**ABSTRACT**

Distance learning became prevalent over the past years as we face the widespread COVID-19 pandemic. This type of education made teaching children with special needs more difficult whereas the workload of SPED teachers had been draining them. This study aimed to discover, analyze, and associate the challenges and teaching methods that are experienced by SPED teachers in a distance learning setup. Furthermore, as we are in the midst of a pandemic, the researchers decided to use a descriptive qualitative type of research as they gather data from different online resources such as articles, news, and interviews of the SPED teachers regarding utilizing distance learning as a mode to teach SPED students. After gathering information, the researchers used thematic analysis to analyze the gathered data and it revealed that SPED teachers were having difficulties in teaching children with special needs in an online or modular setup. Furthermore, the most common problem of the SPED teachers is the accessibility to internet connection and updated devices. Lastly, the researchers recommended regular communication between SPED teachers and parents of children with special needs to discuss the child's learning progress.

**KEYWORDS:** Blended Learning, Children with Special Needs, COVID 19 Pandemic, Disabilities, Distanced Learning, Special Education, SPED Teachers.