement

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Abstract: This study assessed the teaching practices employed by public elementary school teachers in Toledo, Cebu City during the 2024–2025 school year in supporting learners with intellectual disabilities (ID). The participants had at least one year of experience working with these learners and held a bachelor's degree with training in special education. The study evaluated instructional strategies, interventions, and available resources to identify areas for improvement in enhancing educational opportunities for students with ID.Pearson's product-moment correlation coefficient (r) was utilized to analyze the relationship between teaching practices, resource availability, and student outcomes. Findings revealed that effective strategies, such as one-on-one instruction, were commonly used, but inconsistently applied and often lacked adaptation to functional, real-life contexts. While overall resources were rated from adequate to high, significant gaps were found in the availability of assistive technology and adaptive furniture.Learners' developmental progress in cognitive, motor, and language domains was generally rated as moderate, highlighting the need for more targeted interventions and continuous professional development for educators. The study recommends greater investment in assistive tools and adaptive classroom environments, refinement of instructional practices, and alignment of individualized education programs (IEPs) with real-world applications. Strengthening collaboration among teachers, families, specialists, and the broader community, alongside the use of holistic educational frameworks, is essential to creating inclusive learning environments that support learners with ID in reaching their full potential.

Keywords: Special Needs Education, Teacher's Practices, Intellectual Disabilities, Learning Strategies, Descriptive-correlational, Toledo Cebu City, Philippines.

1. Introduction

The inclusion of learners with intellectual disabilities (ID) in mainstream educational settings presents both a significant challenge and opportunity for educational systems worldwide. Intellectual disabilities, characterized by limitations in cognitive functioning and adaptive behaviors, impact students' academic, social, and emotional development. These limitations often hinder their ability to meet academic standards, grasp complex concepts, and engage in problem-solving tasks. Despite these challenges, inclusive education—an approach that adapts teaching methods, curricular materials, and assessment strategies to meet the diverse needs of all learners—has become a cornerstone of modern educational policy. This approach not only acknowledges individual strengths and weaknesses but also emphasizes personalized support and flexible learning environments to ensure that all students, including those with intellectual disabilities, can thrive academically and socially.

In the Philippines, several legislative measures, including Republic Act No. 7277, the Magna Carta for Disabled Persons, and Republic Act No. 10533, the Enhanced Basic Education Act, have been enacted to ensure access to quality education and the protection of the rights of learners with disabilities. These laws mandate that educational institutions provide inclusive educational opportunities, aiming to bridge the gaps in educational access and quality. However, the reality on the ground reveals significant disparities in the availability and effectiveness of inclusive education services, particularly in low-income regions. The lack of trained educators, insufficient resources, and inconsistent implementation of inclusive practices highlight the gaps in achieving equal educational opportunities for all students with intellectual disabilities. Despite national and regional efforts to promote inclusive

education, the extent of access to specialized education resources and services remains unequal, underscoring the need for continued investment in teacher training and resource development.

This study, titled Teachers' Practices in Handling Learners with Intellectual Disabilities: A Basis for Developing Learning Strategies to Enhance Educational Opportunity, aims to explore the practices of teachers working with learners with intellectual disabilities in the context of the Philippine educational system. Through an analysis of teaching strategies and the challenges faced by educators in accommodating the diverse needs of learners with intellectual disabilities, this research seeks to contribute to the development of evidence-based approaches that can enhance educational opportunities for this population. By examining the current state of teacher practices, the study aims to identify the areas in which additional support, professional development, and resources are needed, ultimately fostering an inclusive and supportive learning environment.

The research focuses on the experiences of teachers at South Central Elementary School in Region VII, a site where both successful and challenging approaches to inclusive education are observed. Through classroom-based research and the identification of best practices, the study will provide valuable insights into how teacher collaboration, differentiated instruction, and classroom management strategies can be integrated to meet the needs of students with intellectual disabilities. By addressing the gaps in teacher preparation and instructional practices, this study aims to inform policy and practice at both local and national levels, contributing to the broader goal of creating a more inclusive and equitable educational system for learners with intellectual disabilities in the Philippines.

2.Theoretical and Conceptual Framework

2.1. *Theoretical Framework-*The study of Teachers' Practices in Handling Learners with Intellectual Disabilities (ID) draws upon several foundational educational theories that provide the theoretical basis for understanding how teaching practices influence the educational experiences of students with ID.

Figure 1

Schematic Diagram of the Theoretical Framework of the Study
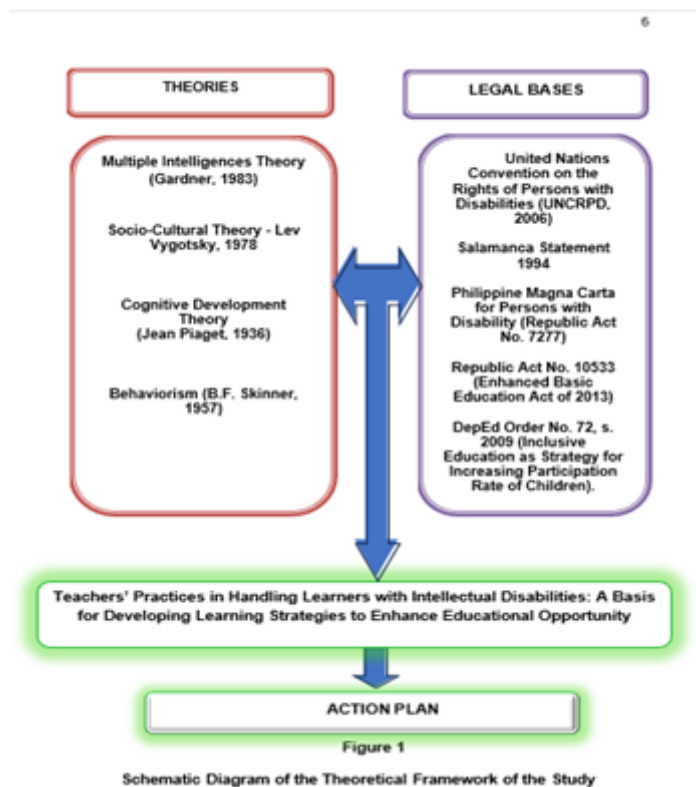
These theories are instrumental in shaping effective teaching strategies aimed at enhancing educational opportunities for learners with ID, specifically within the Philippine context, with a particular focus on Region VII (Cebu).

Vygotsky's sociocultural theory (1978) emphasizes the fundamental role of social interactions and cultural context in cognitive development. According to Vygotsky, learning is deeply rooted in social

interactions and is shaped by the cultural and societal norms in which the learner is embedded. For learners with intellectual disabilities, this theory underscores the importance of collaborative learning and scaffolding as key methods that teachers can employ. Teachers who create opportunities for social engagement, paired with appropriate scaffolding, ensure that students with ID are provided with the support they need to progress in both social and cognitive areas. Vygotsky's theory is relevant to this study as it guides the idea that teachers' practices—such as peer interactions, guided instruction, and differentiated learning—play a significant role in supporting learners with ID, as these strategies are designed to make learning meaningful and accessible within the social and cultural context.

Howard Gardner's (1983) theory of multiple intelligences posits that learners possess diverse types of intelligence, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. This theory highlights that traditional educational practices that emphasize one type of intelligence may not fully address the learning needs of all students, especially those with intellectual disabilities. For learners with ID, this theory suggests that educators should diversify their teaching methods to cater to the varied learning styles and strengths of these students. Differentiated instruction, based on the theory of multiple intelligences, is crucial for fostering an environment where students with intellectual disabilities can thrive. In the context of this study, Gardner's framework supports the idea that teachers' practices should involve individualized approaches that adapt to students' unique learning profiles, ensuring that all students, regardless of ability, are able to engage with the curriculum and enhance their cognitive and social skills.

Bronfenbrenner's Ecological Systems Theory-Urie Bronfenbrenner's (1979) ecological systems theory examines the multiple environmental layers that influence a child's development, from immediate settings (such as family and school) to broader societal influences. This theory underscores the interconnectedness of the learner's development and their environment. For students with intellectual disabilities, this framework suggests that the effectiveness of teachers' practices is heavily influenced by external factors, such as the support structures within the school (e.g., resource availability, peer interactions), and broader social policies related to inclusive education. In the context of the study, the theory emphasizes the importance of collaboration among teachers, special education staff, and families to ensure that students with ID have a supportive and enriching learning environment. Teacher practices must be adaptive and responsive to these interconnected layers, acknowledging that effective support for learners with ID extends beyond the classroom and involves community, family, and educational policies.

Theories of Inclusive Education-Inclusive education theories emphasize the importance of providing equitable educational opportunities for all learners, regardless of their abilities. The Salamanca Statement (1994) and the United Nations Convention on the Rights of Persons with Disabilities (2006) stress that students with disabilities, including those with intellectual disabilities, should be educated in general education settings where they can participate in meaningful learning experiences. This principle aligns with the core aim of the study, which is to examine how teachers' practices contribute to the inclusion of learners with intellectual disabilities. The theory advocates for individualized instruction, differentiated teaching methods, and collaborative learning, all of which are central to addressing the unique needs of students with ID. The study focuses on how these inclusive practices can be implemented in the local context (Cebu) to improve educational outcomes for learners with ID, despite challenges such as resource limitations and lack of teacher preparedness.

2.2 Conceptual Framework-The conceptual framework of this study is rooted in the idea that teachers' practices directly impact the educational success of learners with intellectual disabilities (ID). Through this study, the aim is to identify specific teaching strategies that effectively promote academic engagement, social inclusion, and holistic development among learners with ID. The framework is designed to explore how these practices can be applied and improved in the context of Region VII (Cebu) schools, where specific gaps in teaching practices and resources exist.

Teachers' Practices and Student Development-The first major concept in the study is the role of teachers' practices in influencing the development of learners with ID. Research consistently points to

the idea that individualized instruction, task analysis, and differentiated teaching are crucial for students with ID to succeed academically and socially (Collins, 2012; Ayres et al., 2011). These practices include breaking down tasks into manageable steps, using visual and physical accommodations, and employing structured teaching methods to improve cognitive, motor, and language development. In the context of this study, teachers' practices will be explored to understand their impact on students' cognitive, motor, and language skills. The study will also assess how these practices align with inclusive education principles, ensuring that they facilitate participation and engagement in the general education curriculum.

Barriers to Effective Teaching-The second concept focuses on the barriers that teachers face in implementing effective practices for learners with ID. The literature suggests that lack of training, insufficient resources, and poor teacher preparedness are significant challenges in inclusive classrooms (Forlin & Chambers, 2011; Rama et al., 2019). This study will identify and analyze these barriers in Region VII schools, considering how teachers' attitudes, experience, and training influence their ability to implement effective teaching strategies. Furthermore, the study will examine the impact of institutional support (or lack thereof) in enhancing teachers' practices.

Collaborative and Inclusive Learning Environment-The final concept is the role of a collaborative learning environment in supporting the development of learners with ID. The study draws on the idea that peer relationships, teacher collaboration, and family involvement are essential components of effective inclusive education. This is in line with research showing that students with ID thrive in classrooms where collaborative learning and social-emotional support are emphasized (Dessemontet et al., 2012; Robinson & Truscott, 2014). The study will focus on how schools in Cebu foster collaborative relationships among teachers, support staff, and families, and how these relationships contribute to the educational outcomes of students with ID.

Action Plan Development for Enhancing Educational Opportunities-Based on the findings related to teachers' practices and the barriers they face, the study will propose an action plan aimed at improving the educational opportunities for learners with ID. This action plan will focus on developing evidence-based strategies to overcome the identified gaps, such as providing professional development opportunities, increasing resource availability, and establishing collaborative support systems for teachers. The conceptual framework thus positions the action plan as a key outcome of the research, intended to address both pedagogical and systemic barriers to inclusive education.

The ***theoretical framework*** anchors the study in Vygotsky's sociocultural theory, Gardner's multiple intelligences theory, and inclusive education theories, all of which emphasize individualized, differentiated, and socially interactive learning approaches for students with ID. These theories align with the study's aim of investigating how teachers' practices impact the educational success of learners with ID.

The ***conceptual framework*** operationalizes this understanding by focusing on teachers' practices, the barriers they encounter, the role of a collaborative and inclusive environment, and the development of an action plan for improving educational opportunities in Cebu. These elements form the core of the study, providing the foundation for identifying effective teaching strategies that can be applied to enhance the academic and social development of learners with intellectual disabilities.

3.3. Review of Related Literature-The effective education of learners with intellectual disabilities(ID) has been a critical focus in special education, particularly in the context of inclusive educational practices. Research has consistently demonstrated that individualized support and differentiated instruction are key strategies in fostering the development of students with ID. Kurth and Mastergeorge (2010) emphasized that tailored support through differentiated instruction and Individualized Education Plans (IEPs) enhances academic engagement and success. Their study highlights that when teachers employ strategically personalized teaching approaches that cater to the specific needs of students with ID, it results in improved academic and developmental outcomes. This aligns with the focus of the current study, which aims to explore how such strategies can be utilized effectively within the local context of Cebu to enhance educational opportunities for learners with ID.

In addition to the need for individualized instruction, inclusive settings have been shown to significantly improve the academic and social development of students with ID. Dessemontet et al. (2012) found that intellectual disability students who received proper support in inclusive educational environments exhibited improvements in both academic achievement and adaptive behavior. Similarly, Robinson and Truscott (2014) argue that structured social activities and collaborative learning foster inclusive learning environments that positively impact social and academic outcomes for students with intellectual disabilities. These findings underscore the importance of creating an inclusive educational culture, which the current study will examine in schools in Cebu, particularly focusing on the practices that teachers employ to ensure that students with ID can thrive within general education settings.

The significance of teacher training and collaboration in supporting students with intellectual disabilities is another theme evident in the literature. Forlin et al. (2009) established that teachers' experience, training, and attitudes towards inclusive education play an essential role in shaping the educational experience of students with ID. Teachers with specialized training and a positive attitude toward inclusive education are more likely to adopt adapted practices that meet the diverse needs of students with ID. This is particularly crucial in the Philippine context, where teacher preparedness and professional development are still areas in need of improvement (Rama et al., 2019). The current study seeks to assess how such factors contribute to teachers' practices in Region VII and identify gaps in teacher training and support that may affect the educational outcomes of learners with ID.

Moreover, evidence-based instructional strategies and the development of collaborative support networks have been identified as pivotal factors in improving the educational experiences of students with ID. Chowdhury and Benson (2011) highlighted that the application of cognitive-behavioral strategies and structured task analysis significantly enhances the cognitive and behavioral competencies of students with ID. Additionally, the collaboration between general and special education teachers is essential for developing comprehensive learning strategies that cater to the unique needs of students with ID (Westling & Fox, 2019). The current study will investigate the specific strategies used by teachers in Cebu, with the goal of developing an action plan to address the resource limitations and barriers that hinder the successful implementation of these strategies. By understanding the existing practices and identifying areas for improvement, this study aims to contribute to the development of more effective teaching methods and support structures that enhance the educational opportunities for learners with intellectual disabilities.

4. Statement of the Problem- This study aimed to assess the practices of teachers handling and supporting learners with Intellectual Disabilities (ID) in special needs education settings that would find effective strategies for improving their educational opportunities in Sout Central Elementary School Toledo Cebu City, for the school year 2024-2025, serving as the basis for an Action Plan.*It sought to answer, specifically, the following sub-questions:*

1. What is the level of educational opportunities for learners with intellectual disabilities in special education settings in terms of:

1.1. Learning experiences

1.2. Available resources

2. How do teachers perceive the progress of learners with intellectual disabilities in terms of:

2.1. Cognitive development

2.2. Motor development

2.3. Language development

3. How often do teachers use specific practices to support learners with intellectual disabilities in:

3.1. Cognitive development

3.2. Motor development

3.3. Language development

4. Is there a significant relationship between:

4.1. Educational opportunities and teacher practices in supporting learners' cognitive, motor, and language development?

4.2. Learners' educational progress and teacher practices in supporting their cognitive, motor, and language development?

5. What actions can be recommended based on the study's findings?

4.1 Statement of the Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H_{01}: There is no significant relationship between educational opportunities and teacher-respondents' practices in handling and supporting learners with intellectual disabilities in terms of their cognitive, motor, and language development.

H_{02}: There is no significant relationship between the educational progress of learners with intellectual disabilities and teacher-respondents' practices in supporting their cognitive, motor, and language development.

5. Research Methodology

5.1 Design-This study adopts a ***descriptive-correlational research design*** to examine the teachers' practices in handling learners with intellectual disabilities (ID) and how these practices correlate with the academic and developmental progress of the students in areas such as cognition, motor skills, and language development. The descriptive aspect of the study aims to outline the demographic and professional characteristics of the teacher-respondents (e.g., level of education, years of teaching experience, and specialized training in special education), and to describe the scope and nature of the teaching strategies used by these educators in accommodating learners with intellectual disabilities. Correlational analysis will be used to explore the relationships between specific teacher practices and the developmental outcomes observed in the students.

This research method allows for the identification of patterns, trends, and relationships within the data, which can provide actionable insights into how certain teaching strategies influence the development of learners with ID. The study will utilize statistical methods such as **frequency count**, **percentage**, **mean**, and **standard deviation** to analyze the data collected. These methods are suitable for determining the prevailing characteristics of the sample population, summarizing teaching practices, and assessing the significance of the relationship between teaching strategies and learner development in the cognitive, motor, and language domains. The use of this design aligns with the theoretical frameworks underpinning the study, particularly the work of **Vygotsky, Piaget**, and **Skinner**, whose theories of scaffolding, cognitive stages, and reinforcement, respectively, offer the foundational approach to the teaching methods employed by the teachers under study.

5.2 *Population and Sampling-*The study's target respondents include **teachers working with learners with intellectual disabilities (ID)** in various schools in Cebu, Philippines. Teachers will be selected based on their professional engagement in special education or inclusive classroom settings. A **purposive sampling technique** will be used to ensure that the teachers chosen have direct experience in handling learners with ID, ensuring the study's relevance to its research goals. The sample will also reflect a diversity of teacher profiles in terms of qualifications and experience to allow for a comprehensive analysis of teaching practices across different contexts. After obtaining permission from the school authorities, a structured questionnaire will be distributed to the teachers, either via **direct delivery** or **email**, depending on logistical considerations.

5.3 Data Gathering Instruments and Procedures-Data will be collected through a **structured questionnaire** that will be developed to capture information on the teachers' professional background, their teaching practices, and the strategies employed to facilitate the learning and development of

students with ID. The questionnaire will also include questions that aim to record teachers' perceptions of their students' progress in key developmental areas such as **cognitive, motor, and language skills**. Teachers will be given one week to complete the survey, ensuring adequate time to reflect on their teaching methods and experiences. To ensure the reliability and validity of the data collection instrument, the questionnaire will be pre-tested with a small group of teachers before full implementation. Data collection will also involve observational reports and informal interviews with teachers to gain a more nuanced understanding of the teaching strategies they employ. Upon collection, the responses will be carefully compiled, and the gathered data will be analyzed systematically to uncover meaningful patterns and relationships between teachers' practices and the academic progress of students with ID.

5.4 Methods of Analysis-The data will be subjected to both **quantitative** and **qualitative** analysis. For the quantitative data, statistical methods such as **frequency distribution**, **percentages**, **mean scores**, and **standard deviation** will be used to summarize the teachers' profiles and practices. The correlation between teacher practices and student development in cognitive, motor, and language domains will be analyzed using **correlation coefficients** to identify the strength and direction of the relationships. On the qualitative side, open-ended responses will be coded and categorized to uncover recurring themes and insights into the effectiveness of the teaching methods applied.

The analysis will also incorporate the **theoretical frameworks** of Vygotsky, Piaget, and Skinner, linking the observed teacher practices to their theoretical foundations. For instance, Vygotsky's theory of **scaffolding** will be used to understand how teachers provide support that enhances the learners' cognitive development, while Piaget's stages of cognitive development will guide the examination of age-appropriate teaching strategies. Skinner's **behaviorism** and the use of reinforcement will be analyzed in relation to how teachers employ positive reinforcement to encourage desirable behaviors and academic progress in their students with ID.

5.5 Flow of the Study-The research flow is structured to ensure systematic progress from identifying key variables through to analyzing the data and generating meaningful conclusions.

Flow of the Study
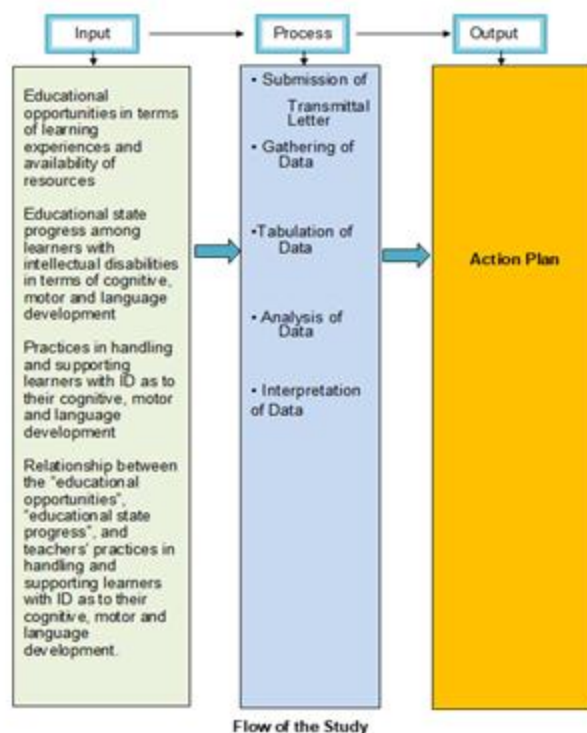
Initially, the study will identify key variables such as **educational opportunities** and **developmental progress** across cognitive, motor, and language domains. The researcher will then obtain approval

from school authorities and proceed with the data collection, ensuring that the responses are gathered efficiently from teachers working with learners with ID.Once the data is collected, it will be systematically tabulated, categorized, and analyzed using appropriate statistical methods. This will help in identifying significant trends and relationships between the teaching practices and the students' developmental progress. The final stage of the study will involve the interpretation of the findings, leading to actionable insights that will inform the development of **evidence-based teaching strategies** to improve the educational outcomes for learners with ID in Cebu. The results of this study will contribute to the broader goal of enhancing educational opportunities for students with intellectual disabilities through the formulation of effective and sustainable teaching practices.

6. Research Environment-The study was conducted at Guadalupe Elementary School, a well-established public school in Cebu City, Philippines, selected based on its strong commitment to special education and its active programs addressing the needs of learners with intellectual disabilities (ID). The school has a dedicated Special Education (SPED) Center and offers a variety of resources, such as Individualized Education Programs (IEPs) and structured curriculums designed to foster developmental progress in learners with ID. The environment at Guadalupe is well-resourced, with competent SPED-trained teachers who are equipped to implement diverse teaching strategies. These strategies are focused on the development of students' cognitive, motor, and language skills through individualized approaches and behavior management techniques. The school's commitment to inclusive education aligns with national policies, such as the Magna Carta for Disabled Persons (RA 7277) and DepEd Order No. 72, s. 2009, which promote the integration of students with disabilities into regular classrooms. This inclusive framework makes it an ideal setting for investigating effective teacher practices and their impact on learners with intellectual disabilities.

South Central Elementary School is strategically located in a diverse community, encompassing both urban and suburban areas, which allows the study to capture the experiences of teachers working with learners from a range of socio-economic and cultural backgrounds. The school's historical significance and continuous growth, especially after introducing SPED programs in early 2000, further enhances its

relevance to this study. With an enrollment of over 7,000 students, including those in regular and special education tracks, the school represents a microcosm of the broader challenges faced by schools in addressing the needs of learners with intellectual disabilities. The school's inclusive environment and community-based approach, which involves collaboration among teachers, parents, and other stakeholders, provides a valuable context for exploring how teacher practices influence the educational progress of students with ID. These features make South Central Elementary School an exemplary setting to study the relationship between teaching practices and the development of learners with intellectual disabilities.

6.1 Respondents- The respondents of this study were selected based on specific inclusion and exclusion criteria to ensure the relevance and utility of the data collected. The target group comprised teachers from Guadalupe Elementary School who were responsible for managing learners with intellectual disabilities (ID). These included both Special Education (SPED) teachers and regular classroom teachers who had direct experience working with learners diagnosed with ID by professional neuropsychological experts. All respondents had at least one year of direct experience in working with learners with ID to ensure they had practical exposure to the associated challenges and practices. Additionally, the teachers had a bachelor's degree in education or related fields, with preference given to those with special qualifications or training in special education. A total of 40 teachers participated, and they voluntarily agreed to complete the survey questionnaire, reflecting their commitment to enhancing educational practices for learners with ID.

7. Research Instrument-The study utilized a survey questionnaire as the research instrument to collect data from the respondents. The questionnaire was designed to explore the educational opportunities available to learners with intellectual disabilities, the teaching practices employed by the teachers, and the developmental progress of the learners in cognitive, motor, and language domains. The instrument aimed to gather insights on the relationship between educational opportunities and teacher practices, as well as how these elements influence the development of learners with ID. The questionnaire focused on key areas such as the availability of resources, the teaching strategies employed, and teachers' perceptions of student progress. This tool was integral in obtaining detailed responses from the teachers, allowing the study to assess the impact of current practices and identify strategies to improve educational opportunities and outcomes for learners with ID.

7.1 Data Gathering Procedure- Data collection for the study commenced once approval was obtained from the Research Technical Committee. The researcher then distributed the survey questionnaires to the teacher-respondents with assistance from the school administrators. Each teacher was given sufficient time to complete the survey, ensuring they could provide thoughtful and accurate responses based on their experiences. The study involved minimal disruption to regular classes, and all participation was voluntary. To protect confidentiality, the researcher ensured that all responses were anonymous, and informed consent was obtained from the participants. After the data collection, the researcher compiled and analyzed the responses using statistical tools, ensuring the findings could provide actionable insights into the educational practices and opportunities for learners with intellectual disabilities.

8. Data Presentation, Analysis and Interpretation

Table 1: Learning Experiences (N=40)

Indicator	Mean	SD	VI
Q1: Students with intellectual disabilities receive adapted lesson plans that are tailored to their individual learning needs.	2.65	0.95	Often
Q2: Students with intellectual disabilities	3.02	1.02	Often

are provided with one-on-one instruction when they encounter challenging tasks.			
Q3: Students with intellectual disabilities actively participate in hands-on activities designed to engage them in the learning process.	2.82	0.90	Often
Q4: Students with intellectual disabilities are included in group activities that allow them to interact and collaborate with peers.	3.25	0.84	Always
Q5: Students with intellectual disabilities are exposed to real-world applications that help them connect classroom learning to everyday situations.	3.20	0.82	Often
Q6: Students with intellectual disabilities receive constructive feedback regularly, guiding them to understand and improve their performance.	3.13	0.82	Often
Q7: Students with intellectual disabilities are encouraged to set and review personal learning goals, fostering a sense of growth and achievement.	3.13	0.85	Often
Q8: Students with intellectual disabilities are given opportunities to express themselves, sharing their thoughts, ideas, and opinions.	3.28	0.72	Always
Q9: Students with intellectual disabilities are motivated through positive reinforcement, recognizing their efforts and task	3.32	0.69	Always

completion.			
Q10: Students with intellectual disabilities are encouraged to reflect on their learning, helping them understand their progress and achievements.	3.10	0.84	Often

Average Weighted Mean: 3.09 | **SD:** 0.85 | **Overall Interpretation:** Often

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 **Sometimes**; 1.00 – 1.74 Rarely/Never

This table shows the mean, standard deviation, and verbal interpretation for the ten indicators of the learning experiences of students with intellectual disabilities. The average weighted mean was **3.09**, which falls under the "Often" category, indicating that students typically receive supportive learning environments. However, the standard deviation of **0.85** suggests variability in how these practices are implemented across different students. Results indicated that teachers were generally committed to providing inclusive, supportive environments for students with intellectual disabilities. High scores on indicators such as one-on-one instruction, group activities, and positive reinforcement suggested active student engagement. However, some indicators (e.g., adapted lesson plans and real-world applications) received lower scores, pointing to areas for improvement.

These findings align with existing research that emphasizes the importance of individualized learning experiences for students with disabilities (Thompson et al., 2018). By addressing areas for improvement, schools can foster an optimal learning environment for all students, reinforcing their commitment to inclusive education.

Table 2: Availability of Resources (n=40)

Indicator	Mean	SD	VI
Q1: Specialized learning materials are readily available to support the unique learning needs of students with intellectual disabilities (e.g., manipulatives, visual aids).	2.67	0.92	Agree
Q2: Assistive technology tools are accessible and frequently used by students with intellectual disabilities (e.g., tablets, text-to-speech software).	2.50	0.96	Agree
Q3: Adaptive furniture and equipment are available to support the physical comfort and accessibility needs of students with intellectual disabilities.	2.53	0.93	Agree
Q4: Resource rooms or specialized spaces are accessible to provide additional support to students with intellectual disabilities when needed.	2.65	0.95	Agree
Q5: Qualified support staff (e.g., teaching assistants, paraprofessionals) are available to provide individualized support to students with intellectual disabilities.	2.57	1.04	Agree
Q6: Families of students with intellectual disabilities are provided with resources and guidance (e.g., materials, workshops) to assist in supporting their child's learning at home.	2.65	0.95	Agree
Q7: The learning environment is consistently maintained as quiet, organized, and sensory-friendly, meeting the needs of students with intellectual disabilities.	2.88	0.99	Agree
Q8: Visual aids and cues are accessible to help students with intellectual disabilities better understand and engage with classroom	2.95	0.85	Agree

content.			
Q9: Flexible curriculum materials are available and accessible, allowing students with intellectual disabilities to work with adapted texts and materials suited to their learning levels.	2.82	0.87	Agree
Q10: Training opportunities for teachers on new resources and strategies for supporting students with intellectual disabilities are regularly provided and encouraged.	2.82	0.87	Agree

Average Weighted Mean: 2.70 | **SD:** 0.93 | **Overall Interpretation:**Agree

Legend: *3.25 – 4.00 Strongly Agree; 2.50 – 3.24 Agree; 1.75 – 2.49 Disagree; 1.00 – 1.74 Strongly Disagree*

The table above shows the mean, standard deviation, and verbal interpretation for the ten indicators on the availability of resources to students with intellectual disabilities. The weighted mean was **2.70**, which falls under the "Agree" category, suggesting that, on average, students with intellectual disabilities had adequate resources to support their learning. Although the overall trend indicated a positive level of resource availability, the standard deviation of **0.93** suggests that there was variability in how accessible and high-quality these resources were.From the data, it is evident that respondents generally agreed on the availability of resources for students with intellectual disabilities. High scores in some indicators, such as visual aids, flexible curriculum materials, and teacher training opportunities, suggested that efforts were being made to create supportive learning environments. However, the lower scores for assistive technology and adaptive furniture pointed to areas requiring improvement.

The findings highlight that although students had access to certain resources, critical gaps remained, particularly in assistive technology and adaptive furniture. Research also underscores the importance of adequate teaching and learning resources in the successful implementation of inclusive education (Okongo et al., No Date). By investing in quality resources and addressing identified gaps, schools can create an empowering and inclusive learning environment for all students. These results echo earlier studies that emphasize the crucial role of resource availability in ensuring the success of students with intellectual disabilities (Thompson et al., 2018).

Table 3: Cognitive Development (n=40)

Indicator	Mean	VI
Fine & gross motor skills	**2.35**	**Somewhat proficient**
Physical task efficiency	2.55	Moderately proficient
Body movement control (balance, coordination)	2.70	Moderately proficient
Following movement directions	2.57	Moderately proficient
Group physical activities	2.55	Moderately proficient
Recognizing patterns	2.73	Moderately proficient
Counting and quantities	2.60	Moderately proficient
Following multi-step instructions	2.78	Moderately proficient
Curiosity & asking questions	2.78	Moderately proficient
Identifying familiar objects	2.80	Moderately proficient

Average Weighted Mean: 2.64 (Moderately proficient)

The data shows a **moderate level of proficiency** across cognitive development areas. **Motor skills** and **pattern recognition** were relatively strong, while **curiosity** and **multi-step instruction following** were weaker, signaling a need for **targeted interventions**. Structured, hands-on learning activities can significantly improve these areas.Research supports the idea that students with intellectual disabilities benefit from **explicit instruction**, **visual aids**, and **early interventions**. Studies by **Thompson et al. (2018)** and **Osei (n.d.)** emphasize the need for **continuous assessment** and **teacher training** to

enhance cognitive and adaptive skills for these learners,further efforts are needed to create **intellectually stimulating environments** where students can reach their full potential. This includes investing in tailored educational practices that cater to each student's unique developmental needs.

Table 4: Motor Development (n=40)

Indicator	Mean	VI
Fine & gross motor skills	2.87	Moderately proficient
Physical task efficiency	2.80	Moderately proficient
Body movement control (balance, coordination)	2.88	Moderately proficient
Following movement directions	2.78	Moderately proficient
Engaging in group activities	2.95	Moderately proficient
Manipulating small objects	3.05	Moderately proficient
Jumping, hopping, skipping	3.00	Moderately proficient
Using writing tools with control	3.03	Moderately proficient
Stamina in physical activities	2.80	Moderately proficient
Hand-eye coordination	2.93	Moderately proficient

Average Weighted Mean: 2.91 (Moderately proficient)

The data reveals **moderate proficiency** across various motor development skills, including fine and gross motor abilities, hand-eye coordination, and balance. However, there is a need for **targeted interventions** in areas like **stamina** and **balance**. Incorporating structured physical and sensory-motor activities could improve these areas.Research supports the need for **evidence-based physical education programs** tailored to students with intellectual disabilities.

Programs like **occupational therapy** and **physical therapy services** can help address individual challenges, especially in stamina and balance (Thompson et al., 2018). Providing **play opportunities** and **group physical activities** is also critical for motor development.**Early intervention** and **continuous support** in physical development will allow students to reach their full potential. Schools can play a vital role by fostering **stimulating environments** that integrate **motor development** with everyday life activities.

Table 5: Language Development (n=40)

Indicator	Mean	VI
Can read English words & phrases	2.73	Moderately proficient
Can speak & write thoughts	2.55	Moderately proficient
Understands spoken instructions	2.73	Moderately proficient
Can have simple conversations	2.88	Moderately proficient
Sentence structure & vocabulary	2.50	Moderately proficient
Follows stories & recalls main ideas	2.58	Moderately proficient
Uses descriptive words	2.65	Moderately proficient
Understands & uses common gestures	2.83	Moderately proficient
Forms sentences to express needs	2.53	Moderately proficient
Shows interest in reading activities	2.60	Moderately proficient

Average Weighted Mean: 2.66 (Moderately proficient)

The data shows **moderate proficiency** in language development, with students demonstrating an ability to understand spoken language, use gestures, and form simple sentences. However, improvement is needed in **reading, writing**, and **descriptive language**. **Targeted interventions**, such as structured language activities and **speech-language therapy**, are crucial to enhancing both receptive and expressive language abilities.

Research emphasizes that **early intervention**, **speech-language therapy**, and a **language-rich environment** are critical for fostering language skills in students with intellectual disabilities. Involving **speech-language pathologists**, as well as creating **interactive and social learning opportunities**, can significantly benefit these students' language development (Abbeduto & Thurman, n.d.). Furthermore, schools should collaborate with families and professionals to offer **comprehensive support** for language development.In line with prior studies, such as Thompson et al. (2018), these findings confirm the importance of continued support in promoting language skills and empowering students with intellectual disabilities to reach their full potential in language development.

Table 6: Cognitive Development Practices (n=40)

Indicator	Mean	VI
Prepares special learning materials for cognitive capacity	2.25	Fairly practiced
Uses differentiated instruction for varying cognitive needs	2.38	Fairly practiced
Regularly assesses comprehension (quizzes, activities)	2.58	Moderately practiced
Breaks lessons into manageable steps for better understanding	2.55	Moderately practiced
Uses multisensory approaches (visual, auditory, kinesthetic)	2.65	Moderately practiced
Provides feedback and reinforcement for cognitive development	2.50	Moderately practiced
Relates theory to practical examples for real-life correlation	2.70	Moderately practiced
Prepares a focused, distraction-free classroom	2.45	Fairly practiced
Monitors and records motor development through assessments	2.70	Moderately practiced
Observes and records language development for strategy adjustments	2.75	Moderately practiced

Average Weighted Mean: 2.55 (Moderately practiced)

The data reveals that teachers moderately applied effective practices, such as using **differentiated instruction**, breaking down tasks, and providing feedback. However, **special preparation of learning materials** and the use of **multisensory approaches** need more attention. This suggests that teachers may benefit from **additional training** and **resources** to improve their support for cognitive development.Research emphasizes that ongoing professional development focused on **evidence-based instructional strategies**, such as **explicit instruction** and **assistive technology**, is key to enhancing cognitive outcomes for students with intellectual disabilities (Thompson et al., 2018). Schools should prioritize **training** for special education teachers and provide the **necessary materials** to foster effective learning environments.By investing in teacher training and providing the right resources, schools can better promote cognitive development for all students with intellectual disabilities. Additionally, as Abbeduto & Thurman (n.d.) highlight, teacher well-being is essential in supporting these long-term goals.

Table 7: Teacher Practices Supporting Motor Development

Indicator	Mean	SD	Verbal Interpretation (VI)
Q1: Enhance fine motor skills (writing, drawing, manipulating hands)	2.80	0.69	Moderately practiced
Q2: Provide appropriate gross motor activities (jumping, running)	2.75	0.71	Moderately practiced
Q3: Provide adaptive physical activities for learners with motor limitations	2.83	0.55	Moderately practiced
Q4: Give manipulative materials (blocks, puzzles)	2.72	0.60	Moderately practiced
Q5: Liaise with physical therapists or occupational therapists	2.88	0.65	Moderately practiced
Q6: Modify classroom environments to enhance	2.93	0.69	Moderately practiced

Indicator	Mean	SD	Verbal Interpretation
mobility			
Q7: Incorporate physical breaks or activities	2.93	0.69	Moderately practiced
Q8: Use technology-assisted tools to enhance motor skills	2.95	0.60	Moderately practiced
Q9: Monitor and record motor development through observation	2.68	0.69	Moderately practiced
Q10: Plan classroom activities that balance fine and gross motor skills	2.83	0.71	Moderately practiced

Average Weighted Mean | 2.83 | 0.66 | Moderately practiced |

Teachers are generally **moderately practicing** strategies to support motor development for students with intellectual disabilities. The practices observed in the classroom, such as providing adaptive physical activities, using manipulative materials, and modifying environments for mobility, are being implemented to a moderate degree. The mean of 2.83 suggests a solid foundation in practice but indicates areas for further development, particularly in fostering independent mobility and effectively using technology-assisted tools.These findings align with the study by **Thompson et al. (2018)**, which emphasizes the need for **professional development** and **collaboration with specialists** like physical and occupational therapists to enhance motor development in students with intellectual disabilities. Just as Thompson et al. suggested, ongoing training and resources are necessary to improve the implementation of these practices.

Table 8: Teacher Practices Supporting Language Development

Indicator	Mean	SD	Verbal Interpretation (VI)
Q1: Use visual aids (flashcards, images, posters)	2.68	0.69	Moderately practiced
Q2: Encourage verbal participation in classroom activities	2.45	0.71	Fairly practiced
Q3: Use non-verbal communication (gesture, facial expression)	2.65	0.74	Moderately practiced
Q4: Adapt speech and language tasks based on learner development	2.75	0.67	Moderately practiced
Q5: Allow time for learners to practice receptive and expressive language	2.40	0.67	Fairly practiced
Q6: Collaborate with speech-language pathologists	2.50	0.72	Moderately practiced
Q7: Use storybooks, songs, and rhymes for interactive language development	2.58	0.75	Moderately practiced
Q8: Plan group discussions or pair activities for verbal practice	2.67	0.66	Moderately practiced
Q9: Provide sufficient processing and wait time for responses	2.45	0.71	Fairly practiced
Q10: Observe and record language development to adjust strategies	2.48	0.72	Fairly practiced

Average Weighted Mean | 2.56 | 0.70 | Moderately practiced |Teachers are implementing **moderate practices** to support language development, as reflected by the mean score of 2.56. Visual aids, task adaptation, and interactive language activities are being utilized to an acceptable degree. However, areas such as **verbal participation** and **collaboration with speech-language pathologists** need improvement, suggesting that further professional development in **speech-language therapy** is essential.For **both motor and language development**, the findings suggest that while teachers are

moderately supporting students, there is a clear need for **additional training** and **resources** to ensure that these practices are fully optimized. **Thompson et al. (2018)** highlight the crucial role of **professional development** and **specialist collaboration** to improve teaching practices and foster better developmental outcomes for students with intellectual disabilities. The study suggests that schools should invest in **targeted teacher training** and provide the **necessary resources** to create an environment conducive to the success of these students.

Table 9: Test of Significance on the Correlation Between Educational Opportunities and Practices of Teachers Handling and Supporting Learners with Intellectual Disabilities

Correlative Inference	r-value	Strength of Correlation	p-value	Results	Decision
Learning opportunities & Cognitive Development	0.117	Very weak positive correlation	0.474	Not significant	Cannot reject Ho
Learning opportunities & Motor Development	0.095	Very weak positive correlation	0.558	Not significant	Cannot reject Ho
Learning opportunities & Language Development	0.182	Weak positive correlation	0.699	Not significant	Cannot reject Ho

The results indicate that there is **no statistically significant correlation** between educational opportunities and the developmental outcomes of students with intellectual disabilities. The r-values suggest weak or very weak positive correlations in cognitive, motor, and language development, but the p-values (greater than 0.05) show that these correlations are not significant. The findings suggest that **educational opportunities alone** may not significantly impact the development of these students.

Table 10: Test of Significance on the Correlation Between Resource Availability and Practices of Teachers Handling and Supporting Learners with Intellectual Disabilities

Correlative Inference	r-value	Strength of Correlation	p-value	Results	Decision
Resource Availability & Cognitive Development	0.148	Weak positive correlation	0.362	Not significant	Cannot reject Ho
Resource Availability & Motor Development	0.015	Very weak positive correlation	0.924	Not significant	Cannot reject Ho
Resource Availability & Language Development	0.251	Weak positive correlation	0.118	Not significant	Cannot reject Ho

The analysis shows that **resource availability** has a **weak** or **very weak positive correlation** with cognitive, motor, and language development outcomes. None of these correlations were statistically significant (all p-values are greater than 0.05). This suggests that the **mere availability of resources** does not significantly contribute to developmental progress in students with intellectual disabilities. **Resource application**, rather than availability, could be a more decisive factor. This aligns with **Thompson et al. (2018)**, which also pointed out that **resource availability alone** does not lead to better outcomes for learners with intellectual disabilities. The study emphasizes that **how resources are utilized**, the **quality of instruction**, and **individualized support** have a more substantial impact on learners' development. The study by **Myers-Daub (2003)** also supports the need for a more strategic and effective use of resources in inclusive educational settings.

Table 11: Test of Significance on the Correlation Between Educational State and Practices of Teachers Handling and Supporting Learners with Intellectual Disabilities

Correlative Inference	r-value	Strength of Correlation	p-value	Results	Decision
Educ. state-cognitive & Practices-cognitive	0.564	Moderate positive correlation	0.000	Significant	Reject Ho

Educ. state-cognitive & Practices-motor	0.404	Moderate positive correlation	0.010	Significant	Reject Ho
Educ. state-cognitive & Practices-language	0.446	Moderate positive correlation	0.004	Significant	Reject Ho
Educ. state-motor & Practices-cognitive	0.341	Moderate positive correlation	0.031	Significant	Reject Ho
Educ. state-motor & Practices-motor	0.466	Moderate positive correlation	0.002	Significant	Reject Ho
Educ. state-motor & Practices-language	0.368	Moderate positive correlation	0.020	Significant	Reject Ho
Educ. state-language & Practices-cognitive	0.384	Moderate positive correlation	0.014	Significant	Reject Ho
Educ. state-language & Practices-motor	0.320	Moderate positive correlation	0.014	Significant	Reject Ho
Educ. state-language & Practices-language	0.550	Moderate positive correlation	0.699	Not significant	Cannot reject Ho

The table shows that **educational state** (cognitive, motor, and language) has a **moderate positive correlation** with **teacher practices** (cognitive, motor, and language) across most domains. All correlations except for the one between educational state-language and language practices were **statistically significant**, with p-values below 0.05. The **strongest correlation** was found between **educational state-cognitive** and **practices-cognitive** (r = 0.564), indicating that an improvement in the educational environment for cognitive development is linked to better teaching practices in this domain. The findings suggest that as the **educational state** improves, **teaching practices** also improve, reflecting a positive impact on **learners with intellectual disabilities**.These findings are consistent with the research conducted by the **National Research Council (2002)**, which underscores the importance of an effective educational environment and teacher practices in supporting learners with intellectual disabilities. Moreover, these results align with **Thompson et al. (2018)**, who also highlight the significance of **well-structured educational frameworks** and **teacher support** in improving outcomes for learners with intellectual disabilities. Teachers' practices in supporting cognitive, motor, and language development are influenced by the quality of the educational state, which can result in improved student outcomes.The **non-significant correlation** between educational state-language and language practices (r = 0.550, p = 0.699) suggests that **language development** may require **different strategies** or **interventions**. This might indicate a **gap** in how language support is being implemented or that other external factors influence this outcome. This could be an area for **future exploration**.

Ethical Considerations and Data Privacy The research followed the guideline on ethics to protect rights of respondents. Informed consent was sought from respondents while their responses were kept confidential and anonymous. Permission was sought from school authorities to permit access to learner records for approval on ethical consideration for protocols to be followed.

Findings-The study reveals important insights into the current state of educational practices, resource availability, and developmental outcomes for students with intellectual disabilities (ID). Supportive learning environments, such as one-on-one instruction, group activities, and positive reinforcement, were frequently observed, with a weighted mean of 3.09, categorized as "Often." However, the standard deviation of 0.85 suggests inconsistencies in how these practices were implemented. While these methods are generally effective, gaps remain in lesson planning, particularly in adapting materials for real-life applications, which may hinder the learning experience for some students. The availability of educational resources was rated as acceptable with a weighted mean of 2.70, indicating the presence of visual aids, flexible curriculum materials, and teacher training. However, a critical shortage of assistive technology and adaptive furniture was identified, with a standard deviation of 0.93, pointing to inconsistency in resource access and quality.The study also highlighted

developmental outcomes, with moderate skill levels in cognitive (2.64), motor (2.83), and language (2.56) domains. Despite some effective practices like differentiation and feedback, areas such as encouraging verbal participation and following multiple-step directions showed weaknesses. The findings indicated that while resource availability and teacher practices had moderate positive correlations with developmental outcomes, the weak associations between resources and outcomes suggest that resources alone do not significantly impact development. This underscores the need for more targeted strategies, professional development for teachers in evidence-based practices, and enhanced collaboration with families and communities. Overall, the study emphasizes the importance of continuing to address gaps in practices, resources, and developmental progress for learners with ID.

Recommendations – *"**STRIDE** = **S**ystems, **T**eacher development, **R**esources, **I**nclusive, **D**ifferentiated instruction, **E**nabling environments."*

To optimize learning conditions for students with intellectual disabilities, **S**ystems and policies must be more inclusive, focusing on **T**eacher development and investment in **R**esources through network cooperation. Schools should support **C**ontinuous professional development for staff in **E**vidence-based practices such as **D**ifferentiated instruction, **A**daptive lesson planning, and effective use of **A**ssistive technology. Teachers should foster **V**erbal participation, **C**uriosity, and promote **C**ognitive, **M**otor, and **L**inguistic growth. Special resources like **A**dapted furniture and assistive technology require periodic **R**eview for relevance and accessibility. **I**ndividualized education programs should integrate **R**eal-life experiences with practice-oriented exercises. **C**ollaboration with families, community organizations, and **S**pecialists (e.g., speech-language pathologists) is vital for **I**nclusive, **M**ultisensory approaches. Adopting **H**olistic frameworks addressing cognitive, motor, and language development will create **E**nabling environments, ensuring the **F**ull realization of potential for learners with intellectual disabilities.

Author contributions

Maria Katrina Macapaz conceptualized and designed the study, developing the research framework and objectives. She coordinated and conducted the data collection process, ensuring accuracy and reliability of the gathered information. She performed the data analysis and interpreted the results in line with the study's goals. Additionally, she drafted, revised, and finalized the manuscript, ensuring clarity, coherence, and adherence to academic standards. Maria Katrina Macapaz takes full responsibility for the content, integrity, and authenticity of this research work.

Conflicts of interest

The authors declare no conflicts of interest.

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