

Transcending Barriers: Navigating The Challenges Of Students With Additional Needs In Physical Education

Ralph Jeric M. Estrella, Alliana Pauline DC. Morillos, Christian Ace A. Ocampo, Dr. Christina D. Vicencio and Dr. Christopher S. Vicencio

Bulacan State University- Meneses Campus, Philippines

Abstract: This study explores the persistent challenges faced by Students with Additional Needs (SWAN) in Physical Education (PE), addressing a critical gap in inclusive teaching practices. Despite legislative measures like the Philippines' Republic Act No. 11650 advocating inclusive education, many SWAN continue to experience exclusion, stigma, and systemic neglect in PE. Focusing on amplifying marginalized voices, this research seeks to advance equity through context-specific program development. Using a qualitative descriptive and developmental design, the study employed purposive sampling to gather insights from SWAN (aged 18+), their PE teachers, and guardians at a Bulacan university. Data from oral and written interviews were analyzed thematically, revealing that while SWAN appreciate inclusive and adapted activities, they face physical, emotional, and social barriers—including pain, peer ostracism, and inadequate teacher preparedness. Collaboration between teachers and parents emerged as vital, though hindered by communication gaps and insufficient training. The study highlights the importance of adaptive strategies, peer support, and the Universal Design for Learning (UDL) framework in fostering meaningful PE experiences. A key output is the development of a SWAN-Centered Physical Education and Fitness Inclusive Program, serving as a practical blueprint to enhance accessibility and participation. The findings underscore the need for continuous teacher training, improved communication systems, and curriculum reforms to promote inclusion. The study advocates for sustained collaboration among educators, families, and policymakers to dismantle barriers and cultivate empowering, inclusive PE environments for all learners.

Keywords: *transcending barriers, students with additional needs, physical education*

Introduction

Physical Education (P.E.) is a fundamental component of a well-rounded education, promoting physical health, social development, and emotional well-being. However, participation in P.E. can present significant challenges for students with additional needs (SWAN).

According to the World Bank Group (n.d.), education is a human right, a significant development driver, and one of the most effective tools for eliminating poverty and promoting health, gender equality, peace, and stability. In truth, education benefits individuals by increasing employment, income, and health and reducing poverty. Hence, Al-Shuaibi (2014) states that Education is a methodical process in which people are exposed to and allowed to gain knowledge, skills, values, and attitudes that all work together to prepare them for effective integration into society, career aspirations, and lifetime love of learning.

The Physical Education – Education Bureau (2024) defines Physical Education as "education through the physical" as it focuses on developing both students' psychomotor and cognitive competencies about movement and safety practices and their capacity to apply these learning outcomes to perform in a great variety of various kinds of activities related to the promotion of an active and healthy student lifestyle. In addition, it also enhances students' confidence, collaboration, communication, creativity, and critical thinking, which are essential in students' holistic development. Moreover, the World Health Organization (2024) mentions that physical activity, which physical education primarily promotes, makes excellent contributions to one's well-being and health and reduces the potential to acquire non-communicable diseases and other health-related diseases.

On the other hand, the borders of physical education remain not inclusive to all, especially for students with additional needs (SWAN). In estimation, about 240 million children with disabilities around the globe, all with ambitions and dreams to fulfill for their futures—all are deserving of a quality and inclusive Education (UNICEF, 2024). They also stated that children with disabilities are often overlooked in policymaking, which tends to put limitations on their access to Education, as well as their ability to participate in society, economics, and politics.

Stigma is a complicated social phenomenon encompassing stereotyping, discrimination, labeling, exclusion, and loss of status for the stigmatized person (dosReis et al., 2010). According to research, these factors exist in contexts where those in positions of authority either perpetuate the stigma or allow others to do so (Ibid, 2010). Pressbooks (2021) mentioned that kids with learning difficulties, social-emotional challenges, and/or those who do not belong to dominant cultural or language groups can suffer academically and emotionally from stigmatization. Many individuals believe that the best approach to "help" people with disabilities is to provide them with a dedicated location where their special needs may be fulfilled.

The Education for Handicapped Act, passed in 1975, granted all people with disabilities the right to public Education (Kirby, 2017). According to the National Center for Educational Statistics, the federal special education program assisted 132,000 children with disabilities in 2014 (Rogers and Johnson, 2018). Despite this law, stigma and discrimination persist and hurt students with learning difficulties. Inclusive classrooms provide meaningful and accessible Education for children with disabilities by incorporating appropriate adjustments that allow students to attend the general education curriculum (Agran et al., 2014). Stigma continues to damage the social-emotional health and academic capacity of kids with learning disabilities in general classes, stalling the implementation of instructional and classroom-environmental modifications that would result in a fully inclusive classroom setting for all students.

In line with this, the research addresses several critical issues faced by students with additional needs in physical education settings. The primary problems identified include inadequate inclusion practices, insufficient training for educators, limited access to appropriate resources, negative attitudes and perceptions, and curriculum barriers.

Foreshadowed Problem

The difficulties faced by students with special needs in physical Education are investigated in this study. Specifically, it sought answers to the following questions:

1. What are the backgrounds of students with additional needs participating in Physical Education?
2. What obstacles do students with additional needs encounter in Physical Education?
3. How can collaboration between P.E. instructors and parents or guardians enhance the P.E. experience for SWAN?
4. What program may be developed as a result of this study?

Research Assumptions

This study operates on the assumption that through intentional adaptations and targeted accommodations, Physical Education can be effectively designed to be inclusive, accessible, and beneficial for all students, including those with diverse abilities

Research Design

The researchers used descriptive and qualitative research methods to investigate the experiences of students with additional needs in Physical Education. This study focused on understanding the challenges faced by these students and their perspectives on the inclusivity of physical education programs.

Qualitative descriptive research, or QD, is a method that seeks to describe an event or experience in a plain manner rather than relying on theory creation or interpretation. It is often referred to as qualitative descriptions or exploratory investigations. The fundamental goal of a qualitative descriptive study is to provide an accurate description of an event and the significance that a subject attaches to it. Qualitative descriptive analysis takes less time than other qualitative methodologies. (Springer Publishing Company, 2023).

Development research is a wide notion that refers to relevant, development-oriented research that aims to provide solutions to development challenges (Guidelines Project, n.d.). Development research allows the researchers to create a program that aligns with the study's aim to propose a program that may help students with additional needs to be included in the activities integrated into the physical education curriculum.

Participants of the study/ Population, and sample of the study

Purposive sampling, sometimes referred to as judgmental, selective, or subjective sampling, is a non-probability sampling technique where researchers pick survey respondents based on their personal beliefs. Purposive sampling is

a non-probability sampling technique in which participants are chosen to represent a given group based on predetermined criteria.

The study involved informants aged 18 and above who were enrolled in a university in the province of Bulacan and had additional needs. These participants exhibited limitations or learning challenges that hindered their full participation in physical activities. Purposive sampling was employed to carefully select students who met the study's specific criteria, ensuring alignment with the research objectives. Teachers, parents, and guardians were also included in the interview process.

A preliminary questionnaire was administered to students, parents or guardians, and teachers to gather information on their status, characteristics, and challenges encountered in Physical Education classes. This step was essential to verify that the selected participants matched the study's focus and to obtain relevant data for analysis.

Sampling Method

The researchers used a non-probability sampling method called "purposive sampling." Bisht (2024) explained that purposive sampling is a way of picking samples based on specific criteria that align with the goals of a study rather than choosing them randomly. Essentially, researchers handpick individuals that they believe best fit their research objectives. It is a careful and deliberate method to uncover specific qualities or insights the researchers are interested in.

The process of sampling the population through purposive sampling includes:

- Defining the criteria by figuring out the specific traits or qualifications the respondents should have.
- Identifying the population or group of people that fit the criteria. This is the pool from which researchers chose their sample.
- Selecting the individuals based on the criteria ensures that the respondents are relevant to the research needs.

Research Instrument

To ensure the quality of data collection, the researchers designed an interview guide and submitted it to their adviser for evaluation. The adviser provided critical insights and suggestions to enhance the clarity and effectiveness of the questions. The study's research tools were carefully reviewed and validated by experts specializing in qualitative research to ensure their appropriateness and reliability.

As noted by Enago Academy (2023), research interviews are a vital qualitative tool for scholarly and professional investigations, enabling a detailed exploration of individuals' thoughts, experiences, and perceptions.

Procedures

The study employed a qualitative research approach utilizing in-depth, semi-structured interviews as the primary data collection method. Before conducting interviews, the researchers carefully developed an interview guide containing open-ended questions designed to explore the lived experiences of Students with Additional Needs (SWAN) in Physical Education settings.

The data collection process followed rigorous ethical protocols. Researchers first secured informed consent from all participants, clearly explaining the study's purpose while assuring the confidentiality of all personal information. Participants were given full disclosure about their rights, including voluntary participation and the option to withdraw at any time without consequence.

Following Sybing's (2024) methodological framework, the researchers implemented a flexible interview approach that allowed for personalized questioning based on each participant's unique experiences and perspectives. This adaptive interviewing technique enabled the collection of rich, nuanced data as researchers could probe deeper into emerging themes and follow unexpected but relevant discussion threads.

All interviews were conducted in a private, comfortable setting chosen by participants, with each session lasting approximately 45-60 minutes. Researchers employed active listening techniques and used follow-up questions to clarify

and expand upon participants' responses. With permission, interviews were audio-recorded to ensure accurate data capture, supplemented by detailed field notes documenting non-verbal cues and contextual observations.

The researchers maintained a reflective journal throughout the data collection process to document methodological decisions, personal reflections, and emerging patterns. This comprehensive approach ensured the collection of strong, multi-dimensional data that authentically represented the challenges and experiences of SWAN in Physical Education programs.

Data Analysis

According to the study of Fabyio Villegas (2024), thematic analysis is a technique for examining qualitative data that entails reviewing data collection and searching for themes by identifying patterns in the data's meaning. Making sense of the data is an active reflexive process where the researcher's subjective experience is central. In qualitative research, this kind of analysis is common. Its primary focus is finding, evaluating, and interpreting patterns in qualitative data.

Thematic analysis is helpful for studies aimed at comprehending viewpoints, experiences, or social constructs because it enables researchers to investigate underlying patterns in qualitative data. They went on to say that thematic analysis is helpful when using a set of qualitative data to investigate people's beliefs, opinions, knowledge, experiences, or values.

After gathering all the necessary data from the informants, the researchers used thematic analysis to interpret the collected information. According to Naeem et al. (2023), a qualitative data analysis technique called thematic analysis goes over a collection of data, such as transcripts from focus groups or in-depth interviews, and looks for patterns in meaning to identify themes. In the active reflexive process of thematic analysis, the researcher's subjective experience is crucial to deriving meaning from the data without changing the essence of the informant's interview answers.

Using thematic analysis, transcribed interviews from the research informants were interpreted to highlight essential points of the study. The researchers organized and derived the responses into themes, considering the pattern of answers and observations from the field notes. As a result of the continued revisitation of gathered data, clear structure patterns were immersed, making the model observable and decipherable for the researchers and all chosen participants.

Ethical considerations

This study adhered to strict ethical protocols to protect participants' rights and dignity. Informed consent was obtained from all participants (SWAN, teachers, and guardians), clearly explaining the study's purpose and voluntary participation. Confidentiality was maintained through anonymization and secure data storage. Interviews were conducted sensitively to avoid distress, prioritizing participants' well-being. The research complied with institutional ethical guidelines and the Declaration of Helsinki, ensuring transparency and accountability. Data was managed responsibly, with findings reported honestly to prevent misrepresentation. Participants could withdraw anytime, and support resources were available if needed. These measures upheld integrity and trust throughout the study.

Results and discussion

The results of the data and information collected are presented in this section. It arranges information into logical, sequential, and reasonable groups and classifications to be analyzed and comprehended.

PART 1. Backgrounds of Students with Additional Needs Participating in Physical Education

Table 1. Thematic Analysis of Students with Additional Needs Experiences in Physical Education

| Description | Key Points | Theme |
|--|--|---|
| Emphasizes the importance of creating environments where every student feels welcomed, valued, and motivated to participate. | Students express enjoyment in activities that include everyone and allow for individual strengths. | Enjoyment and Participation of SWAN in Physical Education |

Examines the difficulties and frustrations encountered by students with extra needs when engaging in physical education activities investigates possible solutions to their improvement in physical education.

Students often feel frustrated in physical education due to barriers and inflexible programs impacting their ability to engage fully in activities.

Issues Affecting SWAN in Physical Education

To create inclusive and effective programs that meet the diverse experiences of kids with special needs participating in physical education, it is essential to understand their backgrounds. Students with special needs come from diverse backgrounds, each having differing challenges and strengths that shape their participation in physical activity. Table 1 of the thematic analysis illuminates the complex experience of students with additional needs (SWAN) in physical education, specifically indicating two themes: Enjoyment and Participation of SWAN in Physical Education and Frustration of SWAN in Physical Education. A majority of students convey a high level of enjoyment when taking part in an activity that is designed to their interest and ability levels, which induces a sense of belonging and motivation. However, the analysis also shows that frustration can occur when activities are not adequately adapted to fit their needs, causing disengagement and feelings of exclusion. Through this analysis of themes, teachers can better understand the factors involved in creating successful and unsuccessful physical education experiences for students with additional needs, which will ultimately shape the creation of programs that maximize enjoyment and engagement and reduce frustration for students with additional needs.

Theme No. 1 Enjoyment and Participation of SWAN in Physical Education

For learners with special needs, participation and enjoyment are crucial components of the physical education experience, since they have an important impact both on their physical development and their general well-being. If SWAN are given inclusive and participative activities specially designed to cater to their strengths, they tend to feel part of the P.E. class and will be more engaged and satisfied during P.E. lessons. This fun not only promotes a positive outlook toward being physically active but also ensures regular participation, which is critical for developing skills and confidence. Developing an environment that cherishes diversity and encourages adaptive strategies enables SWAN to participate fully among their peers, fostering social interactions and collaboration. Additionally, when educators value enjoyment when making lesson plans, they nurture an enduring affection for physical movement that will move them beyond their classes to establish lifelong healthy patterns of behavior. In focusing attention on enjoyment as well as involvement, physical training may become a life-altering experience for SWAN as it lets them flourish through a favorable classroom environment.

In the interview, informant 2 (SWAN) stated, "I do like arnis in physical education. In arnis, you can play solo or with a partner, but I enjoy solo matches more because I can showcase my skills with my right hand. Arnis is very challenging, but when I found out that PWDs could participate in arnis, I enjoyed it even more." (*Gusto ko yung sports na arnis sa physical education. Sa arnis pwedeng isahan or dalawahan so mas enjoy ako sa isahan kasi naipapakita ko yung yung skills ko sa kanang kamay ko. Yung sa arnis kasi ano yan eh very challenging pero noong nalaman ko na pwede ang PWD sa arnis, mas nag enjoy ako.*) -Informant 2 (SWAN)-

Informant 7 (SWAN) said, "I really liked my Taekwondo classes in my second year, maybe because I had already been playing the sport before the classes started. Since I was familiar with the moves and training, it was easier for me to join in and enjoy the lessons. I felt more confident and comfortable, which made the classes even more fun."

In the research of DePauw and Doll-Tepper (2015), they further reflect on the long-term benefits of inclusion in P.E. Children with special needs who receive P.E. in an inclusive manner, such as participation in physical activities inclusive of them, are likely to continue to be active throughout their adult lives, hence better health outcomes and a more comfortable quality of life. This means that inclusive programs of physical education should provide an avenue for lifelong promotion of the habit of physical activity.

Theme No. 2 Issues Affecting SWAN in Physical Education

The issues of students with additional needs (SWAN) during physical education (P.E.) tends to be a result of a mix of environmental impediments and the absence of proper support that caters to the specific challenges they face. Most SWAN have faced obstacles in P.E. that disqualify them from taking full part, hence feelings of exclusion and inadequacy.

These frustrations can be due to inflexible curricula that do not provide for diverse abilities, and social patterns that can exclude them in group activities. Also, the emotional cost of continuous failures in interacting with their peers can lead to a loss of motivation and resistance to participation in subsequent physical activities. Teachers must be aware of these frustrations and take steps to encourage inclusivity, making all students feel valued and able. By catering to the individual needs of SWAN and creating a culture of support and understanding, teachers can minimize frustration greatly, allowing these students to enjoy and benefit from physical education.

Informant 2 (SWAN) shared her frustrations in P.E. saying that, "The activities I like the least are probably those that require the use of both hands. Since I have cerebral palsy, it's challenging for me to do certain tasks that need full coordination of both hands. Some movements feel difficult or even impossible, which can make those activities frustrating at times. I do my best to adapt, but there are still limitations to what I can do compared to others."

(Yung mga activities naman na hindi ko masyadong gusto ay yung mga pang dalawahang kamay. Nakikita niyo yung kalagayan ko na may cerebral palsy, so mas mahirap sakin yung ibang bagay na kailangan ko gamitin yung parehong kamay ko. Tinatry ko naman mag adapt pero syempre may limit pa rin kesa sa iba.) -Informant 2 (SWAN)-

As mentioned by informant 7 (SWAN), "The sport I like the least? Maybe basketball. I know it's an important part of the Physical Education curriculum, and many people enjoy playing it, but I just don't like it. I find it hard to understand, and no matter how much I try, it just doesn't interest me."

According to Lalit (2021), disabled students across the world encounter comparable obstacles when it comes to accessing education. In different countries, students may encounter varying levels of challenges, but the primary issue remains consistent: a lack of inclusivity. Different barriers like physical, technological, attitudinal, and failure of accommodative systems can lead to this lack of inclusivity.

PART II. Various Obstacles Encountered by SWAN in P.E

Table 2. Thematic analysis of the physical, emotional, and social challenges faced by Students with Additional Needs

| Description | Key Points | Theme |
|---|---|--|
| Emphasizing the various challenges students with additional needs encounter in physical education (P.E.) settings. These barriers may impact their engagement, enjoyment, and general achievement in physical activities. | Students with additional needs struggle with issues in physical education that restrict engagement, including pain, safety, and an environment that is not supportive, leading to a lack of interest. | SWAN's Different Challenges in Physical Education |
| These challenges significantly impact their ability to fully participate in learning activities and influence their overall well-being | Many students face physical pain and emotional distress when participating in traditional P.E. activities. | Physical and Emotional Challenges |
| Explores the interactions, relationships, and social structures that emerge within physical education settings. These dynamics significantly influence students' experiences, participation, and overall attitudes toward physical activity and teamwork. | Students report feelings of isolation or frustration when unable to participate fully, highlighting the need for supportive peer interactions. | Social Dynamics in Physical Education |
| Concerned with identifying the difficulties of students who need extra support as a result of disabilities, learning difficulties, | Students with additional needs face barriers that affect their physical and mental well-being, limiting engagement in education | Perceived Effects of Barriers in Participation of SWAN |

or other special needs. These and social activities, leading to obstacles can have a exhaustion and concerns about considerable effect on their academic performance. capacity to engage fully in educational environments, extracurricular activities, and social experiences.

Students with additional needs face multiple barriers that may limit students with additional needs whole involvement in physical education, affecting their overall learning experience. It is vital to realize these barriers as they are integral in developing accessible learning environments, which can ensure all learners access their full entitlement to P.E. Table 2 outlines a thematic breakdown of physical, emotional, and social obstacles faced by students with additional needs when participating in P.E, as well as the effects of these barriers. This review points to important physical barriers, including mobility impairments and sensory sensitivities, that can limit access to physical activities. Emotional barriers, such as anxiety and low self-esteem, can also contribute to limiting students' engagement. Social dynamics in P.E environments are also important; negative peer interactions or lack of empathy from teachers can further intensify feelings of isolation and disengagement.

Theme No. 1 SWAN's Different Challenges in Physical Education

Students with additional needs encounter diverse challenges in Physical Education, each shaped by their individual circumstances. These difficulties can create barriers to full participation, limiting their ability to engage meaningfully in activities that contribute to their overall development. Over time, these obstacles may lead to feelings of discouragement, reducing their motivation to take part in physical activities that are vital for their physical, mental, and emotional well-being. Ensuring an inclusive and supportive environment is essential in fostering their confidence and encouraging active involvement in fitness and recreational activities.

As stated by Informant 1 (SWAN), "Because of my scoliosis, the biggest challenge is dealing with pain and discomfort during physical activities."

When informant 2 (SWAN) was asked about his challenges in P.E, he said, "Maybe my biggest challenge is my poor eyesight. I worry during P.E. activities that my glasses might get hit. Without them, I can't see properly." (*Siguro yung pagiging malabo yung mata kasi tulad niyan nag worry ako kapag nag pi-P.E. kami naiisip ko na baka tamaan yung salamin ko. Tapos kapag inalis ko naman salamin ko wala akong nakikita.*) -Informant 2 (SWAN)-

While informant 6 (SWAN) mentioned, "In my case, I think the biggest challenge when it comes to participating or attending P.E. classes is the learning environment especially here in Meneses Campus, which is so demotivating when the sun's already still and hot."

(*In my case I think the biggest challenge sa pag-paparticipate sa P.E. is yung part na kung saan ginagawa yung activities dito sa Meneses Campus which is nakakatamad siya kapag tirik na tirik ang araw tapos mainit.*) -Informant 6 (SWAN)-

Adapted Physical Activity Quarterly researched by Block et al. (2016) reported that many researchers revealed barriers that children with additional needs face in physical education. From their research, they found that environmental factors, such as a lack of appropriate facilities and lack of adaptive apparatus, severely limit participation. Similarly, McMaster et al. (2018) agreed that negative attitudes of friends and educators, and physical limitations further contribute to the feeling of exclusion among students with disabilities.

Theme No. 2 Physical and Emotional Challenges

Physical and emotional challenges have a considerable influence on people's capacity to fully participate in all aspects of life, such as education, social relationships, and personal growth. Physical challenges can include a variety of conditions, such as disabilities or chronic diseases which can limit or hinder participation in activities. At the same time, emotional issues, such as anxiety, depression, and behavioral disorders, may impact a person's mental health and general well-being, frequently resulting in relationship problems and learning environment difficulties. The combination of physical and emotional issues is especially important, as they may feed into each other, producing a cycle that inhibits personal development and success. Knowledge of these challenges is critical to the creation of supportive interventions and strategies that foster resilience and inclusion, allowing individuals to succeed in spite of their challenges.

According to informant 1 (SWAN), "Physically, certain movements cause pain to me because of my scoliosis, so I avoid vigorous activities. Emotionally, it's frustrating because I want to participate, but I can't always do so."

As stated by informant 3 (SWAN), "Physically, my poor eyesight makes participation difficult. Emotionally, I often feel anxious and scared because I have anxiety. Anxiety isn't just made up; it comes from past trauma so if you have it, it hinders you to fully participate since it drains my social battery quickly, making me feel sluggish or low-energy during P.E." (*Yung pagiging malabo yung mata, mahirap mag partipate lalo pag malabo yung mata ng tao at bilang isang tao na nakakaranas ng anxiety madalas ako matakot, kasi yung anxiety hindi siya gawa gawa lang. May pinagmumulan to na trauma so pag may ganon ka, mahihirapan ka magparticipate lalo na nauubos kaagad yung social battery mo parang matamlay ka or malamya-lamya ka pag mag physical education kayo*) -Informant 3 (SWAN)-

According to the study of Rabaya et al. (2024), the research identified some of the challenges encountered by these students: constraints in engaging in classroom activities, classroom management issues, fear of being judged and discriminated against by peers and teachers, and communication issues. Despite these challenges, the students were able to overcome them through free communication with peers and teachers, having a positive attitude and optimism, and fully embracing and adapting to their circumstances.

Theme No. 3 Social Dynamics in Physical Education

Social interactions in physical education are important in determining the experiences and outcomes of students in the learning process. Social interactions, relationships, and social structures that occur during physical activities are part of these dynamics, which determine how students interact with each other and their teachers. Positive social dynamics can create collaboration, teamwork, and belongingness, which are important in promoting motivation and participation in physical activities. On the other hand, adverse social interactions like bullying or being excluded may contribute to disengagement and prevent students from having good emotional well-being. Appreciating the dynamics of social interaction in P.E. is crucial for teachers who aim to develop inclusive and supportive environments where healthy relationships and active participation of all students are encouraged. By targeting the social aspects that influence P.E. experiences, teachers are able to create a more integrated and vibrant learning environment that not only improves physical abilities but also supports the general development of social and emotional skills.

Informant 1 stated, "I feel different from my classmates because I can't do everything they can. Sometimes I feel very down because I have to do different physical activities during class and I wonder what if I don't have scoliosis or what if there's an adaptive way to participate with the feeling that I am different."

As affirmed by informant 2 (SWAN), "I do have social struggles. I have a very limited circle of friends. In Grade 12, I used to join group activities, but now in college, I do things alone since there are times that I feel discriminated and bullied with other students, not my friends, but by others who don't know me and how difficult my situation. The problem is that there are still some people who are not aware about what cerebral palsy is, or maybe they just don't want to be aware. But I also have few friends now which I am comfortable to be with because they guide me and I guide them as well on my own ways."

According to Lalit (2021), nearly all countries across the globe hold stereotypes and negative associations surrounding disability. Educational institutions, as members of society, are also influenced by these negative attitudes towards students with disabilities. In many instances, students with disabilities have experienced bullying from both their peers and school personnel.

Theme No. 4 Perceived Effects of Barriers in the Participation of SWAN

The barriers that hinder students with additional needs from fully participating in Physical Education significantly impact both their physical and mental well-being. Physically, they often experience exhaustion and discomfort as their bodies struggle to keep up with various activities that may not be adapted to their specific needs. Mentally, the stress of these limitations can be overwhelming, leading to feelings of frustration and discouragement. Additionally, they may worry about the academic consequences of their inability to participate, fearing that their physical challenges could negatively affect their performance and overall progress in the subject.

Informant 5 (SWAN), It feels like I want to participate in doing physical activities or in sports, but my mind and body is not cooperating anymore and feel so empty about it. I can't do anything about it sometimes so I just let it slide or I just take a rest. The important thing about it is that I recognize that I am exhausted and a rest is badly needed."

Informant 6 (SWAN), "Those barriers have great effects to me like what if I can't participate then my grades will be affected too, as well as my interaction with others especially with my classmates." (*Anlaking epekto nito para sa kin nung mga bagay na yun kasi panu nalang kung di ako makapag participate dahil dun malaki ang magiging epekto nito sa grades ko and sa interaction ko sa iba lalo sa mga kaklase ko.*) -Informant 6 (SWAN)-

According to Rabaya et al. (2024), obstacles to physical exercise can be divided into two categories: academic obstacles related to disabilities and physical activity limits, as well as psychological barriers including exclusion from physical education and struggles with self-worth. activities in class. These obstacles necessitate inclusive and adaptable physical education curricula that meet the diverse requirements of every student and offer a setting where everyone may engage fully and reap the rewards of physical education.

PART III. Impact of Collaboration Between Teachers and Parents in Enhancement of Physical Education Experience of Students with Additional Needs

Table 3. Thematic Analysis of teacher-parent communications and preferences, barriers to Collaboration and its Effects.

| Description | Key Points | Theme |
|---|---|--|
| Emphasizes the multiple modes in which parents and educators engage with one another for students' education and development. Strong communication helps develop a positive, working partnership that will build up learning performance. | Teacher communication with parents utilizes various channels (in-person meetings, phone calls, emails, and texts) to foster collaboration and support student success. | Modes of Communication between Teachers and Parents |
| Discusses how parents would like to communicate with educators about their child's education and welfare. Knowing these preferences is crucial to building effective partnerships between parents and teachers, ultimately leading to improved student success. | Parent preferences for communication with teachers vary from traditional methods to digital tools, which is important for creating effective partnerships in education. | Parent's Preferences of Communication with Teachers |
| Discusses the different challenges that make it difficult for teachers and parents to have effective partnerships in the learning process. Teachers and parents must work together to support student learning and development, but there are many barriers that can hinder this collaboration. | Teacher observations show that key barriers to collaboration with parents include gaps in communication, time limitations, and a lack of parental involvement, which make partnerships difficult. | Biggest Barriers to Collaboration |
| Highlights the important role that effective collaboration between parents and educators has in improving student learning and development. Such collaboration is crucial for developing a supportive learning environment, promoting student success, and | Parent involvement in working with teachers greatly improves student learning and development by fostering open communication and ongoing support. | Impact of Collaboration between Teachers and Parents |

responding to individual students' needs.

The collaboration between instructors and parents or guardians is essential in enhancing the P.E experience for students with additional needs. Effective communication and partnership between these two parties can significantly impact students' engagement and success in physical activities. Parental involvement plays a vital role in understanding and addressing the specific challenges that students face, providing invaluable insights that can inform tailored instructional strategies. When parents actively engage in their child's education, it fosters a supportive environment that encourages participation and boosts confidence. By recognizing the importance of collaboration, educators can create a more inclusive physical education framework that not only addresses the individual requirements of students with additional needs but also promotes a sense of community and belonging. This partnership ultimately enhances the overall educational experience, ensuring that all students can thrive in physical education settings.

Theme No. 1 Modes of Communication between Teachers and Parents

Clear communication among teachers and parents is necessary for the establishment of a supportive educational culture that leads to student success. Multiple channels of communication are central in filling the gap between school and home, guaranteeing that parents are engaged in the education process of their children. Conventional forms of communication, such as in-person meetings and phone calls, have been supplemented by new means, including emails, texts, and internet platforms. Each mode has its own set of benefits and provides flexibility and accessibility for communication. Using a variety of communication methods, teachers can not only notify parents about academic achievement and school activities but also involve them in serious conversations regarding their children's needs and ambitions. This collaboration eventually enriches the learning experience, encourages accountability, and develops a sense of community, which is crucial for the all-around development of students.

Informant 3 (teacher) shared his insight by saying, "My way of communication with parents is by using of Parent-Teacher Conferences, it is the way to discuss student progress, strengths, and areas for improvement."

While informant 4 (teacher), 6 (teacher), and 7 (teacher) stated, "I primarily communicate with parents through e-messages such as Messenger, phone calls or text. And also, occasional meetings to keep them informed about their child's P.E. progress and any important events or updates which I think are the most useful way of communication."

Lastly, informant 1 (teacher) mentioned, "Usually, I communicate with parents about their child's experience by first, communicating with the student's adviser to inform them of any concerns or scenarios that may require action, and then ask them to talk during distribution of report cards. In some cases, if urgent, I ask the advisers to contact the parents right away."

According to Alhadlaq (2016), a number of traditional methods of communication persist (e.g., parent-teacher conferences, report cards) but new technologies have revolutionized the communication environment. Technology has affected the speed and expense of communication, as well as the quality and availability of information, the type of information conveyed (e.g., breaking news), and a shift in the style of communication over time.

Theme No. 2 Parent's Preferences of Communication with Teachers

It is important to understand parents' communication preferences with teachers in order to build successful partnerships that promote student learning and well-being. With education becoming more collaborative, parents look for convenient and effective means of communicating with educators about their children's academic achievement and social growth. Parents' preferences can be very diverse and depend on various factors, including the use of technology, cultural background, and individual experiences with education. Parents may have a preference for old-school techniques, e.g., in-person meetings and voice calls, since they permit the human touch and instant response. Others might enjoy using electronic tools, e.g., emails and messaging services, due to ease of use and flexibility. In addition to strengthening the home-school relationship, acknowledging and embracing these varying preferences empowers parents to take an active role in their children's education, which eventually results in a more accommodating and encouraging environment for students.

Informant 1 (parent), "When my daughter was in high school, I usually go to parent-teacher conferences to get some updates about my daughter's performance or progress but now that she is in college, scheduled PTA meetings are not

a thing anymore which I think is sad because it is so important for us parents especially those with children who's with additional needs. I like this kind of questionnaire for parents for us to express our observations about our children." *(Noong high school siya ay madalas akong magpunta sa mga PTA meetings. Ngayong nasa kolehiyo na siya ay wala akong balita na malungkot para sa akin kasi importante sakin lalo na may additional needs siya. Gusto ko ang mga ganitong pasagutan sa mga magulang para maisulat naming ang aming mga napapansin sa aming mga anak.)* - Informant 1 (Parent)-

While Informant 2 (parent), 3 (parent), 4 (parent), and 5 (parent) prefer, "Thru messages, weekly meetings, or social media" as a mode of communication with their children's P.E. teacher.

According to Edutopia (2021), many parents prefer traditional methods of communication like in-person meetings and phone conversations since they allow for more direct and personal connections. These methods provide instant feedback and allow for deeper conversations about students' academic achievement and behavior.

Theme No. 3 Biggest Barriers to Collaboration

Teacher-parent collaboration is key to building an optimal educational climate promoting student success and health. Still, there are some key hindrances that most frequently stand in the way of this valuable cooperation. One key issue is a communication gap between teachers and parents, which might occur due to various differences in expectations, misunderstanding, or failure to maintain consistent means of communication. In addition, time becomes an essential factor since hectic timetables can prevent adequate opportunities for effective interaction between teachers and parents. Cultural discrepancies and differences in participation can further make relationships more challenging, creating inequalities in the perception and practice of collaboration.

Additionally, there can be the absence of teacher training in efficacious parent engagement, which can hamper the formation of effective partnerships. Through these forms of barriers, schools can establish a more collaborative environment that supports open communication, mutual support, and shared accountability for student achievement, ultimately benefiting the entire educational community.

Informant 2 (teacher) stated, "There are different factors or barriers to collaboration between teachers and parents as I experienced it can be about scheduling conflicts or busy schedules, lack of resources such as technology or gadgets, and the worse is parental lack of interest in school-related issues."

As a summary of informant's 3 (teacher), 4 (teacher), and 1 (teacher) answers, they said, "Time constraints due to parent's availability, lack of parental involvement in children's education, and unclear communication channels can hinder effective collaboration. Sometimes, even parent's perspective towards different school-related scenarios is also a factor that affects our collaboration with them."

Affirmed by Informant 5 (teacher), 6 (teacher), 7 (teacher), saying that, "The biggest challenge in working with parents is that they often don't have the time to respond or talk about their child's academic problems. They may be busy with work or other responsibilities at home, making it hard for them to communicate or stay involved. Because of this, important concerns about their child's learning and progress are not addressed as quickly as needed especially in some situation."

According to Gokalp S. et al. (2021), barriers to communication in school-parent cooperation are primarily caused by parents and teachers. These barriers affect children, teachers, parents, and school officials.

Theme No. 4 Impact of Collaboration between Teachers and Parents

The effect of teacher-parent collaboration is significant, with a significant role in increasing student learning and development. Educators and parents, when working together, develop a network that promotes a well-rounded approach to education, one that not only addresses academic requirements but also social and emotional development. The partnership promotes open communication, where insights and strategies are shared, improving student outcomes substantially. Studies have indicated that when parents are engaged in active participation in the education of their children, students tend to have greater levels of engagement, motivation, and achievement.

Additionally, teacher-parent collaboration assists in filling the home-school gap, making sure that students benefit from consistent support in every aspect of their lives. Through promoting a spirit of cooperation, schools can strengthen both families and educators, which ultimately leads to a more enhanced and positive school experience for everyone.

Informant 3 (parent), "It will be a great help to my son if I establish a collaboration between me and his P.E. teacher because through this, I can observe his progress and challenges, and give proper assistance at home." (*Mas makakatulong sa aking anak kung magkakaroon ako ng kolaborasyon sa kaniyang P.E. teacher sapagkat dito ko malalaman ang progress ng aking anak, maging yung mga bagay na nagpapahirap sakaniya, dahil ito matututungan ko siya sa bahay.*) -Informant 3 (Parent)

Informant 1 (parent) stated, "If there's a collaboration or open communication between me and her P.E. teacher, it would be easier for us to give her sufficient support and guidance. Collaboration help my daughter to boost her self-esteem." (*Kung mayroon kolaborasyon o bukas na komunikasyon sa akin at sa kaniyang titser sa physical education mas madali naming maibibigay at tamang support at gabay sa kaniya. Makakatulong din ito upang maging kumpiyansa siya sa kaniyang sarili.*) -Informant 1 (Parent)-

According to informant 2 (teacher), "Communication of teachers with parents regarding their performance about activities are necessary to address specific concerns or discussing sensitive issues that may need immediate attention. It can be done in different forms such as phone calls, emails, text messages, hand letters, or even during parent-teacher conference or face-to-face. As a teacher, we are responsible to discuss to parents the child's behavior during class and their progress in a particular field."

Informant 6 (teacher) affirmed, "By tailoring communication with parents, it offers various ideas for making specialized resources, focusing on individualized support for SWAN, and using visual aids that can help meet the unique needs of students with additional needs."

According to DePauw and Doll-Tepper (2015), the role of active parental involvement is to enhance children's participation and involvement in P.E. From their study, it is evident that there is a need for a cooperative relationship between the parents and teachers in the design and development of specific P.E. policies that are inclusive of all students. Involving parents can create an opportunity for their particular needs to be advocated for, and thus they work with the educator to employ specific strategies that can ensure students participate despite the challenge.

Additionally, parental support is related to more probable academic and social-related better outcomes for the students. Parents who care are often in good terms with teachers hence very effective cooperation and support are provided in upholding their children in P.E. (McMaster et al., 2018).

PART IV. Ideal support and Physical Education Programs of Students with Additional Needs, Teachers, and Parents

Table 4. Thematic Analysis of the different views and perceptions of students with additional needs, their teachers, and parents in terms of accommodations and programs to be offered in Physical Education

| Description | Key Points | Theme |
|---|--|---|
| Focuses on how students with disabilities or additional needs understand the support and accommodations they need to engage in physical education effectively. Physical education is important for the development of physical health, social skills, and self-esteem, but students with additional needs tend to have special difficulties accessing these benefits. | Students with additional needs want personalized support and adaptive activities to help them participate in physical education and feel included. | SWAN's View on the Support or Accommodations They Need in Physical Education |
| Features parents' views on the accommodations and support their children need to engage fully in physical education. Parents have | Parents believe that their children need personalized and open support | Parents' Opinions on the Assistance Needed for Their Children in Physical Education |

| | | |
|--|--|---|
| a crucial role in advocating for the children's needs to receive the assistance they need to excel in physical activity. | communication with teachers to succeed in physical education. | |
| Describes the views of teachers about the qualities, elements, and practices that make up an inclusive and effective physical education class. | Teachers think an ideal physical education class should be fun, inclusive, and provide opportunities for all students to participate and develop their skills. | Teachers' Insights on the Ideal Physical Education Class |
| Explains the views and experiences of students with extra needs on physical education programs. Appreciation of their point of view is important in developing inclusive and effective P.E. settings that accommodate the differing abilities of all students. | Students with additional needs want inclusive programs that adapt activities to their abilities and foster a supportive environment. | SWAN's Outlook on a Physical Education Programs that Answer Their Needs |

The optimal support and P.E programs for learners with additional needs are essential in fostering inclusivity and providing equitable access to physical activity. Thematic analysis of the varied perspectives and perceptions of students with additional needs, their teachers, and parents provides a sophisticated understanding of the accommodations and programs required to enable meaningful participation in physical education.

Table 4 of this analysis emphasizes major themes, such as the SWAN's View on the Support or Accommodations They Need in Physical Education, Parents' Opinions on the Assistance Needed for Their Children in Physical Education, Teachers' Insights on the Ideal Physical Education Class and SWAN's Outlook on a Physical Education Programs that Answer Their Needs. It also emphasizes the need for continuous professional development among teachers to provide them with the skills and knowledge necessary to implement inclusive practices effectively.

Parents' views highlight the importance of free communication and cooperation with teachers to establish a caring environment that facilitates active participation by their children. Through the integration of these findings, we are able to more clearly see the key elements of successful physical education programs that not only address the needs of students with extra needs but also enable teachers and parents to collaborate in developing a positive and inclusive learning environment.

Theme No. 1 SWAN's View on the Support or Accommodations They Need in Physical Education

Students with additional needs tend to have special understanding of the accommodations and support that can be beneficial in making physical education more meaningful for them. Their input is important in establishing an inclusive climate that encourages participation and involvement. Most of the students indicate the necessity of tailored instruction to their individual abilities and areas of difficulty, where adaptive equipment and adapted activities can enable them to join their peers. They also bring forward the usefulness of positive encouragement and feedback from educators, which can greatly enhance their motivation and confidence. In addition, students with special needs can also argue for a more adaptive curriculum that caters to their interests and encourages them to enjoy physical education. By hearing their voices and integrating their suggestions, teachers can create more successful physical education programs that not only address the various needs of these students but also enable them to excel in an inclusive setting. Finally, acknowledging and responding to these viewpoints is critical to creating a sense of belonging and success in physical education for all students.

As a summary of the answers of informant 1 (SWAN) and 4 (SWAN), they said, "I would benefit from modified exercises, a more flexible grading system, and a teacher who understands that not all students can do the same workouts."

While informant 3 (SWAN) mentioned, "Mental support is important. If I'm mentally unstable, I can't focus on physical education. While P.E. helps mental health, sometimes we still need mental support." (*Importante kasi yung mental support eh. Kasi kung mentally unstable ka or ako hindi ko kaya mag focus lang sa bagay na ginagawa ko or doon sa*

ginagawa nating physical education kasi though nakakatulong yung physical education sa mental health natin, may mga times pa rin na kailangan natin ng mental support.) -Informant 3 (SWAN)-

Informant 6 (SWAN) highlighted peers as a great support system by saying, "Maybe peer groupings or teamwork are a great accommodation for me because I can't do different activities just by myself, it is still a need for support from others to be successful in any situation." (*Yung peer groupings or team work siguro yung pinaka makkatulong sakin kasi hindi naman lahat ng bagay kaya ko ng ako lang kailangan mo pa rin ng katuwang para maging success ka sa bawat activities or in any situation*) -Informant 6 (SWAN)-

The allocation of accommodations among SWAN is inconsistent, typically insufficient, and occasionally nonexistent, according to the Ontario Human Rights Commission (n.d). Delays at various stages of the accommodation process, a backlog in the processing of special education funding claims, lengthy wait times for professional assessments, and delays in the delivery of special education programs and services are just a few of the many other problems that elementary and secondary schools face. Limited service and support information is available in post-secondary institutions, accommodations and services are provided more slowly, and students' right to confidentiality is violated.

Theme No. 2 Parents' Opinions on the Assistance Needed for Their Children in Physical Education

Parents are key advocates for the support their children require to succeed in physical education environments, especially children with additional needs. They draw from personal experiences and an intimate knowledge of their children's individual challenges and strengths. Most parents underscore the significance of personalized support, demanding instruction that suits the child's unique ability and facilitates active participation. They tend to emphasize the need for adaptive equipment and services that allow their children to participate in physical activities as much as possible with their peers.

Parents also mention a desire for open communication with teachers, asking for cooperation to ensure their children receive proper accommodations and encouragement. This collaboration is important in developing an encouraging atmosphere that not only reinforces children's self-esteem and pleasure in physical education but also nurtures general well-being. By taking on board parents' comments and suggestions, teachers can develop more efficient and inclusive physical education lessons that enable all children to achieve and feel appreciated in the learning process.

Informant 1 (parent) and informant 4 (parent) agreed that the most important assistance P.E. teachers can give to their children are sufficient breaktime, supportive learning environment, providing less intense activities. Informant 1 (parent) said, "As her mother is to provide her enough rest and at the same time, a supportive environment that would make her feel comfortable during P.E. class." (*Ang pinaka mahalaga sa akin bilang ina ay sapat pahinga at isang suportadong kapaligiran upang siya ay maging komportable sa kaniyang pag-aaral sa P.E.*) -Informant 1 (Parent)-

While informant 4 (parent) stated, "To do well in P.E., my daughter needs some support, like taking breaks when she feels tired or short of breath. She may also need to do less intense activities if she feels overwhelmed." (*Para kasi maging mas okay siya sa P.E. yung anak ko kailangan niya ng support kunyari yung bigyan man lang siya ng pahinga kapag nahihirapan na siya huminga o kaya naman kapag di na niya talaga kaya, pagawain na lang siya nung mga ibang activities na hindi masyadong mahirap.*) -Informant 4 (Parent)-

As affirmed by informant 5 (parent), "For me, a more inclusive program and a supportive environment with friends and normal students may be the best accommodation that teachers or school can offer not only to my daughter but all to the students with disability, through this, they would not feel isolated from the class and their friends." (*Sa akin kasi yun bang mas inclusive na school program at yung environment ng mga bata sana ay supportive yun yung pinaka malaking tulong na mai-ooffer ng teacher o kaya ng school eh hindi lang naman para sa anak ko pero sa lahat din nung mga student na may disability kapag ganon siguro hindi na ifeel ba na hinihiwalay sila sa klase at sa mga kaibigan nila.*) -Informant 5 (Parent)-

According to Llego (2022), in order support education, in the Philippines various programs and initiatives have been implemented. The "Inclusive Education for All" initiative is one endeavor that educates teachers parents and school officials on meeting the needs of all students. It aims to equip teachers with the skills needed to promote education. The United Nations Educational Scientific and Cultural Organization (UNESCO), along with the Department of Education (DepEd) have been working together to equip teachers with the skills to include children with disabilities in their classrooms effectively. The training program focuses on establishing a nurturing learning atmosphere and fostering communication with parents while also customizing education to meet the needs of students, with disabilities.

Theme No. 3 Teachers' Insights on the Ideal Physical Education Class

Teachers' observations of the perfect physical education class are critical to developing effective and inclusive programs that address the varied needs of all students. Educators frequently cite the need to establish a supportive and stimulating environment in which all students feel valued and encouraged to participate. They call for a balance of skill building, physical fitness, and enjoyment in the curriculum, acknowledging that it is vital to create a love of movement so that individuals can enjoy physical activity throughout their lives.

Teachers also point out the necessity for adaptive strategies and materials that adapt to students with different abilities so that all students can participate meaningfully in lessons. Professional training and development also come up often as essential elements, as they empower teachers with the skills and understanding needed to apply inclusive practices successfully. By integrating teachers' input into physical education program design, schools can foster a learning environment that not only enhances students' physical well-being but also their social lives through friendship, teamwork, and personal development, hence improving the quality of education.

Informant 2 (teacher) emphasized, "An ideal physical education class must include and provide students with opportunities to participate in various sports or games that they can be benefited to make their lifestyle physically and mentally healthy. Physical education should not be for those who are highly capable, but it must also be modified by teachers to answer the needs of all students."

Informant 4 (teacher) and 5 (teacher) agreed by stating, "Ideal physical education class should be inclusive, fun, and interactive, focusing on skill development, teamwork, and promoting overall fitness through a variety of engaging activities that cater all students despite their abilities, interests, and fitness level."

Anne Meyer, David Rose, and their colleagues at CAST developed Universal Design for Learning (UDL), which emphasizes that learning spaces and instructional materials should be made accessible and interesting for all students, regardless of ability. It is predicated on the notion that since each person is unique, they all learn in various ways, and that learning environments and resources should be created to provide each student with an equal chance of success. In order to eliminate obstacles that restrict students' learning experiences when participating in the teaching and learning process, UDL's primary goal is to offer a variety of teaching strategies and approaches. By dint of this approach, students with additional needs, even those who are not formally diagnosed yet, would find less challenges within the classroom setting.

On the other hand, Ontario Human Rights Commission (n.d.) stated that inadequate funding has been found to be a major factor that leads to most special education programs at the elementary and secondary level to either be delayed or reduced. In many cases budget constraints are applied in accommodation decisions as opposed to ascertaining the authentic needs of students with disabilities. The funding structure at the post-secondary level is highly sophisticated; particular programs have eligibility and restrictions that would make human rights concerns.

Theme No. 4 SWAN's Outlook on a Physical Education Programs that Answer Their Needs

Students with additional needs have valuable insights into physical education programs that successfully meet their individual needs and aspirations. Their vision highlights the need for inclusivity, where activities are adapted to meet a range of abilities so that all students can meaningfully participate. Students indicate a preference for programs that include adaptive equipment and adapted activities, enabling them to participate with their peers while developing a sense of belonging. Moreover, they tend to emphasize the importance of caring and empathetic teachers who offer positive feedback and encouragement, which can increase their confidence and motivation levels. In addition, students are calling for a curriculum that not only equips with physical skills but also allows them to enjoy and foster their own interests, thus making physical education a pleasant and enriching experience. By taking into account the perspectives and requirements expressed by students with additional needs, physical education teachers are able to craft and implement programs that enable these students to achieve their full potential, ultimately affecting their overall development and well-being.

In the interview, when informant 6 (SWAN) asked about the kind of program would he like to see developed to help students with additional needs like them, he answered, "Adaptive Physical Education. This specialized program focuses on modifying activities and to provide individual instruction to students with physical, cognitive, or sensory challenges."

and there's a coach or teacher that are trained to design safe and effective activities that promote physical development, fitness, and enjoyment."

While informant 8 (SWAN) stated, "I would like to see a program that offers flexible and inclusive activities tailored to different abilities and needs, allowing students to choose activities that match their strengths and interests, such as dance, non-contact sports, or skill-based exercises. It would also be helpful to have adaptive equipment, like sports goggles for those with vision issues who are participating in water sports or modified gear for extra support. Step-by-step coaching should be provided for challenging movements to ensure safety and confidence, while a supportive environment through peer support program that promotes teamwork and understanding among students would make P.E. more enjoyable and motivating for everyone."

Affirmed by informant 1 (SWAN), "I would like to see a program that allows students to choose from different physical activities based on their abilities."

On the other hand, awareness program and peer support program were emphasized by informant 4 (SWAN) and 3 (SWAN). Informant 4 (SWAN) said, "Awareness program for teachers and students about the needs of students with additional needs in physical education class. I think it is important for both teachers and other students to know about these matters so they can be aware of our situation and can provide well-designed support."

Meanwhile, for informant 3 (SWAN) the best program to be developed is, "Peer support program. Because if people close to us support us, we feel more confident participating in Physical Education, even if we have disabilities." (*Peer support program, kasi kung nay support na nanggaling sa mga taong malalapit samin, lalakas yung loob namin na magparticipate sa physical education kahit na may kapansanan kami.*) -Informant 3 (SWAN)-

According to Kearney and et al. (2020), they emphasized the importance of the policy framework supporting inclusive practices in schools. Systemic changes that would ensure all students have quality access to physical education experiences may be needed, such as educator training, funding for adaptive equipment, and inclusive curricula. Improved policies can subsequently be achieved through effective advocacy and will impact all forms of students with additional needs as well as the wider school community.

Additionally, the use of VR and AR in PE is emerging as an innovative approach that may become more effective in enhancing engagement for students with disabilities. Rizzo et al. (2021) indicated that VR provides surroundings whereby the student can practice skills without risking being hurt, and this builds confidence and incentive to participate in physical activity.

Table 5. Proposed P.E Program for Students with Additional Needs

Physical Education for Students with Additional Needs

| Objectives | Activities | Materials Needed | Person Involved | Learning Outcomes |
|--|-----------------------------------|-------------------------|-----------------|--|
| To assess student's agility, speed, and acceleration over a short distance. | PACER Test: 20-Meter Run | None | | Students will demonstrate their aerobic capacity by completing the PACER test, measuring their ability to sustain prolonged physical activity. |
| To promote cultural awareness, active lifestyle through dance, and recreation. | Dance Activity: Cariñosa | Fans, Handkerchiefs | | Students will work cooperatively with peers, developing teamwork, communication, and synchronization skills. |
| To demonstrate fundamental basketball skills, | Sport Skills Activity: Basketball | Basketballs, Hula Hoops | | Students will perform essential basketball skills, including |

| | | | | |
|--|---|--------------|-------------------------------|--|
| including dribbling, shooting, and passing, with basic technique. | | | Physical Education Instructor | dribbling, passing, and shooting, with basic technique and control. |
| To develop student's self-defense skills, enhance physical fitness, and cultivate self-discipline. | Sport Skills Activity: Arnis | Arnis Sticks | | Students will perform basic Arnis strikes, blocks, and footwork with proper form, precision, and control. |
| To build upper body strength, back muscles, and overall functional fitness. | Fitness Exercise Activity: Push up or Adapted Push up | None | | Students will improve muscular strength and endurance in the chest, shoulders, and triceps through consistent push-up practice. |
| To strengthen abdominal muscles, and improve core stability and endurance. | Fitness Exercise Activity: Sit up or Adapted Sit up | | | Students will demonstrate increased strength in the abdominal muscles by performing a specified number of sit-ups or adapted sit-ups with endurance. |
| To improve the lower body muscles and enhance flexibility. | Fitness Exercise Activity: Squat | | | Students will demonstrate increased lower body strength, particularly in the quadriceps, hamstrings, and glutes, by performing a specified number of squats. |
| To promote deep relaxation, reduce stress and anxiety. | Yoga Activity: Ashtanga Yoga | | | Improvised Yoga Mat |

This physical education program is designed to offer specialized education in an adapted manner to accommodate the special requirements of students with additional needs. Its goal is to make it possible for all students, despite physical, intellectual, or sensory challenges, to fully participate in health-enhancing activities, motor development, and integration.

The program utilizes personalized adapted exercises and universal teaching practices to promote an inclusive and supportive learning environment. The program aims to promote physical fitness, coordination, and self-confidence while encouraging a lifelong enthusiasm for physical activity.

As a key output of this study, the researchers developed a specialized Physical Education program tailored for Students with Additional Needs (SWAN). This proposed program underwent rigorous evaluation by experts from the National Book and Development Board of the Philippines to ensure its educational validity and effectiveness. Following this thorough review process, the program achieved formal recognition through copyright registration from the National Library of the Philippines, affirming its originality and academic contribution to inclusive education. The program's

development and subsequent certification represent a significant milestone in addressing the unique challenges faced by SWAN in physical education settings.

Conclusions

Based on the findings, several key conclusions were drawn. The necessity of inclusive P.E. programs, teacher training, parental engagement, and improved policies were highlighted as critical factors in ensuring a supportive environment for SWAN.

1. Schools may develop adaptive P.E. programs that cater to students with varying physical and cognitive abilities to ensure meaningful participation.
2. Most teachers do not have the required skills and knowledge to modify their lessons, highlighting the need for regular training in inclusive teaching methods.
3. Strengthening communication between teachers and parents can significantly enhance student participation and confidence in P.E.
4. Schools need to create a more welcoming and supportive P.E. environment for SWAN by acknowledging and mitigating their challenges.
5. Despite existing policies promoting inclusive education, stronger enforcement and additional funding for adaptive P.E. programs are necessary for long-term success.

Recommendations

To address these challenges, several recommendations have been proposed. Implementing these recommendations will ensure an inclusive and equitable P.E. environment for SWAN, fostering both their physical and emotional well-being.

1. Schools are encouraged to establish a School-Based SWAN-Centered Fitness and Inclusive Education Program that includes personalized fitness plans, adaptive sports, and modified P.E. activities to ensure inclusivity. Incorporating peer mentorship programs can further support student engagement.
2. Schools are encouraged to conduct workshops for teachers, focusing on adaptive P.E. strategies, understanding the psychological and social challenges of SWAN, and implementing the Universal Design for Learning (UDL) framework to better equip teachers to handle diverse student needs.
3. Teachers need to implement regular weekly meetings, feedback sessions, and digital communication with parents to improve accessibility and collaboration between teachers and parents, ensuring a better support system for SWAN.
4. Schools may consider upgrading budget allocation for sports facilities and providing adaptive equipment to accommodate students with disabilities. Creating safe and inclusive spaces will encourage participation and reduce feelings of exclusion.
5. Schools may consider collaborating with policymakers to push for stronger implementation of Republic Act No. 11650, ensuring that inclusive education is effectively integrated into the national education system while advocating for increased funding and resources dedicated to inclusive P.E. programs that will help sustain long-term initiatives

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