Adapting to the 21st Century Learning: Teaching Strategies of Filipino SPED Teachers in the United States

Zarah Mae C. Tabilin[1], Roxanne Joyce W. Tombali[2]

[1,2]Master's Research Student, University of Cordilleras, College of Teacher Education

Abstract

This study employs a narrative research methodology to explore the instructional modifications and teaching practices utilized by Filipino Special Education (SPED) teachers in the United States to meet the demands of 21st-century learning. Through in-depth, semi-structured interviews with ten purposely selected SPED educators, key themes emerged, including technology integration, differentiated instruction, cultural sensitivity, individualized education plans (IEPs), family and community involvement, and the creation of sensory-friendly environments. Participants highlighted the importance of leveraging technology for personalized learning, implementing varied instructional strategies to accommodate diverse learning styles, and incorporating culturally relevant materials to foster inclusivity. Regular IEP reviews and active family engagement were identified as critical for enhancing student motivation and success. Additionally, creating sensory-friendly classroom environments was emphasized as essential for supporting students' sensory processing needs. The findings indicate that these multifaceted strategies not only promote academic achievement but also enhance social-emotional development and inclusivity among students with special needs. Recommendations include ongoing professional development for educators, increased parental involvement in the IEP process, and systematic reviews of instructional strategies. This research contributes to a deeper understanding of how Filipino SPED teachers adapt their practices in diverse contexts, ultimately informing educational policies and teacher preparation programs aimed at fostering equitable learning environments.

Keywords: Filipino Special Education (SPED) Teachers, 21st-Century Learning, Instructional Modifications, Teaching Strategies, Culturally Responsive Pedagogy, Technology-Enhanced Instruction, and Inclusive Education

Introduction

In the rapidly evolving landscape of 21st-century education, the role of Special Education (SPED) teachers has become increasingly critical. These educators bore dual responsibilities: imparting knowledge and managing the complex array of learning needs and technological advancements that characterized modern classrooms (Obi et al., 2023). Special education students presented a broad spectrum of abilities and challenges, necessitating the integration of inclusive teaching practices with digital tools to ensure equitable learning opportunities (Tohora, 2021). This dynamic and multifaceted teaching environment placed significant demands on SPED teachers, who had to continually adapt to new educational paradigms and innovations.

Filipino SPED teachers working in the United States face unique challenges due to their distinct educational approaches, cultural perspectives, and adaptive teaching methods (Arcuino et al., 2022). Recognized globally for their commitment and flexibility, Filipino educators were a significant presence in the American educational system (Uytico and Abadiano, 2020). Their transition from the Philippines to American classrooms involved numerous professional and personal adjustments. These educators had to reconcile the educational practices and perspectives from their home country with those prevalent in the U.S., necessitating a profound shift in teaching methodologies, classroom management styles, and student engagement strategies.

This study aimed to explore how Filipino SPED teachers in the United States adapted to the complex demands of 21st-century learning and examined the instructional practices they employed. Understanding the innovative strategies these teachers used to create inclusive and productive learning environments was essential. These strategies included devising individualized education programs (IEPs) tailored to meet each student's needs, incorporating technology into lesson plans, and employing culturally sensitive teaching techniques (Barrio, 2021). Additionally, Filipino SPED teachers often implemented differentiated instruction to address the diverse learning needs and preferences of their students, ensuring that each student received appropriate support and challenge.

The professional development journeys of Filipino SPED teachers were another focal point of this study. Continuous education and teamwork significantly impacted their instructional strategies. The professional development landscape in the United States offers an abundance of resources and opportunities, from graduate degrees and certificates to workshops and seminars (Wilson and Kelley, 2022). Understanding how Filipino SPED teachers navigated and utilized these opportunities was crucial for supporting their growth and adaptation to the evolving educational context. These initiatives often focused on enhancing skills in technology use, understanding diverse cultural backgrounds, and implementing evidence-based instructional strategies.

The cultural dimension of this adaptation process was vital. Filipino SPED teachers frequently drew on their cultural heritage to enrich their teaching practices, fostering classroom environments that were inclusive and respectful of diverse backgrounds (Lasilla et al., 2023). This cultural competence was particularly valuable in SPED settings, where empathy and understanding were crucial for addressing the varied emotional and social needs of students (Grant Jr. and Hill, 2020).

Filipino SPED teachers leveraged their cultural knowledge to build strong relationships with students and their families, creating a supportive and collaborative learning environment.

Additionally, this study sought to identify the systemic and institutional supports that facilitated or hindered the success of Filipino SPED teachers in the U.S. This involved exploring the roles of school administrations, policy frameworks, and community networks in shaping these educators' professional experiences (Pocaan, 2022). By understanding the broader context in which Filipino SPED teachers operated, the study aimed to provide insights into the factors contributing to their effectiveness and job satisfaction. These factors may have included access to resources, professional mentoring, and community engagement.

By examining the experiences and strategies of Filipino SPED teachers in the U.S., this research contributed to the growing body of knowledge on cross-cultural education and the adaptation of teaching practices in a globalized world (Pardo de Rincón, 2024). It underscored the importance of cultural sensitivity, adaptability, and continuous professional development in meeting the diverse needs of students with special educational requirements (Parkhouse et al., 2019). This study offered valuable lessons for

educators, policymakers, and researchers dedicated to advancing the field of special education in the 21st century. Specifically, this study answered the question, What teaching strategies and instructional adaptations are employed by Filipino Special Education (SPED) teachers in the United States to meet the demands of 21st-century learning?

Methods

This study employed a narrative research methodology to investigate the instructional modifications and teaching practices utilized by Filipino Special Education (SPED) teachers in the US to meet the expectations of 21st-century learning. By capturing the experiences, views, and practices of participants in their natural teaching environments, the narrative approach facilitated an in-depth and systematic data collection and analysis process.

Using purposive sampling, the study selected ten Filipino SPED instructors currently employed in the US. The inclusion criteria required participants to have a minimum of three years of experience teaching SPED, be employed as a SPED teacher in the United States at the time of the study, and be of Filipino ancestry. Participants were identified through professional associations, SPED teacher networks, and personal recommendations.

Data was gathered through in-depth, semi-structured interviews conducted with the participants. These interviews explored topics such as instructional adaptations and teaching strategies used to meet 21st-century learning demands, challenges faced when transitioning from the Philippines to the United States educational system, integration of digital tools and technology in the SPED classroom, utilization of professional development opportunities, incorporation of cultural sensitivity and knowledge into teaching practices, and institutional and systemic supports or barriers encountered. Depending on participant preference, interviews were conducted either face-to-face, via video call, or over the phone. Participants had two to three weeks to schedule and complete their interviews.

The qualitative data from the interviews were analyzed using thematic analysis. This process involved familiarizing oneself with the data, generating initial codes, searching for and identifying overarching themes, reviewing and refining themes, and producing a comprehensive report of the findings. To ensure reliability, the study was conducted by several researchers, and member checking was employed to validate participants' interpretations.

The study adhered to the approval of ethical research guidelines before initiating data collection.

Through this narrative research study, educators can gain a deeper understanding of how Filipino SPED teachers in the US have adapted their teaching practices to meet the needs of 21st-century learners. These insights can inform professional development programs, teacher preparation curricula, and educational policies. However, the study's limitations include a limited, purposive sample size and the potential for participant self-reporting bias.

Results and Discussion

Table 1

Teaching Strategies and Instructional Adaptations Employed by Filipino Special Education (SPED) Teachers in the United States to Meet the Demands of 21st Century Learning

Theme	Description	Direct Responses
Technology Integration	Utilizing technology to enhance learning and accessibility.	Participant 1: "I leverage technology to enhance learning by using interactive apps and software tailored to my students' needs." Participant 2: "I incorporate assistive technology devices such as speech-to-text software, text-to-speech readers, and communication boards."
Differentiated Instruction	Providing varied instructional methods and materials to meet individual learning needs.	Participant 3: "I implement differentiated instruction to cater to the diverse abilities of my students." Participant 4: "I use a mix of instructional methods, including visual, auditory, kinesthetic, and tactile learning activities."
Cultural Sensitivity	Incorporating cultural relevance and sensitivity into instruction.	Participant 2: "Being a Filipino teacher, I bring cultural sensitivity into the classroom." Participant 5: "I incorporate culturally relevant materials and examples in my lessons."
Individualized Education Plans (IEPs)	Creating and following individualized plans tailored to each student's needs.	Participant 5: "I create and follow Individualized Education Plans (IEPs) for each student." Participant 6: "I conduct regular IEP reviews to ensure that goals and strategies are being met."
Family and Community Involvement	Involving families and the community in the educational process.	Participant 3: "I actively involve families and the community in the educational process." Participant 7: "I gather feedback from parents and caregivers through surveys and meetings."
Sensory-Friendly Environment	Adapting the classroom environment to meet the sensory needs of students.	Participant 9: "I create a sensory-friendly classroom environment with quiet zones, flexible seating, and sensory tools like fidget spinners and weighted blankets."

The table presents a comprehensive analysis of teaching strategies and instructional adaptations employed by Filipino Special Education (SPED) teachers in the United States to meet the demands of 21st-century learning. These strategies are categorized into several themes, each contributing to the overall effectiveness of their teaching approach.

Technology Integration in Special Education

The integration of technology in special education is a vital strategy that enhances learning accessibility and engagement. Educators are increasingly turning to interactive apps, software, and assistive devices to create personalized learning experiences tailored to individual students' needs. Participant 1 states, "I

leverage technology to enhance learning by using interactive apps and software tailored to my students' needs." This approach not only fosters engagement but also allows educators to track student progress in real time, making necessary adjustments to instruction as needed. Research has shown that technology can significantly improve student engagement and self-efficacy, particularly for those with special needs (Barua et al., 2022).

Assistive technologies, such as speech-to-text and text-to-speech tools, play a crucial role in facilitating communication and learning for students with disabilities. Participant 2 mentions, "I incorporate assistive technology devices such as speech-to-text software, text-to-speech readers, and communication boards." These tools enable students to express themselves more effectively and access the curriculum in ways that align with their learning profiles. Alzaabi (2020) argues that assistive technology not only aids in academic performance but also promotes independence among students, helping them become active participants in their learning.

Moreover, immersive technologies, including augmented reality (AR) and virtual reality (VR), have emerged as powerful tools for enhancing educational experiences. These technologies provide engaging simulations that cater to diverse learning styles and allow students to explore complex concepts in an interactive manner (Chamekh and Hammami, 2020). For instance, AR applications can bring abstract concepts to life by overlaying digital information in the real world, thereby supporting visual learners and making lessons more engaging. Such innovative uses of technology can foster a deeper understanding of content and motivate students to participate actively in their learning journeys.

As technology continues to evolve, educators need to stay updated on the latest tools and strategies that can enhance learning experiences. Professional development programs focusing on technology integration in special education can equip teachers with the skills necessary to effectively implement these tools in their classrooms. By embracing technological advancements, SPED teachers can create more dynamic and inclusive learning environments that cater to the diverse needs of their students.

Differentiated Instruction for Diverse Learners

Differentiated instruction is essential in addressing the diverse abilities and learning styles of students in special education classrooms. Participant 3 states, "I implement differentiated instruction to cater to the diverse abilities of my students," highlighting the importance of recognizing that each student has unique strengths and challenges. This approach allows teachers to tailor their methods to meet the varied needs of students, ensuring that everyone can access the curriculum effectively. Participant 4 adds, "I use a mix of instructional methods, including visual, auditory, kinesthetic, and tactile learning activities," which reflects a commitment to engaging students through multiple modalities.

Research supports the effectiveness of differentiated instruction for students with special needs. According to Carroll et al. (2020), employing multiple instructional methods enhances engagement and improves comprehension and retention. This flexibility is particularly important in special education settings, where students may struggle with traditional teaching methods. By incorporating a variety of instructional strategies, such as cooperative learning, peer tutoring, and hands-on activities, teachers can create a more inclusive classroom environment that promotes equity and maximizes learning potential.

Algrni (2020) further highlights that utilizing visual, auditory, and kinesthetic modalities can significantly boost academic performance, especially for students who may have difficulties with conventional learning approaches. For example, visual aids, such as charts and diagrams, can help students grasp complex concepts more easily,while auditory resources, like podcasts or audiobooks, can engage students who

benefit from listening. Additionally, kinesthetic activities, such as interactive games or role-playing scenarios, allow students to learn through movement, which can be especially beneficial for those with attention difficulties.

The importance of feedback and adaptability in differentiated instruction is emphasized by Tomlinson and Jarvis (2023), who assert that responsive teaching strategies can lead to enhanced student outcomes. Regular assessments and progress monitoring enable educators to identify areas where students may need additional support or challenge. By fostering a growth mindset, teachers can encourage students to take ownership of their learning, leading to increased motivation and a greater sense of achievement.

Cultural Sensitivity in Education

Cultural sensitivity is a critical component of effective teaching, particularly in diverse classrooms where students come from various backgrounds. By incorporating culturally relevant materials and examples, educators create an inclusive learning environment that respects and values students' identities. Participant 2 notes, "Being a Filipino teacher, I bring cultural sensitivity into the classroom," highlighting the importance of representation in educational settings. This acknowledgment of cultural diversity not only fosters a sense of belonging among students but also enriches the learning experience by providing diverse perspectives.

Heineke and Vera (2022) find that integrating cultural narratives and practices into the curriculum enhances academic performance while fostering social-emotional development. Culturally responsive teaching can lead to increased student engagement and motivation as students see their own experiences reflected in the curriculum (Civitillo et al., 2019). By using culturally relevant examples and materials, educators can help students relate to the content on a personal level, making learning more meaningful and impactful.

Participant 5 adds, "I incorporate culturally relevant materials and examples in my lessons," emphasizing the necessity of recognizing and valuing students' cultural identities. This approach encourages students to share their unique backgrounds and experiences, promoting a classroom culture that celebrates diversity. Additionally, discussions around cultural differences can help students develop empathy and understanding for their peers, fostering a supportive and respectful learning environment.

Furthermore, cultural sensitivity in education can extend beyond the curriculum. Educators should engage with families and communities to better understand their cultural contexts and incorporate those insights into their teaching practices. By building partnerships with families, teachers can create a more holistic educational experience that supports students' social-emotional well-being and academic success.

The Role of Individualized Education Plans (IEPs)

Individualized Education Plans (IEPs) are foundational in special education, providing tailored support to meet each student's unique needs. Regular reviews of IEPs are essential to ensure that goals and strategies remain relevant and effective. Participant 5 mentions, "I create and follow Individualized Education Plans (IEPs) for each student," indicating the importance of customization in educational planning. By setting specific, measurable, achievable, relevant, and time-bound (SMART) goals, educators can provide focused support that aligns with students' strengths and challenges.

Research by Yell et al. (2020) indicates that effective IEP implementation can lead to significant improvements in student outcomes. The collaborative nature of IEPs, which involves input from educators, families, and specialists, is crucial for developing meaningful and achievable goals. This

collaborative process ensures that all stakeholders are aligned in their efforts to support the student, fostering a sense of shared responsibility for the student's success.

Participant 6 states, "I conduct regular IEP reviews to ensure that goals and strategies are being met," underscoring the importance of continuous assessment and adjustment. These reviews not only provide an opportunity to celebrate student progress but also to identify any necessary changes to the instructional approach. By engaging families in this process, educators can gather valuable insights and feedback that inform future planning.

Additionally, a study by Davis (2021) emphasizes that active family involvement in the IEP process can enhance student motivation and academic success. When families are engaged and informed, they can reinforce learning at home and advocate for their child's needs effectively. By fostering strong partnerships with families, educators can create a more supportive and responsive educational environment that promotes positive outcomes for students with special needs.

Engaging Families and Communities

Family and community involvement are crucial for creating a holistic support system for students with special needs. Participant 3 explains, "I actively involve families and the community in the educational process," highlighting the importance of collaboration in reinforcing learning outside the classroom. This approach ensures that students receive consistent support across various settings, which is vital for their overall success. By fostering strong relationships with families, educators can create a network of support that extends beyond the school walls.

Participant 7 mentions, "I gather feedback from parents and caregivers through surveys and meetings," indicating that open lines of communication are essential for understanding families' perspectives and needs. This feedback can help educators tailor their approaches and resources to better support students and their families. Community engagement can also bring valuable resources and expertise into the classroom, enriching the learning experience.

Community-based learning experiences provide authentic, hands-on opportunities that promote social inclusion and skill development (Harfitt and Chow, 2020). Such experiences can include field trips, service projects, or partnerships with local organizations that align with students' interests and curricula. These activities not only enhance learning but also help students develop important social skills and build connections within their communities.

Research by Smith et al. (2020) supports the idea that strong family-school partnerships contribute to improved student outcomes, including higher academic achievement and better social-emotional skills. By actively involving families and the community, educators can create a more supportive learning environment that benefits all students. This collaborative approach fosters a sense of belonging and encourages students to engage meaningfully in their education.

Creating sensory-friendly environments

Creating sensory-friendly environments is essential for addressing the sensory processing needs of students with special needs. Participant 9 states, "I create a sensory-friendly classroom environment with quiet zones, flexible seating, and sensory tools like fidget spinners and weighted blankets." These accommodations are particularly important for students who may become overwhelmed by sensory stimuli, as they provide opportunities for self-regulation and focus. By designing classrooms that consider sensory preferences, educators can enhance students' overall learning experiences.

Research indicates that sensory-friendly classroom designs can lead to improved concentration and decreased behavioral challenges (Giallombardo, 2022). Elements such as quiet zones, calming colors, and soft lighting can create a more conducive learning atmosphere. Additionally, providing sensory tools allows students to manage their sensory needs actively, enabling them to engage more fully with their learning tasks.

According to Keptner et al. (2018), sensory strategies can effectively reduce anxiety and enhance focus, allowing students to engage more fully with their learning. Educators should regularly assess the sensory needs of their students and adjust their classroom environments accordingly. Incorporating student input in these adjustments can empower them and foster a sense of ownership over their learning spaces.

By thoughtfully incorporating sensory accommodations, educators can create an inclusive space that meets the diverse needs of all students. This approach not only supports students' well-being but also fosters an atmosphere conducive to learning. Ultimately, the creation of sensory-friendly environments is a vital component of effective teaching practices in special education, ensuring that all students have the opportunity to thrive academically and socially.

Thus, the strategies employed by Filipino SPED teachers in the US encompass a multifaceted approach to education, integrating technology, differentiated instruction, cultural sensitivity, and continuous assessment. These methods collectively ensure that diverse student needs are met, preparing them for the challenges of the 21st century through personalized, inclusive, and culturally relevant education.

Conclusion and Recommendations

The findings reveal that Filipino Special Education (SPED) teachers in the United States employ a multifaceted approach to address the diverse needs of their students. Through the integration of technology, differentiated instruction, cultural sensitivity, individualized education plans (IEPs), family and community involvement, and the creation of sensory-friendly environments, these educators are effectively enhancing learning accessibility and engagement. Their strategies not only promote academic achievement but also foster social-emotional development and inclusivity, preparing students for the demands of the 21st century.

To further enhance these practices, several recommendations can be made. First, schools and educational institutions should provide ongoing professional development opportunities focused on the latest technologies and instructional strategies in special education. This could include workshops on using assistive technology, culturally responsive teaching, and effective differentiation techniques. Additionally, encouraging collaboration among SPED teachers, general education teachers, and specialists can foster the sharing of best practices and resources, enhancing professional learning and support.

Moreover, developing structured programs aimed at increasing parental involvement in the IEP process and overall educational experience is crucial. Providing training sessions for parents can help them understand their roles and how to support their children's learning at home. Schools should also prioritize the integration of culturally relevant materials and practices into the curriculum, potentially through partnerships with local communities to incorporate cultural narratives that reflect the student body.

Implementing systematic reviews of IEPs and instructional strategies is essential to ensure they meet evolving student needs. Incorporating feedback from students and parents can guide necessary adjustments and improvements. Furthermore, investing in the creation of sensory-friendly environments that cater to students' sensory processing needs—such as designating quiet zones and providing sensory tools—will help students manage anxiety and improve focus.

Finally, encouraging further research into the specific needs and effective strategies for SPED teachers in diverse contexts will inform policy and practice, ultimately supporting educators and students alike. By adopting these recommendations, educational stakeholders can enhance the effectiveness of SPED teaching practices, leading to improved outcomes for students with special needs. This holistic approach will not only benefit individual learners but also contribute to a more inclusive and equitable educational system.

References

1. Aish, B. (2020). The benefits of teaching professionals using mindful practices for stress and emotional regulation.
2. Algrni, N. S. (2020). The effectiveness of using multisensory approach in enhancing achievement and retention of English vocabulary amongst intermediate female students with EFL learning disabilities. Journal of Education and Practice, 11(9).
3. Alzaabi, A. M. A. (2020). Assistive Technology's Effect on the Academic Performance of Students with Disabilities: An Investigative Study at Higher Education Institutions in the UAE (Master's thesis, The British University in Dubai).
4. Arcuino, E. J. D., Cagape, W. E., Fuentes, M. S., Garnica, G. C., & Melasa, J. P. L. (2022). Demystifying the Lived Experiences of Teachers as Stewards of Learners in Handling Learners with Special Educational Needs in an Inclusive Classroom A Phenomenology. Demystifying the Lived Experiences of Teachers as Stewards of Learners in Handling Learners with Special Educational Needs in an Inclusive Classroom A Phenomenology, 115(1), 18-18.
5. Barrio, B. L. (2021). Understanding culturally responsive practices in teacher preparation: An avenue to address disproportionality in special education. Teaching Education, 32(4), 437456.
6. Barua, P. D., Vicnesh, J., Gururajan, R., Oh, S. L., Palmer, E., Azizan, M. M., ... & Acharya, U. R. (2022). Artificial intelligence enabled personalised assistive tools to enhance education of children with neurodevelopmental disorders—a review. International Journal of Environmental Research and Public Health, 19(3), 1192.
7. Carroll, M., Lindsey, S., Chaparro, M., & Winslow, B. (2021). An applied model of learner engagement and strategies for increasing learner engagement in the modern educational environment. Interactive Learning Environments, 29(5), 757-771.
8. Civitillo, S., Juang, L. P., Badra, M., & Schachner, M. K. (2019). The interplay between culturally responsive teaching, cultural diversity beliefs, and self-reflection: A multiple case study. Teaching and Teacher Education, 77, 341-351.
9. Chamekh, Y., & Hammami, M. A. (2020). Impact of Virtual Reality on Modern Education. International Journal of Sciences: Basic and Applied Research, 50(2), 1-8.
10. Davis, J. L. (2021). The importance of family engagement. In Implementing RtI With Gifted Students (pp. 47-65). Routledge.
11. Grant Jr, D. E., & Hill, J. B. (2020). Activating Culturally Empathic Motivation in Diverse Students. Journal of Education and Learning, 9(5), 45-58.
12. Harfitt, G., & Chow, J. M. L. (2020). Employing community-based experiential learning in teacher education. Springer Singapore.
13. Heineke, A. J., & Vera, E. M. (2022). Beyond language and academics: Investigating teachers' preparation to promote the social-emotional well-being of emergent bilingual learners. Journal of Te-

acher Education, 73(2), 145-158.

14. Giallombardo, L. A. (2022). Autism Spectrum Disorder in the Classroom: The Impact of SensoryFriendly Classrooms in Schools for Students with Autism (Master's thesis, Roberts Wesleyan College (Rochester)).

15. Lassila, E., Hyry-Beihammer, E. K., Kizkapan, O., Rocena, A., & Sumida, M. (2023). Giftedness in Inclusive Classrooms: A Cross-Cultural Examination of Pre-Service Teachers' Thinking in Finland, Austria, Turkey, the Philippines, and Japan. Gifted Child Quarterly, 67(4), 306-324.

16. Keptner, K. M., Fitzgibbon, C., & O'Sullivan, J. (2021). Effectiveness of anxiety reduction interventions on test anxiety: a comparison of four techniques incorporating sensory modulation. British Journal of Occupational Therapy, 84(5), 289-297.

17. Lohmann, M. J., Hovey, K. A., & Gauvreau, A. N. (2018). Using a Universal Design for Learning Framework to Enhance Engagement in the Early Childhood Classroom. Journal of Special Education Apprenticeship, 7(2), n2.

18. Maher, A. J., & Fitzgerald, H. (2020). Initial teacher education and continuing professional development: the perspectives of special school physical education teachers. Curriculum Studies in Health and Physical Education, 11(1), 18-33.

19. Nazmi, R., Ardiyanto, J., Anshori, M. I., Siswanto, D. E., & Wirawan, R. (2023). Adaptive Learning in the Future of Educational Management Adapts to Student Needs. al-fikrah: Jurnal Manajemen Pendidikan, 11(2), 272-283.

20. Obi, S. O., Obiakor, F. E., Gibson, L., Obiakor, K. E., & Amadife, N. (2023). Using Technology to Enhance Learning in Special Education: Moving Forward. In Using Technology to Enhance Special Education (pp. 233-245). Emerald Publishing Limited.

21. Pardo de Rincón, G. (2024). Culturally Responsive Teaching: High School Teachers Reflecting on Multicultural and Global Education.

22. Parkhouse, H., Lu, C. Y., & Massaro, V. R. (2019). Multicultural education professional development: A review of the literature. Review of educational research, 89(3), 416-458.

23. Pocaan, J. (2022). Exploring teaching strategies and challenges towards a holistic context-based special education teaching strategies program. The Normal Lights, 16(1).

24. Rajaram, K., & Rajaram, K. (2021). Engaging Learners: A flipped classroom approach. EvidenceBased Teaching for the 21st Century Classroom and Beyond: Innovation-Driven Learning Strategies, 21-75.

25. Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of familyschool partnership interventions on academic and social-emotional functioning: A metaanalysis exploring what works for whom. Educational Psychology Review, 32, 511-544.

26. Tohara, A. J. T. (2021). Exploring digital literacy strategies for students with special educational needs in the digital age. Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12(9), 3345-3358.

27. Tomlinson, C. A., & Jarvis, J. M. (2023). Differentiation: Making curriculum work for all students through responsive planning & instruction. In Systems and models for developing programs for the gifted and talented (pp. 599-628). Routledge.

28. Toulia, A., Strogilos, V., & Avramidis, E. (2023). Peer tutoring as a means to inclusion: a collaborative action research project. Educational Action Research, 31(2), 213-229.

29. Uytico, B. J., & Abadiano, M. N. (2020). Teachers' tales: In-depth exploration on experiences of millennial Filipino teachers abroad. Journal of Critical Reviews, 7(17), 1952-1960.

30. Walkington, C., & Bernacki, M. L. (2020). Appraising research on personalized learning: Definitions, theoretical alignment, advancements, and future directions. Journal of research on technology in education, 52(3), 235-252.

31. Wilson, S. M., & Kelley, S. L. (2022). Landscape of Teacher Preparation Programs and Teacher Candidates. Evaluating and Improving Teacher Preparation Programs. National Academy of Education.

32. Yell, M. L., Bateman, D., & Shriner, J. (2020). Developing and implementing educationally meaningful and legally sound IEPs: Bringing it all together. Teaching Exceptional Children, 52(5), 344-347.

33. Yu, Z., Gao, M., & Wang, L. (2021). The effect of educational games on learning outcomes, student motivation, engagement, and satisfaction. Journal of Educational Computing Research, 59(3), 522-546.