Special and Inclusive Teachers' Experience in The Distance Learning

Riza B. Ensao[1], Lance Patrick S. Manhilot[2], Heaven Paghacian[3], Kimberly Plania[4], Kaye Allison Rago[5], Fiona M. Viovicente[6]

[1]Cebu Normal University, Cebu City Philippines
Email: main.19001057@cnu.edu.ph
[2]Cebu Normal University, Cebu City Philippines
Email: main.19000636@cnu.edu.ph
[3]Cebu Normal University, Cebu City Philippines
Email: main.19000389@cnu.edu.ph
[4]Cebu Normal University, Cebu City Philippines
Email: main.19001097@cnu.edu.ph
[5]Cebu Normal University, Cebu City Philippines
Email: main.19000784@cnu.edu.ph
[6]Cebu Normal University, Cebu City Philippines
Email: main.19002358@cnu.edu.ph

Abstract

This study was designed to explore the lived experiences of special and inclusive teachers in distance learning and gained necessary perspective about their different experiences and challenges in the new normal education in distance learning. It utilized the use of phenomenological research design and simple random sampling on choosing the participants. Data were analyzed through thematic analysis method. The results indicated that the teachers felt inadequately prepared to teach atypical learners in distance learning because of some factors, examples are lack of resources of teachers and students. Almost all participants indicated that they discovered their own teaching strategies in handling atypical learners. In addition, the teachers make use of the available technology by utilizing different educational applications. Also, the majority of the teachers motivate their students to continue to learn in the new normal. Implications of these results are discussed.

I. INTRODUCTION

The corona pandemic led to the demand for distance education. The shifting times had demanded teachers to know how to adapt to the changes of the new distance learning and how to survive with the growing demands and trends in the educational system. Distance learning makes it increasingly challenging for teachers handling atypical students to know how and when to modify learning. Inclusive Education in the time of pandemic had caused educators to experience challenging tasks in providing students the support and resources they needed.

According to the European Journal of Special Education, Special and Inclusive teachers used a variety of strategies to give enough assistance to their students and families during the pandemic, including distributing information to families,

communicating in a variety of ways, and assigning academic or functional responsibilities. Despite their efforts, teachers reported having a difficult time providing assistance to children and their families. To make this possible, tactics and approaches based on an inclusive educational paradigm concentrating on pupils/university students should be applied.

In developing countries like the Philippines, the major constraint of the move toward inclusive approaches in distance learning by inclusive teachers is attributed mainly to serious shortage of resources such as lack of support or inadequate facilities. The pandemic also has revealed how inequitable inclusive education can be both to learners and the educators in the face of the pandemic, but although the internet seems to be reachable, inequality still exists, particularly in terms of internet access for low-income and

rural educators. During the quarantine, most teachers had been given a laptop to use, and that there are issues regarding internet connectivity as well. (Toquero et al., 2020).

The purpose of this study was to know of the different challenges, experiences of special educators and general education teachers handling atypical learners and how they addressed these obstacles in the face of the pandemic. The study aimed to determine the lived experience of inclusive educators in their experience during distance learning. The aim of this study was to know how inclusive educators dealt

with the challenges and how it can be of use to the researchers in the future as a pre-service special education teacher.

II. CONCEPTUAL FRAMEWORK

The Conceptual Framework of the study emphasizes the lived experiences of special and inclusive teacher in distance learning, strategies to accommodate all learners in the virtual class, classroom management and self-discovered teaching techniques. It can be best illustrated in Figure 1 below.
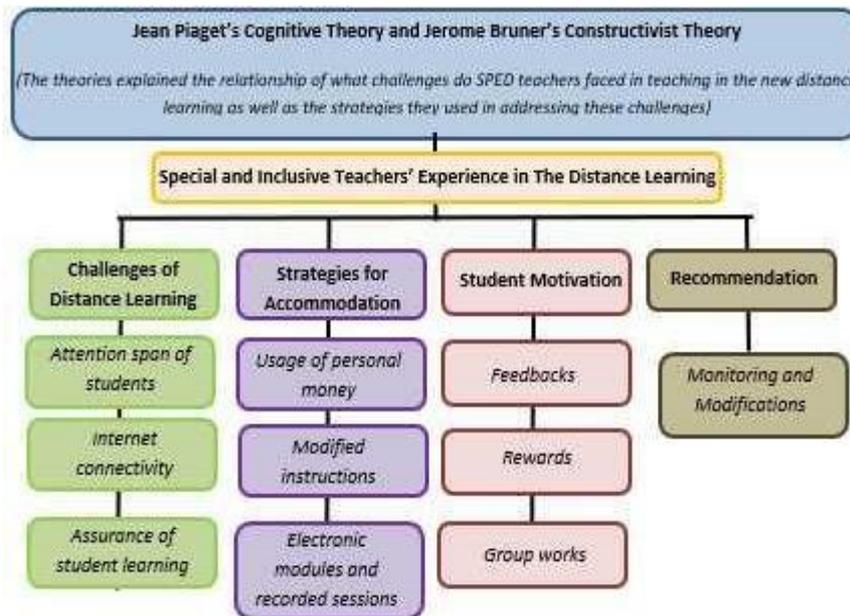

Fig.1 Conceptual Framework of the Study

Cognitive learning theory and the constructivist theory well explained the relationship of what challenges do SPED teachers faced in teaching in the new distance learning as well as the strategies they used in addressing these challenges which also led to the self-discovered teaching techniques which they deemed effective to use in teaching. Cognitive Theory is a schema that refers to the process of a child's interaction with the environment through actions to form a distinct pattern of behavior and as well as learning (Woolfolk, et.al., 2008). In the constructivist theory, gaining knowledge is an active process in which learners build new constructs, ideas or concepts, which are centered on their existing and previous knowledge and experiences (Lee, 2012). These two theories supported that in order to cope with the said challenges, they should change their perspectives and be the facilitator of learning with the help of varying strategies and self-discovered techniques in teaching. By these means, SPED teachers will accommodate the different learning needs of their students and for them to effectively acquire knowledge.

III. METHODOLOGY

The study employed phenomenological design to investigate the lived experiences of inclusive teachers in distance learning. According to Giorgi (2012), phenomenology is a term initiated by Edmund Husserl, that is interested in the activities of consciousness and the objects that present themselves to consciousness. Thus, phenomenological research design attempts to understand or explain life experiences or certain phenomena. This study was conducted in Cebu City where the target participants are currently living as well as teaching in distance learning. Cebu City is known as the oldest city here in our country, Philippines. It is a progressive city with numerous renowned schools. There are a few schools in Cebu City that offer inclusive classes which is why the researchers decided to conduct the study to teachers who teach in those schools situated in Cebu City.

The research participants in this study were inclusive teachers specifically, the special education teachers and general education teachers who are handling atypical learners in distance learning. Furthermore, the availability and comfort of the participants was taken into account when the

questionnaires were sent so as not to impact the quality of their answers. The researchers used Simple Random Sampling, this type of probability sampling technique is an authentic method of acquiring information where every single member of the population is chosen by chance and each individual has the same possibility of being selected to be a part of a sample. Simple Random Sampling is appropriate to use because it helped the researchers save time and resources and it is also considered to be the best probability sampling technique. The researchers sent a letter of approval to the Dean of the College of Education to ask permission to conduct the study. The gathering of data for the study was undertaken in an online setting. The participants answered the instrument during the scheduled period in their most convenient time through google document form. The file was sent to the respective email addresses of the participants. A letter was also sent to the participants to ask for permission to allow the researchers to conduct their survey within the scheduled period. The researchers explained to the participants the importance of their response to the study. Before administering the tool, the participants were oriented about the questionnaire that they will answer and will be informed about the purpose of the study. The researchers also emphasized that their identity and privacy will be ensured and their responses to the questionnaire will be treated with utmost confidentiality. The data gathered will be used for research purposes only. After the data had been collected it was statistically treated, analyzed and interpreted.

The researchers had utilized interview questions as the instrument for the data gathering, which were given to the participants using Google Docs. The interview questions were about the respondents' personal lived experiences in distance learning. The study accounted the experiences of inclusive teachers to gain information and to be able to draw conclusions and make meanings of their experiences. The researchers analyzed the data gathered from the inclusive teachers specifically, Special Education teachers and General Education teachers handling atypical learners by the use of interviews. The participants were expected to answer the questions asked by the researchers. The information gathered was interpreted to help the researchers identify the challenges, coping with the challenges, and self-discovered teaching strategies experienced by the inclusive teachers in distance learning. And through the interview, the researchers were able to answer the statement of the problem and were able to improve the teaching strategies of special education teachers and general education teachers in distance learning. This study used thematic analysis (Braun and Clarke, 2006), to investigate the lived experiences of inclusive educators in distance learning.

This required the transcription of interview recordings and followed coding stages. Initially, the researchers read and re-read transcripts in order to identify potential

themes, which they then forwarded to the lead researcher. The second level of analysis involved both the first and last researchers reviewing these initial codes. They considered particularly how to retain the diversity of the initial codes, while producing overarching elements, higher level sub-themes. The research question, the lived experiences of inclusive educators in distance learning of participants, informed this process. At the third stage, analysis conducted by the first and last authors identified quotes that were congruent with the overarching themes. Next, the authors reviewed themes prior to defining and naming them. Finally, once themes were finalized, by the first and last authors, the write-up of the report began.

The study went through a rigorous orientation and consent taken from all the research participants of this research. Only the participants who signed the consent forms were administered with questionnaires written via google docs (Appendix D, Sample Informed Consent of the Research Participants). Participants were informed about the anonymity and confidentiality of their answers in the questionnaire. Their answers were recorded, compiled and each questionnaire was labelled specifically to their corresponding number, to ensure the anonymity of the participants. The participants were labelled with specific increments from the Arabic numeral system (e.g. 1, 2, 3, etc.) Data were transcribed through the assigned incremental number. Data were also reported using the assigned incremental numbers to avoid labeling of the participants. The ethical considerations were enclosed in the participants' informed consent. It contained the principles that governed the agreement between the participants and the researchers. Also, the benefits discussed that the participants may not directly benefit from this study; however, their participation was truly beneficial to the researchers to help them gain insights to provide recommendations based on the results of the study. In addition to the benefits, risks and discomforts were discussed between the researchers and the participants. The researchers guaranteed that they were given the freedom to answer voluntarily when gathering the data, and may choose to terminate their involvement in the research at any time and without reasons. Finally, the pieces of information mentioned by the participants were kept in order to respect the participants and maintain the confidentiality of the data.

IV. RESULTS AND DISCUSSIONS

This chapter presents the emergent themes from within and across cases. The challenges of distance learning, strategies for accommodation, and employed techniques for student motivation are the three main elements that emerged throughout the data analysis and interpretation which will be

covered in this chapter.

Table 1 Initial Clustering of Themes

Challenges of distance learning	Strategies for accommodation	Student motivation
Attention span of students	Usage of personal money	Feedbacks
Internet connectivity	Modified instructions	Rewards
Assurance of student learning	Electronic modules and recorded sessions	Group works

Challenges of Distance Learning

After the participants are being asked about their understanding of distance learning, they shared their knowledge on the matter as well as their impressions on it as new means of learning in the pandemic. The lived experiences which made teaching difficult in distance learning are discussed by the participants which in turn expedite the emergence of the theme "challenges of distance learning."

Attention Span of Students

The majority of the participants expressed their concerns about their students being unresponsive in their classes and most especially dealing with atypical learners. The attention span of a student is a critical aspect of the learning process. How much a student retains from a lesson is determined by how much time he or she spends

listening to and understanding the teacher. Although the average student's attention span is roughly 10 to 15 minutes, most classes can last anywhere from 30 to 60 minutes. This poses a challenge to teachers who handle atypical students, especially in online classes.

"Teaching atypical learners in distance learning is very challenging and limited as we can only do activities that are fitted for an online class. Their attention span would last for only 15 minutes and 20 minutes would be the longest time for them to actively listen and participate in the class." (Participant 2)

Participant 2 also revealed that some of her students struggle for sitting time especially those with Autism which lasts for less than 2 minutes. The participants' experiences conveyed that maintaining the attention of their students is an utmost challenge for them since they easily get distracted from their home environment.

According to Gilavand (2016), The learning environment dramatically affects the learning outcomes of students. Schools' open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards, and inappropriate classroom layout all makeup factors that could be confounding variables distracting students in class. However, in online education, particularly in the students' study room, noise, insufficient light,

inappropriate temperature, and bad air quality are all makeup and confounding factors in the disruption of their learning process.

"Sometimes we cannot start the scheduled time for the class because the student is distracted from his environment where you

could hear someone shouting in the background and the student cannot focus on listening to me." (Participant 3)

This contributed to the interference of the students' concentration in learning and pose detrimental effects on their attention span and to their motivation to learn.

Internet Connectivity

When the participants are asked about their impressions regarding distance learning, they bear the same concern which is the internet connectivity of the students.

"I was skeptical. I really thought that there is no way for it to be very efficient, especially if we are only relying on the internet

connection that we have here in the country." (Participant 3)

The Internet is increasingly being used for the delivery of educational material and distance education. Internetbased learning allows students to learn at their own pace, access the information at a time that is convenient for them, and provide education to remote students that otherwise would not be able to travel to a classroom (Quintana, 2016).

Participant 1 shared that only a few of her students have the access to an internet connection which is very useful in distance learning. With little to no connection, Participant 2 also shared her concern about conducting online classes with her atypical students.

"The internet connectivity of the student could sometimes hinder us from continuing our class especially if the problem is with their internet network provider."

In a study conducted by Ragpala in 2021, it has been found that unstable internet connections are the most significant challenge affecting the students' learning process through online classes even if most of them have qualified internet providers like Converge and PLDT. Most of them share connections and data with family

members, which is one of the reasons their connections are unstable. When numerous devices are connected to the same internet link, internet bandwidth can be compromised, resulting in slow performance as each device receives a lesser bandwidth share. (Asianet Broadband)

It was also observed how the participants perceive distance learning as not accessible to all, especially to students who have no gadgets suitable for learning and internet connectivity.

"Distance learning can be quite selective and would only cater to a particular group of learners who can have an effective

online interface." (Participant 4)

Assurance of Student Learning

Another challenge that the participants experienced in distance learning is the assurance if their students are learning best. Most of the participants expressed that they are wary if the students are getting the lessons right and if they have an in-depth understanding of the lessons discussed.

"My experience in distance learning among children with additional needs was a challenging one, especially in terms of ensuring how learning can be achieved across the disability spectrum." (Participant 4)

"Students do not open their cameras and as a teacher, it is not 100% guaranteed that students are really listening." (Participant 3)

While the online environment provides opportunities for the ways education is delivered and accessed by learners, assessment practices are often limited in the variety and modes in which they are allocated in the online environment (Williams, Cameron, & Morgan, 2012). Students' attention and focus are improved when they are actively involved in the learning process. They are also motivated to practice higher-level critical thinking abilities and have more meaningful learning experiences. With regards to participants that handle online classes, they expressed their concern if their students are actually learning or if they do activities just for compliance.

"There are just some who aren't ready to be all out for the learning process and would just expect to be able to get through the discussions, but really this is where problems come in. When you try to follow-up, they wouldn't give a budge." (Participant 5)

Strategies for Accommodation

This refers to the strategies of the participants to accommodate all students including atypical learners in distance learning. The rapid shift from traditional classroom instruction to online learning has made it difficult for special educators and regular teachers to provide high-quality instruction to children. Emerging issues are continuing to obstruct the learning process, with a lack of assistance and resources playing a role. The participants revealed these strategies which they utilized as well as their initiatives for the sake of their students' learning.

Usage of Personal Money

The participants were asked about their challenging experiences in teaching atypical learner/s in distance learning. It brought out the students' lack of financial support which had an effect on their education, which in turn made teachers resort to the use of their own personal money to accommodate all learners.

"I borrowed and spent my own money to buy printers and bond papers. Some parents cannot come to school to claim the module so I have to spend money to send the module." (Participant 1)

Pinatella et al.(2020) revealed that teachers used a variety of strategies to give enough assistance to their students and families. Despite their efforts, teachers reported having a difficult time providing assistance to children and their families. Online teachers were more likely to say that they needed guidance on how best to support students with severe disabilities, English-language learners, and students experiencing homelessness or poverty (Schwartz, 2020).

Modified Instructions

This refers to the changes in the instructions utilized by the participants to allow all students to demonstrate mastery in distance learning. It is highly needed to modify instructions to meet the needs of everyone in the class, may it be face-to-face or in distance learning because learners with exceptionalities have unique needs. The participants highlighted the modifications they had utilized as they adapted in distance learning.

"In SPED, everything modified from the learning materials to PowerPoint presentations should be tailor-fitted to each student." (Participant 2)

Instructional strategies and materials must be modified on a regular basis to ensure that each student succeeds in learning. E-inclusion is dependent on technology, family relationships, teacher collaboration, and online teaching strategies; in particular, teachers had to create personalized activities for students to engage in, preferably in small groups and individually, utilizing asynchronous and synchronous interactive ways (Parmigiani et al., 2021).

Electronic Modules and Recorded Sessions

The participants emphasized the use of electronic modules and recorded sessions which they utilized to accommodate all students including atypical learners in distance learning. The use of electronic modules was also helpful in a way that it allowed their students to read their lessons ahead so they can participate or answer synchronously during class sessions. Recorded sessions were also beneficial which allowed students to revisit their lesson at their own time.

"Let students read the module so during the online meeting, they can participate." (Participant 3)

"I particularly use modules which I provide CWAN which can be answered synchronously during the session." (Participant 4)

"-recorded sessions so that my students can really catch-up and can opt to rewind and forward my discussions at their own

time." (Participant 5)

Rivera J.H. (2017) stressed that while traditional learning methods continue to be effective in terms of student success and comprehension, online supplement materials improve cognitive understanding.

Student Motivation

Students' motivation is one of the key factors that affect learners' success and performance in the learning process; that is why widely concerns teachers and researchers. Researchers and educators have long been interested in learner motivation since it is closely connected to achievement and desired outcomes. Lumsden (1994) defines motivation as learners' willingness to take part in the learning process. Motivation is the first condition to take on a

learning task and is the engine that powers the process. The lived experiences which made the learning of the student difficult in distance learning are discussed by the participants which in turn expedite the emergence of the theme "student motivation."

Feedbacks

The participants were asked about the problems of distance learning that are in need of attention. There is a great importance of feedback in improving the learning experience for the students. However, feedback is considered a difficult issue in this arena.

"The feedback and assessment." (Participant 5)

"Assessment theories and academics alike espouse the importance of feedback on performance assessment tasks for supporting improvement and progress in student learning achievement." Janice Orrella, 2006. Feedback is considered a vital approach to facilitate students' development as independent learners in order to monitor, evaluate, and regulate their own learning (Ferguson, 2011). The impact of feedback on future practice and the development of students' learning were highlighted by Eraut (2006):

"There are learners that are really true to themselves and would really tell me that they have not understood a thing and still weren't able to catch up so that is where I would come in and supply the needed understanding then giving off the needed help they need from me. After a few sessions, I am happy to see an improvement with my students." (Participant 5)

An approach of increasing the value and effectiveness of feedback and the likelihood that the information provided

is understood by students is to conceptualize feedback more as dialogue rather than as information transmission (David J. Nichol and Debra M. Dick, 2006). Feedback as dialogue means that the student will not only get written feedback information but also has the opportunity to have a discussion about that feedback afterward. In these circumstances, in order to make feedback more effective and valuable, it should be understood by the student before it can be used to make product improvements.

Rewards

Another challenge that the participants experienced in distance learning is that students with learning disabilities are very often unmotivated because school is one failure after another to them. When rewards are given, they often have the opposite effect of what was intended. High student achievement comes from students who are motivated from the inside. Therefore, instead of giving rewards, teachers need to consistently teach students to become

intrinsically motivated.

The participant revealed self-discovered teaching techniques that they used for atypical learner/s in the new normal.

"I used to write some inspiring letters and put some biscuits inside the envelope of my learners. In such a way I believe that my learners will be excited and happy when they receive their learning modules. It's my way of sending my love and care to the kids and I call it the `` Lovingly Strategy." (Participant 1)

Rewards, then, should be replaced with teaching that is focused on the intrinsic motivation of the student. A common goal should be to have the student's interest be at the center of their learning, not a reward. Students who are taught to perceive themselves as causal agents in the classroom engage in more risk-taking behavior and increase their achievement (DeCharms, 1972). Also, students who perceive themselves as more in control of learning have better self-esteem (Ryan and Grolnick, 1986). There is a need to train teachers in how to teach students so that they become intrinsically motivated, instead of just propelled along by the vision of the next external reward.

Group Works

The participants were asked about the strategies that they used to accommodate all students (including atypical learner/s) in distance learning.

"Group activities" (Participant 1) *"Lecture and oral participation. Sometimes group activity''* (Participant 3)

It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

Participant 5 revealed that he tries as much as he can to post auditory and visual learners' resources in LMS, alongside are the notes and recorded sessions so that the students can really catch up and can opt to rewind and forward the discussions at their own time. Participant 2 also revealed that before transitioning to another subject or topic, he usually had an activity or energizer.

Active learning has become an important focus in this time of pedagogical change. While the term encompasses a broad array of practices, collaborative learning, or small group work, remains an important element of active learning theory and practice. A collaborative learning environment, as opposed to a passive learning environment, helps students learn more actively and effectively (Murphy, Mahoney, Chen, Mendoza-Diaz & Yang, 2005).

According to Beebe and Masterson (2003), there are advantages and disadvantages to working in a group. By understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group work and

minimize the obstacles that hinder success.

V. LIMITATION OF THE STUDY

The focus of this research was to primarily study the Special and Inclusive Teachers' Experience in The Distance Learning. Inclusive Education seeks to identify and dismantle barriers to education for all children so that they have access to, are able to present and participate in and achieve optimal academic and social outcomes from school.

However, with the pandemic, schools need to adapt to changes. Which brought the new modalities of teaching and learning. This poses some challenges and changes in teaching and learning. On how will the teachers effectively teach atypical and typical learners in distance learning. The experiences of the teachers might vary depending on the severity of atypical learners, lack of resources and other factors. The participants of the study are Special Educators and General Education teachers handling atypical learners with a total number of five (5) participants.

VI. CONCLUSIONS

The purpose of this study was to know of the different challenges, experiences of special educators and general education teachers handling atypical learners and how they addressed these obstacles in the face of the pandemic. It aimed to know how inclusive educators dealt with the challenges and how it can be of use to the researchers in the future as a pre-service special education teacher. The five Inclusive Educators, whom the researchers have interviewed cited — that attention span or focus issues, unstable internet connectivity and assurance of student learning are the common challenges that they have encountered in dealing with typical and atypical learners in Distance Learning. In order to cope with the changes in educational setting, the participants shared their strategies for accommodation and motivating students in Distance Learning to which are; usage of personal money, modified instructions, providing electronic modules and recorded sessions, giving feedbacks and rewards as well as assigning students group works pr activities. The detailed examination on their lived experiences enables the researchers to gather up knowledge that can fill in the gaps of previous studies. The study was able to come up with the three major themes despite the small sample size used in the study. The first two themes which are the challenges of distance learning and strategies for accommodation paved the way for the third one which is the student's motivation in distance learning. It highlights the lived experiences of inclusive teachers in distance learning and how they handled and made adjustments of their situations. The study enables the researchers to know of the lived challenges of inclusive teachers handling atypical learners in the face of pandemic. It also provided the research participants the chance to speak out on their lived experiences with the abrupt transition from face-to-face learning to distance learning and how they made ways to adjust and handle the challenges. All results and interpretations of data are based on the original transcript that highlights the importance of being able to know the different lived experiences and challenges of inclusive teachers in distance learning

Also, for our research adviser Dr. Venus C. Cortes Ed.D who were very approachable for consultation in order to make this study better than it is before.

REFERENCES

[1] Abrazado, J., Dalonos, S., &Namoco, S. (2021, July 1). (PDF) a TRANSCENDENTAL Phenomenological study on special Education TEACHERS' use of distance learning modalities in MISAMIS Oriental, Philippines During Covid-19 pandemic. ResearchGate.

https://www.researchgate.net/publication/353840438_A_TRANSCENDENTAL_PHENOMENOLOGICAL_STUDY_ON_SPECIAL_EDUCATION_TEACHERS'_USE_OF_DISTANCE_LEARNING_MODALITIES_IN_MISAMIS_ORIENTAL_PHILIPPINES_DURING_COVID-19_PANDEMIC

[2] Cahapay M. (2021). Ushering children with disabilities in the 'new normal' post-COVID-19 period: collective actions in the Philippines, Disability & Society, 36:1, 145-150, DOI: 10.1080/09687599.2020.1829557

[3] Crouse, T., Rice, M., &Mellard, D. (2018). Learning to serve students with disabilities on-line: Teachers' perspectives. Journal of Online Learning Research, 4(2), 123-145. https://files.eric.ed.gov/fulltext/EJ1184994.pdf

[4] Davis, Kalvin, "TEACHING SPECIAL EDUCATION IN THE MIDST OF COVID-19: CURRENT CONDITIONS OF DELIVERING SPECIAL EDUCATION SERVICES DURING DISTANCE LEARNING" (2021). Electronic Theses, Projects, and Dissertations. 1166. https://scholarworks.lib.csusb.edu/etd/1166

[5] Dianito, A. et al., (2021). A Glimpse into the Lived Experiences and Challenges Faced of PWD Students towards Online Learning in the Philippines Amidst COVID-19 Pandemic. https://www.researchgate.net/profile/Jhoselle-Tus/publication/349310433

[6] Epps, T. (2016). SPECIAL EDUCATION TEACHERS' LIVED EXPERIENCES IN THE IMPLEMENTATION OF THE IPAD AS AN INSTRUCTIONAL TOOL FOR STUDENTS WITH INTELLECTUAL DISABILITIES. https://core.ac.uk/download/pdf/58827119.pdf

[7] Glessner, M. M., & Johnson, S. A. (2020). The Experiences and Perceptions of Practicing Special Education Teachers During the COVID-19 Pandemic. The Interactive Journal of Global Leadership and Learning, 1(2). https://red.mnstate.edu/ijgll/vol1/iss2/4

[8] Hurwitz, S., Garman-McClaine, B., & Carlock, K. (2021). Special education for students with autism during the COVID-19 pandemic: "Each day brings new challenges." Autism, 136236132110359. https://doi.org/10.1177/13623613211035935

[9] Klapproth, F., Federkeil, L., Heinschke, F., & Jungmann, T. (2020). Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching. Journal of Pedagogical Research, 4(4), 444-452. https://doi.org/10.33902/JPR.2020062805

[10] Malaya, B. (2021, August 27). DepEd Distance Learning: Here's what you need to know. WhatALife!

https://www.whatalife.ph/deped-distance-learning-heres-what-you-need-to-know/

[11] Marteney, T., & Bernadowski, C. (2016). Teachers' perceptions of the benefits of online instruction for students with special educational needs. British Journal of Special

[12] Morrissey, J. (2021, January 22). 5 Benefits of online learning for educators. NEO BLOG.

https://blog.neolms.com/5-benefits-of-online-learning-for-educators/

[13] Nigmatov R. and Nasibulov R., 2015. Study of Distance Learning Opportunities in an Inclusive Education System. The Social Sciences, 10: 817-820.

https://medwelljournals.com/abstract/?doi=sscience.2015.817.820

[14] Ortz, K., Rice,M.F., McKeown, T. and Tonks, D.(December 2020). Special Issue: Inclusion in Online Learning Environments.Journal of Online Learning Research (2020) 6(3), 171-176Special

https://www.researchgate.net/publication/346955638_Inclusion_in_Online_Learning_Environments

[15] Parmigiani, D., Benigno, V., Giusto, M., Silvaggio, C., & Sperandio, S. (2020). E-inclusion: online special education in Italy during the Covid-19 pandemic. Technology, Pedagogy and Education, 30(1), 111–124.

https://doi.org/10.1080/1475939x.2020.1856714

[16] Pryor, J., Wilson, R., Chapman, M., & Bates, F. (2020). Elementary Educators' Experiences Teaching during COVID-19 School Closures: Understanding Resources in Impromptu Distance Education. University of West Georgia, Distance Education Center.

https://www.westga.edu/~distance/ojdla/winter234/pryor_young_chapman_bates234.html

[17] Rice, M. F. (2017). Few and far between: Describing K–12 online teachers' online professional development opportunities for students with disabilities. Online Learning, 21(4), 103–121.

https://doi.org/10.24059/olj.v21i4.127