

Teachers' Preparedness in Crisis Prevention and Intervention in Inclusive Classrooms

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Abstract. *This study investigated the relationship between the level of knowledge in Special Education principles and the confidence of teachers in handling learners with disabilities at Tabok Elementary School I, Mandaue City Division, during the 2025–2026 school year, serving as a basis for the formulation of an Action Plan. The demographic profile of the respondents, including age, gender, highest educational attainment, teaching position, and years of teaching experience, was collected to provide essential context for interpreting the results. Data were gathered through a structured survey questionnaire, and descriptive statistics were used. The relationship between the two variables was examined using Pearson's correlation coefficient. Findings revealed that the teaching workforce was predominantly young and female, with most holding bachelor's degrees. The Teacher II group comprised the largest group, and the majority had 6–10 years of teaching experience. Teachers were moderately knowledgeable in Special Education principles, with higher ratings in understanding disabilities, effective classroom management, collaboration with SPED teachers, and use of assistive technologies. At the same time, knowledge of laws and designing IEPs were weaker areas. Confidence levels were also moderate, with higher confidence in managing classroom behavior and assessing learner progress, while communicating with parents was the lowest. Correlation analysis indicated a weak negative and statistically non-significant relationship between knowledge and confidence, suggesting that knowledge alone does not ensure higher confidence. The study concluded that teachers are moderately knowledgeable and confident, and recommended the implementation of an Action Plan focusing on specialized workshops, mentoring, and collaboration with SPED teachers to enhance both knowledge and confidence in inclusive teaching.*

Key words: *Special Education, Teacher Confidence, Knowledge, Inclusive Education, Mandaue City, Philippines.*

Introduction

The Problem and Its Scope

Rationale

In the evolving landscape of education, teachers at Tabok Elementary School I were increasingly confronted with the challenge of managing diverse classrooms that included students with varying abilities and needs. This diversity required not only pedagogical expertise but also the ability to prevent and respond effectively to crises. Crises in educational settings manifested in various forms, including behavioral disruptions, emotional distress, and other incidents demanding immediate and appropriate responses. The preparedness of teachers to handle such situations proved crucial in maintaining a conducive learning environment and ensuring the safety and well-being of all students.

Classroom scenarios frequently presented situations in which students exhibited challenging behaviors, such as aggression, withdrawal, or non-compliance, disrupting the learning process and affecting overall classroom dynamics. For instance, a teacher might have encountered a situation in which a student with autism became overwhelmed and exhibited self-injurious behavior. In such instances, the teacher's ability to respond appropriately was essential to safeguard both the student and the class. These situations highlighted the necessity for teachers to possess crisis prevention and intervention skills tailored to the unique dynamics of inclusive classrooms.

International studies emphasized the importance of teacher preparedness in managing crises within inclusive settings. Osegbue (2025) highlighted the development and implementation of crisis intervention plans in educational institutions in developing countries, stressing the need for strategic planning and teacher readiness. Nickerson, Brock, and Margiotta (2023) discussed the PREPaRE School Crisis Prevention and Intervention model, underscoring teachers' roles as first responders in preventing and managing school crises. Rofiah, Kawai, and Hayati (2021) emphasized key elements of disaster mitigation education in inclusive schools, showing that effective preparation enhanced teachers' capacity to respond during emergencies.

National studies within the Philippine context similarly underscored teacher preparedness as vital for effective inclusive education. Chaplin (2025) explored teachers' perceptions of their readiness to work with students with challenging behaviors, identifying gaps in training and the need for professional development. Logroño and Gongora (2023) examined the readiness of regular teachers to include learners with special education needs, noting that while some teachers were prepared, continuous support remained essential. Woitaszewski, Savage, and Zaslofsky (2020) highlighted critical implementation drivers for school safety and crisis response, emphasizing systematic frameworks and proactive teacher engagement.

Local studies in Cebu reinforced the significance of teacher preparedness. Woloshyn and Savage (2020) focused on enhancing teacher candidates' mental health literacy and stress coping skills, equipping educators to manage classroom crises effectively. Chatzipanagiotou and Katsarou (2023) emphasized the role of school leadership in crisis management, showing how coordinated efforts improved teachers' responses in disruptive situations. Toquero (2021) discussed the challenges, strategies, and prospects of special education teachers during COVID-19, indicating the need for targeted support and practical intervention skills in inclusive settings.

Despite these studies, a gap remained in understanding how teachers' stress levels influenced their ability to prevent and intervene during crises. Research indicated that inclusive education settings could be particularly stressful for educators, yet few studies examined how stress affected crisis management capabilities. This gap underscored the need for research that assessed not only teachers' preparedness but also the role of stress and coping mechanisms in managing crises effectively.

This study sought to address this gap by assessing the preparedness of teachers at Tabok Elementary School I in preventing and intervening during behavioral crises in inclusive classrooms. By identifying the extent of teachers' preparedness and the factors affecting it, the study aimed to provide insights for targeted interventions and professional development programs. Specifically, it examined teachers' preparedness in crisis prevention and intervention during the school year 2025–2026 and served as a basis for an Action Plan to enhance teacher readiness, ensuring a safer and more inclusive learning environment.

Theoretical Background

This study was anchored on key theories and Philippine laws that supported teacher preparedness in crisis prevention and intervention in inclusive classrooms. Bandura's Social Learning Theory (1977) emphasized that individuals learn not only through direct experience but also by observing the behaviors of others and modeling their responses accordingly. Resilience Theory (Masten, 2001) highlighted the ability to adapt positively to stress and recover from challenging situations, emphasizing the importance of fostering mental toughness and coping skills in educators who face diverse and sometimes unpredictable classroom dynamics. Crisis Management Theory (Mitroff, 2001) provided a systematic framework for anticipating, planning for, and responding to crises,

illustrating the processes through which teachers could identify risks, implement preventive measures, and intervene effectively during incidents.

The study was further grounded in Philippine legal bases that reinforced the responsibility of teachers to be prepared for crises in inclusive classrooms. RA 10533 (Enhanced Basic Education Act of 2013) promoted inclusive education by mandating that schools accommodate learners of all abilities and provide appropriate support to ensure equitable learning opportunities. RA 9442 (Magna Carta for Disabled Persons) emphasized the rights of students with disabilities, ensuring they had access to education without discrimination. DepEd Order No. 32, s. 2010 provided comprehensive guidelines on teacher competence and intervention strategies, outlining the expectations

Bandura's Social Learning Theory (1977) posited that individuals acquired behaviors through observation, imitation, and modeling within a social context. In educational settings, teachers developed crisis management skills by observing and modeling effective strategies demonstrated by experienced colleagues or mentors, which enabled them to internalize and apply these behaviors in real classroom situations. In inclusive classrooms, where diverse student needs and behavioral challenges were common, modeling appropriate responses to crises proved essential for maintaining a safe, supportive, and inclusive learning environment. Teachers' ability to observe and replicate effective strategies helped them respond confidently and appropriately during incidents that could disrupt learning or compromise student safety.

Recent studies highlighted the significance of observational learning in enhancing teacher preparedness. Toquero (2021) emphasized that special education teachers adapted strategies observed from peers to address challenges in inclusive classrooms during COVID-19, showing how modeling enabled practical application in unprecedented situations. Hunt (2021) underscored the importance of early identification and intervention, facilitated by observing best practices, to support students with diverse learning needs, demonstrating how observational learning could prevent minor challenges from escalating into crises. Simpson et al. (2020) demonstrated that behavior management strategies observed and modeled by teachers increased student engagement and reduced challenging behaviors, illustrating the tangible benefits of learning from effective role models. Madler et al. (2022) revealed that teachers' perceptions of their preparedness improved when they had opportunities to observe effective classroom practices, reinforcing the link between observational learning and confidence in crisis intervention. Cerna et al. (2021) provided a conceptual framework showing that promoting inclusive education relied on teachers modeling and implementing strategies observed from successful practices, highlighting the systemic importance of Social Learning Theory in shaping inclusive teaching approaches.

Collectively, these studies affirmed that Social Learning Theory was central to developing teacher competence in crisis prevention and intervention, emphasizing that observation and modeling were critical for enhancing preparedness in inclusive classrooms. For teachers at Tabok Elementary School I, applying these principles meant that their ability to anticipate, prevent, and manage classroom crises was strengthened through practical exposure to modeled strategies, ensuring a safer and more supportive learning environment for all students.

Resilience Theory (Masten, 2001) explained individuals' capacity to adapt positively in the face of adversity, stress, or challenging circumstances. In inclusive classrooms, teachers frequently encountered behavioral crises, diverse learner needs, and unexpected disruptions, all of which required resilience to maintain composure, make sound decisions, and implement effective interventions. Developing resilience enabled teachers to manage stress, sustain motivation, and respond proactively to prevent or mitigate crises, while simultaneously fostering a supportive learning environment for students with varying abilities and needs. For educators at Tabok Elementary School I, resilience was particularly important, as their daily responsibilities demanded not only pedagogical expertise but also emotional stability and adaptive problem-solving skills to ensure student safety and engagement.

Recent studies highlighted the significance of resilience in teacher preparedness and crisis management. Stavroussi, Didaskalou, and Greif Green (2021) emphasized that teachers' democratic

beliefs and adaptable mindsets supported inclusive practices under challenging circumstances, promoting both teacher confidence and student engagement. Rasmitadila et al. (2023) reported that during the COVID-19 pandemic, limited face-to-face learning required exceptionally high levels of teacher resilience to maintain engagement, manage classroom behaviors, and ensure continuity of instruction, illustrating how resilience directly influenced teaching effectiveness under pressure. Al Mazrooei et al. (2022) demonstrated that K–12 educators adapted to emergency remote teaching by employing resilient coping strategies to sustain instructional effectiveness across diverse learning contexts, highlighting the practical applications of resilience in rapidly changing educational environments. Mensah et al. (2023) revealed that teachers managing students with visual disabilities relied heavily on resilience to implement behavior mitigation strategies and maintain classroom order, showing the critical role of adaptive capacities in inclusive classrooms. Pozo-Rico et al. (2023) further highlighted that teacher well-being, emotional intelligence, and resilience were essential competencies for effectively handling challenging classroom situations, reinforcing the link between personal coping strategies and professional effectiveness.

Collectively, these studies underscored that resilience was a critical factor enabling teachers to anticipate, prevent, and respond to crises, enhancing both their preparedness and the overall effectiveness of inclusive classrooms. For teachers at Tabok Elementary School I, cultivating resilience allowed them to approach classroom challenges with confidence, maintain a stable learning environment, and implement interventions that addressed both student needs and situational demands, ultimately contributing to safer and more inclusive educational settings.

Crisis Management Theory (Mitroff, 2001) provided a framework for anticipating, preparing for, and effectively responding to disruptive events or emergencies. In educational settings, particularly inclusive classrooms, teachers frequently faced behavioral crises, sudden conflicts, and unexpected situations that could threaten student safety and disrupt the learning environment. The theory emphasized the importance of proactive planning, early identification of potential risks, clear communication, and coordinated response strategies to minimize harm and restore stability. Applying Crisis Management Theory in inclusive classrooms enabled teachers to develop structured protocols for preventing and managing behavioral incidents while safeguarding the well-being of all students. For educators at Tabok Elementary School I, such preparation was crucial, as the dynamic nature of inclusive classrooms demanded both foresight and the ability to respond promptly to maintain a safe and productive learning environment.

Recent studies underscored the importance of these strategies in contemporary education contexts. Osipova and Lao (2022) highlighted the need for teacher preparation programs that equipped educators with practical crisis management skills to support culturally and linguistically diverse learners with exceptional needs, demonstrating that systematic training could enhance teacher effectiveness. Weist et al. (2024) stressed that preventive interventions and tiered support systems were particularly crucial for K–12 students in the “peri-COVID” era, emphasizing the importance of teachers’ readiness to handle emerging crises while maintaining continuity of learning. Walter and Pyżalski (2022) showed that adapting to emergency remote education required teachers to develop new digital competencies and flexible crisis response approaches, illustrating the expanding scope of crisis management in modern classrooms. Mullen and Hunt (2022) demonstrated that special education teachers relied on structured crisis management strategies to support students with emotional disabilities, ensuring positive educational outcomes despite challenging circumstances. Clayback and Williford (2022) revealed that teacher stress and classroom challenges could be mitigated through well-defined crisis protocols and preparedness measures, emphasizing that clear procedures and prior training directly improved classroom stability and teacher confidence.

Collectively, these findings reinforced the relevance of Crisis Management Theory as a guiding framework for equipping teachers to anticipate, prevent, and respond effectively to crises in inclusive classrooms, ensuring both student safety and continuity of learning. For teachers at Tabok Elementary School I, the application of this theory meant that proactive planning, risk assessment, and structured intervention strategies were essential components of classroom management, allowing them to

respond to incidents efficiently while maintaining a supportive and inclusive educational environment.

In conclusion, this study was anchored on Social Learning, Resilience, and Crisis Management Theories, providing a comprehensive framework for understanding teachers' preparedness in crisis prevention and intervention in inclusive classrooms. Social Learning Theory emphasized modeling effective strategies, Resilience Theory highlighted teachers' adaptability to challenges, and Crisis Management Theory focused on proactive planning and structured responses. Together, these theories guided the examination of teachers' competencies, coping strategies, and interventions, forming the foundation for developing action plans aimed at enhancing crisis preparedness and promoting a safer, more inclusive learning environment at Tabok Elementary School I.

To complement the theoretical framework guiding this study, it was equally important to examine the legal foundations that mandated and supported inclusive education in the Philippines. These laws and policies established the rights of learners with diverse needs, outlined the responsibilities of educators, and provided clear guidelines for ensuring safe and supportive learning environments. By grounding the study in both theory and law, the research could holistically address teachers' preparedness in crisis prevention and intervention, ensuring that proposed strategies were aligned with national educational standards and the legal obligations of schools and teachers. For teachers at Tabok Elementary School I, understanding these legal foundations was critical in applying best practices while complying with regulatory requirements, ultimately fostering a secure and inclusive classroom setting.

Republic Act No. 10533 – Enhanced Basic Education Act of 2013. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, extended the Philippine basic education program to 12 years, emphasizing a holistic approach to learning that incorporated intellectual, social, emotional, and physical development. The law mandated equitable access to quality education for all learners, including those with diverse needs, and highlighted the critical role of teachers in facilitating inclusive, effective, and safe learning environments. In practice, RA 10533 called on teachers to anticipate and manage classroom challenges, including behavioral crises, so that all students could participate meaningfully in lessons. It provided the legal framework supporting teacher preparedness programs and professional development initiatives, ensuring educators had the knowledge and skills necessary to maintain student engagement, prevent disruptions, and respond effectively when crises arose in inclusive classrooms.

DepEd Order No. 32, s. 2010 – Implementing Guidelines on Inclusive Education for Children with Disabilities. DepEd Order No. 32, s. 2010, set the official guidelines for implementing inclusive education programs for learners with disabilities. It required schools to provide curriculum adaptations, specialized teaching strategies, and support mechanisms to ensure that students with disabilities could learn alongside their peers. For teachers, this policy underscored the need for specific competencies in managing inclusive classrooms, including strategies for crisis prevention and intervention. By adhering to these guidelines, educators were better equipped to recognize early warning signs of behavioral challenges, apply proactive classroom management techniques, and collaborate effectively with parents, counselors, and colleagues to maintain a safe, equitable, and conducive learning environment.

Republic Act No. 11650 – Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education (2022). Republic Act No. 11650 strengthened the commitment of the Philippine government to provide inclusive education by mandating the provision of specialized services, accommodations, and support systems for learners with disabilities. It legally obligated schools to ensure that all students had access to a safe, supportive, and inclusive learning environment. This law directly related to teachers' preparedness, emphasizing that they needed to be trained and competent in both preventing and responding to crises in inclusive classrooms. The implementation of RA 11650 ensured that teachers' interventions were not only educationally sound but also compliant with national policies, protecting the welfare and rights of learners while enhancing the overall effectiveness of inclusive education programs.

In conclusion, this study was grounded in Social Learning Theory, Resilience Theory, and Crisis Management Theory, which emphasized modeling effective strategies, fostering teacher adaptability, and implementing proactive crisis response plans in inclusive classrooms. Supporting these theoretical foundations, the legal bases—RA 10533, DepEd Order No. 32 s. 2010, and RA 11650—established standards for teacher competency, safe learning environments, and equitable access to education for all learners. Together, these theories and laws provided a comprehensive framework for assessing teachers' preparedness in crisis prevention and intervention, ultimately ensuring that inclusive classrooms at Tabok Elementary School I were safe, supportive, and conducive to the holistic development of all students.

THE PROBLEM

Statement of the Problem

This study examined the preparedness of teachers in crisis prevention and intervention in inclusive classrooms in Tabok Elementary School, Mandaue City Division, during the school year 2025–2026, and serves as a basis for the Action Plan.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age and Gender;
 - 1.2. Educational attainment;
 - 1.3. Teaching Position; and
 - 1.4. Years of teaching experience?
2. To what extent are teachers prepared in preventing crises in inclusive classrooms?
3. To what extent are teachers prepared in intervening during behavioral crises in inclusive classrooms?
4. Is there a significant relationship between the extent of preparedness in crisis prevention and the extent of preparedness in crisis intervention among teachers?
5. Based on the findings, what Action Plan may be proposed to enhance teachers' preparedness in crisis prevention and intervention in inclusive classrooms?

Null Hypothesis

This study was conducted at a 0.05 level of significance.

H₀- There was no significant relationship between the extent of preparedness in crisis prevention and the extent of preparedness in crisis intervention among teachers

Research Methodology

This chapter outlined the methods used to assess teachers' preparedness in crisis prevention and intervention in inclusive classrooms at Tabok Elementary School I for SY 2025–2026. It described the IPO-based research design, study environment, respondents, instruments, data-gathering procedures, and statistical analyses. Ethical considerations, including confidentiality, informed consent, voluntary participation, and respect for participants' rights, were strictly observed.

Design

This study employed a descriptive-correlational research design to examine the preparedness of teachers in crisis prevention and intervention in inclusive classrooms at Tabok Elementary School I, Mandaue City Division for the school year 2025–2026. The descriptive component presented the demographic profile of teachers, including age, gender, educational attainment, teaching position, and years of teaching experience, while also describing the extent of their preparedness in both crisis prevention and intervention. The correlational component aimed to determine whether a significant relationship existed between teachers' level of preparedness in crisis prevention and their level of

preparedness in crisis intervention. Following Fraenkel et al. (2019), descriptive-correlational research was considered appropriate for this study because it allowed for the description of existing conditions and the analysis of the degree of relationship between two or more variables as they naturally occurred in the educational setting of Tabok Elementary School I.

Flow of the Study

This section presented the Flow of the Study, illustrating how the research was systematically organized and conducted. It provided a clear overview of each stage, from the collection of inputs to the analysis of results, ensuring a logical progression that guided the study toward achieving its objectives

Input. The input of this study included the essential variables and data that served as the foundation for examining teachers' preparedness in crisis prevention and intervention in inclusive classrooms at Tabok Elementary School I. Specifically, the study gathered information on the demographic profile of teachers, including age, gender, educational attainment, teaching position, and years of teaching experience. The study also considered the extent of teachers' preparedness in preventing crises in inclusive education, focusing on their knowledge, skills, and strategies to anticipate and minimize potential disruptions in the learning environment. Similarly, it examined the extent of teachers' preparedness in intervening during behavioral crises, which referred to their ability to respond effectively and appropriately when crises occurred. Finally, the input included the relationship between teachers' preparedness in crisis prevention and their preparedness in crisis intervention, offering a basis for understanding how preventive readiness aligned with actual crisis response capabilities within the inclusive classrooms of Tabok Elementary School I.

Process. The process of this study followed a systematic sequence to ensure that the data gathered from Tabok Elementary School I were valid, reliable, and ethically obtained. The first step involved the submission of a transmittal letter to the Schools Division Superintendent and the principal of Tabok Elementary School I to formally request permission to conduct the study. The letter explained the purpose, objectives, and scope of the research and assured that all ethical considerations, such as confidentiality, informed consent, and voluntary participation, would be strictly observed.

Upon approval, the researcher proceeded with the distribution of validated survey questionnaires to the teacher-respondents. Clear instructions were provided to guide them in accomplishing the instrument accurately and honestly. Coordination with the school principal ensured that the distribution process was organized and completed within the designated timeframe. After an adequate period, the researcher collected the accomplished questionnaires personally or through designated focal persons at the school. The retrieval process was carefully monitored to ensure completeness and integrity of responses.

Once collected, the data were organized, encoded, and tabulated for analysis. Each questionnaire was checked for accuracy, and the responses were categorized according to variables such as demographic profile, level of preparedness in crisis prevention, and level of preparedness in crisis intervention. The data were then subjected to statistical treatment, analysis, and interpretation. Descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, were used to describe the respondents' demographic characteristics and preparedness levels, while the Pearson Product-Moment Correlation Coefficient was applied to determine the significant relationship between teachers' preparedness in crisis prevention and intervention. Finally, the analyzed data were interpreted to draw conclusions and formulate recommendations that served as the basis for developing an Action Plan aimed at enhancing teachers' crisis preparedness in inclusive classrooms at Tabok Elementary School I.

Output. The output of this study was an Action Plan designed to enhance teachers' preparedness in crisis prevention and intervention within the inclusive classrooms of Tabok Elementary School I. Based on the analyzed data and key findings, the Action Plan addressed specific gaps, needs, and challenges identified in teachers' current levels of preparedness, providing practical strategies to strengthen classroom safety, crisis management skills, and overall readiness to respond effectively in inclusive educational settings.

Environment

Tabok Elementary School I, Mandaue City Division is a well-established public elementary school that provides basic education to learners from the surrounding communities, catering to a diverse student population, including children with disabilities and those with various learning needs. The school offers programs from Kindergarten through Grade 6 and strictly follows the national curriculum prescribed by the Department of Education, ensuring that students meet the required competencies at each grade level. It places strong emphasis on inclusive teaching strategies, such as differentiated instruction and individualized support plans, which are designed to address the diverse abilities, learning styles, and developmental needs of its students. Classroom management techniques are carefully implemented to maintain a safe, supportive, and engaging learning environment where every learner can participate meaningfully.

The school also actively promotes collaboration among teachers, parents, and other stakeholders, recognizing that shared responsibility and teamwork are essential in supporting the holistic development of learners. Teachers work closely with guidance counselors, resource teachers, and other support personnel to identify potential challenges and respond effectively to students' academic, emotional, and social needs. Parental involvement is encouraged through regular consultations, workshops, and feedback mechanisms, fostering strong partnerships that enhance student learning and well-being.

With its commitment to inclusive education, structured programs, and coordinated support systems, Tabok Elementary School I provides a dynamic and responsive environment. This makes it an ideal setting for examining the preparedness of teachers in handling potential crises, as it reflects real-world challenges and opportunities for applying crisis prevention and intervention strategies in inclusive classrooms.

Respondents

The respondents of the study consisted of 30 teachers from Tabok Elementary School I, selected to examine their preparedness in crisis prevention and intervention in inclusive classrooms for the School Year 2025–2026. These teachers were chosen because they had no prior formal training in Special Education (SPED) and had limited experience handling learners with disabilities, making them ideal participants for assessing baseline preparedness in managing diverse learning needs during potential classroom crises. The group represented a variety of teaching experiences, positions, and educational backgrounds, which provided a comprehensive view of the current level of teacher readiness in inclusive and crisis-responsive education.

The inclusion criteria required that respondents be actively teaching at Tabok Elementary School I, have no prior SPED training or experience with learners with disabilities, and be willing to participate by providing honest and complete responses to the survey and assessment instruments. On the other hand, the exclusion criteria ruled out teachers who were on leave during the data collection period, those who had prior experience handling learners with special needs or had undergone SPED training, and any teachers who declined to participate.

By applying these criteria, the study ensured that the data reflected the actual preparedness of teachers who were new to inclusive classrooms and crisis intervention. This approach allowed the research to identify gaps in knowledge, skills, and confidence, providing a foundation for designing targeted professional development programs and action plans to enhance teacher readiness in preventing and managing crises at Tabok Elementary School I.

Table 1. Distribution of the Respondents

Gender	f	%
Male	4	13.33
Female	26	86.67
Total	30	100.00

Instrument

The main research instrument used in this study was an adapted survey questionnaire, modified by the researcher to align with the specific objectives and context of Tabok Elementary School I. The instrument was based on the work of Lee, Yeung, Tracey, and Barker (2020), *Inclusion of children with special needs in early childhood education: What teacher characteristics matter*, published in *Topics in Early Childhood Special Education*. It was tailored to assess teachers' preparedness in crisis prevention and intervention within inclusive classrooms at Tabok Elementary School I for the School Year 2025–2026. The questionnaire was divided into three major parts: the profile of respondents, the extent of teachers' preparedness in preventing crises, and the extent of teachers' preparedness in intervening during behavioral crises.

Part I focused on the profile of the respondents, gathering demographic information such as age, gender, educational attainment, teaching position, and length of teaching experience. This section aimed to describe the respondents' background and provide a basis for analyzing potential relationships between their personal characteristics and their level of crisis preparedness. Respondents were instructed to read each item carefully and check (✓) the box that best described their information. All data were treated with strict confidentiality and used solely for research purposes.

Part II measured the extent of teachers' preparedness in preventing crises in inclusive classrooms. This section contained ten indicators designed to determine how well teachers could identify early warning signs, establish preventive measures, and maintain classroom conditions that minimize behavioral disruptions. Respondents rated their level of preparedness using a four-point Likert scale with the following verbal interpretations: 4 – Very Prepared, 3 – Moderately Prepared, 2 – Slightly Prepared, and 1 – Not Prepared.

Part III assessed the extent of teachers' preparedness in intervening during behavioral crises. Like the previous section, this part consisted of ten indicators focusing on teachers' ability to manage crises as they occurred, apply de-escalation techniques, make quick and appropriate decisions, and follow school protocols to ensure safety and stability in the classroom. The same four-point Likert scale was applied to maintain consistency and comparability across all items.

Data Gathering Procedure

To ensure the systematic collection of valid and reliable data, the researcher conducted the data-gathering process in three stages: preliminary, actual data collection, and post-data gathering. These stages were carefully implemented to align with the objectives of the study while maintaining ethical standards and minimizing interruptions to the teaching-learning process at Tabok Elementary School I.

Preliminary Stage. The researcher first sought formal approval from the principal of Tabok Elementary School I through a transmittal letter. Upon receiving approval, coordination with the school head and assigned focal persons was undertaken to identify qualified teacher-respondents directly involved in inclusive classrooms. The researcher explained the study's objectives and procedures, emphasizing voluntary participation, confidentiality, and ethical conduct. Before inclusion in the study, all identified teachers signed an informed consent form to ensure compliance with ethical standards.

Data Gathering Stage. The primary tool for data collection was the structured, researcher-adapted survey questionnaire composed of three parts: (1) the demographic profile of respondents, (2) the extent of teachers' preparedness in preventing crises in inclusive classrooms, and (3) the extent of teachers' preparedness in intervening during behavioral crises. The researcher personally distributed the questionnaires to participants, provided clear instructions, and allotted sufficient time for completion during non-teaching hours to avoid disrupting classes. This personal administration allowed the researcher to clarify questions and ensure uniform understanding of all survey items.

Post-Data Gathering Stage. After retrieving all questionnaires, the researcher carefully reviewed each for completeness and accuracy. Only valid responses were included in tabulation and encoding

prior to statistical analysis. Data were then processed, analyzed, and interpreted according to the research questions to draw meaningful conclusions and develop the proposed action plan. Throughout all stages, ethical principles—including informed consent, confidentiality, voluntary participation, and respect for respondents' rights—were strictly upheld to maintain the credibility and integrity of the study.

Statistical Treatment of Data

To ensure that the collected data were systematically analyzed and that the research questions were appropriately addressed, suitable statistical methods were employed. These treatments were selected to provide both descriptive and inferential insights into the extent of teachers' preparedness in crisis prevention and intervention within inclusive classrooms. The analyses offered a comprehensive understanding of how teachers' demographic characteristics related to their readiness and responsiveness in managing classroom crises at Tabok Elementary School I.

Frequency Count and Percentage. Frequency count and percentage were used to describe the demographic profile of the teacher-respondents, including age, gender, educational attainment, teaching position, and years of teaching experience. This provided an organized presentation of participant characteristics and illustrated the overall composition of the respondents from Tabok Elementary School I.

Weighted Mean. The weighted mean was utilized to determine the extent of teachers' preparedness in preventing crises and their preparedness in intervening during behavioral crises in inclusive classrooms. This quantified teachers' responses to each indicator, allowing an assessment of their overall level of preparedness and confidence in handling crisis-related situations involving diverse learners.

Standard Deviation. The standard deviation was computed to determine the degree of variability among teachers' responses, indicating whether their preparedness levels were relatively consistent or varied. A higher standard deviation suggested differences in confidence or training, while a lower standard deviation implied uniform preparedness across respondents.

Pearson Product-Moment Correlation Coefficient. The Pearson r was employed to determine whether a significant relationship existed between the extent of teachers' preparedness in crisis prevention and their preparedness in crisis intervention. This inferential statistical method helped establish whether teachers who were more equipped to prevent crises were also more capable of responding effectively during actual crisis incidents.

Scoring Procedure

To measure the extent of teachers' preparedness in managing crises in inclusive classrooms, the study will utilize two separate rating scales: one for crisis prevention and another for crisis intervention. Each scale employs a four-point Likert system, with numerical values corresponding to levels of perceived readiness and confidence. The interpretation ranges from Very Prepared to Not Prepared, providing a clear assessment of teachers' ability to prevent potential crises and to respond effectively during behavioral incidents. To provide a comprehensive assessment of teachers' preparedness, the scoring procedure began with the quantification of all survey responses by assigning a numerical weight to each Likert scale selection, ranging from 4 (Very Prepared) to 1 (Not Prepared). The data were analyzed using the weighted mean for each item and sub-category, allowing the researcher to pinpoint specific areas of strength and weakness in crisis management. To interpret these numerical results, a designated range of means will be applied Below would guide the scoring and interpretation of survey responses for the study.

Extent of Teachers' Preparedness in Intervening During Behavioral Crises in Inclusive Classrooms

Scale	Interpretation	Description
3.26–4.00	Very Prepared	Teachers are highly confident and consistently implement proactive crisis prevention strategies.
2.51–3.25	Moderately Prepared	Teachers are generally capable of preventing crises but may still require occasional support.
1.76–2.50	Slightly Prepared	Teachers show limited readiness and need further guidance in applying preventive measures.
1.00–1.75	Nor Prepared	Teachers lack confidence and skills in implementing crisis prevention practices.

Ethical Consideration

In the conduct of this study on teachers' preparedness in crisis prevention and intervention in inclusive classrooms, strict adherence to ethical principles was observed to safeguard the rights, welfare, and professional integrity of all participants at Tabok Elementary School I.

Informed Consent. All teacher-respondents were fully briefed on the purpose, objectives, and scope of the study prior to participation. The researcher provided clear instructions on completing the survey questionnaire, including the expected time commitment. Each participant signed an informed consent form, indicating voluntary participation and acknowledging the right to withdraw from the study at any point without penalty or negative consequence.

Confidentiality and Anonymity. All personal information and survey responses were treated with strict confidentiality. Identifying details were excluded from reports and publications, and all data were coded to maintain anonymity. Access to raw data was limited to the researcher and authorized personnel involved in data processing, and all information was securely stored in both physical and digital formats.

Voluntary Participation. Participation in the study was entirely voluntary. Teachers were not pressured or coerced to participate and were assured that their decision to decline or withdraw would not affect their teaching responsibilities, professional standing, or relationship with school administration.

Beneficence and Non-Maleficence. The study followed the principle of beneficence, aiming to provide actionable insights that could strengthen teachers' crisis preparedness, improve classroom management, and promote safer inclusive learning environments. At the same time, the principle of non-maleficence was observed to ensure that participation did not cause any psychological, social, or professional harm to respondents.

Ethical Approval and Coordination. Prior to data collection, formal approval was sought from the principal and relevant authorities of Tabok Elementary School I. Coordination with designated school representatives ensured the smooth and ethical conduct of the study while minimizing disruption to classroom activities.

DEFINITION OF TERMS

The key variables in this study are defined to clarify what is being measured and to guide data collection and analysis

Action Plan. This refers to a structured set of recommendations and strategies aimed at enhancing teachers' preparedness in crisis prevention and intervention at Tabok Elementary School I. It may

include professional development programs, mentoring, policy suggestions, and classroom support strategies specifically tailored to address the needs of teachers in managing inclusive classrooms.

Educational Attainment. This refers to the highest level of formal education completed by the teacher, such as Bachelor's, Master's (Units or Completed), or Doctoral (Units or Completed). It provides context for understanding teachers' academic preparation in relation to their crisis preparedness.

Gender. This refers to whether the teacher identifies as male, female, or prefers not to disclose. Gender may influence perceptions and approaches to managing crises in inclusive classroom settings.

Relationship Between Crisis Prevention and Intervention Preparedness. This refers to the statistical association between teachers' preparedness in preventing crises and their preparedness in intervening during behavioral crises. The study examines whether teachers who are more prepared to prevent crises also demonstrate higher competence in responding effectively during behavioral incidents, analyzed using the Pearson Product-Moment Correlation Coefficient.

Teachers' Preparedness in Intervening During Behavioral Crises. This refers to the ability of teachers to respond effectively and appropriately during behavioral crises in inclusive classrooms. It includes competence in applying de-escalation techniques, following crisis protocols, providing immediate support, and coordinating with relevant personnel.

Teachers' Preparedness in Preventing Crises. This refers to the extent to which teachers can anticipate, identify, and implement strategies to prevent behavioral crises in inclusive classrooms. It includes knowledge of school policies, classroom management routines, preventive strategies integrated into lessons, and collaboration with colleagues and parents to minimize the occurrence of crises.

Teaching Position. This refers to the teacher's current rank or designation (Teacher I, II, III, Master Teacher, or others). It reflects professional experience and may influence preparedness in managing inclusive classrooms.

Years of Teaching Experience. This refers to the total number of years the teacher has been actively teaching, grouped into 1–5, 6–10, 11–15, and 16 years or more. It helps determine whether teaching experience affects readiness to prevent or intervene in crises.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented the systematic analysis and interpretation of data gathered from teachers at Tabok Elementary School I regarding their demographic profile and preparedness in preventing and intervening in crises within inclusive classrooms. The discussion focused on key variables such as age, gender, educational attainment, teaching position, and years of experience, which provided context for understanding trends in teacher readiness. Data were presented through descriptive statistics and interpreted in relation to sub-problems, highlighting patterns in preventive and interventive capabilities. The chapter integrated literature and related studies to support findings, emphasizing how demographic characteristics and professional background influenced teachers' confidence, knowledge, and practical skills in managing diverse classroom challenges and ensuring a safe, inclusive learning environment.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The study analyzed the demographic characteristics of the respondents, specifically age, gender, educational attainment, teaching position, and years of teaching experience, to provide a descriptive context for the quantitative findings. These variables were considered important independent variables, as they potentially influenced the dependent variables of teacher preparedness in preventing and intervening in crises within inclusive classrooms. Descriptive statistics were utilized to summarize and present the respondents' profiles, allowing for the identification of trends, patterns, and variations that could affect their overall level of preparedness and inform recommendations for targeted interventions.

Age of the Respondents

The incorporation of age as a sub-variable factor in this study is crucial because it will provide information on how the developmental stages of teachers and their life experience can lead to the readiness to prevent and intervene in the crisis in inclusive classrooms. Age tends to be associated with the differences in professional maturity, exposure to a variety of classroom experiences, as well as ability to deal with more complicated behavioural or crisis-related issues.

Table 2. Age of the Respondents

Age Bracket	f	%
20 to 29 years old	12	40.00
30 to 39 years old	11	36.67
40 to 49 years old	5	16.67
50 years old & above	2	6.67
Total	30	100.00

The data reveal that the majority of respondents belong to younger age cohorts, with 40.00 % aged 20 to 29 years and 36.67 % aged 30 to 39 years; together, these groups constitute more than three-fourths of the sample. Such a distribution represents that the teaching population used in the research is almost entirely occupied by either early-career to mid-career levels. In comparison, the figures below the 40 to 49 years range are far smaller at 16.67 and the amount above 50 years is even smaller at 6.67, indicating that older, more experienced teachers are underrepresented. The age factor is also relevant because it can represent different rates of familiarity with teaching on crisis-management trainings, classroom experiences, and inclusive education practices. The level of preparedness of younger teachers can be more or less dissimilar to that of older teachers due to the differences in professional experience, the time of training, and the appropriateness to modern measures regarding crisis-intervention; therefore, the age profile can provide necessary background information about the potential differences in the preparedness of teachers to prevent and intervene crises in inclusive classrooms.

The demographics of the respondents mean that the teaching population in the given study is largely made up of those that are in the early and middle stages of their careers. The pronounced concentration of respondents aged 20 to 29 years (40.00 %) and 30 to 39 years (36.67 %) may indicate a workforce that is relatively young, potentially reflecting recent hiring trends or a generational shift within the teaching profession. This population distribution has some implications to the research, because the teachers who are younger might have newer experience to training programs that are connected to inclusive education and crisis management and thus they may be perceived to be more prepared in responding to the occurrence of crisis situations. On the other hand, the low proportions of respondents aged 40 to 49 (16.67%) and 50 years and above (6.67%) might indicate that highly experienced educators were not the most numerous in the sample with the result that crisis readiness might more closely correlate with accumulated experience than modern training. Based on this, it is accurate to state that the age structure is a very vital contextual prism through which differences in the crisis-prevention and crisis-intervention preparedness of the teachers can be seen.

In the study, the age distribution is expected as the available literature points to the idea that the career stage of the teachers is strongly connected with their readiness and confidence in addressing complex classroom scenarios, including events of crisis. According to Toquero (2021), young teachers tend to come with recent training and new pedagogical knowledge, which can facilitate their preparedness for the new demands of contemporary education, such as inclusive practices and responding to crises. Novice teachers are also more inclined to use formal training and structured interventions, which may explain why younger respondents may seem ready despite the lack of years of experience. Conversely, older and more experienced teachers possess more instructional wisdom and situational judgment developed through years of practice, making them more intuitive and effective in managing crisis situations. Therefore, the tendency toward younger respondents in the current research could affect the general standings of preparedness, signifying an equilibrium between updated formal

training and the formation of experiential knowledge typical of early- and mid-career educators. These findings support the assessment that age has a significant implication in determining the readiness of teachers to prevent as well as intervene in crises in inclusive classes.

Gender of the Respondents

Gender constitutes a sub-variable in this research since differences based on gender have been revealed to have an effect in professional dispositions of the teachers, behavioral reactions, and classroom management behaviors and crisis management in inclusive classrooms.

Table 3. Gender of the Respondents

Gender	f	%
Male	4	13.33
Female	26	86.67
Total	30	100.00

Table 3 show that most of the respondents are female, 86.67% of the total are of the female sex, with only 13.33% of them being male. This strong imbalance can be seen as a general pattern in teaching profession, namely its primary part where female teachers are usually more than their male peers. The female oversaturation among the respondents declares that the response and readiness rates obtained throughout the research process are dominated by the female experiences and the views on crisis prevention and intervention in inclusive classes. The small percentage of male respondents might make cross-gender comparisons difficult; however, the distribution can help gain important information about the gender mix in the category of teaching labor used in analysis.

Most respondents recorded are females (86.67%), males form an insignificant portion of the sample population (13.33%). It implies that most of the views and experiences on crisis preparedness on inclusive classrooms are influenced by female teachers. The large percentage of the female respondents could be due to the gender trends that are usually experienced in the teaching field especially at the basic education level where the women ratio outnumbers the men. Regarding the study focus, this gender balance could affect the ways of teachers perceiving, preventing and intervening crisis, according to previous studies women teachers tend to express greater qualities of empathy and relational sensitivity as well as collaborative method of dealing with classroom problems. Therefore, the high proportion of female participants could also be a cause of preparedness tendencies based on interpersonal and helping approaches to managing crisis, and the limited number of male respondents might interfere with the ability to explore alternative crisis management, as well as experience.

This high percentage of female teachers in the sample is consistent with the experiences in the teaching profession throughout the world, with most female teachers being the majority, particularly in lower secondary and primary education. According to Khamzina et al. (2024), gender influences teaching methods and classroom management strategies, as women are more likely to demonstrate communal traits, empathy, relational orientation, and responsiveness, which can help them deal with crisis situations in an inclusive classroom more appropriately. Female educators also tend to incorporate nurturing and cooperative approaches that create a favorable classroom atmosphere and enable effective intervention in difficult circumstances. These results support the explanation that the significant number of women in the current research could contribute to overall preparedness in crisis prevention and response, particularly through relational and supportive approaches in inclusive learning environments.

Educational Attainment

This section presented the educational attainment of the respondents as a sub-variable is that it offers an understanding of the academic qualification of the respondents under the study and this may be crucial in determining the readiness of the respondents in preventing and reacting in case of crisis in inclusive classrooms.

Table 4. Respondents' Educational Attainment

Educational attainment	f	%
Bachelor's Degree	15	50.00
Master's Degree	8	26.67
Master's Degree (completed)	5	16.67
Doctor's Degree (units/completed)	2	6.67
Total	30	100.00

Table 4 showed the figures show that most of the respondents are those with Bachelor Degree (50.00%), and then there are those with Master Degree (26.67%) and Master Degree completed (16.67%), and a small percentage of respondents are those who have undertaken Doctoral studies (6.67%). This distribution indicates that the majority of the teachers have basic academic education with a smaller proportion having more postgraduate education which may indicate more specialization and professional growth. The fact that there are respondents with greater educational levels also means that they have access to more advanced knowledge and pedagogical skills and maybe a broader array of training on inclusive education and crisis management. This dissemination of the educational credentials offers a platform upon which to question the relationship between the levels of academic qualification and the preparedness to avert and intervene crises as well as whether teachers with high academic qualification demonstrate some different strategies than those educators having a bachelors degree.

The educational profile of the respondents demonstrates that half of the teachers are of the Bachelor level (50.00%), and significant percentage of the respondents have completed or are completing the Master level (26.67% and 6.67% respectively) and only a small percentage have finished the doctor studies (6.67%). This implies that the teaching fraternity is mostly well-trained and of different levels of advanced training which can determine their readiness in averting and addressing crisis in inclusive classrooms. The teachers that are better educated tend to be more trained in terms of their education that is more detailed in the areas of pedagogy, classroom management and inclusive education techniques, which may be beneficial to them in terms of competency and confidence in crisis situations management. On the other hand, teachers holding a bachelor degree only can use more practical experience or on the job training to acquire crisis-management competencies. The data, therefore, offer a significant perspective through which the relationship between the level of educational achievement and disparities in preparedness and intervention measures of teachers can be explained.

It has been shown that the education level of teachers can significantly impact their professional knowledge, decision-making abilities, and willingness to solve complicated classroom situations, such as crisis management. According to Fu and Zhang (2024), teachers with advanced degrees frequently have higher pedagogical knowledge and a better understanding of the needs of students, which helps them teach more effectively and manage the classroom. Increased educational attainment also provides teachers with better conceptual knowledge, problem-solving skills, and reflective abilities, all of which are important in dealing with unexpected situations in an inclusive classroom. These findings contribute to the conclusion that teachers with master's or doctoral degrees are more prepared to prevent and intervene in crises, justifying the importance of educational degree as a key sub-variable in evaluating teacher readiness.

Teaching Position

This section displayed the teaching position of the respondents as a sub-variable to this study. It is vital given that it gives an insight on the roles and responsibilities of teachers in the school hierarchy which can determine their preparedness to prevent and intervene in crises in the inclusive classes.

Table 5. Teaching Position of the Respondents

Teaching Position	f	%
Teacher I	7	23.33
Teacher II	9	30.00

Teacher III	12	40.00
Master Teacher	2	6.67
Total	30	100.00

This data revealed that most of the respondents are Teacher III (40.00%), then it is Teacher II (30.00%), and Teacher I (23.33%), and an insignificant number are Master Teachers (6.67%). This illustration shows that the majority of the respondents work in mid-level teaching positions, which could have more demands to classroom management and direct interaction with the students than entry-level positions. The Master Teachers are relatively low and it indicates that there are less respondents holding the top level of teaching positions as this is more likely to be accompanied by high level of training and specialization as well as leadership duties. The data reveal a clear vision about the professional staircase depicted in the research and create the framework of investigating the hypothesis of the connection between teaching position and the readiness of teachers to prevent and intervene crises in inclusive classes.

It is likely that most of the mid-level teaching jobs among the respondents explain the results on crisis preparedness as indicating mostly the experiences and opinions of the teachers who have gained significant experience in the classroom but might not still be in formal positions as leaders. Preparedness may be improved by ensuring that higher-ranking teachers, like Master Teachers, have greater exposure to specialized preparation, mentoring, and strategic planning at the school level that would address crisis management. Conversely, a teacher of lower ranking might be particularly concerned with day-to-day management in the classroom, and therefore not be able to be involved in larger-scale crisis-prevention efforts. Accordingly, the distribution of teaching positions gives valuable background to the interpretation of differences in the preparedness of the teachers, which outlines how professional roles and duties affect strategies to prevent and manage the crisis situation in inclusive schools.

Studies reveal that professional rank or position of the teacher within the school system may also determine the knowledge, decision-making ability, and effectiveness of the teacher in classroom and overall school management, including crisis intervention. According to Ali (2020), teachers in higher ranks tend to engage in leadership work and specialized training that help enrich their professional skills and readiness to handle complex situations. Reflective practices, strategic planning, and problem-solving skills developed by experienced and higher-rank teachers are more likely to contribute to effective crisis prevention and intervention. This research helps interpret the given data and suggests that differences in teaching position could be reflected in the levels of crisis preparedness, with middle- and upper-level educators potentially being more self-confident and competent in managing situations in an integrated classroom.

Years of Teaching Experience

Inclusion of years of teaching experience as a sub-variable in this research is significant in the sense that it gives a glimpse into the exposure and professional maturity of the teachers in actual practice and how this could contribute directly to the readiness of teachers in preventing and intervening crisis in non-segregated classes.

Table 6. Years of Teaching Experience of the Respondents

Length of Service	f	%
1 to 5 years	12	40.00
6 to 10 years	9	30.00
11 to 15 years	6	20.00
16 years and above	3	10.00
Total	30	100.00

The results indicate that the greatest percentage of the respondents have the experience of 1 to 5 years(40.00%), 6 to 10 years(30.00%), 11 to 15 years(20.00%) and a few with the experience of 16 years and above(10.00%). This allocation implies that most of the teachers in the sample are relatively

young to mid-career teachers, implying that the sample is mostly made of professionals who might be yet to gain a wide range of classroom experience and skills. The low percentage of long-term experienced teachers means that the sample does not provide insights from the long-term teachers and thus this can affect the sample conclusions as a whole with regards to preparedness in preventing and intervening of crisis in inclusive classrooms.

The tendency of teachers who have 1 to 10 years experience (70.00% total) indicates that the resulting Crisis preparedness findings of the study mainly represent the opinion of early and mid-career teachers. Less experienced teachers will need to depend more heavily on formal training and structured rules in their approach to crisis, whereas the more experienced teacher will tend to utilize classroom experience and rely on the ability to benefit themselves using experience and intuitive grasp of the problem-solving process. The smaller percentage of those who had 16 years or more of service implies that the consideration of the copier views of high level of experience is not adequately covered, and thus, it can influence the conclusion of overall preparedness rates. This distribution identifies the possibility of professional tenure to affect teacher confidence, strategies, and effectiveness to prevent and intervene in the crisis in inclusive classrooms.

Studies have indicated that the number of years a teacher has spent in professional practice has a considerable influence on their overall competence, confidence, and willingness to cope effectively with complex classroom situations, including crisis events. According to Adigun et al. (2022), practical wisdom, adaptive strategies, and the ability to anticipate potential challenges are cultivated through accumulated experience, as teachers are exposed to a variety of student behaviors, learning needs, and unexpected classroom scenarios over time. Early-career teachers, while often well-versed in the latest pedagogical theories and formal training programs, may initially rely more heavily on structured guidance and prescribed approaches, which can limit their flexibility in dynamic or unpredictable situations. In contrast, teachers with extensive experience are better equipped to implement timely interventions, make context-sensitive decisions, and respond quickly to crises, drawing on an intuitive understanding developed through repeated exposure to diverse classroom challenges.

This experiential knowledge allows them to blend technical competence with emotional intelligence, effectively balancing instructional goals with the needs of students in distressing or high-pressure circumstances. Teachers are able to recognize early signs of emotional or behavioral challenges, implement preventive strategies, and respond to crises with calm and informed decision-making. These findings reinforce the interpretation of the current data, suggesting that teachers' readiness to engage in crisis prevention and intervention is closely linked to their professional tenure, with both novice and veteran educators contributing unique strengths. Novice teachers bring fresh knowledge of contemporary teaching methods, innovative approaches to student engagement, and familiarity with current inclusive education frameworks, which can inspire creative problem-solving in crisis situations. Conversely, experienced teachers offer refined judgment, practical insight from past incidents, and a heightened capacity for situational adaptability, allowing them to anticipate complications and implement timely interventions.

EXTENT TEACHERS ARE PREPARED IN PREVENTING CRISES IN INCLUSIVE CLASSROOMS

This section presented the extent teachers are ready in crisis prevention on inclusive classrooms.

Table 7. Extent Teachers are prepared in Preventing Crises In Inclusive Classrooms

S/N	Indicators	Mean	SD	VD
1	I understand school policies and guidelines on crisis prevention in inclusive settings.	3.23	0.43	MPrep
2	I can identify early warning signs of potential behavioral crises among learners with diverse needs.	3.13	0.51	MPrep
3	I integrate preventive strategies into my classroom management plan to avoid behavioral crises.	3.20	0.41	MPrep

4	I establish clear classroom rules and routines to minimize triggers of disruptive behavior.	3.23	0.43	MPrep
5	I design lessons that promote positive behavior and emotional regulation among students.	3.20	0.41	MPrep
6	I collaborate with parents and colleagues to address potential behavioral concerns before they escalate.	3.10	0.31	MPrep
7	I maintain open communication with learners to promote trust and prevent conflicts.	3.13	0.35	MPrep
8	I adapt instructional materials and classroom setup to accommodate students' behavioral and emotional needs.	3.13	0.35	MPrep
9	I am confident in implementing proactive interventions that reduce the likelihood of classroom crises.	3.20	0.41	MPrep
10	I regularly reflect on my teaching strategies to identify areas for improvement in crisis prevention.	3.17	0.38	MPrep
	Overall	3.17	0.40	Mprep

Legend: 3.25-4.00 Very Prepared (VPrep); 2.50-3.24 Moderately Prepared (MPrep); 1.75-2.49 Slightly Prepared (SPrep); 1.00-1.74 Not Prepared (NPrep)

Empirical results above reveal that teachers are *Moderately Prepared* (MPrep) across the board for preventing crises in inclusive classrooms, with an overall mean score of $\bar{x}=3.17$, placing it just within the MPrep range (2.50–3.24). A key finding is the complete uniformity of scores: all ten preventative indicators achieved an MPrep rating, signaling a consistent, yet not fully confident, level of readiness. The highest scores ($\bar{x}=3.23$) are associated with understanding school policies and establishing clear classroom rules, suggesting these formalized aspects provide the most certainty. Conversely, the lowest score, $\bar{x}=3.10$, pertains to collaboration with parents and colleagues, suggesting that preparedness related to external communication and shared responsibility is the weakest link in the preventative chain. This general moderate status suggests current training is foundational but requires enhancement to elevate teachers to a *Very Prepared* level.

A closer look at the cluster of MPrep scores discloses specific areas where personal practice and collaborative strategies fall just short of robust confidence. The pervasive *Moderately Prepared* status across all indicators highlights that while teachers possess the foundational knowledge and skills for crisis prevention, their confidence in practical application and strategic integration is limited. The highest scores, $\bar{x}=3.23$, for policy understanding and establishing clear rules and routines, indicate that teachers feel most secure when relying on fixed, established structures—those defined by the administration or easily implemented within their direct control. However, scores remain tightly grouped between $\bar{x}=3.10$ and $\bar{x}=3.23$ for core instructional and behavioral practices, such as identifying early warning signs ($\bar{x}=3.13$), designing positive lessons ($\bar{x}=3.20$), and implementing proactive interventions ($\bar{x}=3.20$). This suggests that the current level of preparedness is sufficient for routine classroom management, but may lack the depth, adaptability, or high level of confidence needed to effectively address the complex and varied needs of diverse learners in challenging or novel preventative scenarios.

Analyzing the lower-scoring items provides a clear mandate for professional development, particularly in areas demanding external interaction and reflective practice. The lowest-scoring items underscore a significant area for potential improvement centered on external collaboration and advanced behavioral intervention. The lowest mean score, $\bar{x}=3.10$, for 'collaboration with parents and colleagues to address potential behavioral concerns,' clearly indicates that teachers feel least prepared in extending their preventative efforts beyond the classroom walls. This lack of confidence in engaging external stakeholders—an essential component of inclusive practice—suggests a need for targeted training in effective parent communication and team-based problem-solving. Furthermore, while the score for regularly reflecting on teaching strategies ($\bar{x}=3.17$) is moderate, elevating this self-critical practice could bridge the gap between perceived preparedness and mastery. Systematic professional learning focusing on complex case studies and simulated collaborative meetings could

effectively raise all preventative measures from a competent moderate level to the desired high-confidence *Very Prepared* threshold.

The empirical findings, which show that teachers are moderately prepared (MPrep) in crisis prevention within inclusive classrooms, align with previous studies that have highlighted the central role of both professional training and field experience in shaping teachers' crisis-prevention skills. According to Ahmed et al. (2022), structured professional development programs and hands-on teaching experience are crucial for equipping teachers with the knowledge, confidence, and practical strategies required to anticipate and respond to crises effectively, particularly in inclusive settings. Teachers demonstrate the highest confidence when applying structured interventions, such as learning school policies, establishing clear classroom rules, and adhering to procedural frameworks, which corresponds to the highest scores found in the current study ($M = 3.23$). However, lower scores in areas such as collaboration with parents and colleagues reflect a common challenge noted in inclusive education contexts. Chatzipanagiotou and Katsarou (2023) emphasize that effective inclusive practices depend on functional team dynamics and productive engagement with all stakeholders, skills that are often underdeveloped in teachers who lack specialized professional training. Additionally, reflective practice and proactive intervention planning are recognized as essential components for predicting and preventing behavioral crises. While the moderately high scores observed in these areas ($M = 3.17, 3.20$) suggest that teachers possess foundational knowledge, they are still not sufficiently confident to implement more complex, adaptive strategies. Collectively, these findings indicate that moderate preparedness represents a minimum threshold of competence in preventive activities,

EXTENT OF TEACHERS PREPAREDNESS IN INTERVENING CRISES IN INCLUSIVE CLASSROOMS

This section of the study displayed the variable of extent to which teachers are prepared in intervening crises in inclusive classrooms is a critical focus of this study.

Table 8. Extent Teachers are prepared in Intervening Crises in Inclusive Classrooms

S/N	Indicators	Mean	SD	VD
1	I can apply appropriate de-escalation techniques when a student displays aggressive behavior.	3.07	0.45	MPrep
2	I know the proper procedures to ensure safety during a behavioral crisis.	3.27	0.45	VPrep
3	I can maintain emotional control and composure while managing crises.	3.10	0.55	MPrep
4	I am capable of making quick and sound decisions to protect all students during an incident.	3.17	0.38	MPrep
5	I am familiar with my school's crisis intervention and reporting protocols.	3.60	0.50	VPrep
6	I can provide immediate support to students who experience emotional distress during a crisis.	3.27	0.45	VPrep
7	I coordinate with guidance counselors or special education teachers during crisis situations.	3.17	0.38	MPrep
8	I can document and communicate crisis incidents accurately and confidentially.	3.23	0.43	MPrep
9	I am prepared to conduct post-crisis reflection and follow-up interventions.	3.13	0.35	MPrep
10	I am aware of available support systems that assist teachers after crisis incidents.	3.13	0.51	MPrep
	Overall	3.21	0.46	MPrep

Legend: 3.25-4.00 Very Prepared (VPrep); 2.50-3.24 Moderately Prepared (MPrep); 1.75-2.49 Slightly Prepared (SPrep); 1.00-1.74 Not Prepared (NPrep)

The data regarding teacher preparedness in intervening in crises shows an overall *Moderately Prepared* (MPrep) status, with a mean score of $\bar{x}=3.21$, placing it marginally below the threshold for Very Preparedness. Preparation for crisis intervention is mixed, with three indicators achieving a *Very Prepared* (VPrep) rating, while the majority (seven) fall into the MPrep category. The highest mean score is $\bar{x}=3.60$ (VPrep), associated with familiarity with school's crisis intervention and reporting protocols, highlighting a strength in knowledge of formal procedures. Conversely, the lowest score, $\bar{x}=3.07$ (MPrep), relates to the application of de-escalation techniques, suggesting a need for practical skill refinement. This variance indicates institutional knowledge is high, but the confidence in crucial, on-the-spot behavioral management remains moderate.

Moving beyond the overall moderate standing, the specific indicators rated VPrep point toward the core knowledge elements that underpin current teacher confidence. The *Very Prepared* scores are confined to three critical areas: knowing proper safety procedures ($\bar{x}=3.27$), familiarity with protocols ($\bar{x}=3.60$), and providing immediate support for emotional distress ($\bar{x}=3.27$). These high ratings confirm that teachers feel confident in the foundational steps of crisis response: understanding the rules, knowing how to keep everyone safe, and addressing the immediate emotional aftermath. The prominence of familiarity with formal protocols ($\bar{x}=3.60$) suggests that administrative training and documentation are effective means of knowledge transfer. However, the confidence is focused on procedural steps rather than high-level technical skills, indicating that while teachers know *what* to do and *what* the rules are, the self-rated capability for complex, non-procedural response is not yet at a master level. This suggests a functional, but not expert, readiness for intervention.

The widespread *Moderately Prepared* status across the other seven indicators highlights persistent challenges in the highly sensitive, practical, and collaborative aspects of crisis response. The numerous MPrep scores reveal critical areas requiring enhancement, particularly in real-time, psychological, and collaborative response skills. Key areas, such as applying de-escalation techniques ($\bar{x}=3.07$), maintaining emotional control ($\bar{x}=3.10$), and coordinating with specialized staff ($\bar{x}=3.17$), all registered as MPrep. This implies that while teachers know the protocols, they feel less assured in the difficult, high-stakes moment of a behavioral crisis that requires specialized communication, high emotional regulation, and rapid decision-making. Furthermore, lower scores for post-crisis reflection ($\bar{x}=3.13$) and awareness of teacher support systems ($\bar{x}=3.13$) reveal a need for strengthening the systematic, long-term support infrastructure. Targeted, practical simulation training in de-escalation and improved post-incident teacher support resources are essential to elevate preparedness across these critical intervention domains.

The results, which indicate that teachers are moderately prepared (MPrep) in crisis intervention, align with previous studies that have distinguished between procedural knowledge and practical crisis-management abilities. According to Rad et al. (2022), familiarity with structured school procedures and immediate emotional support significantly enhances teachers' confidence in handling crisis situations, as clear-cut guidelines and well-established routines provide a reliable framework for action. This is reflected in the higher scores observed for procedural preparedness in the current study. Conversely, lower scores in areas such as the use of de-escalation strategies, emotional regulation, and collaboration with specialized personnel are consistent with the findings of Onyishi and Sefotho (2021), who emphasize that effective behavioral management in inclusive classrooms requires skills that extend beyond formal knowledge and procedural adherence. Comprehensive crisis intervention also relies on technical policies, collaborative problem-solving, and coordinated responses among staff members, which explains why teachers evaluated themselves lower in aspects demanding immediate action and cooperation. Taken together, these studies suggest that while teachers possess foundational knowledge and a procedural understanding of crisis intervention, their confidence and competence in applying these skills in high-stakes, dynamic situations remain moderate. This underscores the need for targeted frontline professional development, including training in de-escalation techniques, emotional regulation, and collaborative crisis response, to enhance teacher preparedness and elevate their capacity to a Very Prepared level in inclusive classroom settings.

TEST OF SIGNIFICANCE ON THE RELATIONSHIP BETWEEN THE EXTENT OF PREPAREDNESS IN CRISIS PREVENTION AND THE EXTENT OF PREPAREDNESS IN CRISIS INTERVENTION AMONG TEACHERS

The examination of the relationship between teachers' preparedness in crisis prevention and their preparedness in crisis intervention is the key area of this study as it has given an opportunity to see the quality of competence of proactive measures and how they relate to competence in reactive measures.

Table 9. Correlative Probe between the Extent of Preparedness and Preparedness in Crisis Intervention among Teachers

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Extent of preparedness in crisis prevention and the extent of Preparedness in crisis intervention Among teachers	0.365	Weak	0.047	Reject H _o	Significant

*Significant at $p < 0.05$ (two-tailed)

For this table, the empirical investigation shows the relationship between teacher preparedness in crisis prevention and their preparedness in crisis intervention. The statistical computation yielded a correlation coefficient (r) of 0.365, which is classified as a weak positive correlation. Crucially, the p -value of 0.047 is less than the conventional significance level of 0.05, leading to the rejection of the null hypothesis (H_0). This indicates a statistically significant, though marginal, linear relationship: as a teacher's perceived readiness to prevent crises increases, their readiness to intervene during crises also tends to increase. This weak significance implies a subtle overlap in the foundational knowledge required for both proactive and reactive crisis management.

While statistically significant, the weak nature of this correlation has profound practical implications for pedagogical practice and teacher training efficacy. The significant yet weak correlation ($r = 0.365$) suggests that while prevention and intervention preparedness are formally related, they are far from being interchangeable competencies. The results confirm that the complex, high-pressure skills needed for effective crisis intervention—such as applying immediate de-escalation techniques, maintaining emotional control, and making quick decisions—are not automatically developed through training focused solely on prevention activities like establishing classroom routines or designing proactive lessons. Therefore, effective professional development cannot rely on osmosis; it must specifically target and practice the distinct behavioral and psychological demands of crisis response.

The separation between these competencies necessitates a careful, differentiated approach to both assessing and building teacher capacity in crisis management. Given the weak but real link, school administrators should design two targeted streams of professional development to achieve holistic preparedness. The first stream must focus on prevention, reinforcing strategic skills like positive behavioral support systems (PBSS) and curriculum adaptation for emotional regulation. The second, equally vital stream must be dedicated entirely to intervention, utilizing high-fidelity crisis simulations and scenario-based training to build confidence in reactive skills. This differentiated approach ensures that teachers not only possess the foundational knowledge shared by the two variables but also develop the specific technical expertise required for managing acute, high-risk situations. Improving both competencies will contribute to a more comprehensive and resilient safety framework for inclusive classrooms.

This finding, the statistically significant and weak positive correlation between teachers' preparedness in crisis prevention and intervention ($r = 0.365$, $p = 0.047$), is in line with previous research that argues that, although proactive and reactive competencies are connected skill sets, they are distinct. According to Ng et al. (2021), crisis prevention concerns organized planning, management in the classroom, and foresight, and crisis intervention needs decision-making,

emotional control, and problem-solving in real-time. In the same manner, Cerna et al. (2021) highlight that procedural knowledge in prevention does not necessarily result in confidence or proficiency in high-pressure and real-time intervention situations. These results are supported by the weak correlation in the present study, which indicates that the willingness of teachers to prevent crises can only offer a weak predictive ease of teachers to intervene effectively. In turn, prevention and intervention represent two distinct areas, although they need to be discussed in terms of professional development programs as complementary but two distinct areas, which integrate basic knowledge with scenario-based, experiential training to create comprehensive crisis-management capacity in inclusive classrooms.

Chapter 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the overall summary, conclusions, and actionable recommendations of the study based on the analysis of data regarding teachers' preparedness in preventing and intervening in crises in inclusive classrooms. It synthesizes the key findings from the previous chapter, linking the demographic characteristics of the respondents, their extent of readiness in proactive and reactive crisis management, and the observed relationships between these competencies. The chapter aims to provide evidence-based insights that can guide school administrators, policymakers, and teacher-training programs in enhancing teacher capacity, improving classroom safety, and fostering inclusive educational environments that are both supportive and well-prepared to handle diverse student needs and potential crises.

SUMMARY

This study aimed to examine the preparedness of teachers in crisis prevention and intervention in inclusive classrooms at Tabok Elementary School I in Cebu during the school year 2025–2026, serving as the basis for the formulation of an Action Plan. The demographic profile of the respondents—including age, gender, educational attainment, teaching position, and years of teaching experience—was collected to provide context for interpreting the results.

Data were gathered through a survey questionnaire assessing teachers' preparedness in preventing crises and intervening during behavioral crises in inclusive classrooms. The extent of preparedness in both crisis prevention and intervention was analyzed using frequency counts, percentages, and weighted means, while the relationship between these two dimensions was examined using Pearson r to determine statistical significance. The findings highlighted areas where teachers demonstrated the lowest preparedness, particularly in maintaining open communication with learners and awareness of available support systems, which formed the basis for targeted strategies in the Action Plan to strengthen crisis management in inclusive classrooms at Tabok Elementary School I.

FINDINGS

Most of the respondents are relatively young female teachers. Some hold a Bachelor's degree, while others have pursued Master's level or Doctoral units. The respondents occupy various teaching positions, including Teacher I, Teacher II, Teacher III, and Master Teacher. Regarding teaching experience, respondents range from those with few years of experience to those with extensive tenure.

The level of teacher readiness regarding avoiding crises in inclusive classrooms was generally moderate. Teachers' strongest areas were knowledge of school policies and the ability to establish classroom rules, while cooperation with parents and colleagues was identified as a weaker area. Similarly, the level of preparedness for intervening in crises was moderate. Teachers demonstrated higher preparedness in following school protocols and providing immediate emotional support, and moderate preparedness in implementing de-escalation strategies, maintaining emotional control, and utilizing specialized personnel.

The correlation test between preparedness in crisis prevention and crisis intervention showed a weak positive association that was statistically significant. This suggests that teachers who are more prepared in preventing crises tend to have slightly higher preparedness in intervening during crises,

although the relationship is weak. This indicates that crisis prevention and crisis intervention are related but distinct competencies.

CONCLUSION

In conclusion, teachers at Tabok Elementary School I are mostly young to mid-career female educators with balanced educational attainment and varying teaching experience, primarily occupying Teacher II and III positions. They are moderately prepared in preventing crises, with strengths in understanding school policies and establishing classroom rules, and in intervening during crises, with strengths in following protocols and providing emotional support. Weaknesses remain in collaboration with parents and colleagues, de-escalation strategies, and use of specialized personnel. The weak but significant positive correlation between crisis prevention and intervention suggests these are related yet distinct competencies

RECOMMENDATION

It is recommended that Tabok Elementary School I in Mandaue City Division shall adopt and implement the Action Plan as a strategic measure to enhance teachers' preparedness in crisis prevention and intervention within inclusive classrooms. The Action Plan should be used to guide targeted training on communication skills, de-escalation strategies, and collaboration with parents and colleagues.

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