
Teachers' Knowledge and Practices in Handling Children with Learning Disabilities in Inclusive Classroom

AIMA MABBORANG – SANTOS

School of Advanced Studies, Pangasinan State University, 2428Urdaneta City, Pangasinan
aimasantos.2025@gmail.com

JOEL T. CAYABYAB, EdD

School of Advanced Studies, Pangasinan State University, 2428Urdaneta City, Pangasinan
joelcayabyab760608@gmail.com

Abstract - This study investigated teachers' knowledge of learning disabilities and the teaching practices used for learners with disabilities in Solana North District, Solana, Cagayan during the 2025–2026 school year. It described the respondents' profiles according to age, sex, educational attainment, years of teaching in inclusive classes, years handling learners with learning disabilities, and attendance in seminars and trainings related to inclusive education. The study also assessed teachers' knowledge in the areas of legal and policy frameworks, identification and assessment, the effects of disability on learning and development, and instructional strategies and interventions. In addition, it determined the extent of teachers' classroom practices in handling learners with disabilities and examined the relationship between teachers' profiles, their level of knowledge, and teaching practices.

The study employed a quantitative descriptive-survey research design. A researcher-made questionnaire-checklist was used to collect data from 119 primary teachers. Data were analyzed using frequency counts, percentages, means, and Kendall's tau-b (τ_b). Results showed that most teachers were female, in their mid-career stage, possessed master's degrees, and had more than ten years of experience teaching inclusive classes. However, many had less than five years of experience handling learners with special needs and had attended only a few trainings related to inclusive education. Findings further revealed that teachers were highly knowledgeable about learning disabilities, particularly in areas strengthened through seminars and trainings. Despite this, the extent of classroom practices in teaching learners with disabilities was only moderate. The

study also found that teachers' profile variables did not significantly influence their classroom practices. Based on the findings, the researcher recommended that school heads strengthen professional development programs on inclusive and special education, provide targeted training, and encourage collaborative learning among teachers. Teachers were also encouraged to participate in continuous training, apply evidence-based strategies, build emotional resilience, and improve peer support systems to address diverse classroom needs. Finally, the study recommended conducting similar research with a wider scope and including additional variables, school heads, and parents to provide broader perspectives and strengthen future findings. The findings may also guide policymakers in improving inclusive education programs and support systems for learners with disabilities nationwide.

Keywords: knowledge, practices, inclusive classroom learning disabilities

I. INTRODUCTION

Education is a fundamental human right, universally recognized as essential to the development of individuals and societies. The Universal Nations Conventions on the Rights of the Child acknowledges education as a legal right for every child (Abulencia, 2023). However, despite global commitments and efforts to uphold this right, millions of children around the world, especially those with disabilities, continue to face substantial barriers to accessing quality and inclusive education.

As global population numbers continue to rise each year, so do the number of children with disabilities who are often left behind in the education system. According to the World Health Organization (WHO 2023), approximately 1.3 billion people globally were living with disabilities as of 2023. This staggering figure includes children of school-going age, many of whom face systemic and structural barriers to education. The Global Education Monitoring (GEM) Report and UNESCO Institute for Statistics (UIS) (2022) estimate that 244 million children and youth aged 6–18 worldwide were still missing out on school in 2021-118 million of whom were girls. This data reveals significant inequalities in educational access, particularly for vulnerable groups such as children with disabilities.

In the Philippines, the challenge is similarly urgent. A study by the United Nations Children's Fund (UNICEF, 2022) estimates that 1.6 million Filipino children live with disabilities. These children represent one of the most marginalized and underserved sectors of society, often facing exclusion not only from classrooms but from many social opportunities necessary for development. In response, UNICEF continues to uphold its mandate to protect the rights of all children under the 1989 Convention on the Rights of the Child (CRC) and the 2030 Sustainable Development Goals (SDGs) a global commitment to ensure no one is left behind.

The 2030 Agenda for Sustainable Development, adopted by all United Nations member states in 2015, offers a comprehensive vision for peace, prosperity, and dignity for people and the planet. At the core of this agenda are 17 Sustainable Development Goals (SDGs), each addressing vital global challenges. SDG 4 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” This goal directly supports the reduction of disparities in education, not only by ensuring access but also by improving quality and equity. It especially emphasizes the need to reach marginalized groups such as children with disabilities, children in rural communities, indigenous populations, and refugees—who are often most at risk of being excluded from education systems.

While international legal frameworks strongly support inclusive education, significant gaps remain in the actual implementation of these rights, especially in low- and middle-income countries. International human rights legislation affirms that children have the right to education without discrimination, including based on gender, disability, ethnicity, and other identity factors. Among these frameworks, the United Nations Convention on the Rights of the Child (UNCRC) stands out as the most widely ratified human rights treaty, increasingly regarded as the global standard for children's rights (CSIE, 2018).

In line with these global commitments, the Sustainable Development Goals make explicit reference to disability in various targets, particularly those related to education, employment, urban accessibility, and data collection. In the context of education, inclusive education is recognized as a transformative approach that addresses diversity in the classroom and creates learning environments that accommodate all children, regardless of their abilities.

Special education refers to instructional programs specifically designed to meet the unique needs of students with disabilities. It is individualized and tailored to address the developmental and learning challenges that stem from a child's particular disability (Parent Center Hub, 2017). Over time, the field of special education has advanced significantly, improving access to education, enabling early detection of disabilities, and promoting greater inclusion of children with disabilities in mainstream classrooms (Aron & Lopres, 2012).

According to the Individuals with Disabilities Education Act (IDEA, 2004), a learning disability is defined as “a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language” (Freiberg, McGraw Hill, 9th edition). Left undiagnosed and unsupported, these disabilities can result in poor academic performance, low self-esteem, and even behavioral issues (Encyclopedia Britannica, 2023).

The Asia-Pacific region, including the Philippines, faces significant challenges in identifying and supporting students with learning disabilities. Many of these children go undiagnosed due to a lack of information, resources, or trained personnel. As Akiyama (2019) notes, children with learning disabilities remain among the most neglected in education systems, largely due to the lack of institutional support and public awareness.

In recent years, the Philippine government, through the Department of Education (DepEd), has made strides toward inclusive education. The inclusive education model aims to integrate students with disabilities into mainstream classrooms, enabling them to learn alongside their typically developing peers. This model is rooted in the belief that diversity in the classroom enriches learning for all students and fosters greater social understanding and empathy.

To this end, the Philippines has enacted laws and policies that align with global principles on inclusive education. One of the most significant milestones is Republic Act No. 11650, passed on March 11, 2022, which establishes a national policy for inclusive education for learners with disabilities. This law mandates the establishment of Inclusive Learning Resource Centers (ILRCs) in every city, municipality, and school district. These centers aim to provide services such as speech therapy, occupational therapy, psychological assessments, and other forms of support necessary for students with disabilities to thrive in inclusive settings.

Moreover, the law emphasizes the importance of teacher training, accessible infrastructure, and curriculum adaptation—all essential elements for the successful implementation of inclusive education. The shift toward inclusion is not merely about physical integration; it requires active efforts to modify teaching strategies, classroom environments, and educational materials to meet the diverse learning needs of all students.

Teachers are the key agents of change in the implementation of inclusive education. Their knowledge, beliefs, and instructional practices directly influence how effectively students with disabilities are supported in the classroom. According to Woodcock and Anderson (2025) in their study "Conceptions to Classrooms: The Influence of Teacher Knowledge on Inclusive Classroom Practice," many teachers emphasized the importance of understanding students not just academically but personally. This deep understanding enables educators to tailor their teaching to each student's strengths and challenges.

However, a critical gap remains in teacher preparedness—many educators lack adequate training and resources to address learning disabilities effectively. While studies on inclusive education in the Philippines have increased in recent years, most have focused on teachers' attitudes toward inclusion, implementation challenges, resource limitations, and policy compliance. These studies have contributed significantly to understanding the barriers encountered by schools in implementing inclusive education programs. However, there remains limited empirical evidence examining how teachers' knowledge of learning disabilities translates into actual classroom practices, particularly in public elementary schools operating within local district contexts. Furthermore, few Philippine studies have explored the implications of teacher competence beyond academic outcomes, including its influence on learners' psychosocial well-being, self-esteem, social participation, and sense of belonging within inclusive classrooms. This gap is significant because the success of inclusive education depends not only on policy implementation but also on teachers' ability to provide appropriate instructional and emotional support that promotes the holistic development of learners with disabilities.

As a result, students with learning disabilities may not receive the necessary accommodation or support, leading to educational disparities. There is a clear need for improved

pre-service and in-service teacher education programs, greater access to specialized materials, and stronger institutional support systems to help teachers implement inclusive practices effectively.

Given the existing gaps in teacher preparation, policy implementation, and educational support systems, there is a need to examine how teachers understand and respond to learning disabilities within inclusive classroom settings. Beyond their impact on academic achievement, teachers' knowledge and instructional practices play a crucial role in shaping learners' psychosocial experiences in school. Learners with learning disabilities who receive appropriate support are more likely to develop confidence, positive peer relationships, active classroom participation, and a stronger sense of belonging. Conversely, inadequate support may contribute to academic frustration, social isolation, low self-esteem, and reduced educational engagement. Over time, these experiences can influence broader life outcomes, including educational attainment, employability, independence, and participation in community life. Thus, strengthening teachers' competencies in handling learners with learning disabilities is not merely an educational concern but also a social investment that contributes to equity, inclusion, and the long-term well-being of individuals with disabilities.

Unlike many previous studies that primarily examined perceptions, attitudes, or implementation challenges related to inclusive education, this study focuses specifically on the relationship between teachers' knowledge of learning disabilities and their actual classroom practices in handling learners with disabilities. It also investigates whether teachers' demographic and professional characteristics are associated with these competencies. By focusing on primary school teachers in Solana North District, Solana, Cagayan, the study provides localized evidence that may contribute to bridging the gap between inclusive education policies and classroom realities. The findings may serve as a basis for developing more responsive teacher training programs, strengthening support systems, and improving the implementation of inclusive education in Philippine schools.

By investigating these factors, the study aimed to identify specific areas where support is lacking and to provide recommendations that may serve as a basis for the crafting of a responsive framework to support inclusive education, particularly for learners with disabilities.

In summary, while international conventions, national laws, and educational frameworks all affirm the right of children with disabilities to inclusive education, the reality in classrooms often falls short. Millions of children continue to face exclusion due to inadequate resources, untrained teachers, and systemic barriers. In the Philippine context, the enactment of laws like RA 11650 offers hope for structural change, but much depends on implementation at the classroom level, particularly through teacher action and support.

Hence, this study aimed to determine the teachers' knowledge on learning disabilities and the teaching practices implemented in teaching learners with disabilities in Solana North District, Solana, Cagayan. By identifying the strengths and gaps in teachers' knowledge and practices, the study sought to provide insights that can guide future training and professional development programs to improve inclusive education implementation, one that truly lives up to the ideals enshrined in the Convention on the Rights of the Child, the Sustainable Development Goals, and the principles of universal human rights.

Statement of the Problem

This study aimed to determine the teachers' knowledge on learning disabilities and the teaching practices implemented in teaching learners with disabilities in Solana North District, Solana, Cagayan during the school year 2025-2026.

Specifically, this study aimed to answer the following questions:

1. What is the profile of teachers in Solana North District in terms of:
 - a. Age;
 - b. Sex;
 - c. Educational background;
 - d. Number of years of teaching in inclusive education;
 - e. Number of years handling students with learning disabilities, and

f. Number of training/seminars attended related to inclusive education?

2. What is the level of teachers' knowledge on learning disabilities along the following:

- a. Legal and policy frameworks of learning disability;
- b. Identification and assessment;
- c. Impact of disability on learning and development, and
- d. Instructional strategies and interventions?

3. How extensive are the practices for teaching learners with disabilities done by the primary teachers?

4. What is significant relationship between the teachers' profile variables and their:

- a. level of teachers' knowledge on learning disability; and
- b. extent of the practices done in handling learners with disabilities?

5. Based on the findings, what can be recommended to enhance teachers' competencies in handling children with learning disabilities in inclusive classroom?

Research Hypothesis

This study tested the hypothesis which states that there is a significant relationship between the profile variables of the teachers and their level of knowledge on learning disability and the extent of implementation of the practices in handling learners with disabilities in its null form and at the 0.05 level of significance.

Conceptual Framework

Independent Variables

Teachers' Profile in Terms of:

- a. age
- b. sex
- c. educational background
- d. number of years of teaching in inclusive education
- e. number of years handling students with learning disabilities
- f. number of trainings/seminars attended related to inclusive education

Dependent Variables

Level of Teachers' Knowledge on Learning Disabilities Along:

- a. Legal and Policy Frameworks of Learning Disability
- b. Identification and Assessment
- c. Impact of Disability on Learning and Development

Extent of the Practices Done by the Teachers in Handling Learners with Learning Disabilities

FIGURE 1
RESEARCH PARADIGM SHOWING THE RELATIONSHIP BETWEEN THE VARIABLES

Literature Review

Inclusive education is a rights-based approach that ensures all learners, regardless of ability, background, or socioeconomic status, have equal access to quality education in mainstream schools. It emphasizes participation, respect for diversity, and the transformation of educational systems to meet the varied needs of learners. According to UNESCO (2020), inclusive education goes beyond simply placing learners with disabilities in regular classrooms; it requires transforming school cultures, policies, and practices to respond effectively to learner diversity. Similarly, UNICEF (2023) explains that inclusion promotes equity, reduces discrimination, and

ensures that all children have equal opportunities to succeed. Inclusive education is therefore considered both a moral and legal responsibility aligned with global frameworks such as the Convention on the Rights of Persons with Disabilities (CRPD) and Sustainable Development Goal 4 (SDG 4).

Teachers play a central role in implementing inclusive education. Sharma and Salend (2022) emphasize that teachers support inclusion by differentiating instruction, adapting learning materials, and creating supportive classroom environments that address learners' diverse needs. The Universal Design for Learning (UDL) framework, developed by CAST (2021), further supports this by encouraging multiple means of representation, engagement, and expression so that students can access and demonstrate learning in different ways. Inclusive classrooms also foster empathy, collaboration, and social-emotional development among students (Ainscow, 2020; Florian & Spratt, 2021).

Learning disabilities are developmental conditions that affect reading, writing, reasoning, or mathematical skills despite average or above-average intelligence (American Psychological Association, 2020). International legal frameworks, such as the Convention on the Rights of Persons with Disabilities (United Nations, 2006), recognize education as a fundamental human right and require governments to establish inclusive education systems that provide individualized support. In the United States, the Individuals with Disabilities Education Act (IDEA, 2004) guarantees free and appropriate public education (FAPE) in the least restrictive environment for learners with disabilities.

In the Philippines, Republic Act No. 7277 or the Magna Carta for Disabled Persons (1992) and Republic Act No. 11650 or the Inclusive Education Act of 2022 strengthen the country's commitment to inclusive education. Republic Act No. 11650 mandates the establishment of Inclusive Learning Resource Centers (ILRCs) in every city and municipality to provide interventions, assessment, and support services for learners with disabilities (Republic of the Philippines, 2022). Additionally, the Department of Education's Child Find Policy under DepEd Order No. 23, s. 2022 ensures the identification and assessment of learners with disabilities in both formal and alternative learning systems (Department of Education, 2022).

Identification and assessment are essential components of inclusive education because they help recognize learners' needs early and provide timely interventions. According to UNESCO (2020), assessment should be comprehensive, continuous, and culturally responsive. Early identification improves academic and social outcomes for learners with disabilities (UNICEF, 2023). Modern assessment practices involve collaboration among teachers, psychologists, special educators, and families to understand learners' strengths and challenges holistically (IDEA, 2004). Furthermore, Tomlinson (2021) explains that strengths-based assessment supports differentiated instruction by allowing teachers to adapt content, process, and evaluation according to each learner's abilities.

Disability can significantly affect children's cognitive, emotional, social, and physical development. Learners with disabilities may experience difficulties in attention, memory, communication, and social interaction (Snowling & Hulme, 2020). However, the social model of disability argues that many challenges arise not from the impairment itself but from barriers within society and educational systems (Oliver, 1996, as cited in UNESCO, 2021). Inclusive classrooms help reduce stigma, increase self-esteem, and foster belonging among learners with disabilities (Sharma & Salend, 2022). Assistive technologies such as screen readers, speech-to-text software, and communication devices also improve participation and accessibility (UNESCO, 2022).

Effective instructional strategies in inclusive education include differentiated instruction, Universal Design for Learning (UDL), collaborative learning, assistive technology, and positive behavioral support systems. Tomlinson (2021) explains that differentiated instruction adapts lessons according to students' readiness, interests, and learning profiles. The UDL framework (CAST, 2022) promotes accessible learning experiences through flexible teaching methods and assessments. Collaborative learning strategies encourage peer interaction and social inclusion (Johnson & Johnson, 2020), while Positive Behavioral Interventions and Supports (PBIS) create structured and supportive classroom environments (Sugai & Simonsen, 2020). Inclusive assessment practices, such as portfolios and formative assessments, further ensure that learners are evaluated fairly based on individual growth and progress (Sharma & Salend, 2022).

Overall, inclusive education is essential for building equitable, compassionate, and socially inclusive societies. It recognizes diversity as a strength and ensures that all learners are valued and

empowered to succeed. As UNESCO (2021) affirms, inclusive education is fundamental to creating just, peaceful, and sustainable communities.

II. METHODOLOGY

Research Design

The aim of the study suggests the use of the quantitative method of research. In this type of research diverse numerical data are collected through various methods and then statistically analyzed to aggregate the data, compare them, or show relationships among the data (Sreekumar, 2023).

Specifically, the study made use of descriptive-correlational research design since it established the relationship between teachers' profile and their level of knowledge on learning disabilities and the extent the practices in handling learners with disabilities are done by them. A descriptive-correlational research design is a quantitative research method that describes the relationship between two or more variables without manipulating them. This means that a researcher observes and analyzes how changes in one variable are associated with changes in another (Survey Sparrow, 2025).

Locale of the Study

This study was conducted in selected public elementary schools in Solana North District, Schools Division of Cagayan. These schools are in Solana, a municipality in the province of Cagayan within Region II (Cagayan Valley). The municipality consists predominantly of rural communities, with most residents engaged in agriculture and related livelihoods. The teaching environment is characterized by varying levels of access to educational resources, instructional materials, and specialized support services for learners with disabilities. Understanding this socio-cultural and educational context is important because it may influence teachers' knowledge, experiences, and practices in implementing inclusive education. The locale was chosen due to its

increasing number of inclusive classes and the recognized need to strengthen teacher competence in handling learners with learning disabilities.

Participants/Respondents of the Study

The study was conducted in Solana North District, located in Solana, Cagayan, under the Division of Cagayan, Region II. This district comprises ten (10) elementary schools implementing inclusive education, with a total of 170 elementary teachers. The sample size was determined using Slovin's Formula.

Based on the total population of 170 teachers, and applying Slovin's Formula, the computed sample size is 119 respondents. This sample size ensures better representation and accounts for possible non-responses

Data Gathering Instrument

The primary tool for data collection is a Five – Point Likert type of questionnaire developed by the researcher. It is specifically designed to gather quantitative data on teachers' knowledge and practices regarding learning disabilities in the inclusive classroom. The questionnaire was developed based on relevant literature and previous research studies.

The instrument is divided into three parts: Part I covers the respondents' profile, including age, sex, educational background, number of years teaching in inclusive education, number of years handling students with learning disabilities, and the number of trainings or seminars attended related to inclusive education. Part II focuses on teachers' knowledge of learning disabilities, which includes aspects such as legal and policy frameworks, identification and assessment, impact of disability on learning and development, and instructional strategies and interventions. Part III deals with the extent the practices in handling learners with learning disabilities are done by teachers.

Validation of the Instrument

Since the questionnaire was developed by the researcher, it was submitted to the researcher's adviser and critic-reader for their comments and suggestions. After incorporating their comments or suggestions, the instrument underwent content validation to ensure its accuracy, clarity, and relevance to the study's objectives. The instrument was evaluated by a pool of evaluators composed of two (2) school heads and three (3) teachers who have professional experience in handling inclusive classrooms or special education. The evaluators were selected based on a minimum of at least ten (10) years and have a relevant educational qualification, such as master's or doctorate degree in special education or in inclusive education. These criteria ensure that the panel members possess the appropriate expertise to the instrument's content and validity. Their feedback and suggestions were incorporated to refine the items and improve the overall quality of the questionnaire.

Data Gathering Procedure

The study was conducted during School Year 2025–2026. Prior to its implementation, the researcher sought consent from the Executive Director of the PSU-School of Advanced Studies, as well as permission from the school's division superintendent, public schools district supervisor, and school heads to administer the research instrument. Before the actual data gathering, the questionnaire underwent pilot testing among 15 respondents to assess its clarity, reliability, and validity. The instrument was also reviewed and evaluated by research experts to establish its content validity. The reliability of the questionnaire was determined through statistical testing, yielding acceptable internal consistency.

Based on the results of the pilot testing and expert validation, necessary revisions and refinements were made to improve the instrument. After finalizing the research tool, the researcher proceeded with the actual data collection. The questionnaires were personally administered to the respondents, with an allotted time of approximately 20–30 minutes for completion. Upon completion, all questionnaires were retrieved immediately.

The collected data were then organized, tabulated, and analyzed using appropriate statistical tools such as frequency counts, percentages, weighted mean, and Kendall's tau- b (τ_b) were used to test significant differences or relationships among variables. All data were processed using appropriate statistical software to ensure accuracy and reliability of results.

To further support and enrich the interpretation of the findings, a review and analysis of related literature, studies, previous research works, and other credible scholarly materials were conducted. These served as bases for comparing and contextualizing the results of the study.

Feasibility of the Study

The study was feasible because of the cooperation and support of the Schools Division Office, district supervisors, school heads, and participating teachers in Solana North District. The use of a structured questionnaire enabled efficient data collection with minimal disruption to school activities. The required resources, including institutional approval, questionnaire administration, and statistical analysis, were readily available, allowing the study to be completed within the prescribed timeframe.

Research Timeline

Phase	Activity	Timeframe
Phase 1	Instrument development, validation, pilot testing	Month 1
Phase 2	Institutional approval and participant recruitment	Month 2
Phase 3	Data collection	Months 3–4
Phase 4	Data encoding and statistical analysis	Month 5
Phase 5	Interpretation, writing, and dissemination	Month 6

Ethical Considerations

The researcher guaranteed that all ethical guidelines are carefully followed throughout the course of the study. Prior to data collection, the researcher obtained approval from the administrators of the schools where the study was conducted. Participation in this research was entirely voluntary. Respondents were thoroughly informed of the study's nature, purpose, and aims, as well as the procedures involved. They were also informed that they can withdraw from participation at any time without incurring any penalties or consequences. All information received was kept strictly confidential and used purely for academic reasons. To uphold the principle of non-maleficence, the researcher ensured that no physical, psychological, or emotional harm would be caused to the participants during the study. The participants were treated with respect, and their opinions and responses were valued equally. Finally, the researcher adhered to the principles of honesty and integrity in all stages of the research process. The findings were reported truthfully, and proper acknowledgment was given to all sources of information used in the study.

Statistical Treatment of Data

To answer the specific problems of the study, the researcher submitted the data gathered to appropriate data analysis tools. The assistance of the PSU-SAS Statistics Center was sought.

Problem number 1, which is the profile of the respondents, was answered using frequency counts and percentage.

Problem number 2 determines the level of teachers' knowledge on learning disabilities along with legal and policy frameworks, identification and assessment, impact of disability on learning and development, and instructional strategies and interventions were answered using frequency counts and means.

Problem number 3 which is on establishing how extensive are the practices in handling learners with learning disabilities are done by public elementary school teachers was answered using frequency counts and means.

To determine whether there is a significant relationship between the teachers' profile variables and (a) their level of knowledge on learning disabilities, and (b) the extent of their implementation of practices in handling learners with learning disabilities, Kendall's tau-b (τ_b) was used. This statistical test was selected because several variables in the study were measured using ordinal scales, particularly the Likert-scale responses. In addition, the data contained tied ranks, which are common in survey research where respondents often select the same response categories. Kendall's tau-b is more appropriate than Pearson's because Pearson's correlation assumes interval-level data and normal distribution. It is also preferred over Spearman's rho when tied observations are present because Kendall's tau-b provides a more accurate measure of association by adjusting for ties. Thus, Kendall's tau-b was considered the most suitable statistical tool for analyzing the relationships among the study variables.

This statistical test determined the degree and direction of the relationship between the specified variables. The following scale was used in interpreting the computed weighted mean scores:

Limits	Verbal Interpretation (VI)
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Moderate
1.51 – 2.50	Low
1.00 – 1.50	Very Low

III. RESULTS AND DISCUSSIONS

TABLE 1
PROFILE OF RESPONDENTS

Profile	Category	Frequency	Percentage
Age	20-30 years old	14	11.8
	31-40 years old	30	25.2
	41-50 years old	42	35.3
	51-60 years old	31	26.1
	61 years old and above	2	1.7
Sex	Female	107	89.9
	Male	12	10.1
Highest Educational Attainment	Bachelor's Degree	43	36.1
	MAED/MED/MS	73	61.3
	EdD/PhD	3	2.5
Number of Years Teaching in	Less than 10 years	33	27.7
Inclusive Education	10-20 years	51	42.9
	21-30 years	28	23.5
	31 years and above	7	5.9
Number of Years Handling Students with Learning Disabilities	Less than 5 years	115	96.6
	5-10 years	2	1.7
	11 years and above	2	1.7
Number of Trainings/Seminars	Less than 5	110	92.4
Attended Related to Inclusive Education	5-10	7	5.9
	11 and above	2	1.7

The profile of the respondents reveals a diverse group of teachers, predominantly aged between 41 and 50 years, comprising 35.3% of the total. A significant majority (89.9%) are female, reflecting gender dynamics in the teaching profession. Most of the participants possess advanced qualifications, with 61.3% holding master's degrees, thereby indicating a highly educated workforce dedicated to inclusive education.

In terms of experience, 42.9% of teachers have been teaching inclusive education for 10-20 years, showcasing a robust presence of seasoned educators in this vital field. However, when it comes to handling learners with special needs, 96.6% have less than five years of experience, suggesting a potential gap in long-term expertise in this crucial area. This highlights the necessity for ongoing professional development and support for teachers working with special needs students.

Additionally, the data shows a strong inclination toward training, with 92.4% of teachers reporting attendance at fewer than five seminars or training sessions related to inclusive education. This emphasizes the need for increased opportunities for professional development, which could enhance the quality of education provided to learners with diverse needs, ultimately fostering a more inclusive educational environment.

TABLE 2
TEACHERS' LEVEL OF KNOWLEDGE OF LEARNING DISABILITIES IN TERMS OF LEGAL AND POLICY FRAMEWORKS FOR LEARNING DISABILITIES

Indicators	Very High		High		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
1.I am aware of national laws supporting inclusive education (e.g., RA 7277, RA 10533).	58	48.7	29	24.4	12	10.1	8	6.7	12	10.1
2.I understand the rights of learners with disabilities under the UN Convention on the Rights of Persons with Disabilities	60	50.4	29	24.4	10	8.4	7	5.9	13	10.9
3.I know the policies on classroom accommodation for learners with learning disabilities	45	37.8	34	28.6	16	13.4	9	7.6	15	12.6
4.I am familiar with DepEd guidelines on inclusive education	52	43.7	35	29.4	10	8.4	5	4.2	17	14.3
Mean		3.87 – High Knowledge								

Note: Highest frequencies are in boldface

4.51 – 5.00	Very High Knowledge	1.51 – 2.50	Low Knowledge
3.51 – 4.50	High Knowledge	1.00 – 1.50	Very Low Knowledge
2.51 – 3.50	Moderate Knowledge		

The results indicate that a majority of the 119 teachers surveyed possess a high level of knowledge regarding legal and policy frameworks for learners with learning disabilities, with an average rating of 3.87. The most notable understanding among the teachers is related to the rights of learners under the UN Convention on the Rights of Persons with Disabilities (50.4%), followed

closely by awareness of national laws promoting inclusive education (48.7%). Additionally, familiarity with the Department of Education guidelines on inclusive education was reported at 43.7%, while knowledge of policies regarding classroom accommodations was relatively lower at 37.8%.

Despite lacking formal training in inclusive education, teachers report strong familiarity with policies, likely due to mandatory compliance rather than comprehensive training. Notably, the perception of knowledge is not uniform, as a significant percentage (37.8%) feel less informed about classroom accommodations, suggesting that these policies may not be prioritized in teacher training programs. This disparity indicates a potential gap in the dissemination and emphasis on essential policies needed for effective educational support for learners with learning disabilities.

TABLE 3
LEVEL OF TEACHERS' KNOWLEDGE OF LEARNING DIFFICULTIES IN TERMS OF IDENTIFICATION AND ASSESSMENT

Indicators	Very High		High		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
1.I can identify common signs of learning disabilities among students.	20	16.8	39	32.8	30	25.2	12	10.1	18	15.1
2.I know how to use basic assessment tools for learners with learning disabilities	19	16.0	26	21.8	36	30.3	19	16.0	19	16.0
3.I can differentiate learning disabilities from behavioral or motivational issues.	22	18.5	30	25.2	29	24.4	15	12.6	23	19.3
4.I collaborate with specialists or guidance counselors for student assessment	17	14.3	33	27.7	27	22.7	15	12.6	27	22.7
Mean		3.10 – Moderate Knowledge								
Note: Highest frequencies are in boldface										
4.51 – 5.00	Very High Knowledge		1.51 – 2.50		Low Knowledge					
3.51 – 4.50	High Knowledge		1.00 – 1.50		Very Low Knowledge					
2.51 – 3.50	Moderate Knowledge									

The results indicate that teachers demonstrate a moderate level of knowledge regarding the identification and assessment of learning disabilities. Most notably, 32.8% of teachers reported they can identify common signs of learning disabilities, while 30.3% feel moderately knowledgeable about using basic assessment tools. This disparity highlights a gap between theoretical training and practical application. While some studies, like that of Dani et al. (2024), suggest poor identification skills among teachers, this study reflects a more optimistic, albeit moderate, self-assessment among educators.

In terms of understanding the impact of disabilities on learning, teachers express significant knowledge, with 39.5% recognizing how disabilities affect academic performance and 33.6% tailoring lessons to individual needs. Furthermore, 35.3% acknowledge the influence of disabilities on student motivation and participation, emphasizing the importance of teachers being equipped to address both academic and emotional challenges faced by students with learning disabilities. These findings suggest the necessity for ongoing training and development in both identification and instructional strategies to enhance support for learners with special needs.

TABLE 4
LEVEL OF TEACHERS' KNOWLEDGE OF LEARNING DIFFICULTIES IN TERMS
OF IMPACT OF DISABILITY ON LEARNING AND DEVELOPMENT

Indicators	Very High		High		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
1. I understand how disabilities affect academic performance.	47	39.5	37	31.1	17	14.3	2	1.7	16	13.4
2. I recognize the emotional and social challenges faced by students with learning disabilities.	34	28.6	39	32.8	27	22.7	3	2.5	16	13.4
3. I am aware of how disabilities influence students' motivation and classroom participation.	32	26.9	42	35.3	25	21.0	5	4.2	15	12.6
4. I consider the individual needs of learners when planning lessons.	40	33.6	35	29.4	22	18.5	3	2.5	19	16.0
Mean		3.66 – High Knowledge								

Note: Highest frequencies are in boldface

4.51 – 5.00	Very High Knowledge	1.51 – 2.50	Low Knowledge
3.51 – 4.50	High Knowledge	1.00 – 1.50	Very Low Knowledge
2.51 – 3.50	Moderate Knowledge		

Teachers demonstrate a high level of knowledge regarding the impact of disabilities on the learning and development of students, with a mean rating of 3.66. This understanding is essential as it allows educators to recognize the lifelong nature of learning disabilities and implement effective instructional strategies. The findings align with Vygotsky's Sociocultural Theory, which emphasizes the importance of interaction with knowledgeable others in mitigating the effects of disabilities. Through tailored accommodations and creating inclusive environments, teachers can better support students' academic and social growth, ultimately enhancing their confidence and success. This underscores the significance of teachers' knowledge in fostering effective educational practices for learners with disabilities.

TABLE 5
LEVEL OF TEACHERS' KNOWLEDGE OF LEARNING DIFFICULTIES IN TERMS OF INSTRUCTIONAL STRATEGIES AND INTERVENTION

Indicators	Very High		High		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
1.I use differentiated instructions to meet the needs of students with learning disabilities.	38	31.9	34	28.6	21	17.6	6	5.0	20	16.8
2.I apply multi-sensory teaching strategies to support diverse learners.	30	25.2	35	29.4	31	26.1	3	2.5	20	16.8
3.I modify instructional materials to suit learners with learning disabilities.	27	22.7	37	31.1	30	25.2	7	5.9	18	15.1
4.I provide individualized or small-group interventions when necessary.	29	24.4	40	33.6	23	19.3	7	5.9	20	16.8
Mean		3.45 – Moderate Knowledge								
Note: Highest frequencies are in boldface										
4.51 – 5.00	Very High Knowledge		1.51 – 2.50		Low Knowledge					
3.51 – 4.50	High Knowledge		1.00 – 1.50		Very Low Knowledge					
2.51 – 3.50	Moderate Knowledge									

Teachers reported a moderate level of knowledge (mean rating of 3.45) regarding instructional strategies and interventions for special needs education, influenced by a lack of relevant training. While they showed positive attitudes toward inclusion, many lacked expertise in areas like adaptive technology and specialized interventions. Among the indicators, the highest knowledge was in differentiated instruction (31.9% very knowledgeable) and providing individualized interventions (33.6% highly knowledgeable). These findings align with Vygotsky's Sociocultural Theory, emphasizing the importance of teachers understanding strategies to support students' individual learning needs effectively.

TABLE 6
SUMMARY OF THE TEACHERS' LEVEL OF KNOWLEDGE OF LEARNING DIFFICULTIES

Domain	Mean	Description
A. Legal and Policy Frameworks of Learning Disability	3.87	High Knowledge
B. Identification and Assessment	3.10	Moderate Knowledge
C. Impact of Disability on Learning and Development	3.66	High Knowledge
D. Instructional Strategies and Intervention	3.45	Moderate Knowledge
Overall Mean	3.52	High Knowledge

Note: Highest frequencies are in boldface

4.51 – 5.00	Very High Knowledge	1.51 – 2.50	Low Knowledge
3.51 – 4.50	High Knowledge	1.00 – 1.50	Very Low Knowledge
2.51 – 3.50	Moderate Knowledge		

Teachers display high knowledge regarding legal frameworks (3.87) and the impact of disabilities on learning (3.66), likely due to professional training and compliance mandates. This understanding enhances their ability to identify needs and implement specialized instruction.

However, gaps remain, particularly in instructional strategies (3.45) and assessment (3.10), attributed to limited training in special education. A report highlights a significant shortage of SPED teachers, impacting overall knowledge in these areas.

TABLE 7
EXTENT OF THE PRACTICES OF PRIMARY TEACHERS IN TEACHING LEARNERS WITH DISABILITIES

Indicators	Very High		High		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
1.I prepare lesson plans that accommodate learners with learning disabilities.	27	22.7	29	24.4	15	12.6	4	3.4	44	37.0
2.I use visual, auditory, and tactile learning aids in my instruction.	29	24.4	24	20.2	13	10.9	7	5.9	46	38.7
3.I adjust classroom seating or activities for learners with specific needs.	32	26.9	25	21.0	16	13.4	3	2.5	43	36.1
4.I give extra time or modified tasks to learners with learning disabilities.	24	20.2	29	24.4	18	15.1	5	4.2	43	36.1
5.I collaborate with parents and special education teachers for support.	25	21.0	33	27.7	15	12.6	4	3.4	42	35.3
Mean		2.92 – Moderate Extent								

Note: Highest frequencies are in boldface

4.51 – 5.00	Very High Extent	1.51 – 2.50	Low Extent
3.51 – 4.50	High Extent	1.00 – 1.50	Very Low Extent
2.51 – 3.50	Moderate Extent		

Table 7 shows that teachers demonstrated a moderate extent of practices in teaching learners with learning disabilities, with an overall mean of 2.92. A considerable number of teachers rated their practices as very low, particularly in the use of visual, auditory, and tactile learning aids (38.7%), which may be attributed to limited resources, inadequate funding, and insufficient training. Likewise, 35.3% reported very low collaboration with parents and special education teachers, possibly due to limited parental involvement and the lack of available SPED support personnel.

The findings also reveal a gap between teachers' high level of knowledge (3.52) and their moderate level of practice (2.92), suggesting that knowledge alone does not guarantee effective implementation of inclusive education. Factors such as limited resources, time constraints, large class sizes, and insufficient practical training may hinder the application of inclusive teaching strategies. These findings support Piaget's Constructivist Theory, which emphasizes the teacher's role in providing meaningful and appropriate learning experiences that enable learners with disabilities to actively construct knowledge and participate in classroom learning.

TABLE 8
RELATIONSHIP BETWEEN TEACHERS' PROFILE VARIABLES AND THEIR
LEVEL OF KNOWLEDGE ON LEARNING DISABILITIES

Profile	Level of Knowledge on Learning Disabilities					
		Legal and Policy Frameworks of Learning Disability	Identification and Assessment	Impact of Disability on Learning and Development	Instructional Strategies and Intervention	Overall Mean
Age	τ_B	0.101	-0.032	0.063	0.068	0.029
	Sig	0.169	0.655	0.392	0.350	0.678
	.					
Sex	τ_B	-0.122	0.055	0.098	0.160	0.055

	Sig	0.188	0.550	0.287	0.082	0.556
.						
Highest	τ_B	0.014	-0.038	0.021	0.000	0.000
Educational	Sig	0.859	0.619	0.792	1.000	0.998
Attainment	.					
Number of Years	τ_B	.148*	0.031	0.107	0.122	0.094
Teaching in	Sig	0.048	0.668	0.154	0.100	0.189
Inclusive	.					
Education						
Number of Years	τ_B	0.019	0.148	0.124		0.119
Handling Students	Sig	0.815	0.056	0.120	0.147	0.120
with Learning	.					
Disabilities						
Number of	τ_B	.250**	.189*	0.153	.204**	.221**
Trainings/Seminar	Sig	0.002	0.015	0.055	0.010	0.004
s Attended Related	.					
to Inclusive						
Education						

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Note: Sex (1= Male, 2= Female)

The study showed that most teacher profile variables, such as age, sex, educational attainment, and years of experience handling learners with learning disabilities, had no significant relationship with teachers' knowledge on learning disabilities. The very low Kendall's tau-b coefficients indicate negligible to weak associations, suggesting that these demographic and professional characteristics are not strongly associated with teachers' knowledge in this area.

A weak but statistically significant relationship was found between years of teaching in inclusive education and knowledge of legal and policy frameworks ($\tau_b = 0.148$, $p = 0.048$),

indicating that greater experience in inclusive education is associated with only a slight increase in awareness of relevant laws and policies.

The strongest, although still weak, relationships were associated with professional development. Attendance at trainings and seminars related to inclusive education was positively correlated with overall knowledge ($\tau_b = 0.250$, $p = 0.002$), legal and policy frameworks ($\tau_b = 0.189$, $p = 0.015$), impact of disability on learning and development ($\tau_b = 0.204$, $p = 0.010$), and instructional strategies and interventions ($\tau_b = 0.221$, $p = 0.004$). Although the effect sizes were weak, these findings underscore the importance of continuous professional development in enhancing teachers' knowledge of learning disabilities. The results further suggest that factors beyond demographic and professional characteristics may also contribute to teachers' knowledge and competence in inclusive education.

TABLE 9
RELATIONSHIP BETWEEN TEACHERS' PROFILE VARIABLES AND THE EXTENT OF PRACTICES IN HANDLING LEARNERS WITH LEARNING DISABILITIES

Profile	Extent of Practices in Handling Learners with Disabilities	
	Statistic	Sig.
Age	0.070	0.339
Sex	0.171	0.062
Highest Educational Attainment	0.125	0.116
Number of Years Teaching in Inclusive Education	0.066	0.381
Number of Years Handling Students with Learning Disabilities	0.145	0.069
Number of Trainings/Seminars Attended Related to Inclusive Education	0.096	0.227

Note: Sex (1= Male, 2= Female)

The study found no significant relationship between teachers' profile variables and the extent of practices in handling learners with disabilities, as all p-values were above 0.05.

Correlation coefficients ranged only from 0.066 to 0.171, indicating negligible to weak associations.

Although sex ($\tau_b = 0.171$, $p = 0.062$) and years of handling learners with disabilities ($\tau_b = 0.145$, $p = 0.069$) had slightly higher coefficients, these relationships remained statistically non-significant. This indicates that teachers' demographic and professional characteristics have minimal influence on the implementation of inclusive classroom practices.

Overall, the findings suggest that factors beyond the profile variables examined in this study may influence the effective implementation of inclusive practices. These may include school support, availability of resources, administrative encouragement, access to specialized services, and collaborative professional learning opportunities. Future studies may explore these factors to gain a deeper understanding of what contributes to effective inclusive classroom practices.

IV. CONCLUSIONS

Based on the findings of the study, it can be concluded that teachers involved in inclusive education in Solana North District are generally experienced educators who are predominantly female, in their mid-career stage, and possess graduate-level qualifications. Most have been teaching in inclusive classrooms for ten years or more; however, many have relatively limited experience in handling learners with learning disabilities and have attended only a few trainings or seminars related to inclusive education.

The findings further revealed that teachers possess a high level of knowledge regarding learning disabilities, particularly in the areas of legal and policy frameworks and the impact of disabilities on learning and development. Moreover, participation in trainings and seminars related to inclusive education was found to be significantly associated with teachers' level of knowledge, highlighting the importance of continuous professional development in strengthening teachers' understanding of learning disabilities and inclusive practices.

Despite their high level of knowledge, teachers demonstrated only a moderate extent of classroom practices in teaching learners with learning disabilities. The study also showed that teachers' profile variables, such as age, sex, educational attainment, teaching experience, and training exposure, did not significantly influence their classroom practices. These findings suggest that while knowledge is essential, other factors such as resources, support systems, and opportunities for practical application may also play important roles in the effective implementation of inclusive education.

V. RECOMMENDATIONS

Based on the findings of the study, it is recommended that school heads provide more opportunities for teachers to participate in trainings and workshops related to inclusive and special education. These professional development activities should focus not only on theoretical concepts but also on practical classroom strategies that teachers can readily apply when working with learners with learning disabilities. School leaders may also encourage collaboration among teachers through mentoring, peer coaching, and learning communities where experiences, challenges, and effective practices can be shared.

Teachers are encouraged to continuously enhance their knowledge and skills in inclusive education by attending relevant seminars, trainings, and professional development activities. They may also strengthen collaboration with fellow teachers, parents, and other support personnel to better address the diverse needs of learners. Through continuous learning and professional support, teachers can become more confident and effective in implementing inclusive practices in their classrooms.

Future researchers may consider conducting similar studies in a broader setting to gain a deeper understanding of inclusive education practices. They may also explore other factors that could influence teachers' knowledge and practices, such as school support, availability of resources, and classroom conditions. Including school heads, parents, and special education teachers as participants may provide a more comprehensive perspective and help strengthen future research findings.

REFERENCE

- [1.] Abulencia, M. J. (2023). Education as a fundamental human right: A philosophical and legal perspective. *Journal of Educational Policy and Development Studies*, 15(2), 45–60
- [2.] Ainscow, M. (2020). *Promoting inclusion and equity in education: Lessons from international experiences*. Routledge
- [3.] Akiyama, T. (2019). *Learning disabilities in the Asia-Pacific: Challenges and opportunities for inclusive education*. *Asian Education Review*, 10(1), 25–35
- [4.] American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.)
- [5.] Aron, L., & Loprest, P. (2012). *Disability and the education system*. The Future of Children, 22(1), 97–122. <https://doi.org/10.1353/foc.2012.0007>
- [6.] CAST. (2021). *Universal Design for Learning guidelines version 3.0*. CAST, Inc. <https://udlguidelines.cast.org/>
- [7.] Center for Studies on Inclusive Education. (2018). *Implementing the United Nations Convention on the Rights of the Child in education*. CSIE Publications
- [8.] Dani, A. P., Kumar, S., Sharma, R., & Singh, P. (2024). Evaluating the impact of training teachers to identify learning disabilities: A pre-experimental study on knowledge enhancement. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10997880>
- [9.] Datuin, A. N. P. (2025). Receiving teachers' attitudes and challenges in implementing inclusive education for Grade 1 learners with special education needs. *International Journal of Novel Research and Development (IJNRD)*. <https://ijnrd.org/papers/IJNRD2503112.pdf>

-
- [10.] Department of Education. (2025). *DepEd Order No. 034, s. 2025: Guidelines in the implementation of the expanded career progression system for teachers and school heads in the Department of Education*. Retrieved from https://www.deped.gov.ph/wp-content/uploads/DO_s2025_034r.pdf
- [11.] Encyclopaedia Britannica. (2023). *Learning disabilities*. Encyclopaedia Britannica, Inc. <https://www.britannica.com/science/learning-disability>
- [12.] Florian, L., & Spratt, J. (2021). *Enacting inclusion: Learning with and from each other*. *International Journal of Inclusive Education*, 25(9), 1014–1029
- [13.] Freiberg, H. J. (2018). *Educating exceptional children* (9th ed.). McGraw-Hill Education
- [14.] Johnson, D. W., & Johnson, R. T. (2020). *Joining together: Group theory and group skills* (13th ed.). Pearson
- [15.] Parent Center Hub. (2017). *Special education: An overview*. National Dissemination Center for Children with Disabilities. <https://www.parentcenterhub.org/special-education/>
- [16.] Republic of the Philippines. (2022). *Republic Act No. 11650: An act institutionalizing inclusive education for learners with disabilities in basic education*. https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html
- [17.] Republic of the Philippines. (1992). Republic Act No. 7277: Magna Carta for Disabled Persons. https://lawphil.net/statutes/repacts/ra1992/ra_7277_1992.html
- [18.] Republic of the Philippines. (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. https://lawphil.net/statutes/repacts/ra2013/ra_10533_2013.html
- [19.] Sharma, U., & Salend, S. J. (2022). *Teachers' perceptions and practices of inclusive education: A cross-cultural study*. *International Journal of Inclusive Education*, 26(3), 220–239
- [20.] Snowling, M. J., & Hulme, C. (2020). *Interventions for children's language and literacy difficulties*. Wiley-Blackwell
-

-
- [21.] Sreekumar, D. (2023). *What is quantitative research? Definition, methods, types, and examples*. <https://researcher.life/blog/article/what-is-quantitative-research-types-and-examples>
- [22.] Sugai, G., & Simonsen, B. (2020). *Positive behavioral interventions and supports: History, defining features, and misconceptions*. University of Connecticut Center for PBIS
- [23.] SurveySparrow. (2025). *Descriptive correlational research*. <https://surveysparrow.com/descriptive-correlational-research>
- [24.] Tomlinson, C. A. (2021). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD
- [25.] [UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. UNESCO Publishing
- [26.] UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing
- [27.] UNESCO Institute for Statistics. (2022). *Global Education Monitoring Report 2022: Data on children out of school*. UNESCO Publishing
- [28.] UNICEF. (2022). *The situation of children with disabilities in the Philippines*. United Nations Children’s Fund Philippines
- [29.] UNICEF. (2023). *Inclusive education: Every child’s right to learn*. UNICEF Publications
- [30.] United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- [31.] U.S. Department of Education. (2004). *Individuals with Disabilities Education Act of 2004 (IDEA)*. <https://sites.ed.gov/idea/>
- [32.] U.S. Department of Education. (2006). *Building the legacy: IDEA 2004*. Office of Special Education Programs
-

-
- [33.] Woodcock, S., & Anderson, J. (2025). Conceptions to classrooms: The influence of teacher knowledge on inclusive classroom practice. *International Journal of Educational Research Open*, 8, 100412. <https://doi.org/10.1016/j.ijedro.2024.100412>
- [34.] World Bank. (2021). *Inclusive education: Achieving education for all by including those with disabilities*. The World Bank Group
- [35.] World Health Organization. (2023). *World report on disability and rehabilitation*. World Health Organization