

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

INCLUSION CULTURES, POLICIES, AND PRACTICES: SPRINGBOARD TO A PROPOSED
LEARNING ACTION CELL SESSION GUIDE

A Thesis Presented to the
Faculty of the Graduate School
College of Education
West Visayas State University
La Paz, Iloilo City

In Partial Fulfilment
Of the Requirements for the Degree of
Masters of Education
(Special Education)

John Keith E. Boteros

October 2022

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APPROVAL SHEET

A Thesis for the
Degree Master of Education
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By

John Keith E. Boteros

Approved by the Research Committee:

ROSSINI G. MONSALUD, MEd, Chair

JONATHAN C. GLORIAL, PhD, Member

MICRON REY B. FUEGO, MEd, Outside Expert

SHERBETH H. CONSEBIT, PhD, Adviser

RICKY M. MAGNO, PhD, LPT
Dean

October 2022

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Boteros, John Keith E., *"Inclusion Cultures, Practices, and Policies: Springboard to a Proposed Learning Action Cell Session Guide"* Unpublished Thesis, Masters of Education (Special Education) Thesis, College of Education, West Visayas State University, Iloilo City, October 2022

Abstract

This mixed-method study was conducted to determine the inclusion practices, policies, and culture of Iloilo River Plains Integrated School and propose a learning action cell session guide for teachers. Total enumeration sampling was employed in identifying the participants for the quantitative inquiry and purposive sampling for qualitative inquiry of the study. There were twenty-three regular teachers and the school principal for the school year 2021-2022. A validated modified questionnaire was utilized in order to identify the index of inclusion of Iloilo River Plains Integrated School. Focus group discussion was used in order to deeply understand the result of the questionnaire. The qualitative data analysis through thematic analysis was done to interpret the results. The result of the study revealed that Iloilo River Plains Integrated School possess qualities of inclusion; however, questionnaire result shows some criteria that need to be improved. Sharing of one philosophy in inclusion found out to be lacking attributes in inclusion in Iloilo River Plains Integrated School. The result also revealed that Iloilo River Plains Integrated School was commonly using modification of instruction, anti-bullying campaign, classroom rules, and differentiated instruction to accommodate learners with special educational needs. The main results showed that Iloilo River Plains Integrated

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School exhibits qualities of an inclusive school but lacks some qualities that will allow the school to be fully inclusive to all. Crafting of school learning action cell session guide about identifying and creating philosophy of inclusion were recommended.

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