

Paper 118 – Education

MANAGING STUDENTS WITH SPECIAL NEEDS IN THE MAINSTREAM CLASSROOM

Jonellyn Elzbeth S. Buenaventura, Dhona Lyn E. Ebid, Hazel Joy D. Manongol, Jenny Lou D. Rodelas and Michelle T. Collado

Adventist University of the
Philippines colladoaup@gmail.com

ABSTACT

Education is for all so even children with special needs must be given the right education they deserve. This qualitative case study focused on the school practices in terms of managing students with special needs in the mainstream classroom. Participants were four principals and one guidance counselor from three elementary schools and two secondary schools in Cavite and Laguna. Face-to-face interview was used to gather the data to answer the following research questions: (1) How do the schools manage students with special needs? (2) What important considerations do the schools have for having students with special needs? Results of the study revealed that in terms of schools' management of students with special needs, schools provide training for teachers for them to be more equipped in handling students with special needs. Having students with special needs in the mainstream, schools promote understanding and acceptance of students with special needs among the faculty members, staff, administrators, parents, and mainstream students. Assessment and evaluation, diagnosis and placement, collaboration with parents, regular teachers, and other professionals, and education for all are the important considerations of the schools for having students with special needs. Schools particularly pay attention to their management when it comes to students with special needs. Practices in managing students with special needs require a lot of considerations for schools to educate such students. Awareness of the need for special education should be increased in schools in order to promote the welfare of these students as part of the mainstream.

Keywords: School Management, Students with Special Needs, School Practices, Mainstream

