



ABSTRACT

Title of the Research: **BARRIERS LIMITING SMOOTH TRANSITION FROM SPED TOWARDS INCLUSION: AN INPUT TO AN ENHANCEMENT PROGRAM**
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The purpose of this study was to determine the barriers that limit smooth transition from SPED towards Inclusion and to develop an enhancement program for the Inclusive Education Plan of the Division of Cavite City. There were 118 respondents which consisted of 4 school administrators, 16 SPED teachers, 15 receiving teachers, 45 parents, and 38 students from four schools with SPED Centers in the Division of Cavite City. Data Collection method included the administration of survey and conducting focus group discussion to all the respondents except for school administrators who underwent interviews. The instrument used was a survey questionnaire adapted from Quality Indicators for Effective Inclusive Education Guidebook and Index for Inclusion. Findings of the study showed that SPED Centers in Cavite City have readiness levels 2 to 3 which mean adequate to full evidences of readiness in implementing Inclusive Education. However, specific barriers with regards to organizational, knowledge, and attitudes domains were noted such as insufficient funds, inappropriate newly constructed buildings, lack of parental involvement in planning, receiving teachers' inadequate skills for



teaching and student assessment and also lack of collaborative practices for stakeholders in IE. To overcome these barriers, an enhancement program was proposed.

