Coping Mechanisms of Mainstreamed Learners

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ABSTRACT

The Corona Virus Disease (COVID)-19 pandemic caused the implementation of distance learning that deprived learners of regular school routines (oecd.org). This mixed-methods research evaluated the coping mechanisms of mainstreamed learners, the recommendations of the parents and learners, and the program that can be implemented to improve the implementation of mainstreaming learners with disabilities (LWDs). Results revealed that LWDs exhibited low avoidance and rebellious characteristics but high reconciliation and determination indicators. The focus group discussion verified the instructional-related challenges encountered. Mainstreamed students have a strong drive to cope with instructional-related challenges. To improve instructional issues, schools should contextualize lessons, especially in Mathematics. Video lessons should be available. The partnership between teachers and parents must be strengthened, and family support initiatives must be intensified. The researcher's framework, Rx Education for the Mainstreamed in Time of Pandemic, can be implemented,

which involves Medical Assessment, Classhome Readiness, Creative Instruction, and Progress Monitoring. Conduct of annual medical assessments and regular monitoring by experts like Psychologists and Physical and Psychotherapists for the learners' well-being should be in place. The study's results suggest significant implications and references for educators and policymakers.

Keywords — Social Science, mainstreamed learners, COVID-19, learners with disabilities, mixed-methods, Philippines

INTRODUCTION

The disruptions caused by the pandemic affected more than 1.7 billion learners, including 99% of students in low and lower-middle-income countries; a sense of isolation is hard to deal with since students are not used to it and are caught unprepared. Apart from those in the regular classes affected by the new learning modality are the mainstreamed learners with special educational needs (Organisation for Economic Co-operation and Development, 2020; United Nations, 2020).

In Indonesia, approximately 45 million students cannot not participate in learning. Said 45 million comprised 3% of the total number of students around the world who were not able to go to school due to the pandemic (Batubara, 2020).

The effects of the crisis on education, particularly public funding of education in OECD nations and international student mobility, were covered by Schleicher (2020). He also discussed COVID-19 and educational institutions, covering topics like the loss of instructional time delivered in a classroom, strategies to continue students' education during school closure, teachers' readiness to support digital learning, when and how to reopen schools, class size, a critical parameter for the reopening of schools, and vocational education during the COVID-19 lockdown.

Tee et al. (2020) enumerated the psychological impact of the COVID-19 pandemic in the Philippines in 2020. The study discovered that students report the moderate-to-severe psychological impact of the COVID-19 pandemic, timely and adequate health information has a protective psychological effect, healthcare workers are less likely to be psychologically affected, and home quarantine is associated with depression, anxiety, and stress symptoms.

Learners with disabilities, including the mainstreamed, were not spared from the effects of the pandemic on education. Due to the shutdown, mainstreamed

learners were confined in the comfort of their homes and subjected to home-based education. They were deprived of the normal learning environment since they were used to interacting with teachers, classmates, and friends. Mainstreamed learners operationally refer to the special education learners qualified to be part of inclusive education, combined with the regular students. They receive the same instruction and perform the same activities, which can be contextualized in favor of their special needs.

While research had been done about the impact of the pandemic on regular students, this study focused on mainstreamed learners and how they coped with the challenges brought to them by the pandemic.

FRAMEWORK

The study considered the Coping Theory of Lazarus and Folkman (1984), who defined Coping Theory as constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person.

OBJECTIVES OF THE STUDY

The study investigated the coping mechanisms of mainstreamed students of Legazpi City Division in the new normal along instruction, lesson engagement, homework preparation, technology, and isolation.

METHODOLOGY

Research Design and Respondents

This study employed quantitative research. It involved compiling quantitative information tabulated along a continuum in numerical form. It also used focus group discussions between the 27 parents and 37 mainstreamed learners who were the respondents of this research. The researcher used total enumeration since the population was small.

Data Collection

The researcher used a validated structured survey questionnaire of coping mechanisms derived from different sources. The researcher conducted a focus group discussion to verify and confirm the validity of their responses to the survey

questionnaire about the challenges and coping mechanisms of the mainstreamed students. Descriptive statistics, in particular, Weighted Mean (WM), was utilized to analyze data obtained from part 1 on the coping mechanisms of mainstreamed students. The mathematical formula of Weighted Mean is WM= ∑n/N, where: WM is- Weighted Mean, ∑n – is the sum of responses, and N – is the number of respondents. A 4-point Likert scale was used. Cited are the rating range and the adjectival description. 4-Very High (3.50-4.00), 3-High (2.50-3.49), 2-Low (1.50-2.49), 1- Very Low (0.50-1.49), 0-Not Observed (0.0-0.49). The data were collated and grouped according to themes. Respondents were coded, and thematic analysis was presented in line with the cited variables.

RESULTS AND DISCUSSION

Generally, the defensive pattern of behaviors was low, with an average WM of 1.82. Specifically, among the five indicators, the highest rated was "I am exaggerated in asking for help from adults," with a WM of 2.16 (low). This was followed by "I do not need help from others," with a WM of 2.03(low). The third one is "I feel sad," with a WM of 1.93 (low). While the least rated was "I cry," with a WM of 1.34, described as very low. Results revealed that mainstreamed students need help from others and are willing to cooperate, but the least coping mechanism was crying. It can be implied that respondents need help and can cooperate instead of being sad. Generally, coping mechanisms on instruction exhibiting emotional avoidance were very low, with an average WM of 1.11.

Among the five (5) indicators, the highest rated was "I worry about academic assignments," with a WM of 2.37, described as low. "I feel I am not good" was rated low with a WM of 1.82, and the third one was "I have suicidal thoughts" with a WM of 1.34 (very low). However, smoking and the use of prohibited drugs were not observed. Results showed a low emotional avoidance, especially smoking and using illegal drugs, were not observed. However, a very low incidence of suicide was exhibited, and worries about academic assignments were noted. It can be implied that respondents need help in preparing academic assignments, which shows dependency on learning facilitators. Also, their suicidal thoughts can be associated with the bulk of academic loads in distance education.

The rebellious behaviors were generally rated low, with an average WM of 1.93. Among the three (3) indicators which were rated low, "I do not need help" was rated highest, with a WM of 2.19, followed by "I give conditions," with a WM of 1.87, and the least was "I am troubled with my disability" with a WM of 1.72.

Results revealed that respondents exhibited low rebellious behavior. However, a need for help was revealed; few gave conditions and were somehow troubled by their physical disabilities. It can be implied that the respondents need help with instruction-related tasks. Also, the mainstreamed students showed dependency on their learning facilitator in distance education. Their physical condition affecting lesson engagement made them more concerned about their physical incapacity. In the study of Kwaah and Essilfie (2017), the student's academic workload, assessments, and economic status problems were the key causes of stress. However, self-distracting activities such as watching TV and listening to music to cope with stress were important; most importantly, emotional and instrumental support from family, friends, and teachers was considered effective in coping with instructional challenges.

The coping mechanisms on instruction exhibiting reconciliation were rated high, with an average WM of 2.95. The highest-rated indicator was "I accept remedial help and assistance," with a WM of 3.40 (high), "I ask for help with my problems," with a WM of 3.30 (high), was rated second, and the third was, "I know how to control my fears" with a WM of 2.86 (high). However, "I know how to compare different emotions," with a WM of 2.33 (low), was rated least. Results revealed that reconciliation mechanisms were high, especially when asking for help on remedial lessons, and respondents asked for help on instruction problems. Considering their physical disabilities, a low capacity to compare emotions was revealed. The respondents appreciated most when help with instruction was offered to them. Also, they exhibited management of fears but were less likely to distinguish various emotions. It can also be implied that they relied on the help that could be offered, showing their dependency on learning facilitators. Branstetter (2020), in an article entitled "How Teachers Can Help Students with Special Needs Navigate Distance Learning," cited that many students find distance learning difficult. However, students with learning, attention, or social-emotional concerns may have more difficulty. In this regard, teachers and parents faced challenges as learning facilitators. Figuring out how to reach and teach different learners remotely was more challenging than with students reliant on teachers.

The coping mechanisms of mainstreamed students on instruction exhibiting determination were measured based on the seven (7) cited indicators. The indicators were rated high, with an average WM of 2.86. Among the seven indicators (7), the top three highest-rated were: "I am strong,"; "I know how to face problems,"; and "I solve my problem," with a WM of 3.42, 2.89, and 2.84,

respectively. The indicator with the least rating was "I consider my disability as part of my life," with a WM of 2.62 described as high. Results revealed that the respondents have high determination, as revealed by being strong and know-how to face and solve problems. It can be implied that the mainstreamed students exhibited positive attitudes along with their physical disabilities and on instructional-related tasks.

The coping mechanisms of mainstreamed students on lesson engagement exhibiting avoidance (defensive pattern of behaviors) were rated low with an average WM of 1.70. Among the five indicators, "I am exaggerated in asking for help from adults" was rated highest with a WM of 2.20 (low). The second was "I do not need help from others," with a WM of 1.94 (low), and "I do not want to cooperate," with a WM of 1.63 (low). While the least rated was "I cry," with a WM of 1.32 (low). Results revealed that the defensive pattern of behavior was low. However, respondents indicated that they need help and want to cooperate. They exhibited a low tendency to be sad and cry. It can be implied that respondents exhibited the need for support which shows dependency on learning facilitators.

The coping mechanisms for lesson engagement revealed a very low emotional avoidance with an average WM of 1.1. Among the five (5) indicators, "I worry about academic assignments" with a WM of 2.61 (high), which was rated highest. While "I feel I am not good," with a WM of 1.66 (low), was rated second, and "I have suicidal thoughts" with a WM of 0.99 (very low). However, smoking and the use of prohibited drugs were observed. Results revealed a very low emotional avoidance. Still, worrying about the academic assignments was noted, and the negative feeling about oneself was low and very low on suicidal thoughts. It can be implied that the respondents never involved themselves in smoking and illegal substance. However, suicidal thoughts can be linked with the high incidence of worrying about the academic tasks given to them.

Students in distance education suffer from many emotional challenges in line with instruction and isolation. As a result, it will be especially critical for reopening school communities to design and implement a plan for providing mental health first aid, screenings, and referral procedures. Collaboration between and among district and school administrators, school counselors, social workers, and psychologists to assist children in capacitating children overcome emotional trauma is crucial.

The respondents exhibited low rebellious behavior with an average WM of 1.88. Among the three (3) indicators, "I give conditions," with a WM of 2.00

(low), was rated highest. "I do not need help" with a WM of 1.88 (low) was second, and the third was "I am troubled with my disability" with a WM of 1.77 (low). Results revealed that rebellious behavior among the respondents was low. However, they indicated that help was necessary for coping with the challenges of lesson engagement though they are not much concerned about their disabilities. It can be implied that the respondents depended on the learning facilitator and were not concerned much about their disability.

On reconciliation, results revealed that respondents ask for help to solve problems and accept help for remedial assistance. However, there is a low tendency to control their feelings and fears and compare different emotions. The respondents expect others to help them solve problems and remedy lessons. It was noted that they are weak in controlling their feelings, fears, and emotions. It can also be implied that the mainstreamed students needed emotional and instructional-related assistance.

The coping mechanisms determining lesson engagement among mainstreamed students were measured based on the seven (7) indicators. The coping mechanisms on lesson engagement exhibiting determination were generally high, with an average WM of 2.7. Among these indicators, five (5) were rated high, and two (2) were rated low. Among the seven (7) indicators, the highest rated was "I am strong," with a WM of 2.97 described as high. The indicators "I know how to face problems,"; "I think of the things that I can do despite my disability," "I consider my disability as part of my life," and "I have a positive attitude" were all rated high with a WM of 2.8. While the two (2) indicators rated low were: "I solve my problem" with a WM of 2.37 and "I let my peers or friends read aloud to me" with a WM of 2.31.

Results revealed that the coping mechanisms of respondents exhibiting determination were high, which showed optimism on facing problems, physical disability, personal strength, and having a positive attitude. However, they need more confidence in solving their problems and less preferred peers to read aloud with them. The respondents are optimistic about their capabilities and attitudes but need instructional-related assistance and guidance from teachers and learning facilitators rather than their peers.

Teachers have a critical role in enhancing their students' abilities to comprehend and regulate their emotions. In the same manner, teachers are an important source of outside feedback. Teachers' input is used to guide students' growth which enables students to be more productive.

The coping mechanisms of mainstreamed students on homework preparation exhibiting avoidance (defensive pattern of behaviors) were very low, with an

average WM of 1.43. Among the five (5) indicators, three (3) were rated low, which include "I am exaggerated in asking for help from adults," "I do not need help from others," and "I do not want to cooperate" with a WM of 2.4, 1.59, and 1.31 respectively. While the two (2) indicators rated very low, include "I feel sad" and "I cry," with a WM of 1.3 and 0.88, respectively. Results revealed that respondents are not exaggerating whenever they ask for help from adults, which showed that they need help and are willing to cooperate. Despite the dependency on adults, they seldom feel sad and cry. It can be implied that the mainstreamed students seldom cried and felt sad, along with their dependency on the support given by adults. Also, it was revealed that the presence and focus of learning facilitators were very important while the respondents were preparing their homework.

The coping mechanisms for homework preparation exhibiting emotional avoidance were very low, with an average WM of 0.86. The respondents showed low worrying about academic assignments with a WM of 2.19, low not feeling good about themselves, and low suicidal thoughts with a WM of 1.47 and 0.66. However, smoking and taking prohibited drugs were not observed. Results revealed that respondents worry about their assignments but somehow feel good about themselves and rarely have suicidal tendencies when confronted with challenges in homework preparation. It can be implied that the respondents experienced worrying about assignments but were not involved in smoking and drugs. Instead, they feel good about themselves and rarely have suicidal thoughts. This can be associated with their ability to ask for help from adults and the presence of emotional support from learning facilitators, including parents and teachers. Attard (2022), in an article entitled "Repressing Emotions: 10 Ways to Reduce Emotional Avoidance," cited that emotional suppression can be regarded as a protective mechanism in which people protect themselves from the unpleasant aspects of their personalities and instead focus on the positive qualities. Individuals who cannot see themselves as a whole, acknowledging their positive and negative characteristics, may have an inaccurate perspective, preventing them from admitting they have a problem and seeking help (Garssen, 2007).

The coping mechanisms on homework preparation exhibiting rebellious behavior based on the three (3) indicators were rated low with an average WM of 1.85. The highest-rated among the three (3) indicators rated low was "I give conditions," with a WM of 2.02. The second was "I do not need help," with a WM of 1.94, and "I am troubled with my disability," with a WM of 1.60. In general, results revealed low rebellious behavior among respondents who considered low

conditions while preparing homework but were less troubled by their disabilities. However, they need help from adults. Results implied that during homework preparation, rebellious behavior was less observed, and respondents showed less concern about their disabilities but exhibited dependency on the learning facilitators.

The coping mechanisms on homework preparation exhibiting reconciliation were based on the five (5) indicators shown in table 14, with an average WM of 2.67 described as high. The coping mechanisms showed high reconciliation tendencies on the following indicators "I accept remedial help and assistance," "I ask for help with my problems," and "I know how to compare different emotions," with a WM of 3.18, 3.07, and 2.5, respectively. At the same time, low results were noted on "I know how to control my fears and feelings," with a WM of 2.42 and 2.16. Reconciliation mechanisms were high. In particular, results revealed that the respondents highly accept help on remediation and solving problems and can compare different emotions.

They are less capable of controlling their feelings and emotions. It can be implied that mainstream students expect help from people around them but need more confidence in handling their feelings and emotions. Home learning facilitators and teachers must be capable of providing appropriate instructional and emotional support among mainstreamed learners. Distance teaching needs the physical presence of face-to-face classes. However, support from the community can make learning enjoyable and interesting. Appropriate learning support to develop social and individualized aspects of learning is critical. Students learning and motivation can increase when teachers are engaged in distance education. The three basic parts of teacher presence are designing, preparing, and planning the learning instruction and learning environment (Charles Sturt University, 2023).

The coping mechanisms for homework preparation exhibiting a sense of determination were based on the seven (7) indicators. Generally, the sense of determination in homework preparation was high, with an average WM of 2.69. Among the seven (7) indicators, four (4) were rated high, and three (3 were rated low. The highest-rated indicator was "I am strong," with a WM of 3.18. The second was "I solve my problem," with a WM of 3.07, followed by "I have a positive attitude," with a WM of 2.90. While the least rated was "I think of the things that I can do despite my disability," with a WM of 2.25 (low).

Results revealed that the respondents are highly regarded for their ability to solve the problem, are strong, have a positive attitude, and accept disability as part of life. However, they have a low capacity to face their problems, explore what

else they can do, and show low regard for the help of peers. The respondents are optimistic about their physical strength, problem-solving capacity, and attitude. However, they show less confidence in facing their problems, knowing their ability despite their disability, and showing less dependence on peers. El-Dawa and Hammouda (2014) stated that self-evaluation provided to students on what they are good at and are incapable of could positively impact determining the appropriate support necessary to enhance their self-esteem.

The coping mechanisms of the mainstreamed students on using technology were based on the cited indicators, including avoidance, rebellious behavior, reconciliation, and determination. The coping mechanism for using technology exhibiting avoidance was very low, with an average WM of 1.49. Among the five (5) indicators, four (4) were rated low, and one (1) was rated very low. These three (3) indicators were rated from highest to lowest: "I do not need help from others," "I am exaggerated in asking for help from adults." and "I do not want to cooperate" with a WM of 2.07, 1.68, and 1.57, respectively. While the least rated was "I cry," with a WM of 0.74.

Results revealed that the coping mechanisms for using technology exhibiting avoidance were very low. They showed a very low tendency to cry, feel sad, and not exaggerate when asking for help from adults, and they showed cooperation. The respondents were eager to explore different technology uses through the assistance of adults. Francis (2017) cited that students in inclusive education are driven to learn because of the specific usage of technology in the classroom. Whether for pedagogical reasons or to meet the requirements of an Individual Education Plan (IEP), more research could help update teaching strategies to support inclusionary education better and increase student enthusiasm.

Emotional avoidance mechanisms were determined based on the five (5) cited indicators. Two (2) of these were not observed, such as smoking and using prohibited drugs. While "I feel I am not good" and "I have suicidal thoughts" were rated very low with a WM of 1.44 and 0.68, respectively. However, I worry about academic assignments with a WM of 1.83 (low) was the highest rating. In general, results revealed that emotional avoidance of the use of technology was very low. It was revealed that the respondents feel good about themselves, have barely had suicidal thoughts, and have never been involved in smoking and prohibited drugs. However, they showed slight worry about the academic assignments. It can be implied that on the use of technology, respondents feel good about themselves but show concerns about the academic assignments.

The United Nations Office for the Coordination of Humanitarian Affairs [OCHA] (2020) stated that in distance education, technology could provide

numerous ways of presenting, representing, and expressing learning and assist impaired learners in overcoming hurdles to participation in the curriculum they would otherwise face. It also can improve motivation and enjoyment. The usefulness of ICT and AT in helping and improving the education of impaired people is becoming increasingly clear.

The coping mechanisms for using technology exhibiting rebellious behavior were determined based on the three (3) indicators. The indicators were rated in the following order: "I give conditions," "I am troubled with my disability," and "I do not need help," with a WM of 2.18, 1.86, and 1.47, respectively.

Results revealed that the respondents considered slight conditions while using technology, were somewhat troubled by their disability, and indicated the need for help. It can be implied that rebellious behavior was displayed while using technology but exhibited dependency on learning facilitators. The coping mechanisms for using technology exhibiting a sense of reconciliation were based on the five (5) indicators. It was noted that the highest-rated indicator was "I accept remedial help and assistance," with a WM of 2.96 or high. Second, "I ask for help with my problems" with a WM of 2.63 (high), and "I know how to control my feelings" with a WM of 2.55, also described as high. However, two (2) indicators were rated low, namely, "I know how to compare different emotions" and "I know how to control my fears," with a WM of 2.37 and 2.16, respectively.

Results revealed that the respondents highly need remedial assistance, tend to ask for help to solve problems, and are confident they can control their feelings. However, there is a low capacity for controlling fears and comparing emotions. The mainstreamed students preferred technical assistance on the use of technology, expected help from others to solve problems, and needed guidance on emotional management since they were less confident in managing their fears and emotions. It goes to show that they are support-dependent, and the presence of a facilitator was necessary while doing tasks involving the use of technology.

Morales-Rodríguez (2021) study cited a significant association between fear of COVID-19 and stress with COVID-19, technological stress, overload, and complexity of the use of technology. The study findings have positive implications for the analysis, alignment, and design of psycho-educational and clinical interventions that can improve students' well-being and training for effective coping strategies for daily stress and this pandemic.

The seven (7) indicators determined the coping mechanisms for using technology exhibiting determination. Determining mechanisms were generally rated high, with an average WM of 2.50. Among the seven (7) indicators, "I am

strong was" rated the most with a WM of 2.88 or high. "I have a positive attitude" was rated second with a WM of 2.81, followed by "I consider my disability as part of my life" with a WM of 2.66. While the least rated was "I let my peers or friends read aloud to me," with a WM of 1.64 or low.

Results revealed that the sense of determination in using technology was high. It showed that the respondents were confident in their capacity to face and solve problems, acceptance of disability, positive attitude, and physical strength. This can be associated with their high expectation of the help extended by teachers and learning facilitators. However, they depend less on their peers. It is implied that in coping with the challenges of using technology, the students need a learning facilitator to boost their self-confidence, aid in decision-making, and allow them to participate in activities involving technology use. It can be implied further that mainstreamed students are willing to learn, participate, and collaborate.

According to Đurišić and Bunijevac (2017), schools must collaborate with parents and establish shared accountability for children's academic performance. Six variables contribute to the benefits of parental involvement: parenting, communicating, volunteering, and at-home learning, making decisions, and working with the community.

The coping mechanisms of mainstreamed students were determined based on avoidance (defensive behavior and emotional), rebellious behavior, reconciliation, and determination. The coping mechanisms for isolation exhibiting avoidance (defensive pattern of behaviors) were based on the five (5) indicators. Among the indicators, I do not need help from others was rated low but highest, with a WM of 1.64. All other indicators were rated very low, but the least rated indicator was I cried, with a WM of 0.75. Results revealed that the respondents needed help from others and were willing to cooperate. They have a very low tendency to be sad. The defensive pattern of behaviors was least observed in isolation or being away from teachers, classmates, and friends. It showed that respondents expect support from learning facilitators, and they indicated a sense of cooperation.

Very low emotional avoidance with an average WM of 0.71 was noted on emotional avoidance. It was revealed that, like in other variables, smoking and using prohibited drugs were not observed. It was also noted that worrying about academic assignments was rated highest. While not feeling good about themselves and having suicidal thoughts were rated very low with a WM of 1.31 and 0.59, respectively.

Results showed that the respondents rarely exhibited emotional avoidance while under isolation. Aside from not involving themselves in vices such as cigarette smoking and using prohibited drugs, they rarely feel good about themselves and have suicidal thoughts. It can be implied that while away with the teachers, classmates, and friends, the presence of a learning facilitator helped them cope with challenges in distance education. However, slight worrying about assignments was observed, which can be associated with their dependency on their teachers.

In this regard, teachers should constantly communicate with the learners to give necessary feedback on accomplishing assignments. The learning facilitator is a teacher who does not follow the standard teaching approach and instead guides and encourages students to learn by breaking down concepts, forming their own opinions, and owning knowledge through self-exploration and debate.

The coping mechanisms for isolation exhibiting rebellious behavior were low based on the three (3) indicators. In general, rebellious behaviors were low, with an average WM of 1.81. It showed that all indicators were rated low in the following order: "I give conditions," "I do not need help," and "I am troubled with my disability," with WM of 1.94, 1.93, and 1.55, respectively. Results revealed that rebellious behavior was low, meaning a low tendency to give conditions and being troubled by their disability. It can be implied that they feel comfortable with their disability and have high expectations that help from adults or learning facilitators will be extended to them.

Results revealed that reconciliation mechanisms among the mainstreamed students were high, as indicated by their high acceptance of remedial help and assistance and their high intention of asking for help from adults in the absence of teachers, friends, and peers. However, they cannot control their feelings and fears and cannot compare different emotions. The manner of reconciliation while isolated from their teachers, classmates, and friends among mainstreamed students was dependent on learning facilitators and indicated poor management of emotions, fears, and distinguishing different emotions. It showed that mainstreamed students need the constant presence of facilitators that can monitor all activities concerning distance education.

Results revealed that the sense of determination on being isolated from teachers, classmates, and friends was high, as revealed by stating that they knew that they were strong, knew how to solve problems, and thought of other things they could do despite their disability. However, they have low consideration of their disability as part of their lives. It can be implied that they have a high

sense of determination regarding what they can do but a low acceptance of their disability. Pietrabissa and Simpson (2020) cited that long-term social isolation, characterized by fewer social connections and contacts, leads to significant detachment among those who live alone or do not have access to a sufficient social network, increasing the risk of developing depressive symptoms. The link between physical frailty and social isolation has been linked to heightened inflammatory activity, as indicated by increased levels of C-reactive protein and fibrinogen, which has been linked to cognitive impairment, reduced immunity, increased risk of cardiovascular disease, and ultimately, mortality.

CONCLUSION

On *instruction*, avoidance and rebellious behavior were less observed but highly exhibited reconciliation and determination as coping mechanisms. Avoidance was low, but learners depended on learning facilitators to prepare academic assignments. A little suicidal thought can be associated with managing academic assignments in distance education. Their physical condition affecting lesson engagement made them more concerned about their physical incapacity. The reconciliation process indicated the management of fears, but learning and emotional management depended on learning facilitators. A high sense of determination was associated with positive attitudes towards physical disabilities and instructional-related tasks.

On *lesson engagement*, avoidance, and rebellious coping mechanisms were less observed, while reconciliation and determination coping mechanisms were exhibited. Respondents indicated the need for support and dependency on learning facilitators. Emotional avoidance was low since involvement in vices was not observed. However, suicidal thoughts can be linked with the high incidence of worrying about the academic tasks given to them. Rebellious low behaviors can be associated with less concern about their disability and dependence on the learning facilitators. Reconciliation mechanisms were high since respondents expected others to help them solve problems and remedy lessons. In contrast, emotional support and instructional-related assistance were necessary. Sense of determination was high by being optimistic of their capabilities and attitudes, but instructional-related assistance and guidance from teachers and learning facilitators rather than their peers were necessary.

On *homework preparation*, avoidance, and rebellious behaviors were less observed, while reconciliation and determination were the exhibited coping

mechanisms. In particular, the defensive pattern of behaviors was very low, which can be associated with not being sad, less tendency to cry, and being dependent on the support given by adults. Emotional avoidance was very low, which can be linked to not having vices, good feelings about themselves associated with their ability to ask for help from adults, and the presence of emotional support from learning facilitators, including parents and teachers. The rebellious behaviors were low, which can be associated with their acceptance of their disabilities and dependency on the learning facilitators. Reconciliation mechanisms were high, which can be linked to their cooperation from people around them, but they need emotional support. The determination mechanisms were high, associated with optimism about their physical strength, the capacity to solve problems, and a positive attitude. However, they exhibited less confidence in facing their problems and knowing their abilities despite their disabilities and less association with peers.

On the use of *technology*, avoidance, and rebellious behaviors were less observed. Reconciliation and determination were exhibited. Particularly, avoidance involving defensive behaviors was low, which can be linked to the respondents' eagerness to cooperate through the assistance of adults. The emotional avoidance was very low, which can be linked to feeling good about themselves and showing concerns about the academic assignments. The rebellious behaviors were low but learning facilitator dependent. The reconciliation mechanisms were high, as evidenced by being support-dependent on fears and emotional management. The sense of determination was high, which can be linked to the necessity of students' learning facilitators to boost their self-confidence, aid in decision-making, and allow them to participate in different activities.

In *isolation*, avoidance, and rebellious behaviors were less observed, but reconciliation and determination were exhibited. Avoidance involving a defensive pattern of behaviors was very low. Hence, support from learning facilitators was expected. This resulted in a high sense of cooperation. The emotional avoidance was very low. Hence, the presence of a learning facilitator helped them cope with the challenges of distance education. Worrying about assignments can be associated with their dependency on their learning facilitators and teachers.

The rebellious behaviors were low. Hence, they feel comfortable with their disability and have high expectations that help from adults or learning facilitators will be extended to them. Reconciliation was high, linked to their dependency on learning facilitators and poor management of emotion, fears, and distinguishing different emotions. Exhibited determination was high, which can be associated

with being confident in their ability to face problems, being strong, and what they can do, along with the low acceptance of their disability.

In general, positive coping mechanisms were noted. Specifically, the coping mechanisms for instruction, lesson engagement, homework preparation, technology, and isolation involved reconciliation and determination mechanisms.

TRANSLATIONAL RESEARCH

On homework preparation, the learning facilitators should be well-equipped with the skills to cater to academic and emotional support and boost the students' confidence to enable them to solve problems on their own. On the use of technology, activities that can boost the confidence of the learners should be part of the contextualized lessons. Enhancing self-reliance among mainstreamed students should be considered by teachers and parents. On isolation, to lessen dependency and enhance students' emotional management process, professional services involving psychologists, psychoanalysts, behavioral specialists, and other professionals should be part of the school services to cater to students with special needs.

Contextualization of lessons, especially in Mathematics, and provision of video lessons for all types of SPED learners are necessary. The partnership of teachers and parents needs to be strengthened, and the implementation of family support initiatives on instruction for Special Education must be intensified. The annual medical assessment and regular monitoring by experts like Psychologists and Physical and Psychotherapists for the learners' well-being should be effected.

The recommended policy formulation and implementation program includes the researcher's original framework titled **Rx EDUCATION FOR THE MAINSTREAMED IN TIME OF PANDEMIC**. This involves four processes, 1. Medical Assessment (MedAss), 2. Class home Readiness (HomeReady) 3. Creative Instruction (Creation), and 4. Progress Monitoring (ProgMon). The medical assessment will determine the ability of a child to read and write, the behavioral challenges he or she will go through, and whether behaviors will allow him or her to continue learning. Class home Readiness is all about house structure, where an area is set up as a permanent learning space where the child will do the tasks given to him/her. It also deals with accepting and supporting those staying in the house. House rules are likewise set for everyone to follow consistently. Creative Instruction allows fun and interesting learning among the learners. Aside from the written activity sheets, visual learners will enjoy

watching locally made video lessons with sign language translations. This will ensure engaging interaction with the videos they see, and they can manipulate the learning timeline. Progress Monitoring means the assessment of a learner's academic and socio-emotional behavior. Apart from the teachers' regular follow-up with learners and their parents, Psychologists and physical psychotherapists will deliver primordial roles in monitoring the learners' well-being.

IINTERPRET MO Project will also be implemented. It will focus on the contextualization of Mathematics instruction and developing video lessons for diverse learners utilizing the school ICT facilities, ICT technical team, SPED teachers, and other stakeholders. Planning, collaboration, and appropriate measures are needed to realize this program.

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