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# Playing to Teach: SPED Teachers' Experiences in Using Physical and Traditional Games in Teaching Learners with Special Needs

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**Abstract**

**Background and Aim:** Game-based learning has emerged as a promising pedagogical approach in special education, yet existing research has largely examined strategies, challenges, coping mechanisms, and support systems as separate lines of inquiry rather than as an interconnected process, particularly within the Philippine SPED context. This study explored the lived experiences of SPED teachers in using physical and traditional games to teach learners with special needs, examining how their strategies, challenges, coping mechanisms, and support systems interrelate in practice.

**Materials and Methods:** Using a qualitative case study design, this research employed in-depth semi-structured interviews with five SPED teachers from selected schools in District 6, Oroquieta City Division, Philippines. Purposive sampling was used to select participants who had at least one year of experience in special education and actively used game-based instruction, with the sample size guided by the principle of information power and confirmed through the attainment of thematic saturation. Data were analyzed using thematic analysis following Braun and Clarke's six-phase framework.

**Results:** Four major themes emerged from the analysis: (1) adaptive game implementation strategies, including game modification, multisensory engagement, and differentiated instruction; (2) multifaceted challenges encompassing training gaps, resource constraints, and accessibility barriers; (3) coping mechanisms such as collaborative problem-solving, creative resource utilization, and pedagogical flexibility; and (4) support systems involving peer collaboration, family partnerships, and limited institutional backing. Teachers demonstrated resourcefulness in adapting games to learners' needs, as they described it, despite significant systemic barriers.

**Conclusion:** SPED teachers in this study employed creative and adaptive strategies to implement physical and traditional games, transforming limited resources into meaningful learning experiences within their specific classroom contexts. However, persistent challenges in training, resources, and institutional support highlight the need for systematic professional development and structured support systems. The study underscores the importance of collaborative partnerships and teacher resilience in sustaining game-based instruction in special education contexts.

**Keywords:** Game-based Learning; Special Education; Physical Games; Traditional Games; Teacher Experiences



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## Introduction

Game-based learning has gained recognition as an effective pedagogical approach in special education, offering engaging and interactive methods to support learners with diverse disabilities (Adipat et al., 2021; Tlili et al., 2022). Physical and traditional games, in particular, provide unique opportunities for developing motor skills, social interaction, and cognitive abilities among learners with special needs (Kou et al., 2024). Research indicates that sports games significantly improve sociability and communication in individuals with autism, while physical education programs yield substantial gains in manual dexterity and balance for children with various disabilities (Chiva-Bartoll et al., 2021; Kou et al., 2024).

In the Philippine context, special education faces unique challenges, including limited resources, inadequate teacher training, and diverse learner needs within a single classroom (Toquero, 2021). The Filipino concept of "sana all"—"hope everyone experiences that"—encapsulates the aspiration for universal access to education, particularly for people with special educational needs and disabilities (Toquero, 2021). Despite these challenges, SPED teachers demonstrate remarkable resilience and creativity in implementing instructional strategies that address their learners' needs (Raguindin et al., 2021).

Physical and traditional games offer distinct benefits for learners with special needs, spanning social, motor, cognitive, and motivational domains (Adeyele, 2024; Chang et al., 2025). Sports games rank among the most effective physical interventions for autism, with large effect sizes for sociability and communication outcomes (Kou et al., 2024). Moreover, exergaming studies demonstrate positive effects on energy expenditure and daily physical activity, while game-based environments enhance enjoyment, engagement, motivation, creativity, and social interaction (Temlali et al., 2024; Topping et al., 2022).

However, teachers face significant barriers in implementing game-based learning in special education. Inadequate teacher preparation in both ICT skills and game-based pedagogy, insufficient training, and limited knowledge of how to integrate games into teaching are major obstacles (Kaimara et al., 2021; Fernández-Batanero et al., 2022). Pre-service teachers identify lack of ICT training, insufficient technical equipment, and lack of support from school administrations as major barriers to GBL implementation (Kaimara et al., 2021). Financial constraints, time limitations, and curriculum fit issues further complicate implementation (Kaimara, 2026; Groves et al., 2022).

In the Oroquieta City Division, particularly in District 6, SPED programs operate within the broader context of the Philippine educational system's challenges. Teachers in this district manage learners with diverse special needs while navigating resource constraints and limited professional development opportunities. Existing research on game-based learning in special education has established, largely through international studies, a substantial body of knowledge on the strategies teachers use, the barriers they encounter, and the coping and support mechanisms they draw on (Kaimara et al., 2021; Tlili et al., 2022; Villalba et al., 2025). However, these dimensions have typically been examined as separate findings, often across different studies, populations, and educational systems, rather than as interrelated components of a single teacher's ongoing experience. Moreover, few studies have examined how these dynamics unfold specifically within the Philippine SPED context, where resource constraints and institutional conditions differ markedly from those in the settings where much of the existing literature originates. This study addresses both gaps by examining how strategies, challenges, coping mechanisms, and support systems interconnect within the lived experience of SPED teachers in a single, resource-constrained Philippine district, offering a more integrated account of how these dimensions shape one another in practice rather than treating them as isolated outcomes.

This study, therefore, sought to describe the experiences of SPED teachers in using physical and traditional games in teaching learners with special needs within selected schools in District 6, Oroquieta City Division. It aimed to identify the strategies they employ, the challenges they encounter, their coping mechanisms, and the support systems they rely on. The findings were intended to inform policies and programs that strengthen teacher capacity and support game-based instruction in special education contexts.



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**Research Questions**

This study explored the experience of SPED teachers in using physical and traditional games in teaching learners with special needs. It was conducted in the school year 2025 – 2026. This study will answer the central question, *"How do SPED teachers describe their experiences in using physical and traditional games in teaching learners with special needs?"*

Specifically, it answers the following questions.

What strategies do SPED teachers use in implementing physical and traditional games in their special needs education classes?

What challenges do SPED teachers encounter in using physical and traditional games in teaching learners with special needs?

What coping mechanisms do SPED teachers employ to address the challenges they encounter in implementing game-based instruction?

What support systems do SPED teachers rely on in implementing physical and traditional games in their classrooms?

**Literature Review**

Game-based learning encompasses several overlapping modalities, including serious games designed for both entertainment and learning, and gamification, which applies game design elements to non-game contexts (Xu et al., 2023; Khaldi et al., 2023). In special education, GBL is applied as an effective technique to support learners with disabilities, promoting social participation, independence, and targeted skill development (Tlili et al., 2022).

Research has validated GBL as an effective educational technique for learners with a range of disabilities, including intellectual disabilities, autism, and specific learning difficulties such as dyslexia and dyscalculia (Tlili et al., 2022; Yildirim & Surer, 2021). Seven main GBL approaches have been identified across educational settings: memory games, simulation games, interactives, quiz games, puzzles, strategy games, and reality testing games (Dahalan et al., 2023). Key design principles for effective digital GBL environments include interactivity, immersiveness, adaptive problem solving, feedback, and freedom of exploration (Kucher, 2021).

Physical and traditional games provide distinct benefits for learners with special needs, spanning social, motor, cognitive, and motivational domains (Adeyele, 2024; Chang et al., 2025). Sports games significantly improve sociability and communication in individuals with autism across numerous studies (Kou et al., 2024). Physical education programs produce significant gains in manual dexterity and balance in children with autism, alongside increased moderate physical activity (Chiva-Bartoll et al., 2021).

Exergames improve motor competence, self-concept, and motivation in adolescents with cerebral palsy and developmental coordination disorder (Temlali et al., 2024). Simulation games enhance social interaction and problem-solving by providing safe, interactive environments for experiential learning (Adeyele, 2024). Additionally, multisensory engagement from games reduces anxiety and improves attention in learners with intellectual disabilities (Chang et al., 2025).

Role-playing games offer a safe space for autistic youth to practice social interactions, associated with improved friendships and emotional well-being (Walsh et al., 2025). Game-based learning environments enhance enjoyment, engagement, motivation, creativity, and social interaction (Topping et al., 2022).

Teachers implementing game-based learning in special education employ a multi-phase process spanning collaborative design, learner recruitment, baseline establishment, instruction, and evaluation (Tlili et al., 2022). Teachers utilize adaptive scaffolding to optimize cognitive load and tailor game-based learning to individual student needs (Faber et al., 2024). Sequential scaffolding, such as providing step-by-step learning aids, supports knowledge acquisition without significantly increasing cognitive load (Von Kotzebue et al., 2022).

A core implementation strategy involves collaborating with therapists, professionals, and teachers to design game-based learning applications tailored for learners with disabilities (Tlili et al., 2022). Teachers use action research cycles involving planning, observing, acting, and re-planning to



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adapt and integrate accessible games into the classroom (Villalba et al., 2025). For students with specific impairments, teachers redesign lesson plans and rearrange classroom layouts to foster inclusion when introducing task-based games (Villalba et al., 2025).

Teachers employ specific in-game strategies to target distinct skill domains: for math and reading development, teachers implement sequencing, matching, computation, and quiz strategies; for motor skills and cooperation, they utilize group work and social interactional learning; for training executive functions, they apply learning-by-doing approaches and integrate real-world settings (Tlili et al., 2022).

Teachers face significant obstacles in implementing game-based learning in special education. A primary challenge is inadequate teacher preparation in both ICT skills and game-based pedagogy (Kaimara et al., 2021; Fernández-Batanero et al., 2022). Pre-service teachers identify lack of ICT training and limited knowledge of how to integrate digital games into teaching as major barriers (Kaimara et al., 2021). Teachers report lacking the expertise to create their own educational game resources, which hampers their ability to implement inclusive game-based pedagogy (Kaimara, 2026).

Resource and infrastructure constraints present substantial challenges, including inefficient allocation of funds for equipment, software, and training; lack of computers, technical assistance, and stable internet; insufficient time to develop games or fit them into the curriculum; and negative policymaker attitudes and rigid curriculum frameworks (Kaimara et al., 2021; Kaimara, 2026). Teachers encounter difficulties adapting games for students with particular types of learning needs, as the complexity of game contingencies may make application difficult for some students (Groves et al., 2022).

Particular physical disabilities, such as blindness or deafness, require further adaptation of game procedures, which teachers may view as cumbersome (Groves et al., 2022). The wide range of different disabilities encompassed by the term "special needs" represents an enormous multidisciplinary challenge for educators seeking appropriate game-based interventions (Gallud et al., 2023).

Despite these challenges, teachers employ various coping mechanisms to sustain game-based instruction. Collaborative design with therapists, professionals, and teachers in designing game-based applications is a consistent implementation procedure across successful interventions (Tlili et al., 2022). The community component of these interventions extends beyond teachers to include special education professionals, parents, families, and game designers (Tlili et al., 2022).

Professional development mechanisms, including workshop-plus-lesson-study interventions, have produced significant increases in autonomy-supportive teaching behavior and structural support (Borghouts et al., 2023). The Technological Pedagogical and Content Knowledge (TPACK) framework provides a theoretical foundation for teacher training, emphasizing the dynamic association between content, pedagogy, and technology knowledge (Kaimara et al., 2021).

Practical coping tools, such as step-by-step implementation guides, reduce the time and resource burden on teachers by providing structured steps for introducing game-based activities (Fernández-Raga et al., 2023). Cost-effective resource utilization leverages easy-to-use and inexpensive devices that teachers and students already own to overcome equipment barriers (Kaimara et al., 2021). Cultural sensitivity frameworks ensure GBL programs respect cultural values and use universal game mechanics appropriate for diverse participants (Fernández-Raga et al., 2023).

In the Philippines, special education programs are implemented within the framework of inclusive education, which aims to create access for all students to participate in educational and social opportunities regardless of their conditions (Toquero, 2021). The Department of Education (DepEd) oversees SPED programs through its Special Education Division, which provides policy guidance and support for learners with disabilities.

The Oroquieta City Division, particularly District 6, operates within this national framework. Teachers in this district manage multiple disabilities, including hearing impairment, visual impairment, autism, and intellectual disability, within their classrooms (Toquero, 2021). As of recent data, there remains a significant shortage of SPED teachers and specialized resources across the country, with many teachers lacking the specialized training needed for effective instruction (Toquero, 2021). These challenges are particularly pronounced in districts like Oroquieta City Division, where resources are limited, and teacher training opportunities are constrained.



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Altogether, this body of literature demonstrates that the strategies, challenges, coping mechanisms, and support systems associated with game-based instruction in special education have each been documented, but largely as discrete findings drawn from different studies, disability populations, and educational systems. Comparatively little work has traced how these dimensions interact within the ongoing, day-to-day experience of a single group of teachers, particularly within the resource-constrained conditions characteristic of Philippine SPED classrooms. This synthesis forms the basis for the conceptual framework presented below.

**Conceptual Framework**

This study was guided by a synthesis of theoretical perspectives that explain how SPED teachers implement, adapt, and sustain game-based instruction in special needs education. Although the Technology Acceptance Model (TAM) was originally developed to explain individuals' adoption of technological tools (Davis, 1989), its core constructs, perceived usefulness and perceived ease of use, have since been extended in educational research to explain teachers' adoption of pedagogical innovations more broadly, including non-technological instructional approaches, insofar as teachers evaluate any new practice by weighing its perceived benefit against its perceived demand on their time, skill, and resources. TAM is therefore applied here not as a model of technology use, but as a heuristic for understanding the initial evaluative judgment teachers make before adopting game-based instruction as a pedagogical strategy. The theoretical framework draws from the Technology Acceptance Model (TAM), which posits that perceived usefulness and perceived ease of use are the primary determinants of an individual's willingness to adopt and implement a given approach or tool (Davis, 1989). It is further grounded in Self-Determination Theory, which emphasizes competence, autonomy, and relatedness as fundamental psychological needs that drive motivation and sustained engagement in one's practice (Deci & Ryan, 1985). While TAM explains the initial decision to adopt game-based instruction, SDT explains what sustains teachers' engagement with it over time: as teachers experience competence in adapting games, autonomy in how they implement them, and relatedness through collaboration with peers and families, their continued motivation to persist despite systemic barriers is reinforced. The two frameworks are thus applied sequentially rather than in parallel, with TAM accounting for adoption and SDT accounting for sustained practice.

The framework conceptualizes teachers' experiences as a dynamic, cyclical process shaped by multiple interconnected factors rather than a single linear pathway. Teachers first assess the usefulness and feasibility of game-based instruction by evaluating its perceived effectiveness and ease of implementation within their classroom context. This initial assessment informs the pedagogical strategies they adopt, which are further shaped by the resources and support systems available to them. As teachers implement these strategies, they inevitably encounter challenges that activate coping mechanisms and resilience-building processes, ultimately determining whether game-based instruction can be sustained over time.

It should be noted that the four broad domains reflected in this framework, namely strategies, challenges, coping mechanisms, and support, were used as sensitizing concepts that informed the scope of the research questions and interview guide, consistent with common practice in theoretically informed qualitative case study research. However, the specific subthemes within each domain (e.g., the particular forms of modification, the specific sources of challenge, the precise coping strategies employed) were not predetermined by the framework and were instead derived inductively from participants' accounts through the thematic analysis process described in the Methodology. The framework thus functioned as an organizing lens for data collection rather than a predictive model whose categories were confirmed by the findings.



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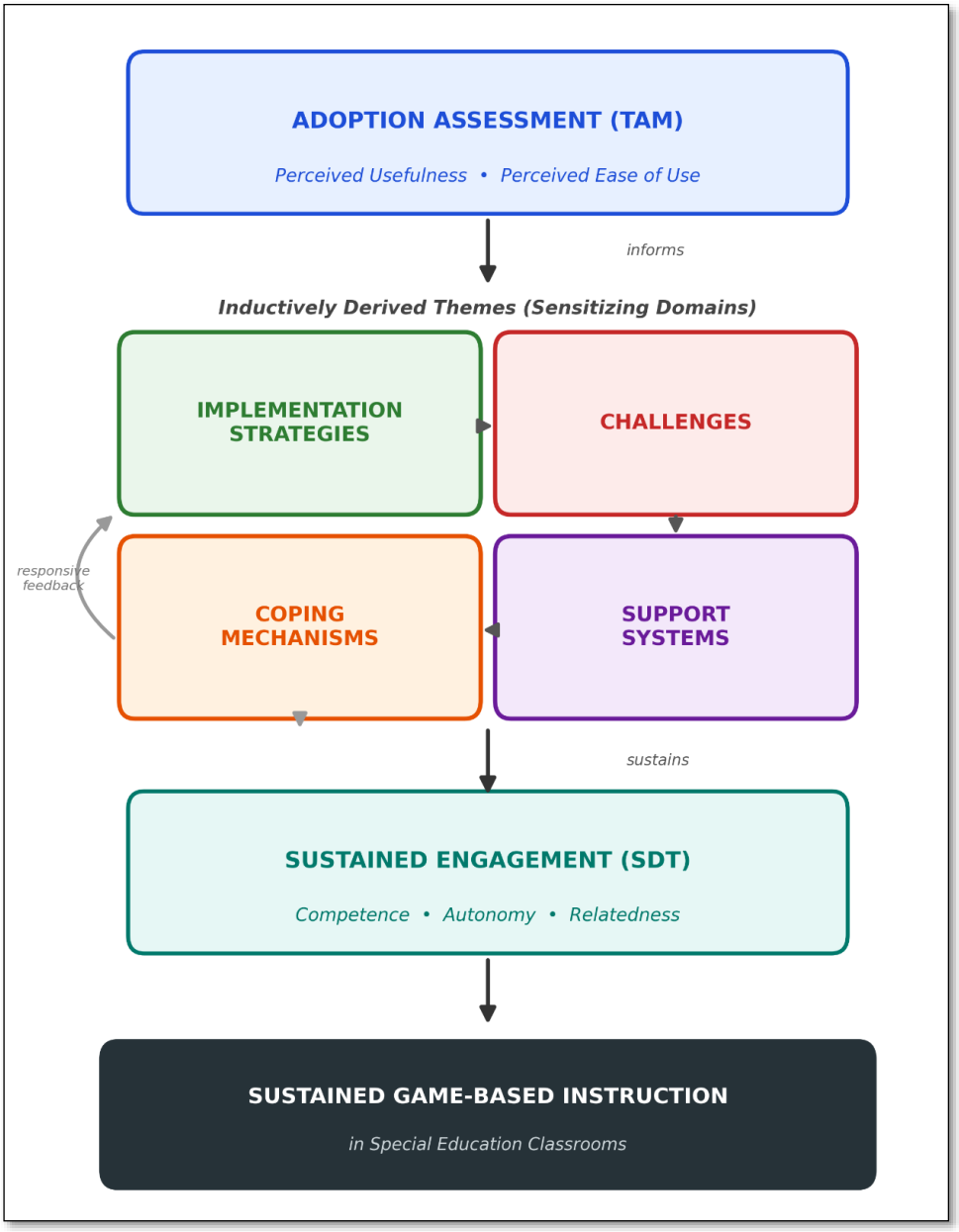



**Figure 1.** Conceptual Framework of SPED Teachers' Game-Based Instruction Experience

## Methodology

### Research Design

This study employed a qualitative case study design, following the framework proposed by Merriam (1998). Specifically, it was designed as a single, collective case study, in which the "case" was bounded as the group of five SPED teachers in District 6, Oroquieta City Division, who actively used physical and traditional games in their instruction during the 2025–2026 school year. This bounding by place, participant group, and time frame allowed the study to be treated as a single unit of analysis while still capturing variation across individual teachers' experiences within it. This design was selected to allow an in-depth and holistic exploration of SPED teachers' experiences in implementing physical and traditional games in their classrooms. The approach enabled the researcher to examine not only the outcomes but also the process, context, and meanings that participants attached to game-based instruction, consistent with the interpretivist orientation of case study research. Consistent with the inductive orientation of this design, the case study approach was used to generate an understanding of



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participants' experiences from the data itself, rather than to test or confirm the conceptual framework presented later in this paper.

**Research Environment**

The study was conducted in selected public schools within District 6 of the Oroquieta City Division, Philippines. This district comprises several elementary and secondary schools offering special education programs catering to learners with diverse disabilities, including intellectual disabilities, autism spectrum disorder, and specific learning difficulties. This research setting was purposively selected because it exhibits conditions common to many Philippine SPED contexts, namely limited institutional resources and heterogeneous learner needs, providing an authentic basis for examining the practical realities of implementing game-based instruction in a resource-constrained environment. Findings from this setting are not claimed to generalize across the Philippine SPED landscape as a whole; rather, they offer an in-depth account of one bounded case whose conditions may resonate with, but are not assumed to represent, other districts facing similar constraints.

**Research Participants**

Five SPED teachers from selected schools within District 6, Oroquieta City Division, participated in the study. Participants were selected through purposive sampling based on the following inclusion criteria: (a) currently serving as a full-time SPED teacher, (b) possessing at least one year of teaching experience in special education, and (c) actively utilizing physical or traditional games as part of instructional practice.

Sample size was guided by Malterud et al.'s (2016) concept of information power, which holds that a sample's adequacy depends on the specificity of the study aim, the specificity of participant characteristics, the quality of dialogue obtained, and the analytic strategy employed, rather than on sample size alone. This study's narrowly defined aim, tightly specified participant criteria, richly detailed dialogue obtained through in-depth semi-structured interviews, and case study analytic approach supported a high level of information power even with a small sample. This is consistent with Merriam's (1998) assertion that small, information-rich samples are appropriate and sufficient for case study research, where the goal is depth of understanding rather than statistical generalizability. Saturation was assessed after all five interviews were completed and transcribed by comparing codes generated across the full set of transcripts; no substantively new codes emerged in the later interviews relative to the earlier ones, supporting the adequacy of the five-participant sample.

Table 1 presents the demographic and professional profiles of the five participant-teachers. Their ages ranged from 29 to 45 years, and their teaching experience ranged from 6 to 20 years, with a minimum of four years specifically in special education, ensuring adequate exposure to SPED instructional contexts. All participants held bachelor's degrees in either special education or elementary education with a SPED specialization, and two had completed graduate-level units in education. Furthermore, all participants had attended multiple SPED-related training programs, reflecting sustained professional development despite limited training opportunities within the district. All participant names presented in subsequent sections are pseudonyms, used to protect participant confidentiality.

**Table 1** *Demographic Profile of Participants*

| Participant Code | Age | Sex | Years of Teaching Experience | Years in SPED | Educational Attainment |
|---|---|---|---|---|---|
| Teacher 1 | 34 | Female | 10 years | 8 | Master of Arts in Education (MAEd), units completed |
| Teacher 2 | 41 | Female | 16 years | 12 | Bachelor of Elementary Education (BEEd), SPED specialization |
| Teacher 3 | 29 | Female | 6 years | 4 | Bachelor of Special Education (BSPEd) |
| Teacher 4 | 45 | Female | 20 years | 15 | Master of Arts in Education (MAEd), major in SPED |
| Teacher 5 | 32 | Female | 8 years | 6 | Bachelor of Elementary Education (BEEd), SPED specialization |



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**Research Instrument**

Consistent with the interpretivist nature of qualitative inquiry, the researcher served as the primary research instrument (Merriam, 1998). Data were collected using a semi-structured interview guide, which was reviewed and validated by three experts, comprising two special education specialists and one qualitative research methodologist, to establish content validity. The guide comprised open-ended questions designed to elicit rich, descriptive accounts of participants' experiences, strategies, challenges, coping mechanisms, and support systems, in direct alignment with the study's research questions.

**Data Gathering Procedure**

Prior to data collection, the researcher secured formal permission from the Schools Division Office of Oroquieta City and from the respective school administrators of the participating schools within District 6. Written informed consent was subsequently obtained from all participants. Before each interview, participants were briefed on the study's objectives, procedures, and potential risks, and were assured of their right to withdraw from the study at any point without penalty. Data collection was conducted during School Year 2025–2026. In-depth, one-on-one interviews lasting approximately 30 to 45 minutes each were conducted primarily in Filipino/Cebuano to allow participants to express their experiences more naturally, and were audio-recorded with participant consent and transcribed verbatim to preserve the accuracy and integrity of participants' accounts. Transcripts were subsequently translated into English for analysis and reporting; back-translation was performed to check for accuracy of meaning during the translation process.

**Data Analysis**

Data were analyzed using the inductive thematic analysis approach appropriate to case study research, following Braun and Clarke's (2006) six-phase framework: (1) familiarization with the data, (2) generation of initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report. This process involved iterative reading of the transcripts, systematic coding of meaningful statements, and progressive categorization of codes into broader themes. Coding was conducted manually by the researcher, with AI-assisted tools used to support the organization and cross-checking of codes; all AI-assisted outputs were reviewed, verified, and finalized by the researcher to ensure analytic judgments remained grounded in the data. The analysis aimed to construct a coherent narrative that integrated individual teacher experiences while identifying patterns and commonalities across the case.

**Ethical Considerations**

This study was conducted in accordance with established ethical standards for research involving human participants. Voluntary and informed consent was obtained from all participants, who were informed of their right to withdraw at any stage without consequence. Participant confidentiality was maintained throughout the research and dissemination process through the use of pseudonyms and secure data storage protocols. The principle of beneficence was upheld by conducting interviews with sensitivity to minimize potential emotional discomfort, particularly given the demanding nature of SPED teaching. The trustworthiness of the findings was established through member checking, whereby both interview transcripts and summarized themes were shared with participants to verify the accuracy and resonance of the researcher's interpretations, researcher reflexivity, and an audit trail of the analytical process, in line with Lincoln and Guba's (1985) criteria for credibility, transferability, dependability, and confirmability.

## Results

**Adaptive Game Implementation Strategies**

The findings reveal that SPED teachers in District 6, Oroquieta City Division, did not passively adopt game-based instruction as a fixed set of activities, but actively reconstructed it to fit the realities of their classrooms. This pattern reflects the assessment stage of the study's conceptual framework: before strategies could be sustained, teachers first had to judge whether a game was *useful* and *feasible* for their specific learners, echoing the perceived usefulness and perceived ease of use constructs central



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to the Technology Acceptance Model (Davis, 1989). What emerged across the data was not a single adaptation technique but a layered, deliberate process spanning four interrelated subcategories.

***Game Modification and Adaptation***. Teachers consistently modified games to accommodate the diverse abilities and needs of their learners, treating standard rules not as fixed structures but as flexible starting points. This willingness to depart from convention suggests that teachers' pedagogical decision-making was learner-centered rather than rule-centered, a distinction that matters in special education, where rigid adherence to standard procedures can inadvertently exclude the very learners the activity is meant to serve.

One participant shared, "*Kinahanglan i-modify ang dula depende sa kakayahan sa mga bata. Kung ang uban dili kaayo makadagan, pasagdan nako sila maglakaw"* [The game needs to be modified depending on the children's abilities. If others cannot run much, I let them walk] (Teacher 2). Another teacher explained, "*Gi-change nako ang rules para mas mo-participate ang tanan. Dili na kinahanglan competitive, ang importante moapil sila"* [I changed the rules so everyone could participate more. It does not need to be competitive; the important thing is that they join] (Teacher 4).

Notably, both participants reframed the *goal* of the game itself, from winning to participating, which suggests a deeper pedagogical philosophy underlying their modifications: inclusion was prioritized over performance. This extended to simplifying game mechanics, reducing the number of players, and adjusting equipment to suit learners' physical abilities. Teachers also paired students who needed extra support with more capable peers, a strategy that does more than compensate for skill gaps; it embeds social scaffolding directly into gameplay, consistent with research showing that collaborative gameplay can be more effective for certain learning outcomes (Von Kotzebue et al., 2022). Taken together, these adaptations indicate that modification was not a one-time adjustment made before the activity began, but an ongoing, responsive practice shaped in real time by observing learners' capabilities.

***Multisensory Engagement***. Beyond modifying rules, teachers deliberately layered multiple sensory channels into their activities, a strategy that speaks to their intuitive understanding of the heterogeneous sensory profiles present in special education classrooms. Rather than designing a single version of a game, teachers designed *multiple entry points* into the same activity.

One participant stated, *"Gamit kaayo ang mga kolor ug musika. Makadani sa ilang attention. Kung naay musika, mo-excite sila"* [Colors and music are very useful. They capture their attention. When there is music, they get excited] (Teacher 3). Another teacher added, *"Gina-apil nako ang paghikap, pagtan-aw, ug paglihok para matagaan nako ang tanan"* [I include touching, seeing, and moving so I can reach everyone] (Teacher 1).

The phrase *"matagaan nako ang tanan"* (so I can reach everyone) is particularly telling: it reflects an implicit application of Universal Design for Learning logic, where multiple means of engagement are offered simultaneously rather than sequentially, even though the teachers had not been formally trained in this framework. This aligns with research indicating that images, sounds, and animation capture attention and engage senses, promoting the learning habits of students with disabilities (Cruz et al., 2021), and supports findings that combining sensory modalities, movement-based games for kinesthetic learners, and visual aids for visual learners allows teachers to address varied learning styles within a single activity rather than designing separate lessons for each (Alotaibi, 2024).

***Differentiated Instruction***. Differentiation emerged as a third, more systematized layer of adaptation, one that moved beyond sensory access toward calibrating cognitive and physical *difficulty* to each learner's readiness level.

One teacher explained*, "Lahi-lahi ang mga bata. Naay uban nga mas lisod, naay uban nga mas sayon. Gina-adjust nako ang difficulty sa dula.* [The children are different. Some need more difficult, some need easier. I adjust the difficulty of the game] (Teacher 5). Another stated, *"Gahatag ko og choices sa mga bata kung gusto nila moparticipate sa usa ka way o sa lain"* [I give choices to the children if they want to participate one way or another] (Teacher 2).

The provision of choice in this second excerpt is worth pausing on: offering learners a say in *how* they participate is not merely an instructional convenience but a mechanism that fosters autonomy, one of the three basic psychological needs identified in Self-Determination Theory (Deci & Ryan,



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1985). Even without naming it as such, teachers appeared to intuit that motivation in learners with special needs is strengthened when choice, not just accommodation, is built into the activity. Differentiation strategies also included offering movement breaks, providing extra time, and adapting activities to different learning styles (Alotaibi, 2024), while some teachers went further still, redesigning lesson plans and rearranging classroom layouts to foster inclusion when introducing games (Villalba et al., 2025), indicating that differentiation in this context extended beyond the game itself into the physical and structural organization of the classroom.

***Collaborative Learning***. The final subcategory reveals that teachers viewed games not only as academic tools but as vehicles for building social relationships among learners, deliberately structuring activities so that success depended on cooperation rather than individual performance.

One participant shared, *"Gina-grupo nako ang mga bata para magtinabangay. Ang mas kusog motabang sa mas huyang"* [I group the children so they help each other. The stronger ones help the weaker ones] (Teacher 1). Another teacher noted, *"Naay dula nga magtinabangay sila para makadaog. Dili individual ang goal"* [There are games where they help each other to win. The goal is not individual] (Teacher 4).

This deliberate restructuring of the "goal" of play, from individual achievement to shared success, illustrates how teachers used games to cultivate relatedness, the third pillar of Self-Determination Theory, alongside academic and motor skill development. This collaborative approach is supported by research showing that group work and social interactional learning are effective strategies for improving motor skills and cooperation among learners with disabilities (Tlili et al., 2022), while collaborative gameplay more broadly has also been shown to enhance engagement and motivation (Von Kotzebue et al., 2022).

Read together, these four subcategories suggest that adaptive implementation was not a set of isolated techniques but an integrated pedagogical stance. Teachers continuously moved between adjusting rules, layering sensory input, calibrating difficulty, and engineering social interdependence, often within a single activity. This pattern suggests that the "strategy" SPED teachers described in interviews was less a fixed lesson plan and more an ongoing, learner-responsive design process, one that closely mirrors the perceived usefulness and ease-of-use judgments theorized in TAM, but grounded entirely in practical classroom experience rather than formal training.

**Multifaceted Challenges**

While teachers demonstrated considerable adaptive skill, this creativity did not emerge in a vacuum; it was, in large part, a direct response to systemic constraints that made game-based instruction difficult to sustain. The four subcategories under this theme reveal that the barriers teachers faced were not isolated inconveniences but interconnected structural gaps spanning preparation, resources, learner diversity, and time.

***Training and Expertise Gaps***. Teachers repeatedly pointed to the absence of formal training as a foundational obstacle, one that left even experienced educators uncertain about how to approach game-based instruction systematically rather than through trial and error.

One participant lamented, *"Wala koy training unsaon pag-implement ug dula sa klase. Naglisod ko unsa nga dula ang angay"* [I have no training on how to implement games in class.] I struggle with what game is appropriate (Teacher 3). Another teacher stated, *"Kinahanglan ko og guidance kung unsa nga klase sa dula ang epektibo sa mga bata nga naay disability"* [I need guidance on what kind of game is effective for children with disabilities] (Teacher 5).

This finding is significant when viewed through the TAM lens: teachers' *perceived ease of use* of game-based instruction was undermined not by the games themselves, but by the absence of structured guidance on implementation, meaning the barrier was procedural rather than attitudinal. This aligns with research indicating that inadequate teacher preparation in both ICT skills and game-based pedagogy is a major barrier (Kaimara et al., 2021), and reflects a broader disconnect between pedagogical expertise and game design that leaves teachers uncertain about effective implementation (Kucher, 2021; Kaimara, 2026).



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***Resource and Infrastructure Constraints***. Material scarcity emerged as a persistent and tangible obstacle, one that directly limited the *scope* of what teachers could attempt, regardless of their creativity or willingness to adapt.

One participant shared, *"Kulang ang mga gamit. Walay igong bola, walay igong lugar para magdula"* [There are not enough materials. Not enough balls, not enough space to play] (Teacher 2). Another teacher explained, *"Daghan kaayo mi og gusto nga himuon pero limitado ang budget. Ang pila ka resources ra ang magamit"* [We have many things we want to do, but the budget is limited. Only a few resources can be used] (Teacher 4).

The tension expressed in the second quote, between aspiration ("daghan kaayo mi og gusto nga himuon," we have many things we want to do) and constraint (limited budget), captures a recurring emotional undertone across the interviews: teachers were not short on ideas, but short on means to execute them. This is consistent with research showing that inefficient allocation of financial resources impedes the supply of up-to-date equipment, educational materials, and professional development (Kaimara et al., 2021), and reinforces findings that cost and material insufficiency remain among the most frequently cited implementation barriers globally, not just locally (Groves et al., 2022).

**Accessibility and Adaptability Barriers**. A more learner-specific challenge concerned the difficulty of designing games flexible enough to accommodate the full range of disabilities represented within a single classroom, a challenge distinct from resource scarcity because no amount of funding alone could resolve it.

One participant noted, "*Ang uban nga bata dili kaayo makasabot sa rules. Kinahanglan i-simplify pa gyud"* [Some children do not understand the rules well. They need to be simplified further] (Teacher 1). Another teacher stated, *"Naay mga bata nga dili makadungog o dili makakita. Kinahanglan nako i-adjust ang dula para nila"* [There are children who cannot hear or see. I need to adjust the game for them] (Teacher 3).

These accounts illustrate that accessibility, in this context, was not a static design feature but a continuously renegotiated challenge, requiring teachers to simultaneously accommodate cognitive, auditory, and visual differences within the same activity. This resonates with research showing that particular physical disabilities, such as blindness or deafness, require further adaptation of game procedures, which teachers may view as cumbersome (Groves et al., 2022), and reflects the broader multidisciplinary challenge that the diversity encompassed by the term "special needs" poses for educators (Gallud et al., 2023).

***Time and Curriculum Constraints***. The final challenge subcategory reveals a structural tension between game-based instruction and the pressures of curriculum coverage, one that positions play-based learning as competing with, rather than complementing, academic requirements.

One participant *explained, "Lisod kaayo i-apil ang dula kay daghan kaayo og lesson nga dapat humanon"* [It is very difficult to include games because there are many lessons to finish] (Teacher 5). Another teacher shared, *"Wala nay oras para magplano og dula. Ang curriculum na lang ang gi-prioritize"* [There is no time to plan games anymore. The curriculum is prioritized instead] (Teacher 2).

This suggests that, within the current system, game-based instruction is implicitly positioned as supplementary rather than integral to SPED pedagogy, forcing teachers into a trade-off between instructional creativity and curricular compliance. These findings align with research identifying rigid curriculum frameworks and insufficient planning time as recurring barriers to game-based learning (Kaimara et al., 2021), reinforcing the earlier point that the disconnect between pedagogical expertise and game design leaves teachers uncertain not only about *how* to implement games, but *when* they can justifiably do so (Kucher, 2021).

Collectively, these four challenge types indicate that barriers to game-based instruction in this context were not merely logistical but systemic, spanning preparation (training), material conditions (resources), learner diversity (accessibility), and institutional structure (time/curriculum). Critically, none of these barriers stemmed from teachers' unwillingness to use games; rather, they reflect gaps between teachers' *perceived usefulness* of game-based instruction and the *institutional conditions* required to sustain it, a gap that sets up the coping mechanisms explored in the next theme as a necessary, rather than optional, response.



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**Coping Mechanisms**

Faced with the constraints outlined above, teachers did not disengage from game-based instruction; instead, they developed active, often self-initiated strategies to sustain their practice. This theme illustrates that coping, in this context, was not a passive endurance of difficulty but a form of applied resilience, one that drew on both individual resourcefulness and relational support.

***Collaborative Problem-Solving***. Teachers turned first to their peers, using informal professional networks to compensate for the guidance that formal training structures failed to provide.

One participant shared, *"Nakig-istorya ko sa akong mga kauban nga SPED teacher. Nangayo ko og advice kung unsaon pag-implement"* [I talked to my fellow SPED teachers. I asked for advice on how to implement] (Teacher 3). Another teacher stated, *"Magtinabangay mi sa mga strategies. Kung unsay effective sa uban, ishare namo"* [We help each other with strategies. If something works for others, we share it] (Teacher 1).

This pattern suggests that peer networks effectively functioned as an informal substitute for the institutional training gap identified in Theme 2; teachers were, in effect, training one another. This is supported by research showing that teachers collaborate with therapists, professionals, and colleagues in designing learning applications (Tlili et al., 2022), and reflects the broader principle that successful special education interventions rely on community structures that extend beyond the individual teacher (Tlili et al., 2022).

***Creative Resource Utilization***. In response to material scarcity, teachers exercised resourcefulness that transformed everyday, non-educational objects into instructional tools, effectively decoupling game-based instruction from dependency on specialized or costly materials.

One participant explained, "*Ginagamit nako ang mga butang nga naa sa palibot. Ang mga kahon, botelya, ug uban pa"* [I use things that are around.] Boxes, bottles, and others] (Teacher 2). Another teacher noted, *"Wala man ko naghulat og gamit. Kung naay makita nga pwede, ako na gamiton"* [I do not wait for materials.] If I see something usable, I will use it] (Teacher 4).

The phrase "*wala man ko naghulat*" (I do not wait) captures an important disposition: rather than treating resource scarcity as a barrier that halted instruction, teachers treated it as a design constraint to be worked around. This aligns with research on cost-effective resource utilization, leveraging inexpensive, readily available materials to overcome equipment barriers (Kaimara et al., 2021), and demonstrates a form of resilience that operationalized scarcity into pedagogical innovation rather than allowing it to stall practice.

***Pedagogical Flexibility***. Beyond resourcefulness with materials, teachers also displayed flexibility in their instructional decision-making itself, treating each activity as provisional and subject to revision based on how learners responded.

One participant shared, *"Kung dili effective ang usa ka dula, mangita dayon ko og lain. Dili ko magpabilin sa usa"* [If one game is not effective, I immediately look for another. I do not stick with one] (Teacher 5). Another teacher stated, *"Kinahanglan flexible ka. Ang mga bata lain-lain og tubag sa dula"* [You need to be flexible. Children respond differently to games] (Teacher 3).

This willingness to abandon and replace strategies mid-course reflects a form of reflective, in-action decision-making rather than fixed lesson delivery. This pedagogical flexibility echoes research showing that teachers use action research cycles- planning, observing, acting, and re-planning- to adapt and integrate accessible games into the classroom (Villalba et al., 2025), reinforcing that flexibility functioned here as both a coping mechanism and an implicit professional methodology.

**Resilience and Persistence**. Underlying all three prior coping strategies was a deeper, more sustained motivational resource: teachers' emotional commitment to their learners' wellbeing, which appeared to anchor their persistence despite systemic difficulty.

One teacher reflected, *"Lisod pero padayon lang. Ang importante ang mga bata nalipay ug nakakat-on"* [It is difficult, but we just continue. What is important is that the children are happy and learning] (Teacher 1). Another stated, "*Dili ko mo-give up kay nakita nako ang kalipay sa mga bata kung magdula"* [I will not give up because I see the joy of the children when they play] (Teacher 2).

Notably, both participants anchored their persistence not in institutional reward or recognition, but in the observed emotional and academic benefit to learners, suggesting that teachers' motivation to



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sustain game-based instruction was primarily intrinsic. This aligns with research showing that teachers shifted toward focusing on student needs despite administrative challenges (Cenedesi et al., 2024), and supports findings that teachers who perceive their own competencies and apply positive coping mechanisms are better able to manage stress in challenging teaching contexts (Mutiah & Ramadhani, 2024). Importantly, resilience in this context did not emerge in isolation; it is understood as a socially mediated process, dependent on support from colleagues and family (Boischevska, 2024), a point that leads directly into the final theme.

Across all four subcategories, coping emerged not as a single strategy but as a layered response system: relational (peer collaboration), material (resourcefulness), instructional (flexibility), and motivational (resilience). What ties these together is that each coping mechanism directly addressed one of the specific challenge types identified in Theme 2, suggesting that teachers' coping was not generic but precisely calibrated to the particular barriers they faced.

**Support Systems**

The final theme reveals the external networks that made teachers' coping mechanisms sustainable over time, moving the analysis from individual resilience to the relational and institutional ecosystem surrounding it.

***Peer Collaboration***. Consistent with Theme 3, peer relationships resurfaced here as the most consistently cited and most trusted source of support, suggesting that informal professional networks functioned as the primary support structure in the near-absence of formal ones.

One participant shared, *"Ang akong mga kauban ang akong sandigan. Nagtinabangay mi sa pagplano ug pag-implement"* [My colleagues are my support. We help each other in planning and implementing] (Teacher 4). Another teacher noted, *"Kung naay problema, sa mga kauban ko moduol. Sila ang nakasabot"* [If there is a problem, I approach my colleagues. They understand] (Teacher 2).

The word "*sandigan*" (support/pillar) used by Teacher 4 carries particular weight; it frames colleagues not merely as helpful contacts but as a foundational source of professional stability. This is consistent with research showing that the community component of successful interventions extends beyond teachers to include colleagues (Tlili et al., 2022), and reinforces findings that peer collaboration provides both emotional support and practical help during periods of instructional disruption (Boischevska, 2024; Fronda, 2024).

***Family Partnerships***. Teachers also extended their support network beyond the school, engaging families as active collaborators in reinforcing game-based learning outside the classroom.

One teacher stated, *"Nakig-istorya ko sa mga ginikanan. Sila ang makatabang nga ma-continue ang dula sa balay"* [I talk to parents. They can help continue the games at home] (Teacher 3). Another participant shared, *"Ang suporta sa pamilya importante kaayo. Nakatabang sila sa pagpalit og gamay nga gamit"* [Family support is very important. They helped buy some small materials] (Teacher 1).

Notably, family involvement served a dual function here: extending learning continuity beyond school hours and supplementing material resources that the school itself could not provide. This aligns with research on the importance of fostering open communication between SPED teachers and caregivers, delivering personalized activities suited to each child (Toquero, 2021). However, it is worth noting that this same body of research also finds that parental engagement remains underutilized despite its potential to reinforce learning outcomes (Tlili et al., 2022), suggesting that while family partnerships were valuable when present, they were not systematically or consistently cultivated across all cases.

***Limited Institutional Support***. In contrast to the strength of peer and family networks, teachers described institutional support as present in principle but insufficient in practice, revealing a gap between administrative intention and administrative capacity.

One participant expressed, *"Naay support pero dili kaayo. Kinahanglan pa gyud namo ipakita nga effective ang dula"* [There is support but not much. We still need to show that the games are effective] (Teacher 5). Another teacher stated, "*Ang administration naay gusto pero kulang sa budget. Ang suporta limitado"* [The administration has interest but lacks budget. Support is limited] (Teacher 4).

The first excerpt is particularly revealing: it suggests that institutional support was implicitly conditional on teachers *proving* the effectiveness of game-based instruction themselves, placing the



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burden of justification on already under-resourced teachers rather than on the institution to proactively invest. This finding resonates with research showing that institutional support is often reported as missing or inadequate in similar contexts (Mangsat & Naparan, 2026), and reflects the broader pattern that inefficient allocation of financial resources continues to impede the supply of equipment and professional development opportunities central to sustaining game-based pedagogy (Kaimara et al., 2021).

***Community Resources***. Finally, teachers extended their search for support beyond the school and family unit altogether, drawing on the wider community to fill remaining gaps.

One teacher shared, *"Nangayo ko og tabang sa komunidad. Naay naghatag og mga butang nga pwede magamit sa dula"* [I asked for help from the community. Some gave things that can be used in games] (Teacher 2). Another noted, "*Ang barangay naay lugar nga pwede namo magamit para sa mga dula"* [The barangay has a place we can use for games] (Teacher 3).

This willingness to seek support outside formal education structures altogether underscores just how far teachers extended their support-seeking efforts to sustain their practice, reflecting the importance of partnerships beyond the school in maintaining game-based instruction over time (Kaimara et al., 2021).

Viewed together, these four subcategories reveal a support hierarchy that teachers navigated out of necessity rather than choice: strong, trusted peer networks; moderately engaged but inconsistent family partnerships; weak and conditional institutional backing; and, when all else fell short, appeals to the wider community. This pattern indicates that the sustainability of game-based instruction in this context rested disproportionately on informal, relationally-driven support, rather than on the institutional infrastructure that would typically be expected to anchor pedagogical innovation.

Taken as a whole, the four themes illustrate a coherent process consistent with the study's conceptual framework. Teachers began by *assessing* the usefulness and feasibility of game-based instruction (Theme 1), a process shaped by systemic *challenges* that constrained ideal implementation (Theme 2). These challenges activated individual and relational *coping mechanisms* (Theme 3), which were, in turn, sustained, or in the case of institutional support, undermined, by the *support systems* available to teachers (Theme 4). What emerges most strongly across all four themes is that the success of game-based instruction in this SPED context depended less on the games themselves and more on the surrounding ecosystem of teacher resourcefulness, peer solidarity, and, where present, family engagement, largely compensating for the institutional gaps that remained a persistent undercurrent throughout the data.

## Discussion

The adaptive strategies employed by teachers, namely game modification, multisensory engagement, differentiated instruction, and collaborative learning, reflect their deep understanding of learner needs and their commitment to inclusive pedagogy. Teachers reported that they were able to implement physical and traditional games effectively in resource-constrained settings through creativity and resourcefulness, a perception consistent with research showing that teachers employ specific strategies to target distinct skill domains, including sequencing, matching, computation, and group work (Tlili et al., 2022), though the present study's evidence for this reflects teachers' own accounts of their practice rather than independently measured learner outcomes.

Coping mechanisms employed by teachers, namely collaborative problem-solving, creative resource utilization, pedagogical flexibility, and resilience, demonstrate the considerable adaptability of SPED teachers. These strategies align with research showing that teachers who perceive their own competencies and apply positive coping mechanisms are better able to manage stress when adequately supported (Mutiah & Ramadhani, 2024).

Support systems, particularly peer collaboration and family partnerships, emerged as crucial for sustaining game-based instruction. However, limited institutional support highlights a significant gap that warrants the attention of educational leaders and policymakers (Kaimara et al., 2021). The findings suggest that teachers often had to rely on informal networks to compensate for inadequate systemic support (Mangsat & Naparan, 2026), underscoring the need for structured support mechanisms and



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professional development opportunities (Chin et al., 2022). Notably, despite their varying years of service and educational attainment, all participants reported similar challenges with institutional support, suggesting that this pattern may extend beyond individual teacher capacity within this case, although confirming whether it reflects a broader systemic issue would require research across additional districts.

**Limitations**

This study has several limitations that should be considered when interpreting its findings. First, the study involved five SPED teachers bounded within a single district and school year; as noted earlier, this depth-oriented design supports rich, information-dense insight into this particular case but does not permit generalization to SPED contexts beyond it. Second, the findings rely on teachers' self-reported perceptions and accounts gathered through interviews rather than direct classroom observation; consequently, statements regarding the perceived effectiveness of specific strategies reflect teachers' own judgments rather than independently measured learner outcomes. Third, although coding was supported by an audit trail, member checking, and AI-assisted organization of codes, thematic analysis was conducted primarily by a single researcher, which carries some inherent interpretive subjectivity common to qualitative case study research. Fourth, interviews were conducted in Filipino/Cebuano and subsequently translated into English; while back-translation procedures were used to preserve meaning, some linguistic nuance may not have been fully retained. Finally, the cross-sectional design captured teachers' experiences at a single point in time and cannot speak to how strategies, challenges, or support needs may shift as game-based instruction is sustained over a longer period.

**Knowledge Contribution**

The most significant contribution of this research is illustrated in Figure 2. Much of the existing literature on game-based instruction in special education has documented strategies, challenges, coping mechanisms, and support systems as separate findings, often drawn from different studies, disability populations, and educational systems. The knowledge contribution of this study lies in demonstrating that, within the lived experience of a single group of SPED teachers, these four dimensions do not operate as discrete or sequential stages but as a recursive, mutually shaping system. As illustrated in Figure 2, teachers' strategies inform and are informed by the challenges they encounter; challenges activate coping mechanisms, which are in turn strengthened, or in the case of institutional backing, constrained, by the support systems available to them; and the effects of support circle back to shape the strategies teachers can sustain going forward. This interdependence, rather than any single domain in isolation, is what ultimately determines whether game-based instruction is sustained over time.

This framework advances the understanding of game-based instruction in special education by repositioning teacher resilience not as an individual trait, nor as the final stage of a linear process, but as the ongoing product of a continuous negotiation among perception, strategy, adversity, and support operating as a single system. Notably, the consistently limited institutional support identified within this cycle underscores that informal networks, particularly peer collaboration, currently absorb a disproportionate share of a burden that should, in principle, be distributed across formal institutional structures. This finding carries direct implications for how educational institutions and policymakers might better support SPED teachers, suggesting a need to shift game-based learning from an informally sustained practice toward one that is formally recognized, resourced, and embedded within institutional policy and professional development structures.



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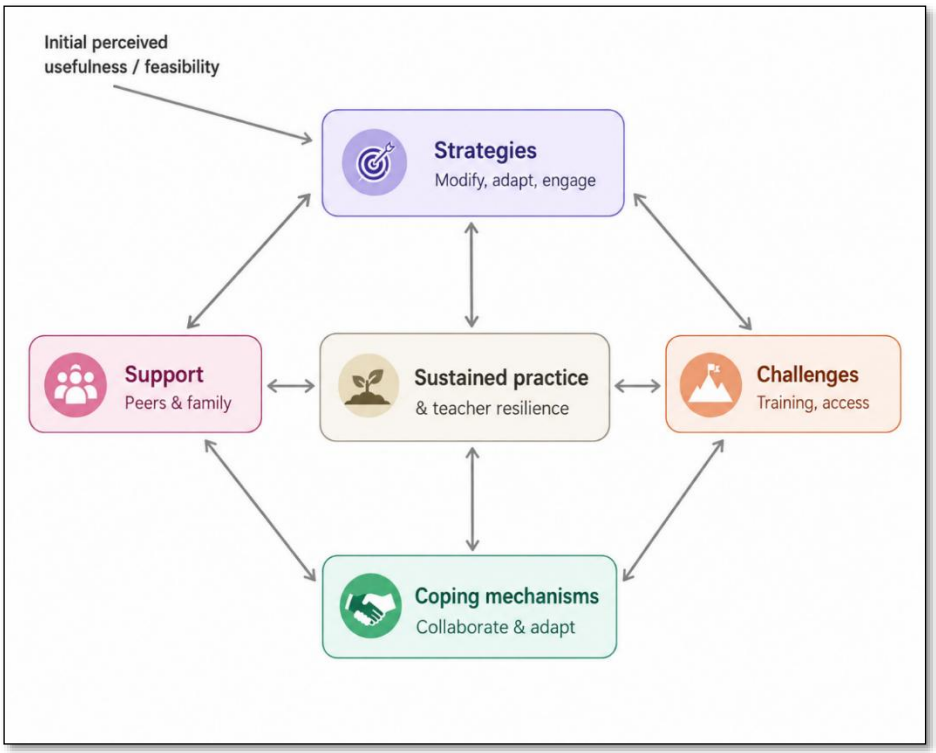



**Figure 2.** Interdependent Model of Sustained Game-Based Instruction in SPED

A circular diagram with a central node reading "Sustained Game-Based Instruction / Teacher Resilience." Surrounding this center, four domains are positioned as co-equal nodes around the ring: Strategies, Challenges, Coping Mechanisms, and Support Systems. Bidirectional arrows connect each domain to its neighbors (Strategies ↔ Challenges ↔ Coping Mechanisms ↔ Support Systems ↔ back to Strategies), indicating that each domain shapes and is reshaped by the others rather than feeding forward in one direction only. Within the Support Systems node, peer collaboration and family partnerships are rendered with solid, thicker connecting lines, while institutional support is rendered with a dashed, thinner line, visually representing the finding that informal support currently carries a disproportionate share of the burden. A short entry arrow outside the ring, labeled "initial perceived usefulness/feasibility," points into the Strategies node, marking the starting point of the cycle without implying a strictly linear pathway.

**Recommendation**

Based on the findings of this study, several recommendations are proposed to strengthen the implementation of game-based instruction among SPED teachers in District 6, Oroquieta City Division. First, structured professional development programs should be established to provide teachers with training in game-based pedagogy, game design principles, and adaptive strategies for diverse learner needs, thereby reducing implementation uncertainty and enhancing instructional effectiveness. Particular attention should be given to teachers in District 6 who, despite demonstrating strong willingness to learn, currently have limited access to such training opportunities.

Second, adequate resources and infrastructure must be provided through the allocation of sufficient budget for game-based learning materials, equipment, and facilities, in order to reduce resource-related barriers and enable teachers to implement a broader range of instructional activities. In this regard, the Schools Division Office of Oroquieta City should prioritize the allocation of SPED funds specifically toward these purposes.

Third, collaborative networks should be developed through the establishment of formal peer-support systems, mentoring programs, and communities of practice for SPED teachers, allowing them



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to share experiences, strategies, and resources while reducing professional isolation and fostering mutual support. Organizing these networks at the district level would help maximize teacher participation and long-term sustainability.

Fourth, institutional support systems should be strengthened through clear communication, consistent administrative backing, and explicit policy support for game-based instruction, including the development of flexible curriculum frameworks that accommodate such approaches. School administrators, in particular, should take an active role in recognizing and supporting teachers' innovative instructional practices.

Fifth, family and community partnerships should be enhanced by facilitating stronger collaboration between schools, families, and community organizations to support game-based learning, reinforce instructional activities at home, and leverage available community resources. Given that teachers in District 6 have already demonstrated the practical value of such partnerships, targeted support should be extended to help sustain and further develop these relationships.

Finally, teacher resilience and well-being should be actively promoted through the provision of counseling services, the reduction of non-teaching responsibilities, and the formal recognition of teachers' efforts to sustain motivation and commitment to innovative pedagogical approaches. To this end, the district office should consider implementing structured wellness programs specifically designed for SPED teachers.

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