

IMPLEMENTATION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES IN MONTANA

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JUNE 1, 2023

ABSTRACT

This study assessed Filipino teachers' proficiency in accommodating students with disabilities in Montana. Utilizing quantitative analysis and a descriptive survey, 36 Filipino teachers in Montana with special needs students participated. Findings indicate a moderate level of knowledge, with no significant grade-level differences but notable distinctions based on educational background. Teachers exhibited a strong willingness to provide accommodations, particularly for students needing extra care, though a slight decrease was observed for those using specific devices or assistive technology. No significant differences were noted across grade levels or educational backgrounds. This underscores the need for tailored training and support programs to bolster educators' inclusive teaching capabilities.

INTRODUCTION

No matter what the nature of the individual needs of students manifest, each learner should have access to quality education and equality of treatment in the learning environment (Hughey, 2020). Thus, the way teachers implement accommodation to learners with disabilities matters most in the actual teaching-learning environment to maximize students' potential and capacity to learn.

Background of the Study

Global report estimated that there were 240 million children in the world with disabilities (UNICEF, 2021). In 2020-2021, the United States had 7.2 million children with disabilities ranging in age from 3 to 21 (National Center for Education Statistics). About one-third are students with learning disabilities and approximately 15% of public school students are in this group. In the same year, the state of Montana had a special education child count of approximately 19, 138 students which is 13% of all enrolled students in Montana in the same year. 5, 673 students fall under students with learning disabilities (GEMS, 2021). In 2021, 66% of students in the United States were in a general education setting 80% of the time (National Center of Education Statistics). In other words, full inclusion is being adapted more. In the United States, inclusive education is most closely associated with the Least Restrictive Environment clause of the Individuals with Disabilities Education Act (IDEA, 2004). The law specifies that children with disabilities should receive their education in the least restrictive setting to the greatest extent they can (Copenhaver, 2006). The paragraph further states that students should only receive an education outside of typical programs if it is unable to do so with the use of supplementary services and aids.

Similar to this, the Free Appropriate Public Education (FAPE) Act stipulates that all children with disabilities get an education on pace with those who do not. Students stay more than half of their day at school which gives them the ability to be with their peers and learn concepts with the help of a teacher. Aside from their responsibility to prepare lesson plans and differentiate instruction, they must also provide classroom accommodations to students with disabilities to address all their needs.

According to the of Boyer & Mainzer (2003) which was cited in Hedin & Conderman (2015), the general education teacher must first and

foremost embrace the idea of inclusive education and paraprofessional services. Teachers in general education must be certain that they are aware of their responsibilities. They must work together with sped teachers to determine the roles and responsibilities of both the paraprofessional and the student with a disability.

Students with learning disabilities receive individualized lessons, extra time to help them acquire important academic material, and high-quality core instruction in the general education classroom at the primary school level (Hossain, 2021). One of the ideas for addressing the needs of all students would be the changes of the system of education, including the curriculum, teaching and learning materials, school culture, and environments.

Regular and special education teachers must work hand in hand for students in the general education settings to succeed (Bonati, 2018). The extent to which general education teachers take any responsibility for children with disabilities affects how well special education teachers can carry out their duties Billingsley (2004) and Gersten *et al.* (2001) as cited by Jones, Youngs & Park (2013). It has always been essential for teachers to have a solid understanding of special education law because of their responsibilities in the classroom (O'Connor, Yasik, Horner, 2016). They are also expected to make necessary accommodations for students to meet academic standards (Vaughn, Bos & Schumm, 2010). Accommodations involve changing circumstances to overcome impediments to students' access to the curriculum (Ambady & Matthew, 2018).

A copy of the accommodations is typically sent to teachers, who must sign it to confirm they are making use of it. Despite special education teachers' assistance to regular education teachers, some think they lack the education, expertise, or help to effectively teach these students (Meadows, 2012). When it comes to the implications of any activity in a classroom, including accommodations, teachers' awareness of their responsibility in implementing accommodations is crucial. The manner, time, and setting in which accommodations are implemented can be influenced by the teacher's awareness.

Interestingly, the number of international teachers is slowly increasing in Montana as well as in the whole United States. The Philippines placed third as the top sending countries of teachers to the United States in the year 2020 and first in 2021 with over 1401 participating teachers, which is a 501% increase from 2020, as reported by the U.S. Department of State's Exchange Visitor Program. As of 2022,

there are 36 new J1 teachers in Montana. Based on an unofficial count there are about 90 Filipino teachers, mostly based in Montana rural schools.

By passing the Education Act of 1992, which provides every citizen with the opportunity to pursue an education and supports their academic needs, and the DO No. 26, s. 1997, which supported the implementation of the Magna Carta for Disabled People, or Republic Act 7277, the Philippine Department of Education established special education programs in all Filipino schools. An inclusive and equitable education has been promoted in the Philippines under new laws that have been enacted over the past ten years. However, where these Filipino teachers originally hail from and where they taught before coming to the United States, there are numerous obstacles to establishing inclusive education. Not all those schools accept children with disabilities unless they have a sped center. Other schools might accept them, but there's a good probability that the needs of the students won't be met (Ambiong, 2020), and there's not much government support or teacher training (Llego, 2022).

Moreover, there are many differences on how special education is executed in the Philippines and Montana, USA. In the Philippines, there is more emphasis on inclusivity, integrating students with disabilities into regular classrooms, supported by guidelines from the Department of Education (DepEd, 2014). While in Montana, USA, individualized education plans (IEPs) are utilized to meet students' unique needs as it is governed by federal legislation such the Individuals with Disabilities Education Act (IDEA). A report by UNESCO Bangkok (2019) highlights challenges faced by special education in the Philippines, including insufficient resources and facilities, inadequate teacher training, negative attitudes, and discrimination towards students with disabilities, as well as difficulties in policy implementation and monitoring.

The study aims to identify the extent of teachers' willingness to provide accommodations with respect to their demographic background and identify its relationship to their level of knowledge of their responsibility for students with learning disabilities as they hold an important role to implement special education services. This will not only benefit the students with a disability but will also serve as a bridge to meet the gap among stakeholders (teachers, parents, school district).

In light of this, the study will delve into how classroom accommodations are put into effect for students with learning disabilities. In like manner, the teachers' knowledge of their responsibilities and

willingness to accommodate students with learning disabilities will be explored.

Conceptual Framework

The framework for this study is derived from Lev Vygotsky's Zone of Proximal Development and Jerome Bruner's scaffolding theory. Given the variety of students in the classroom, every student should have an equal opportunity to learn new things. Teachers must provide the assistance students need to collaborate on lessons with their classmates. Teachers must therefore be aware of the various learning demands of their students in order to sustain learning (Gal, Schreur & Batya, 2010) and give scaffolding as needed.

Based on the study of Wood, Bruner, & Ross (1976) anchored by the reconceptualization of Fernandez, *et al.*(2015), scaffolding enables the child to solve a problem, perform a task, or accomplish a goal beyond his ability level of achievement that would be beyond his ability to do so on his own. Their work also covered the six core functions of a teacher: scouting, minimizing dimensions of independence, sustaining pace, culminating key aspects, managing dissatisfaction, and illustration. This theory of scaffolding requires a knowledgeable adult to be flexible in the needs of the learner. Taber (2018) described scaffolding as a vital teaching technique. The necessity for scaffolding is related to the requirement to guarantee that students move closer to the clearly stated learning objectives of the activity (UKEssays, 2018).

As derived from Arduini-Van Hoose (2020), Bruner's scaffolding theory, which is a component of the social constructivism hypothesis, first surfaced about the year 1976. The writings of Russian psychologist Lev Vygotsky had a big impact on it. Vygotsky asserts that humans learn best in situations where we can connect with others and discover meaning. Bruner's theory was built on his theory of the zone of proximal development, which claimed that we learn better when we are immersed in by other highly knowledgeable individuals.

In accordance with the Zone of Proximal Development theory, a student's learning can be boosted by having someone with more experience assist them in completing a task that is just a little bit beyond their level of competence (Mcleod, 2023). The expert gradually reduces instruction as the student gets more proficient until the learner is able to complete the work on their own (Cole and Vygotsky, 1978). When

scaffolding help is provided to students the concept of a zone of proximal development becomes more meaningful (Kusmaryono, Jupriyanto & Kusumaningsih, 2021). Content may be assigned to students in accordance with their zone of proximal development to increase the likelihood that they will comprehend it. These ideas clearly support the aim of individualized educational plans for students with disabilities. It is to help them attain their goals with the specific information written on the IEP as it is the center point for students with disabilities educational planning (Blackwell and Rossetti, 2014).

Accommodations

Accommodations do not modify the material, provide students a disproportionate advantage, or, in the case of exams, influence the outcome that is being measured. They do enable students with learning disabilities to demonstrate their knowledge without being constrained by their condition (Blanton, Pugach & Florian, 2011 and Fuchs, Fuchs & Capizzi, 2005).

Accommodations are provided to most children with disabilities, and accommodations appear to be requested and implemented more frequently in the United States than evidence-based interventions (Lovett, 2021). Effective educational programs for students with disabilities must include accommodations. For them to participate successfully in general education programs, only minor adjustments to instruction and testing are required. The use of various techniques, assistive technology, adaptations to the schedule or environment, or guidance from a person may enhance, maintain, or improve the student's performance (Lohmann, *et al*, 2019). Although various accommodations are utilized in the classroom, none are universal.

Classroom accommodations are used to adjust the presentation, response, settings, and scheduling. The commonly used classroom accommodations derived from the significant research (Beech, 2001; Beech, 2010; Fuchs, Fuchs & Capizzi, 2005; Kieffer & Lesaux, 2012; Bottsford-Miller *et al.*, 2006; Hawpe, 2013; Liu *et al.*, 2020; Geller & Chad, 2019; The IRIS Center, 2010 Rev. 2018) are reflected in figure 1.

Types of Accommodations	Commonly used accommodations
Presentation	<ul style="list-style-type: none"> • Read Aloud • Study guide/ notes • Giving fewer number of items on a page • Visual Cues • Repeated or paraphrased instructions
Response	<ul style="list-style-type: none"> • Speech to text • Oral Presentation • No penalty for spelling errors • Utilizing graphic organizers/ visualization to help generate ideas • Given opportunities to use manipulatives or materials to answer questions • Use of calculator • Use of multiplication chart • Scribe • Type responses on a tablet or computer • Use of graph paper
Setting	<ul style="list-style-type: none"> • Work in the resource room or quiet area • Seating arrangement for easier access to teacher's help • Giving explicit directions in small groups to minimize distractions • Provide devices that'll help reduce distractions • Preferential seating • Visual supports (color-coded binders)
Scheduling	<ul style="list-style-type: none"> • Be given extra time to accomplish assignments • Structure breaks throughout the day • Providing task analysis on assignments • Designating time for student to take tests • Use of timer to signal the end of activities • Timeline or checklist for completing the assignment

Figure 1. Types of Accommodations

These accommodations are found in an IEP, since it is a legally enforceable document, teachers are obligated to abide by its terms or risk facing severe repercussions as failure to do so is a violation of the IDEA and FAPE (Daughtery, 2001).

Based on research findings, there are some impediments that must be overcome for the educational system to fully embrace students with disabilities. The following are the identified barriers to promoting a least restrictive environment for students with disabilities. The (a) lack of teachers' knowledge (Duncan, Punch & Croce, 2021), (b) teachers' negative attitudes (Mprah, & Michael, 2015; Duncan, Punch & Croce,

2021; Mokaleng and Mowes, 2020, Sánchez et al., 2021), and (c) lack of study materials/ resources/ training to support teachers in working with students with disabilities (Mprah & Michael, 2015; Klibthong & Agbenyega, 2019, Sánchez, Rodriguez & Martinez, 2021, Charran & Seetahal, 2018).

All of these significantly affect the individualization and support given to students with disabilities. Mprah & Michael (2015) in their study expressed that some participants noted that some teachers lacked the necessary skills and knowledge which made it daunting for some of them to employ the proper teaching methods. Additionally, it seems that teachers were worried that including students with special needs would slow down instruction, make it difficult for them to finish their lesson plans, and reduce academic standards for all students. In particular, some of them articulated during the interview their frustration with having students with special needs in their classes because they claimed it was severely affecting teaching. Researchers Hassanein, Adawi & Johnson (2021) and Klibthong & Agbenyega (2019) also found that teachers didn't have enough time to accommodate the needs of their students in terms of curriculum preparation.

Blanton, Pugach & Florian (2011) found out that general education teachers are unprepared to work with children who have disabilities. Mock and Kaufman in their 2002 study as cited by Shillingford and Karlin (2014) revealed that regular education instructors lacked the tools and opportunities for continuing education necessary to deal with special needs students.

Individualized Educational Plan (IEP)

Blackwell & Rossetti, (2014) believe that the IEP represents the theoretical and actual convergence of law, institutions of higher learning, and families of students with disabilities. As a result, it unquestionably serves as the cornerstone of successful special education, related services, and successful student outcomes. As a federal law, IDEA guarantees each student with an IEP access to a public education that meets their educational needs. Access to adequate education that is free and provided in the least restrictive setting is available for individuals with disabilities (Florian, 2014).

Inclusion

As stated by Peters (2003) in her study, inclusive education has been firmly established by EFA as one of the most promising strategies to combat discrimination and exclusion problems. All children should have

the chance to study (EFA). The idea behind the education system is that all children should be given the chance to learn alongside one another. In accordance with Artiles *et al.* (2006), inclusion refers to placing students with special needs in the same classroom as their peers. This definition is related to Howgego, Miles & Myers (2014) definition, effective teaching methods, a flexible learning environment, and instructional techniques that guarantee the inclusion, engagement, and support of all students lead to inclusive learning.

Wilson & Michaels (2006) and Groover (2020) specifically described it as the practice of including a student with a disability in a general education classroom alongside a special education teacher serving as a co-teacher or with an assistant who is familiar with the child and can make sure the student has access to the same curriculum materials. While a variety of definitions of the term inclusion have been suggested, this paper will use the definition suggested by Savich (2008) as the process of teaching kids with special needs in general classrooms for designated periods of time based on their abilities. While the student spends the rest of the day in the resource room, the special education teacher targets the necessary skills to help the student in other subject areas (Guiliano, 2006).

Promoting inclusive practices in the classroom at the local and national levels may be made easier by having a better understanding of teachers' perspectives on inclusion, including their worries and experiences (Smith & Smith, 2000). In a study conducted by Boitumelo, Kuyini, & Major (2020), the teacher's views and beliefs regarding inclusion were impacted by the unfavorable experiences they had in the inclusion context. Teachers' attitudes and views are grounded in experiences and their exploration may help promote inclusive practices (Levins, Bornholt & Lennon, 2005 and Smith & Smith, 2000) which are influenced by the norms, institutions, and practices in which they operate.

Learning Disability

Students with learning difficulties have been incorporated into mainstream education settings in the past. A specific learning disability, according to the IDEA, is a dysfunction in one or more of the main psychological mechanisms that go into comprehending or using language, whether written or verbal. The signs of the condition may include trouble expressing self through speech, listening, reading, written form, spelling, or executing mathematical operations. Challenges with learning that are mostly caused by specific learning disabilities are not regarded as

cognitive, emotional, visual, auditory, or motor impairments, as well as issues with the environment, culture, or economics. As they move through school, students who do not benefit from interventions will need even more intensive remediation programs and educational accommodations (Fletcher & Balady, 2001). For the purpose of determining which students are eligible for specialized educational services related to specific learning disabilities (SLD), the State of Montana employs a thorough evaluation methodology. According to Special Education Division (2021) in Montana, it doesn't allow other methods of identifying a specific learning disability besides the discrepancy or response to intervention models.

Primary Education

The teachers involved in the study are certified elementary Filipino teachers employed in Montana who are primarily in charge of teaching general education courses. Parents who have children with learning difficulties can use this information to gain a general idea of how ready those children are to be treated at school. Learning outcomes for children with learning challenges would be more effective if they were given the right accommodations in the classroom. According to Lynch (2016), children with special needs are frequently excluded or ignored in mainstream early childhood development programs. In the absence of quality early childhood education, children's futures are limited by denying them learning opportunities (UNICEF, 2022). Giving teachers the tools they require to address the needs of students with disabilities is an essential part of ensuring students' success in an inclusive classroom (Association for Children with Disabilities, 2022).

Timmerman and Mulvihill's (2015) suggested that to help teachers adjust to the student's needs, they must be provided with professional development opportunities tailored to dealing with students and effectively accommodating their needs. Although their study was anchored in the higher educational setting, this is equally important to primary educators. It should be noted that when attempting to create a professional development program, attention should be paid to having features that enable teachers to improve their understanding and relate to the needs of each student (Johnstone, 2017).

Importantly, various researchers see the need for professional development to support teachers. Duncan, Punch & Croce (2021) stated that professional development has a major role to support teachers. Concomitantly, Hassanein, Adawi & Johnson (2021) concluded that there was a lot of evidence in the data that both general education instructors

and special education teachers feel unprepared to support children with disabilities in the general classroom. It is noted that general education teachers believed in the need for professional development (Boitumelo, Kuyini, & Major, 2020). Future certification/teacher preparation programs, according to Kim & Engstorm (2020), should specifically give in-service and new teachers the knowledge and skills they need to support students of a particular age category or with a specific disability, empowering teachers to advocate for the integration of students with disabilities. As students' needs are rapidly changing, it is valuable to add new research that digs deeper into broader variables regarding accommodations. To further improve the potential and educational outcomes of children with disabilities, it is crucial to pay attention to the knowledge, talents, and mindset of teachers.

Drawing from Meadows (2012) and Rogers, Christian & Thurlow (2012) research, this study narrows down to two demographic variables. The personal characteristics of a teacher that set them apart from one another and help them succeed in their chosen profession are known as teacher demographic variables (Barni, Danioni & Benevene, 2019).

There have been numerous study initiatives undertaken in different states and nations that centered on obtaining the teacher's perspective, understanding, and willingness to make accommodations for students with disabilities. However, a lot of them paid little to no attention to elementary education and instead concentrated mostly on secondary and higher education. According to the research review of Rogers, Christian & Thurlow. (2012), more empirical research on the effects of accommodations at the post-secondary level was carried out between 2011 and 2012.

Meadows' (2012) study produced an unexpected conclusion on his study. Compared to teachers with less education, teachers with master's degrees did not have a more favorable attitude regarding the usage of accommodations in the classroom. Teachers with more than fifteen years of experience are more inclined to apply accommodations in the classroom than teachers with less experience. Additionally, elementary school teachers were more inclined to favor the usage of accommodations in the classroom. In contrast to other research Detrick-Grove (2016) study projected that teachers feel that college and their school prepared them in classroom accommodations as well as Brown's study in 2017 revealed that teachers are confident in their knowledge of accommodations.

Due to inadequate knowledge (Dagli, 2015 and Gyasi, Okrah &

Anku, 2020) and a lack of in-service training teachers recognized their need for professional development (Majoko, 2018 and Harvey & chickie-Wolfe, 2007), specialized training, and support for the use of extensive accommodations and modifications (Kozikoglu & Albayrak, 2022).

In the United States, there is a plethora of literature on the viewpoints of educators, but there is little to no research on the willingness and knowledge of educators in the Philippines to provide accommodations for students with disabilities. Research on how much international teachers are aware of their responsibilities and how much they are willing to accommodate students with impairments in the classroom remains limited. This study would contribute to the expanding body of research on teachers' views of providing accommodations in the classroom and their knowledge of their duties. Additionally, it would determine if any accommodations were being used. Knowing whether teachers are aware of their responsibilities is important since it will demonstrate that they are cognizant of them and help schools better promote inclusiveness. The results would give pre-service teaching institutions advice on what important areas to include in their teacher credit requirements.

It is essential to examine the knowledge and willingness of these international educators in implementing accommodations for students in the United States given that these barriers mentioned earlier in the study share certain parallels with those in the United States. This will assist American school districts in hiring more foreign educators who can demonstrate their competence and confidence around students with disabilities and their families. Concomitantly, superintendents and principals would also benefit from knowing teachers' perspectives on accommodations, which they may utilize as a springboard for assistance. A recent data point on the incorporation of special education in Montana will be put forward as the new data point.

The interrelationships of the paradigm of the study are shown in Figure 2. This study will look into the extent to which teachers have knowledge of the requirement to make accommodations for students with disabilities in the classroom and how willing they are to do so. Differences along the moderating variables, grade level handled and educational background will be determined using appropriate statistical treatment. The researcher will construct and propose a program for enhancement as a result of the study to raise the standard of treatment for children with disabilities.

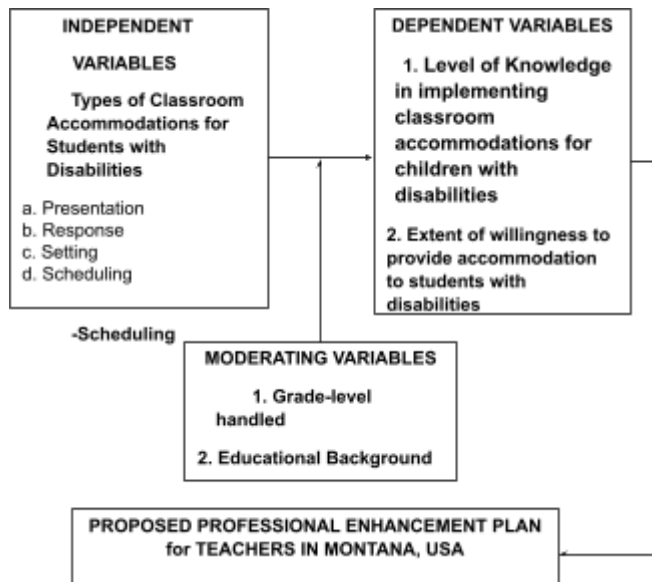


Fig. 2 Schematic Diagram

Statement of the Problem

The study determined Montana teachers' use of accommodations for students with disabilities. The researcher specifically concentrated into the following:

1. What is the teachers' level of knowledge in terms of their responsibilities in implementing classroom accommodations for children with learning disabilities?
2. What is the difference in the teachers' level of knowledge in implementing classroom accommodations for children with learning disabilities when compared according to the following variables?
 - a. Grade level handled
 - b. Educational background
3. What is the teacher's extent of willingness to provide accommodations to students with disabilities in Montana?
4. What is the difference in the teachers' extent of willingness to provide accommodations to students with disabilities when compared according to the following variables?
 - a. Grade level handled
 - b. Educational background
5. What professional enhancement plan for teachers in Montana, USA can be proposed by the researcher based on the results of the study?

Hypotheses of the Study

1. There is a significant difference in the level of knowledge of the teachers in implementing classroom accommodations for children with disabilities when compared according to grade level handled and educational background.

2. There is a significant difference in the extent of the teachers' willingness to provide accommodations to students with disabilities by the teachers when compared according to grade level handled educational backgrounds.

METHODOLOGY

The purpose of this study is to examine teachers' level of knowledge of their responsibility and extent of willingness to provide classroom accommodations for students with learning disabilities using the demographic variables (a) grade level handled and (b) educational background. This section describes the participants, setting, instrument, procedure, and assessment methods used during the research period.

Research Design

The study used a descriptive survey research design with a quantitative methodology. The forms of accommodations for children with disabilities are the independent variables. The research study's dependent variables are the teachers' level of knowledge and their willingness to accommodate students with learning disabilities. Grade level handled and educational background are the moderating variables in the research study.

Population and Locale of the Study

The participants in the study consisted of 36 Filipino teachers who are currently employed as teachers in Montana, USA. The state of Montana is situated in the western region of the USA. With 147,000 square miles of land, it has the fourth largest land area of any state in the nation. Montana's population is small in comparison to other states in the United States, with an expected population of slightly over 1 million people in 2021. Montana's education system is decentralized, with school districts and local school boards having important roles in legislation and implementation.

A total of 44 teachers attempted the survey, but only 36 of them successfully completed it. The educational background of the respondents revealed that 58% have an undergraduate degree, 31% have a master's degree, and 11% have a doctorate degree. In terms of the grade level handled, 44% teach 6th to 8th grade, 33% teach 3rd to 5th grade, and 22% teach Kindergarten to 2nd grade. The inclusion criteria for the sample consisted of three main factors: (a) willingness to participate in the study, (b) currently teaching in the school year 2022-2023, and (c) successful completion of the survey.

Sampling Procedures

Purposive sampling was used in the research. The non-probability sampling technique known as "purposeful sampling" was used to make the decision about which items to include in the sample. Items were validated by specialists in the subject prior to the study. Cronbach α was used via Microsoft Excel to measure internal consistency. The range of Cronbach's Alpha is 0 to 1, with 0 being the minimum conceivable value and 1 being the maximum. A grade of 0 denotes a lack of reliability or internal coherence in the questionnaire, whereas a value of 1 denotes flawless internal consistency (Cronbach, 1951; Nunnally, 1994 as cited by Cucos, 2023).

Data Collection Procedure

The researcher conducted the study on Filipino teachers in Montana, USA. A letter containing a survey link and QR codes was sent to the school's superintendent, principal, and teachers to disseminate. The survey was created on an online survey platform. When participants click the start button to start the survey, it means they are aware that it is optional and anonymous. Participants were made aware that completing the survey constitutes their consent to participate. A consent question was included before the survey started. The survey ran from March 10, 2023, to April 7, 2023. Due to the low number of respondents, it was reopened on April 12, 2023, and ended on April 22, 2023. This time the researcher employed a snowball approach, which is like recruiting respondents.

Data Collection Instruments

The researcher used a survey instrument created by the researcher to identify teachers' level of knowledge of their responsibility and the extent of willingness to provide accommodations for students with learning disabilities. The researcher reviewed different literature to determine

appropriate items to help measure teachers' viewpoints. The survey instrument for this study had three different parts. The first portion of the questionnaire dealt with demographic information, and the second and third parts were divided into two sections of a Likert scale-style questionnaire. The scale used for the level of knowledge includes not knowledgeable, slightly knowledgeable, moderately knowledgeable, and highly knowledgeable (Vagias, 2006). The researcher used not willing, somewhat willing, much willing, and very much willing to assess their extent of willingness to accommodate students with disabilities (Sattler, *et al.* 2014)

The second section of the questionnaire contained ten items, each relating to teachers' level of knowledge of their responsibility to implement accommodations. The third section contains 15 questions relating to the teacher's extent of willingness to provide accommodations.

Treatment of Data

The results were displayed in tables showing the overall mean (average) of the teachers' responses. The mean, F-value, and P-value were included. The Likert scale survey questions were collected using Survey Rock. Microsoft Excel was used to analyze, export results, and create reports. The Cronbach's α score was determined using the formula in Microsoft Excel. According to DeVellis (2017) and Cucos' (2023) article, Cronbach's alpha score of at least .70 ensures the reliability of a test instrument. Table 1 shows Cronbach's alphas for the survey parts. In this study, the survey questionnaires both got .09 which means excellent internal consistency.

To determine differences in means between groups, a one-way analysis of variance (ANOVA) was used. Based on Kenton (2022), ANOVA was calculated specifically using the following formula: $F = MST/MSE$, where MST is the mean sum of squares between groups, MSE is the mean sum of squares within groups, and p is the overall population number. MST and MSE were calculated using the formulas $MST = SST/p-1$ and $MSE = SSE/N-p$, respectively. Furthermore, SST represents the total sum of squares, n is the sum of samples in a population, SSW the sum of squares within groups, SSB the sum of squares between groups, and SSE the sum of squares due to error.

Table 1. Cronbach's Alpha for Survey Topics

SURVEY TOPIC	# of ITEMS	CRONBACH α
1. Teachers Level of Knowledge in Implementing Accommodations for Students with Disabilities	10	0.93
2. Teachers Extent of Willingness to Provide Accommodations for Students With Disabilities	15	0.92

RESULTS AND DISCUSSION

The findings from the study on Montana teachers' levels of knowledge and willingness to make accommodations for students with learning disabilities in the classroom, as well as interpretations and implications of those findings, are presented in this chapter.

Teachers' level of knowledge in terms of their responsibilities in implementing classroom accommodations

Table 2 shows the level of knowledge of teachers in Montana, USA in terms of their responsibilities in implementing classroom accommodations for children with learning disabilities. The overall results indicate that teachers exhibited a moderately knowledgeable level of knowledge concerning their responsibilities in implementing classroom accommodations for children with learning disabilities, as indicated by an overall mean score of 3.24.

The highest mean score was obtained for the statement "I develop and implement weekly lesson plans that facilitate the participation and learning of all students" (mean = 3.47), suggesting that teachers possess a good understanding of the importance of inclusive lesson planning.

Table 2. Level of knowledge of teachers in Montana, USA in terms of their responsibilities in implementing classroom accommodations for children with disabilities.

ITEM	MEAN	DESCRIPTION
• I develop and implement weekly lesson plans that facilitate the participation and learning of all students.	3.47	MK
• I arrange an environment that is least restrictive as possible.	3.44	MK
• I respond to the needs of students with disabilities promptly.	3.39	MK
• I monitor and evaluate progress of students with disabilities.	3.31	MK
• I provide alternative methods of assessment for students with disabilities.	3.31	MK
• I work well as a valuable team member towards completing and implementing the IEP.	3.22	MK
• I am aware that it is against the law to fail to make accommodations under the Individuals with Disabilities Education Act.	3.20	MK
• I regularly join Individualized Educational Plan meeting.	3.14	MK
• I follow all the accommodations outlined in the IEP.	3.00	MK
• I implement Individualized Educational Plan (IEP).	2.89	MK
Overall	3.24	MK

Legend:

3.51-4.0= Highly Knowledgeable (HK)

2.51-3.50= Moderately Knowledgeable (MK)

1.51-2.50= Slightly Knowledgeable (SK)

1.00-1.50= Not Knowledgeable (NK)

This is somewhat expected as teachers are guided with principles that lesson plans must cater students' needs taking into consideration their background, and their learning needs. Engaging lessons are essential to the academic development of individuals with learning disabilities (Parrish, 2019).

The item "I arrange an environment that is least restrictive as possible" received a relatively high mean score of 3.44, indicating that teachers recognize the significance of creating an inclusive and accommodating classroom environment. By promoting an environment that minimizes barriers and maximizes student participation, teachers

contribute to the overall success and well-being of students with learning disabilities.

Additionally, the results demonstrated that teachers exhibited a moderate level of knowledge in promptly responding to the needs of students with disabilities (mean = 3.39), monitoring their progress, and providing alternate methods of assessments both got a mean of 3.31. These findings highlight the teachers' commitment to addressing the specific needs of students with learning disabilities and ensuring their continuous development and growth. It also showed that teachers work well as valuable team members towards completing and implementing the IEP as it got a mean score of 3.22. This is one of the important aspects of a good learning environment for students as it creates a room where all members are working to help students meet their potential.

The data indicates that teachers possessed a moderate level of knowledge (mean=3.20) regarding their responsibilities to accommodate students under IDEA, though it is crucial to note that knowledge must be coupled with action. The lower mean score (mean=3.00) for following the accommodations outlined in the IEP emphasizes the need to bridge the gap between knowledge and implementation. For teachers to implement accommodation, they must regularly join IEP meetings to be well informed. This item got a mean score of 3.14. These findings should highlight the importance of teachers' knowledge and adherence to IDEA and IEP accommodations for students with learning disabilities.

The area where the level of knowledge appears to be lower was "I implement Individualized Educational Plan (IEP)" which received a relatively low mean score of 2.89, suggesting that teachers may require further training and support in effectively implementing individualized plans for students with learning disabilities. It is crucial to emphasize the importance of fully implementing IEPs to cater to the unique needs of students and provide them with equal opportunities to succeed (Soika, 2020). Its relatively low score could be based on their student's needs. The lower mean score could be attributed to practice whereas general education teachers only receive a summary of the student's strengths and accommodations rather than the whole IEP document. To carry out the individualized educational plan, a special education teacher and a general education teacher could also team teach, depending on the circumstances of the student (Samuels, 2015). There are many arrangements that could be made as long as it is agreed upon by all IEP team members.

Importantly, the scores indicate that teachers have moderate level of knowledge about developing lesson plans and creating the least

restrictive environment. However, their knowledge level seems to decrease when it comes to implementing and following through with Individualized Educational Plans (IEP). This demonstrates that more teaching and support for teachers may be necessary in these areas if they are to successfully meet the needs of children with disabilities.

While the teachers in Montana demonstrated a moderately knowledgeable level of knowledge, it is essential to continue fostering their professional development in areas that require improvement. By providing ongoing training programs and support, educational institutions and policymakers can help teachers enhance their knowledge and skills in implementing classroom accommodations for children with learning disabilities. This will contribute to the creation of inclusive learning environments where all students can thrive.

It should be in mind that teachers are responsible to provide accommodations written on the IEP (Mccaron, 2020). The importance of accommodation in general education settings is an indispensable means for addressing the needs of students with disabilities. With the use of accommodations, students with learning disabilities can accomplish the same assignments as their peers (Ambady and Matthew, 2018). When it comes to the implications of any activity in a classroom, including accommodation, teachers' knowledge of their responsibility in implementing accommodations is crucial. The manner, time, and setting in which accommodations are implemented can be influenced by the teacher's knowledge.

Furthermore, a student's capacity to operate in a regular education classroom and their access to the general education classroom can both be greatly improved by accommodations (The IRIS Center, 2010). Importantly, it is crucial that all teachers have a solid grasp of the strategies that can be used to serve kids with special educational needs who are enrolled in regular education classrooms and schools (Alshammari, 2019).

Difference in the Teachers' Level of Knowledge in Implementing Classroom Accommodations for Students with Disabilities

Presented below is the difference in the level of knowledge of teachers in implementing classroom accommodations for children with

learning disabilities when compared according to grade level handled and educational background.

Table 3. Difference in the teachers' level of knowledge in implementing classroom accommodations for students with disabilities when compared according to grade level handled.

GRADE LEVEL HANDLED	MEAN	F VALUE	P VALUE
6th to 8th grade	3.30		
Kindergarten to 2nd grade	3.24	0.235 ^{ns}	0.792
3rd to 5th grade	3.14		

Legend: ns-not significant

Grade Level Handled

Table 3 shows the level of knowledge of teachers in implementing classroom accommodations for children with learning disabilities when compared according to grade level handled. The result revealed that there is no significant difference in the level of knowledge of teachers because it obtained p-value of 0.792 which is greater than the 5% level of confidence. Therefore, the hypothesis that there is a significant difference in the level of knowledge of the teachers in implementing classroom accommodations for children with disabilities when compared according to grade level handled is rejected.

Among the different grade levels, teachers who work with older students in sixth through eighth grades have a slightly higher mean score of 3.30, although this difference is not statistically significant ($F = 0.235$, $p > 0.05$). This suggests that there is no significant variation in the level of knowledge among teachers when comparing different grade levels.

However, it is worth noting that teachers working with younger students in kindergarten to 2nd grade and 3rd to 5th grade had slightly lower mean scores of 3.24 and 3.14, respectively. Although not statistically significant, these findings suggest that teachers handling younger students may benefit from additional training and support to enhance their understanding and application of classroom accommodations for students with learning disabilities.

One possible explanation for the higher level of knowledge among teachers working with older students could be their more extensive teaching background and experience with a wider range of students. They may have had more opportunities to encounter and address the diverse

needs of students with learning disabilities, leading to a better understanding of effective accommodations.

On the other hand, teachers working with younger students may require additional resources and professional development to enhance their knowledge and implementation of accommodations. Providing targeted training programs and support for these teachers can help ensure that they have the necessary skills and knowledge to effectively support students with learning disabilities in their classrooms.

The result is similar to some studies which showed that teachers have positive attitudes toward accommodations for students with disabilities (Hawpe, 2013; Benkohila, 2020; Kozikuglu, 2022; Brown, 2007).

Table 4. Differences in the level of knowledge of teachers in implementing classroom accommodations for children with disabilities when compared according to educational background.

EDUCATIONAL BACKGROUND	MEAN	F VALUE	P VALUE
Doctoral	3.53		
Master's Degree	3.52	3.525*	.041
Undergraduate	3.03		

Legend: significant at 5% level

Educational Background

Table 4 shows the level of knowledge of teachers in implementing classroom accommodations for children with learning disabilities when compared according to educational background. The result unveils that there is a significant difference in the level of knowledge of teachers because it obtained p-value of 0.41 which is lower than the 5% level of confidence.

Therefore, the hypothesis that there is a significant difference in the level of knowledge of the teachers in implementing classroom accommodations for children with disabilities when compared according to educational background is accepted. The result shows that doctoral degree holders have a higher level of knowledge with a mean score of 3.53, followed by master's degree holders with a mean score of 3.52 and 3.03 mean score for undergraduate degree holders. Typically, teachers who hold advanced degrees, such as master's and doctoral degrees, receive more in-depth training and education. Their confidence level in implementing educational practices is also higher (Jones and Egley 2010)

which may explain the latter premise.

Several studies have consistently shown that teachers with advanced degrees, such as master's and doctoral degrees, possess a higher level of knowledge when it comes to evidence-based approaches for teaching children with disabilities and behavioral challenges. Due to the substantial training and education, that these educators have received, they have a deeper awareness of the different instructional strategies and accommodations that can successfully help students with a range of learning needs. The findings from these studies suggest that teachers with advanced degrees are more likely to employ appropriate accommodations in their classrooms. They have a greater knowledge of differentiated instruction, which involves tailoring teaching methods and materials to address the unique strengths and weaknesses of individual students. These teachers understand the importance of providing various instructional approaches to meet the diverse needs of their students, particularly those with disabilities (Simonsen & Sugai, 2013; Sermier Dessemontet, et al., 2013; Yanowitz, et al., 2012).

Teacher's Extent of Willingness to Provide Accommodations to Students with Disabilities

Table 5 shows the teachers' extent of willingness to provide accommodation to students with disabilities in Montana, USA. The region's international teachers clearly care deeply about addressing the needs of students with disabilities, as seen by the overall mean score of 3.59.

The item that received the highest mean score of 3.75 is "I extend assistance to students with extra care and attention." This result emphasizes the significance of providing individualized support to students with disabilities. By offering additional care and attention, teachers can address the unique needs and challenges faced by these students, ensuring they receive the necessary guidance and support to succeed academically. Two accommodations, namely "I break activities into smaller tasks" and "I set extra time to meet the learning needs of struggling learners," both received a mean score of 3.69. These accommodations reflect strategies aimed at promoting student success by breaking down complex tasks into more manageable components and allowing struggling learners additional time to complete their work. By

implementing these accommodations, teachers can support students in overcoming challenges and foster a sense of accomplishment.

Table 5. Teacher's Extent of Willingness to provide accommodations to students with disabilities in Montana.

ITEM	MEAN	DESCRIPTION
I extend assistance to students with extra care and attention.	3.75	VMK
I break activities into smaller tasks.	3.69	VMK
I set extra time to meet the learning needs of struggling learners.	3.69	VMK
I prepare activities that suit the learner's ability to perform.	3.64	VMK
I allow extended time for student to complete work.	3.64	VMK
I provide clear instruction in a small group activity.	3.61	VMK
I allow preferential seating arrangements.	3.58	VMK
I determine options for student to demonstrate knowledge other than pencil/paper test.	3.56	VMK
I let students work in a separate location to reduce distractions.	3.56	VMK
I set a timeline for completing assignments.	3.56	VMK
I allow student to take test on a predetermined time of the day.	3.56	VMK
I allow the use of speech to text to aid students with writing.	3.53	VMK
I provide choice of reading materials that match student's interest and skill level.	3.53	VMK
I allow student to use some devices to reduce distractions.	3.47	MW
I would provide text to speech options for students who are in low reading skill.	3.42	MW
Overall	3.59	VMW

Legend:
 3.51-4.0=Very Much Willing (VMW)
 2.51-3.50 =Much Willing (MW)
 1.51-2.51=Somewhat Willing (SW)
 1.00-1.50=Not Willing (NW)

The next two accommodations, "I prepare activities that suit the learner's ability to perform" and "I allow extended time for the student to complete work," both obtained a mean score of 3.64. These accommodations further emphasize the importance of adapting instructional materials and providing additional time to students with disabilities. By tailoring activities to suit students' abilities and allowing

them extra time, teachers can ensure that students have a fair opportunity to demonstrate their knowledge and skills.

Surprisingly, accommodations commonly stipulated in supplementary aids and services, such as "providing clear instruction in a small group activity" (mean score= 3.61) and "allowing preferential seating arrangements" (mean score= 3.58), received slightly lower mean scores. These accommodations, although still rated as "Very Much Willing," may indicate that teachers perceive them as less demanding or easier to implement compared to other accommodations.

Four accommodations received a mean score of 3.56, placing them in the middle range. These accommodations involve more individualization and require additional planning on the part of teachers. For instance, "determining options for the student to demonstrate knowledge other than pencil/paper test" requires teachers to develop alternative assessment methods. Similarly, "setting a timeline for completing assignments" necessitates careful consideration of students' diverse needs. Moreover, "allowing the student to take the test on a predetermined time of the day" and "letting students work in a separate location to reduce distractions" both require flexibility from teachers and potentially increase their workload, particularly if additional supervision is required.

The item "I provide choice of reading materials that match student's interest and skill level " received a 3.53 mean score. This result highlights the importance of personalizing the learning experience for students with disabilities by offering them reading materials that are engaging and appropriate for their abilities. By providing choices, teachers can tap into students' interests and increase their motivation and engagement in the learning process.

The mean scores for accommodations involving assistive technology were slightly lower, with "allowing the use of speech-to-text to aid students with writing" receiving a mean score of 3.53 and "allowing the student to use some devices to reduce distractions" receiving a mean score of 3.47. These lower scores may indicate that teachers are less familiar or comfortable with implementing accommodations that involve the use of assistive technology. It is crucial for teachers to receive ongoing training and support to ensure they can effectively utilize these technologies and provide equal opportunities for students with disabilities.

This finding aligns with previous research by Hawpe (2013) and Hehir (2016), emphasizing the connection between teachers' training, comfort level, and willingness to accommodate students with disabilities. Ensuring proper education and continuing education for teachers to

improve their knowledge and abilities in efficiently implementing accommodations is crucial.

The study conducted by Lambert et al. (1996) in a rural school in central Montana supports the findings from Table 6. Teachers in Montana were dedicated to providing accommodations for children with learning disabilities, demonstrating their willingness to do so.

The provision of accommodations is not only a moral obligation but also a legal requirement. Students with disabilities must get an education that is on par with that of their peers without disabilities, in accordance to the Free Appropriate Public Education (FAPE) mandate. Accommodations play a vital role in meeting this requirement by enabling students with learning disabilities to participate and demonstrate their knowledge effectively (Mccaron, 2020; Ambady & Matthew, 2018).

Accommodations in general education settings are essential for addressing the needs of students with disabilities (Ambady & Matthew, 2018). They allow students with learning disabilities to complete the same assignments as their peers, without altering the subject matter or granting unfair advantages (Blanton et al., 2011). Accommodations create a level playing field, enabling students to demonstrate their knowledge and skills without being hindered by their disabilities (Fuchs et al., 2005).

In conclusion, the result highlights the importance of personalizing instruction, offering individualized support, and creating an inclusive learning environment. However, there is room for improvement in implementing accommodations involving assistive technology and accommodations that require additional planning. Educational institutions can enable teachers to successfully apply accommodations and fulfill the variety of needs of students with learning disabilities by offering ongoing assistance and training, as well as establishing inclusive learning environments. Regulatory rules, like FAPE, further underline the need for making reasonable accommodations to ensure that every student has the same chance to receive an excellent educational experience.

Difference in the Teachers' Extent of Willingness in Implementing Classroom Accommodations for Students with Disabilities

Below is a comparison of the teacher levels of willingness to make accommodations for students with disabilities based on the grade levels they have experience with and their educational backgrounds.

Grade Level Handled

Table 6 illustrates the variation in the teachers' willingness to provide accommodations for students with disabilities when compared according to grade level handled.

Table 6. Difference in the teachers' extent of willingness to provide accommodations to students with disabilities when compared according to grade level handled.

Grade Level Handled	Mean	F value	P value
Kindergarten to 2nd grade	3.74		
3rd to 5th grade	3.69	.292 ^{ns}	.748
6th to 8th grade	3.56		

ns-not significant

The outcome showed that there are no significant differences in the extent of accommodation willingness because it received a p-value of 0.748, which is greater than 5% level of confidence. Therefore, the hypothesis that there is a significant difference in the extent of the teachers' willingness to provide accommodations to students with disabilities by the teachers when compared according to grade level handled is rejected.

Teachers who handle K to 2nd-grade students got the highest mean score of 3.74, followed by 3rd to 5th grade with a mean score of 3.69 and 6th to 8th grade with a mean score of 3.56.

The researcher's findings are similar to Kauffman et al. (2014), which showed that second-grade teachers are more likely to accommodate pupils with disabilities. Researchers found that educators who interact with younger learners are more receptive to inclusive learning and more inclined to accommodate students with disabilities.

Another reason for this is that younger students' disabilities are easier to notice, especially when they are learning the foundations of reading, writing and arithmetic. As a result, teachers may easily see and respond to their needs. Middle school kids are notorious for their misbehavior because this is their transition years to enter high school. Teachers may have difficulties distinguishing between their disabilities and their conduct.

Chitiyo and Wheeler (2010) discovered that elementary school teachers were more knowledgeable about the characteristics of kids with impairments than middle school teachers. To boost teachers' readiness to give modifications, schools might want to think about providing deeper professional development and support to teachers who work with older students, particularly those in middle school.

Educational Background

Table 7. shows the difference in the extent of willingness to provide accommodations to students with disabilities by the teachers when compared according to educational background. Considering that the result obtained a p-value of 0.568, which is greater than 5% level of confidence, there is not a significant difference in the extent of willingness to make accommodations. The idea that there is a significant difference in the level of teachers' willingness to make accommodations for children with disabilities when compared based on educational background is thus disproved.

Table 7. Difference in the extent of willingness to provide accommodations to students with disabilities by the teachers when compared according to educational background.

Educational background	Mean	F value	P value
Doctoral	3.92		
Master's Degree	3.67	.575 ^{ns}	.568
Undergraduate	3.57		

ns-not significant

Teachers who have doctoral degrees got the highest mean score of 3.92 while master’s degree holders got a 3.67 mean score. Finally, undergraduate degree holders got the lowest mean score of 3.57. This may mean that enrolling in advanced degrees could give more opportunities to adjust teaching styles.

Several studies showed that teachers have positive attitudes toward accommodations for students with disabilities (Hawpe, 2013; Benkohila, 2020; Kozikuglu, 2022; Brown, 2007). Ambady and Matthew's (2018) study showed that teachers are neutral on curriculum accommodations for students with intellectual disabilities.

PROPOSED PROFESSIONAL ENHANCEMENT PLAN FOR TEACHERS OF LEARNERS WITH DISABILITIES IN MONTANA, USA

I. Logistics

1. Target Participants: K to 8th Grade Teachers
2. Location: School Districts in Montana, USA
3. Period of Implementation: School Year 2023-2024 (August/September)
4. Mode of Delivery: Learning Management System (Synchronous and Asynchronous)
5. Training Cost: 0

II. Rationale:

Teachers must continually enhance their professional life to stay abreast with the newest teaching methods and ideas. The outcome of the study disclosed that teachers with advanced degrees possess a higher level of expertise than undergraduate teachers. Therefore, it is essential to assist teachers' career progression so they can continue to learn new things and enhance their ability to meet the needs of students with learning disabilities.

To effectively address the needs of students with disabilities, teachers must complete specialized training. The different teaching strategies that are frequently taught in programs for children with special needs, such as the use of assistive technology, peer-mediated techniques, and feedback are frequently employed by teachers at schools with students who have learning disabilities to aid in their learning. Task analysis is another technique that teachers use, breaking down lesson plans into smaller sequential steps to facilitate learning. Through these small steps, it can be guaranteed that the educational system can offer

every child an excellent learning opportunity, respective of their unique needs and talents, by investing in professional development opportunities for teachers.

III. OBJECTIVES: At the end of the activity, the participants are expected to:

1. Identify their responsibilities as regular education teachers in areas of
 - a. accommodation
 - b. IEP team membership
2. Be skilled with the techniques and advancements that can be used to meet the educational expectations of students with disabilities; and
3. Establish a welcoming learning environment that accommodates the different needs of students.

III. Expected Outputs

1. A plan or toolkit of effective accommodations and modifications to implement in their own respective classrooms.
2. Learn ways for fostering a welcoming learning environment, such as offering numerous opportunities for students to demonstrate their understanding, utilizing flexible seating options, or integrating assistive technology.
3. Create plans for collaborating productively with special education teachers and support personnel to provide students with special needs with customized help.
4. A checklist or rubric for assessing the effectiveness of accommodation and modifications.

IV. TRAINING PLAN

Lesson	Expected Outcomes	Activities and Materials to be Used to Achieve Learning Outcomes	Participant's Tools
1. Introduction to the course	Identify best practices and guidelines when joining a virtual professional development	Read and watch pre-course materials. Articles, videos, and other digital resources related to accommodations, IEPs, and inclusive education	N/A
2. Understanding responsibilities as a regular education teacher Asynchronous discussion	Identify their responsibilities as regular education teachers in areas of accommodation and IEP team	Teachers will participate in an online discussion forum to share their understanding of their responsibilities as regular education teachers when it comes to accommodations and IEPs. They will be given case studies to analyze and provide suggestions for accommodations.	Rubric for analyzing case studies
3. Accommodation and modification Synchronous webinar	Be skilled with the techniques and advancements that can be used to meet the educational expectations of students with disabilities.	Teachers will participate in a live webinar with a special education expert who will provide an overview of accommodations and modifications.	Quiz on accommodation and modification
4. Creating an inclusive learning environment	Establish a welcoming learning environment that accommodates the different needs of students	Activity and reflection Teachers will watch a video of a teacher who has created an inclusive classroom environment, and will then complete a reflection activity in which they identify strategies they can implement in their own classrooms.	Self-reflection activity
5. Collaboration with special education		Collaborative project	Group presentation rubric

Lesson	Expected Outcomes	Activities and Materials to be Used to Achieve Learning Outcomes	Participant's Tools
teachers and support staff	Create plans for collaborating productively with special education teachers and support personnel to provide students with special needs with customized help.	Teachers will work together in small groups to develop a plan for collaborating with special education teachers and support staff. They will be given a hypothetical scenario to work on, and will present their plans to the larger group.	
6. Assessment of accommodations and modifications	A checklist or rubric for assessing the effectiveness of accommodations and modifications. A plan or toolkit of effective accommodations and modifications to implement in their classrooms to support students with special needs.	Teachers will complete a self-assessment of their use of accommodations and modifications in their classrooms, and will then review and provide feedback on their peers' assessments. They will be given a rubric to guide their evaluations.	Rubric for self-assessment and peer review
7. Application of learning in the classroom	Share strategies for creating an inclusive learning environment.	Classroom application and reflection Teachers will implement accommodations and modifications in their classrooms and will reflect on their effectiveness. They will be given a reflection prompt to guide their thinking.	Observation rubric
8. Evaluation Synchronous meeting	N/A	Teachers will participate in a live meeting to discuss what they have learned, share their	Feedback survey

Lesson	Expected Outcomes	Activities and Materials to be Used to Achieve Learning Outcomes	Participant's Tools
		experiences, and evaluate the course.	

Summary

The study determined Montana teachers' levels of knowledge and willingness in relation to their responsibilities for accommodating students with disabilities. The study employed a descriptive survey research method with a quantitative methodology. Participants in this study are Filipino teachers who are currently working in Montana and teaching classrooms that include students with disabilities.

1. The study revealed that the teachers' level of knowledge of their responsibility is moderately knowledgeable. The area that had the lowest mean of 2.89 is the implementation of an individualized plan. The highest item with the mean of 3.47 suggests that teachers create and carry out weekly plans that encourage all students' engagement and learning.

2. The study showed that there is no significant difference in the level of knowledge when compared according to grade level handled because it obtained a p-value lower than 5% level of confidence but there is a significant difference in the level of knowledge when compared to their educational background because it has a p-value greater than 5% level of confidence, which means that educators are knowledgeable of their responsibility towards the learners with disabilities regardless of the grade level they handled and their respective educational backgrounds.

3. The study disclosed that overall teachers are very much willing to provide accommodations, particularly providing a choice of reading materials that matches student's interests and skill levels. On another note, teachers' answers were slightly lower in allowing students to use some devices to reduce distractions.

4. There is no significant difference in the extent of willingness to provide accommodation when clustered according to grade level handled and educational background because they obtained p values greater than 5% level of confidence, which means that regardless of the grade level handled by the teachers and their respective educational backgrounds, they are all willing to accommodate the students.

CONCLUSIONS AND RECOMMENDATIONS

The following have been concluded in view of the study's findings:

Conclusions

1. The teachers are moderately knowledgeable in the level of knowledge of their responsibilities to implement classroom accommodations for children with learning disabilities.
2. There is no significant difference in the extent of willingness to provide accommodation when compared according to grade level handled and educational background.
3. The teachers are very much willing to provide accommodations for learners with learning disabilities.
4. There is no significant difference in the extent of willingness to provide accommodations when compared according to grade level handled and educational background.

Recommendations

The following have been suggested in view of the study's findings:

1. A workshop about how to implement an Individualized Educational Plan may be needed to increase teachers' knowledge in all grade levels.
2. In- service training to improve the use of accommodations such as speech to text/ text to speech options and use of devices to reduce distraction may be helpful to increase teachers' extent of willingness to provide accommodations.
3. Provision of sufficient support to teachers on how and when to use accommodations for learners with disabilities.

4. Implementation of Professional Enhancement Plan may help teachers increase their knowledge and extent of willingness to provide accommodations to students with disabilities.

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