

Teaching Gifted and Talented Learners with Special Educational Needs (LSEN): Towards Tips in Creating Success

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ABSTRACT

Gifted and talented students need well-trained teachers who will challenge and support them in developing their abilities. However, teachers receive no formal professional learning or development focused on teaching academically advanced students, especially those with disabilities. Consequently, gifted and talented students with disabilities are often not given sufficient opportunity to thrive in the classroom. The study assessed the teaching of gifted and talented learners with disabilities. The respondents were 30 parents of Manggahan Elementary School. The researcher utilized a descriptive correlational design. Statistical treatments used were frequency and percentage, weighted mean, t-test and Pearson correlation coefficient. The findings revealed that parent-respondents were mostly in the

50–54 age bracket, predominantly female, and largely composed of parents rather than grandparents or guardians. The results showed that parent-respondents generally viewed the teaching of gifted learners with disabilities positively. The highest rating was given to teachers providing opportunities for enrichment activities, showing that parents particularly noticed efforts that extend the learners' abilities and interests. The findings also revealed that parent-respondents also assessed the teaching of talented learners with disabilities positively. The highest-rated indicator was teachers' creativity in addressing both giftedness and disability, which suggests that parents value innovative and flexible teaching approaches. There is a significant difference in the assessment of the parent-respondents on the teaching of gifted and talented learners with disabilities when grouped according to age, sex, and role in the family. Furthermore, there is no significant relationship in the teaching of gifted and talented learners with disabilities based on the computed correlation coefficient and significance value.

Keywords: *teaching, gifted, talented learners, Learners with Special Educational Needs (LSEN), tips, creating success*

INTRODUCTION

The education system frequently operates under a binary understanding of student populations: gifted and talented learners on one hand, and students with disabilities on the other. This dichotomy overlooks a significant and often underserved group: gifted and talented learners who also possess disabilities. These students present a unique set of educational challenges and opportunities, requiring a nuanced approach that transcends traditional models of differentiated instruction. This thesis addresses this critical gap in educational research and practice by exploring the pedagogical strategies and support systems necessary to effectively nurture the potential of gifted and talented learners with disabilities (GTLD). The existing literature often treats giftedness and disability as mutually exclusive categories, neglecting the complex interplay between exceptional abilities and learning

differences. This study aims to bridge this gap by providing practical, evidence-based tips for educators working with this population.

The educational landscape is increasingly recognizing the diverse needs of learners, yet a significant gap remains in effectively serving students who possess both exceptional abilities and disabilities. These students, often termed "twice-exceptional" (2e) learners, present a complex challenge for educators. Their unique profile—giftedness in certain domains coupled with significant learning challenges in others—requires a nuanced and individualized approach that transcends traditional educational models. This background section explores the historical context, evolving definitions of giftedness, the impact of disabilities on learning, and the challenges faced by educators in supporting 2e learners.

Historically, the identification and support of gifted learners have often excluded those with disabilities. Traditional models of gifted education, often prioritizing high IQ scores and standardized test performance, inadvertently filtered out many 2e learners whose disabilities masked their exceptional abilities (Davis & Rimm, 2004). Similarly, special education programs, primarily focused on remediation and addressing learning deficits, frequently overlooked the potential for advanced learning and enrichment that these students possessed. This dual exclusion has resulted in a significant disparity in educational opportunities, leaving 2e learners underserved and their potential unrealized.

Early conceptions focused narrowly on high intelligence quotient (IQ) scores and academic achievement. However, contemporary understandings acknowledge a broader spectrum of talents and abilities, encompassing creativity, leadership, problem-solving skills, artistic expression, and kinesthetic talents (Renzulli, 2012). This expanded definition is crucial for identifying and supporting 2e learners, as their giftedness may manifest in non-traditional ways. A student with a learning disability in reading, for example, might demonstrate exceptional talent in visual-spatial reasoning, music composition, or interpersonal communication—abilities that would be missed by a narrow, academically focused definition.

The presence of a disability significantly impacts a student's learning experience. Learning disabilities such as dyslexia, dysgraphia, dyscalculia, and attention-deficit/hyperactivity disorder (ADHD) can affect various cognitive processes, including reading comprehension, written expression, mathematical reasoning, and executive functions (Lyon, Shaywitz, & Shaywitz, 2003). These challenges can mask underlying giftedness, leading to misdiagnosis, inappropriate educational placements, and ultimately, underachievement. Furthermore, the emotional and social consequences of a disability can also negatively impact academic performance and overall well-being. Students may experience feelings of inadequacy, frustration, and low self-esteem, affecting their motivation and engagement in learning.

Defining giftedness and talent remains a complex undertaking, with various models and perspectives existing in the literature. Renzulli's (1978) three-ring conception of giftedness emphasizes the interplay of above-average ability, task commitment, and creativity. Similarly, Gagné's (2004) Differentiated Model of Giftedness and Talent highlights the role of environmental factors and deliberate practice in developing exceptional abilities. These models emphasize the dynamic and multifaceted nature of giftedness, acknowledging that talent requires nurturing and development.

The intersection of giftedness and disability creates a complex profile. A GTLD student might exhibit exceptional abilities in certain areas while struggling in others due to their disability. For example, a student with dyslexia might demonstrate exceptional creativity and problem-solving skills but struggle with reading and writing. This necessitates a differentiated approach that addresses both the student's strengths and challenges.

The education of gifted and talented learners with disabilities presents a unique set of challenges and opportunities. As the field of education increasingly recognizes the diversity of learners, it becomes imperative to develop effective strategies that cater to the needs of these exceptional students. This literature review aims to explore the intersection of giftedness and disabilities, particularly in the context of kindergarten education.

According to Renzulli (2005), giftedness encompasses a range of abilities, including intellectual, creative, and artistic talents. Conversely, disabilities can manifest in various forms, such as learning disabilities, emotional disturbances, or physical impairments (Davis & Rimm, 2004). The dual identification of giftedness and

disabilities, often referred to as "twice-exceptional" (2e), complicates educational approaches, as these learners may exhibit advanced skills in some areas while struggling in others (Foley-Nicpon et al., 2013).

Friedrichs (2024) identified various kinds of disability and gifted programming that can address the unique intellectual, creative, academic, and leadership needs of gifted physical and health disability students. These forms of programming flow from the traits of giftedness that may be noticed by both gifted and special educators. Both types of exceptional educators who assess, identify, and serve these students' strengths will hopefully recognize the ample openings, in both current gifted physical and health disability definitions, for students to be simultaneously gifted and physically and health impaired.

Tomlinson (2001) advocates for differentiated instruction, which involves tailoring teaching methods to meet the diverse needs of students. This approach is particularly relevant for 2e learners, who may require modifications in content, process, or product to thrive academically. For instance, differentiated assessments can provide insights into a student's strengths and weaknesses, allowing educators to design targeted interventions (Winebrenner, 2001).

It is not easy to find twice exceptional students because, for some, their gift/talent masks their disability or their disability is such that their gifts/talents areas are not seen. Teachers need to be aware of the characteristics of twice exceptional students, and when found, work together with the special education and gifted teachers to build a curriculum that works for the student. Twice exceptional students need both enrichment as well as accommodations to be the best students they can be and reach their highest educational potential. This could mean being part of the gifted/talented program with pull-out sessions with like-minded students to work on critical thinking projects, and/or a remedial class for math or reading. Accommodations play an important part in the classroom. Giving twice exceptional students the option to use their gift/talent to present work, such as through a diorama instead of a written report, is very helpful and worthwhile for the student (Flanigan, 2018).

Karpicz (2025) suggested the following for twice exceptional students: First, educators should collaborate with students when creating classroom norms and uncovering the roots of behavior. Second, educators who work with twice-exceptional students must explicitly teach skills that many neurotypical people learn implicitly. This includes social awareness, metacognitive skills, and emotional management. Third, educators should recognize the individuality of each twice-exceptional student. There is no such thing as a "one size fits all" accommodation, and educators should use every tool they can to learn of these students' learning strengths and needs. Fourth, educators should collaborate across departments and professions to ensure each student gets the supports they need. Fifth, educators should view each student not as a problem to be solved, but as people that need support.

The social-emotional development of gifted learners with disabilities is another critical area of focus. Research indicates that these students often experience heightened levels of anxiety, depression, and social isolation (Reis et al., 2014). Educators must be attuned to these emotional needs and create supportive classroom environments that foster social connections and self-esteem. Strategies such as cooperative learning, peer mentoring, and social skills training can enhance the social-emotional well-being of 2e learners (Baum, 2004).

Effective teaching of gifted learners with disabilities requires specialized training and ongoing professional development. Many educators lack the knowledge and skills necessary to identify and support 2e students (Miller, 2015). Professional development programs that focus on the characteristics of giftedness and disabilities, as well as effective instructional strategies, are essential for equipping teachers to meet the needs of these learners. Collaborative efforts between general and special education teachers can also enhance the educational experience for students. (Gentry & Peters, 2004)

Engaging families and utilizing community resources are vital components of supporting gifted learners with disabilities. Research suggests that family involvement positively impacts student achievement and well-being (Epstein, 2011). Educators should foster strong partnerships with families, providing them with resources and strategies to support their children's learning at home. Additionally, collaboration with community organizations can offer valuable support services, such as counseling and enrichment programs, that benefit 2e learners (Harris, 2016).

Teaching gifted learners requires differentiated instruction, advanced curriculum, and opportunities for independent exploration and creativity. Teaching students with disabilities necessitates specialized strategies,

accommodations, and individualized support. Integrating these two approaches requires a sophisticated understanding of both gifted education and special education principles, coupled with a deep commitment to individualized instruction (Tomlinson, 2014). The lack of sufficient teacher training in this area contributes significantly to the under-identification and under-support of 2e learners. Many educators lack the expertise to recognize the subtle signs of giftedness masked by a disability, leading to missed opportunities for appropriate support and enrichment.

Moreover, the social and emotional needs of 2e learners are often overlooked. These students may experience social isolation due to their unique combination of strengths and weaknesses. They might struggle to find peers who understand their experiences, leading to feelings of loneliness and alienation. The pressure to perform academically, coupled with the challenges posed by their disabilities, can contribute to anxiety, stress, and depression. Addressing these social and emotional needs is crucial for fostering their overall well-being and academic success. Creating a supportive and inclusive classroom environment where students feel valued and understood is essential for promoting their academic and personal growth.

Despite the growing recognition of the needs of GTLD students, significant challenges remain in providing appropriate educational support. Several key problems contribute to this deficit:

According to Baum (2007), current identification processes for giftedness often overlook students with disabilities, as traditional assessment methods may not accurately capture their abilities. Students with disabilities may underperform on standardized tests due to their learning differences, leading to their exclusion from gifted programs.

Many educators lack the specialized training and knowledge necessary to effectively teach GTLD students. They may not be equipped to differentiate instruction to meet the unique needs of these students, leading to underachievement and frustration (Lewis, 2011).

Furthermore, Westwood (2008) also mentioned that schools often lack the resources and support systems necessary to provide appropriate services for GTLD students. This includes a shortage of specialized teachers, appropriate curriculum materials, and access to assistive technologies.

Another aspect according to Davis and Rimm (2004), effective support for GTLD students requires a collaborative effort between educators, parents, and specialists. However, communication and collaboration among these stakeholders may be inadequate, hindering the development of comprehensive support plans. GTLD students may face low expectations from educators who focus on their disabilities rather than their abilities. This can lead to a self-fulfilling prophecy, where students underachieve due to the lack of belief in their potential (Ford, 2009).

The education of gifted and talented learners with disabilities (GTLD) represents a significant challenge and opportunity within the broader context of inclusive education. This thesis explores the pedagogical strategies and support systems necessary to effectively nurture the potential of GTLD students within inclusive settings, directly addressing a critical gap in educational research and practice. The prevailing tendency to view giftedness and disability as mutually exclusive categories has resulted in the neglect of this unique population. This study aims to bridge this gap by providing evidence-based tips for educators committed to promoting inclusive education for GTLD students, ultimately fostering their success and enriching the learning environment for all.

Understanding GTLD necessitates a nuanced examination of giftedness, talent, and disability within the framework of inclusive education. While traditional definitions of giftedness often focus on high IQ scores or exceptional achievement in specific domains (e.g., Terman, 1925), contemporary models emphasize the multifaceted nature of giftedness. Renzulli's (1978) three-ring conception, for instance, highlights the interaction of above-average ability, task commitment, and creativity. This model underscores that giftedness is not solely an innate characteristic but also involves motivation and the ability to apply abilities creatively. Similarly, Gagné's (2004) Differentiated Model of Giftedness and Talent emphasizes the role of environmental factors and deliberate practice in developing exceptional abilities. These models provide a more holistic understanding of giftedness, acknowledging its dynamic and developmental nature.

The intersection of giftedness and disability presents a unique set of challenges and opportunities. A GTLD student may exhibit exceptional abilities in certain areas while experiencing significant difficulties in others

due to their disability. For example, a student with autism spectrum disorder might demonstrate exceptional mathematical reasoning but struggle with social interaction and communication. This complexity necessitates a highly individualized approach that simultaneously addresses both strengths and challenges within an inclusive educational setting.

According to Reis and Renzulli (2010), gifted learners often exhibit advanced cognitive abilities, yet when coupled with disabilities, these strengths can be overshadowed by their challenges. The concept of "twice-exceptional" learners has gained traction, emphasizing the need for differentiated instruction that recognizes both their gifts and their disabilities (Foley-Nicpon et al., 2013).

Research by Baum, Owen, and Dawson (2016) indicates that GTLD learners benefit from environments that promote collaboration and peer interaction. Such settings not only provide social support but also allow for the sharing of diverse problem-solving strategies. Furthermore, the Universal Design for Learning (UDL) framework offers a promising approach to accommodate the varied needs of GTLD learners by providing multiple means of engagement, representation, and action (Rose & Meyer, 2002).

Studies reveal that the key components that contribute to the success of GTLD learners. First, individualized learning plans that incorporate both giftedness and disability considerations are essential. These plans should include specific goals tailored to the learner's strengths and challenges, ensuring that instruction is both challenging and accessible.

Second, the integration of assistive technologies can significantly enhance learning experiences for GTLD students. Tools such as interactive simulations and visual aids can help bridge gaps in understanding complex concepts, allowing learners to engage with the material in a meaningful way (Higgins et al., 2012).

Finally, fostering a supportive classroom environment that encourages risk-taking and resilience is crucial. Educators should cultivate a culture of acceptance where mistakes are viewed as learning opportunities, thereby empowering GTLD learners to explore concepts without fear of failure.

According to Baum, Owen, and Dawson (2014), the identification of twice-exceptional learners often remains inadequate due to the overshadowing of their giftedness by their disabilities. This phenomenon, known as "masking," can lead to underachievement and a lack of appropriate educational interventions (Foley-Nicpon et al., 2013).

Differentiated instruction is a critical component in addressing the diverse needs of 2e learners. Tomlinson (2014) emphasizes the importance of tailoring educational experiences to match students' readiness, interests, and learning profiles. For gifted learners with disabilities, this may involve modifying content, process, and product to ensure engagement and challenge. Additionally, social-emotional support is vital, as these students often experience heightened levels of anxiety and social isolation (Reis et al., 2016). Programs that focus on social skills development and emotional regulation can significantly enhance their overall well-being.

Collaborative practices among educators, parents, and specialists are also essential in creating a supportive educational environment. According to McCoach and Siegle (2003), effective collaboration can lead to more comprehensive support systems that address both the academic and emotional needs of twice-exceptional learners. However, the literature indicates that many educators lack the training necessary to implement these collaborative strategies effectively (Davis & Rimm, 2004).

Research indicates that 2e students benefit from differentiated instruction that accommodates their unique learning profiles (Foley-Nicpon et al., 2013). Additionally, the importance of a supportive classroom environment is emphasized, as it can mitigate the social and emotional challenges these students face (Reis et al., 2014). Assistive technologies also play a crucial role in providing access to the curriculum, allowing students to engage with complex concepts at their own pace (Baker et al., 2016). However, there remains a gap in the literature regarding the specific application of these strategies within the Philippine context, necessitating further exploration.

The empirical studies reveal several key strategies for teaching gifted and talented learners with disabilities:

Tailoring lessons to meet the diverse needs of 2e students is essential. This includes modifying content, process, and products based on individual learning profiles. For instance, providing advanced problem sets that

challenge gifted learners while offering alternative assessments for those with disabilities can promote engagement and mastery (Tomlinson, 2014).

Creating a safe and inclusive classroom atmosphere is vital for the emotional well-being of 2e students. Encouraging collaboration and peer support can help mitigate feelings of isolation and anxiety, allowing students to thrive academically (Reis et al., 2014).

Tools such as interactive simulations and adaptive learning software can enhance understanding of complex concepts. These technologies not only provide alternative means of engagement but also allow for personalized learning experiences that cater to individual strengths and weaknesses (Baker et al., 2016).

Establishing mentorship programs can provide 2e students with role models who understand their unique challenges. Advocacy for appropriate accommodations and support services is also crucial in ensuring that these learners receive the resources they need to succeed (Foley-Nicpon et al., 2013).

Additionally, research often lacks a focus on culturally and linguistically diverse populations, which may experience unique challenges in the identification and support of giftedness and disabilities (Ford, 2013). Finally, the voices of gifted learners with disabilities themselves are often absent from the literature, highlighting the need for qualitative research that captures their experiences and perspectives.

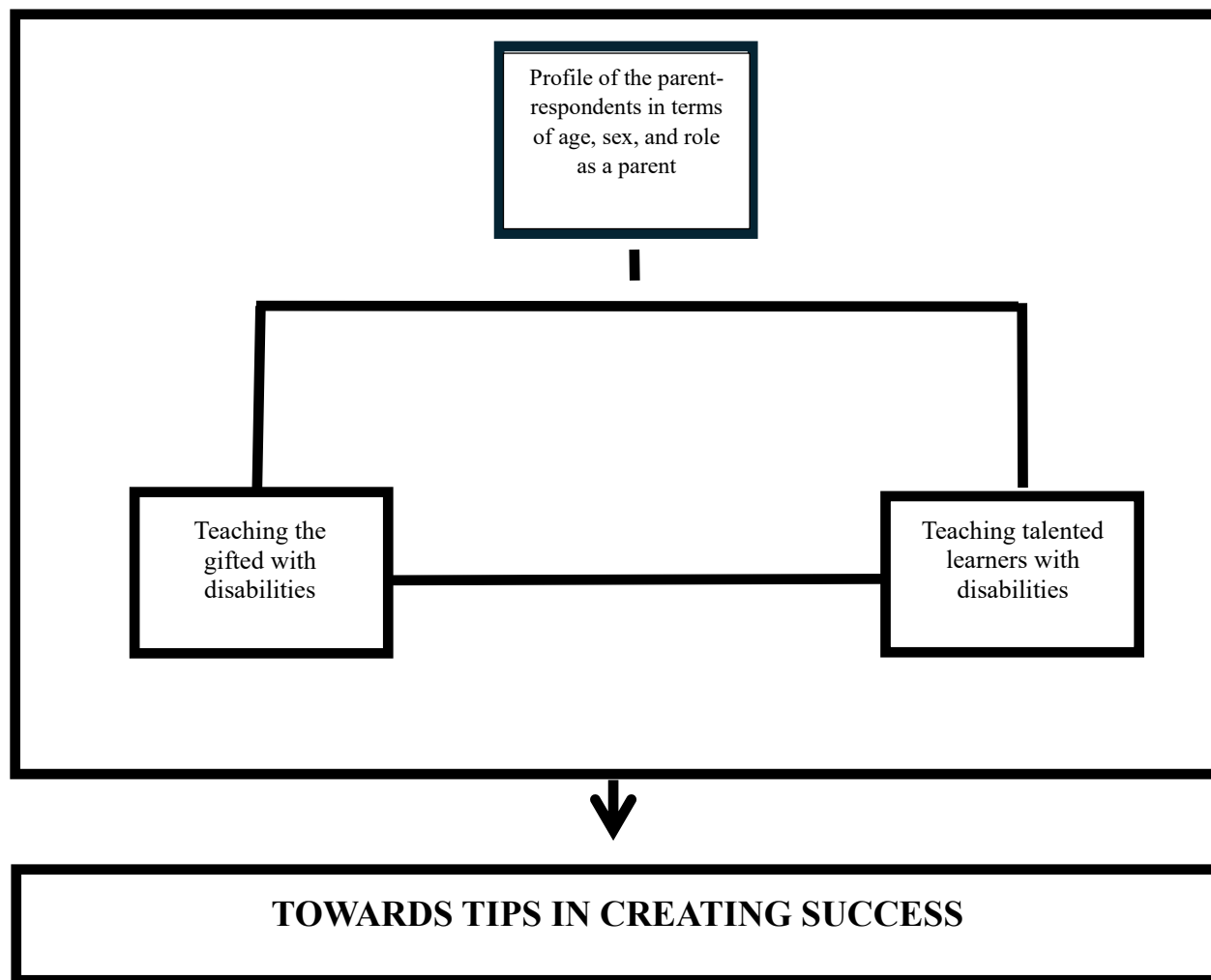
In the context of the Philippines, DepEd has developed programs such as the Gifted and Talented Education (GATE) program, which aims to identify and nurture gifted learners, including those with disabilities (DepEd, 2019). However, studies indicate that the implementation of these programs often lacks consistency and adequate resources (Bautista, 2020). Furthermore, the intersectionality of giftedness and disability complicates the educational landscape, as highlighted by the work of Davis and Rimm (2004), who argue that traditional educational frameworks often fail to accommodate the diverse needs of these learners.

This study will delve into the assessment of the relationships of teaching giftedness and talented learners with disabilities to develop tips in creating success among them. It also explores effective strategies for educating students possessing both giftedness and disabilities that would highlight the need for differentiated instruction, emphasizing individualized approaches that address both the unique challenges and exceptional abilities of these learners. The research underscores the importance of collaboration among teachers, parents, and support staff, advocating for a multi-faceted approach to meet diverse needs. The study ultimately emphasizes the potential of these students to thrive academically and socially when provided with tailored instruction and support, advocating for a paradigm shift towards inclusive and differentiated educational practices.

Therefore, the researcher sought to find out if the relationship of teaching gifted and talented learners with disabilities can lead to the provision of tips in creating success. Specifically, it looked at the: (1.) profile of the parent-respondents in terms of age, sex, and role as a parent; (2.) assessment of the parent-respondents on the teachers' practices in teaching the gifted learners with disabilities; (3.) any significant difference in the assessment of the parent-respondents on the teachers' practices in teaching gifted learners with disabilities, when grouped accordingly; (4.) assessment of the parent-respondents on the teachers' practices in teaching the talented learners with disabilities; (5.) any significant difference in the assessment of the parent-respondents on the teachers' practices teaching talented learners with disabilities, when grouped accordingly; and (6.) any significant relationship in the assessment of the parent-respondents on the relationship of teaching gifted and talented learners with disabilities; and (7.) this led to tips in creating success for the LSENs.

Furthermore, this study hypothesized that there is no significant difference in the assessment of the parent-respondents on the relationship of teaching gifted learners with disabilities, when grouped accordingly and there is no significant difference in the assessment of the parent-respondents on the relationship of teaching talented learners with disabilities, when grouped accordingly. It also hypothesized that there is no significant relationship in teaching the gifted and talented learners with disabilities. It also hypothesized that there is significant. The teaching giftedness and talented learners with disabilities were described based on the assessment of the respondents. Then, the data were treated statistically using percentage, weighted mean, t-test and Pearson correlation coefficient. The findings of the aforementioned study were helpful in developing tips in creating success.

In view thereof, the above theory and concepts served as basis for the researchers to conduct this study. The reviewed literature and studies are all very viable and they helped the researcher conceptualized the study and established the relationship of variables. Figure 1 explains further the relationship of the different variables discussed in the study.



As shown in the figure, the researcher first determined the profile of the parent respondents in terms of age, sex and role as a parent. Then, the researcher determined the assessment of the respondents on the relationship in teaching the giftedness and talented learners with disabilities. Then the researcher determined the significant difference in the assessment of the parent-respondents on the relationship of teaching giftedness and talented learners with disabilities, when grouped accordingly and the significant relationship in teaching the gifted and talented learners with disabilities and the significant. This was the basis in proposing tips in creating success.

The researcher believes that this study is beneficial to the following:

Learners with giftedness, especially those with disabilities stand to gain immensely from this study. The study's findings translate into improved teaching practices designed to meet their unique needs. The research highlights the importance of differentiated instruction, ensuring that gifted learners receive appropriate challenging and engaging curriculum tailored to their abilities and learning styles. This study emphasized the need for individualized support, addressing the specific challenges posed by co-existing giftedness and disabilities. This

leads to a more inclusive and supportive learning environment where these learners can thrive academically and socially. By advocating for appropriate accommodations and modifications, the study empowers gifted learners with disabilities to reach their full potential. The research also promotes a deeper understanding of their strengths and talents, fostering a more positive and empowering learning experience. The study's recommendations will contribute to the academic success and overall well-being of gifted learners with disabilities.

Teachers benefit significantly from the study through access to evidence-based strategies for effectively educating this unique student population. The research provides practical, actionable tips and techniques for differentiating instruction, adapting curriculum, and creating inclusive learning environments. Teachers gain insights into identifying and nurturing the strengths of gifted learners while simultaneously addressing their specific learning challenges related to their disabilities. The study offers valuable guidance on creating supportive classroom environments that foster both academic excellence and social-emotional well-being. This knowledge empowers teachers to better meet the diverse needs of their students, leading to improved student outcomes and increased teacher efficacy. Furthermore, the study's emphasis on collaboration and professional development provides teachers with opportunities for ongoing learning and growth in this specialized area of education. Ultimately, the study equips teachers with the tools and knowledge necessary to effectively support gifted learners with disabilities and enhance their teaching practice.

School heads will also benefit significantly from the study by gaining valuable insights into effective leadership practices for supporting gifted students with disabilities. The study provides evidence-based strategies for creating inclusive and supportive school environments, informing resource allocation and policy decisions. School heads can use the research to advocate for appropriate funding and specialized training for teachers, ensuring that their staff is equipped to meet the unique needs of these learners. The study's findings can guide the development of effective professional development programs and support systems for teachers, leading to improved instructional practices and better student outcomes. Furthermore, the research helps school heads to develop a comprehensive understanding of the challenges and opportunities associated with educating gifted learners with disabilities, enabling them to make informed decisions about curriculum development, assessment, and program implementation. Ultimately, the study empowers school heads to create a more equitable and effective learning environment for all students.

Parents of gifted children with disabilities will significantly benefit from the study. The research provides valuable insights into understanding their children's unique learning needs and potential. The study offers practical strategies for partnering with educators to create a supportive home-school connection, crucial for the child's academic and social-emotional development. Parents gain a clearer understanding of effective teaching methods and can advocate more effectively for their child's needs within the educational system. The study empowers parents to actively participate in their child's Individualized Education Program (IEP) development and implementation, ensuring that their child receives appropriate accommodations and challenges. By understanding the specific challenges and opportunities associated with giftedness and disabilities, parents can better support their child's learning at home and foster a positive and encouraging environment. Ultimately, the study empowers parents to become active and informed partners in their child's educational journey.

The school community will benefit greatly from the study through increased awareness and understanding of giftedness and disabilities. The research promotes a more inclusive and supportive environment for all students, fostering a sense of belonging and acceptance. The study highlights the importance of community involvement in supporting these learners, encouraging collaboration between parents, teachers, and other stakeholders. This collaborative approach leads to a stronger support network for gifted students with disabilities and their families. The community gains a better understanding of the unique challenges and strengths of these students, reducing stigma and promoting a more empathetic and inclusive school culture. Furthermore, the study's findings can be used to advocate for increased resources and support for gifted education programs, benefiting all students within the school community. Ultimately, the study contributes to a stronger, more cohesive, and supportive school community for everyone.

Curriculum planners will find the study invaluable for developing more inclusive and effective curricula. The research provides evidence-based strategies for designing learning experiences that cater to the unique needs

of gifted learners with disabilities. The study offers practical guidance on adapting and modifying existing curricula to meet the diverse learning styles and challenges of this population. Curriculum planners can use the study's findings to develop differentiated instruction materials, ensuring that gifted learners with disabilities are appropriately challenged and supported. The research also informs the selection of appropriate assessment tools and methods for evaluating the progress of these students. By incorporating the study's recommendations, curriculum planners can create more equitable and engaging learning opportunities that promote the academic success and overall well-being of gifted learners with disabilities, ultimately contributing to a more inclusive and effective education system.

DepEd officials will also benefit from the study by gaining valuable insights to inform policy and resource allocation decisions related to inclusive education. The research provides evidence-based recommendations for improving the educational experiences of gifted learners with disabilities, supporting the development of more effective policies and programs. The study's findings can inform the creation of teacher training programs, curriculum development initiatives, and assessment strategies specifically designed to meet the needs of this unique student population. DepEd officials can use the research to advocate for increasing funding and support for gifted education programs, ensuring that all students have access to equitable and high-quality educational opportunities. The study's emphasis on inclusive practices informs the development of policies that promote a more equitable and supportive learning environment for all students, aligning with DepEd's commitment to inclusive education.

Furthermore, future researchers will greatly benefit from the study as a foundational resource for future investigations. The study provides a comprehensive overview of existing research and identifies significant gaps in the literature, providing clear directions for future research endeavors. The study's methodology serves as a model for future studies, offering valuable insights into data collection, analysis, and interpretation techniques. Researchers can build upon the study's findings to explore specific areas in more depth, replicating and expanding upon the research in diverse contexts. The established frameworks and tools can be adapted and refined for future studies, contributing to the overall advancement of knowledge in this specialized field. The study's conclusions and recommendations provide a springboard for future research questions, leading to a more comprehensive understanding of effective teaching strategies and support systems for gifted learners with disabilities. Ultimately, the study contributes to the ongoing development of evidence-based practices in this critical area of education.

Meanwhile, for better understanding, the researcher has provided both the conceptual and operational definition of the following terms:

Collaborative practices

Refers to cooperative effort among educators, families and support staff to design and implement inclusive learning experiences that address both the exceptional abilities and unique challenges of twice-exceptional learners. These practices emphasize shared goals, open communication, and mutual respect to create personalized interventions that maximize academic success and social; -emotional growth.

Differentiated Instruction

Means adapting teaching methods, materials, and assessment to meet the unique needs of each student. This approach acknowledges that these students have diverse learning styles, paces, and abilities, requiring a flexible and responsive teaching strategy.

Disability. Refers to non-intellectual conditions that can affect academic performance, social-emotional development, or communication despite high intellectual abilities. These disabilities are distinct from intellectual giftedness and may require special support access to education.

Gifted. Refers to learners with exceptional abilities or potential in one or more areas, significantly exceeding the average for individuals of the same age, experience or environment. This can manifest in various domains, including intellectual, creative, artistic, leadership, and specific academic fields. Other defines as asynchronous development where cognitive abilities significantly out-pace social-emotional maturity. They highlight precocity, independent learning styles and strong drive to master chosen areas.

GTLD. Refers to the gifted and talented learners with disabilities. This term refers to educational programs and practices designed specifically to students who are identified as both gifted (exceptional intellectual abilities) and learning disabled (having specific learning disabilities that affect their academic performance).

METHODS

The researcher used correlational-descriptive research design. Descriptive design is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The word survey signifies the gathering of data regarding the present conditions. A survey is useful in: (1) providing the value of facts; and (2) focusing attention on the most important things to be reported.

Specifically, first, it utilized descriptive-correlational design because of its appropriateness to the study. It was used to determine whether a degree of relationship exists between two or more variables. In descriptive design, study focused on the present condition. On the other hand, descriptive correlation is designed to determine the relationship between two variables, whether the relationship is perfect, very high, high, marked or moderate, slight or negligible (Calmorin & Calmorin, 2013). It is descriptive because it describes the profile of the parent respondents and their assessment on the relationship in teaching the giftedness and talented learners with disabilities. In this study, it was utilized to determine any significant relationship between/among the given variables teaching the gifted and talented learners with disabilities.

Then next is descriptive, which may help determine how much variation is caused by one variable in relation to the variation caused by another variable.

Descriptive status is a problem solving which seeks to answer questions to real facts relating to existing conditions. This is a technique of quantitative description which determines the prevailing conditions in a group of cases chosen for the study. In this study, it was utilized to determine any significant difference in the assessment of the respondents on relationship in teaching the giftedness and talented learners with disabilities, when grouped accordingly.

The method of gathering data is a survey questionnaire which is a product of a thorough reading of related literature and studies. After the construction, the questionnaire was validated by the experts, and she asked the help of her former professors in the graduate school in the revision of the survey. Moreover, the last step in the validation was proposal defense where the comments and suggestions of the panel were included in the revision.

The respondents of the study were parents of Manggahan Elementary School, Division of General Trias City. They were chosen purposively as parents with gifted and talented children with disabilities. The locale was chosen because the researcher observed the need to develop tips in creating success among gifted and learners with disabilities.

The instrument is developed using a 4-point scale (Salkind, 2012). The gathered data were subjected to statistical treatment which as follows: Frequency Count was used by the researcher in the analysis of the data profile of the respondents; Weighted Mean was used by the researcher in determining the degree of the responses of the respondents; and t-test was used by the researcher to explore the significant differences of the different survey questions and each of the questions related to variables. Lastly, Pearson correlation coefficient, for test of significant relationship.

RESULTS AND DISCUSSION

Table 1 *Profile of the parent-respondents in terms of age, sex, and role as a parent*

Profile	Frequency	Percentage
Age		
50-54	17	56.7%
55>	13	43.3%
Total	30	100
Sex		
Male	9	30%
Female	21	70%
Total	30	100
Role in the Family		
Parent	19	63.3%
Grandparent/Guardian	11	36.7%
Total	30	100

Table 1 shows that the parent-respondents of LSEN learners are predominantly older adults. Specifically, 17 out of 30 respondents or 56.7% belong to the 50–54 age group, while 13 or 43.3% are 55 years old and above. This suggests that the caregiving responsibility for learners with special educational needs is largely carried by mature caregivers, many of whom may already be managing age-related health, work, or family responsibilities. Recent local studies in the Philippines support this pattern, showing that caregiving and school support for children with special needs often extend to older parents or household members, especially when families face employment, migration, or financial constraints (Presente, 2021; Estojero, 2022). International literature likewise notes that older caregivers may experience greater strain in supporting learners who require consistent educational and developmental assistance (Hamid et al., 2025).

In terms of sex, the respondents are mostly female, with 21 out of 30 or 70%, compared with 9 males or 30%. This reflects the common gendered pattern in caregiving, where mothers and female guardians are often the primary figures involved in the education and daily support of children with special needs. Filipino studies published from 2021 to 2025 consistently highlight that women tend to carry the greater share of home-based academic support, communication with teachers, and emotional caregiving responsibilities for LSEN learners (Andrada & Barrot, 2025; Morales et al., 2025). Global studies also point to the same trend, showing that maternal involvement remains a major factor in the educational progress of children with special needs, particularly when structured parent-school collaboration is required (Hamid et al., 2025).

As to the role in the family, 19 respondents or 63.3% are parents, while 11 respondents or 36.7% are grandparents/guardians. This indicates that although biological parents remain the largest caregiving group, a substantial number of LSEN learners are being supported by extended family members. This is important because it reflects the reality of multigenerational caregiving in many Filipino households. Local literature notes that grandparents and guardians often step in when parents are unavailable due to work demands, separation, or other family circumstances, making them vital partners in the learner’s schooling and daily care (Presente, 2021; Estojero, 2022). Recent studies also emphasize that inclusive education programs must recognize the role of non-parent caregivers, since they often face unique challenges in assisting learners with special needs, especially when learning tasks require technological, instructional, or behavioral support (Andrada & Barrot, 2025).

Overall, Table 1 reveals that the support system of LSEN learners is largely composed of older, female caregivers, including a significant number of grandparents and guardians. This profile has practical implications for inclusive education. Schools should consider using caregiver-friendly communication, flexible consultation schedules, and simplified home-learning instructions, especially for older and non-parent respondents. Training

and support mechanisms should also be provided to strengthen the capacity of these caregivers, since literature from both local and global sources shows that parent and guardian involvement significantly affects the educational outcomes of LSEN learners (Morales et al., 2025; Hamid et al., 2025).

Table 2. Assessment of the parent-respondents on the relationship in teaching the gifted learners with disabilities

	Indicator	Mean	Sd	Qualitative Description	Interpretation	Rank
	Teaching the Gifted with Disabilities					
2.1	Teachers recognize the unique abilities of my child despite their disability.	3.27	0.45	Often True of the Teacher of My Kid/s	Somewhat gifted	2.2
2.2	Teachers provide learning activities that challenge my child's giftedness.	3.17	0.38	Often True of the Teacher of My Kid/s	Somewhat gifted	4.5
2.3	Teachers understand the special needs of gifted learners with disabilities.	3.23	0.43	Often True of the Teacher of My Kid/s	Somewhat gifted	3.5
2.4	Teachers use individualized strategies to support my child's learning.	3.27	0.45	Often True of the Teacher of My Kid/s	Somewhat gifted	2.2
2.5	Teachers encourage my child to explore their talents and interests.	3.17	0.38	Often True of the Teacher of My Kid/s	Somewhat gifted	4.5
2.6	Teachers communicate regularly with parents about the child's progress.	3.27	0.45	Often True of the Teacher of My Kid/s	Somewhat gifted	2.2
2.7	Teachers show patience and understanding toward learners with disabilities.	3.27	0.45	Often True of the Teacher of My Kid/s	Somewhat gifted	2.2
2.8	Teachers use appropriate teaching materials for gifted learners with disabilities.	3.23	0.50	Often True of the Teacher of My Kid/s	Somewhat gifted	3.5
2.9	Teachers provide opportunities for my child to participate in enrichment activities.	3.33	0.55	Often True of the Teacher of My Kid/s	Somewhat gifted	1

2.10	Teachers adapt lessons to match my child's learning pace and ability.	3.27	0.52	Often True of the Teacher of My Kid/s	Somewhat gifted	2.2
	Composite Mean	3.25	0.46	Often True of the Teacher of My Kid/s	Somewhat gifted	

Legend:

4.00-3.51 Always true of the teachers of my kid/s-Highly gifted
 3.50-2.51 Often true of the teachers of my kid/s-Somewhat gifted
 2.50-1.51 Somewhat true of the teachers of my kid/s-Slightly gifted
 1.50-1.00 Least true of the teachers of my kid/s-Not gifted

Table 2 presents the parent-respondents' assessment of the relationship in teaching gifted learners with disabilities, with a composite mean of 3.25 and standard deviation of 0.46. This is interpreted as "Often True of the Teacher of My Kid/s" and described as "Somewhat gifted." The result suggests that parents generally perceive teachers as consistently supportive of learners with dual exceptionalities, meaning children who show both gifted potential and disability-related learning needs. The relatively low standard deviation also indicates that responses were fairly consistent across respondents, showing a shared perception that teachers demonstrate positive inclusive practices.

Among the indicators, the highest-rated item is "Teachers provide opportunities for my child to participate in enrichment activities" with a mean of 3.33. This implies that teachers are perceived to be offering learning experiences beyond routine instruction, which is important in developing the strengths of gifted learners with disabilities. In inclusive education, enrichment is a key strategy because it allows learners to go beyond minimum competencies while still receiving the support they need. Local studies in the Philippines likewise show that teachers in inclusive settings often try to enrich instruction despite limited resources, reflecting their commitment to learner-centered practice (Punzalan et al., 2025; Mabeza & Villacruz, 2025; *Psychology and Education: A Multidisciplinary Journal*, 2024–2025).

Several indicators received the same relatively high mean of 3.27, including teachers' recognition of the child's unique abilities, use of individualized strategies, regular communication with parents, patience and understanding, and adaptation of lessons to the child's pace and ability. These results indicate that parents see teachers as relationally supportive and responsive to learner diversity. This is important because gifted learners with disabilities require both challenge and accommodation; without individualized teaching, their strengths may go unnoticed while their difficulties remain unaddressed. Recent Philippine studies emphasize that effective inclusive teaching depends on collaboration, flexibility, patience, and consistent parent-teacher communication, especially when supporting learners with special needs (Andrada & Barrot, 2025; Leones, 2025; Camarines Norte DepEd, 2025). The present findings therefore suggest that teachers are not only recognized for their care but also for their willingness to adjust instruction based on learner needs.

The slightly lower means, ranging from 3.17 to 3.23, were observed in items such as providing learning activities that challenge giftedness, understanding the special needs of gifted learners with disabilities, encouraging children to explore their talents and interests, and using appropriate teaching materials. Although these are still positive ratings, they suggest that more specialized support for twice-exceptional learners may be needed. This is a common concern in both local and global literature. Studies from the Philippines and abroad point out that teachers often understand the existence of dual exceptionalities but may struggle to translate that understanding into advanced differentiation, specialized materials, and more rigorous talent development opportunities due to workload, limited training, and insufficient instructional resources (Gifted Child Quarterly, 2021; Gifted Child Quarterly, 2023; Studia Edukacyjne, 2025; *Frontiers in Education*, 2025). In other words, teachers may be strong in care and accommodation, but still need more preparation in enrichment-based and gifted-specific pedagogy.

Overall, the table reveals a positive but still developing picture of teaching gifted learners with disabilities. Parents perceive teachers as patient, supportive, adaptable, and attentive to learner uniqueness, which is a strong foundation for inclusive education. However, the moderate ratings in giftedness-specific support suggest that schools should provide more professional development on twice-exceptional education, differentiated instruction, enrichment strategies, and the use of appropriate learning materials. Recent studies support the idea that effective instruction for gifted learners with disabilities requires a balance of accommodation and challenge, along with sustained parent-school collaboration and stronger institutional support (Twice-exceptional students: implications for inclusive education, 2021; Gifted Child Quarterly, 2025; Teacher awareness of twice-exceptional learners in Europe, 2025). Thus, Table 2 indicates that teachers are already doing many things well, but more targeted support is needed to fully meet the needs of gifted learners with disabilities.

Table 3. *Difference in the assessment of the parent-respondents on the relationship in teaching the gifted learners with disabilities, based on their profiles*

Assessment	Group	Mean	SD	t-value	P-Value	Decision
Teaching the Gifted with Disabilities Assessment	50-54	1.37	3.28	-20.07	0.000	Reject Ho
	55>	0.49	0.18			
Assessment	Group	Mean	SD	t-value	P-Value	Decision
Teaching the Gifted with Disabilities Assessment	Male	1.53	3.28	-17.76	0.000	Reject Ho
	Female	0.51	0.18			
Assessment	Group	Mean	SD	t-value	P-Value	Decision
Teaching the Gifted with Disabilities Assessment	Parent	1.37	3.24	-19.73	0.000	Reject Ho
	Grandparent/	0.49	0.17			
	Guardian					

Table 3 shows that the parent-respondents' assessment of the teaching of gifted learners with disabilities differs significantly when grouped according to age, sex, and role in the family. Since all p-values are 0.000, the null hypothesis is rejected, meaning that the respondents' views are not uniform but are influenced by their personal profile. In practical terms, the older group, male respondents, and direct parents appear to give more favorable assessments than the other groups. This suggests that perception of teacher support is shaped by the respondent's closeness to the child, frequency of school involvement, and direct exposure to classroom practices. Parents who are more actively engaged in the child's schooling may be more aware of the efforts teachers make, while grandparents or guardians may evaluate the situation differently based on their level of participation and communication with the school.

This finding is supported by recent literature from both local and global contexts. Mun, Ezzani, and Yeung (2021) emphasized that parent engagement plays a major role in identifying and supporting diverse gifted students, showing that family involvement affects how educational practices are understood and judged. Gierczyk and Hornby (2021) also stressed that twice-exceptional learners require strong collaboration among teachers, parents, and specialists, because support is most effective when adults share a clear understanding of the learner's strengths and difficulties. Local studies likewise point to the importance of parent-school interaction. TWIST Research Team (2024) reported that caregivers of twice-exceptional learners interpret school support differently depending on their involvement in daily learning concerns, while Pantao (2025) found that Filipino parents' perceptions of inclusive education vary according to their exposure to school communication and support services.

More recent global evidence from Frontiers in Education (2025) further confirms that adults surrounding twice-exceptional learners influence how their needs are recognized and responded to in school settings. Taken together, these studies suggest that demographic differences in Table 3 are expected, because parents and guardians do not all experience or interpret teacher practices in the same way. This implies that schools should strengthen individualized communication and parent engagement strategies so that all family members, regardless of role or background, can better understand and support the education of gifted learners with disabilities.

Table 4. Assessment of the parent-respondents on the relationship in teaching the talented learners with disabilities

	Indicator	Mean	Sd	Qualitative Description	Interpretation	Rank
2.11	Teaching the Talented with Disabilities Teachers collaborate with special education professionals to support my child.	3.07	0.37	Often True of the Teacher of My Kid/s	Somewhat talented	8
2.12	Teachers use positive reinforcement to motivate gifted learners with disabilities.	3.20	0.41	Often True of the Teacher of My Kid/s	Somewhat talented	5.5
2.13	Teachers treat gifted learners with disabilities fairly and respectfully.	3.17	0.38	Often True of the Teacher of My Kid/s	Somewhat talented	6
2.14	Teachers identify and nurture my child's strengths effectively.	3.10	0.31	Often True of the Teacher of My Kid/s	Somewhat talented	7.5
2.15	Teachers provide feedback that helps my child improve academically and socially.	3.10	0.31	Often True of the Teacher of My Kid/s	Somewhat talented	7.5
2.16	Teachers create an inclusive classroom environment for all learners.	3.20	0.41	Often True of the Teacher of My Kid/s	Somewhat talented	5.5
2.17	Teachers show creativity in addressing both giftedness and disability.	3.47	0.51	Often True of the Teacher of My Kid/s	Somewhat talented	1
2.18	Teachers attend to the emotional and social needs of gifted learners with disabilities.	3.23	0.43	Often True of the Teacher of My Kid/s	Somewhat talented	4
2.19	Teachers demonstrate	3.27	0.45	Often True of the Teacher of My Kid/s	Somewhat talented	3

	professional competence in handling twice-exceptional learners.					
2.20	Teachers inspire confidence in parents regarding their child's educational development.	3.30	0.47	Often True of the Teacher of My Kid/s	Somewhat talented	2
	Composite Mean	3.21	0.40	Often True of the Teacher of My Kid/s	Somewhat talented	

Legend:

4.00-3.51 Always true of the teachers of my kid/s-Highly talented
 3.50-2.51 Often true of the teachers of my kid/s-Somewhat talented
 2.50-1.51 Somewhat true of the teachers of my kid/s-Slightly talented
 1.50-1.00 Least true of the teachers of my kid/s-Not talented

Table 4 presents the parent-respondents' assessment of how teachers handle talented learners with disabilities. The composite mean of 3.21 with a standard deviation of 0.40 indicates that the respondents generally viewed the teachers' practices as "Often True of the Teacher of My Kid/s", with the overall interpretation of "Somewhat talented." This suggests that parents perceive teachers as capable of supporting learners who display both disability-related needs and advanced abilities, although the support is not yet fully maximized.

The highest-rated indicator is "Teachers show creativity in addressing both giftedness and disability" with a mean of 3.47. This means that parents strongly noticed teachers' creativity in adjusting instruction, activities, and classroom approaches for learners with dual needs. In inclusive education, creativity is essential because talented learners with disabilities require both enrichment and accommodation; teachers must therefore design tasks that are flexible, engaging, and responsive to different learning profiles. Local studies in the Philippines from 2021 to 2025 emphasize that inclusive teaching becomes more effective when teachers are innovative, adaptive, and responsive to learner diversity, especially in classrooms where resources are limited (Andrada & Barrot, 2025; Punzalan et al., 2025; Leones, 2025).

The second-highest rating is "Teachers inspire confidence in parents regarding their child's educational development" with a mean of 3.30. This indicates that parents generally trust teachers and feel reassured that their children are receiving appropriate guidance. This is important because parent confidence is often linked to regular communication, visible teacher commitment, and consistent school-home collaboration. Recent literature also shows that when parents believe teachers are competent and caring, they are more likely to remain involved in the child's educational progress and support school-based interventions (Morales et al., 2025; Hamid et al., 2025).

A mean of 3.27 was obtained for "Teachers demonstrate professional competence in handling twice-exceptional learners." This suggests that teachers are perceived as professionally capable, but the rating also implies there is room for stronger specialization. Twice-exceptional learners need teachers who can balance high-level challenge with disability-sensitive support. Global studies on twice-exceptionality highlight that teacher competence is strongest when educators receive training in differentiation, enrichment, and individualized support, yet many systems still struggle to provide sustained professional development in this area (Gifted Child Quarterly, 2025; Frontiers in Education, 2025).

The next set of indicators attending to emotional and social needs with a mean of 3.23, and using positive reinforcement and creating an inclusive classroom environment with means of 3.20 — show that teachers are also perceived as supportive in the affective and classroom climate domains. This is significant because talented learners with disabilities often experience frustration, social isolation, or inconsistent performance; thus, emotional support is as important as academic support. Recent studies from both local and international settings stress that inclusion is not only about instruction but also about building a classroom atmosphere where learners

feel respected, understood, and safe (Camarines Norte DepEd, 2025; Psychology and Education: A Multidisciplinary Journal, 2024–2025).

Meanwhile, the lower ratings were seen in “Teachers collaborate with special education professionals to support my child” with a mean of 3.07, and in “Teachers identify and nurture my child’s strengths effectively” and “Teachers provide feedback that helps my child improve academically and socially”, both with means of 3.10. Although still positively rated, these scores suggest that collaboration and systematic follow-through are weaker areas compared with creativity and classroom warmth. This is a common issue in inclusive education systems, where teachers often work hard individually but have limited access to specialist support, structured consultation, or enough time for coordinated planning. Philippine studies published between 2021 and 2025 point to these same barriers: limited collaboration structures, heavy teacher workload, insufficient SPED resources, and uneven access to specialist support (Mabeza & Villacruz, 2025; Punzalan et al., 2025; Leones, 2025). Global literature similarly reports that twice-exceptional learners benefit most when general education teachers and special education professionals work together, but many schools still lack the institutional systems to make this happen consistently (Hamid et al., 2025; Gifted Child Quarterly, 2021).

Overall, Table 4 reveals a positive picture of teacher performance in supporting talented learners with disabilities. Parents see teachers as creative, caring, competent, and confidence-building, which are essential qualities in inclusive education. However, the data also show that collaboration with specialists, targeted strength development, and feedback systems need further strengthening. In practical terms, this means schools should provide more support for co-planning, referral systems, individualized interventions, and teacher training in twice-exceptional education. Recent local-to-global studies from 2021–2025 consistently argue that successful inclusion for talented learners with disabilities depends on a combination of teacher creativity, professional competence, parent partnership, and institutional support. Without these, teachers may remain committed but still be limited in how fully they can develop the learner’s gifted potential (Andrada & Barrot, 2025; Punzalan et al., 2025; Frontiers in Education, 2025).

Table 5. Difference in the assessment of the parent-respondents on the relationship in teaching the talented learners with disabilities, based on their profiles

Assessment	Group	Mean	SD	t-value	P-Value	Decision
Teaching the Talented with Disabilities	50-54	1.43	3.2233	-18.69	0.000	Reject Ho
	55>	0.50	0.1455			
Assessment	Group	Mean	SD	t-value	P-Value	Decision
Teaching the Talented with Disabilities	Male	1.67	3.2233	-17.02	0.000	Reject Ho
	Female	0.48	0.1455			
Assessment	Group	Mean	SD	t-value	P-Value	Decision
Teaching the Talented with Disabilities	Parent	1.37	3.2233	-19.89	0.000	Reject Ho
	Grandparent/	0.49	0.1455			
	Guardian					

Table 5 shows that the parent-respondents’ assessment of the teaching of talented learners with disabilities differs significantly when grouped according to age, sex, and role in the family. Since all comparisons yielded a p-value of 0.000, the null hypothesis is rejected, indicating that the differences in perception are statistically significant and not due to chance. The results suggest that demographic profile influences how parents and guardians evaluate teacher support for talented learners with disabilities. Respondents aged 50–54, males, and

direct parents gave higher mean ratings than those aged 55 and above, females, and grandparents or guardians. This may mean that those who are more directly involved in the child's schooling or have stronger expectations about talent development tend to perceive the teacher's efforts more positively, while those with less direct involvement may be more cautious or less familiar with the daily instructional practices.

This finding is supported by recent literature. Mun, Ezzani, and Yeung (2021) emphasized that parent engagement affects how gifted and diverse learners are identified and served, showing that parents who are more active in school processes tend to have stronger perceptions of teacher support. Gierczyk and Hornby (2021) also explained that twice-exceptional learners require strong collaboration between parents, teachers, and specialists, and that perceptions of support may vary depending on the stakeholder's role and involvement. More recent work by Chen et al. (2023) found that parent-teacher interaction strongly affects how twice-exceptional learners are identified and nurtured, which helps explain why different caregiver groups in this study assessed the teachers differently.

In addition, Ozturk and Tan (2025) noted that the identification and support of twice-exceptional students depend heavily on the perspectives of adults surrounding the learner, especially parents and caregivers whose views differ based on experience and engagement. A 2024 *Frontiers in Education* study also highlighted that supporting high-ability students with disabilities requires stronger family-school coordination, since parent understanding and advocacy shape how educational efforts are interpreted. Taken together, these studies confirm that demographic differences can influence the assessment of educational support, especially for talented learners with disabilities. This implies that schools should strengthen communication, family involvement, and collaborative support so that all parents and guardians can better understand and contribute to the learner's development.

Table 6. *Relationship in teaching the gifted and talented learners with disabilities*

Assessment	Computed r	Sig	Decision	Interpretation
Teaching the Gifted with Disabilities	0.075	0.693	Accept Ho	Not Significant
Teaching the Talented with Disabilities				

Table 6 illustrates that the relationship between the assessment of teaching gifted learners with disabilities and teaching talented learners with disabilities is not significant, as indicated by the computed $r = 0.075$ and $p = 0.693$. Since the p-value is greater than 0.05, the null hypothesis is accepted. This means that the two assessments do not have a meaningful statistical relationship, and the respondents' views on teaching gifted learners with disabilities do not necessarily move in the same direction as their views on teaching talented learners with disabilities. The very small positive correlation suggests only a minimal association, which is too weak to be considered important in practical terms.

This result may be explained by the fact that giftedness and talent, when combined with disability, often require different forms of instructional support and are experienced differently by learners and parents. Recent literature shows that twice-exceptional learners present highly varied profiles, so support strategies are often individualized rather than uniform. Rizzo, Pinnelli, and Minnaert (2025) emphasized that twice-exceptional students display wide intra-individual differences, making their educational needs complex and uneven. This helps explain why the assessments in Table 6 do not show a strong relationship: parents may observe teacher practices for giftedness and for talent as separate concerns, even if both involve learners with disabilities.

Charcos et al. (2025) found that teacher readiness and school resources strongly affect how learners with disabilities are supported in the Philippines, while Felipe (2025) reported that instructional strategies for students with learning disabilities vary depending on classroom constraints and teacher preparation. These findings suggest that the support given to gifted and talented learners with disabilities may be implemented inconsistently across settings, which can lead to unrelated parental assessments.

Likewise, the IJERE study (2025) noted that learners with disabilities and potentially gifted learners often require distinct educational responses, reinforcing the idea that one type of support does not automatically correspond to the other. Overall, Table 6 indicates that teaching gifted learners with disabilities and teaching talented learners with disabilities are perceived as separate instructional areas, shaped by different learner needs, teacher practices, and school conditions.

Summary of Findings

1. The profile of the 30 parent-respondents in terms of age, sex, and role in the family. In terms of age, most of the respondents belonged to the 50–54 age group with 17 or 56.7%, while 13 or 43.3% were 55 years old and above. As to sex, the majority were female with 21 respondents or 70.0%, compared with 9 males or 30.0%. In terms of role in the family, most of the respondents were parents, accounting for 19 or 63.3%, while 11 or 36.7% were grandparents or guardians. Overall, the respondents were mostly middle-aged female parents, which suggests that the findings largely reflect the views of direct parents, with some representation from guardians.
2. The assessment of the parent-respondents on the relationship in teaching gifted learners with disabilities. The overall composite mean of 3.25 with an SD of 0.46 indicates that the respondents generally found the teachers' practices to be often true and interpreted this as somewhat gifted. Among the indicators, the highest-rated statement was that teachers provide opportunities for children to participate in enrichment activities, with a mean of 3.33, suggesting that this was the most evident practice observed by the parents. Other indicators, such as recognizing the child's unique abilities, using individualized strategies, communicating regularly with parents, showing patience, and adapting lessons to the learner's pace, also received favorable ratings. On the other hand, the lowest means were observed in teachers providing challenging learning activities and encouraging children to explore their talents and interests, both with a mean of 3.17, though these were still positively rated. Overall, the results indicate a generally supportive relationship in teaching gifted learners with disabilities.
3. The difference in the assessment of the parent-respondents on the relationship in teaching gifted learners with disabilities when grouped according to profile. The results show that there is a significant difference in the assessments when grouped by age, sex, and role in the family, as all computed p-values were 0.000, leading to the rejection of the null hypothesis. This means that the respondents' perceptions vary significantly depending on their demographic profile. Specifically, the 50–54 age group, males, and parents recorded higher mean values than their counterparts, indicating differences in how these groups viewed the teachers' practices. This suggests that respondents' background characteristics influence their assessment of how gifted learners with disabilities are taught.
4. The assessment of the parent-respondents on the relationship in teaching talented learners with disabilities. The composite mean of 3.21 with an SD of 0.40 shows that the respondents again rated the teachers' practices positively, with an interpretation of often true and somewhat talented. The highest-rated indicator was that teachers show creativity in addressing both giftedness and disability, with a mean of 3.47, highlighting creativity as the strongest perceived practice. This was followed by teachers inspiring confidence in parents regarding their child's educational development, with a mean of 3.30, and teachers demonstrating professional competence in handling twice-exceptional learners, with a mean of 3.27. Although all items were rated favorably, the lower means for collaboration with special education professionals, identifying and nurturing strengths, and providing feedback suggest areas that may still be strengthened. In general, the findings indicate that parents view the teaching of talented learners with disabilities positively.

5. The difference in the assessment of the parent-respondents on the relationship in teaching talented learners with disabilities according to their profile. Similar to Table 3, the results reveal significant differences across age, sex, and role in the family, as indicated by the p-values of 0.000 for all comparisons. Since all values are below the 0.05 significance level, the null hypothesis was rejected. This means that the assessments of the respondents differ significantly depending on their demographic profile. The 50–54 age group, males, and parents again obtained higher mean values than the other groups, suggesting variation in perspective among the different respondent categories. These findings imply that personal background may shape how parents and guardians evaluate teaching practices for talented learners with disabilities.
6. The relationship in teaching the gifted and talented learners with disabilities. The computed correlation coefficient of 0.075 with a significance value of 0.693 indicates a very weak and not significant relationship. Since the p-value is greater than 0.05, the null hypothesis was accepted, meaning that there is no significant relationship based on the data presented. This suggests that the variables involved do not show a meaningful association in the context of the study. In other words, the assessment of teaching gifted and talented learners with disabilities does not significantly relate to the other variable tested in the table.

CONCLUSIONS

1. The parent-respondents were mostly in the 50–54 age bracket, predominantly female, and largely composed of parents rather than grandparents or guardians. This indicates that the respondents were mainly middle-aged mothers or parents who are directly involved in the education and upbringing of their children. Their profile suggests that the results of the study reflect the perceptions of those who are closely engaged in their children's learning experiences, with some input from guardians who also play an important role in caregiving and educational support.
2. The parent-respondents generally viewed the teaching of gifted learners with disabilities positively. The composite mean of 3.25 indicates that the practices of teachers were perceived as often true, which corresponds to the interpretation of somewhat gifted. Among the indicators, the highest rating was given to teachers providing opportunities for enrichment activities, showing that parents particularly noticed efforts that extend the learners' abilities and interests. Overall, the table suggests that teachers are moderately effective in recognizing and supporting the unique needs of gifted learners with disabilities, although there is still room for strengthening instructional practices to better maximize learner potential.
3. There is a significant difference in the assessment of parent-respondents on the teaching of gifted learners with disabilities when grouped according to age, sex, and role in the family. Since all the p-values are 0.000, the null hypothesis is rejected. This means that perceptions of the teaching of gifted learners with disabilities vary depending on the respondents' profile. In general, the findings imply that demographic characteristics influence how parents and guardians evaluate the teachers' handling of gifted learners with disabilities.
4. The parent-respondents also assessed the teaching of talented learners with disabilities positively. The composite mean of 3.21 reveals that the respondents considered the teachers' practices as often true, interpreted as somewhat talented. The highest-rated indicator was teachers' creativity in addressing both giftedness and disability, which suggests that parents value innovative and flexible teaching approaches. Overall, the table concludes that teachers demonstrate acceptable and encouraging practices in supporting talented learners with disabilities, though further enhancement is still needed to fully meet these learners' academic, social, and emotional needs.

5. There is a significant difference in the assessment of the parent-respondents on the teaching of talented learners with disabilities when grouped according to age, sex, and role in the family. Since the p-values are all 0.000, the null hypothesis is again rejected. This indicates that the respondents' evaluations differ significantly based on their demographic profiles. Thus, just like in Table 3, the results show that the background of the respondents affects how they perceive the quality of teaching provided to talented learners with disabilities.
6. There is no significant relationship in the teaching of gifted and talented learners with disabilities based on the computed correlation coefficient and significance value. With an r-value of 0.075 and a p-value of 0.693, the result is interpreted as not significant, leading to the acceptance of the null hypothesis. This means that the variables tested do not have a meaningful relationship in the context of the study. In practical terms, the way gifted learners with disabilities are taught does not show a statistically significant association with the other variable presented in the table.

Recommendations

To improve support for gifted learners with disabilities, teachers should provide more challenging and differentiated learning activities, encourage children to explore their talents and interests, and collaborate closely with special education professionals. These practices can help meet the learners' unique needs and further develop their abilities in a more effective and supportive way.

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