

# Addressing Individual Needs: Supporting Learners With Learning Disabilities

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**Abstract.** This study delved into the experiences, coping mechanisms used, and educational insights learned by Grade 7 teachers in addressing individual needs by supporting learners with learning disabilities. A qualitative approach to research phenomenological experiences from the Eight (8) Grade 7 Teachers of Cluster 3, Division of Davao City, was gathered. The findings revealed that the experiences addressing individual needs by supporting learners with learning disabilities were as follows: collaboration with parents, providing social and emotional support, accommodation of individual learning styles, and attending training opportunities. On the other hand, the coping mechanisms used in addressing the challenges were seeking support from colleagues and professionals, engaging in ongoing professional development, and practicing self-care. Finally, the educational insights learned from teachers' experiences were a collaborative approach with special education professionals, the importance of parental involvement, and continuous professional development. These themes were significant in addressing the individual needs of students with learning disabilities. All these themes investigated the multifaceted approaches that contributed to developing more inclusive and effective strategies for supporting learners with learning disabilities. This study may also be published in any respectable research journal.

## KEY WORDS

1. Addressing individual needs
2. supporting learners with learning disability
3. Grade 7 Teachers

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## 1. Introduction

Addressing the individual needs of students with learning disabilities is a critical aspect of inclusive education that recognizes the unique challenges and strengths of these learners. By understanding and accommodating their specific learning profiles, educators can create a supportive and inclusive learning environment that fosters their academic, social, and emotional growth. This focus on addressing individual needs requires a comprehensive approach that encompasses personalized instruction, targeted interventions, assistive technologies, and collaborative partnerships among teachers, parents, and specialists. Educational institutions can prioritize the individual needs of students with learning disabilities to ensure equitable access to education, promote their success, and empower them to reach their full potential. This study explores effective strategies, best practices, and the impact of addressing individual needs to contribute to the ongoing discourse on inclusive education and guide educational

policies and practices that support students with learning disabilities. China has made significant strides in addressing the individual needs of students with learning disabilities through various initiatives and policies. The Chinese government has implemented the Inclusive Education Policy, which promotes equal access to education for students with disabilities and emphasizes individualized support and accommodations (Cao Peng, 2018). The policy encourages the use of differentiated instruction, assistive technologies, and specialized support services to meet the diverse learning needs of students with disabilities (Liu Liu, 2018). Additionally, China has established resource rooms and special education schools equipped with trained professionals who provide personalized interventions and therapies tailored to each student's specific needs (Cao Peng, 2018). These efforts reflect China's commitment to creating inclusive educational environments that address individual needs and promote the educational inclusion of students with learning disabilities.

Canada has taken significant steps to address the individual needs of students with learning disabilities by fostering inclusive educational practices and providing targeted support. The country's inclusive education policies, such as the Canadian Charter of Rights and Freedoms and the Individuals with Disabilities Education Act, emphasize the right to equal educational opportunities for students with disabilities (Canadian Association for Community Living, 2020; Government of Canada, 2020). In Canada, students with learning disabilities are entitled to accommodations, modifications, and individualized education plans (IEPs) that cater to their unique needs (Canadian Association for Community Living, 2020). Additionally, Canada has established resource centers, specialized support services, and assistive technologies to enhance the learning experiences of students with learning disabilities, allowing them to access the curriculum and participate fully in educational activities (Canadian Association for Community Living, 2020; Government of Canada, 2020). Japan has made significant efforts to address the individual needs of students with learning disabilities by implementing inclusive education practices and providing specialized support. The country's Basic Act for Persons with Disabilities guarantees equal educational opportunities and promotes inclusive education for students with disabilities, including those with learning disabilities (Ministry of Education, Culture, Sports, Science and Technology, 2021). Japan emphasizes the importance of individualized education plans that cater to the specific needs of students with learning disabilities, outlining accommodations, support services, and assistive technologies (Igarashi, 2018). Additionally, Japan has established special support schools and resource rooms equipped with trained professionals who provide tailored interventions and therapies to address the diverse learning needs of students with disabilities (Ministry of Education, Culture, Sports, Science and Technology, 2021). The Philippines has taken steps to address the individual needs of students with learning disabilities by implementing inclusive education policies and providing support services. The country's Department of Education has issued guidelines for the implementation of inclusive education, emphasizing the rights of students with disabilities to receive appropriate accommodations, modifications, and support in the mainstream education system (Department of Education, 2022). The Philippines also recognizes the importance of individualized education plans (IEPs) to cater to the specific needs of students with learning disabilities, ensuring that appropriate interventions and support are provided (Department of Education, 2022). Additionally, the government has established Special Education (SPED) centers and resource rooms that offer specialized instruction and support services, such as speech therapy and occupational therapy, to address the

unique learning needs of students with disabilities (Pineda, 2018). The Department of Education has implemented training programs and workshops focused on inclusive teaching strategies, differentiated instruction, and the use of assistive technologies in the classroom. Furthermore, partnerships with academic institutions, non-governmental organizations, and international agencies have facilitated the dissemination of best practices and the development of professional development resources tailored to the needs of educators working with students with disabilities. By investing in teacher training and professional development, the Philippines aims to enhance the quality of education and promote the holistic development of all learners, irrespective of their abilities (Depart-

ment of Education, 2022; Pineda, 2018). In the local scenario particularly in the secondary schools in Cluster 3, Division of Davao City, junior high school teachers find it difficult in addressing the individual needs of students especially those with learning disabilities. They encountered a variety of experiences in addressing these individual needs. Some of the experiences were enriching while others negatively affect their teaching performance. It is in this context that this study was conceptualized to collect the experiences of junior high school teachers as they address the needs of students with learning disabilities. It served as benchmark to other teachers who encounter the same problems.

*1.1. Purpose of the Study*—The purpose of this phenomenological study was to find out the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities. Furthermore, it serves as a reference material for future researchers in this area. Also, the results throw more light on the experiences, mechanisms and insights drawn from the experiences of junior high school teachers.

*1.2. Research Questions*—The study intends to get the insights and the experiences of junior high school teachers in addressing the individual needs in supporting learners with learning disabilities. Specifically, the study sought to answer the following questions:

- (1) What are the experiences of junior high school teachers in addressing the individual needs in supporting learners with learning disabilities?
- (2) How do junior high school teachers cope with challenges in addressing the Individual needs in supporting learners with learning disabilities?
- (3) What educational management insights gained are drawn from the experiences of the informants?

*1.3. Definition of Terms*—The following terms are operationally defined to make this study more comprehensive. Addressing individual needs of the students - Addressing the individual needs of students with learning disabilities involves recognizing and accommodating their unique learning profiles through tar-

geted support, interventions, and accommodations to promote academic, social, and emotional growth. A Junior High School Teacher is an educator who teaches and supports students in grades seven through ten, typically around the age of 12 or 16, guiding their academic and personal development.

*1.4. Significant of the Study*—To clearly determine the outcomes of this study and to

whom the findings are addressed, the following persons or agencies were the beneficiaries.

Department of Education Officials. The study's findings would increase the awareness of DepEd officials, particularly in Cluster 3 and the nearby secondary schools in the Davao City division, in addressing the individual needs of students with learning disabilities. Junior High School Teachers would find the study significant because they would learn about the issues and gain insights from their experiences as they address the individual needs of students with learning disabili-

ties. Stakeholders. This study would be significant to them since it would give the stakeholders insights on how to assist school administrators in capacitating the junior high school teachers in addressing the individual needs of the students with learning disabilities. Future Researchers. The findings generated provided comprehensive data in conducting future research with similar or relevant scope.

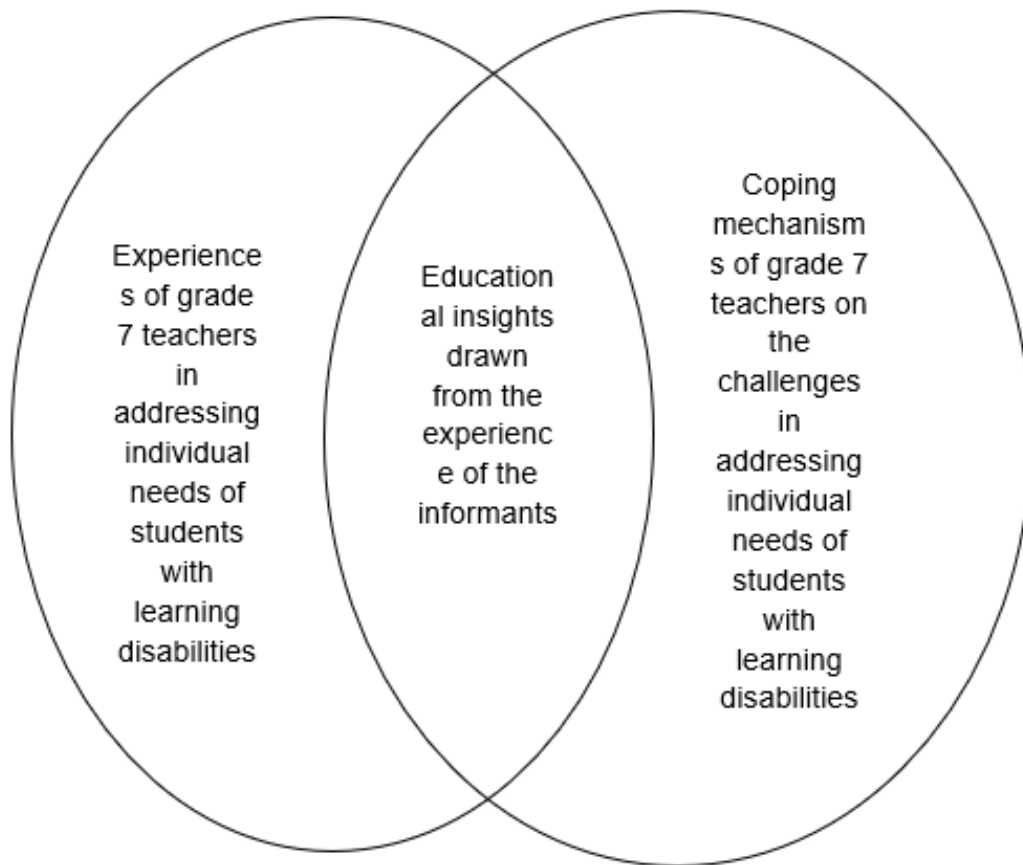
*1.5. Theoretical Lens*—This study is anchored on Universal Design for Learning Theory by David H. Rose, Anne Meyer, and David Gordon (1998). Universal Design for Learning is an educational framework that aims to cater to the individual needs of all students, including those with learning disabilities. It was introduced by David H. Rose, Anne Meyer, and David Gordon in 1998. The UDL approach suggests that educational materials, methods, and assessments should be designed flexibly and inclusively, allowing students with diverse learning abilities to access, participate, and progress in their education. The principles of UDL encourage using multiple means of representation, engagement, and expression to accommodate individual differences in learning styles and preferences. The second theory used in this study is the Response to Intervention by William L. Ysseldyke, James L. Burns, and Robert A. Bartsch (2006). Response to Intervention is an educational strategy focusing on identifying and providing targeted support to students struggling with learning disabilities. It was introduced by William L. Ysseldyke, James L. Burns, and Robert A. Bartsch in 2006. The RTI model involves a multi-tiered system of support where students' progress is monitored regularly, and interventions are provided at increasing levels of intensity based on their response to the interventions. This approach allows educators to address individual needs effectively and make

data-driven decisions to provide appropriate instructional support. The third theory use in this study is Social-Emotional Learning by Daniel Goleman (1995). Social-Emotional Learning is a theory that emphasizes the importance of addressing students' emotional and social needs in the learning process, including those with learning disabilities. The concept of emotional intelligence and its impact on learning were popularized by Daniel Goleman in his book "Emotional Intelligence" published in 1995. SEL involves promoting self-awareness, self-regulation, empathy, and interpersonal skills, which can significantly impact students' overall well-being and academic performance. By addressing social and emotional needs, educators can create a supportive and inclusive learning environment that helps students with learning disabilities to thrive. This study draws on three educational theories to inform its approach in supporting students with learning disabilities. Firstly, the Universal Design for Learning (UDL) theory by David H. Rose, Anne Meyer, and David Gordon (1998) advocates for flexible and inclusive educational practices that cater to the diverse needs of all learners. It emphasizes using multiple means of representation, engagement, and expression to accommodate various learning styles and preferences. Secondly, the Response to Intervention (RTI) model, introduced by William L. Ysseldyke, James L. Burns, and Robert A. Bartsch (2006), focuses on identify-

ing and providing targeted support to students struggling with learning disabilities through a multi-tiered intervention system. Finally, the Social-Emotional Learning (SEL) theory, popularized by Daniel Goleman (1995), underscores the importance of addressing students' emotional and social needs in the learning process. By promoting self-awareness, self-regulation, empathy, and interpersonal skills, SEL contributes to creating a supportive and inclusive learning environment. Together, these theories provide a comprehensive framework for understanding and addressing the diverse needs of students with learning disabilities, fostering their academic and emotional well-being. However, while these theories offer valuable insights into supporting students with learning disabilities, their implementation may face challenges in real-world educational settings. One contention lies in the practical application of these theories within the constraints of existing educational structures and resources. Additionally, ensuring fidelity in implementing UDL, RTI, and SEL approaches across diverse classrooms and contexts may require significant training and support for educators. Moreover, addressing the social and emotional needs of students with learning disabilities necessitates a holistic approach that considers broader systemic factors such as school culture, community support, and policy frameworks. Despite these challenges, integrating UDL, RTI, and SEL principles into educational practices holds promise for creating more inclusive and supportive learning environments for all students, including those with learning disabilities. This study utilizes three foundational educational theories—Universal Design for Learning (UDL), Response to Intervention (RTI), and Social-Emotional Learning (SEL)—to create a comprehensive framework for supporting students with learning disabilities. UDL, introduced by David H. Rose, Anne Meyer, and David Gordon in 1998, advocates for designing flexible and inclusive educational practices that accommodate diverse learning styles and preferences, ensuring accessibility for all students. RTI, proposed by William L. Ysseldyke, James L. Burns, and Robert A. Bartsch in 2006, focuses on providing targeted support through a multi-tiered system of interventions based on regular monitoring and data-driven decisions. SEL, popularized by Daniel Goleman in 1995, emphasizes addressing the emotional and social needs of students, promoting self-awareness, empathy, and interpersonal skills. Integrating these theories, the study aims to develop holistic educational practices that are adaptable, inclusive, and supportive, fostering both academic success and emotional well-being for students with learning disabilities. The conceptual framework of the study is presented in Figure 1. Based on the figure, there are three interconnected variables. These variables are the Experiences of junior high school teachers in addressing individual needs in supporting learners with learning disabilities; coping mechanisms of junior high school teachers on the challenges in addressing individual needs in supporting learners with learning disabilities; and Educational insights drawn from the informants' experiences.

## 2. Methodology

This chapter of the study presented the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. Exploring facts and knowledge in this study necessitated the consequent design and implementation, as elaborated in this chapter. The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of



**Figure 1:** *Conceptual Framework of the study*

data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, mainly when exploring sensitive topics. Focus groups are influential in eliciting data on a group's cultural norms and generating broad overviews of issues of concern to the cultural groups or subgroups represented.

*2.1. Philosophical Assumptions*—Phenomenology as defined by Patton (2002) is an investigative approach focused on unraveling the structure and essence of individuals' encounters with a specific phenomenon. This study aligns with Patton's description, as it endeavors to delve into the experiences of grade 7 teachers as they address the unique needs of students with learning disabilities. Nevertheless, Giorgi (2007) advises researchers to anticipate a more in-depth exploration than the initial definition might suggest. Giorgi likened the insights gained from phenomenological research to merely scratching the surface of an iceberg, hinting at the substantial depth and complexity that lie beneath the initial observations. The philosophical assumption was a framework utilized in collecting, analyzing and interpreting the data collected in a specific field of study. It establishes the background used for the coming conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research undertaking with the selection of the topic, problem or area of interest, as well as the paradigm. Stanage (1987) traces 'paradigm' back to its Greek (paradigm) and Latin origins (paradigm), meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm was an action of submitting to a view. This view was supported by Denzin and Lincoln (2000), who defend a research paradigm as a "basic set of beliefs that guide action", dealing with first principles, "ultimates" or the researcher's worldview or philosophy. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality is subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the experiences of junior high school teachers in addressing individual needs in supporting learners with learning disabilities are discussed by the participants, and tries to look into their coping mechanisms in addressing the challenges and educational insights learned. In this study, I relied on voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct the commonality and discreteness of responses. It was made sure that the responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2012), state that on the epistemological assumption, I lessen the distance between myself and the participants. He suggests that being a researcher he or she collaborates, spends time in the field with participants, and becomes an 'insider'. Based on Davidson (2000) and Jones (2011). The

researcher identified phenomenology with the use of thematic analysis as the best means for this type of study. In this regard, individual researchers “hold explicit belief”. The intention of this study was to gather information from the participants or junior high school teachers in cluster 3 in addressing individual needs in supporting learners with learning disabilities. It is assumed that close interaction with the participants was established to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the experiences and strategies used in providing of school emergencies. Axiology refers to the role of values in research. Creswell (2012) avers that the role of values in a study was significant. Axiology suggests that I openly discuss the values that shape the narrative and include their interpretation in conjunction with the interpretation of

participants. I ensured the dignity and value of every detail of information obtained from the participants. I understand the personal and value-laden nature of the information gathered from the study. Therefore, I preserved the merit of the participants’ answers and carefully interpreted them in light of their interpretations. Rhetoric. It means that reporting what reality was through the eyes of the research participants. This was important because it meant that the research would report objectively on what was observed and heard from the participants. The research used personal voice and qualitative terms and limited definitions. In the context of the study, I used the first person in elucidation of the experiences of junior high school teachers in addressing individual needs in supporting learners with learning disabilities.

*2.2. Qualitative Assumptions*—The methodology was different from the method. The methodology is a creative and responsive approach to understanding questions and subject matter, while the method refers to the exact knowledge and procedure (Gerodias, 2013). In this study, the experiences of junior high school teachers in addressing individual needs in supporting learners with learning disabilities in cluster 3 were gathered through an In-Depth Interview (IDI), and their coping mechanisms were extracted from the participants. The researcher’s drive to know the deeper meaning of the experiences of grade 7 teachers in addressing individual needs in supporting learners with learning disabilities became the basis for doing qualitative research, a means of which Kalof and Dietz (2008), as cited from Gerodias, (2013) considered helpful in looking for “meanings and motivations that underline cultural symbols, personal experiences, and phenomena”. By using phenomenology, this need was hoped to be addressed by bringing the experiences of junior

high school teachers in addressing individual needs in supporting learners with learning disabilities in a manner that, as David (2005) wrote, the themes, symbols, and meaning of the experiences presented. Phenomenological research was based on two premises. The first was that experience was a valid, rich, and rewarding source of knowledge. According to Becker (1992), as cited in Morrissey Higgs (2006), that experience is a source of knowledge and shapes one’s behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not as an unreliable source. The second premise of phenomenological research lies in the view that the everyday world is a valuable and productive source of knowledge. We can learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By doing phenomenology, which concerns the “what” and the “how” (Moustakas, 1995), I projected that the experiences and mechanisms used by



junior high school teachers were explored, and insights learned were the basis for possible future research and policy analysis in relation to this research.

*2.3. Design and Procedure*—This study employed a qualitative approach to research, specifically a phenomenological research design. According to Creswell, (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation, or experience. Other forms of data, such as documents, observations, and art, were also used. The data were read and reread and were culled for phrases and themes that were grouped into clusters of meanings. Through this process, I was able to construct the universal meaning of the event, situation, or experienced and arrived at a more profound understanding of the phenomenon. Moreover, Maxwell (2013) also added that phenomenology, with its roots in philosophy, psychology, and education, attempts to extract the purest, untainted data. In some interpretations of the approach, I used bracketing to document personal experiences with the subject to help remove him or her from the process. One method of bracketing was taking notes. According to Corbetta (2003), the phenomenological research design was a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help grasp the subjects' perspective. Creswell, (2012) also claimed that interviews were primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audio tapes were utilized to allow more consistent transcription. Interviews are also useful to follow up with individual respondents after questionnaires, such as to further investigate their responses. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees said (McNamara, 1999). Withal, based on the statements of Quad (2016), I transcribed and typed the data into a computer file to analyze it after interviewing. Interviews particularly be useful for uncovering the story behind a participant's experiences and pursuing in-depth information about a topic. I collected data, typically via long interviews, from individuals who have experienced the phenomenon under investigation. Next, the data analysis involved triangulation that extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. I incorporated his or her personal meaning of the experiences here. Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. I required a solid grounding in the philosophical guidelines of phenomenology. The subjects that were selected for the study were individuals who had actually experienced the phenomenon. I needed to bracket his or her own experiences and observations, which was difficult to do. I also needed to decide how and when his or her personal observations would be incor-

porated into the study. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity and emphasized the importance of personal perspective and interpretation. As such they were powerful tools for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the

*2.4. Research Participants*—Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes were large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions that lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25 and Morse (1994) suggests at least six (6). There were no specific rules when determining an appropriate sample size in qualitative

*2.5. Ethical Considerations*—The ethical considerations were significant in the design of this research study. I needed to consider several ethical issues about the research participant in this fieldwork. Ethical considerations were specified as one of the most important parts of the research. I needed to adhere to promote the aims of the research imparting authentic knowledge, truth and prevention of error. Social Value. Research was very essential to the society. In this study, the social value was focused on the experienced of disaster risk reduction management coordinator. This study was specifically conducted among the elementary disaster risk reduction management coordinators. This study also served as a basis for the higher authorities

cluster of taken-for-granted assumptions and conventional wisdom. Since the focus of this study is to explore and assess the experiences and feelings of disaster risk reduction management coordinators in providing school emergencies, I employed phenomenological methods of qualitative research.

research. Qualitative sample size may be best determined by the time allotted, resources available, and study objectives (Patton, 1990). The participants of this study were Eight (8) junior high school teachers in Cluster 3, Division of Davao City. The participants were chosen based on the following criteria: must be in the service for at least 5 years; grade 7 teacher; and handle learners with learning disabilities. I utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It was also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings were authentic (Marshall, 1996).

to create more programs and resolutions where disaster risk reduction management coordinators could benefit. Thus, the social problem that piqued my interest was the challenges faced by grade 7 teachers in addressing individual needs in supporting learners with learning disabilities. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to the participants was ensured that their participation in the research was completely voluntary in nature, and was based on the understanding of adequate information. The participant recruitment and selection were lodged in the appendices of this study. Gaining the trust and support of research participants

was critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007, as cited by Pillerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgement, consent, and an indication of a willingness-to-participate-in-the-study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and anticipate the information that the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. Vulnerability of Research Participants. The participants of this study were capable of answering the research instrument for they are all professional teachers in public elementary schools. Thus, I assured them that as the researcher, he or she can easily be reached through the contact number and address in case there are some clarifications or questions with regard to the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members in case they had queries related to the study. Furthermore, in the event that respondents would experience potential discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Furthermore, I ensured that the respondents were safe during the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered at their convenient time. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done

by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized through taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to assure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given considerations so that there would be no conflict of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way and must be avoided. Justice. The respondents were informed of my role and their corresponding role during data gathering. They were briefed that they have to give their full honesty in answering the survey questions and additionally, any type of communication in relation to the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study. Transparency. The results of the study were accessed by the respondents, heads of the participating schools because the information was available, and were placed in CD or other storage devices which could be requested from me. In addition, by learning on the results of the study, classroom teachers were aware of the significance of the study and its contribution to their well-being. Further, each of the participants were advised that they have the right to withdraw their information at any time up to the completion of the data collection process, and that they could requested and allowed to verify their individual transcript after the interview was carried out. This provided the participants with the opportunity to amend, or remove any information which they feel might identify them. I reserved the right to employ

the use of pseudonyms, and changing names and or non-significant dates in the interest for the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. I assure you that I possess the needed qualifications to conduct the study. I have completed my academic requirements, passed the comprehensive examination prior to thesis writing, which was the last requirement to obtain my master's degree, and am qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study would reach its completion. Adequacy of Facilities. I strived that this study would be completed successfully in the specified time and that I am equipped with the necessary resources. Likewise, the technical committee helped me enhance the paper by giving the needed suggestions and recommendations for improving the study. Also, I ensured that I had enough funds

*2.6. Role of the Researcher*—I had a responsibility to uncover, transfer, and exploit knowledge for the benefit of educational institutions. To do so, I take up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. I conducted the interview with the participants and guided them in the process. I interpreted the ideas and responses based on existing literature and related studies and not on my own knowledge, thoughts, and feelings to avoid the intrusion of bias. Expert in qualitative methods. I implemented the qualitative method correctly. To do so, I assessed myself and sought help from the research adviser and other research professionals. These help him exhibit competence in explaining the study without biasing the participants, conducting interviews properly according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, and employing environmental triangu-

to continue and finish this research. Thus, this study was hoped to be completed in the target time. Community Involvement. I showed respect for the local traditions, culture, and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, I expressed great pleasure for the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication. I respected other works by properly citing the author and rewriting what someone else has said in his or her own way. I also used quotes to indicate that the text had been taken from another paper. Similarly, I assured that honesty was present in working the manuscript, and no intentional misrepresentation and making up of data or results was included, or I purposefully put forward conclusions that were not accurate.

lation and thematic content analysis precisely. Collector and Keeper of data. I ensured different ways of making a record of what was said and done during the interview and Focus Group Discussion, such as taking handwritten notes or audio and/or video recording. The recordings were transcribed verbatim before data analysis began. Records keeping was done by myself and is properly secured as it contains sensitive information that was relevant to the research. However, the data that was collected was my primary responsibility of safeguarding it for the participants. Mechanisms for such safeguarding were clearly articulated to participants and were approved by a relevant research ethics review board before the research began. Data Analyst. I ensured that the phenomenon or problem from the participants' perspective was gathered by interpreting data, transcribing and checking, reading between the lines, coding, and theming. I also ensured that the findings were true to the

participants and that their voices were heard. I organized and presented data. I presented the problem and the related literature and studies that support it. I also presented the study's findings by research question, stating the results

for each one using themes to show how the research questions were answered in the study. Moreover, I gave future directions and implications of the study for improving educational policy and practices.

*2.7. Data Collection*—The following was the step-by-step process of gathering the data needed. Securing endorsement from the Dean of Graduate School. I asked for an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges as one of the documents needed for submission to the office of the Schools Division Superintendent in asking permission to conduct the study. I asked permission from the Schools Division Superintendent to conduct the study in the identified school. I sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument, which explains the objectives of the study and the identification of the participants. I waited for the SDS's response before I conducted it. Asking for permission from the Public School District Supervisor. After securing the SDS's approval, I sent letters to the supervisor explaining the study to be conducted in their cluster/district. Asking permission from the school heads. After securing the approval of the PSDS, I sent letters to the principals of the schools explaining about the study to be conducted in their school. Obtaining consent from the participants. I asked permission from the participants and to their

parents/guardians. They were formally oriented about the study, and the process, they would go through as participants. Conducting the interview. I conducted the in-depth interview using the interview questionnaire. I took the participants' profiles, jotted down notes, and recorded conversations using a sound recorder for easy transcription. I listened carefully and responded actively during the interviews. Transcribing the responses of the interviewees. I transcribed the responses of the interviewees precisely by recalling their answers from the sound recorder. Since the participants used their vernacular language, I translated it to English language. Data Coding and Thematic Content Analysis. After the transcription, the data were categorized and coded. Then, themes were extracted, and individual data within the participants was compared and contrasted. I conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants. Additional information gathered was examined thoroughly and integrated into the existing body of data. After this, data were compared and contrasted between the participants in order to come up with patterns and trends.

*2.8. Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. I analyzed the answers of the participants from the conducted interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research were similar codes aggregated together to form a major

idea in the database. Familiarization with the data was common to all forms of qualitative analysis; I immersed myself in and became intimately familiar with their data, reading and re-reading the data and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involving generating pithy labels for important

features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. I coded every data item and ends this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. I ended this phase by collating all the coded data relevant to each theme. Reviewing themes. I reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. For these, Thematic Content Analysis was employed by the researcher. Thematic Content Analysis was a descriptive presentation of qualitative data in which a detailed analysis of each theme was made by identifying the 'essence' of each theme and constructing a concise, punchy, and informative name for each theme (Andersen, 2013). In addition, to enhance validity and to create a more in-depth picture of the phenomenon, Environmental Triangulation was also employed by the researcher.

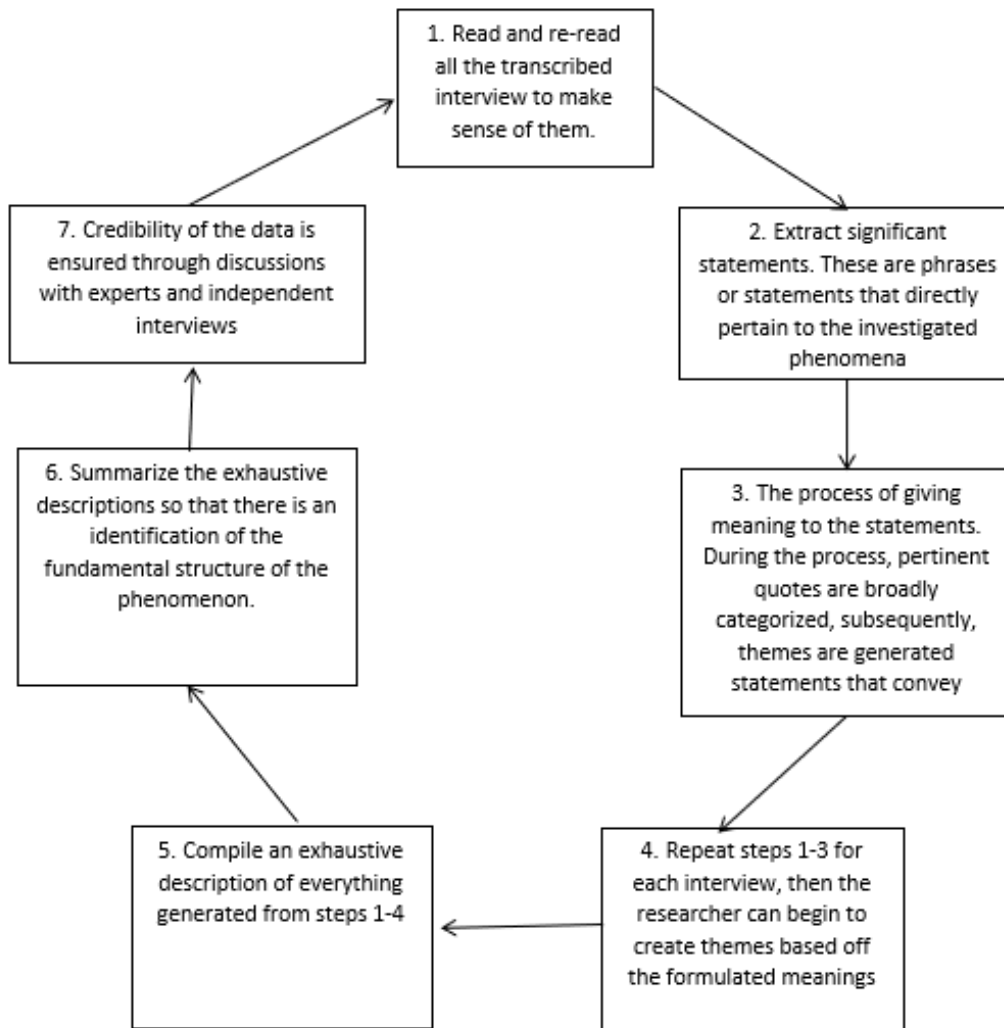
2.9. *Framework of Analysis*—The framework analysis of this research utilizes Colaizzi's method of 1978. which was a rigorous and robust qualitative method that the researchers use to find, understand, describe, and depict the experiences of persons as they experience them, as well as reveal emergent themes and their interwoven relationships. The purpose of this method is to uncover the genuine experience of the phenomenon under investigation. Colaizzi's method consists of seven steps. First,

2.10. *Trustworthiness of the Study*—Trustworthiness was all about establishing credibility,

It was a technique to analyze the results of the same study using different methods of data collection. The key was identifying which environmental factors, if any, might influence the information that is received during the study. These environmental factors were changed to see if the findings were the same across the settings (David, 2015). This type of triangulation uses different settings, locations, and other factors such as time, day, and season in which the study took place. The idea was to determine which of these factors influence the information received, these factors were then changed to see if the findings were the same. If the findings remain unaltered under varying environmental factors, then validity was established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirement, as mentioned, was the use of environmental triangulation best suited to the environment of the research being conducted. Writing up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it in relation to existing literature.

informants' descriptions of the experiences are read in order to acquire a sense of the whole. After that, significant statements are extracted; then, meanings are formulated from the significant statements. Afterward, formulated meanings were organized into themes. Themes were then integrated into an exhaustive description. Next, the essential structure of the phenomenon was formulated. Finally, for validation, the informants would evaluate the result of the analysis and if it means the same as their original experiences. (Turunen et al. 1994).

transferability, confirmability and dependability. In qualitative study, trustworthiness was very



**Figure 2.** Analytical Framework of the Study

important because the result and finding of the research study would depend on the process of how it was being conducted by the researcher. Trustworthiness of a research study is important to evaluating its worth. Due to the nature of qualitative study, honesty in all the data and details are required. Trustworthiness makes the researcher's study worthy to read, share, and be proud of. Credibility was how confident the qualitative researcher was in the truth of the research study's findings. The researcher in this study believed that honesty in everything you do was essential to attain worthwhile success. The researcher has no derogatory records or administrative issues which ruin her integrity. Lincoln and Guba (2000) state that credibility refers to the idea of internal consistency, where the main issue was "how we ensure rigor in the research process and how we communicate to others that we have done so." Transferability was how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. The researcher have already studied the effects of using graphic organizer as strategy in teaching reading comprehension. The use of graphic organizer as a strategy in teaching reading comprehension is effective in the domains analysis and creating. With this, the researcher is interested to know the students' perspective of using this strategy. Gasson (2004) emphasizes transferability as the extent to which the reader was able to provide generalization of the study based on his own context and can able to address that core issue of "how far a researcher may make claims for a general application of the theory." Confirmability was the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. The information using the audit trail in this situation is thoughtfully recorded by the researcher which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses. Gasson (2004) states that confirmability was based on the acknowledgement that research is never objective. Dependability was the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher used inquiry audit in order to establish dependability which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated. In this component, the use of database was very important in backing up information collected and noting changes for all types of research studies. All the data collected was properly kept for future use as references. Gasson (2004) stated that dependability deals with the core issue that "the way in which a study is conducted should be consistent across time, researchers, and analysis techniques."

### 3. Results and Discussion

This chapter presents and discusses the study's results concerning its aim. Moreover, it discusses the themes that emerged from the data gathered. The results present the description and background of the participants assigned pseudonyms to conceal their identities.



*3.1. Experiences of Junior High School Teachers in Addressing the Individual Needs of Students with Learning Disabilities—*

Grade 7 teachers play a pivotal role in addressing the individual needs of students with learning disabilities, ensuring their academic success and overall well-being. These teachers employ various strategies, accommodations, and interventions to meet the unique require-

ments of students with learning disabilities (Halahan et al., 2017). They develop and implement individualized education programs (IEPs) tailored to students' specific learning styles and needs, modifying the curriculum and instructional methods.

*3.1.1. Collaborated with Parents*—Junior high school teachers actively collaborated with parents of students with learning disabilities (O'Sullivan Howe, 2017). They engaged in regular communication, shared progress updates, and sought input from parents to ensure a collaborative approach to addressing individual needs. Collaborating with parents is a crucial aspect of junior high school teachers' experiences in addressing the individual needs of students with learning disabilities. By establishing strong partnerships with parents, teachers gain valuable insights into the students' strengths, challenges, and specific needs (Dykeman et al., 2017). Through regular communication and collaboration, teachers and parents work together to create an inclusive and supportive learning environment that promotes the students' academic and social-emotional development. One key experience of junior high school teachers is maintaining open and ongoing communication with parents. Regular communication channels, such

as emails, phone calls, and parent-teacher conferences, allow teachers to share updates on student progress, discuss individualized education plans, and address any concerns or questions (Epstein Van Voorhis, 2022). This collaboration enables teachers to understand the student's learning needs better, while parents can provide valuable insights into the student's strengths, preferences, and areas requiring additional support. Additionally, junior high school teachers collaborate with parents to promote consistency between home and school environments. By sharing information on instructional approaches, behavior management strategies, and learning techniques, teachers and parents can reinforce learning goals and consistently support the student's development (Deslandes Bertrand, 2020). This collaboration fosters a sense of partnership and empowers parents to extend support and practice skills with their child outside the classroom, enhancing the student's overall progress and success.

*3.1.2. Social and Emotional Support*—Junior high school teachers recognized the importance of addressing students' social and emotional needs alongside their academic challenges (Roffman, 2017). They fostered a supportive classroom environment, promoted positive peer interactions, and implemented strategies to enhance students' self-esteem and resilience. Social and emotional support is critical to junior high school teachers' experiences in addressing the individual needs of students with learning disabilities. Recognizing that social and emotional well-being significantly im-

pacts academic success, teachers prioritize creating a supportive and inclusive classroom environment that fosters positive relationships, self-confidence, and resilience among students with learning disabilities (Zins et al., 2019). By addressing students' social and emotional needs, teachers help them navigate challenges, develop a sense of belonging, and thrive academically and personally. Another essential experience is implementing social-emotional learning (SEL) programs tailored to the needs of students with learning disabilities. These programs focus on developing self-awareness, self-regulation, so-

cial awareness, relationship-building, and responsible decision-making (Durlak et al., 2011). Junior high school teachers incorporate SEL activities, discussions, and explicit instruction to help students with learning disabilities develop social skills, emotional resilience, and effective coping strategies. Furthermore, junior high school teachers provide individualized support and guidance to students with learning disabili-

*3.1.3. Accommodation of Individual Learning Styles*—Junior high school teachers recognized and accommodated the diverse learning styles of students with learning disabilities (Dunn Dunn, 2019). They adapted instructional methods, materials, and assessments to align with students' preferences and strengths, such as providing visual aids for visual learners or hands-on activities for kinesthetic learners. Accommodating individual learning styles is a significant aspect of junior high school teachers' experiences in addressing the individual needs of students with learning disabilities. Teachers recognize that students with learning disabilities have unique learning preferences and strengths and strive to provide instructional approaches that cater to these individual learning styles (Dunn Griggs, 2018). By adapting teaching methods and materials, grade 7 teachers create a learning environment that maximizes student engagement, participation, and comprehen-

*3.1.4. Attended Training Opportunities*—Junior high school teachers attended specialized training sessions and professional development opportunities to enhance their knowledge and skills in addressing the individual needs of students with learning disabilities. These training programs provided teachers with strategies, techniques, and best practices in special education (Desimone, 2019). By attending these trainings, teachers gained valuable insights and

ties to enhance their social and emotional well-being. They establish open lines of communication, actively listen to students' concerns, and offer guidance and encouragement (Suldo et al., 2015). Teachers may implement individualized behavior plans, teach self-advocacy skills, and provide targeted interventions to address specific social or emotional challenges that students may face.

One key experience of junior high school teachers is identifying and understanding the learning styles of students with learning disabilities. They use various assessment tools, observation, and student feedback to gain insights into how students prefer to receive and process information (Pashler et al., 2018). By recognizing individual learning styles, teachers can tailor their instructional strategies and resources accordingly, ensuring that students with learning disabilities can access and comprehend the content effectively. Furthermore, junior high school teachers offer personalized support and adaptations based on individual learning styles. They may provide modified assignments, alternative assessment formats, or flexible seating arrangements to accommodate the needs of students with learning disabilities (Hallahan et al., 2017). By adjusting the learning environment and instructional materials to match students' learning styles, teachers facilitate their active participation and success in the classroom.

practical approaches to effectively supporting students with learning disabilities in their classrooms. Attending training programs is a vital experience for junior high school teachers in addressing the individual needs of students with learning disabilities. These professional development opportunities equip teachers with the knowledge, strategies, and skills to effectively support students with diverse learning needs (Desimone, 2019). By attending special-

ized training sessions, teachers gain insights into evidence-based practices, instructional approaches, and interventions that can enhance their ability to meet the individualized needs of students with learning disabilities. One key experience of junior high school teachers is participating in workshops and conferences focused on special education and learning disabilities. These events provide opportunities to learn from experts in the field, explore new instructional methods, and stay updated on research-based practices (Hutchinson Huber, 2017). Teachers gain valuable insights into the latest strategies for addressing individual needs, fostering inclusive classrooms, and promoting student success. Furthermore, junior high school teachers engage in ongoing professional development to deepen their understanding and refine their skills in addressing the individual needs of students with learning disabilities. They participate

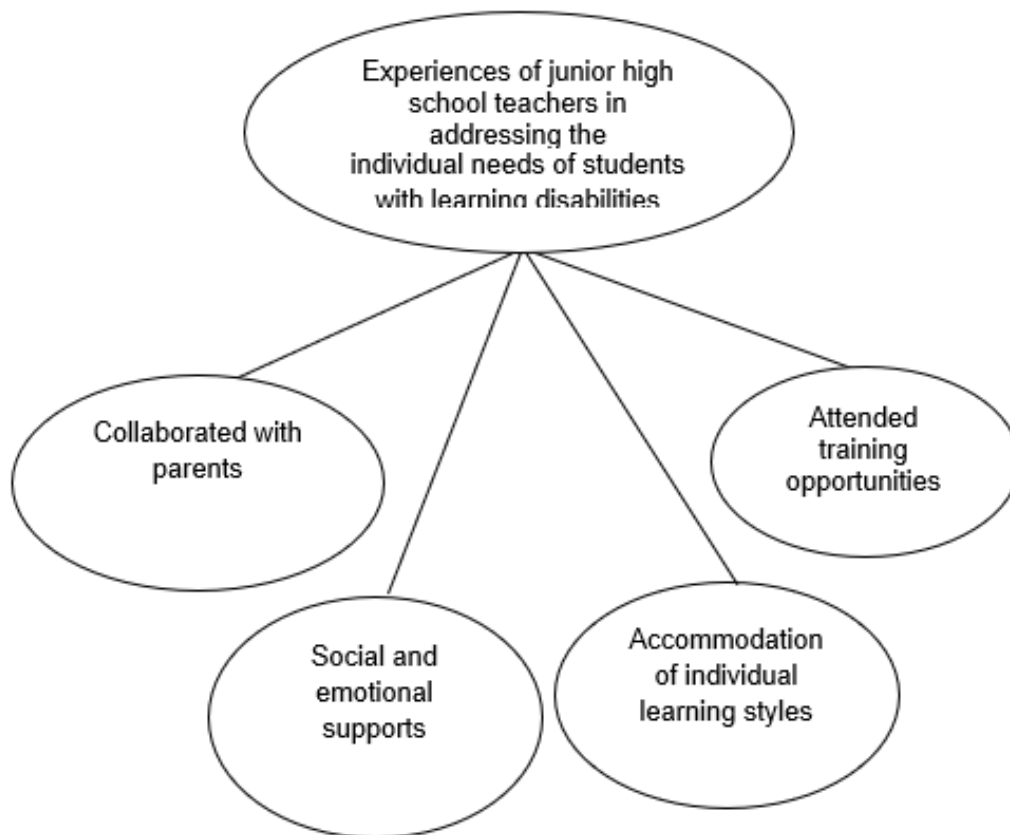
in collaborative learning communities, attend webinars, or take online courses. By fostering a holistic approach to well-being within the school community, junior high school teachers can thrive in an environment that supports their efforts to address the individual needs of students with learning disabilities. That focuses on specific areas of interest or emerging trends in special education (Bowen et al., 2017). Continuous learning ensures that teachers remain informed about effective practices, evidence-based interventions, and the evolving needs of students with learning disabilities. Figure 3 shows the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities and the emergence of the two themes: collaboration with parents, social and emotional support, accommodation of individual learning styles, and attended training opportunities.

*3.2. Coping Mechanism of Junior High School Teachers on the Challenges in Addressing Individual Needs of Students with Learning Disabilities*—Junior high school teachers face various challenges when addressing the individual needs of students with learning disabilities, and they employ coping mechanisms to navi-

gate these situations effectively. These coping mechanisms encompass strategies such as self-reflection, seeking support from colleagues and professionals, and engaging in ongoing professional development to enhance their knowledge and skills (Smith Ingersoll, 2004; Ingersoll Smith, 2003).

*3.2.1. Seeking Support from Colleagues and Professionals*—Junior high school teachers seek support from colleagues and professionals, such as special education teachers, school psychologists, and instructional coaches (Smith Ingersoll, 2019). They collaborate and consult with these individuals to gain insights, share experiences, and access additional resources and strategies for effectively addressing the individual needs of students with learning disabilities. Collegial support provided the junior high school teachers a platform for open dialogue and idea exchange. Regular discus-

sions enable educators to gain insights into effective teaching methodologies, accommodations, and interventions that have proven successful in diverse classroom settings (Smith Johnson, 2020). This collaborative approach allows teachers to tap into the wealth of experience within their professional community, fostering a sense of solidarity and mutual learning. Furthermore, seeking support from professionals, such as special education experts or educational psychologists, becomes essential in addressing the complex needs of students with learning disabilities (Educational Psychol-



**Figure 3.** *The experiences of junior high school teachers in addressing the individual needs of students with learning disabilities*

ogists Association, 2019). These professionals bring specialized knowledge and skills to the table, offering targeted guidance on assessment, intervention strategies, and personalized learning plans. By leveraging the expertise of specialists, junior high school teachers can tailor their instructional methods to accommodate diverse learning styles, creating an inclusive and supportive learning environment. In addition to knowledge-sharing, the emotional support derived from colleagues and professionals is invaluable for the junior high school teachers. Managing the challenges associated with students with learning disabilities can be emotionally taxing, and having a support network helps alleviate stress and prevent burnout

*3.2.2. Engaging in Ongoing Professional Development*—Junior high school teachers actively participate in ongoing professional development opportunities focused on special education and learning disabilities (Ingersoll Smith, 2018). They attend workshops, conferences, and training sessions to enhance their knowledge and skills, stay informed about evidence-based practices, and learn about new instructional strategies and interventions. Participating in ongoing professional development allows junior high school teachers to stay abreast of the latest educational advancements. Workshops, conferences, and seminars offer opportunities for educators to learn about evidence-based practices and innovative teaching techniques tailored to students with learning disabilities (Smith Johnson, 2020; Educational et al., 2018). These avenues provide a platform for collaboration and knowledge-sharing among educators, fostering a community of practice where effective strategies are discussed and refined. Moreover, professional development facilitates the acquisition of specialized skills necessary for addressing the diverse needs of students with learning disabilities (Educational Psychologists As-

(Teachers' Support Network, 2021). Sharing experiences and discussing coping strategies with like-minded professionals fosters a sense of camaraderie, creating a positive and resilient teaching community. Ultimately, the collaborative approach of seeking support from colleagues and professionals not only enhances the capabilities of junior high school teachers in addressing the individual needs of students with learning disabilities but also contributes to the overall improvement of the education system. Through shared knowledge, emotional support, and collaborative problem-solving, educators can create a more inclusive and effective learning environment that benefits all students, regardless of their learning abilities.

sociation, 2019; Journal of Inclusive Education Research, 2017). By attending training sessions led by experts in the field, junior high school teachers gain insights into personalized learning plans, assistive technologies, and differentiated instruction. This targeted knowledge empowers teachers to implement tailored interventions that cater to each student's unique strengths and challenges, promoting a more inclusive educational experience. In the fast-evolving education landscape, ongoing professional development is essential for junior high school teachers to navigate the complexities of addressing individual needs. It provides educators with the tools and resources to adapt their teaching strategies effectively (Teachers' Support Network, 2021; Education Tomorrow Magazine, 2019). Additionally, exposure to new ideas and methodologies helps teachers refine their instructional approaches, ensuring they are better equipped to support students with learning disabilities in their academic journey. By engaging in continuous professional development, junior high school teachers also enhance their resilience and adaptability in facing challenges. The ever-changing nature of education requires educa-

tors to be proactive in their professional growth, developing a mindset of lifelong learning that extends beyond the confines of the classroom. This commitment to ongoing development ben-

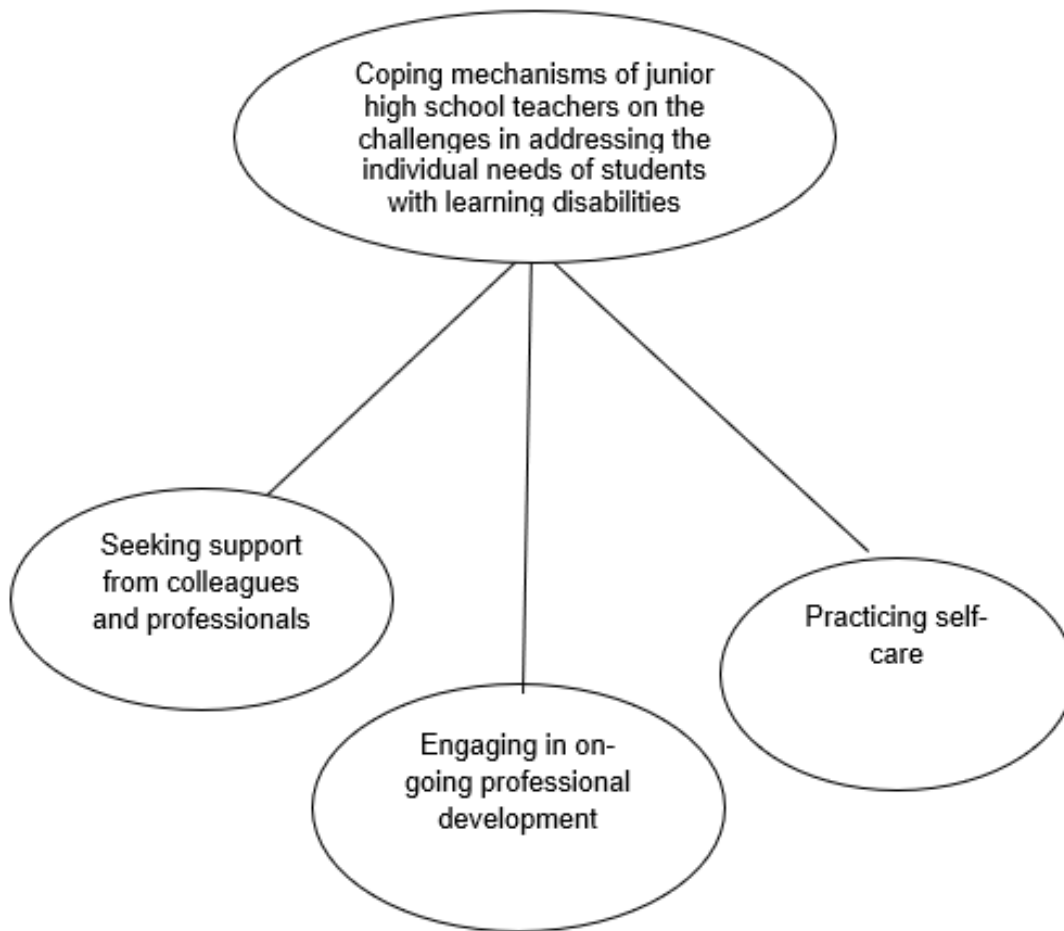
efits individual teachers and contributes to the overall improvement of the education system, creating a positive and dynamic learning environment for all students.

3.2.3. *Practicing Self-Care*—Junior high school teachers prioritize self-care to manage the demands of addressing individual needs while maintaining their well-being (Kyriacou, 2021). They engage in activities that promote relaxation, stress reduction, and work-life balance, such as exercise, hobbies, and spending time with family and friends. One fundamental aspect of junior high school teachers' self-care involves setting and maintaining healthy boundaries. Establishing realistic expectations for workload and personal life is crucial. This practice enables educators to balance professional responsibilities and personal well-being, ultimately contributing to their ability to address the challenges associated with learning disabilities (Brown Smith, 2019). By recognizing the importance of downtime and self-reflection, teachers can create a sustainable and supportive environment for both themselves and their students. Mindfulness practices also play a pivotal role in the self-care toolkit of junior high school teachers. Meditation and deep breathing exercises enhance emotional resilience and reduce stress (Jones et al., 2020). Incorporating mindfulness into daily routines allows educators to cultivate a present-moment awareness that can alleviate the emotional toll associated with the unique challenges posed by students with learning disabilities. This intentional focus on well-being contributes to a positive and nurturing classroom atmosphere. Moreover, building and participating in professional support networks is essential for junior high school teachers. Collaborating with colleagues, engaging

in mentorship programs, and seeking guidance from educational psychologists create an environment where educators can share insights and coping strategies (Educational Support Forum, 2021). This collaborative approach provides practical advice and contributes to emotional well-being by offering a platform for expressing shared challenges and triumphs. Physical well-being is another integral dimension of self-care that junior high school teachers should prioritize. Regular exercise and a healthy lifestyle have been linked to improved mood, cognitive function, and overall well-being (Health in Education, 2018). By incorporating physical activity into their routines, teachers can enhance their resilience and energy levels, ultimately equipping them to address the diverse needs of students with learning disabilities. In addition to these strategies, self-care involves acknowledging and addressing the emotional toll that can accompany the challenges of inclusive teaching. Recognizing the impact of their work on their emotional well-being allows junior high school teachers to take proactive steps to manage stress and prevent burnout. Seeking colleague support, regularly reflecting, and accessing counseling services contribute to emotional resilience (Educator et al., 2022).

Figure 4 shows the coping mechanisms of junior high school teachers regarding the challenges of addressing the individual needs of students with learning disabilities and the emergence of the three themes: seeking support from colleagues and professionals, engaging in ongoing professional development, and practicing self-care.

3.3. *Insights Gain from the Experiences of the Informants in Addressing Individual Needs of Students with Learning Disabilities*—



**Figure 4.** *The Coping Mechanisms of Junior High School Teachers on the Challenges in Addressing the individual Needs of Students with learning disabilities*



In the dynamic landscape of education, junior high school teachers play a pivotal role in addressing the diverse needs of students, particularly those with learning disabilities. Through

*3.3.1. Educational Cognizance Drawn from the Experiences of the Participants*—This section presents the educational management insights of the participants. Their responses were

*3.3.2. Collaborative Approach with Special Education Professionals*—Insights highlight the effectiveness of collaboration between junior high school teachers and special education professionals. Working together enhances the implementation of individualized education plans and support strategies (Friend Bursuck, 2018). The collaborative approach with special education professionals stands out as a paramount insight gained from the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities. This collaborative effort recognizes the intricate nature of diverse learning challenges and underscores the importance of pooling expertise to provide comprehensive support. The collaboration extends beyond the traditional boundaries of the classroom, involving close partnerships with special education specialists, psychologists, and other professionals who contribute their insights to tailor interventions that meet the unique requirements of each student (Friend Bursuck, 2018). One significant aspect of this collaborative approach involves developing and implementing Individualized Education Programs. Junior high school teachers work with special education professionals to craft and outline personalized strategies, accom-

*3.3.3. Importance of Parental Involvement*—Junior high school teachers recognize the positive impact of involving parents in the edu-

their experiences, educators acquire valuable insights that significantly shape their approaches to fostering an inclusive learning environment.

narrowed down into one to generate themes and subthemes. These were carefully analyzed and formulated based on what came from informants' accounts and reflections.

modations, and goals for students with learning disabilities. This collaborative process ensures that the educational plan aligns with the student's strengths and challenges, fostering a tailored learning experience that optimizes their academic progress (Hallahan et al., 2019). Furthermore, the collaboration extends to the regular sharing of observations and progress assessments. Junior high school teachers collaborate with special education professionals to monitor the effectiveness of interventions, adapting strategies as needed to address evolving needs. Regular communication and data sharing enable a holistic understanding of each student's learning journey, facilitating informed decision-making and responsive adjustments to teaching strategies (Soukup Weishaar, 2020). The collaboration with special education professionals also extends to co-teaching arrangements, where junior high school teachers work alongside specialists in the same classroom environment. This model allows for real-time collaboration, ensuring that diverse learning needs are addressed seamlessly. It fosters an inclusive atmosphere where expertise is shared, and educators collectively navigate the challenges associated with learning disabilities (Friend Bursuck, 2018).

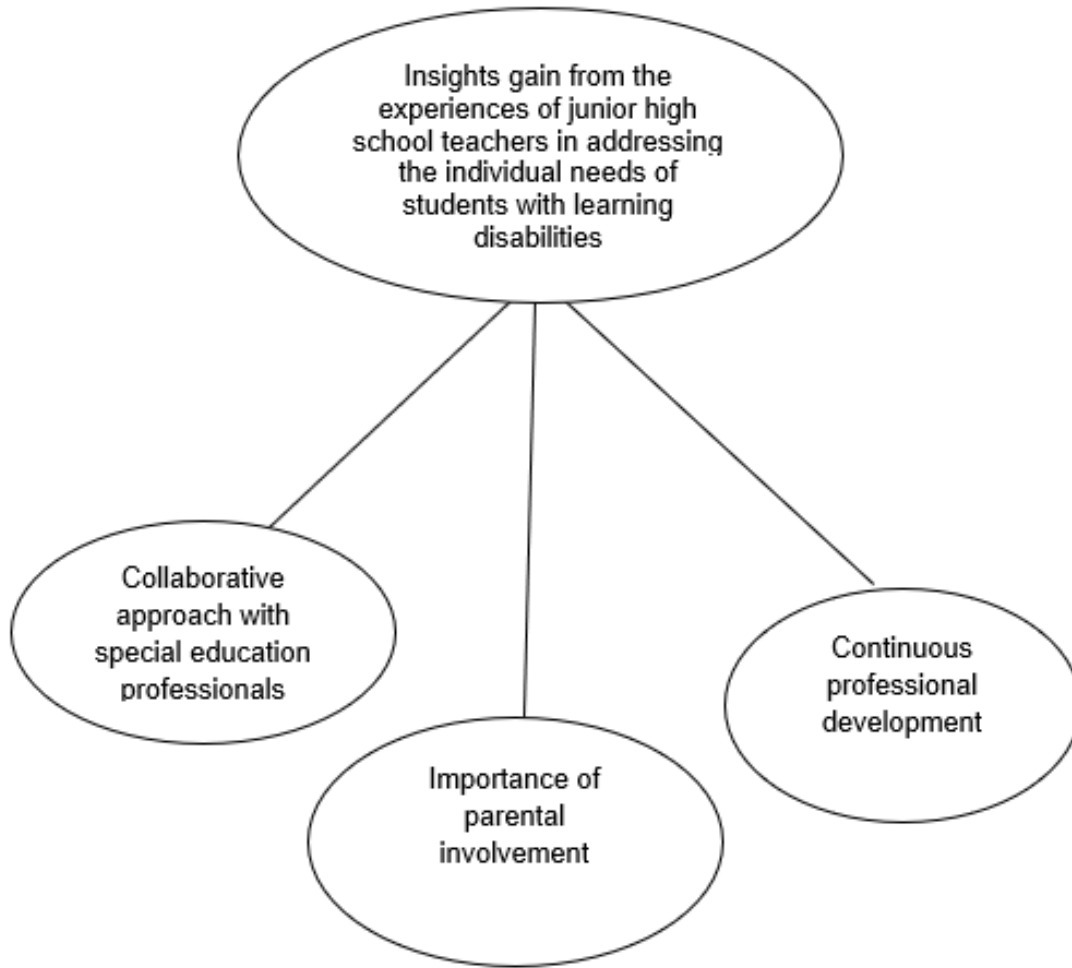
cation process. Collaborating with parents fosters a supportive network and strengthens the implementation of strategies both at school and

home (Epstein Van Voorhis, 2012). Parental involvement extends beyond traditional parent-teacher conferences and takes on a more collaborative and participatory role in the educational journey. Recognizing the transformative impact of engaged parents, educators actively seek to establish strong partnerships with families to enhance the overall support system for students with learning disabilities (Epstein Van Voorhis, 2012). One critical dimension of parental involvement is the collaborative development of Individualized Education Programs (IEPs). Junior high school teachers work closely with parents to create IEPs that align with their child's needs, strengths, and goals. This collaborative approach ensures that the strategies implemented in the classroom are reinforced at home, creating a consistent and supportive learning environment. By involving parents in the planning process, educators gain valuable insights into each student's unique attributes and preferences, fostering a more tailored and effective educational experience (Hallahan et al., 2019). Moreover, parental involvement extends to regularly sharing observations and progress assess-

ments. Junior high school teachers actively communicate with parents about their child's academic, social, and emotional development. By maintaining open communication channels, educators gain insights into students' learning experiences outside the classroom, allowing for a more comprehensive understanding of their needs. Regular updates also facilitate informed decision-making and collaborative adjustments to teaching strategies to address better evolving challenges (Soukup Weishaar, 2020). Parental involvement becomes an essential component of homework and academic support. Junior high school teachers encourage parents to participate actively in their child's homework routine, providing assistance and guidance tailored to the student's learning style. This collaborative effort ensures that academic support extends beyond the school environment, reinforcing the skills and concepts introduced in the classroom. It also fosters a shared responsibility for the student's academic success, strengthening the overall support network (Epstein Van Voorhis, 2022).

*3.3.4. Continuous Professional Development*—The experiences of junior high school teachers highlight the ongoing nature of professional development. Staying abreast of the latest research, interventions, and teaching strategies is crucial for effectively supporting students with learning disabilities (Guskey Yoon, 2019). In a rapidly evolving educational landscape, teachers recognize the imperative of staying abreast of the latest research, interventions, and teaching strategies to meet their classrooms' diverse needs effectively. This commitment to ongoing learning is rooted in the understanding that professional development is a dynamic and indispensable tool for enhancing the efficacy of teaching practices (Guskey Yoon, 2019). Participating in continuous professional develop-

ment allows junior high school teachers to stay informed about the latest advancements in special education. Workshops, conferences, and seminars offer opportunities for educators to deepen their understanding of evidence-based practices and innovative teaching techniques tailored to students with learning disabilities. This exposure to new ideas fosters a culture of adaptability, where educators can refine their instructional approaches based on the most current and effective strategies (Smith Johnson, 2020). Furthermore, engaging in continuous professional development fosters a sense of resilience and adaptability among junior high school teachers. The ever-changing nature of education requires educators to be proactive in their professional growth, cultivating a mindset of life-



**Figure 5.** *The insights gain from the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities*

long learning that extends beyond the confines of the classroom. This commitment to ongoing development benefits individual teachers and contributes to the overall improvement of the education system, creating a positive and dynamic learning environment for all students (Education Tomorrow Magazine, 2019). The insights gained from continuous professional development extend beyond individual classrooms. Junior high school teachers create opportunities for knowledge-sharing and collaboration by participating in professional networks and collaborative learning communities. These

networks provide a platform for educators to discuss challenges, share successful strategies, and collectively contribute to the development of best practices in inclusive education (Teachers' Support Network, 2021). Figure 5 shows the insights gained from the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities and the emergence of three themes: collaborative approach with exceptional education professionals and continuous professional development.

## 4. Implications and Future Directions

In this chapter, the summary of the study was presented, and from the summary of the findings, the implications and future directions. The purpose of my study was to solicit the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities. To achieve the research objectives, a qualitative phenomenological method was utilized with thematic analysis. In adherence to Cresswell's (2006) guidelines, open-ended interview questions were applied to get an authentic understanding of people's experiences. Furthermore, through this interview approach, participants were encouraged to present their own definition or meaning of the phenomenon being explored.

*4.1. Findings*—The results of my analysis revealed the following significant findings. Based on the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities, results revealed the following themes: First, collaborated with parents. Collaborating with parents was very essential. By establishing strong partnerships with parents, teachers gained valuable insights into the student's strengths, challenges, and specific needs. Second, social and emotional support. This involved promoting empathy, modeling positive behavior, and implementing strategies such as cooperative learning and peer support programs that encourage mutual respect among students. Third, accommodation of individual learning styles. Students with learning disabilities have unique learning preferences and strengths, and teachers should strive to provide instructional approaches that cater to these individual learning styles. Fourth, attended training. Teachers attended specialized training sessions and professional development opportunities to enhance their knowledge and skills in addressing the individual needs of students with learning disabilities. These training programs provided teachers with strategies, techniques, and best practices in special education to effectively support students with learning disabilities in their classrooms. On the coping mechanisms of teachers in addressing individual needs of students with learning disabilities, one of the themes that was shown

was; seeking support from colleagues and professionals. This collaborative approach allows teachers to tap into the wealth of experience within their professional community, fostering a sense of solidarity and mutual learning. The second theme identified was; engaging in ongoing professional development. Participating in ongoing professional development allowed teachers to stay abreast of the latest advancements in the field of education. Workshops, conferences, and seminars offer opportunities for educators to learn about evidence-based practices and innovative teaching techniques. The third theme identified was practicing self-care. This involved striking a balance between professional responsibilities and personal well-being. By incorporating physical activity into their routines, teachers can enhance their resilience and energy levels, ultimately equipping them to address the diverse needs of students with learning disabilities. About the educational management insights gained by the teachers in addressing individual needs of students with learning disabilities, the first theme identified was; collaborative approach with special education professionals Working together enhances the implementation of individualized education plans and support strategies. The collaborative approach with special education professionals stands out as a paramount insight gained from the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities. The second theme iden-

tified was the importance of parental involvement. Teachers recognize the positive impact of involving parents in the education process. Collaborating with parents fosters a supportive network and strengthens the implementation of strategies both at school and home. Finally, the third theme was continuous professional development. Staying abreast of the latest research,

*4.2. Implications*—The findings of the study on the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities were revealed as follows: collaboration with parents, social and emotional support, accommodation of individual learning styles, and attended training opportunities. In terms of the coping mechanisms of junior high school teachers in addressing the individual needs of students with learning dis-

*4.3. Future Directions*—In supporting learners with learning disabilities, the Department of Education may have delved into innovative approaches that address individual needs comprehensively. One avenue was the exploration of personalized learning technologies and adaptive educational tools designed specifically for learners with diverse needs. Investigating the effectiveness of these technologies in tailoring content, pace, and instructional methods to the individual requirements of students with learning disabilities can provide valuable insights. Additionally, research could focus on integrating neurodiversity-informed teaching practices into mainstream educational settings. This involved understanding and embracing the unique strengths and challenges of different learning styles, creating inclusive environments that celebrate diversity, and training educators to effectively employ strategies that cater to individual needs. Moreover, the depart-

interventions, and teaching strategies was fundamental for effectively supporting students with learning disabilities. This commitment to ongoing learning is rooted in the understanding that professional development is a dynamic and indispensable tool for enhancing the efficacy of teaching practices.

abilities, it was revealed that they cope by seeking support from colleagues and professionals, engaging in ongoing professional development, and practicing self-care. Educational management insights gained from the experiences of junior high school teachers in addressing the individual needs of students with learning disabilities: The teachers emphasized the need to collaborate with special education professionals and undergo continuous professional development.

ment could delve into the impact of collaborative partnerships between educators, parents, and exceptional education professionals in providing holistic support. Examining the effectiveness of multidisciplinary collaboration in identifying and addressing the individualized needs of learners with disabilities could inform best practices. Additionally, research might explore the role of assistive technologies and interventions beyond the classroom, examining how community resources and societal attitudes contribute to or hinder the successful integration of learners with disabilities. By investigating these multifaceted approaches, future research can contribute to developing more inclusive and practical strategies for supporting learners with learning disabilities in diverse educational contexts. Addressing the individual needs of learners with learning disabilities requires a multifaceted approach encompassing academic and socio-emotional support. Here are some future

directions for supporting these learners: Personalized Learning Plans: Develop personalized learning plans for each student with a learning disability, tailored to their strengths, weaknesses, learning styles, and accommodations. Regularly review and update these plans based on ongoing assessments and progress monitoring. Assistive Technology Integration: Invest in and integrate assistive technology tools and resources to support learners with learning disabilities. This could include text-to-speech software, speech recognition technology, graphic organizers, and adaptive devices that facilitate access to the curriculum and enhance learning outcomes. Professional Development for Educators: Offer professional development opportunities for educators focused on understanding and effectively supporting learners with learning disabilities. Topics may include differentiated instruction, behavior management strategies, and assistive technology training.

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