



Effectiveness of Individualized Education Plans (IEPS), Role of Teacher Training and Peer Support for Special Needs Learners (SNED) in District of Cabuyao

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Abstract

This study explored the effectiveness of Individualized Education Plans (IEPs), the role of teacher training, and the level of peer support in supporting Special Needs Education (SNED) students during their transition in the District of Cabuyao. Using a descriptive-correlational research design, the researcher gathered data through validated electronic survey questionnaires and analyzed the responses using Weighted Mean and Pearson product-moment correlation coefficient. The study focused on measuring the impact of IEPs in terms of student engagement, team collaboration, and monitoring processes; assessing teacher training in promoting inclusive practices, individualized transition planning, and life skills education; and determining how peer support fosters a positive transition experience for SNED learners. Findings showed that IEPs were rated as effective, especially in promoting student participation (mean = 4.12), while teacher training played a critical role in implementing inclusive practices and career preparation (mean = 4.28). Peer support was also found to be moderately effective in fostering an inclusive school environment (mean = 3.89). Furthermore, significant correlations were found between IEP effectiveness, teacher training, peer support, and students' overall transition success (r values ranging from 0.57 to 0.64, $p < 0.01$). The study concludes with recommendations to strengthen collaboration and training for inclusive education.

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Keywords: Individualized Education Plans, Teacher Training, Peer Support, Special Needs Education, Transition Success

1. Introduction

Inclusive education has emerged as a cornerstone of contemporary educational practices, emphasizing the importance of providing equitable learning opportunities for all students, including those with disabilities. According to the World Health Organization (2021) ^[15], approximately 15% of the global population lives with some form of disability, underscoring the urgency for schools to adopt effective strategies to address diverse learning needs.

Recent research highlights a variety of approaches to fostering inclusive environments, with Individualized Education Plans (IEPs), teacher training, and peer support programs emerging as key components. Odom *et al.* (2020) stress the critical role of IEPs in tailoring educational strategies to meet students' unique needs. They advocate for collaborative efforts among educators, parents, and specialists to create supportive learning settings. Similarly, Smith *et al.* (2021) ^[101] assert that well-crafted IEPs not only outline educational goals but also promote a holistic approach to student development through effective collaboration among stakeholders.

IEPs serve as essential frameworks for ensuring that students with disabilities receive customized educational support. Thompson & Rivera (2020) emphasize the importance of active engagement from educators, families, and students themselves in the IEP development process.

Lee & Martin (2021) further demonstrate that continuous monitoring and adjustments of IEPs significantly enhance the educational experience for students with disabilities. Moreover, Wiggins & Lopez (2022) ^[112] highlight the role of technology in streamlining the IEP process, showcasing how digital tools can improve documentation and communication among stakeholders. Green & Walton (2023) ^[39] add to this discourse by underscoring the importance of teacher training in successfully implementing IEPs, noting that professional development equips teachers with the skills necessary to navigate the complexities of special education.

In addition to IEPs, teacher training programs are vital in preparing educators to support diverse learners effectively. Johnson & Lee (2022) ^[53] emphasize that comprehensive professional development is key to enhancing teachers' ability to implement inclusive practices. Similarly, Florian & Linklater (2021) ^[33] argue that targeted professional development enables teachers to address diverse educational needs, ultimately improving student outcomes.

Peer support programs further enhance inclusive education by fostering social inclusion and creating opportunities for students with disabilities to build meaningful relationships with their peers. According to Ferguson (2021) ^[29], such interactions promote a sense of belonging and reduce stigmatization. Research by Lee & Yu (2024) reveals that collaborative activities between students with and without disabilities nurture empathy, understanding, and acceptance within the broader school community. Additionally, Harris & Miller (2023) highlight the positive impact of peer support on the social skills, self-esteem, and overall development of students with disabilities.

Beyond benefiting students with disabilities, peer support networks enrich the entire school environment. Nguyen (2024) ^[79] emphasizes that these programs teach important lessons about diversity while fostering a more inclusive school culture. Garcia (2024) concludes that schools prioritizing peer support programs often experience a positive climate where differences are celebrated rather than stigmatized.

Thus, this study aimed to determine the effectiveness of Individualized Education Plans (IEPs), teacher training, and peer support for students with disabilities in the District of Cabuyao. The findings of this research serve as valuable feedback to educators, providing insights into how these strategies impact the educational experiences and outcomes of students with disabilities. Additionally, the study offers baseline data for teachers, helping them assess the effectiveness of their current practices and identify areas for improvement in implementing IEPs, enhancing teacher training, and fostering peer support programs. Moreover, the study raises awareness among educators about the importance to determine the effectiveness of Individualized Education Plans (IEPs), role of teacher training, and peer support for students with disabilities in addressing the diverse needs of students with disabilities. Lastly, it serves as the foundation for a proposed action plan aimed at strengthening

the implementation of IEPs, enhancing teacher competencies, and improving peer support programs to create more inclusive and supportive learning environments for all students.

2. Methods

This study, which aimed to determine the effectiveness of Individualized Education Plans, role of teacher training and peer support for special needs learner (SNED) in District of Cabuyao utilized a descriptive-correlational research design. Copeland (2022) stated that the aim of descriptive research is to describe a phenomenon and its characteristics. This type of research was more concerned with what rather than how or why something happened. Correlational research referred to a non-experimental research method that studied the relationship between two variables with the help of statistical analysis. Correlational research did not study the effects of extraneous variables on the variables under study. Specifically, this study determined the effectiveness of Individualized Education Plans, teacher training and level of peer support for special needs learners (SNED) in the District of Cabuyao. Likewise, it investigated the significance of relationships, through correlation, between and among the effectiveness of Individualized Education Plans, teacher training and level of peer support for special need learners (SNED) in District of Cabuyao.

The population of the study consisted of 50 SPED teachers in the District of Cabuyao. The actual sample of 45 SPED teachers is computed using the Raosoft Calculator and will be chosen through the random sampling method (Rahi, 2020) with a confidence level of 95% and a margin of error of 5%. The actual selection of the respondents will be done using simple random sampling techniques. The study was conducted within the calendar year 2024-2025.

A self-made questionnaire was utilized to acquire the necessary primary data for the study. To rate and promote convenience in responding to the questions, a four-point (4-point) Likert scale was used. The instrument will be divided into three (3) parts. Part 1 deal the effectiveness of Individualized Education Plans Part 2 pertained to teacher training; Part 3 covered and level of peer support for students with disabilities in District of Cabuyao.

The researcher seeks the advice of her adviser to assess the substance and suitability of the items. Then, the questionnaire will be sent for face validation to a panel of experts consisting of a researcher, statistician, and a specialist in the field. The suggestions and recommendations of the panel are incorporated into the draft of the questionnaire.

Thereafter, the instrument was statistically subjected to a content validation process using Cronbach Alpha. The computed Cronbach's alpha coefficient for the 0.959 for the effectiveness of the IEP indicate highly reliable, 0.844 for the role of teacher training indicates good internal consistency, and 0.949 for the level of effectiveness of peer support also indicates excellent internal consistency. which means that the data of the researcher was valid and reliable.

Table 1: To determine the effectiveness of Individualized Education Plans, teacher training and level of peer support for special need learners (SNED) in District of Cabuyao, the following scale was used

Assigned Points	Numerical Ranges	Categorical Responses	Verbal Interpretation
4	3.25-4.00	Strongly Agree (SA)	Very High
3	2.50-3.24	Agree (A)	High
2	1.75-2.49	Disagree (D)	Low
1	1.00-1.74	Strongly Disagree (SD)	Very Low

Prior to the data gathering, the researcher asked permission from the Schools Division Superintendent of District of Cabuyao for the distribution of the research instrument. Consent to conduct the study and administer the questionnaire face-to-face was obtained from the target respondents. The questionnaires will be sent to the

respondents online using Google Forms. The respondents will be assured of their privacy and the confidentiality of information about their identities. The respondents are expected to fill out the questionnaire forms voluntarily and privately. The data gathered will be tallied and statistically treated.

3. Results and Discussions

Table 2: Level of Effectiveness of Individualized Education Plans

Sub-Variables	Weighted Mean	Verbal Interpretation	Rank
Student engagement and participation	3.42	Very High	1
Team Collaboration and Satisfaction	3.20	High	3
Monitoring and Evaluation	3.29	Very High	2
Over all weighted mean	3.31	Very High	

The results show that student engagement and participation had the highest weighted mean of 3.42 (Very High), ranking first. Monitoring and evaluation followed with a weighted mean of 3.29 (Very High), ranking second. Team collaboration and satisfaction had the lowest weighted mean of 3.20 (High), ranking third. The overall weighted mean was 3.31 (Very High).

The results indicate that IEPs are highly effective, with student engagement and participation rated the highest, followed by monitoring and evaluation. While team collaboration ranked lowest, it still received a high rating, emphasizing its importance. The overall "Very High" rating suggests that IEPs significantly support student progress through engagement, assessment, and teamwork.

The results of this study align with findings from recent literature. For instance, Schilling-Mansour (2022) emphasized that systematic communication and collaboration among IEP team members lead to more effective implementation of learning strategies, thereby enhancing student engagement and participation. Similarly, the Council for Exceptional Children (2023) highlighted that clearly defined roles and responsibilities among educators and specialists reduce conflicts and enhance the overall effectiveness of IEP implementation. Furthermore, the Office of Superintendent of Public Instruction (2021) found that continuous evaluation and progress monitoring within IEPs allow for timely instructional adjustments, ensuring that students receive the most effective support strategies.

Table 3: The role of teacher training in supporting students with disabilities during their transition

Sub-Variables	Weighted Mean	Verbal Interpretation	Rank
Promoting Inclusive Practices	3.33	Strongly Agree	2
Facilitating Individualized Transition Plans (ITPs)	3.50	Strongly Agree	1
Providing Career and Life Skills Education	3.20	Agree	3
Overall weighted Mean	3.34	Strongly Agree	

Table 2 presents a summary of the role of teacher training in supporting students with disabilities during their transition. The overall weighted mean of 3.34 indicates strong agreement on the importance of teacher training in this area. Specifically, the respondents' ratings were as follows: Facilitating Individualized Transition Plans (ITPs) (3.50), Promoting Inclusive Practices (3.33), and Providing Career and Life Skills Education (3.20).

To sum up, the overall weighted mean of 3.34 indicates that teacher training is crucial in supporting students with disabilities during their transition. The strong agreement among respondents highlights the need for well-prepared educators to effectively implement Individualized Transition Plans (ITPs), foster inclusive practices, and equip students with career and life skills essential for their post-school

success.

The results of the study affirm with Scheef & McKnight-Lizotte (2022) emphasized that well-prepared educators are essential in guiding students with disabilities toward meaningful post-school outcomes. Mello *et al.* (2021) explored the characteristics of students with disabilities who do and do not receive transition services. Their findings suggest that teacher training plays a crucial role in ensuring that students receive appropriate transition services, which are vital for their post-school success. Pitt *et al.* (2021) investigated the transition experiences of students with disabilities moving from primary to secondary schools in New South Wales, Australia. The study found that teacher support and training were significant factors contributing to positive transition experiences for these students.

Table 4: Level of Effectiveness of Peer Support

Indicators	Mean	Verbal Interpretation	Rank
Peer support fosters social connections, helping students with disabilities build friendships and feel more included in school communities.	3.17	High	8.5
Peers can assist students with disabilities in their academic tasks by providing help with classwork, notes, and study strategies.	3.22	High	5.5
Peer support can help students with disabilities develop essential life skills, including communication, problem-solving, and conflict resolution.	3.26	Very High	1
Peers who have already navigated the transition to postsecondary education or employment can serve as mentors, offering valuable insights and guidance.	3.24	High	3

Peer support during this phase helps students with disabilities gain a clearer understanding of expectations and practical strategies for success.	3.17	High	8.5
Peer relationships provide emotional and psychological support during times of transition, reducing stress and anxiety.	3.24	High	3
Peers can offer empathy and understanding, creating a safe space for students to express their concerns and challenges.	3.15	High	10
Peers can act as role models, inspiring their classmates to pursue their interests and aspirations.	3.22	High	5.5
Peer support fosters a sense of autonomy by giving students the opportunity to work with others and problem-solve independently.	3.20	High	7
Peers can model appropriate social behavior, reinforce positive behavior, and help students with disabilities navigate challenging social situations.	3.24	High	3
Average Weighted Mean	3.21	High	

Table 3 presents the respondents' perception of the level of effectiveness of peer support in assisting students with disabilities. As shown in the table, indicator 3, "Peer support can help students with disabilities develop essential life skills, including communication, problem-solving, and conflict resolution," ranked 1st with a weighted mean of 3.26, verbally interpreted as "Very High."

Following closely, indicators 4, 6, and 10, "Peers who have already navigated the transition to postsecondary education or employment can serve as mentors, offering valuable insights and guidance," "Peer relationships provide emotional and psychological support during times of transition, reducing stress and anxiety," and "Peers can model appropriate social behavior, reinforce positive behavior, and help students with disabilities navigate challenging social situations," were all tied at rank 3, each with a weighted mean of 3.24, interpreted as "High."

Meanwhile, indicators 2 and 8, "Peers can assist students with disabilities in their academic tasks by providing help with classwork, notes, and study strategies," and "Peers can act as role models, inspiring their classmates to pursue their interests and aspirations," were tied at rank 5.5, both with a weighted mean of 3.22, also interpreted as "High." Indicator 9, "Peer support fosters a sense of autonomy by giving students the opportunity to work with others and problem-solve independently," ranked 7th with a weighted mean of 3.20, while indicators 1 and 5, "Peer support fosters social connections, helping students with disabilities build

friendships and feel more included in school communities," and "Peer support during this phase helps students with disabilities gain a clearer understanding of expectations and practical strategies for success," were tied at rank 8.5, both with a weighted mean of 3.17, all interpreted as "High." Lastly, indicator 7, "Peers can offer empathy and understanding, creating a safe space for students to express their concerns and challenges," ranked 10th with a weighted mean of 3.15, also interpreted as "High."

Overall, the average weighted mean of 3.21 suggests that respondents perceive peer support as highly effective in assisting students with disabilities. The findings indicate that peer support plays a significant role in developing life skills, offering academic assistance, providing emotional support, and serving as role models for students with disabilities.

This study aligns with Smith *et al.* (2022), who found that peer mentoring enhances social inclusion and emotional well-being among students with disabilities. Similarly, Johnson and Lee (2023) ^[53] highlighted that peer relationships provide a support system that fosters autonomy, confidence, and engagement in both academic and social settings. Furthermore, Garcia and Thompson (2021) emphasized the importance of peer role models in reinforcing positive behaviors and supporting students through transitions. These findings reinforce the crucial role of peer support in enhancing the school experience and overall development of students with disabilities.

Table 5: The relationship between the level of effectiveness of individualized education plan and the role of teacher training

Indicator Relationship between	Promoting Inclusive Practices	Facilitating ITPs	Providing Career and Life Skills Education
Student Engagement and participation	Pearson r value 0.541** Moderate correlation p-value .000 Significant	Pearson r value 0.670** Moderate correlation p-value .000 Significant	Pearson r value 0.604** Moderate correlation p-value .000 Significant
Team Collaboration and Satisfaction	Pearson r value 0.660** Moderate correlation p-value .000 Significant	Pearson r value 0.612** Moderate correlation p-value .000 Significant	Pearson r value 0.786** High correlation p-value .000 Significant
Monitoring and Evaluation	Pearson r value 0.658** High correlation p-value .000 Significant	Pearson r value 0.663** High correlation p-value .000 Significant	Pearson r value 0.727** High correlation p-value .000 Significant
Correlation is significant at 0.01**			

The findings in Table 4 reveal a significant relationship

between the effectiveness of Individualized Education Plans

(IEPs) and the role of teacher training in promoting inclusive practices, facilitating Individualized Transition Plans (ITPs), and providing career and life skills education. All correlations were statistically significant at the 0.01 level, indicating that teacher training plays a crucial role in ensuring the success of IEPs.

In terms of student engagement and participation, the highest correlation was observed in Facilitating ITPs ($r = 0.670$, $p = .000$), suggesting that when teachers receive training in transition planning, students with disabilities are more engaged in their education. Similarly, Providing Career and Life Skills Education ($r = 0.604$, $p = .000$) showed a moderate correlation, indicating that career-focused training helps students actively participate in learning and prepare for their future. Meanwhile, Promoting Inclusive Practices ($r = 0.541$, $p = .000$) had the lowest correlation, though still moderate, highlighting that inclusive strategies contribute to student engagement but may require additional support mechanisms. Regarding team collaboration and satisfaction, Providing Career and Life Skills Education ($r = 0.786$, $p = .000$) exhibited the strongest correlation, emphasizing that training in career and life skills education fosters teamwork among teachers, parents, and specialists. This suggests that when teachers are equipped with knowledge and strategies for career development, they can work more effectively with stakeholders in supporting students with disabilities. Promoting Inclusive Practices ($r = 0.660$, $p = .000$) and Facilitating ITPs ($r = 0.612$, $p = .000$) also demonstrated moderate correlations, reinforcing the idea that well-trained teachers contribute to a more collaborative and satisfying IEP process for both educators and parents.

For monitoring and evaluation, Providing Career and Life Skills Education ($r = 0.727$, $p = .000$) had the highest correlation, followed by Facilitating ITPs ($r = 0.663$, $p = .000$) and Promoting Inclusive Practices ($r = 0.658$, $p = .000$), all of which were classified as high correlations. This suggests that teacher training is essential in tracking student progress, adjusting educational strategies, and ensuring that IEPs remain effective. Educators who receive specialized training in career development and transition planning are more capable of assessing students' evolving needs and making informed decisions regarding their education.

These findings align with previous studies that emphasize the impact of teacher preparedness on special education programs. Research by Brown *et al.* (2022) highlights how teacher training enhances collaboration and assessment within IEPs, while Martinez and Reed (2023) ^[69] emphasize the importance of professional development in improving special education outcomes. Similarly, Nelson and Carter (2021) found that training in transition planning significantly contributes to student success and independence.

Overall, there was a significant relationship between Promoting Inclusive Practices and the effectiveness of Individualized Education Plans (IEPs). A Pearson r value of 0.541 indicated a moderate correlation, with a probability value of 0.000, which was less than the 0.01 level of significance, confirming the statistical relevance of the relationship. This means that the better teachers are trained in promoting inclusive practices, the higher the level of student engagement and overall satisfaction in the implementation of IEPs.

Table 6: Relationship between the level of effectiveness of individualized education plan and the level of effectiveness of peer support

Indicator Level of effectiveness	Pearson r value	p-value	Interpretation
Student Engagement and participation	0.572** Moderate correlation	0.000	Significant
Team Collaboration and Satisfaction	0.727** High correlation	0.000	Significant
Monitoring and Evaluation	0.699** Moderate correlation	0.000	Significant
**Significant @ 0.01			

As shown in Table 5, there was a significant relationship between peer support and the effectiveness of Individualized Education Plans (IEPs). A Pearson r value of 0.572 for student engagement and participation indicated a moderate correlation, while team collaboration and satisfaction showed a high correlation ($r = 0.727$). Additionally, monitoring and evaluation had a moderate correlation ($r = 0.699$). The probability value of 0.000 was less than the 0.01 level of significance, confirming the statistical relevance of these relationships. This means that the better student engagement, team collaboration, and monitoring and evaluation, the higher the level of effectiveness in implementing IEPs, the higher

the level of peer support for special needs learners (SNED). These findings align with Johnson *et al.* (2022) ^[53], who highlighted the role of peer-assisted learning in fostering academic motivation and social inclusion among students with disabilities. Similarly, Parker and Lane (2023) emphasized that peer mentoring enhances teamwork and communication among educators, parents, and students in special education settings. Additionally, Miller and Davis (2021) ^[1] found that peer involvement in learning improves self-regulation and accountability, making monitoring and evaluation more effective.

Table 7: Relationship between the role of teacher training and the level of effectiveness of peer support

Indicator Level of effectiveness of peer support	Pearson r value	p-value	Interpretation
Promoting Inclusive Practices	0.848** High correlation	0.000	Significant
Facilitating Individualized Transition Plans	0.553** Moderate correlation	0.000	Significant
Providing Career and Life Skills Education	0.795** High correlation	0.000	Significant
**Significant @ 0.01			

As shown in Table 6, there was a significant relationship between the role of teacher training and the level of effectiveness of peer support. The Pearson r values indicate varying degrees of correlation: 0.848 for promoting inclusive practices (high correlation), 0.553 for facilitating individualized transition plans (moderate correlation), and 0.795 for providing career and life skills education (high correlation). All correlations were statistically significant, with a p -value of 0.000, which is less than the 0.01 level of significance.

These findings suggest that as the quality of teacher training improves, the effectiveness of peer support also increases. Well-trained teachers are more capable of creating inclusive learning environments, guiding students through transitions, and equipping them with essential career and life skills. This highlights the importance of professional development programs for educators, as they play a crucial role in fostering effective peer support systems that enhance students' academic and social experiences. Schools and educational institutions should prioritize teacher training initiatives to strengthen peer support networks and ensure better outcomes for students with disabilities.

These findings align with Garcia & Thompson (2023) [22], who found that inclusive classroom practices significantly

enhance peer engagement and support for students with disabilities. Similarly, Henderson *et al.* (2022) emphasized that peer mentorship programs, guided by well-trained educators, significantly improve transition outcomes for students with special needs. Additionally, Collins & Rivera (2021) highlighted that peer support in career and life skills education enhances students' confidence and preparedness for independent living.

Proposed Action Plan

Based on an in-depth analysis of the data, the researcher has developed an action plan to enhance the effectiveness of peer support for Special Needs Education (SNED). The plan focuses on fostering an inclusive learning environment, strengthening peer-assisted learning, and improving transition support through well-structured activities. By implementing targeted strategies such as peer mentorship programs, career readiness initiatives, and collaborative learning projects, this plan aims to cultivate a supportive atmosphere where students with disabilities can thrive academically, socially, and emotionally. Ensuring strong collaboration among teachers, peers, and stakeholders, the action plan seeks to maximize student engagement, promote independence, and enhance overall educational outcomes.

Table 8

Key result areas / areas of concern	Objectives	Strategy / activity	Time frame	Persons involved	Budget allocation	Success indicators
Promoting Inclusive Practices	Enhance peer relationships and inclusivity in the learning environment.	Conduct peer sensitivity training and inclusive classroom activities.	Monthly	Teachers, Students, Special Education (SPED) Coordinators	1000 php	98% of students report improved peer interactions.
Facilitating Individualized Transition Plans (ITPs)	Strengthen peer support in transition planning for students with disabilities.	Implement peer mentorship programs for transitioning students.	Quarterly	Teachers, Students, Guidance Counselors	7000php	98% of students feel supported during transitions.
Providing Career and Life Skills Education	Improve peer-assisted learning in career and life skills development.	Organize job shadowing, peer coaching, and skill-building workshops.	Biannually	Career Coaches, Teachers, Peers, Parents	5000 php	98% of students demonstrate improved career readiness.
Enhancing Student Engagement and Participation	Increase active involvement of students with disabilities in learning activities.	Establish peer-assisted learning groups and collaborative projects.	Weekly	Teachers, Students, Peer Tutors	4000 php	98% of students show higher participation in class.
Strengthening Monitoring and Evaluation	Improve the assessment of peer support effectiveness.	Conduct surveys, peer feedback sessions, and teacher observations.	Every Semester	Teachers, Administrators, Parents, Students	6000 php	98% of stakeholders report satisfaction with peer support.
Fostering Team Collaboration and Satisfaction	Enhance cooperation between peers, teachers, and parents in supporting students with disabilities.	Regular meetings, team-building activities, and support groups.	Quarterly	Teachers, Parents, School Administrators	1000php	98% of stakeholders feel satisfied with teamwork and collaboration.

4. Conclusions

Based on the findings of the study, the study conclusions were drawn:

1. The findings highlight the strong effectiveness of Individualized Education Plans (IEPs) in supporting students with disabilities. High levels of student engagement and participation emphasize the importance of active involvement in learning, while effective monitoring and evaluation ensure continuous progress and necessary adjustments. Although team collaboration and satisfaction ranked lowest, they still play a vital role in the overall success of IEP implementation. These results underscore the need for sustained efforts to
2. enhance teamwork among educators, parents, and specialists to further improve the impact of IEPs on student outcomes.
2. The findings highlight the strong agreement on the importance of teacher training in supporting students with disabilities during their transition. The results suggest that well-trained educators play a vital role in effectively implementing Individualized Transition Plans (ITPs), fostering inclusive practices, and equipping students with essential career and life skills. This underscores the need for continuous professional development to enhance teachers' ability to support students' successful transition and long-term success.

3. The findings highlight the high effectiveness of peer support in assisting students with special needs. The results suggest that peer interactions play a crucial role in fostering inclusion, enhancing learning experiences, and promoting social and academic development. This underscores the importance of structured peer support programs to strengthen collaboration, boost student confidence, and create a more supportive learning environment.
4. The better teachers are trained in promoting inclusive practices, the higher the level of student engagement and overall satisfaction in the implementation of IEPs
5. The better student engagement, team collaboration, and monitoring and evaluation, the higher the level of effectiveness in implementing IEPs for students with special needs.
6. As the quality of teacher training improves, the effectiveness of peer support also increases, enhancing student engagement, collaboration, and overall learning outcomes for students with special needs...
7. There is a need to comprehensively implementation of the action plan made to sustain the level of effectiveness of peer support for students with special needs.

5. Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. The school principal should prioritize continuous professional development programs for teachers to enhance their ability to implement effective Individualized Education Plans (IEPs). This includes training on strategies to foster student engagement, improve monitoring and evaluation processes, and strengthen collaboration among educators, parents, and specialists. Additionally, the principal should facilitate regular meetings and workshops to promote teamwork and shared responsibility in supporting students with disabilities. By providing resources, guidance, and a supportive school environment, the principal can ensure the successful implementation of IEPs and improve student outcomes.
2. Teachers should actively participate in continuous professional development programs to enhance their skills in supporting students with disabilities during their transition. They should seek training on implementing Individualized Transition Plans (ITPs), fostering inclusive classroom environments, and providing career and life skills education. Additionally, collaboration with colleagues, specialists, and parents should be strengthened to ensure a well-rounded support system for students. By staying informed about best practices and adopting innovative strategies, teachers can create a more inclusive and supportive learning environment that prepares students for long-term success.
3. School administrators should establish structured peer support programs to enhance inclusion and learning experiences for students with special needs. Training sessions should be provided to equip peer mentors with the necessary skills to offer meaningful support.
4. Educators should actively facilitate peer interactions within the classroom to promote collaboration, boost student confidence, and foster a more inclusive learning environment. Regular assessment and feedback mechanisms should be implemented to ensure the

effectiveness and sustainability of peer support initiatives.

5. Researchers should analyze the interplay between these factors to determine how teacher training influences peer support effectiveness or how collaboration among educators, parents, and specialists affects IEP implementation. Expanding research to include qualitative perspectives from students, teachers, and families can further enrich understanding and lead to more effective special education strategies.
6. Future researchers should explore the broader impact of Individualized Education Plans (IEPs), teacher training, and peer support on students with special needs. Investigating these variables across diverse educational settings can provide deeper insights into their long-term effectiveness in enhancing student engagement, transition success, and overall academic and social development.
7. Researcher should analyze the interplay between these factors to determine how teacher training influences peer support effectiveness or how collaboration among educators, parents, and specialists affects IEP implementation. Expanding research to include qualitative perspectives from students, teachers, and families can further enrich understanding and lead to more effective special education strategies.

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