



## Challenges and Coping Mechanisms of Special Education (SpEd) Teachers in Socorro Central Elementary School and Sped Center

Jerry R Buntad <sup>1\*</sup>, Francis Mervin P Lamanilao-Agdana <sup>2</sup>

<sup>1</sup> SHS Teacher II, Schools Division of Surigao del Norte, Philippines

<sup>2</sup> Associate Professor, Surigao del Norte State University-Malimono Campus, Philippines

\* Corresponding Author: **Jerry R Buntad**

---

### Article Info

**ISSN (online):** 2582-7138

**Volume:** 06

**Issue:** 04

**July - August 2025**

**Received:** 14-05-2025

**Accepted:** 16-06-2025

**Published:** 08-07-2025

**Page No:** 439-444

### Abstract

This study explores the challenges and coping mechanisms of Special Education (SPED) teachers at Socorro Central Elementary School and SPED Center. Using a qualitative research approach with a Narrative Inquiry design, the study gathered data through one-on-one interviews with five SPED teachers who met the selection criteria of having teaching experience in the SPED Center. Data were analyzed following Creswell's (2009) six-step methodology, which included organizing, transcribing, encoding, categorizing, interrelating themes, and interpreting the data. The findings reveal that SPED teachers encounter various challenges, such as insufficient learning materials, poor parental involvement, the absence of therapists, and instances of discrimination or exclusion of SPED learners. Additionally, they face difficulties in managing student behaviors, juggling conflicting schedules, and advocating for the prioritization of SPED learners in school activities. To address these challenges, SPED teachers implement coping mechanisms in three key areas: classroom and behavior management, instructional strategies and adaptations, and personal qualities and emotional support. Effective strategies include structured environments, positive reinforcement, individualized teaching approaches, patience, emotional resilience, and self-care practices. The study highlights the need for stronger institutional support, increased parental engagement, and the integration of specialized services to enhance the teaching and learning experiences in special education settings.

**DOI:** <https://doi.org/10.54660/IJMRGE.2025.6.4.439-444>

**Keywords:** Challenges, Coping Mechanisms, SPED Teachers, SPED Learners, qualitative, SPED Center

---

### Introduction

The provision of Special Education (SPED) in the Philippines is grounded in a comprehensive legal and policy framework that upholds the right to inclusive and equitable quality education for all learners. The Department of Education (DepEd) has institutionalized inclusive education through DepEd Order No. 21, s. 2019, which outlines the operational guidelines for Special Education Centers, thereby reinforcing the government's commitment to support learners with disabilities through specialized services and individualized instruction. This is further supported by Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which mandates the development of a responsive and inclusive curriculum that caters to diverse learner needs, including those of students with exceptionalities.

Special Education is defined as specially designed instruction tailored to meet the unique needs of children with disabilities (Inclusive Education, 2025). While these legal provisions provide the structural foundation for SPED programs, the practical implementation of inclusive education continues to encounter various systemic and pedagogical challenges. These include but are not limited to inadequate professional training, resource limitations, and institutional constraints that impact the efficacy of SPED delivery (Beamish et al., 2024).

A growing body of literature has documented the multifaceted challenges faced by SPED educators globally. Scholars have identified emotional exhaustion and elevated stress levels as significant occupational hazards in special education settings, primarily due to the demanding nature of individualized instruction and behavioral intervention (Paguirigan et al., 2023)<sup>[12]</sup>. The lack of specialized training in adaptive pedagogical strategies has also been recognized as a key barrier to effective instructional delivery (Tyson, 2025)<sup>[15]</sup>. Moreover, insufficient access to assistive technologies, instructional materials, and other essential teaching resources remains a pervasive issue (Ediyanto et al., 2023)<sup>[6]</sup>. Research further underscores the importance of interprofessional collaboration and family engagement, which, despite being critical components of inclusive education, are often hindered by limited institutional support (Macabenta et al., 2023)<sup>[10]</sup>. In response to these challenges, educators have adopted a range of coping mechanisms, including mindfulness-based stress reduction, collegial support networks, and adaptive teaching frameworks (Zorde & Lapidot-Lefler, 2025)<sup>[17]</sup>.

Despite the proliferation of international and national studies on SPED, there remains a paucity of localized research that specifically addresses the lived experiences of SPED teachers in rural or under-resourced contexts. In particular, the challenges encountered by educators in the Socorro Central Elementary School and SPED Center in the Socorro East District have yet to be systematically examined. Context-specific issues—such as teacher shortages, inadequate training opportunities, and limited access to educational resources—necessitate empirical investigation to inform targeted policy and programmatic responses.

The present study seeks to examine the challenges and coping mechanisms of teachers handling special education classes within this localized setting. Through a systematic analysis of their experiences, the study aims to generate evidence-based insights that can guide the formulation of professional development initiatives, policy interventions, and resource allocation strategies.

### **Problem Statement**

This study explores the challenges and coping mechanisms of SPED teachers at Socorro Central Elementary School and SPED Center, Socorro East District, Siargao Division, for SY 2023-2024. It investigates the following: 1) the challenges faced by SPED teachers in the classroom; 2) the coping mechanisms employed by teachers handling special education; 3) the pedagogical implications of the challenges encountered by SPED teachers; 4) the intervention program that can be proposed based on the findings.

### **Methods**

#### **Research Design**

This study will use a qualitative research design to explore the challenges and coping mechanisms of Special Education (SPED) teachers in Socorro East District. A qualitative approach is ideal for understanding the experiences and perspectives of teachers in their natural settings, providing deep insights into their professional challenges and the strategies they employ to cope. Semi-structured interviews will be used to gather data, allowing teachers to share their experiences in their own words. The study will adopt a phenomenological approach to capture the lived experiences of teachers, focusing on how they perceive and manage the

stresses of their roles. Purposive sampling will be used to select SPED teachers who are directly involved in teaching students with disabilities. Data will be analyzed using thematic analysis to identify common themes and patterns related to challenges and coping strategies. This approach will provide rich, contextualized data that informs recommendations for improving SPED teacher support and program effectiveness.

### **Research Environment**

The study was conducted at Socorro Central Elementary School & SPED Center in Barangay Navarro, Socorro East District, Siargao. Established in 1948, the school serves 800 to 1,000 pupils, including 30 to 50 in the Special Education (SPED) Program. The SPED Center supports students with various learning needs, such as language, visual and hearing impairments, intellectual disabilities, and autism. The school employs trained SPED teachers and is recognized for its participation in academic and cultural competitions while promoting inclusive education and a supportive environment for all learners.

### **Participants**

The informants of this study were five SPED teachers from Socorro Central Elementary School (SOCES), selected to explore their challenges and coping mechanisms in handling special education students. All SPED teachers at SOCES were considered for inclusion based on the following criteria: being a Special Education teacher, working in a public school, and voluntarily agreeing to participate by signing informed consent.

### **Research Instrument**

The primary research tool in this study was a semi-structured survey with open-ended questions, developed and validated by the researcher and approved by recommended validators. The questionnaire was designed to ensure a productive session between the researcher and participants. Before each interview, participants were briefed on the questions to prepare them and minimize unnecessary responses. All participants were asked the same questions to maintain consistency. Additionally, note-taking and interviews were used as supplementary instruments. Face-to-face interviews followed a semi-structured protocol aimed at gathering detailed descriptions of the SPED teachers' experiences, and focus group discussions helped address each question, ensuring the reliability of the data on the challenges faced by SPED instructors.

### **Ethics and Data Gathering Procedure**

The researcher first obtained permission to conduct the study through letters addressed to the University Vice President for Academic Affairs, the Office of the Graduate School, and the Schools Division Superintendent of Siargao Division. A letter of intent was also sent to the principal of Socorro Central Elementary School for approval to involve SPED teachers as participants. After receiving approval, the researcher proceeded with data gathering, including observations and interviews, which were audiotaped for accuracy. The study involved a six-week total language immersion program, with activities designed to explore the language needs of special children. Participants were asked research questions during in-person interviews, which were tape-recorded and transcribed. Throughout the study, the

researcher ensured participant privacy, confidentiality, and voluntary involvement, with assurances that participants could withdraw at any time without negative consequences. Ethical clearance was also obtained from the school principal and participants before beginning the research.

### Data Analysis

The data analysis for this study was primarily inductive, involving categorization and identification of patterns within the data (McMillan & Schumacher, 2006). Following Creswell's (2009) approach, the analysis included three stages: data preparation, representation, and interpretation. The researcher transcribed interviews, organized field notes, and reviewed the data from one-on-one interviews with SPED teachers at SOCES & SPED Center. Data was then coded by dividing the responses into segments and assigning meaning to the information. The researcher identified themes and sub-themes, interrelated them, and analyzed the shared ideas, thoughts, and emotions expressed by the participants. Finally, the data was interpreted to provide a deeper understanding of the teachers' challenges. Using video and audio recordings during interviews helped capture personal experiences, enabling the researcher to draw meaningful insights from the participants' descriptions.

### Results and Discussion

This section presents the significant findings of the study through Thematic Analysis, a qualitative data analysis tool commonly used to interpret complex data from interviews and lesson observations. The analysis aims to highlight the lived experiences, challenges, and coping mechanisms of SPED teachers at Socorro Central Elementary School and SPED Center.

#### Emergent Theme 1: Challenges Encountered by SPED Teachers in Handling SPED Classes

SPED teachers face several challenges that hinder effective teaching and student well-being, including a lack of learning materials, limited parental involvement, and inadequate hygiene support. These challenges are compounded by the absence of therapists, discrimination, and the exclusion of SPED learners from school activities. Teachers also struggle with behavioral management, multitasking due to conflicting schedules, and the perception that SPED learners are less prioritized.

##### Subtheme 1: Lack of Learning Materials

A critical issue for SPED teachers is the lack of learning materials, forcing them to provide their own resources. Many teachers spend considerable time creating materials or searching online. One teacher expressed, "Waya miy learning materials. Kami ra, maghanap sa internet, basta kay waya miy learning resources, kami ra, matod pa sariling sikap basta lamang makatudlo mis mga bata" (SPED Teacher 1). The shortage of textbooks and instructional materials complicates lesson planning and implementation. Printing materials is essential, but teachers often face technical issues with printers. One teacher noted, "Pirmi ko nag print, kay imagine nang 15 ka bata, unja kada adlaw ko nag print... ang printer nga pirme kadaot" (SPED Teacher 3). Financial constraints also play a role, with many teachers using their own money to purchase resources. As one teacher noted, "Usahay, mag abuno ko para lang naay magamit nga materials" (SNED Teacher 4). This lack of materials impacts student

motivation, making lessons less interactive and engaging. Research emphasizes the importance of accessible, inclusive materials designed specifically for SPED education.

##### Subtheme 1.2: Absence of Therapists

Another challenge is the absence of therapists in schools, especially for students with developmental disorders such as autism. "Waya man gud miy mga therapist, kay ang school dili man maka provide" (SPED Teacher 1). The lack of therapy limits the ability to manage behavior and develop essential skills, which is vital for student progress (Byström et al., 2022; Pelletier, 2024)<sup>[2]</sup>. The absence of therapists also increases stress for teachers, leading to burnout and decreased job satisfaction (Eryılmaz et al., 2024). A multidisciplinary approach, involving therapists, teachers, and parents, would yield better outcomes (Dillon et al., 2021)<sup>[5]</sup>.

##### Subtheme 1.3: Discrimination/Exclusion

Discrimination and exclusion within schools remain significant issues. Many regular teachers hold misconceptions about SPED students, assuming SPED teachers have an easier workload. This leads to feelings of resentment and discrimination, as one teacher shared: "Feel nila nga gamay ramiy studyante, feel nila nga ara ming ka hayahay" (SPED Teacher 3). SPED students also face exclusion from school-wide activities, reinforcing their sense of isolation. "Usahay dili mi e-recognize, pero naanad nami" (SPED Teacher 1). Research shows that inclusion improves academic and social outcomes for students with disabilities (Lindsay et al., 2020; Florian & Black-Hawkins, 2019).

##### Subtheme 1.4: Behavioral Management Issues

Managing behavioral challenges is another obstacle for SPED teachers. One teacher shared, "Mag tantrum ang bata unsa on mana nimo pag manage" (SPED Teacher 2). Behavioral problems, particularly among students with autism, are linked to communication and sensory processing issues (Doda et al., 2024). The unpredictability of these issues requires specialized behavior management training (Geyer, 2024)<sup>[7]</sup>. However, the lack of support staff adds to the burden, as teachers are often left to manage behavioral cases alone (Cohen & Martin, 2022)<sup>[4]</sup>. Effective behavioral interventions are essential for creating a positive learning environment (Otto, 2022).

##### Subtheme 1.5: Poor Parental Involvement and Hygiene

Parental involvement in SPED education is inconsistent. Some parents are in denial about their child's condition, which affects their engagement. "Naay mga denial nga parents, dili pa sila kadawat nga ing-ana ang ilang bata" (SPED Teacher 2). This resistance hinders the implementation of supportive interventions (Sepers et al., 2022). Poor hygiene among SPED students also requires extra attention from teachers, with one teacher noting, "Lisod sila pasabton, lisod estoryahon" (SPED Teacher 3). This burden is compounded by the lack of parental support (Desquith et al., 2021). Schools must encourage parental involvement and provide resources to address hygiene issues (Nolasco, 2022; Cerero et al., 2024).

##### Subtheme 1.6: Multitasking

SPED teachers often struggle to balance their responsibilities, which include administrative tasks, classroom management, and individualized instruction. One teacher shared, "For

example, ang duha ka sugo naho maglibog ko" (SPED Teacher 3). Research indicates that multitasking in special education leads to burnout and decreased instructional effectiveness (Siddiqui et al., 2023) <sup>[13]</sup>. The impact of multitasking extends beyond teachers, affecting students' learning experiences. When teachers focus on non-teaching tasks, students often miss out on essential support (Kholisah et al., 2024). Schools need to reduce the administrative burden on teachers to enhance their ability to support students effectively (Maslach & Leiter, 2020).

#### **Subtheme 1.7: SPED Learners Are Less Prioritized**

SPED learners are often neglected in terms of resources and support. One teacher expressed frustration, "Dili gajud nila makaya, kay mungon mi nga, ma'am tagae pod mig mga lingkoran" (SNED Teacher 3). The lack of resources and priority for SPED learners leads to feelings of exclusion. Research highlights that inclusive education should ensure equal access to resources for all students (Bara, 2022). When SPED learners are not prioritized, it affects their academic and social development (Paguirigan et al., 2023) <sup>[12]</sup>. The burden of advocating for SPED students often falls on teachers, who face additional challenges without institutional support (Parrott et al., 2024). Addressing this issue requires school administrators to prioritize SPED education and ensure equitable resource distribution (Ediyanto et al., 2023) <sup>[6]</sup>.

### **Emergent Theme 2: Coping Mechanisms of the SNED Teachers to Address Identified Challenges**

SPED teachers employ a range of coping mechanisms to manage the unique challenges they face. These mechanisms are categorized into classroom and behavior management, instructional strategies and adaptations, and personal qualities and emotional support. Teachers use structured routines, behavior management techniques, and positive reinforcement to maintain classroom order. They also adapt their teaching methods to meet the diverse needs of students. Additionally, personal resilience, patience, and self-care are crucial in managing the emotional demands of their work.

#### **Subtheme 2.1: Classroom and Behavior Management**

SPED teachers utilize a variety of behavior management techniques to address students' challenges. One teacher emphasized the importance of patience and routines: "Sa pirmiro lisod gajud sija e-manage... kami ang magligo, kamiy magpa-kalibang, kamiy magpa-ih" (SPED Teacher 1). Structured routines help reduce anxiety and disruptive behaviors (Suparno et al., 2022) <sup>[14]</sup>. Another teacher shared that tantrums are managed through a combination of ignoring minor disruptions and intervening when necessary: "Og mag tantrum sija pasagdan rakan nimo... basta naa nay mag tantrum, mag tabang mi." This aligns with behavior management strategies, such as planned ignoring and reinforcement (Sravanti et al., 2018). Collaboration among teachers and peer tutoring also support classroom management: "Sa dinhi sa among sa trabaho kibalí rami mag tinabangay ra gajud mi... peer tutoring among tudloan" (SPED Teacher 1). Peer tutoring promotes both academic and social development (Kim et al., 2021).

#### **Subtheme 2.2: Instructional Strategies and Adaptations**

SPED teachers adjust their instructional strategies to cater to diverse learning needs. One teacher highlighted the

importance of Individualized Education Programs (IEPs): "Ang strategies nga gi kuan naho sa ila is mag depend isa ahung IEP" (SPED Teacher 1). IEPs allow for tailored instruction, addressing the unique needs of each student (F., 2022). Another teacher stressed the need for hands-on, interactive materials: "Kinahanglan gajud na gajuy mga hinimo naho na mga daan e-ready naho nga mga instructional materials... mag games-games pod ka kay og ihapak ra nimo murag dili pod sila interesado." Research supports that interactive learning increases student engagement (Piaget, 1972; Cade, 2023). Sign language training for both teachers and parents is another important adaptation to improve communication: "Every Friday nag conduct ko og sign language sa mga parents ug sa mga teachers." This promotes inclusivity and communication accessibility (Shyyan et al., 2025).

#### **Subtheme 2.3: Personal Qualities and Emotional Support**

SPED teachers recognize the emotional demands of their role and prioritize self-care. One teacher emphasized the importance of self-care: "Ag ahu gajud mokaon gajud ko, kay og ma stress ko, ag ahung self og dili ko ma stress dili gajud ko masuko" (SPED Teacher 1). Self-care practices, such as maintaining a healthy lifestyle, are crucial for managing stress and preventing burnout (Homann & Ehmke, 2025). Another teacher highlighted the role of positive reinforcement: "Always praise gajud nimo, then hug, then imong kuanon ang ilang dinhi hikap-hikapon" (SPED Teacher 2). Positive reinforcement, such as praise and physical reassurance, helps manage student behavior and fosters emotional security (Zahid & Cheema, 2023). Teachers also focus on building positive relationships with students: "Smile-smile lan, sulti-sultihan, dili gajud ka masuko kay once nga masuko ka di na nimo na ikasinabot" (SPED Teacher 3). This approach is supported by research emphasizing the importance of teacher-student relationships in special education (Murray & Osterhage, 2024). Emotional regulation strategies help students develop coping mechanisms, essential for their long-term success (Nilfyr & Ewe, 2025).

### **Emergent Theme 3: Pedagogical Implications of the Challenges Encountered by the SPED Teachers**

Based on the experiences of five SPED teachers, six major themes emerged that highlight the pedagogical implications of teaching in under-resourced and unsupported environments.

#### **Subtheme 3.1: Lack of Instructional Materials**

A significant challenge for SPED teachers is the lack of necessary instructional materials. One teacher shared, "Waya miy learning materials. So, kami gajud mag provide og learning materials, maghanap sa internet... matod pa sariling sikap basta lamang makatudlo mis mga bata" (SPED Teacher 1). The absence of curriculum-aligned materials forces teachers to rely on online content or create their own resources, leading to inconsistent lesson delivery and inefficiencies in meeting students' diverse needs. Without visual aids, manipulatives, and differentiated materials, students may experience academic delay, disengagement, and lower achievement levels. This extra workload, coupled with the challenge of creating appropriate resources, contributes to teacher fatigue, reducing time for individualized planning and student assessment (Wahab et



al., 2024)<sup>[16]</sup>. Research by Wang et al. (2025) and Ciata et al. (2024)<sup>[3]</sup> stresses the importance of providing standardized, inclusive materials for equitable education, ensuring that all students can succeed.

### **Subtheme 3.2: No Support Staff**

The lack of support staff in SPED classrooms is another challenge. One teacher highlighted the issue: "Kinahanglan nga naa ko, nga dili man pod ko permi all the time nga adto nila..." (SPED Teacher 1). Without paraprofessionals or teaching aides, teachers struggle to manage and instruct multiple students with diverse learning needs. This absence reduces the effectiveness of individualized instruction and compromises classroom management. The lack of support staff limits differentiated instruction and timely interventions, leading to burnout and emotional strain on teachers. The gap in support prevents students from receiving the personalized guidance and consistent reinforcement essential for their progress. As Hove & Phasha (2024) and Paguirigan et al. (2023)<sup>[12]</sup> assert, the presence of support staff is essential for effective SPED programs and inclusive education.

### **Subtheme 3.3: Limited Psychological Services**

Access to psychological services for SPED learners is limited, with annual assessments often the only support provided. One teacher remarked, "Ang sa kuan, kanang sa intellectual naa man miy yearly nga psychological..." (SPED Teacher 1). Without regular psychological assessments or follow-ups, teachers lack the professional guidance needed to address students' evolving cognitive, emotional, and behavioral conditions. This restricts the development of effective individualized education plans (IEPs) and may lead to delayed interventions or misdiagnosis. The absence of ongoing psychological support places undue pressure on teachers to make decisions beyond their expertise, which can undermine the quality of instruction and support for students. Paguirigan et al. (2023)<sup>[12]</sup> and McTavish et al. (2024) emphasize the importance of continuous psychological services in special education to inform and improve IEPs.

### **Subtheme 3.4: Teacher Burnout**

Burnout among SPED teachers is a pervasive issue, often stemming from overwhelming workloads and a lack of institutional support. One teacher noted, "kami ra, matod pa sariling sikap..." (SPED Teacher 1), reflecting the sense of isolation and exhaustion teachers feel as they handle all aspects of classroom management without sufficient resources or support. Chronic burnout can lead to decreased job satisfaction, reduced instructional effectiveness, and higher absenteeism or attrition rates. This not only disrupts student learning but also hampers the overall success of SPED programs. Jeon et al. (2021)<sup>[9]</sup> and Mulyani et al. (2021)<sup>[11]</sup> highlight how burnout disproportionately affects SPED teachers, urging the need for mental health support, workload management, and recognition of the emotional labor involved in special education.

### **Subtheme 3.5: Learner Exclusion**

Exclusion of SPED learners within the broader school community remains a significant challenge. One teacher shared, "dili nila acceptado kaajo ang among learners... maglisod pod sila... dili pod sila kasabot" (SPED Teacher 1). This reflects the social marginalization of students with

disabilities, who often face rejection or misunderstanding from both peers and school staff. The lack of inclusive culture limits their opportunities for meaningful academic participation and social engagement. Exclusion negatively impacts students' self-esteem, motivation, and overall development. Bhardwaj et al. (2025)<sup>[1]</sup> and Beamish et al. (2024) argue that fostering an inclusive environment is essential for equitable education, ensuring all students feel valued and supported.

### **Subtheme 3.6: Need for Innovative Strategies**

Finally, SPED teachers often resort to creative methods to deliver instruction due to resource shortages. One teacher explained, "maghanap sa internet... sariling sikap basta lamang makatudlo mis mga bata" (SPED Teacher 1). While innovation is valuable, it often occurs in the absence of formal support or training. This reliance on self-sourced materials and trial-and-error teaching methods underscores the need for structured professional development in special education. Without access to evidence-based practices and updated strategies, these innovations may be inconsistent or ineffective, compromising instructional quality. Navas-Bonilla et al. (2025) and AbdulRab (2023) emphasize that innovation in SPED should be grounded in pedagogical training to ensure it meets students' diverse needs effectively. In light of these challenges, the study recommends a comprehensive intervention program, Project SPECIAL (Support Program for Empowering Children with Inclusive Advocacy and Learning), aimed at enhancing instructional resources, promoting inclusive practices, and improving teacher support systems. The proposed program focuses on increasing parental involvement, enhancing teacher training, and securing additional resources for SPED classrooms. It also emphasizes the importance of fostering an inclusive school culture where SPED students are fully integrated into all aspects of school life.

### **Conclusion**

Based on the study's findings, the following conclusions have been drawn: SPED teachers in Socorro Central Elementary School (SOCES) face complex educational needs and substantial support gaps that hinder effective teaching; however, they demonstrate resilience by adopting various coping strategies, including behavior and classroom management techniques, instructional adaptations, and utilizing personal strengths and emotional support. The study also highlights critical gaps in SPED implementation, including insufficient resources, limited professional support, and the risk of teacher burnout. Additionally, the findings emphasize the need for targeted intervention programs to address these challenges and provide adequate support for SPED education to enhance both teacher effectiveness and student outcomes.

### **Recommendations**

To address these challenges, it is recommended that schools increase resources for SPED classrooms, including instructional materials and support staff. Professional development programs for teachers should focus on classroom management, behavior intervention techniques, and inclusive education practices. Additionally, fostering stronger parental involvement and integrating SPED students into all school activities will promote a more inclusive educational environment. Finally, securing access to

therapists and psychological services is essential to improve both student outcomes and teacher well-being.

## References

1. Bhardwaj V, Zhang S, Tan YQ, Pandey V. Redefining learning: Student-centered strategies for academic and personal growth. *Front Educ.* 2025;10. <https://doi.org/10.3389/educ.2025.1518602>
2. Byström KM, Wrangsjö B, Grahn P. COMSI®—A form of treatment that offers an opportunity to play, communicate, and become socially engaged through the lens of nature—A single case study about an 8-year-old boy with autism and intellectual disability. *Int J Environ Res Public Health.* 2022;19(24):16399. <https://doi.org/10.3390/ijerph192416399>
3. Ciata RD, Doblón IM, Torrerros M. Navigating challenges: A study on the impact of non-specialized teachers in Edukasyon Sa Pagpapakatao (Values Education) in Samar Division. *Int J Soc Sci Hum Res.* 2024;7(6). <https://doi.org/10.47191/ijsshr/v7-i06-28>
4. Cohen G, Martin N. High-tech classroom management: Effects of the use of an app on disruptive and on-task classroom behaviors for students with emotional and behavioral disorder. *Behav Sci.* 2022;13(1):23. <https://doi.org/10.3390/bs13010023>
5. Dillon SR, Armstrong ES, Goudy L, Reynolds HI, Scurry S. Improving special education service delivery through interdisciplinary collaboration. *Teach Except Child.* 2021;54(1):36. <https://doi.org/10.1177/00400599211029671>
6. Ediyanto E, Ramadhani RS, Fitrasari BD, Kenila E, Sunandar A, Hastuti WD, et al. The problems in the implementation of inclusive education in primary schools. *J ICSAR.* 2023;7(1):1. <https://doi.org/10.17977/um005v7i12023p1>
7. Geyer M. Implementing behavior management strategies to manage disruptive student behavior [Internet]. 2024 [cited 2024]. Available from: [https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1102&context=teacher-education\\_masters](https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1102&context=teacher-education_masters)
8. Homann HS, Ehmke T. Managing stress during long-term internships: What coping strategies matter and can a workbook help? *Educ Sci.* 2025;15(5):532. <https://doi.org/10.3390/educsci15050532>
9. Jeon H, Diamond LL, McCartney CM, Kwon K. Early childhood special education teachers' job burnout and psychological stress. *Early Educ Dev.* 2021;33(8):1364. <https://doi.org/10.1080/10409289.2021.1965395>
10. Macabenta JM, Manubag CV, Tabanag JC, Villegas NB, Villegas TM, Cabanilla A Jr. Inclusive education: Lived experiences of 21st century teachers in the Philippines. *Int J Res Appl Sci Eng Technol.* 2023;11(4):454. <https://doi.org/10.22214/ijras.et.2023.48982>
11. Mulyani S, Salameh AA, Komariah A, Timoshin A, Hashim NAAN, Fauziah RSP, et al. Emotional regulation as a remedy for teacher burnout in special schools: Evaluating school climate, teacher's work-life balance, and children behavior. *Front Psychol.* 2021;12. <https://doi.org/10.3389/fpsyg.2021.655850>
12. Paguirigan EM, Paguirigan MJR, Ablog LA. Lived experiences of special education teachers in the new normal. *Migr Lett.* 2023;20(8):1331. <https://doi.org/10.59670/ml.v20i8.6075>
13. Siddiqui S, Kazmi AB, Kamran M. Teacher professional development for managing antisocial behaviors: A qualitative study to highlight status, limitations and challenges in educational institutions in the metropolis city of Pakistan. *Front Educ.* 2023;8. <https://doi.org/10.3389/educ.2023.1177519>
14. Suparno S, Hermanto H, Sukinah S, Prabawati W, Sarwendah AP, Dewi GR, et al. Handling behavior problems of children with special educational needs based on teacher analysis. *J Educ Learn.* 2022;16(4):484. <https://doi.org/10.11591/edulear.n.v16i4.20484>
15. Tyson C. Exploring the perceptions of special education teachers and teacher burnout [Internet]. 2025 [cited 2024]. Available from: [https://nsuworks.nova.edu/fse\\_etd/741/](https://nsuworks.nova.edu/fse_etd/741/)
16. Wahab NYA, Rahman RA, Mahat H, Hudin NS, Ramdan MR, Razak MNA, et al. Impacts of workload on teachers' well-being: A systematic literature review. *TEM J.* 2024;2544. <https://doi.org/10.18421/tem133-80>
17. Zorde O, Lapidot-Lefler N. Sustainable educational infrastructure: Professional learning communities as catalysts for lasting inclusive practices and human well-being. *Sustainability.* 2025;17(7):3106. <https://doi.org/10.3390/su17073106>