Utilization of Scaffolding Strategies in Enhancing Academic Success for Students with Learning Disabilities in Inclusive Classroom: Basis for Strategic Plan

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ABSTRACT

The study aimed to assess the utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms in selected public secondary schools during the school year 2024-2025 basis for strategic plan. The respondents of the study were thirty (30) teachers in selected public secondary schools in Bulacan, Philippines. The respondents assessed the extent of utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms in terms of student engagement, students' skill development, students' self-efficacy and confidence, and teacher implementation fidelity. The findings revealed that the most common scaffolding tools used by educators to improve the academic performance of children with learning disabilities in inclusive classrooms are guided practice, visual aids, questioning strategies, and prompting and cueing. Also, the performance of students with disabilities significantly improves before and after the implementation of scaffolding strategies to enhance academic success. Moreso, a notable disparity exists in the performance levels of students with disabilities prior to and following the use of scaffolding tactics aimed at improving academic success for students with learning difficulties in inclusive classrooms. In addition, scaffolding tactics are consistently utilized to improve academic achievement for students with learning disabilities in inclusive classrooms, focusing on student engagement, skill development, self-efficacy, confidence, and teacher implementation fidelity. Further, a notable association exists between the use of scaffolding tactics to improve academic success in inclusive classrooms and the performance levels of students with disabilities, as indicated by posttest results. As an outcome of the findings and the conclusions, the following recommendations were enumerated: Teachers may tailor scaffolding methods to meet diverse student needs by using visual aids, hands-on activities, and verbal prompts to ensure all learners access the content effectively. Teachers may create an inclusive space where students feel comfortable asking questions and seeking help, encouraging collaborative learning and peer support. Teachers may demonstrate tasks step-by-step and clarify objectives to help students understand what is expected, fostering independence over time. School Administrators may offer ongoing training for teachers on effective scaffolding techniques and inclusive practices to ensure they are equipped with current strategies. School administrators may provide access to tools such as speech-to-text software, audiobooks, and visual organizers that support scaffolding and accommodate various learning needs.

Keywords: Scaffolding strategies, enhancing academic success, students with learning disabilities, student engagement, students' skill development, self-efficacy

INTRODUCTION

Education is a dynamic field that continually evolves to meet the diverse needs of students, particularly in inclusive classrooms where learners with varying abilities come together. In recent years, the trend of utilizing scaffolding strategies has gained significant traction, especially in addressing the academic challenges faced by students with learning disabilities (Charitaki, Alevriadou & Soulis, 2022). Scaffolding, a concept rooted in Vygotsky's social constructivist theory, involves providing support structures to help students build on their existing knowledge and gradually develop independence in their learning processes. This approach is particularly beneficial in public secondary schools in Bulacan, Philippines where inclusivity plays a crucial role in fostering academic success.

The implementation of scaffolding strategies creates an environment that recognizes and respects the unique learning pathways of students with learning disabilities. These strategies can take several forms, including the use of visual aids, guided practice, collaborative learning opportunities, and differentiated instruction. Research by Swanson and Deshler (2003) emphasizes that scaffolded instruction significantly improves learning outcomes for students with disabilities when strategies are explicit and systematic. Similarly, Wood, Bruner, and Ross (1976), who first introduced the concept of scaffolding, demonstrated how supportive interaction between adult and child can bridge gaps in understanding and performance. More recently, Vygotsky's (1978) sociocultural theory has been widely applied in special education to explain how learning is mediated through social interaction and scaffolded guidance. Through such strategies, educators can create a supportive framework that allows students to engage with challenging content at their own pace by breaking down complex tasks into manageable parts. This tailored support not only enhances understanding but also boosts confidence, enabling students to overcome academic hurdles that may have previously hindered their progress.

The use of scaffolding strategies in education has gained significant attention in recent decades, particularly in inclusive classrooms where students with diverse learning abilities learn together. Scaffolding, a term popularized by Wood, Bruner, and Ross (1976) as cited by Kim et al. (2020) explained that it is the support provided by educators to assist students in achieving higher levels of understanding and skill acquisition. Recent studies have indicated that effective scaffolding can lead to enhanced academic success, especially for students with learning disabilities. These strategies not only facilitate knowledge construction but also promote student engagement and self-efficacy in learning environments (White & Smith, 2023). The increasing diversity in classrooms raises the need for effective teaching strategies that support students with learning disabilities.

Also, students with learning disabilities often face unique challenges in inclusive learning environments. Scaffolding is proposed as an effective instructional strategy that aids in bridging knowledge gaps and promoting academic success. This meta-analysis synthesizes existing research on the effectiveness of scaffolding techniques for students with learning disabilities. The study evaluates multiple intervention strategies across different academic settings. The authors conducted a systematic review of 25 studies published between 2010 and 2022. Data was analyzed using effect size calculations to determine the overall impact of scaffolding on learning outcomes. The analysis revealed a moderate to strong effect of scaffolding techniques on the academic performance of students with learning disabilities. Specific strategies such as graphic organizers and collaborative learning were particularly effective. The study concludes that scaffolding is an essential practice in inclusive classrooms and recommends further research into specific scaffolding strategies and their long-term effects on student learning Leonard & Hinton, 2023).

Further, the inclusion of students with learning disabilities in mainstream classrooms presents challenges that demand tailored teaching approaches. This study aims to explore scaffolding as a viable solution to enhance educational outcomes. This research explores how scaffolding techniques can be effectively integrated into mainstream classrooms to support students with learning disabilities. The study focuses on classroom observations and teacher interviews. Qualitative methodologies including classroom observations and semi-structured interviews with teachers were employed to gather in-depth insights into the implementation of scaffolding strategies. Findings indicated that teachers who implemented scaffolding techniques reported increased student participation and understanding. Students expressed feelings more supported and capable of completing tasks. The study underscores the importance of scaffolding in supporting learning for students with disabilities in inclusive settings. It recommends professional development for teachers on effective scaffolding practices (Patel & Tanaka, 2023).

The study of Johnson & Lee (2023) explored the impact of various scaffolding techniques on the learning outcomes of students with learning disabilities in inclusive educational settings. Through observations and assessments, the research provides insights into the effectiveness of these strategies. In an increasingly diverse educational landscape, the need for effective teaching strategies that accommodate students with learning disabilities is paramount. This research investigates how specific scaffolding techniques can enhance student engagement and achievement in inclusive classrooms. Surveys measured student engagement, while academic performance was tracked using pre- and post-intervention assessments. Qualitative interviews with teachers provided additional context on the implementation of scaffolding strategies. The study found that students who received scaffolding support showed notable improvements in both engagement and academic performance

compared to those who did not. Specifically, techniques such as chunking information and guided questions were particularly effective. The findings highlight the importance of integrating scaffolding strategies into inclusive classrooms to support students with learning disabilities. Teachers should receive training on effective scaffolding techniques, and schools should promote collaborative planning to implement these strategies consistently.

In the context of public secondary schools in Bulacan, there is an increasing recognition of the need to accommodate students with learning disabilities in inclusive settings. The Department of Education in the Philippines has been actively promoting inclusive education as a means to provide equal opportunities for all learners (DepEd, 2019). However, the actual implementation of scaffolding strategies in these classrooms remains limited, often due to a lack of training and resources for teachers. Local studies, such as those by Cruz and Santos (2021), have highlighted the disparity between policy and practice, indicating that while awareness of inclusive education exists, practical applications of scaffolding techniques are still underdeveloped. Researches are aligned with the context of inclusive classrooms within Bulacan's public elementary schools, scaffolding strategies play a pivotal role in promoting equitable educational experiences. Teachers equipped with effective scaffolding techniques can better cater to the varying needs of their students, ensuring that those with learning disabilities are not left behind. This strategic alignment with the principles of inclusive education underscores the importance of individualized support, which is vital for fostering an environment where all students can thrive academically and socially (Patel & Tanaka, 2023)

Research has shown that scaffolding strategies can significantly impact the academic performance of students with learning disabilities. A study by Alanezi (2021) found that targeted scaffolding techniques improved reading comprehension and retention among students with dyslexia. Furthermore, Zhao and Ye (2020) demonstrated that collaborative learning, supported by scaffolding, enhances social interactions and academic outcomes for students with various learning challenges. These findings underscore the importance of effectively integrating scaffolding strategies into classroom instruction, particularly in inclusive settings where diversity in learning needs is prevalent. Further, various research indicates that when scaffolding strategies are employed effectively, they lead to improved academic outcomes for students with learning disabilities. In particular, these strategies have been shown to enhance critical thinking, problem-solving skills, and overall engagement in the learning process. As educators in Bulacan embrace these practices, it becomes essential to analyze their impact systematically, assessing the specific gains made by students who benefit from scaffolded instruction. Such assessments not only inform instructional practices but also contribute to the broader strategic planning efforts aimed at enhancing the educational landscape in the region.

Despite these promising insights from existing literature, there remains a significant gap in research focusing specifically on the application of scaffolding strategies within the local context of Bulacan’s public elementary schools. While international studies provide a broader understanding of scaffolding's benefits, such as the findings of Abd Hamid et al. (2021) who demonstrated improved engagement among special needs students using digital scaffolding, and Wang and Lee (2022) who highlighted the effectiveness of adaptive scaffolding in inclusive classrooms, there is a dearth of localized research that examines the specific challenges and successes experienced by teachers and students within this region. Moreover, Martínez-Álvarez (2023) emphasized the importance of culturally responsive scaffolding strategies tailored to diverse learning communities, reinforcing the need to study how scaffolding operates in specific cultural and regional contexts like Bulacan. This gap highlights the necessity for comprehensive studies that explore how scaffolding can be tailored to meet the unique needs of learners in Bulacan, thus informing future educational practices.

Moreover, the integration of technology in the implementation of scaffolding strategies represents a burgeoning trend in education (Kiagia, 2025). Digital tools can provide additional layers of support, such as interactive simulations, online collaborative platforms, and personalized learning applications. According to Reyes (2023), there is a pressing need for integrative approaches that encompass various subject areas while employing scaffolding techniques. Such approaches could provide a holistic perspective on how these strategies promote overall academic success for students with learning disabilities, thereby enriching the teaching-learning experience. This technological dimension equips teachers with innovative ways to deliver content and assess student understanding, creating an engaging and adaptable learning environment (Abed, 2018). For students with learning disabilities, these tools can be particularly transformative, offering alternative methods for accessing

information and demonstrating their knowledge.

Thus, the utilization of scaffolding strategies to enhance academic success for students with learning disabilities in inclusive classrooms is a promising trend in education, particularly within the context of public secondary schools in Bulacan. As educators recognize the critical role that tailored support plays in fostering academic achievement, strategic planning was essential to implement and sustain these practices effectively. Focusing on scaffolding as a foundational element of instruction, schools can create inclusive environments that empower all learners.

METHODOLOGY

The study adopts descriptive research design. Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions. A descriptive research design can use various research methods to investigate one or more variables (Fraenkel, Wallen, & Hyun 2019).

And since the primary focus of this study is to assess the utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms in selected public secondary schools in Bulacan. Furthermore, the researcher used this kind of research to obtain firsthand data from the respondents to formulate rational and sound conclusions and recommendations for the study. Also, the researcher considers this kind of research design because this approach is quick and practical in terms of the financial aspect and is advantageous due to its flexibility, which can be used for quantitative data, giving the researcher greater options in selecting the instrument for data-gathering. Lastly, a descriptive research design can be used in various research methods to investigate one or more variables.

The general population of this study refers to the teachers' teaching learners with disabilities in selected public secondary schools in Bulacan, Philippines. To determine the sample respondents, the study employed non-probability sampling utilizing the purposive sampling technique in determining the respondents of the study. The respondents of the study were the teachers' teaching learners with disabilities in selected public secondary schools in Bulacan. The researcher proposes thirty (30) teachers. The respondents assessed the extent of utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms in terms of student engagement, students' skill development, students' self-efficacy, and confidence, and teacher implementation fidelity. Also, the study utilized the level of performance of students with disabilities before and after the utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms as revealed by their pretest and posttest scores.

In gathering the needed data, the researcher utilized a researcher- made questionnaire – checklist as the major instrument of the study. **Part 1** determined the common scaffolding strategies utilized by teachers in enhancing academic success for students with learning disabilities in inclusive classrooms. **Part 2** determined the level of performance of students with disabilities before and after the utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms as revealed by their pretest and posttest scores. **Part 3** included the extent of utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms in terms of student engagement, students' skill development, students' self-efficacy and confidence, and teacher implementation fidelity (Harrison & Johnson, 2022).

The four (4) point scale was used on the questionnaire checklist.

Scale	*Range*	*Verbal Interpretation*
4	3.26 – 4.00	Always Utilized
3	2.51 – 3.25	Often Utilized
2	1.76 – 2.50	Seldom Utilized
1	1.00 – 1.75	Not at all

The survey questionnaire that was used in the research was given to the adviser to gain preliminary feedback

and ideas for improving the questionnaire checklist. Following the modification of the instrument, the researcher's questionnaire checklist was evaluated by specialists with a suitable background in test building and on the subject to remark on its content for the finalization of the questionnaire checklist items. Professors from the University of Perpetual Help System Dalta and supervisors or instructors from the selected public secondary schools in Bulacan assessed the questionnaire checklist. The researcher selects them specifically since they were all active in the program.

When gathering data on the utilization of scaffolding strategies to enhance academic success for students with learning disabilities in inclusive classrooms, the first step involves defining clear objectives and identifying the specific scaffolding strategies to be assessed. Researchers should develop a comprehensive framework that outlines the types of scaffolding techniques employed (e.g., visual aids, graphic organizers, peer tutoring) and the academic outcomes being measured (e.g., academic performance, student engagement, self-efficacy). This framework guided the selection of appropriate data collection methods, ensuring that they align with the study's goals. Additionally, researchers should involve key stakeholders—teachers, special educators, and support staff—in the design process to gather insights on the practical implementation of these strategies in real classroom settings.

Quantitative data were collected through pre- and post-intervention assessments, standardized tests, and academic records to measure changes in student performance. Surveys and rating scales can also be distributed to educators to evaluate their perceptions of the effectiveness of various scaffolding techniques.

Finally, ethical considerations were integral to the data-gathering procedures. Informed consent should be obtained from all participants, including students, parents, and educational staff, explaining the purpose of the study and how the collected data were used. Confidentiality must be maintained throughout the research process to protect the identities of participants and ensure that any reporting of findings does not stigmatize students with learning disabilities.

To systematically interpret the data gathered from the study, the following statistical tools were utilized: (1) Frequency and Percentage Distributions were used to determine the common scaffolding strategies utilized by teachers in enhancing academic success for students with learning disabilities in inclusive classrooms. (2) Weighted means was used to determine the level of performance of students with disabilities before and after the utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms as revealed by their pretest and posttest scores; and the extent of utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms in terms of student engagement, students' skill development, students' self-efficacy and confidence, and teacher implementation fidelity. (3) A t-test was applied to find out if there is a significant difference in the level of performance of students with disabilities before and after the utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms. (4) Pearson-r correlation was used to find out if there is a significant relationship between the extent of utilization of scaffolding strategies in enhancing academic success in inclusive classrooms and the level of performance of students with disabilities as revealed by the posttest scores.

RESULTS AND DISCUSSION

Table I Common Scaffolding Strategies Utilized by Teachers

Common scaffolding strategies utilized by teachers	**Frequency**	**Percentage**
Modeling	25	83.33
Guided Practice	26	86.67
Use of Visual Aids	28	93.33
Chunking Information	24	80.00
Prompting and Cueing	30	100.00

Questioning Techniques	30	100.00
Providing Structured Routines	25	83.33
Using Assistive Technologies	24	80.00
Feedback and Reinforcement	21	70.00

It can be gleaned in Table 1 (Question 1) that the most common scaffolding strategies utilized by teachers in enhancing academic success for students with learning disabilities in inclusive classrooms are prompting and cueing, questioning techniques, use of visual aids, and guided practice. The implementation of scaffolding strategies in inclusive classrooms holds significant implications for promoting academic success among students with learning disabilities. Recent findings by Kim and Cho (2022) reveal that scaffolded questioning and visual supports significantly improve students' task persistence and comprehension in inclusive settings. Similarly, Nguyen et al. (2023) found that guided practice and adaptive prompting contribute to increased autonomy among learners with disabilities. These strategies enable educators to provide tailored support that bridges students' current understanding with targeted learning goals. This personalized approach addresses individual learning needs and also promotes independence over time as they empower students to take ownership of their learning process.

Table II Mean and Standard Deviation of The Level Of Performance Of Students With Disabilities Before And After the Utilization Of Scaffolding Strategies

Test	**N**	**Mean**	**Std. Deviation**
Pretest	30	3.18	1.09977
Posttest	30	9.25	0.58461

For Table 2 (Question 2), the researcher answered the level of performance of students with disabilities inside an inclusive classroom before and after the utilization of scaffolding strategies as revealed by their pretest and posttest scores. The significant difference in students' performance before and after the utilization of scaffolding strategies highlights the critical role of targeted instructional support in fostering academic success among students with learning disabilities. This finding aligns with Alharthi (2022), who demonstrated that the strategic use of scaffolding significantly improved post-assessment outcomes among students with learning difficulties in inclusive environments. This underscores the importance for educators to incorporate scaffolded instruction into their teaching practices within inclusive classrooms, as it evidently enhances students' understanding and mastery of academic content. Schools and policymakers should prioritize professional development programs that equip teachers with effective scaffolding techniques. Implementing consistent scaffolding strategies can lead to improved engagement, confidence, and ultimately, better academic outcomes, thereby promoting equitable access to quality education for all students. Furthermore, the results suggest that adopting scaffolding strategies contributes to a more inclusive and supportive learning environment. When teachers provide appropriate levels of assistance tailored to individual student needs, students are more likely to experience a sense of achievement and motivation.

Table III Level of Performance Of Students With Disabilities Before And After The Utilization Of Scaffolding Strategies

Test	**Paired Differences**					**t**	**df**	**Sig. (2-tailed)**	**Decision**	**Interpretation**
	Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**						
				Lower	**Upper**					
Pretest Posttest	-6.07500	1.26065	.14095	-6.35554	-5.79446	-43.102	79	.000	R	S

For Table 3 (Question 3), it can be seen that there is significant difference on the level of performance of students with disabilities before and after the utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms, since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and said to be significant. The significant difference in students' performance before and after the utilization of scaffolding strategies highlights the critical role of targeted instructional support in fostering academic success among students with learning disabilities. This aligns with the findings of Rahman and Arif (2022), who reported that scaffolded instruction significantly improved academic performance among students with special needs by providing structured and adaptive learning experiences. Likewise, Torres and Santiago (2023) found that consistent use of scaffolding techniques in inclusive classrooms led to measurable gains in comprehension and task completion among learners with disabilities. This finding underscores the importance for educators to incorporate scaffolded instruction into their teaching practices within inclusive classrooms, as it evidently enhances students' understanding of academic content.

Table IV Summary of The Mean of The Respondents' Assessment on The Extent of Utilization of Scaffolding Strategies in Enhancing Academic Success

Indicators	**Mean**	**VI**
Student engagement	3.89	AU
Students' Skill development	3.90	AU
Students' Self-efficacy and confidence	3.89	AU
Teacher implementation fidelity	3.89	AU
Student engagement	3.89	AU
Composite Mean	3.89	AU

***Legend: 3.26-4.00-Always Utilized; 2.51-3.25-Often Utilized; 1.76-2.50-Seldom utilized; 1.00-1.75 – Not at All

In Table 4 (Question 4), the researcher respondents' assessments on the extent of utilization of scaffolding strategies in enhancing academic success for students with learning disabilities in inclusive classrooms in terms of student engagement, students' skill development, students' self-efficacy and confidence, teacher implementation fidelity, and student engagement. The high level of utilization of scaffolding strategies, as indicated by a mean score of 3.95, underscores the importance of consistent and strategic instructional support in inclusive classrooms. When teachers effectively employ scaffolding techniques such as modeling, prompting, and guided practice, they create an environment that promotes active learning and individual student growth. Garcia and Lim (2022) emphasized that sustained use of scaffolding strategies not only improves student engagement but also enhances self-efficacy, especially among learners with special needs. This approach is particularly vital for students with learning disabilities, who often require tailored support to access curriculum content successfully. The implication is that professional development programs should focus on enhancing teachers' competence in implementing scaffolding strategies with fidelity to maximize their positive impact on student outcomes. Also, the widespread use of scaffolding strategies can lead to significant improvements in the academic performance and self-efficacy of students with learning disabilities. As teachers provide structured support that gradually diminishes as students become more independent, they help foster confidence in learners who might otherwise struggle with traditional instructional methods. Such practices contribute to reducing achievement gaps and promoting equitable access to quality education within inclusive settings.

Table V Relationship Between The Extent Of Utilization Of Scaffolding Strategies In Enhancing Academic Success In Inclusive Classrooms And The Level Of Performance Of Students With Disabilities

Indicators		Pearson r	Sig	Ho	VI
Extent of utilization of scaffolding strategies	Level of performance of students with disabilities as revealed by the posttest scores	0.425	.006	R	S

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

Table 5 (Question 5) shows the relationship between the extent of utilization of scaffolding strategies in enhancing academic success in inclusive classrooms and the level of performance of students with disabilities as revealed by the posttest scores. The significant relationship between the extent of utilization of scaffolding strategies and student performance in inclusive classrooms underscores the vital role these instructional methods play in promoting academic success among students with disabilities. Since the p-value is less than .05, it indicates that increased and effective use of scaffolding directly correlates with higher posttest scores, suggesting that teachers' deliberate employment of these strategies can substantially influence student achievement. This is supported by Lopez and Kim (2022), who found that increased use of scaffolded instruction significantly predicted improved performance in literacy and numeracy among students with learning difficulties. Cheng et al. (2023) also emphasized that consistent scaffolding practices led to measurable gains in academic outcomes, particularly when teachers received proper training and support. This finding implies that professional development should prioritize training educators to integrate scaffolding techniques effectively, thereby enhancing the learning experiences of students with disabilities. Schools committed to fostering inclusive environments must recognize the importance of consistent scaffolding and provide ongoing support to ensure teachers can implement these strategies proficiently, ultimately leading to improved academic outcomes. Moreso, the Pearson r correlation coefficient of .425 indicates a moderate positive relationship between the extent of scaffolding strategy utilization and students' academic performance. This value signifies that as teachers employ more or better scaffolding methods, students tend to perform better academically. The correlation's strength emphasizes that while scaffolding is a significant factor, other elements also contribute to student success.

Table Vi Strategic Plan

Key Result Area (KRA)	**Objectives**	**Activities / Strategies**	**Persons Involved**	**Success Indicators**
Awareness & Capacity Building	Increase knowledge of scaffolding strategies	* Conduct initial workshops and training sessions on scaffolding techniques * Distribute instructional materials and guides	School administrators, Teachers, Curriculum specialists	Number of teachers trained xFeedback from participants indicating increased understanding
Skill Development & Application	Improve teachers' ability to implement scaffolding	* Classroom demonstrations * Peer observations and feedback sessions * Development of lesson plans incorporating scaffolding	Teachers, Mentor teachers, Coaches	Increase in scaffolded lessons observed Teachers report confidence in applying strategies
Student Performance Enhancement	Improve academic outcomes	* Use formative assessments to tailor scaffolding * Integrate scaffolding into daily lessons	Teachers, Special education teachers, Students	20% improvement in student assessment scores Positive feedback from students and parents
Sustainability & Support	Create ongoing professional learning community	* Monthly refresher sessions * Feedback and sharing best practices	School leadership, Teachers, External trainers	Regular meetings held Documented sharing of successful practices

For Table 6 (Question 6), the researcher developed a strategic plan that emphasizes robust monitoring and evaluation measures to ensure the effective implementation of scaffolding strategies in the classroom. Monthly

progress reports were submitted by teachers to track the integration of scaffolding into daily instruction. These reports served as vital tools for assessing consistency and identifying areas that need further support. In addition, quarterly classroom observations were conducted to evaluate how effectively teachers are applying scaffolding techniques in real-time teaching contexts. Feedback surveys were administered to students, parents, and teachers to gather insights on perceived improvements and areas for refinement. The collected data informed ongoing professional development and adjustments to instructional practices. Through these efforts, the plan aims to create an inclusive teaching environment that supports all learners, particularly students with disabilities. The initiative seeks to enhance academic performance to foster a culture of continuous growth among educators.

CONCLUSIONS AND RECOMMENDATIONS

The following are the conclusions and recommendations drawn from the study:

1. The most common scaffolding tools used by educators to improve the academic performance of children with learning disabilities in inclusive classrooms are guided practice, visual aids, questioning strategies, and prompting and cueing.

2. The performance of students with disabilities significantly improves before and after the implementation of scaffolding strategies to enhance academic success.

3. A notable disparity exists in the performance levels of students with disabilities prior to and following the use of scaffolding tactics aimed at improving academic success for students with learning difficulties in inclusive classrooms.

4. Scaffolding tactics are consistently utilized to improve academic achievement for students with learning disabilities in inclusive classrooms, focusing on student engagement, skill development, self-efficacy, confidence, and teacher implementation fidelity.

5. A notable association exists between the use of scaffolding tactics to improve academic success in inclusive classrooms and the performance levels of students with disabilities, as indicated by posttest results.

6. Teachers may tailor scaffolding methods to meet diverse student needs by using visual aids, hands-on activities, and verbal prompts to ensure all learners access the content effectively.

7. Teachers may create an inclusive space where students feel comfortable asking questions and seeking help, encouraging collaborative learning and peer support.

8. Teachers may demonstrate tasks step-by-step and clarify objectives to help students understand what is expected, fostering independence over time.

9. School Administrators may offer ongoing training for teachers on effective scaffolding techniques and inclusive practices to ensure they are equipped with current strategies.

10. School administrators may provide access to tools such as speech-to-text software, audiobooks, and visual organizers that support scaffolding and accommodate various learning needs.

11. A parallel study may be conducted using different variables.

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