

Transition Program for Children with Special Needs

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Abstract—Children with special needs can participate in transition programs offered by the government through the Department of Education's Special Education program, which is run by SPED teachers. According to this study, SPED teachers working in Pangasinan Division II SPED Schools are exceptionally effective at putting the various transition programs for skill development into practice. This enables the learners to become functional and behave with less supervision when it comes to their daily health, personal hygiene, community relationships, and academic skills. Vocational training programs are frequently implemented in SPED schools for the safety of both the students and the school as a whole. Furthermore, there is a lack of equipment suitable for training children with special needs in practical skills. Improving and sustaining a very successful transition program implementation calls for modernizing school infrastructure and steadily advancing the SPED instructors' competencies. All the assistance the government can give is necessary for them to have more opportunities to become speculators.

Indexed Terms—Department of Education, learners, SPED Teachers, SPED program, Vocational Skills

I. INTRODUCTION

The ultimate objective of the Transition Program is to assist exceptional learners in overcoming their difficulties and becoming functioning (Vazquez, 2023). It seeks to improve their quality of life while enabling them to become more contributing members of society. This program is an educational equality package that comprises curriculum and policies to assist the education of exceptional learners. It is not merely a collection of activities. Both physically and intellectually impaired special learners are the target audience for the transition program. It is made to address their unique requirements and pique their

interests. It functions similarly to a care package, empowering students as they go from home to school or from post-elementary or post-secondary education to the workforce. The learners in the transition program will also benefit from an education that will help them become independent in their daily lives. The Transition Program is intended to teach children receiving special education assistance, ages 18 to 22, independent living skills, including vocational skills (Plotner, et al., 2023). A range of community venues, including as workplaces, banks, public transit, and several other places, are used for program activities. Assisting students in becoming as autonomous as possible—including obtaining integrated, competitive employment—is the aim of the Transition Program. Too many families, regrettably, believe that their child is unable to succeed in an educational system that isn't tailored to meet their specific physical, intellectual, and/or communication demands. Furthermore, the majority of adults with intellectual or developmental disabilities end up unemployed or underemployed because several of these systems lack the necessary transition program to prepare special needs students for life after graduation. An extensive program for the transition from school to the workplace is essential to effectively preparing pupils for the workforce according to Mello, et. al. (2021). Students with special needs should learn skills in a transition program that will help them live independently, get a job, and get involved in their communities. Programs must contain education in life skills, getting along with coworkers, accepting guidance and corrections, resume writing, the job application procedure, interview techniques, exhibiting proper behavior and etiquette in the workplace, problem-solving, etc. The transition program is intended to prepare special needs students for the workforce by providing them with applicable skills and opportunities to work outside of the classroom. They would have the chance to learn about responsibility, teamwork, and work ethics because of their assignments at real workplaces requiring broad job abilities. To allow

students to continue learning at their place of employment, transition programs were designed by their ability (Jhounkin, 2023). But since the teachers never wavered in their determination to show that these children could work, finally an internship opportunity was set up, allowing these special needs youngsters to gain practical work experience. The success of the transition program will depend on how successfully the students integrate into their employment, even though they are competent and prepared for work. Due to their weak social and communication skills, as well as behavioral and attitude issues that will prevent them from getting job experience, these trainees will surely face challenges. Kazakhstan, a country south of the Russian Federation that was once a part of the Union of Soviet and Socialist Republics (USSR), has approved an inclusive education policy and a plan for putting it into practice (Achola, 2019). Adopting an inclusive education system is not always simple and can be fraught with anomalies, paradoxes, and difficulties, much like in many other nations. The article examines the current status of the movement toward inclusive education in Kazakhstani schools, identifies some of the difficulties encountered thus far, and offers suggestions on how, if needed, the program's implementation could be strengthened. Additionally, they examine the effects of the shift to inclusive education and its implementation in classrooms. Children, including those with disabilities, are attending primary school in greater numbers because of the global movement for universal primary education (Brown, et. al., 2023). Nonetheless, most disabled children in many nations find it difficult to advance to secondary and postsecondary education and to thrive there. This is frequently the result of them receiving no assistance as they move through these stages. Because their new teachers lack the abilities, expertise, and comprehension to involve them in sessions, they either never go to the next phase or leave after the transfer. Furthermore, although the number of primary schools has expanded, the number of senior schools has not always followed suit. Every child in several nations is vying for a limited number of secondary institutions. In the meantime, every citizen of the Republic of the Philippines is entitled to a high-quality education. The state shall protect and promote the rights of citizens to quality education at

all levels and shall take appropriate steps to make such education available to all, according to Article 13 Section 11 of the Philippine Constitution of 1987. Additionally, it will offer training in civics, vocational efficiency, and other skills to adult citizens, disabled individuals, and youth who are not in school. Developing productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment is the mandated goal of the state's basic education program. Following Article 3 of Presidential Decree (PD) 603, children have the right to get an education that matches their capacities and develops their skills to enhance their ability to serve others and themselves. Magna Carta for Disabled Persons, Republic Act (RA) 7277, emphasized the state's obligation to disabled people, which includes providing them with opportunities to grow their abilities and appropriate access to high-quality education. The Department of Education (DepEd), which was established to guarantee that every Filipino student with special education needs would have access to high-quality educational programs that will ensure his or her holistic development to become a functionally literate citizen, carries out these state commitments.

In the context of special education, the transition program seeks to fulfill the goal of the K-12 basic education programs, which is to produce Filipino learners who are functionally literate and holistically developed. Because it offers all special learners access to academic and extracurricular support networks, it is deemed an integral component of the K-12 curriculum.

- **THEORETICAL FRAMEWORK**

Both classical and scientific management theories apply to this investigation. The goal of SPED's deployment was to increase each employee's productivity inside the company. The focus is mostly on using intensive technology to increase productivity; humans are only seen as machines' assistants when it comes to performing regular jobs. Furthermore, as production floor jobs differ greatly from other tasks carried out within the company, they are essentially covered by scientific management theory. They are cyclical repeats of the same or nearly related tasks, with each worker completing their daily

tasks as part of a vast number of them. Furthermore, the worker is not required to practice sophisticated problem-solving techniques for these tasks. The scientific management theory thus highlights the need for greater focus to be placed on the standardization of working processes. DepEd Order No. 044, s.2021, the Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K–12 Basic Education Program, serves as another foundation for this study. The modified Magna Carta for Persons with Disabilities highlights that individuals with disabilities are members of the Philippine community and have equal rights to occupy their rightful place in society. The government must never view their rights as social services. The Magna Carta also requires the state to enact laws that guarantee the rehabilitation, self-actualization, and independence of people with disabilities as well as the development of their abilities and potential to provide them a competitive edge in the job market. More precisely, the Magna Carta highlights the obligation of the state to protect the right of individuals with disabilities to appropriate access to high-quality education and opportunities for skill development.

II. METHODOLOGY

The descriptive approach of the study, which is concerned with describing data and demographic characteristics, was employed by the researcher. The objective was to gather realistic, precise, and organized data that would enable the study's difficulties to be solved by statistical calculations including averages, frequencies, and other similar measures. The degree of efficacy of a transition program for kids with special needs was ascertained by this study. This research methodology was used by the researcher to obtain more accurate and reliable data on the degree of success in which a transition program for children with special needs is implemented. The SPED instructors in Pangasinan Division II for the 2022–2023 academic year served as the study's subjects. The respondents to this study are all of the SPED teachers in Pangasinan Division II. As key informants and respondents, designated SPED instructors from SPED schools located in Pangasinan's Fifth District participated in this study. The weighted average mean was used to assess how

well the transition program for children with special needs was being implemented. A five-point rating system with matching numerical categories was used to classify the responses. The options include numerical values of 5, 4, 3, 2, and 1 for "very effective," "effective," "moderately effective," "slightly effective," and "not effective," respectively. Analysis of variance (ANOVA) and T-tests were used to assess the significance of the degree of efficacy in the execution of transition programs for kids with special needs. Using a Pearson correlation analysis, it was determined whether there were any significant links between the profile of SPED teachers and the degree of success in implementing transition programs for children with special needs.

III. RESULTS AND DISCUSSION

- **Civil Status.** Married respondents comprise 91% of the total respondents in the group, which is a higher percentage than singles and widowers. The widows and singles split the remaining nine percent.
- **Educational Attainment.** Regarding the educational history of the respondents, the majority had started their Master's program and earned units, but only 13.6% had completed their Master's degree. At 86.4%, they make up the bulk of responders. There is a dearth of information about how graduate education affects teachers' professional status, morale, and retention. It may or may not have an impact on their performance in teaching students with exceptional needs. As a result, these elements might influence student results indirectly.
- **SPED Teaching Experience.** The experience of the SPED teachers was also documented according to how long they had worked in this field. It was observed that, as indicated by 50% of the population, the majority of respondents had been in the field for roughly six to ten years. Twenty-seven percent of the population has more than eleven to fifteen years of experience. 18.2% of the respondents overall have less than five years of experience in the relevant field. Nine percent of the respondents had been working as SPED teachers for more than 21 years. When comparing

the teaching experience to the performance of the learners, length of service and experience do not always have an effect.

- Trainings. Additionally, the SPED teachers in this study participated in pieces of training offered by regional and global organizations. Based on how many trainings these providers have attended, Table 2 presents a summary of the respondents' characteristics.

Table I. Level of implementation of Vocational Training Skills for children with special needs

The Department of Education acknowledges that providing chances for children with special needs to acquire skills for future employment is important. As a result, the special education curriculum includes skills related to vocational training. Nevertheless, there is little use of it in Pangasinan II SPED schools. The means of the replies from SPED teachers about the application of skills for vocational training are displayed in Table 1.

| Vocational Training Skills, as a SPED Teacher I include teaching the following transition program... | Mean | Transmuted Rating |
|--|------|-------------------|
| Culinary art | 3.33 | ME |
| Entrepreneurship | 3.23 | ME |
| Fine arts and crafts | 3.15 | ME |
| Performing arts | 3.1 | ME |
| Beauty styling | 2.95 | ME |
| Fashion | 2.65 | ME |
| Information technology and computers | 2.6 | ME |
| Electronics | 1.95 | SE |
| 9Acupressure | 1.74 | NE |
| Automotive | 1.45 | NE |
| Overall Weighted Mean | 2.62 | ME |

Legend:

| | |
|-------------|---------------------------|
| 4.50 – 5.00 | Very effective (VE) |
| 3.50 – 4.49 | Effective (E) |
| 2.50 – 3.49 | Moderately effective (ME) |
| 1.50 – 2.49 | Slightly effective (SE) |
| 1.00 -1.49 | Not effective (NE) |

The top three vocational skills that are occasionally included in the transition program for children with exceptional needs are culinary arts, entrepreneurship, and fine arts. The following other vocational arts are seldom or never used: automobile, acupressure, and electronics. Teaching children with exceptional needs requires constant attention to detail and safety. When the highest level of supervision is not maintained, teaching them with potentially harmful instruments and equipment could result in poisoning, physical harm, or even death for these students or other individuals. Vocational training is known to concentrate more on the use of these tools and equipment, therefore it is safer to avoid involving children with special needs in this type of training.

Table II. Level of Implementation of Functional Academic Skills for children with special needs

Functional academic skills are taught to children with special needs so they can be independent or only need little adult or caregiver supervision to complete simple tasks. The survey means of SPED teachers are displayed in Table 1, which demonstrates a highly successful use of transition program functional academic skills.

| Functional Academic Skills, as a SPED Teacher I include teaching the following transition program... | Mean | Transmuted Rating |
|---|------|-------------------|
| words/expressions needed in everyday living (example: Help, Please, Stop, No, Eat, Drink, Hungry, Thank | 4.91 | VE |

| | | | |
|--|-------|----|--|
| you, Hello, I'm sorry Welcome, etc. | | | |
| Different polite expressions and gestures. | 4.73 | VE | |
| Proper expressions when introducing one's self. | 4.64 | VE | |
| Correct gestures in an oral conversation. | 4.64 | VE | |
| Appropriate features of speech in producing sounds of letters and words. | 4.55 | VE | |
| Words/expressions used to share interests and experiences with other people. | 4.45 | VE | |
| Ideas expressed by learners according to purpose or necessity. | 4.43 | VE | |
| Appropriate responses to sounds heard/listened to. | 4.36 | VE | |
| Various appropriate descriptive words in talking about family members. | 4.23 | VE | |
| Various appropriate descriptive words in talking about one's personal experiences. | 4.23 | VE | |
| Overall Weighted Mean | 4.517 | VE | |

expressing one's feelings and wants using words, expressions, and gestures, being polite, and introducing oneself had the greatest mean of replies. While they are still within the range of always implemented, appropriate responses to sounds heard or listened to, the use of appropriate descriptive words when discussing family members, and the use of appropriate descriptive words when discussing personal experience have the lowest mean of responses among the group of indicators. Table 2 illustrates that eight out of ten community relationship skills are taught to special learners extremely effectively. The community's regulations and safety procedures, going to the market, church, and school, and the kinds of transportation that are offered are the ones that received the highest mean rating for community relationship skills. The final two frequently instilled community contact skills are learning about local authorities and government offices and being oriented to identify their neighborhood and house number.

Additionally, learners with special needs receive functional academic skills. In the category of indicators for functional academic skills, the skills of

Table III. Level of effectiveness in the implementation of Community Relationship skills

| Community Skills, as a SPED Teacher I include teaching the following transition program... | Relationship | Mean | Transmuted Rating |
|--|--------------|-------|-------------------|
| types of transportation available in the community. | | 4.64 | VE |
| rules and safety procedures in the community | | 4.55 | VE |
| going to market, church and school. | | 4.45 | VE |
| different safety signs found in the community | | 4.41 | VE |
| safety precautions in the navigation in the community | | 4.41 | VE |
| methods in identifying landmarks and basic resources available in the community | | 4.36 | VE |
| application of the four cardinal directions in the community | | 4.32 | VE |
| methods to identify the community access roads and their uses | | 4.23 | VE |
| orienting learners on identifying their house number and their neighborhood. | | 4.14 | E |
| government offices and authorities located near the locality. | | 4 | E |
| Overall Weighted Mean | | 4.351 | VE |

Students with special needs are taught self-care and daily living skills to help them maintain good physical health according to Mello, et al., (2021). Table 3 demonstrates how well SPED teachers execute the lessons on everyday life and health skills. Instructions for identifying nutritious foods and maintaining food safety and cleanliness are simpler to put into practice. Audiovisual resources that may be downloaded from the internet readily contain the materials needed to teach these subjects. Moreover,

portable, lightweight models and plastic replicas of these are brought into the classroom for hands-on learning, visual aids, healthy eating practices, and maintaining clean and safe food.

Table IV. Level of Effectiveness in the implementation of Personal Hygiene skills

| Personal Hygiene skills, as a SPED Teacher I include teaching the following transition program... | Mean | Transmu-ted Rating |
|---|-------|--------------------|
| Proper use of the toilet. | 4.95 | VE |
| Side effects of poor personal hygiene | 4.95 | VE |
| Good dental hygiene includes regular brushing and flossing. | 4.95 | VE |
| The importance of cleaning and taking care of different parts of the body. | 4.91 | VE |
| Proper ways of cleaning and taking care of different parts of the body. | 4.91 | VE |
| Self-management in caring of different body parts. | 4.91 | VE |
| Developing and maintaining a personal hygiene routine which is the key of having a healthy body and mind. | 4.91 | VE |
| Cleaning genitals | 4.91 | VE |
| Cleaning nose and ears. | 4.91 | VE |
| That trimming of nails is important to prevent diseases like ringworm, scabies etc. | 4.86 | VE |
| Overall Weighted Mean | 4.917 | VE |

Table 4 displays a high mean of 4.92 replies, indicating very good implementation. The highest means are associated with proper toilet use, good dental hygiene, and the negative impacts of poor personal hygiene. Washing the genitalia, washing the

nose and ears, and cutting nails are examples of hygiene abilities that have a mean of 4.91 and below, although they are still within the range that is always used. In addition to earning freedom from being overly dependent on their guardians or care providers, children with special needs should be taught basic self-care skills to relieve them of these responsibilities

(Abu-Alghayth, et. al., 2023). To achieve these goals, transitional programs in personal hygiene skills need to be carried out extremely successfully.

Table V. Summary of the Differences in the level of effectiveness in the Implementation of Transition programs for Children with Special Needs

| Variable | Statistics | P Value | Significance |
|--------------------------------|------------|---------|---------------------------|
| Age of SPED Teachers | ANOVA | 0.43 | No Significant Difference |
| Sex | T-Test | 0.49 | No Significant Difference |
| Civil Status | ANOVA | 0.43 | No Significant Difference |
| Highest Educational Attainment | T-Test | 0.63 | No Significant Difference |
| Length of Service | ANOVA | 0.98 | No Significant Difference |
| Trainings | ANOVA | 0.68 | No Significant Difference |

Based on the analysis of variance results (p value of 0.43), no significant difference was found between the means of responses on the efficacy of transition program implementation and the age of SPED teachers. The execution of transition programs for children with special needs is closely monitored and continues to be very effective, regardless of the age of SPED teachers. Age may not be the only determining factor in the difficult issue of how well special education teachers (SPED) execute transition

programs. Several factors may come into play. The T-test revealed no significant difference in the mean responses between male and female SPED teachers based on sex, with a p-value of 0.49 at α 0.05. This suggests that SPED teachers administer transition programs at a uniform or equal level, irrespective of their gender (Almalky and Alqahtani, 2021). This demonstrates the consistency of the academic guidance given to educators with a focus on special education. Regardless of their marital status, SPED teachers carry out transition programs for kids with special needs in a highly efficient manner. The ANOVA result displays a p-value of 0.42, suggesting that there is no discernible variation in the degree of efficacy in using all of the skills taught as part of the transition program (Chao, et. al., 2019). Regardless of their marital status, SPED teachers carry out transition programs for kids with special needs in a highly efficient manner. The ANOVA result displays a p-value of 0.42, meaning that there is no discernible variation in the degree of efficacy in using all of the skills taught as part of the transition program. A p-value of 0.63 indicates that there was no significant difference found in the means of the responses classified based on the greatest educational attainment of SPED instructors in the T-test. Regardless of the students' greatest level of education, SPED teachers are equally effective at creating transition programs for kids with special needs. The effectiveness of transition programs for children with special needs is not impacted by the years of experience that instructors with special education needs have undergone (Lindsay, et. al., 2019). Whether the SPED instructor is still new to the field or has years of experience, there is no discernible difference in the effectiveness of implementing the transition programs, as indicated by the p-value of 0.98 obtained by analysis of variance. When SPED teachers were grouped based on the training categories, the means of their responses were examined for variance. The results revealed a p-value of 0.69, which suggests that there was no significant difference between the training categories that SPED teachers attended and the degree of transitional program implementation.

Table VI. Significant Relationship in the level of effectiveness in the implementation of programs for children with special needs and their profile variables

| Variable | Pearson's R | Relationship |
|--------------------------------|-------------|-------------------------------|
| Age of SPED Teachers | -0.58 | Moderate inverse relationship |
| Sex | 0.95 | Strong positive relationship |
| Civil Status | -0.42 | Moderate inverse relationship |
| Highest Educational Attainment | -1.0 | Strong Inverse Relationship |
| Length of Service | 0.22 | Weak positive relationship |
| Trainings | 0.76 | Strong Positive Relationship |

The mean of the responses from the age groups of SPED teachers participating in this study is somewhat inversely connected with the degree of effectiveness in carrying out transition programs for kids with special needs. Several factors impact the effectiveness of SPED teachers in implementing the transition programs. As the children in the respondents' transition programs with exceptional needs get older, their efficacy steadily increases. But as they age, retire, or pursue other hobbies, the number of SPED teachers drops, taking with them years of experience and increasing understanding of the subject and its applications. There is a strong positive relationship between the level of implementation of transition programs for children with special needs among male and female SPED teachers. It suggests that gender has a significant impact on how transition programs are implemented. In concrete terms, this means that if one gender group tends to perform transition programs more completely, the opposing gender group is likely to adopt a similar pattern. A strong positive relationship suggests that as the level of implementation of transition programs increases, the involvement of male and female SPED teachers also tends to increase (Matamala and Bechard, 2022). Both male and female SPED teachers are equally involved in the implementation of transition programs. When

transition programs are well implemented, both male and female SPED teachers are likely to participate actively.

CONCLUSION

Based on the profiles of the SPED teachers, the degree of efficacy of the transition program execution for children with special needs in Division II of Pangasinan was examined. The majority of the instructors taking part in the study are married, have one or more children, and have been teaching SPED for six to ten years. There are more teachers between the ages of 31 and 40 and 51 and 60. Few people have completed their master's degree. However, because of their ability to observe safety, the availability of resources, and the facility as teaching tools, children with exceptional needs are occasionally never taught vocational training skills. Instead, children with special needs are always taught functional academic skills, community relationship skills, daily living and health skills, and personal hygiene. This helps them practice basic skills to develop routines for self-care and moves them toward needing less supervision at home and when interacting with the community. Furthermore, when it comes to fundamental and functional abilities, there is consistency in the efficacy of transition programs for kids with special needs. Finally, there was a strong positive correlation between the greatest degree of education attained by male respondents and the unequal ratio of female respondents when it came to the success of transition program execution. As they continue their education and obtain their Master's degree and area of expertise, SPED teachers expand their knowledge and proficiency in executing these programs. As a result, they are more successful in implementing transition programs for kids with special needs. Conversely, there is little to no correlation between a SPED teacher's age, marital status, or years of experience and how well they execute transition programs.

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