

Culturally and Linguistically Diverse Learners with Special Educational Needs (LSENs): Towards Enriching Placement Procedures

Carismar Sincero

Western Colleges, Inc.

carismarsincero.teachusa@gmail.com

Article Details:

Received: 5 August 2026

Revised: 24 August 2026

Accepted: 28 August 2026

Published: 31 August 2026

Corresponding Email:

carismarsincero.teachusa@gmail.com

Recommended Citation:

Sincero, C. (2026). Culturally and Linguistically Diverse Learners with Special Educational Needs (LSENs): Towards Enriching Placement Procedures. *The International Review of Multidisciplinary Research*, 1(10), 184-191.
<https://doi.org/10.67167/vertex.715>

Index Terms:

diversity, linguistically diverse learners, special educational needs, inclusive education, placement procedures, culturally responsive pedagogy

Abstract. This study examined school practices in managing culturally and linguistically diverse learners with special educational needs (LSENs) as a basis for enriching placement procedures. A descriptive-correlational and comparative design was employed with 30 parent-respondents. Data were gathered through a researcher-developed questionnaire, validated by experts and revised through consultation with graduate-school professors and proposal-defense feedback. The four-point instrument assessed school practices in drill and practice activities in an LSEN classroom. Frequency count and percentage described the respondents' profile; weighted mean summarized the assessments; Spearman's rho examined relationships; and the Kruskal-Wallis test examined differences at the .05 level of significance. Most respondents were 35–39 years old (43%), female (77%), and parents (90%). The overall assessment of school practices was 3.24, interpreted as Often True of the School of My Child. Practice Activities obtained a higher sub-mean of 3.29, while Drill Activities obtained 3.20. The highest-rated practice was modifying teaching methods, assignments, and assessments to suit individual learning needs ($M = 3.47$). The lowest-rated items were the use of varied teaching methods and the use of literature and materials reflecting diverse cultures, languages, and perspectives (both $M = 3.13$). Most relationships between profile variables and school-practice assessments were weak or very weak. A significant positive relationship was reported between role in the family and Drill Activities ($\rho = .384$), while a significant difference was found for Practice Activities when respondents were grouped by role in the family ($H = 4.79083$, $p = .029$). The findings support continued strengthening of culturally and linguistically responsive practices and family-sensitive placement processes.

Introduction

Educational inclusion requires schools to respond to differences in learners' abilities, backgrounds, languages, and experiences. Diversity is not limited to disability; it also encompasses the cultural and linguistic resources that learners bring to school. Multicultural education emphasizes curriculum and school practices that recognize diversity and promote equitable participation, while more recent discussions of multicultural and inclusive education continue to stress dialogue, cultural recognition, and power-sharing in educational settings (Banks, 2016, 2019; Junaidi, 2017; Sleeter, 2018). In this context, placement decisions for learners with special educational needs (LSENs) need to consider the learner as a whole rather than relying only on disability-related characteristics.

The inclusion of culturally and linguistically diverse learners requires practices that acknowledge learners' cultural backgrounds and experiences. Studies emphasize the relevance of culturally responsive teaching and multicultural approaches in classroom practice (Bonner et al., 2018; Kumar, 2018; Suryadi, 2018). Research on multicultural learning also underscores the value of adapting educational practices to learners' diverse contexts (Machmud & Alim, 2018; Hasanah, 2018; Gogik et al., 2020). These perspectives are relevant to LSEN placement because school decisions and subsequent instructional supports should be responsive to the learner's linguistic and cultural context.

Inclusive education likewise concerns equitable participation and the reduction of barriers to learning. The Sustainable Development Goals identify inclusive and equitable quality education as a continuing international priority (UN, 2019). Within this broad agenda, the education of learners with special educational needs requires school practices that are sufficiently flexible to accommodate differences while maintaining access to meaningful learning opportunities. Baharun (2018) and Jannah (2020) highlight issues concerning learners with special needs and the contexts surrounding their education. These sources reinforce the need to examine school practices from the perspective of families who directly experience the placement and educational support provided to learners.

The culturally responsive perspective is particularly useful in examining school practices because it directs attention to how learners' identities, languages, and experiences are represented in curriculum, instruction, classroom interaction, and assessment. Banks (2016, 2019) and Sleeter (2018) emphasize the role of multicultural perspectives in curriculum and teacher practice, while Bonner et al. (2018) and Kumar (2018) focus on culturally responsive teaching in diverse classrooms. In an LSEN context, these ideas suggest that placement should be supported by instructional and assessment practices that can respond to individual learning needs without overlooking linguistic and cultural diversity.

The present study therefore examined the school's practices in managing diversity and linguistically diverse learners with special educational needs (LSENS) from the perspective of parent-respondents. It described the respondents' profile, assessed school practices in drill and practice activities, determined the relationships between profile variables and those assessments, and examined differences in assessments when respondents were grouped according to age, sex, and role in the family. The study was undertaken to contribute to the enrichment of placement procedures by identifying strengths and areas in which school practices may be further strengthened.

Research Questions

1. What is the profile of the parent-respondents in terms of age, sex, and role in the family?
2. How do the parent-respondents assess the school's practices in managing diversity and linguistically diverse learners with special educational needs (LSENS)?
3. Is there a significant relationship between the respondents' profile and their assessment of the school's practices?
4. Are there significant differences in the respondents' assessments when grouped according to age, sex, and role in the family?
5. How may the findings contribute to enriching placement procedures?

Hypothesis of the Study

There is no significant relationship between the respondents' profile and their assessment of the school's practices in managing diversity and linguistically diverse learners with special educational needs (LSENS), and there are no significant differences in the assessments when respondents are grouped according to the profile variables.

Methodology

Research Design

The study employed a descriptive-correlational and comparative research design. The descriptive component described the profile of the parent-respondents and their assessment of the school's practices in managing diversity and linguistically diverse learners with special educational needs. The correlational component examined whether relationships existed between the respondents' profile and their assessments. The comparative component examined whether differences existed in the assessments when respondents were grouped according to age, sex, and role in the family.

Respondents and Locale

The study involved 30 parent-respondents of learners with special educational needs. The respondents were parents and grandparents involved in the education and support of the learners. The locale was selected because the researcher identified a need to understand diversity and linguistic diversity as factors in special education placement and to support equity among learners with special educational needs.

Research Instrument

Data were gathered using a researcher-developed survey questionnaire based on a review of related literature and studies. The questionnaire was validated by experts and revised with assistance from the researcher's former graduate-school professors. Additional revisions incorporated the comments and recommendations raised during the proposal defense. The

instrument used a four-point scale: 4 = Always True of the School of My Child; 3 = Often True of the School of My Child; 2 = Sometimes True of the School of My Child; and 1 = Not True of the School of My Child. The instrument covered practices grouped as Drill Activities in an LSEN Classroom and Practice Activities in an LSEN Classroom.

Ethical Considerations

Ethical procedures were observed through an informed consent process. Respondents were informed that participation was voluntary, that confidentiality would be observed, and that they could withdraw from the study at any time.

Data Analysis

Frequency count and percentage were used to describe the respondents' profile. Weighted mean and standard deviation summarized the assessment of school practices. Spearman's rho was used to determine relationships between profile variables and assessments. The Kruskal-Wallis test was used to examine differences in assessments when respondents were grouped according to age, sex, and role in the family. The level of significance was set at .05.

Results and Discussion

Table 1 shows that the largest age group was 35–39 years (43%), followed by 40–44 years (30%). Female respondents comprised 77% of the sample, while males comprised 23%. In terms of role in the family, parents accounted for 90% and grandparents for 10%. Thus, the respondents were predominantly women in the 35–44 age range and direct parents of the learners.

Profile	Category	Frequency	Percentage
Age	35–39	13	43
	40–44	9	30
	45–49	5	17
	50–54	3	10
	Total	30	100
Sex	Male	7	23
	Female	23	77
	Total	30	100
Role in the Family	Parent	27	90
	Grandparent	3	10
Total		30	100

Table 1. Profile of the parent-respondents in terms of age, sex, and role in the family.

As presented in Table 2, the overall mean of 3.24 (SD = 0.53) was interpreted as Often True of the School of My Child. The Practice Activities sub-mean was 3.29 and was interpreted as Always True, while the Drill Activities sub-mean was 3.20 and was interpreted as Often True.

The highest-rated practice was the modification of teaching methods, assignments, and assessments to suit individual students' learning needs (M = 3.47). The use of visuals, gestures, and realia and the design of an inclusive learning space also received high ratings (M = 3.37 each). These results indicate that respondents perceived individualized and accessible instructional practices as strong features of the school's provision for LSENs. The school was also rated Always True for adapting teaching methods and materials (M = 3.30), providing training in inclusive practices and cultural sensitivity (M = 3.30), building communication with parents and community members (M = 3.20), and involving parents and guardians in learning (M = 3.30).

The lowest item means were 3.13 for using a variety of teaching methods and 3.13 for using literature, educational materials, and examples that reflect diverse cultures, languages, and perspectives. Although both remained within the Often True category, the results point to areas where culturally and linguistically responsive practice may be strengthened. This pattern is consistent with the emphasis on multicultural curriculum, culturally responsive teaching, and the need to recognize learners' cultural contexts in instruction (Banks, 2016, 2019; Bonner et al., 2018; Kumar, 2018; Sleeter, 2018).

The rating of 3.20 for encouraging students to use descriptive words in their home languages likewise suggests that linguistic diversity is recognized but may not yet be consistently embedded across classroom practices. Studies on multicultural education and learning similarly emphasize adapting educational approaches to cultural and contextual diversity (Machmud & Alim, 2018; Suryadi, 2018; Gogik et al., 2020). In relation to placement, these findings support the importance of carrying information about learners' language and cultural backgrounds into decisions about instructional support.

Statement / indicator	Mean	SD	Interpretation
2.1 Adapt teaching methods, materials, and assignments to varied learning styles, abilities, and interests.	3.30	0.47	Always True
2.2 Incorporate diverse cultures, languages, and perspectives into curriculum and lesson plans.	3.23	0.43	Often True
2.3 Provide accessible materials, assistive technology, visual aids, and modified spaces.	3.17	0.38	Often True
2.4 Use visual, auditory, and kinesthetic teaching methods.	3.13	0.51	Often True
2.5 Cultivate a welcoming, safe, respectful, and empathetic classroom atmosphere.	3.17	0.59	Often True
2.6 Empower students to express needs and preferences and develop self-advocacy.	3.17	0.53	Often True
2.7 Build strong relationships and consistent communication with parents and community members.	3.20	0.55	Always True
2.8 Provide teacher/personnel training in inclusive practices and cultural sensitivity.	3.30	0.53	Always True
2.9 Use literature, materials, and examples reflecting diverse cultures, languages, and perspectives.	3.13	0.63	Often True
Drill Activities sub-mean	3.20	0.51	Often True
2.10 Reflect on cultural lens, address bias, and draw on students' cultures in curriculum and instruction.	3.20	0.66	Often True
2.11 Establish strong connections by learning students' names and backgrounds.	3.20	0.55	Often True
2.12 Encourage use of descriptive words in home languages to build vocabulary and comprehension.	3.20	0.48	Often True

2.13 Help students connect new information to existing knowledge and experiences.	3.23	0.43	Often True
2.14 Modify teaching methods, assignments, and assessments to individual learning needs.	3.47	0.51	Always True
2.15 Use visuals, gestures, and realia to support understanding.	3.37	0.61	Always True
2.16 Design an inclusive learning space for student-centered activities and exploration.	3.37	0.56	Always True
2.17 Involve parents and guardians in the learning process.	3.30	0.53	Always True
Practice Activities sub-mean	3.29	0.54	Always True
Overall mean	3.24	0.53	Often True

Table 2. Assessment of the parent-respondents on the school's practices in managing diversity and linguistically diverse learners with special educational needs.

Table 3 shows that the reported coefficients for age and sex were below the critical value of ± 0.361 . Age had a very weak negative relationship with Drill Activities ($\rho = -0.158$) and a weak positive relationship with Practice Activities ($\rho = 0.032$), while sex had very weak to weak positive relationships with Drill Activities ($\rho = 0.137$) and Practice Activities ($\rho = 0.282$). Role in the family had a weak positive relationship with Drill Activities ($\rho = 0.384$), exceeding the reported critical value, and a very weak positive relationship with Practice Activities ($\rho = 0.179$).

The pattern indicates that respondents' age and sex were not strongly associated with their assessments. The only reported coefficient that exceeded the critical value was the relationship between role in the family and Drill Activities. The finding suggests that respondents' family role was associated, to a limited extent, with their assessment of drill-based activities in the LSEN classroom. Importantly, however, the magnitude of the coefficient indicates that the relationship was weak. Thus, family role should not be understood as a strong predictor of how respondents evaluated the school's instructional practices. Rather, the finding points to a specific variation in perception concerning Drill Activities. This specific difference is associated with structured classroom activities rather than a general difference in perceptions of school practice.

Profile variable	Assessment	N	Spearman's ρ	C-value	Interpretation
Age	Drill Activities	30	-0.158	± 0.361	Very weak negative
Age	Practice Activities	30	0.032	± 0.361	Weak positive
Sex	Drill Activities	30	0.137	± 0.361	Very weak positive
Sex	Practice Activities	30	0.282	± 0.361	Weak positive
Role in the Family	Drill Activities	30	0.384	± 0.361	Weak positive
Role in the Family	Practice Activities	30	0.179	± 0.361	Very weak positive

Table 3. Relationship between profile variables and the parent-respondents' assessment of school practices.

Table 4 indicates no statistically significant differences in assessments by age or sex. The reported p-values for Age were 0.325 for Drill Activities and 0.070 for Practice Activities; for Sex, the p-values were 0.365 and 0.822, respectively. Role in the family likewise showed no significant difference for Drill Activities ($p = 0.943$). However, a statistically significant difference was reported for Practice Activities when respondents were grouped by role in the family ($H = 4.79083$, $p = 0.029$). Thus, the null hypothesis was rejected for this comparison and retained for the other reported group comparisons. The significant result indicates that parents and grandparents did not assess the school's Practice Activities in exactly the same way. The finding is consistent with the correlational result showing that family role was the profile variable most clearly associated with the assessment of school practices. The result does not establish why the assessments differed; rather, it identifies family role as a variable that should be considered when school personnel communicate and explain classroom practices to caregivers. This is relevant to culturally responsive and inclusive practice because meaningful

participation requires attention to the different experiences and perspectives of families (Bonner et al., 2018; Sleeter, 2018).

Grouping	Assessment	N	df	H	p	Decision
Age	Drill Activities	30	3	3.47	0.325	Accept H_0
Age	Practice Activities	30	3	7.07	0.070	Accept H_0
Sex	Drill Activities	30	1	0.8218	0.365	Accept H_0
Sex	Practice Activities	30	1	0.0508	0.822	Accept H_0
Role in the Family	Drill Activities	30	1	0.00504	0.943	Accept H_0
Role in the Family	Practice Activities	30	1	4.79083	0.029	Reject H_0

Table 4. Differences in the parent-respondents' assessment of school practices when grouped according to profile variables.

Conclusion and Recommendations

The study found that the 30 parent-respondents were predominantly 35–39 years old, female, and direct parents of the learners. Their overall assessment of the school's practices in managing diversity and linguistically diverse LSENs was positive, with an overall mean of 3.24 interpreted as Often True of the School of My Child. Practice Activities received the higher sub-mean of 3.29 and was interpreted as Always True, while Drill Activities received 3.20 and was interpreted as Often True.

The strongest reported practice was the modification of teaching methods, assignments, and assessments to suit individual learning needs ($M = 3.47$). The use of visuals, gestures, and realia and the design of an inclusive learning space were also highly rated ($M = 3.37$ each). These findings indicate that individualized and accessible instruction is a recognized strength of the school's practices. At the same time, the lower ratings for varied teaching methods and culturally and linguistically representative materials ($M = 3.13$ each) show that the consistent integration of diversity into day-to-day instruction remains an area for strengthening.

The correlational results showed very weak to weak relationships between most profile variables and school-practice assessments. The role in the family had a weak positive relationship with Drill Activities ($\rho = .384$), which exceeded the reported critical value of .361. In the comparative analysis, no significant differences were found across age or sex, and no significant difference was found for role in the family in relation to Drill Activities. The only significant difference was for Practice Activities by role in the family ($H = 4.79083$, $p = .029$).

Taken together, the findings imply that enriching placement procedures should preserve the school's strengths in individualized instruction, accessible learning supports, and family involvement while giving greater and more systematic attention to cultural and linguistic diversity. The school may strengthen the use of culturally representative materials, varied instructional approaches, and home-language resources. Communication with caregivers may also be made more responsive to differences in family roles, particularly in explaining the purpose and application of Practice Activities. These implications are consistent with various studies' emphasis on multicultural education, culturally responsive practice, and inclusive approaches (Banks, 2016, 2019; Bonner et al., 2018; Kumar, 2018; Sleeter, 2018).

Since the study involved only 30 respondents and the family-role groups were unevenly distributed, the findings should be interpreted within the limits of the sample. The significant relationship and difference involving family role identify an area for closer attention but do not by themselves establish causation. Further inquiry may therefore examine the reasons for the different assessments of Practice Activities and how family perspectives can be incorporated more consistently into placement and instructional planning.

The study recommends a shift from generalized inclusive practices toward more systematic, individualized, and culturally and linguistically responsive approaches to supporting learners with special educational needs. The school may strengthen professional development for SPED personnel by emphasizing practical strategies for integrating learners' cultural and linguistic backgrounds into classroom instruction, learning materials, and assessment practices. It may also enhance the use of culturally representative literature, examples, and varied instructional approaches, including visual, auditory, and kinesthetic supports, based on individual learner needs. Existing strengths in individualized instruction, accessible learning

supports, inclusive learning environments, and parent involvement should be sustained and further institutionalized. Moreover, the school may strengthen communication and collaboration with parents, grandparents, and other caregivers by providing clear information about instructional and practice activities and by incorporating their feedback in the planning and review of learner support. Finally, relevant information regarding learners' cultural and linguistic backgrounds may be systematically considered in placement-related discussions and instructional planning to promote more responsive educational decisions, while ensuring that placement and support are guided by the individual learner's needs rather than by assumptions based solely on demographic characteristics.

Acknowledgement

The author gratefully acknowledges the colleagues and institutions whose guidance, valuable feedback, and support contributed to the completion of this research and the preparation of the manuscript. Any remaining errors or omissions are the sole responsibility of the author.

Funding

The author declares that this research received no external funding from any public, commercial, or not-for-profit organization. No financial support was provided for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The author declares that he has no known competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability Statement

The author declares that data sharing is not applicable to this article, as no new data were created or analyzed for the study. All information used was obtained from previously published sources cited in the reference list.

References

- Baharun, H. R. A. (2018). Berkebutuhan khusus dalam perspektif. Program Studi PGMI, 5(1), 60. <https://doi.org/10.58578/tsaqofah.v5i4.6752>
- Banks, J. A. (2016). Approaches to multicultural curriculum reform. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives*. Wiley.
- Banks, J. A. (2019). *An introduction to multicultural education* (6th ed.). Pearson. <https://ucarecdn.com/d82827b2-9e39-40fe-a717-a1aca81ce4a9/>
- Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2018). Voices from urban classrooms: Teachers' perceptions on instructing diverse students and using culturally responsive teaching. *Education and Urban Society*, 50(8), 697–726. <https://doi.org/10.1177/0013124517713820>
- Gogik, B., Multikultural, P., & Dasar, P. (2020). Implementasi pendidikan multikultural pada lembaga pendidikan dasar. *Pendidikan*, 7(1), 41–52. <https://doi.org/10.61290/pgsd.v7i1.457>
- Hasanah, U. (2018). Implementasi pendidikan multikultural dalam membentuk karakter anak usia dini. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 2(1), 35–53. <https://doi.org/10.29313/ga.v2i1.3990>
- Jannah, M. (2020). Studi deskripsi: Perekonomian orangtua anak berkebutuhan khusus terhadap pendidikan anak berkebutuhan khusus. *SPECIAL: Special and Inclusive Education Journal*, 1(1), 49–58. <https://doi.org/10.36456/special.vol1.no1.a2293>
- Junaidi, M. (2017). Pendidikan multikultural dan pendidikan inklusi gender. *Jurnal Pendidikan Islam*, 7(2), 130–145. <https://doi.org/10.38073/jpi.v7i2.48>
- Kumar, T. (2018). Advancing culturally relevant pedagogy in secondary methods courses. *Multicultural Perspectives*, 20(2), 111–116. Kumar, T. (2018). Advancing culturally relevant pedagogy in secondary methods courses. *Multicultural Perspectives*
- Machmud, H., & Alim, N. (2018). Multicultural learning model of PAUD in coastal areas. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 170. <https://doi.org/10.31004/obsesi.v2i2.74>
- Sleeter, C. E. (2018). Multicultural education past, present, and future: Struggles for dialog and power-sharing. *International Journal of Multicultural Education*, 20(1), 5–20. <https://doi.org/10.18251/ijme.v20i1.1663>
- Suryadi, A. (2018). Multicultural education in Indonesia: A study on policy and implementation. *Journal of Multicultural Education*, 12(2), 120–135.

- Sutarto, J., Ilmu, F., Universitas, P., & Semarang, N. (2016). Pentingnya pembelajaran multikultural pada pendidikan anak usia dini. *Edukasi*, 1(1). DOI: 10.33830/jpaud.v1i1.4947
- United Nations. (2019). The sustainable development goals report 2019. United Nations.
- Yulia, P., & Dewi, A. (2020). Paradigma inisiasi kultural ke multikulturalisme, 4(1), 33–46.
<https://doi.org/10.55115/purwadita.v4i1.538>

Appendices

No appendices are attached to this study.