

Exploring Teachers' Experiences in Inclusive Education for Students with Individualized Education Programs (IEPS): Basis for Proposed Training Program

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Abstract

This phenomenological study explored the lived experiences of general education teachers of William K. Moore Elementary School teaching students with Individualized Education Programs (IEPs) in inclusive classroom settings. Specifically, it examined teachers' experiences, the challenges they encountered, the instructional strategies and accommodations they employed, the support they received, and their professional development needs as the basis for a proposed training program. The study involved thirteen (13) purposively selected general education teachers with at least one year of experience handling students with IEPs in inclusive classrooms. Data were gathered through semi-structured interviews and analyzed using Colaizzi's (1978) descriptive phenomenological method. The findings revealed that teachers initially 2 Philippine Christian University Graduate School of Education experienced challenges in implementing inclusive education due to limited preparation, increased workload, and the need to address diverse learner needs. However, through reflective practice, collaboration with colleagues and parents, and continuous adaptation of instructional strategies, participants developed greater confidence and competence in implementing inclusive practices. Teachers emphasized the effectiveness of differentiated instruction, classroom accommodation, positive behavior support, and collaborative partnerships in promoting student participation and learning. The study concludes that sustained professional development, institutional support, and collaborative practices are essential to strengthening teachers' capacity to implement inclusive education effectively. Based on the findings, a teacher training program was proposed to enhance teachers' knowledge and instructional competencies in supporting students with IEPs in inclusive classrooms.

Keywords: Inclusive education, Individualized Education Programs, teacher experiences, inclusive teaching, professional development

