



PROJECT CARE: CLASSROOM ADAPTATION AND RESPONSIVE ENGAGEMENT FOR ENHANCING CLASSROOM MANAGEMENT OF BALAYAN EAST CENTRAL SCHOOL TEACHERS HANDLING SNED LEARNERS

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ABSTRACT

This action research investigated the classroom management challenges and effective strategies of teachers handling SNED learners integrated into mainstream classes at Balayan East Central School. Findings revealed that teachers often encounter difficulties, particularly the lack of professional development (WM = 4.32) and addressing diverse learner needs (WM = 4.25), alongside issues of disruptive behavior, limited resources, and sustaining attention (WM = 4.09). Results affirmed that classroom adaptation strategies, including differentiated instruction, visual aids, positive reinforcement, and contextualized activities, significantly enhanced learner behavior, participation, and engagement (WM = 4.00–4.11). Responsive engagement practices, such as empathy, de-escalation, and recognition of effort, further improved teacher–student relationships, reduced stress, and strengthened classroom climate (WM = 4.26–4.45). Project CARE emerged as a highly effective intervention, reducing disruptive behaviors, improving routines, and fostering inclusivity (WM = 4.30–4.58). The study recommends sustained professional development, expanded adaptation strategies, institutionalized responsive engagement, and strengthened Project CARE to ensure long-term impact and inclusive learning environments.

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Moreover, the study highlighted the importance of collaborative partnerships in sustaining inclusive practices. Teachers emphasized that consistent support from school leaders, parents, and community stakeholders plays a crucial role in reinforcing classroom management strategies and ensuring the success of interventions like Project CARE. The integration of peer mentoring, regular monitoring, and feedback mechanisms further strengthened the implementation of responsive engagement practices. These collaborative efforts not only enhanced teacher confidence and competence but also cultivated a shared responsibility in nurturing learners with special needs. Ultimately, the findings underscore that inclusive education thrives when professional development, adaptive strategies, and community involvement are harmonized—creating a resilient framework that empowers both teachers and learners to overcome challenges and achieve meaningful progress.

Additionally, the research underscored the critical role of continuous monitoring and evaluation in sustaining the effectiveness of classroom management interventions. Regular assessment of learner progress, coupled with reflective practices among teachers, allowed for timely adjustments in strategies and ensured that interventions remained responsive to evolving classroom dynamics. By integrating evidence-based practices with ongoing feedback, the study demonstrated that inclusive education can be strengthened through a cycle of innovation, reflection, and refinement—ultimately fostering a more resilient and supportive learning environment for SNED learners in mainstream classes.

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