

Advancement and Upliftment of Learners with Special Educational Needs Towards Academic Achievement

BILLY S. POBRE, LPT, RSW, PhD
Master Teacher 1

FLORENCE D. CARIIT, LPT
Teacher 3

MARY JANE L. SAMSON, LPT
Teacher 2

DOREZA B. JOROLAN, LPT
Teacher 1

Carmen Nation High School
Poblacion, Carmen, Cotabato
2022

Abstract — Education plays a significant role in human life. This is always viewed as a pillar of national development and primary avenue for social and economic mobility. There are variations in the acquisitions of learnings. Learners with special educational needs have different modes of acquisition than a normal person. This is universal experience not only in this archipelago but around the world. The policymakers are doing legislation looking for the welfare of these groups. The curriculum planner and designers are offering a system that responds to the needs that are anchored on the premise that individual learners have different learning needs and interests. This is a way of creating an opportunity and open door among the learners with special education needs that equates in the mainstream of society. The research design used is qualitative with hermeneutics phenomenological inquiry. Purposive sampling is used in selecting participants. The interview, observation, focus group discussion and document review are tools used in generating information. The findings of this research revealed that there are three subtopics. These include the values acquired, services fitted and options in assessing with ten themes distributed. This is concluded that there is a need for an additional understanding, patience and support in order that these are equally acquired. the necessary learnings. This recommends that it is fulfilling in this group as given an opportunity to improve their life. The caregiver, provider and leader have a high valued to these group as they are part of the mainstream of the society.

Keywords — **Advancement, Upliftment, Educational and Achievement**

I. Introduction

Background of the Problem

All Filipinos have deep regard for education. It occupies a central place in Philippine spiritual, political, economic, and cultural life. It has always been strongly viewed as a pillar of national development and primary avenue for social mobility. In acquiring education, there are various people whose needs vary in accordance with their capability, ability, and capacity. Special education, otherwise known as special education aid, vocational education, and limb care authority education. This is the practice of educating learners with special educational needs (LSEN). It is a way that addresses their individual differences and needs. This process involves the individually planned and systematically monitored arrangement of teaching procedures, adapting equipment and materials, and setting accessibility. These interventions are designed to help learners with special educational needs achieve a higher level of personal self-sufficiency and success in school and the community. These are available if the students are only given access to a typical classroom education. The learners with special educational needs have different modes of acquisition than the normal learners. They have different means in achieving learning competency (Rabara, 2017). The restriction in the capacity of the person is to participate in and benefit from education. This is an account of an enduring physical, sensory, mental health and learning disability. There are other conditions which result in a person learning differently from a person without that condition (NCSE, 2014).

Concomitantly, the experiences in community-based education for learners with special educational needs. The involvement of parents and teachers in the community education has harmony and address the needs of the learners. The experiences have brought lessons learned and arrived at the concrete planning stage. There are significant and salient points to ponder. Inclusion and equity have a central place in Sustainable Development Goal 4: the goal formulation calls on countries to ensure inclusive and equitable quality education for all [UNESCO, 2009].

In the Philippines, the provision of education for learners with special needs varies and it is already facilitated by the policy makers to harness the delivery of the learning among this clientele category. It is embedded in the 1987 Constitution that guarantees the right to education of every Filipino. It is provided that; the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all.

Based on the review of the prior research, there is a population gap. Some of these sub-populations have been unexplored and under researched. The learners with special educational needs appear to be important and worthy of investigation in the context of advancement and upliftment. An investigation of this group is important because of the educational needs towards academic achievement. The previous research has focused primarily on this population of learners with special educational needs. Very little research has been done on experiences of learners with learners [Miles, 2017].

Furthermore, the various educational curricular program in the educational system is offered as a response to address the needs of learners with special educational needs. These specific curricular programs being offered in education are anchored on the premise that individual learners have different learning needs. The interests are addressed, improved and enhanced the potentials and skills. The learners with special educational needs are those with impairment especially in the accessibility of educational acquisition.

The fundamental purpose of learning competencies is regulated in the optimal development of the student as a skillful, free, and purposeful person. This is able to plan and manage your own life and to reach the highest potential as an individual and as a member of society. This is a highly specialized area of education that provides children with exceptionalities. They have the same opportunities as other children for a meaningful, purposeful, and fulfilling life. The most important concept has been developed in special education as the result of experiences of children with exceptionalities. This is the fundamental individualism of every child. The focus of education is the unique learning needs of the individual child as a total functioning organism. All educators shall recognize and accept the special and regular education that shares the same fundamental goals. The education programs is to facilitate access to an appropriate education, regardless of the disability. This is helping the student fulfill academic achievement and a successful life. The aspiration of special educators is seeing every child as a unique composite of potentials, abilities, and learning needs. This is where the educational program is designed to meet his or her needs (Rabata, 2018).

Advancement and upliftment are two distinct impacts that determine their academic achievement. Advancement is raising the status of the individual with special needs. The promotion of welfare is upgrading skills, potential and competencies. The prioritization of their preferment choice is enticed while looking forward for the future. The pre-relation is intended to meet the increase of awareness and participation. Upliftment is the elevating of their lifestyle and adds to recognition. This is illuminating the living condition by keeping them away from harm inflicted by the natural and social environment. This is providing protection for the welfare of the less fortunate learners with special education needs.

Purpose of the Study

The study highlights the Advancement and Upliftment of Learners with Special Educational Needs towards Academic Achievement. The providers are given a chance to determine the involvement in the provision of services to learners with special educational needs. This is also the way on how to deliver learning competencies to the learners with some dysfunctional. The caregiver is also given a chance to share their experience in rearing their offspring with other types of needs. This is the moment to impart their learning and experiences with others who have the same circumstances. It allowing to influence the capability and the impact for the achievement. Thos is doing the impression of their feelings that boost the utmost bearing

and empowerment. It goes on along with success. This inquiry carries the following research questions:

1. What are the significant values of LSEN?
2. What are services needed to deliver for the welfare of the LSEN?
3. How do remedies increase awareness in extending assistance of the LSEN?

Based on the research questions, the study aims to impart insights related to their involvements and moods in school related to school related performances. Specifically, to wit:

1. Determine the values acquired from the LSEN,
2. Identify services that fits and suites to the LSEN, and
3. Determine the common options in assessing the learnings of LSEN,

Significance of the Study

The investigator as a Guidance Coordinator, finds it necessary to know the nature of a learner with special educational needs. The pursuit of this endeavor with the eagerness to response on the issues commonly encountered by school authority is relevant. It is a fruitful partaking opportunity among the guidance practitioners that needs enhancement and continuity of the field practice. In this inquiry, the findings are useful to learners, caregivers, providers and leaders in pursuing educational goals. This is bearing the vision and mission of the department and looking forward to the welfare of all types of learners. It is also important to annotate the experience, feelings, and aspirations in the implementation.

REVIEW OF RELATED LITERATUR AND STUDIES

Learners vary in their needs. The learners with special educational needs have characteristics and natures that vary according to their essential necessities.

Nature of the Learners with Special Educational Need

The nature of learners with special education needs (LSEN) denotes many aspects. Many children and young people, at some time during their education, will have special educational needs. A young person is considered to have special educational needs if he or she has learning difficulties and needs special help. This help is the special educational provision. This is the extension of helping hand to help and assist the individual with especial needs especially in education. The person is considered to have learning difficulties if he or she finds it much harder to learn than most children of the same age. This person has a disability which makes it difficult to use the standard educational facilities in the area. Special educational needs is merging that a young person has difficulties with: all of the work in school; reading, writing, counting work and

understanding information; expressing themselves or understanding what others are saying; making friends or relating to adults; behaving properly in school, organizing themselves; determining some kind of sensory or physical needs which affects the school (European Union, 2003).

Characteristics of Learner with Special Educational Need

The National Council for Special Education (2014) have pointed out that the special educational needs are those who have learning disability, physical disability, hearing impairment, visual impairment, speech and language disorder and multiple disabilities. This type of learner needs a special treatment available in the mainstream class, special class, and special school. The specific learning disability includes dyslexia, dyscalculia, dysgraphia. The dyslexia are difficulty in learning to read which can hardly recognize words. The dyscalculia is difficult with numbers which are hardly count simple operation. The dysgraphia is a difficulty with writing and spelling that are hardly thought.

Aside from disability and disorders, the inclusion of special groups such as children in difficult circumstances, children from indigenous groups, and able learners like gifted and the talented are also included among Learner with Special Educational Need. These special groups have their own unique needs and priorities that have to be addressed. Likewise, the goal of providing appropriate and differentiated curricular and instructional programs and schemes is most pressing. Such programs and schemes must consider the socio-cultural, educational as well as economic contexts (Dizon, 2012).

Helping Options of Learners with Special Educational Need

The Learners with Special Educational Needs also need assistance that sustains the well-being. In the study of Yap & Adorio (2008) provides options on how to help learners with special educational needs. It includes accessibility to formal school, quality educational experiences and participation to school activities. The National Council for Special Education (2014) added the partnership with stakeholders. This option assists the learners with their educational growth, health development and socialization opportunities.

II. Methodology

Research Design

The investigative inquiry is addressing the issues that bump appropriately to learners with special educational needs. This is a strategy to help cope with the existing issues and presenting problems encountered at the school, home, and social environments. The research design uses the qualitative method with hermeneutics phenomenological inquiry approach. This is shaping ordinarily the experiences, traditions, and culture of everyday practices. This method elicits stories

from participants as a source of understanding. The identification of common experience and its nature of overcoming concern are determined. This makes leeway to realize those data as implied in the experiences with given intervention. This is the time to provide technical assistance in the contextual preference for helping process.

Study Participants and Selection

The sampling process is purposive in nature selecting the participants of research. There five (5) target participants are two (2) teacher-advisers, two (2) parent and teacher association and one (1) school head. The locale of the investigation is within the school campus.

Data Collection Techniques

The researcher sends correspondence to the barangay and the implementing school. It is followed by a communication addressed to the teachers, parents, and school head. The self-formulated interview guide questionnaire is used in data gathering to determine the number of students. The remarks, suggestions and reactions are also noted as these are part of the data gathered. The facilitation of interviews with significant others, family members are used to assess the client background. The observation of behavioral manifestation is used as another strategy to get the recommendatory options. The document review is used to get the data from the previous plan. This is a secondary information about the program. The focus group discussion with the participants is mobilized as another tool in getting the information, suggestions and ideas.

Data analysis

The responses of the participants are gathered and analyzed. The matrix is used to collate data for tabulation. Coding is used in order to transcribe the information gathered from audio recording. Van Manen [1990] gives an analytical framework as basis for identifying experiences, describing phenomenon, interpreting meaning, developing sense and clustering themes. The thematic analysis of the data is appropriately interpreted for discussion. It is essentially creating theme-statements.

Ethical Consideration

The study observes the ethical standard in conducting research. It accumulates values and principles that address questions. Ethics searches for a reason for acting or refraining. It prevents asking permissions of a study. This also seeks permission from the authorities. It is a value of maintaining anonymity of information.

It is empirical in every study conducted that the participants are given informed consent. This is knowing if they are willing to take part in the study as participant of the focus group discussion. This is specifically stating that the participation is voluntary to preserve the integrity.

Moreover, before the data gathering starts, the research informs the participants about the aims of the research. It assures confidentiality of the data they have disclosed to the researcher. The data gathered will only be used solely for this study. The identity is not mentioned in the study as well as complicated statement shall be withheld.

The series of focus group discussions for triangulation and interaction with the participants is carefully considered. This is also consciously of getting reliable information. The keeping of the original transcript of the interviews and other information sources is properly stored.

Reflexivity

The researcher is an educator and social worker. As a social worker, the value of the individual, especially those who belong to sector groups of learners, caregivers, providers and leaders, are given recognition. As an educator, the researchers are advocating for empowerment in the plan implementation. They are also given a chance to enhance their skills and potential for more productivity. This is the venue for the participants to express views and opinions. The acknowledgement of the ideas and suggestions relevant to the experiences is given value especially in availing educational goods and services. This is straightforward implementation of school programs.

III. Results and Discussion

There are five (5) respondents who responded to this investigative inquiry. They are asked ten questions which are thematically arranged into subtopics includes the values acquired, suited services and option in assessing. These are the ten (10) themes includes the nature of LSEN, experience in school, caregiver, feelings in caring, feelings in providing, difficulties encountered, overcoming situation, strategies, options and aspiration.

Values Acquired

Table 1 presents the subtopics values acquired with four themes includes the nature of LSEN, experiences in school, caregivers, feelings in caring and feeling in providing needs. The first theme is about the nature of the learners with special educational needs includes the children with mental deficiency. This is the learners with slow response and late cognitive development. The behavioral actuation is shown in the response with misleading performance. This is needing attention and focus. The psychological manifestation is shown in the child with slow response especially the special child. This is the child needing attention and focus. The emotional stability is shown in the response and actuations manifested in the interactions. This is behavioral display showing irritation, hyperactive and moody. Social anxiety disorder is the difficulty in adjusting with others. This is shown in the aloofness and loners. These are among the children that need special attention especially in providing learning competency.

The participants have said that *they have experience in handling this type of group. There is a need to prolong patience, perseverance, and creativity just to cater to the needs of the children with this type of personality. The need for caring, concern and consideration have stated.*

The findings are supported by the National Council for Special Education (2014) that the children with special educational needs have much in common with other children of the same age. There are many aspects to a child's development that make up the whole child, including personality, the ability to communicate both verbal and non-verbal. The resilience, strength and ability are to appreciate, enjoy, desire of life to learn. Each child has an individual personality and experiences.

The second theme is about the experience in school includes the challenge. This is the peak experiences that address the resolution of the issues and concerns encountered. The excitement is the eagerness in dealing with children. This is the part of services delivery that are most anticipated. The consideration is giving a chance to everyone. This is serving with passion, acceptance and valuing an individual. The catering needs is providing the request and desire of the child. This is extending hand to give the needed material or emotional needs of the child. Patience is the long-lasting understanding and accommodation of the child. This is a great behavior showing the trust and confidence of the child. The down to earth is the simplicity of the ways. This making the environment of the child wholesome every day. Enthusiasm is an energy level shown in the active involvement with the daily routine of the child. This is the passionate endeavor of the caregiver and provider provided to the learners. The approachable is the attitude of the provider towards the child. This is the most needed part in the service delivery. Personal adjustment is the limitation of the providers in dealing with the learners and the caregiver. This giving a space to the behavioral boundary of both learners and the caregivers. The extra humor is a motivation of the child that elicits interest and conviction in going to school. This is the accurate attitude and personality of the caregivers and providers.

The participants have disclosed that *the experience with the learners have help them develop and apply realistic environmental adjustment. This is crucial in handling learners with special educational needs.*

The findings are supported by Kang and Martin (2018) and have emphasized that experiential learning is a powerful tool for changing beliefs and practices. This is expanded opportunities to positively engage with Special Education Need learners. This also generated opportunities to develop to feel closer with peer-mentors.

The third theme is about the support system includes the caregivers and providers. The caregivers include the parents. This is the first contact of the child and knows about the details of the child. The immediate family members are the sister and brother. The other supporters are uncles, aunts, relatives. This is a strong supporter that helps in child development. The providers are the teacher, nurse, social worker, counselor, therapist, psychologist, sociologist. The local

government units give protection for the welfare of the children. These are the service providers of the child that caters the need for personal improvement.

The participants opened that *the strong support system of the child helps in the motivation and encouragement to learn more. This is the caring and nurturing of the child as well as providing a venue for his future.*

The findings are supported by MacCourt, Allan, Khamisa, & Krawczyk (2011) have said that the landscape of interventions for caregivers is reflective of the diversity of ideas to address health and well-being. The recognition underscores the importance of the sustainability of the ability to offer the most appropriate care possibility. The characteristics and needs are paramount in connecting to services.

The fourth theme is about the feeling of caring for the learner with special educational needs includes the kindness is the compassion and sympathy. This is showing gentleness and kindhearted towards an individual with needs. Diligence is a lesson in caring the children. This is a quality of being hard-working, industrious and dedicated. The passionate is the one with focus and concentration towards work. This is manifested with the fervent and ardent. The protective is the ardent and fervent welfare of the child. This is the maximum defense against the violation of rights of the child. Daring is the trait of the caregivers who are brave and courageous towards the benefit of the child. The faithful are religiously helping the child in seeking help and outside support. This is the instinct among the caregivers to provide tender, loving and care towards the children.

The participants have revealed that *the feeling in caring the children is very crucial, especially in the age. These are challenging that needs for focus, attention, caring and concern. These traits are very significant in the growing years. The need to guide and supervise in the stage of development.*

The findings are supported by Lilian, Odundo, & Ngaruiya (2015) have stressed that the trends concerning the emotional needs of child with learning difficulty are as self-concept, respect, and self-competence. This also identified models of effective practice currently being implemented in the school settings. This is to meet the emotional needs of children with learning difficulty. The school head understands the importance of providing emotional needs and the positive attributes contributed to learner participation.

The fifth theme is about the feeling of providing needs of the learners with special educational needs includes the happiness. This is an enjoyable moment among the providers as complements for being hardworking. The fulfilled is the feeling after the provision of goodwill to the child. This is making the life of the child full of satisfaction. Completeness is the attributes of the provider in delivering services to the needy. This is shown in the persistence of the providers in focusing of the learners. Proud is a quality of the providers in giving chances to the child to develop the learning capability. This is making the learners more inspire in the daily attendance.

The hearty is the sincere help and support given to the child. This is the utmost support given to children as an effective assistance. The heroic is the acts of the providers to give meaningful assistance to the child in times of neediness. This is an act of heroism to sustain the camaraderie. Honesty is the transparent delivery of goods and services to needy learners. This is the form of generous traits. Sensitivity is the provision of needs to the child. This is a sensible act for provision of identified learners with special needs. Empathy is feeling the side of the client. This making the environment of the client full of memorable events that happened in their lives. The understanding is the tolerance of thinking about the welfare of the child, especially those who need services. This is the relieving moment among the service providers.

The participants have said that *the provision of needs and services to learners with special needs is very touching. This is the best practice that an individual may possess. A child with special educational needs is needing care, love and tenderness.*

The findings are supported by Pillay and Di Terlizzi (2009) have stated that there are three emerging factors. These are psychological experiences, social acceptance, and academic performance. Inclusive education requires greater economic investment and greater consideration of the ecological system and resilience of the learner. It is indicated that the allocated funding for education could be mobilized and used to the benefit of learners.

Table 1

Theme	Core Ideas
Nature of LSEN	Children with mental, behavioral, psychological, emotional, social anxiety disorder
Experience in school	Challenge, excitement, consideration, catering needs, patience, down to earth, enthusiastic, approachable, personal adjustment, extra humor
Support system	Caregivers are parent, immediate family members, sister, brother, uncle, aunts, relatives; providers are teacher, nurse, social worker, counselor, therapist, psychologist, sociologist, local government units
Feelings in caring	Kind, diligent, passionate, protective, daring, faithful, tired, exhausted, challenge, irritated
Feeling in providing	Happiness, fulfilled, completeness, proud, hearty, heroic, honesty, sensitivity, empathetic, understanding

Suited Services

Table 2 presents the subtopic suited services with three themes includes difficulties encountered, overcoming situations and useful strategies. The first theme is about the difficulties encountered, includes behavioral misinterpretation. This is the misconception of the behavior especially during the interaction. The misunderstood actuation is the feeling of indifference. This is the moment that the child needs concern and focus. The unexplained attitude display is the act of deviant. This sometimes notice to the child when uncomfortable with the environment. The hesitant participation is the time not in the mood. This is sometimes noticed when the focus is

undetermined. Attention seeker is the displayed behavior of the child when the session is on-going. This is the result when the child is not at ease at home. The establishing rapport is the looking at proper time to deal. This is a sort of timing strategy to make the comfortable social environment of the child. The language and communication barrier are the difficulty in writing, reading and comprehension. This is the display of the child that needs immediate concern and attention. The unaddressed needs are not properly given enough time and logistics. This is the cause of lack of attention and concern from the support system. The limited support is the shortage and lacking materials that sustain needs. This is the limitation of needs provided to the child. The time constraint is the shortage of lesson delivery by the providers. This time allotted is not enough to answer the needs of the child.

The participants have said *that the problems encountered are very challenging. This is the time that the child needs utmost focus and attention. The vulnerability of the child is felt in this moment. The learning difficulty is needing support. A strong support system aids in the development of the personality. The special educational need is properly addressed to overcome the difficulty in achieving success.*

The findings are supported by Allam & Martin (2021) have shared that the enhancement for the providers is needed. The conducive for learning and equipped with teaching materials are in demand. The issues and problems are solved to sustain a positive working environment among school heads, teachers, parents, and stakeholders.

The second theme is about overcoming situations by valuing traits includes the encouraging. This is cheering, inspiring and reassuring for the several benefits of learning. Ignoring is no entertaining the negative display attitude. This is one way of managing behaviors. The consideration is making things with great awareness. This is a signed of accommodating and accepting situation with valid reasons. Understanding is the expression of kindness and thoughtfulness. This is showing both sympathetic and empathetic welfare of the child. The motivation is enlightening the attention of the child to pursue. This is the igniting and arousing interest to continue the studies. The loving is the affection mostly wanted by the child. This is expressing strong emotional support. Caring is the gentle touch to the child. This is the therapeutic actuation shown for concern and attention. The humor is facial expression showing the positive absorption of energy. This is an enthusiasm mode and showing energetic effort. The reinforcement is the positive coping and support system given to the child. This is the way of helping them overcome difficulty. The extension is giving support for the goodwill of the child. This is the provision of materials and morals to the beneficiary.

The participants have disclosed that *the overcoming situation is attained through sincere and honest manipulation of things. This is the most awaited moment to ponder. The child is easily cope with if the social environment is supportive. This is a way to help and minimize the occurrence of the situation suffered by the learners with special education needs.*

The findings are supported by Davis & Florian (2004) have disclosed that the special education pedagogy is inclusive of learners with special education needs. The achievement is raised that create multi-method response to teaching learners with special educational needs.

The third theme is about the useful strategy to assist these types of groups includes listening to their stories. This is the most effective support and reinforcement. Small talk is a conversation between the child and parents. This is getting the basic information from the significant persons. The constant conversation with the student is the proper interaction with purpose. This is the efficient way to establish rapport with the concern learners. The visitation is assessing the situation. This is one way of ensuring the environment for safety. Reaching out is accomplishing the task given and making a follow-up after the task is achieved. This is showing the transpired progress. The partnership is the two-way business opportunities of the parents and teachers. This is executing the policies looking for the welfare of the learners. The linking is applying the referral system for other support services. This is exploring other possibilities for the learners and the parents. The networking is establishing connections with the other support group. This is ensuring the line of communication for efficient delivery of other goods and services. Collaborating is teamwork with other institutions and groups. This is making the delivery of goods and services accessible. The pairing is making working in partner. This is an effective way to carryover the interest, dedication, and conviction of the learners.

The participants have recalled that *the strategy involves in the delivery brings a pleasant moment in the implementation of the program and services. This is a way to help the beneficiaries avail themselves of goodwill. This is a part of the daily routine looking for the welfare of the learners with difficulties.*

The findings are Pillay and Di Terlizz (2009) has stressed that there are three levels of functionality: regulatory, infrastructural, and instructional. It focuses on the reintegration of learners into mainstream environments following LSEN intervention.

Theme	Core ideas
Difficulties encountered	Behavioral misinterpretation, misunderstood actuation, unexplained attitude display, hesitant participation, attention seeker, establishing rapport, language and communication barrier, unaddressed needs, limited support, time constraint
Overcoming situation	Encourage, ignore, considered, understanding, motivation, loving, caring, humor, reinforcement, extension
Useful strategies	Listening stories, small talk, constant conversation, visitation, reaching out, partnership, linking, networking, collaborating, pairing

Assessment Options

Table 3 presents the subtopic about the assessment options with two themes includes the options and aspirations. The first theme is about the options includes the giving extra attention to the child request. This is giving a chance to ask or to request relief. The acceptance of the condition is the taking a risk. This is acknowledging the presence of the child in the class session. The mentoring is giving a for learning. This is an approach that leads the learner or mentee to exercise his or her skills openly. Tutoring is coaching and training that develops skills and potential. This is educating the child and preparing for the future. The grouping approach is allowing the child to interact with other children. This is developing cohesion, camaraderie and solidarity. The therapy provision is engaging a process for mindfulness. This is applying readiness in the studies and work habits. The recognition is gaining the good performance and enhancing the misleading actuation. This is making the credits and gratitude a handful for victory. Appreciation is obligating for a moral value of thankfulness, gratefulness, and indebtedness. The reward is a moral credit to the deserving performance. This is the prize of good deeds and moral uprightness. The merit is given to the person with good prestige and achievement. This is the worth and honor to the excellent performance.

The participants have disclosed that *the options for developing the child are attained through strong connection, partnership and collaboration. This is also a way to elevate the moral of the learners with special educational needs.*

The findings are supported by Dikli (2003) has expressed that the Assessment is the crucial components of instruction. People within the educational community like policymakers, educators, students, parents, and administrators have different ideas regarding the implementation of assessment strategies.

The second theme is about the aspiration in availing good opportunity includes the success in life. This is the high expectation of everyone. The great help to others is helping hand with modesty. This is a strong conviction and a great achievement. The model to others is making self an image to others. This is mirroring the behavior and attitude appropriately. The living inspiration to the able is the capacity to make good as a replication to others for the good. This is the way to give a chance to others for personal development. A decent life is living with sufficiency. This making a life balance between work, family and personal self. The equality in mainstream is integrating with others. This is making others feel free to interact and giving chances to be with the group. The generate income is acquiring a project that sustains and lifts up living conditions. This is a productive endeavor to sustain a decent living. The skillful is equipping with productive skills. This is making quality time productive and progressive. Equal opportunities is availing the same chances. This is a fruit of sacrifice and perseverance. Accessibility with support services is benefitting goods and services. This is the maximum services that are given to sustain the needs.

The participants have disclosed that *the aspiration to be productive is possible as long as there is sacrifice and perseverance. This is the resilience assets to attain goals in life. The more patience, persistence and determination is within personal self, the more blessings come into in.*

The findings are supported by Pillay and Di Terlizz (2009) have supported the findings that the lessons from LSEN environments which promoted psychological, social and academic development is to inform mainstream learner support and promote the success of inclusion. This is manifested in school environments that takes realization of the inclusive education.

Indicator	Responses
Option	Giving attention, accepting condition, mentoring, tutoring, grouping approach, providing therapy, building recognition, establishing appreciation, institutionalizing reward, extending merit
Aspiration	Succeed in life, great help to others, model to others, living inspiration, decent life, equate in mainstream, generate income, skillful, equal opportunities, accessibility with support services

IV. Conclusion

The study is about the involvement of providers, caregivers and leaders of Learners with Special Educational Needs (LSEN). It focuses on the service provision of students with special concern. This is a challenging work that needs additional understanding, patience and support. It is fulfilling if these group can be fully and given an opportunity to improve their life. The caregiver and provider have a high valued to these group as they are part of the mainstream of society. The discussion reveals that there are three themes includes the values acquired, service fitted and option in assessing. There are ten themes includes. These are the nature of LSEN, experiences in school, caregivers, feeling in caring, feeling in providing, difficulties encountered, overcoming situation, strategies, options and aspirations.

V. Recommendations

Based, on the conclusion of the research, this study recommends the following:

1. Provide a venue to ease the feelings of the learner with special education need.
2. Implement productive and social activities that support the learning environment of the students.
3. Sponsor an enhancement session such as debriefing with the learners, caregivers and providers.

4. Work closely with peer facilitators, Student Supreme Government, Teachers Association, Parents-Teachers Association, school clubs for a collaborative effort in conducting school activities.
5. Strengthen case management scheme to assess further their situation.

REFERENCES

- [1] Allam, F.C. & Martin, M.M. (2021) Issues and challenges in special education: A qualitative analysis from teacher's perspective. [http://www. EJ1296259.pdf](http://www.EJ1296259.pdf). Accessed: 10-21-22
- [2] Davis, P. & Florian, L., (2004) Teaching strategies and approaches for pupils with special educational needs: a scoping study. [http://www. RR516.pdf](http://www.RR516.pdf). Accessed: 10-21-22
- [3] Dikli, S. (2003) Assessment at a distance: Traditional vs. alternative assessments. [http://www. EJ1101956.pdf](http://www.EJ1101956.pdf). Accessed: 10-21-22
- [4] Dizon, Edilberto I. (2012) Helping learners with special educational needs achieve in the inclusive school (K-12).
- [5] European Union (2003) A guide to special educational needs. <http://www.aguidetosen>.
- [6] Retrieved: 05-21-19
- [7] Kang, D.Y. & Martin, S.N. (2018) Improving learning opportunities for special education needs (SEN) students by engaging pre-service science teachers in an informal experiential learning course <http://www.Improving learning opportunities for special education needs SEN students by engaging pre service s.pdf>. Accessed: 10-21-22
- [8] Lilian, G.K., Odundo, P.A. & Ngaruiya, B. (2015) Effects of emotional needs on participation of children aged 4-6 with learning disabilities in early childhood centers in Starehe Division, Nairobi County, Kenya. [http://www. EJ1158542.pdf](http://www.EJ1158542.pdf). Accessed: 20-21-22
- [9] MacCourt, P., Allan, D., Khamisa, A. and M. Krawczyk. (2011). Service provider resource guide for supporting caregivers of older adults. Vancouver, British Columbia: British Columbia Psychogeriatric Association. [http://www. Service20Provider20Resource20Guide.pdf](http://www.Service20Provider20Resource20Guide.pdf). Accessed: 10-21-22
- [10] National Council for Special Education (2014) Children with special educational needs. <http://www.ChildrenWithSpecialEdNeeds>. Retrieved: 05-21-19
- [11] Pillay, Jace and Di Terlizzi, Marisa (2009) A case study of a learner's transition from mainstream schooling to a school for learners with special educational needs (LSEN): lessons for mainstream education. http://www.A_case_study_of_a_learners_transition_from_mainst.pdf. Retrieved: 03-14-24
- [12] Rabara, Narciso D. (2017) The education of exceptional children in public elementary school in Region I. [http://www.19_APJCECT_Feb_BRR7120_EDUA-183-194\(1\)](http://www.19_APJCECT_Feb_BRR7120_EDUA-183-194(1)). Retrieved: 05-21-19
- [13] United Nation Educational, Scientific and Cultural Organization (2021) Sub-education policy review report: inclusive education. [http://www. inclusive_education_final_-_january_2021.pdf](http://www.inclusive_education_final_-_january_2021.pdf). Retrieved: 10-25-23
- [14] Yap, Ingrid R. & Adorio, Mercedes T (2008) School-based management: promoting special education program in local school. <http://www.10.1.1.831.7968.pdf>. Retrieved: 05-17-19