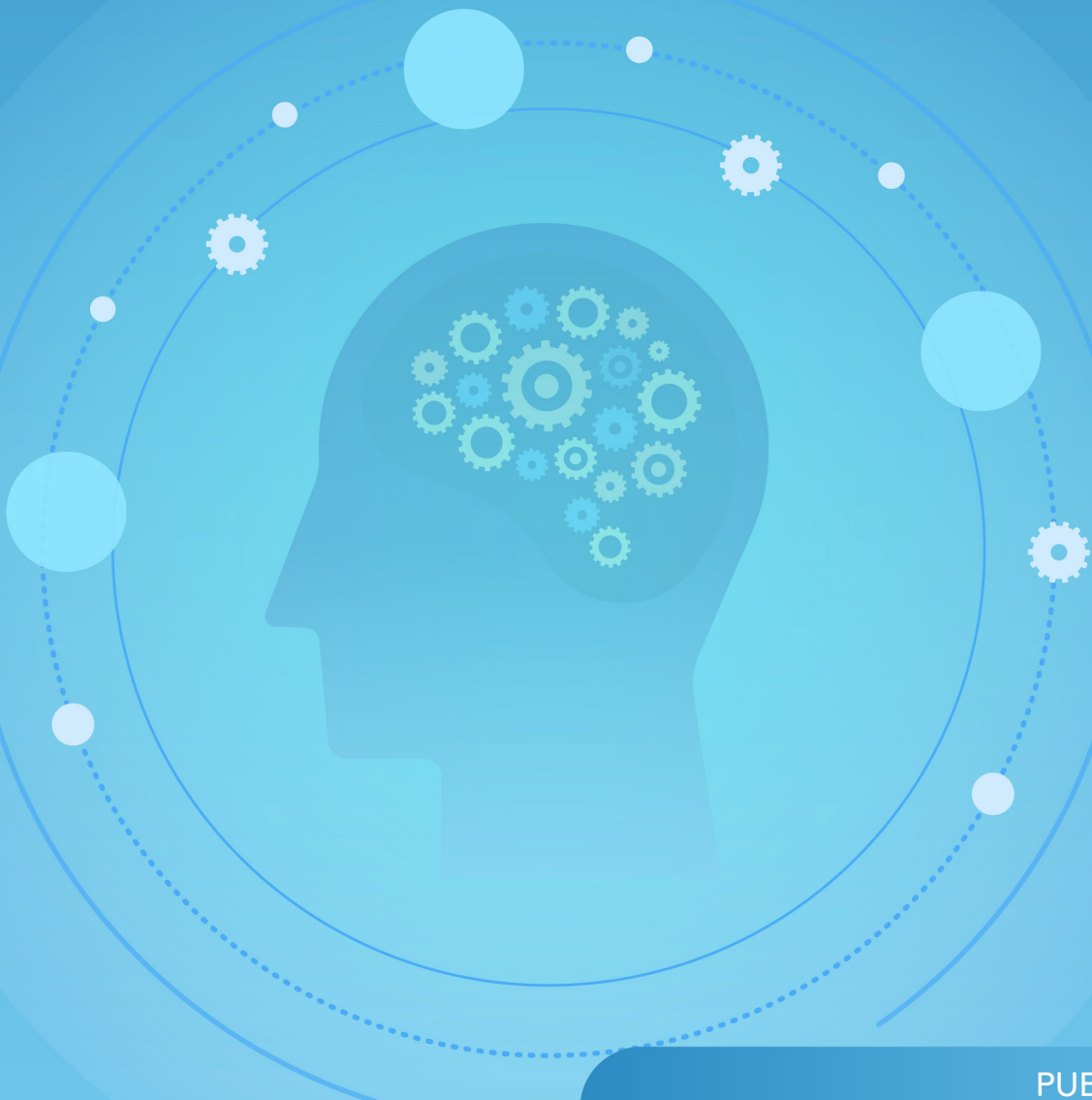




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Knowledge and Practices of SNED Teachers on Assessing Learners with Disabilities Under the Transition Program at General Trias City

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ABSTRACT

This study examined the knowledge and assessment practices of Special Needs Education (SNED) teachers in implementing the K–12 Transition Curriculum Program for learners with disabilities in self-contained classes in the City Division of General Trias. Anchored on Bronfenbrenner's Ecological Systems Theory and Kohler's Taxonomy for Transition Programming, the study determined the extent of SNED teachers' knowledge in assessment, their assessment practices, and their engagement in professional development, as well as the significant relationships of these variables with the implementation of the transition program. A convergent parallel mixed-methods design was employed. Quantitative data were collected through a validated survey questionnaire administered to SNED teachers, while qualitative insights were gathered through interviews to support and validate the survey findings. The results revealed that SNED teachers demonstrated a very high level of knowledge in assessing learners with disabilities, particularly in understanding assessment tools, applying functional and academic assessment principles, and aligning assessment with transition goals and learner development. Teachers also demonstrated strong assessment practices, including the use of individualized assessments, systematic documentation and progress tracking, and collaboration with multiple stakeholders such as parents and related service providers. In contrast, professional development engagement was observed only at a high level, particularly in participation in transition-related seminars, access to updated SPED resources, and the application of training in classroom contexts. Qualitative findings revealed key challenges encountered by SNED teachers, including limitations in assessment resources, need for specialized training, and limited resources and institutional support in implementing transition assessment. Correlation analysis showed that understanding assessment tools, knowledge of transition goals and learner development, and multi-stakeholder collaboration were significantly related to the implementation of the transition program, whereas the other variables were not. Based on the findings, the study proposes the development of an Institutionalized Upskilling Program for SNED teachers focused on strengthening assessment literacy, collaborative assessment practices, and context-responsive professional development. The study highlights the need for sustained capacity-building initiatives to support inclusive education and promote effective transition outcomes for learners with disabilities.

INTRODUCTION

Inclusive education has emerged as a central priority in global education reform, aiming to ensure that all learners, including those with special needs, receive equitable access to quality education (Comia, 2021). In the Philippines, the implementation of Special Needs Education (SNED) programs reflects this commitment, particularly through the development of transition programs that prepare learners with disabilities for life after school (Lomantas, 2025). These transition programs represent a critical bridge between academic learning and independent living, emphasizing the development of practical skills necessary for employment and social integration.

The transition to inclusive education in the Philippines acquired momentum in the late 20th and early 21st centuries as a result of international advocacy and local legislative reforms. The government's obligation to provide accessible and comprehensive education for all children, including those with disabilities, was emphasized

through the enactment of Republic Act No. 7277, the Magna Carta for Persons with Disabilities, in 1992. The Department of Education has advocated for inclusive education policies designed to integrate students with special needs into mainstream classrooms through the Enhanced Basic Education Act of 2013, which includes provisions for accommodating students with disabilities within the K-12 program.

The Transition Curriculum Program has been formally institutionalized through DepEd Order No. 21, s. 2020, titled "Policy Guidelines on the Adoption of the K-12 Transition Curriculum Framework for Learners With Disability (LWD)." This policy outlines the principles and standards establishing a common understanding of the transition of learners with disabilities in all public and private schools nationwide, emphasizing pathways including higher education, entrepreneurship, employment, middle-level skills development, and functional life paths. Furthermore, Republic Act No. 11650 (the "Inclusive Education Act of 2022") mandates

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the implementation of individualized transition plans (ITPs) for learners with disabilities and requires educational institutions to offer a continuum of support services, including transition education, as a component of inclusive education.

Assessment practices form the foundation of effective inclusive education implementation. However, research consistently reveals significant gaps in teachers' knowledge and competencies regarding the assessment of learners with special needs (Hasnin, 2025). While most educators recognize the importance of differentiated education and specialized assessment approaches, their actual capacity to design, implement, and interpret assessments for students with disabilities remains limited (Sukesu, 2025). This challenge is particularly acute in the context of transition programs, where assessment must encompass not only academic progress but also functional skills, vocational readiness, and independent living capabilities. The implementation of transition programs for students with autism and other disabilities in the Philippines has demonstrated mixed results, with research indicating that while teachers exhibit competence in skills training provision, significant deficiencies persist in methodologies for assessing learners and curriculum alignment (Lomantas, 2025). SNED teachers often operate under considerable constraints, including limited access to appropriate assessment instruments, insufficient professional development opportunities, and inadequate collaborative support systems (Haxhihseni, 2025).

One of the foremost gaps lies in SNED teachers' knowledge regarding assessment. Many educators demonstrate limited familiarity with specialized assessment tools appropriate for learners with disabilities. While general education assessments are commonly used, these tools often lack the sensitivity and specificity required to measure the individualized progress and needs of learners in special education settings. Furthermore, there is a notable lack of understanding in differentiating between diagnostic, formative, and summative assessments, particularly in terms of how each type should be used to inform teaching strategies and individualized education programs (IEPs). The absence of adequate training in conducting transition-focused assessments—such as those evaluating functional, vocational, and independent living skills—further widens the knowledge gap among teachers.

In terms of assessment practices, inconsistencies are frequently observed. Some teachers rely solely on observation without structured assessment frameworks, resulting in unstandardized and often subjective interpretations of learner progress. The failure to document results systematically limits the potential to make data-informed decisions about interventions, accommodations, and transition planning. Additionally, individualization in assessment implementation is often lacking. While students under the transition program require tailored approaches, many teachers still employ uniform assessment methods, disregarding the diversity of learners' cognitive, emotional, and physical capacities.

Compounding these issues is the limited collaboration with key stakeholders such as parents, therapists, and guidance counselors, which undermines a holistic approach to assessment.

The Schools Division of General Trias City accommodates 448 learners with special educational needs across 36 public schools, yet exhibits a significant disparity in the execution of transition programs. Of the 32 schools providing the SNED program, only 16 have established transition programs for students with diverse learning and physical disabilities. Furthermore, only 19 teachers received formal SNED training. This situation highlights the necessity of evaluating the proficiency of SNED teachers in executing the K to 12 transition curriculum. In this context, the growing number of learners with disabilities placed in self-contained classes has emphasized the need for well-trained and knowledgeable SNED teachers. However, despite national policies promoting inclusive and specialized education, there remains a gap in standardized assessment practices, professional development opportunities, and access to appropriate tools and strategies tailored to the Transition Program.

The systematic and interconnected inadequacies in SNED teachers' knowledge, assessment practices, and transition program implementation underscore the urgent need for specialized training, standardized assessment tools, strengthened stakeholder collaboration, and better integration of transition goals into everyday classroom practice. This study investigated the knowledge and practices of SNED teachers regarding the assessment of learners with disabilities under the transition program framework in General Trias City. By understanding the strengths, challenges, and support needs of teachers working directly with students with disabilities in transition settings. This research contributes essential evidence to inform teacher development initiatives, resource allocation, and policy refinement at the local and national levels.

MATERIALS AND METHODS

Research Strategy/Design

A convergent parallel mixed-methods research design was used to describe the study. The researcher collected both quantitative and qualitative data, analyzed each dataset independently, contrasted the results of the analyses, and determined whether the results were consistent or inconsistent. The researcher's direct comparison of the two datasets established a "convergence" of data sources. Mixed methods research was used because it involved a data gathering procedure, organized, tabulated, and described the data collection of the results of the survey questionnaires and qualitative data through interviews with the teacher-respondents. The method was appropriate since the ultimate goal of the study is to assess the SNED teachers' knowledge and practices in the conduct of assessments for the SNED learners under the transition program in the City Division of General Trias.

Study Population

The participants of this study were the SNED teachers in the City Division of General Trias handling learners with disabilities (Autism Spectrum, Intellectual Disability, Learning Disability and Multiple Disability) under the transition program. This study was participated by the schools offering SNED with a transition program to the aforementioned learners either through self-contained or Inclusive Education programs.

The researcher asked the assistance of key informants (school heads and education program supervisor in charge of SNED to validate the participant' answers on the open-ended question. They were asked also to give essential insights which will be used to support the themes discovered in the qualitative part of the study.

This study used a total enumeration method, with the qualifying criterion that the SNED teacher-respondent must be handling the SNED program for learners with disabilities (Autism Spectrum Disorder, Intellectual Disability, Learning Disability, and Multiple Disability).

Sampling Technique and Size

Total enumeration was used in the conduct of this study. Ten (10) schools were used for the quantitative part of the study, which is composed of 13 teachers coming from the City Division of General Trias. However, only 5 respondents participated in the current study, coming from the 5 schools to validate the responses in the survey questionnaires.

Data Collection Instruments and Techniques

To gather the necessary data for this study, a structured survey questionnaire was utilized as the main instrument. The questionnaire was developed by the researcher based on the conceptual framework and a review of related literature to ensure it captures relevant information on the knowledge, assessment practices, and professional development of SNED teachers, as well as the extent of implementation of the enhanced transition framework in self-contained classes.

The instrument was composed of five sections. The first section focused on the demographic profile of the respondents, including age, years of teaching experience, SPED specialization, and training related to transition education. The second section measured the knowledge of SNED teachers in terms of their understanding of assessment tools, functional and academic assessment principles, and transition goals aligned with learner development.

The third section of the questionnaire addressed the assessment practices of SNED teachers. It explored their use of individualized assessments, documentation and progress tracking methods, and collaborative efforts with stakeholders such as parents, therapists, and fellow educators. The fourth section evaluated professional development and training, focusing on teachers' participation in transition-related seminars, access to updated SPED resources, and the extent to which training

is applied in their classroom settings. The fifth and final section assessed the level of implementation of the enhanced transition framework, including how transition assessments are aligned with life skills, vocational goals, and post-school readiness.

Each item in Sections B to E was rated using a five-point Likert scale to determine the frequency, agreement, or extent of practice. The scale ranged from 1 (Very Low Level) to 5 (Very High Level);, depending on the dimension being measured.

To ensure the validity of the instrument, the questionnaire underwent content validation by a panel of experts in the fields of special education and educational assessment. Their suggestions were incorporated to refine unclear or ambiguous items. A pilot test was then conducted with a small group of SNED teachers from a nearby school division not included in the main study. Reliability testing using Cronbach's alpha was performed, and items were revised accordingly to enhance internal consistency.

Upon obtaining approval from the Schools Division Office and the respective school heads, the validated questionnaire was distributed to SNED teachers handling self-contained classes within General Trias City. Both printed and electronic formats were made available to accommodate participant preferences. Adequate time was given for completion, and the researcher personally followed up on responses to ensure a high return rate. All completed questionnaires were collected, organized, and prepared for statistical analysis to address the research questions of the study.

For the qualitative part, the primary tool used to draw out significant experiences from teachers was done through the conduct of FGD. This included open-ended interviews and discussion. According to Creswell (2008) cited in Gatpandan (2018), meanings are constructed by human beings as they engage with the world they are interpreting. Qualitative researchers tend to use open-ended questions in the interview so that the participants can share their views. Transcripts of discussions were examined to draw out meaningful experiences from the participants.

During the interview, respondents were asked about the challenges and coping mechanisms of SNED teachers in the conduct of assessments in the transition program and their suggestions to improve the applied learning delivery, specifically on any of the components of the study.

Validation of the Instruments

The researcher-made sample interview questions were checked by the Dissertation Adviser and forwarded to 3 validators from the university and 2 from DepEd CID unit. Revisions were done based on the suggestions given by the validators to improve the said instrument.

The survey tool was adapted from De Arao and Fontanilla (2024) SNED tool for the implementation of the SNED program with modifications from the DepEd SNED tool in the DepEd Order No. 44, s. 2021 using the 3 phases as reflected in the DO 21, s. 2020 for the K12

Transition Curriculum for Transition Program in SNED: the Diagnostic Assessment, Outcome-based Assessment, Exit Assessment as well as the results or the Exit outcome / Life Pathways of the LWD in the Transition Program. The tool was used to gather information from the participants to improve or enhance the SNED Program. After the finalization of the tool for the interview and the questionnaire, the pilot testing to 5 teachers for reliability testing was conducted. The results of the pilot testing signaled that the instruments were finally distributed to the target respondents.

The personal distribution of the tools to target respondents was done through the help of friends and colleagues.

Data Gathering Procedure

The following steps were undertaken in the conduct of the study:

The researcher submitted the instrument to the City Division of General Trias of the Department of Education for the approval of conducting the study of 10 schools implementing the SNED program.

For the quantitative data gathering, the questionnaire was converted to Google Forms, together with the approved letter of permission from the Schools Division Superintendent to join in the study. Consent letters were also made available as part of research ethics.

For the qualitative, 5 teachers from the selected 5 schools were interviewed. The researcher sent a letter to the target number of teachers and school heads and met them in their respective schools in the City Division of General Trias. The results of the interview were consolidated according to theme to further determine and then analyze the results.

A personal collection of the surveys was done by the researcher to guarantee a complete return of the instrument.

Statistical Treatment

Descriptive and inferential statistical techniques were employed to analyze the data gathered through the survey questionnaire. The analysis focused on the three independent variables: knowledge of SNED teachers, assessment practices, and professional development and training, and their relationship to the dependent variable, which is the implementation of the enhanced transition program framework in self-contained classes.

Descriptive statistics, specifically the weighted mean and standard deviation, were used to determine the extent to which SNED teachers demonstrate knowledge in assessing learners with disabilities, apply assessment practices in the transition program, and engage in professional development related to transition implementation. The weighted mean was also utilized to describe the level of implementation of the transition program, while the standard deviation measured the consistency of responses.

Inferential statistics, including the one-sample t-test,

were employed to determine whether the observed mean responses significantly differed from the established criterion value. The corresponding t-values and significance levels (p-values) were used to assess the statistical significance of the results. The findings were then interpreted based on predefined descriptive scales to determine the level of knowledge, practices, and professional development engagement of SNED teachers.

Qualitative Data Analysis

Thematic Content Analysis was used for the qualitative data with the systematic collection and organization of narratives, which included the transcription of interviews and discussions. Thematic coding was performed autonomously for every data source, employing qualitative methodologies to identify emergent themes and pivotal concepts. Then, conduct a thorough comparison of the themes and findings from each dataset, aiming to identify both commonalities and differences in patterns. By integrating and cross-referencing data from the various sources in the discussion, interviews, and narratives. Themes that were comprehensive and nuanced developed. This analysis provided a framework for understanding and interpreting the results, taking into account their implications within the particular component of the implementation of SNED .

Ethical Considerations

Ethical issues such as anonymity of the participants and the confidentiality of the data gathered were highly considered. Results were retrieved, encoded, and treated statistically, and then analyzed and interpreted.

RESULTS AND DISCUSSION

The extent to which SNED teachers demonstrate knowledge in assessing learners with disabilities in terms of their understanding of assessment tools

The results in Table 1 reveal that SNED teachers demonstrated a very high level of knowledge in understanding assessment tools for learners with disabilities (Overall M = 4.63). This indicates that teachers are generally capable of identifying appropriate assessment instruments, understanding the purposes of diagnostic, formative, and summative assessments, and selecting tools that align with the individual needs of learners with disabilities. Such competence is essential in transition programs because assessment results guide instructional planning and support the development of functional, academic, and life skills among learners.

The highest ratings were observed in teachers' knowledge of standardized and informal SPED assessment tools and their ability to select assessment methods based on individual learner needs. These competencies likely contributed to the observed improvements in students' engagement, participation, and functional independence. When teachers possess strong assessment literacy, they are better able to monitor learner progress and implement

appropriate interventions that support inclusive and individualized instruction. Studies have emphasized that teachers' assessment competence plays a critical role in improving student learning outcomes and ensuring that assessment practices respond to diverse learner needs in inclusive education settings (DeLuca & Bellara, 2013). Furthermore, the teachers' understanding of the purposes of diagnostic, formative, and summative assessments suggests that they are able to use assessment information to guide instruction and track learner development over time. Effective use of these assessment approaches can enhance learners' awareness of their learning progress and encourage greater participation in learning tasks. Research indicates that assessment literacy among teachers strengthens the alignment between instruction,

evaluation, and learner support, which is particularly important in special education and transition programs (Brookhart, 2020).

However, while teachers reported strong knowledge of assessment tools, studies suggest that maintaining effective assessment practices requires continuous professional development and institutional support. Teachers may still encounter challenges in implementing diverse assessment strategies due to limited resources or insufficient training opportunities. International reports emphasize that ongoing teacher training is necessary to sustain high levels of assessment literacy and to ensure that educators remain responsive to the evolving needs of learners with disabilities (Organisation for Economic Co-operation and Development [OECD], 2019).

Table 1: SNED Teachers' Understanding of Assessment Tools

Indicators	Mean	SD	t-value	S i g . (p)	Interpretation	Observed Student Changes
I can identify different types of assessment tools appropriate for learners with disabilities.	4.54	0.66	5.63	0.0001	Very High Level	Students became more responsive and engaged during evaluation activities.
I understand the purpose of diagnostic, formative, and summative assessments.	4.54	0.78	4.64	0.0004	Very High Level	Learners showed improved awareness of their learning progress.
I can choose assessment tools based on the learner's individual needs.	4.69	0.48	8.79	0.0000	Very High Level	Students displayed improved participation and independence in learning tasks.
I am knowledgeable about standardized and informal assessment tools for SPED.	4.77	0.44	9.86	0.0000	Very High Level	Learners demonstrated stronger functional and academic performance.
I can explain the strengths and limitations of various assessment tools.	4.62	0.65	5.17	0.0002	High Level	Students showed confidence in applying learned skills in practical situations.
Overall Mean	4.63	0.60	6.30	0.0001	Very High Level	Overall, learners exhibited improved engagement, confidence, and functional independence.

Scale: (4.50-5.00) *Very High Level*; 3.50-4.49 *High Level*; 2.50-3.49; *Moderate Level*; 1.50-2.49 *Limited Level*; 1.00-1.49 *Very Limited Level*)

The extent to which SNED teachers demonstrate knowledge in assessing learners with disabilities in terms of their knowledge of functional and academic assessment principles

The results in Table 2 indicate that SNED teachers demonstrated a very high level of knowledge in functional and academic assessment principles (Overall M = 4.66). This suggests that teachers are highly capable of assessing learners with disabilities across both academic competencies and functional life skills. Such knowledge is essential in transition programs because assessments must capture not only academic achievement but also the practical skills necessary for independent living and community participation. The observed improvements

in students' academic performance and daily living skills suggest that teachers' understanding of these assessment principles contributes positively to learners' development and participation in classroom activities.

The highest mean scores were observed in teachers' ability to assess learners in both functional and academic domains and in their application of authentic assessment practices (M = 4.77). Authentic assessment emphasizes real-world tasks and performance-based evaluation, allowing learners with disabilities to demonstrate their abilities through meaningful and contextualized activities. This approach likely contributed to the observed increase in students' engagement and participation in hands-on learning experiences. Research indicates that authentic and

performance-based assessments are particularly effective in special education because they provide opportunities for learners to apply academic knowledge in practical contexts and demonstrate functional competence (Mueller, 2005).

Similarly, teachers reported a very high level of awareness regarding how functional skills assessment supports independent living ($M = 4.69$). Functional assessment plays a crucial role in transition education as it evaluates learners' abilities in daily living, communication, and social interaction skills that are necessary for successful adulthood. The increase in students' independence in managing daily routines observed in the study supports the idea that teachers who understand functional assessment principles can better design learning activities that promote autonomy among learners with disabilities. Studies on transition education emphasize that assessing functional skills alongside academic progress enables

educators to develop more comprehensive educational plans that prepare learners for life beyond school (Test *et al.*, 2009).

Furthermore, the results indicate that teachers are capable of integrating academic assessment with daily living activities ($M = 4.62$) and distinguishing between functional and academic outcomes ($M = 4.46$). This integration allows academic skills to be applied in practical situations, such as reading labels, counting money, or following instructions in real-life tasks. Such instructional alignment supports the development of transferable skills that improve learners' adaptability and independence. According to Brookhart (2020), effective classroom assessment practices help teachers align instruction, assessment, and learning outcomes, thereby enhancing student engagement and meaningful learning experiences.

Table 2: Knowledge on Functional and Academic Assessment Principles

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I understand how to assess learners in both functional and academic domains.	4.77	0.44	9.86	0.0000	Very High Level	Students displayed consistent performance in both academic and functional tasks.
I am aware of how functional skills assessment supports independent living.	4.69	0.48	8.79	0.0000	Very High Level	Learners showed increased independence in managing daily routines.
I know how to integrate academic assessment with daily living activities.	4.62	0.65	5.17	0.0002	Very High Level	Students applied academic learning in real-life contexts (e.g., reading labels, counting money).
I can distinguish between functional and academic outcomes.	4.46	0.78	4.10	0.0012	High Level	Learners improved in both academic and behavioral goals through differentiated instruction.
I apply principles of authentic assessment in my SPED classroom.	4.77	0.44	9.86	0.0000	Very High Level	Students became more engaged in hands-on and performance-based activities.
Overall Mean	4.66	0.56	6.81	0.0001	Very High Level	Overall, learners developed independence, academic application, and functional adaptability.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49; Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

The extent to which SNED teachers demonstrate knowledge in assessing learners with disabilities in terms of their knowledge of transition goals and learner development

The results in Table 3 show that SNED teachers demonstrated a very high level of knowledge of transition goals and learner development (Overall $M = 4.66$). This suggests that teachers are highly capable of using assessment results to set meaningful transition goals, align these with learner development, and monitor progress

toward long-term outcomes. In transition education, this is important because assessment should help teachers identify students' strengths, needs, and readiness for future academic, vocational, and independent living goals. (De Arao & Fontanilla, 2024; Strnadová *et al.*, 2023).

The highest ratings on using developmental milestones and assessing learners' interests and strengths indicate that teachers are not simply evaluating performance, but are also using assessment information to guide individualized planning. This likely explains why learners were observed

Table 3: Knowledge of Transition Goals and Learner Development

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I understand how assessment informs transition goal setting for learners.	4.62	0.65	5.17	0.0002	Very High Level	Students showed clearer awareness of their strengths and progress toward goals.
I can align learner development with long-term transition plans.	4.62	0.51	6.13	0.0001	Very High Level	Learners exhibited gradual improvement in meeting individualized transition goals.
I am aware of age-appropriate transition goals for different disability categories.	4.62	0.51	6.13	0.0001	Very High Level	Students performed better in age-suitable functional tasks.
I assess learners' interests and strengths to guide transition planning.	4.69	0.48	8.79	0.0000	Very High Level	Students became more motivated and engaged in vocational and life-skill activities.
I use developmental milestones as a basis for setting transition goals.	4.77	0.44	9.86	0.0000	Very High Level	Learners demonstrated steady growth in functional and adaptive skills.
Overall Mean	4.66	0.52	7.72	0.0000	Very High Level	Overall, learners showed increased independence, confidence, and readiness for transition.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49 Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

to become more motivated, more engaged in life-skill and vocational tasks, and more aware of their own progress. Literature supports this result by emphasizing that effective transition planning should be student-centered, individualized, and based on strengths, preferences, and interests so that goals become more relevant and achievable for learners with disabilities (Matusevich *et al.*, 2024; Strnadová *et al.*, 2023).

The findings also imply that SNED teachers are able to connect present learner performance with future transition outcomes. This is consistent with Philippine evidence showing that teacher competence in transition programming is closely tied to their ability to support

learners with special educational needs in acquiring appropriate transition skills (De Arao & Fontanilla, 2024). Overall, the result suggests that strong teacher knowledge of transition goals and learner development contributes to increased learner independence, confidence, and readiness for post-school life.

The extent to which SNED teachers apply assessment practices in implementing the transition program in terms of the use of individualized assessments

The results in Table 4 show that SNED teachers apply individualized assessment practices at a high level in implementing the transition program (Overall M = 4.46).

Table 4: Use of Individualized Assessments in the Transition Program

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I modify assessments based on the learner's disability and functional level.	4.54	0.66	5.63	0.0001	Very High Level	Students showed greater confidence as assessments matched their functional abilities.
I conduct one-on-one assessments tailored to individual learner needs.	4.31	0.85	3.60	0.0020	High Level	Learners responded more actively and accurately during personalized assessment sessions.
I regularly assess learners using personalized criteria.	4.62	0.51	6.13	0.0001	Very High Level	Students improved in meeting individualized learning goals.

4I involve learners in their own goal setting and assessment process.	4.38	0.77	3.99	0.0012	High Level	Learners demonstrated ownership of their learning and greater self-awareness.
I use individualized assessment results to guide IEP planning.	4.46	0.78	4.10	0.0010	High Level	Teachers adjusted IEP goals to better reflect student strengths and needs.
Overall Mean	4.46	0.71	4.76	0.0003	High Level	Learners became more engaged, confident, and aware of their progress through individualized assessments.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49 Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

This indicates that teachers regularly adjust assessment methods to match the diverse functional abilities and learning needs of learners with disabilities. Individualized assessment is essential in special education because students demonstrate varied cognitive, behavioral, and developmental characteristics that require differentiated evaluation strategies. The observed increase in learner engagement and confidence suggests that assessments tailored to students' functional levels enable them to participate more actively and demonstrate their abilities effectively.

The highest mean score was recorded for regularly assessing learners using personalized criteria ($M = 4.62$), interpreted as a very high level. This suggests that SNED teachers frequently evaluate student performance based on individualized standards rather than uniform benchmarks. Such practices allow teachers to monitor student progress more accurately and adjust instruction to support each learner's development. Research emphasizes that individualized and differentiated assessment approaches are essential in inclusive classrooms because they provide meaningful feedback and allow educators to address the diverse learning needs of students with disabilities (Tomlinson & Moon, 2013).

Similarly, teachers demonstrated a very high level of competence in modifying assessments based on the learner's disability and functional level ($M = 4.54$). This practice is crucial for ensuring that assessment activities are accessible and appropriate for learners with different abilities. The improvement in students' confidence during assessment activities observed in the study may indicate that learners respond more positively when evaluation methods align with their capabilities. Inclusive education literature highlights that adapting assessment strategies supports equitable learning opportunities and improves student participation in classroom activities (Florian & Black-Hawkins, 2011).

Other indicators, including conducting one-on-one assessments, involving learners in their own goal setting, and using assessment results to guide Individualized Education Program (IEP) planning, were interpreted as high-level practices. These practices emphasize the importance of learner-centered assessment in the

transition program. When students are involved in the assessment process and understand their learning goals, they develop greater self-awareness and motivation to improve. Studies on self-determination in special education suggest that involving students in goal setting and evaluation processes strengthens their independence and supports successful transition to adult life (Wehmeyer & Shogren, 2017).

The extent to which SNED teachers apply assessment practices in implementing the transition program in terms of documentation and progress tracking of learners.

The results in Table 5 indicate that SNED teachers apply documentation and progress tracking practices at a very high level in implementing the transition program (Overall $M = 4.62$). This finding suggests that teachers consistently maintain records of learner performance, monitor progress toward academic and functional goals, and use assessment data to guide instructional decisions. Effective documentation is essential in special education because it allows teachers to systematically track learner development and ensure that educational interventions are aligned with the individual needs and transition goals of learners with disabilities.

The highest mean scores were observed in tracking progress toward academic and functional goals ($M = 4.69$) and providing written feedback based on learner performance ($M = 4.69$). These results indicate that SNED teachers regularly monitor learner development and communicate feedback that helps students understand their progress. Continuous progress monitoring allows teachers to identify strengths and areas that require improvement, which may explain the observed steady improvement in students' academic and life-skill performance. Research highlights that systematic progress monitoring and feedback are essential components of effective assessment because they support informed instructional adjustments and promote student motivation (Black & Wiliam, 2009).

Similarly, teachers reported a very high level of maintaining up-to-date records of learners' assessment results ($M = 4.62$) and using assessment data to update

instructional plans ($M = 4.62$). These practices are fundamental in individualized instruction, particularly in special education, where teaching strategies must be continuously adjusted to address learners' evolving needs. The observed improvement in learner performance suggests that when assessment data are used to refine instruction, students benefit from more targeted and responsive teaching approaches. Studies emphasize that effective documentation and data-informed instruction help educators design learning experiences that are better aligned with students' developmental progress and learning goals (Hattie, 2009).

Table 5: Documentation and Progress Tracking of Learners

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I maintain up-to-date records of each learner's assessment results.	4.62	0.65	5.17	0.0002	Very High Level	Students received consistent feedback and became more aware of their progress.
I track progress toward academic and functional goals regularly.	4.69	0.48	8.79	0.0000	Very High Level	Learners showed steady improvement in both academic and life-skill tasks.
I use portfolios or documentation tools to monitor learner growth.	4.46	0.66	4.09	0.0010	High Level	Students took pride in their portfolio work and reflected on their achievements.
I provide written feedback based on learner performance.	4.69	0.48	8.79	0.0000	Very High Level	Learners used feedback to improve task performance and goal attainment.
I use assessment data to update instructional plans.	4.62	0.65	5.17	0.0002	Very High Level	Teachers adjusted lessons to address learner strengths and weaknesses effectively.
Overall Mean	4.62	0.58	6.61	0.0001	Very High Level	Learners showed consistent progress, motivation, and ownership of learning.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49 Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

The extent to which SNED teachers apply assessment practices in implementing the transition program in terms of multi-stakeholder collaboration in assessment practices.

The results in Table 6 reveal that SNED teachers apply multi-stakeholder collaboration in assessment practices at a very high level in implementing the transition program (Overall $M = 4.63$). This indicates that teachers actively engage parents, therapists, guidance counselors, and other professionals in the assessment and transition planning process. Collaboration among multiple stakeholders is essential in special education because learners with disabilities often require coordinated support from both educational and non-educational professionals to address their academic, social, and functional needs.

The highest mean scores were observed in teachers' involvement in team meetings to review learner progress ($M = 4.69$) and collaboration with guidance counselors or social workers in transition planning ($M = 4.69$). These practices highlight the importance of interdisciplinary

In addition, the use of portfolios or documentation tools to monitor learner growth ($M = 4.46$) was interpreted as a high-level practice. Portfolio assessment allows students to collect evidence of their learning over time and reflect on their achievements. The observed pride and reflection shown by learners when reviewing their portfolios indicate that documentation tools can promote learner motivation and self-awareness. Literature on portfolio-based assessment suggests that such approaches support deeper learning and encourage students to take ownership of their educational progress (Barrett, 2007).

teamwork in assessing learner development and planning appropriate interventions. The observed improvements in students' emotional and social readiness for transition suggest that collaborative assessment allows professionals to combine their expertise in addressing learners' diverse needs. Research has shown that multidisciplinary collaboration enhances the effectiveness of transition planning by ensuring that educational, social, and therapeutic interventions are aligned with students' individual goals (Mazzotti *et al.*, 2016).

Similarly, the results show a very high level of coordination with parents in discussing learner assessment outcomes ($M = 4.62$) and collaboration with therapists and related service providers ($M = 4.62$). Parental involvement is particularly important in transition programs because it helps ensure consistency between school-based learning and home support. The observed improvement in student behavior and progress may be attributed to stronger communication between teachers and families. Studies emphasize that family engagement in assessment

Table 6: Multi-Stakeholder Collaboration in Assessment Practices

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I coordinate with parents in discussing learner assessment outcomes.	4.62	0.51	6.13	0.0001	Very High Level	Students received better home support and consistency in behavior.
I collaborate with therapists and related service providers in planning assessments.	4.62	0.51	6.13	0.0001	Very High Level	Learners benefited from holistic assessment and aligned interventions.
I involve guidance counselors or social workers in transition planning.	4.69	0.48	8.79	0.0000	Very High Level	Students showed improved emotional and social readiness for transition.
I participate in team meetings to review learner progress.	4.69	0.48	8.79	0.0000	Very High Level	Students' goals were more accurately aligned with multidisciplinary recommendations.
I communicate assessment results effectively to all stakeholders.	4.54	0.78	4.70	0.0003	Very High Level	Parents and support staff became more engaged in student progress tracking.
Overall Mean	4.63	0.55	7.05	0.0000	Very High Level	Learners experienced more consistent support and coordinated services, enhancing transition outcomes.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49 Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

and transition planning contributes to better educational outcomes and promotes stronger support systems for learners with disabilities (Blue-Banning *et al.*, 2004).

Furthermore, teachers reported a very high level of communicating assessment results effectively to stakeholders ($M = 4.54$). Effective communication ensures that all individuals involved in the learner's development are informed about progress, challenges, and required interventions. Clear and consistent sharing of assessment information allows stakeholders to coordinate their efforts and provide more comprehensive support to learners. Literature suggests that collaborative communication among educators, families, and support professionals strengthens the implementation of individualized programs and improves transition outcomes for students with disabilities (Trainor *et al.*, 2016).

The extent to which SNED teachers engage in professional development and training in terms of participation in transition-related seminars.

The results in Table 7 indicate that SNED teachers engage in professional development through participation in transition-related seminars at a high level (Overall $M = 4.38$). This finding suggests that teachers actively participate in seminars, workshops, and in-service training activities to enhance their competencies in transition planning and assessment for learners with disabilities. Professional development is essential in special education because it enables teachers to update their knowledge,

adopt new teaching strategies, and improve instructional practices that support the diverse needs of learners in transition programs.

The results show that teachers reported a very high level of applying insights gained from seminars to their teaching practices ($M = 4.54$) and sharing seminar learnings with colleagues ($M = 4.54$). These findings suggest that professional development activities contribute to improved instructional approaches and collaborative learning among teachers. The observed increase in students' responsiveness to individualized instruction may indicate that teachers are able to translate seminar knowledge into practical strategies in the classroom. Research has shown that professional development programs that focus on special education practices help teachers strengthen their instructional competence and improve learning outcomes for students with disabilities (Desimone & Garet, 2015).

Teachers also reported a high level of participation in seminars and in-service training related to transition programs and SPED assessment. Such participation helps teachers stay informed about updated assessment strategies and transition planning approaches. The observed improvement in students' classroom adjustment and progress monitoring suggests that professional development contributes to more effective teaching and assessment practices. Studies emphasize that continuous training opportunities for teachers are essential for improving their ability to implement inclusive and transition-focused educational programs (Darling-

Table 7: Participation in Transition-Related Seminars

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I have attended seminars/workshops on transition programs in the past year.	4.38	0.77	3.99	0.0012	High Level	Teachers applied new methods that improved students' classroom adjustment.
I actively seek opportunities to learn about transition planning.	4.00	1.08	1.74	0.0520	High Level	Students benefited from updated approaches to functional skill teaching.
I participate in in-service training sessions related to SPED assessment.	4.46	0.66	4.38	0.0008	High Level	Students' progress monitoring improved through better assessment strategies.
I apply insights gained from seminars to my teaching practices.	4.54	0.52	6.01	0.0001	Very High Level	Students became more responsive to individualized instruction.
I share seminar learnings with colleagues in my department or school.	4.54	0.52	6.01	0.0001	Very High Level	Students experienced consistent teaching strategies across teachers.
Overall Mean	4.38	0.71	4.00	0.0012	High Level	Learners benefited from teachers' updated knowledge and improved instructional practices.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49 Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

Hammond *et al.*, 2017).

However, the indicator related to actively seeking opportunities to learn about transition planning ($M = 4.00$) received the lowest mean among the items, although it was still interpreted as a high level. This result may indicate that while teachers participate in available training opportunities, access to professional development programs may still be limited. Literature suggests that sustained and accessible professional development is necessary to ensure that teachers consistently enhance their competencies in special education and transition programming (OECD, 2019).

The extent to which SNED teachers engage in professional development and training in terms of access to updated SPED resources.

The results in Table 8 show that SNED teachers have a high level of access to updated SPED resources (Overall $M = 4.37$), indicating that teachers are generally able to obtain and utilize current teaching and assessment materials that support the implementation of transition programs for learners with disabilities. Access to updated resources is important in special education because instructional materials and assessment tools must reflect current practices, learner needs, and policy guidelines. The observed increase in learner engagement suggests that the availability of relevant materials contributes to more meaningful and effective learning experiences. Teachers reported a high level of access to updated SPED teaching and assessment materials ($M = 4.31$) and use of transition planning guides or manuals provided by

the Department of Education or other institutions ($M = 4.31$). These findings suggest that official guidelines and instructional resources help teachers implement transition planning more effectively. When teachers use structured guides and updated materials, they are better able to align assessment practices with educational standards and learner development goals. Research indicates that access to high-quality instructional resources improves teachers' ability to deliver effective instruction and support students with diverse learning needs (Darling-Hammond *et al.*, 2017).

Similarly, teachers reported a high level of updating assessment tools based on new resources ($M = 4.46$) and referring to reliable online or printed materials for transition assessments ($M = 4.38$). These practices suggest that teachers actively seek information that enhances their assessment methods and instructional strategies. The observed improvement in students' performance assessment indicates that updated resources help teachers design more relevant and evidence-based evaluation approaches. Literature emphasizes that continuous access to professional resources supports teachers in implementing inclusive and effective assessment practices for learners with disabilities (UNESCO, 2020).

In addition, the use of visual aids and functional tools aligned with transition goals ($M = 4.38$) highlights the importance of accessible learning materials in supporting students' understanding and task completion. Visual and functional tools are particularly effective for learners with disabilities because they provide concrete and structured learning supports. Studies have shown that the use of

Table 8: Access to Updated SPED Resources

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I have access to updated SPED teaching and assessment materials.	4.31	0.75	3.81	0.0016	High Level	Students showed better engagement through updated and adaptive materials.
I utilize transition planning guides or manuals provided by DepEd or other institutions.	4.31	0.75	3.81	0.0016	High Level	Learners experienced smoother transition goal setting aligned with DepEd standards.
I regularly update my assessment tools based on new resources.	4.46	0.66	4.38	0.0008	High Level	Students' performance assessment became more relevant and evidence-based.
I refer to reliable online or printed materials for transition assessments.	4.38	0.77	3.99	0.0012	High Level	Students benefited from current and realistic transition strategies.
I use visual aids and functional tools aligned with transition goals.	4.38	0.77	3.99	0.0012	High Level	Learners demonstrated greater understanding and task completion through visual tools.
Overall Mean	4.37	0.74	4.02	0.0011	High Level	Learners became more responsive and motivated due to relevant and updated instructional resources.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49 Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

visual and adaptive instructional materials improves learner comprehension, engagement, and independence in completing academic and functional tasks (Al-Azawei *et al.*, 2016).

The extent to which SNED teachers engage in professional development and training in terms of the application of training in the classroom context

The results in Table 9 indicate that SNED teachers demonstrate a high level of applying professional training in the classroom context (Overall M = 4.00). This suggests that teachers are able to translate the knowledge and strategies gained from professional development activities into practical instructional and assessment practices that support learners with disabilities. The observed improvement in student responsiveness and participation implies that when teachers apply newly learned approaches, learners benefit from more responsive and adaptive teaching strategies.

Teachers reported a high level of applying newly learned assessment strategies (M = 4.00) and implementing instructional strategies from recent training (M = 4.08). These findings indicate that professional development activities contribute to improving classroom instruction and assessment practices. The observed improvement in learners' understanding of lessons suggests that training can enhance teachers' capacity to design differentiated

strategies suited to the diverse learning needs of students with disabilities. Research has shown that professional development is most effective when teachers apply newly acquired knowledge directly in classroom practice and adapt strategies based on student needs (Darling-Hammond *et al.*, 2017).

Similarly, teachers reported a high level of adapting training concepts to fit the needs of their learners (M = 4.23) and reflecting on and revising their practices based on training outcomes (M = 4.31). These results indicate that teachers engage in reflective practice, which is essential for improving instructional effectiveness. The observed increase in student participation suggests that teachers are able to refine their teaching approaches after evaluating the impact of training on classroom learning. Literature highlights that reflective practice enables teachers to assess the effectiveness of professional development and adjust their strategies to better address learner needs (Desimone & Garet, 2015).

However, the indicator evaluating the effectiveness of training in real classroom settings (M = 3.69) received the lowest mean among the items, although it was still interpreted as a high level. This result may suggest that while teachers apply training concepts, systematic evaluation of training outcomes may require further strengthening. Effective professional development involves not only implementing new strategies but

Table 9: Application of Training in Classroom Context

Indicators	Mean	SD	t-value	Sig. (p)	Interpretation	Observed Student Changes
I apply newly learned assessment strategies in my classroom.	4.00	1.00	1.76	0.0051	High Level	Students became more responsive to modified assessment activities.
I implement instructional strategies from recent training.	4.08	1.04	1.96	0.0039	High Level	Learners showed better understanding of lessons with differentiated strategies.
I evaluate the effectiveness of training when used in real classroom settings.	3.69	1.44	0.48	0.318	High Level	Students' performance outcomes were monitored, but evaluation methods need refinement.
I adapt training concepts to fit the needs of my learners.	4.23	0.73	3.06	0.005	High Level	Learners benefited from strategies tailored to their functional abilities.
I reflect on and revise my practices based on training outcomes.	4,31	0.63	4.47	0.0008	High Level	Students' participation improved after teachers refined classroom approaches.
Overall Mean	4.00	1,21	1.61	0.0062	High Level	Learners became more engaged and responsive as teachers applied training insights in classroom contexts.

Scale: (4.50-5.00 Very High Level; 3.50-4.49 High Level; 2.50-3.49 Moderate Level; 1.50-2.49 Limited Level; 1.00-1.49 Very Limited Level)

also assessing their impact on student learning and instructional improvement. Studies emphasize that ongoing evaluation and reflection are necessary to ensure that training initiatives lead to meaningful and sustained improvements in classroom practice (OECD, 2019).

The challenges encountered by SNED teachers in the process of assessment for K12 Transition curriculum along with Learner's Entry Point, Transformational or Outcome-Based Skills, Desired Exit Outcomes or Life Pathways.

Table 10: Generated Themes about the Challenges in Implementing Assessment in the Transition Program

DESCRIPTION	THEMES
Absence of diverse and accurate assessment methodologies to determine and address the unique needs of LSENs	Lack of Appropriate Assessment Tools
Absence of enough upskilling opportunities for teachers assigned in special education programs	Insufficient Professional Development Opportunities for Teachers
Absence of adequate resources, facilities, materials, and fundings significant in implementing transition program for LSENs	Limited Resources and Support

As a teacher implementer of Transition Program, what are the problems you encountered implementing the assessment in the transition program?

Lack of Appropriate Assessment Tools

The absence of a standardized and suitable assessment tool covering the individual needs of each LSEN is one of the issues that do not allow the implementation of assessments in the Transition Program. In particular, although proper assessment tools such as Early Childhood Care and Development (ECCD) assessment do exist, a wide range of evaluation tools should be offered which will allow responding to the different needs

of learners with disabilities such as cerebral palsy, autism, and epilepsy. Studies of the field of adaptive assessment practices in special education settings show that the diversity of the disabilities and learning requirements of students, along with the inadequate provision of specific assessment instruments and media, are major limitations to effective assessment (Hasanah *et al.*, 2025). In addition, the multidimensional nature of SNED learner assessment should be covered by comprehensive assessment frameworks, such as the identification and documentation of entry behaviors and baseline knowledge of various learning backgrounds, but lack of adequate infrastructure

and availability of assessment tools remain a problem with many schools.

"The first assessment is to conduct my IEP based on the diagnosis from medical doctors... I do not have enough resources in assessing my Epileptic learner." (Participant 2)

"The problem that I experienced in assessing students, I think, is the lack of standardized assessment tools for each specific disability." (Participant 3)

"I have observed that ECCD is not appropriate for my cerebral palsy learner since the assessment tool needs or focuses on motor skills. It's not even appropriate for the other disabilities of my learners." (Participant 3)

Insufficient Professional Development Opportunities for Teachers

It is anticipated of SNED teachers who are the major implementers of the program of Transition to ensure that they have relevant and enough knowledge and skills to be able to offer individualized support to the learners. Nonetheless, studies show that they usually face difficulties because they do not have a chance to develop professionally and conduct training workshops. Practical development is systematic and targeted, which is necessary to improve the assessment literacy process and competency-based education practices (Perez & ting, 2015). The obstacles to successful teacher preparation are time constraints, workload, financial constraints, and lack of developmental provision, with the inclusion of the incredibly important role of sustained and specialized professional development in providing inclusive transition

practices.

"The teachers like me and the rest of the teacher are not well equipped with the assessment process in the SNED transition Program." (Participant 1)

"I think another problem is the lack of skills of teachers like me to assess the SNED learners. So I need more training seminars in assessing students with special needs." (Participant 3)

Limited Resources and Support

SNED teachers underline the insufficiency of the required resources and the lack of adequate institutional support as the great challenges in the implementation of transitional programs which are the lack of assessment materials and resources, deficiency in funding and other required physical and technical resources. Studies in the Southeast Asian and Philippines reveal that special education classrooms are characterized by poor budget allocation, teaching resources, curriculum and proper school facilities (Sagpang & Lugo, 2025). Also, environmental barriers associated with resource constraints and support are uniformly recorded to be systemic constraints to SNED implementation where lack of adequate infrastructure, teaching and learning resources and the lack of assistive technologies that meet the needs of different learners hinder quality of educational services.

"In our school, we don't have resources, some materials that we have to offer..." (Participant 1)

"I guess for me for two years handling the transition program in SNED, I do not have enough resources in assessing my Epileptic learner." (Participant 2)

Table 11: Generated Themes about the Key Principles in Developing and Conducting Transition Assessments

DESCRIPTION	THEMES
Assessments must be tailored to functional goals and life transitions of learners	Functional Assessments
Assessments must foster inclusion, belongingness, and respect	Inclusive Learning Environment
Assessments must promote collaboration among teachers, parents, and other relevant stakeholders	Collaboration Among Stakeholders

The important principles that should be considered in the development of the transition program especially in the conduct of assessment.

Functional Assessments

The SNED teachers observed that the unique needs, goals, and readiness of the learners to the real-world environment were one key principle in creating and designing assessments. Programs should also be oriented at assessing functional abilities, which include autonomy, other life abilities as well as socialization. The research on school-to-work transition programs highlights that effective transition services must involve multifaceted functional assessment to concentrate on real-life skills and employment readiness (Henry *et al.*, 2024). Application of customized evaluation procedures and emphasis on practical skills, such as independent living skills and job-specific skills, would have a great impact in improving employment and community integration rates

among learners with special needs. Effective, evidence-based personalized transition plans need to combine academic, vocational, and independent living objectives in student-focused strategies that demonstrate significant post-school results.

"So one thing to consider when it comes to the principles of assessment is the learner's goal. They have to exit from one step to another example. How are they going to exit from our school?... From one place to another, how are they going to commute? So we have to consider the data. That kind of skills that they have to develop." (Participant 1)

Inclusive Learning Environment

SNED teachers will also focus on the need to integrate inclusivity to establish learning and assessment conditions within the transition program because of its role in fostering the elimination of discrimination, stigma, and biases. The studies indicate that transition programs that

promote inclusivity can go a long way by enabling learners with special needs to adapt to new learning environments by eliminating obstacles and offering support that is customized (Azizah *et al.*, 2025). The teaching methods should be inclusive and adjusted to the special needs and disabilities of the students such as differentiated modes of assessment and environmental aids that facilitate the inclusion of the diverse learners in general education settings. A multidisciplinary approach involving teachers, occupational therapists and other professionals coupled with an inclusive program design results in better outcomes in school-to-work transitions and in community integration and quality of life outcomes of learners.

“So one of the principles to consider in assessment for SNED in the transition program is to foster a sense of belongingness. They must fulfill the value and respect. Then develop life skills.” (Participant 2)

“Another is to reduce stigma and discrimination and foster a sense of belongingness.” (Participant 2)

Collaboration Among Stakeholders

The empowerment of the various stakeholders involved in the transition programs such as teachers, parents, health practitioners among others is a great step in facilitating consistency and effectiveness of the assessment methodology that is developed and implemented. Studies prove that the collaboration of the stakeholders in question introduces distinctive insights and know-how to the process of transition planning and evaluation, which leads to an in-depth idea of the special capabilities, difficulties, and needs of learners (Pachecho *et. al.*, 2022). Development of independent work skills, career counseling and vocational training and living with disabilities Joint and community rehabilitation services

are collaborative partnerships that enhance post-school outcomes (employment, postsecondary education and independent living) by offering coordinated vocational training, career counseling, and workplace readiness development between secondary special education teachers and community rehabilitation services. Proper cooperation, which incorporates the academic skills of teachers with the background of parents on personal and everyday circumstances of life, and the professional and medical skills of medical workers minimizes duplication and omission in the transition program.

“I think, ma’am, one of the principles is collaboration with parents and the school support team. This is a big help for us, we all know that there is a limited time for these students in school, so we can also do the interview and record some of the observations also of the parents... Sometimes, ask the parents to confirm your assessment. You know when we are using or creating the IEP, we also need to collaborate with the medical practitioners, which is indeed a medical practitioner, but through the diagnosis assessment we can. You can use it to confirm your assessment and then of course the support. You can verify their behavior, for example you can collaborate with your colleagues. So you may experience the same in inclusive education in a transition program.” (Participant 3)

Do you have additional inputs on how to improve the implementation of assessment for the transition program?
Development of Appropriate Assessment Tools

As a result of the recurrent issues of insufficiency of various and suitable assessing instruments that should address the needs of LSENs in an individualized way, there is an evident necessity to develop standardized and differentiated procedures. The currently available tools such as ECCD checklists and multi-factor assessment tools are not the best ones to use with older learners

Table 12: Generated Themes about the Recommendation for Improving Assessment Implementation

DESCRIPTION	THEMES
Addressing the inadequacy of assessment tools for learners with special needs	Development of Appropriate Assessment Tools

or learners with particular disabilities such as cerebral palsy, autism, and epilepsy. The most recent findings on the diagnostic methodology of neurodevelopmental disorders focus on the need of early detection using integrated evaluation methods that involve a combination of standardized instruments and clinical examination and cooperation with health care providers (La, 2026). The measurement of the developmental functioning in children with disabilities including autism spectrum disorder, cerebral palsy, and intellectual disability activities of daily living inventories are all culturally adapted, valid and reliable measures which not only differentiate normal and disabled populations but also quantify meaningful functional outcomes. Evidence-based assessment tools are to be procured by means of joint cooperation with health practitioners in order to make sure that it is properly diagnosed, the needs of learners are identified, and the evidence-based interventions are properly implemented

based on the outcomes of functional, developmental, and transition.

“We have an MEAT or multi-factor assessment test for Grade One... The notion of a cater for 16 years and above, while the ECCD Young’s are five, five and six.” (Participant 1)

“The problem that I experienced in assessing students, I think, is the lack of standardized assessment tools for each specific disability...”

Actually we need a tool for the Interview for learners with special needs.” (Participant 3)

The significant relationship between SNED teachers’ knowledge, assessment practices, professional development engagement, and the implementation of the transition program.

Table 13 presents the significant relationships between SNED teachers’ knowledge, assessment practices, professional development engagement, and

the implementation of the transition program. The results indicate that selected knowledge variables and collaborative assessment practices have significant relationships with the implementation of the transition program, while most professional development indicators did not show significant relationships.

Among the knowledge variables, understanding of assessment tools and knowledge of transition goals and learner development showed significant relationships with the implementation of the transition program. This finding suggests that teachers who possess a deeper understanding of assessment instruments and the developmental goals of learners are more capable of implementing transition-focused educational practices effectively. Assessment knowledge enables teachers to identify learner strengths, needs, and progress, which are essential in planning individualized transition pathways. Research emphasizes that teachers' assessment literacy plays a critical role in designing appropriate learning interventions and supporting the successful transition of students with disabilities to post-school outcomes (Brookhart, 2020).

However, the variable related to functional and academic assessment principles did not show a significant relationship with the implementation of the transition program. While teachers may demonstrate competence in applying these assessment principles, this result suggests that knowledge alone may not directly influence program implementation without corresponding instructional practices or institutional support. This finding aligns with

studies indicating that effective transition implementation depends not only on teacher knowledge but also on contextual factors such as collaboration, resources, and systemic support within schools (Morningstar *et al.*, 2017). In terms of assessment practices, multi-stakeholder collaboration showed a significant relationship with the implementation of the transition program. This result highlights the importance of coordinated efforts among teachers, parents, therapists, guidance counselors, and other professionals in supporting learners with disabilities. Collaborative assessment practices allow different stakeholders to contribute their expertise in evaluating learner progress and planning appropriate interventions. Research supports the importance of collaborative transition planning, emphasizing that multidisciplinary teamwork enhances the alignment of educational, social, and vocational goals for students with disabilities (Mazzotti *et al.*, 2016).

Conversely, other assessment practices such as use of individualized assessment and documentation and progress tracking did not show significant relationships with the implementation of the transition program. Although these practices remain essential components of effective assessment, the findings suggest that they may function as routine instructional processes rather than direct predictors of transition program implementation. Finally, all variables under professional development engagement, including participation in transition-related seminars, access to updated SPED resources, and application of training in classroom contexts, did not

Table 13: The Significant Relationship between SNED Teachers' Knowledge, Assessment Practices, Professional Development Engagement, and the Implementation of the Transition Program

Variables		N	r-value	p-value	Remarks
Knowledge of SNED Teachers	Understanding of assessment tools	13	0.565	0.044	Significant
	Functional and academic assessment principles	13	0.471	0.100	Not significant
	Transition goals and learner development	13	0.612	0.025	significant
Assessment Practices	Use of individualized assessment	13	0.487	0.087	Not significant
	Documentation and progress tracking	13	0.463	0.107	Not significant
	Multi-stakeholder collaboration	13	0.647	0.016	Significant
Professional Development	Participation in transition-related seminars	13	0.026	0.931	Not significant
	Access to updated SPED resources	13	0.421	0.151	Not significant
	Application of training in classroom context	13	0.168	0.585	Not significant

show significant relationships with the implementation of the transition program. This result may imply that while teachers participate in professional development activities, these experiences may not always translate directly into measurable improvements in transition program implementation. Literature suggests that professional development initiatives are most effective when they are sustained, context-specific, and closely

aligned with classroom practice and institutional support systems (Darling-Hammond *et al.*, 2017).

CONCLUSION

The findings indicate that the effective implementation of transition programs for learners with disabilities is largely influenced by teachers' assessment literacy and their ability to collaborate with relevant stakeholders.

Teachers who demonstrate a strong understanding of assessment tools and transition goals are better equipped to design learning experiences that support both academic growth and functional independence. This highlights the critical role of teacher competence in achieving meaningful transition outcomes. The study also shows that collaboration among teachers, parents, and support professionals enhances program effectiveness. Engaging multiple stakeholders ensures coordinated support that addresses learners' educational, social, and developmental needs, resulting in more aligned instructional strategies and interventions. However, the findings emphasize the need for stronger institutional mechanisms to ensure that professional development translates into consistent classroom practice. While training opportunities exist, their impact depends on how effectively teachers apply acquired knowledge in real-world settings. Thus, professional development should be continuous, practice-oriented, and context-specific. Strengthening teacher capacity in transition-focused assessment and fostering collaborative partnerships are essential. Establishing a structured upskilling program for SNED teachers may enhance assessment literacy, support collaboration, and promote inclusive, responsive education that prepares learners with disabilities for successful post-school life.

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