

INCLUSIVE EDUCATION: STRATEGIES AND METHODS OF IMPLEMENTATION IN THE CONTEXT OF MODERN PEDAGOGY

EDUCAÇÃO INCLUSIVA: ESTRATÉGIAS E MÉTODOS DE IMPLEMENTAÇÃO NO CONTEXTO DA PEDAGOGIA MODERNA

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Abstract. Currently, the education of children with special educational needs is attracting more and more attention and special efforts from both governmental and non-governmental institutions and agencies. The society's attitude to the general education of children with special educational needs generally reflects the level of the state's development. Inclusive education implies a specific approach to the learning process that creates educational opportunities for all children, especially those with special educational needs. The purpose of the academic paper is to identify the major strategies of inclusive education for their subsequent implementation in practice in the modern context. In order to achieve the goal outlined, we conducted a search for relevant studies in the DOAJ and EBSCOhost databases over the past ten years. According to the literature, creating inclusive classes requires the professional experience of teachers, who must be friendly and understanding leaders in the class. Inclusive education promotes equal opportunities through respect for diversity. Inclusive education is based on the belief that all children are equal members of local school communities, the exclusion of any discrimination against children with special educational needs and the creation of appropriate conditions for quality, full-fledged education, training and development. Effective inclusive education depends on a variety of factors, and it is not just the inclusion of children with special educational needs into the general education school community. It requires high-quality, experienced teachers with a “great” heart, support and adequate attitude of parents, and comprehensive support on the part of state institutions. The compilation of special educational programs, and assessment systems, the development of effective strategies against the background of using modern methods, including information technologies, and the mandatory availability of highly qualified teachers who can organize and motivate students are necessary factors for the successful implementation of measures on inclusive education.

Keywords: inclusive education, strategies of inclusive education, methods of inclusive education, modern pedagogy, children with special educational needs.

Resumo. Atualmente, a educação de crianças com necessidades educativas especiais está a atrair cada vez mais atenção e esforços especiais por parte de instituições e agências governamentais e não-governamentais. A atitude da sociedade relativamente à educação geral das crianças com necessidades educativas especiais reflecte geralmente o nível de desenvolvimento do Estado. A educação inclusiva implica uma abordagem específica ao processo de aprendizagem que cria oportunidades educativas para todas as crianças, especialmente aquelas com necessidades educativas especiais. O objetivo do artigo académico é identificar as principais estratégias de educação inclusiva para a sua posterior implementação na prática no contexto moderno. Para atingir o objetivo traçado, realizamos uma busca de estudos relevantes nas bases de dados DOAJ e EBSCOhost nos últimos dez anos. Segundo a literatura, a criação de aulas inclusivas requer a experiência profissional dos professores, que devem ser líderes amigáveis e compreensivos na turma. A educação inclusiva promove a igualdade de oportunidades através do respeito pela diversidade. A educação inclusiva baseia-se na crença de que todas as crianças são membros iguais das comunidades escolares locais, na exclusão de qualquer discriminação contra crianças com necessidades educativas especiais e na criação de condições adequadas para uma educação, formação e desenvolvimento completos e de qualidade. Uma educação inclusiva eficaz depende de uma variedade de

fatores e não se trata apenas da inclusão de crianças com necessidades educativas especiais na comunidade escolar do ensino geral. Requer professores experientes e de alta qualidade, com um “grande” coração, apoio e atitude adequada dos pais, e apoio abrangente por parte das instituições estatais. A compilação de programas educativos especiais e sistemas de avaliação, o desenvolvimento de estratégias eficazes no contexto da utilização de métodos modernos, incluindo tecnologias de informação, e a disponibilidade obrigatória de professores altamente qualificados que possam organizar e motivar os alunos são factores necessários para o sucesso da implementação de medidas em matéria de educação inclusiva.

Palavras-chave: educação inclusiva, estratégias de educação inclusiva, métodos de educação inclusiva, pedagogia moderna, crianças com necessidades educativas especiais.

INTRODUCTION

Providing the necessary quality assistance to children with special educational needs is one of the most significant objectives of educational institutions. It has led to the emergence of inclusive education systems around the world, and Ukraine is no exception in this case. Inclusive education is “a key goal of education policy around the world” (Buchner et al., 2020). Since 1990, inclusion has been at the heart of the United Nations system’s “Education for All” agenda, which “means ensuring access to basic education of good quality for all children” (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005). The roots of inclusive education go back to 1948, when education became a human right in the Universal Declaration of Human Rights (the UN, 2015), followed by steps towards non-discrimination in education in the Convention against Discrimination in Education (UNESCO, 1960) and the Convention on the Rights of the Child (the UN, 1989). The Salamanca Statement and Framework for Action on the Education of Children with Special Educational Needs (UNESCO, 1994) was an important international step. Since the adoption of the UN Convention on the Rights of Persons with Disabilities in 2006, the right to inclusive education has been newly emphasized. However, the UN Convention on the Rights of Persons with Disabilities did not contain a detailed definition of inclusive education. It also did not proclaim that only one school for all was the goal without the coexistence of special schools. This led in 2016 to the issuance of General Comment No. 4 to Article 24 of the UN Convention on the Rights of Persons with Disabilities by the Committee on the Rights of Persons with Disabilities (CRPD) (2016) and the Committee on the Rights of Persons with Disabilities (UNESCO, 2020). Despite being a globally acknowledged human right, inclusive education for children with special educational needs is still far from being adequately and fully implemented. This important human right also applies to refugees (Steigmann, 2020), which is a very urgent problem nowadays. After all, it was caused by the war in Ukraine and, as a result, the huge numbers of refugees have left Ukraine for the EU and North America. The majority of refugees are women with their children, who, being in a state of stress and post-traumatic stress syndrome, are forced to adapt to the conditions of their new life, learn the language and integrate into a new society.

Inclusion involves a process of systemic reform that includes changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers in order to provide all students of an appropriate age range with equitable and participatory learning experiences and environments that best meet their needs and preferences. The placement or integration of students with disabilities or special educational needs in regular general classes without accompanying structural changes in the organization, curriculum and teaching and learning strategies does not constitute inclusion; it also does not guarantee an automatic transition from segregation to inclusion (Committee on the Rights of Persons with Disabilities, 2016).

The goal of inclusive education is one heterogeneous group of students (Smyth et al., 2016). Inclusive education implies meeting the needs of all students in one regular school; at the same time, no one is separated or excluded (UNESCO, 1994; UN, 2006) by transitioning “from perceiving the child as a problem to perceiving the education system as a problem” (UNESCO, 2005). In addition to placing all children in general education classes, it is necessary to ensure quality education that will be beneficial to almost all students and society as a whole (UNESCO, 2005; UNESCO, 1994; UN, 2006). Inclusive education has become an ethical and moral ideal, and, therefore, difficult to achieve; it is “a masterpiece of rhetoric that is easy to agree with and difficult to oppose or even criticize” (Haug, 2017).

LITERATURE REVIEW

The United Nations Convention on the Rights of Persons with Disabilities describes persons with disabilities as “those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and active participation in society on an equal basis with others” (CRPD, 2016). Disability is a very diverse and complex condition that has a number of implications for social identity. Disability is to a great extent contextualized and context-dependent, and it is the result of discrimination, prejudice and exclusion.

There have always been special children; however, there have not always been special educational services to meet their needs. At the first stage, children with special educational needs were treated with hostility and neglected. They were considered “God’s punishment” and a burden for their parents. Parents often killed them. At the second stage, disabled children were under protection and guardianship. Humanity was subjected to the myth that “the disabled are useless, incapable of living independently, a species to be pitied and cared for as long as they are alive”. Thus, not a

single attempt was made to educate, train, habilitate and rehabilitate them. At the next stage, an attempt was made to educate them. However, disabled children were considered different from their peers. It was believed that they were not able to obtain education in general education schools; consequently, for the first time in different countries, special schools and institutions were established for them (Rossa, 2017). Until the 19th century, there were only isolated cases of acceptance and benevolent attitudes toward disabled children, including their training. In the 19th century, systematic measures to provide special education for disabled children were introduced in Europe and America. Many European and American doctors and educators have contributed much to the development of special education. Jean M.G. Itard, Samuel Gridley Howe, E. Seguin, T.G. Gallaudet, Sigmund Freud, Philip Pinel, Ann Sullivan were the most prominent among them (Rossa, 2017).

Doctors and scientists in ancient Greek and Roman societies made certain efforts to treat and preserve the lives of the disabled and created shelters for them. The Renaissance brought minor changes in the previous attitude. The early history of special education began with people with congenital hearing impairments as early as 1555, when the Spanish friar Pedro Ponce de Leon (1520-1584) taught a small number of deaf children to read, write and speak, as well as to study academic subjects. In 1620, the Spaniard Pablo Rone wrote the first book on the education of the deaf and developed a one-handed manual alphabet that is still in use at the present day. The first school for the deaf in the UK was founded in 1767 in Edinburgh by Thomas Braidwood. The Bradwood method combined oral and manual learning of the alphabet and signs. Around the same time, Samuel Heinicke (1729-1784) developed an oral method with an emphasis on lip reading and German speaking skills in Leipzig in 1778, which was further developed by F.M. Hill (1805-1874) (Rossa, 2017). The French system also emphasized the development of vision and touch, which was the precursor to Montessori sensory learning. After the end of the Second World War, progress in electroacoustic technology gave a new impetus to the development of surdopedagogy. The belief had increased that early education and interventions would enable most deaf children to attend general schools or special units of these schools. The movement toward inclusion gradually gained momentum in the United Kingdom, and then in the United States and continental Europe (Rossa, 2017).

In France, the education of the blind began with Valentin Haüy (1745-1822), a French philanthropist who founded the National Institute for the Blind in Paris in 1784. It was an integrated school, and its success later led to the establishment of seven schools in Europe. Valentin Haüy developed embossed letters for finger reading and, using them, printed the first book for the blind. Louis Braille (1809-1852), who had been blind since childhood, developed the Braille system using embossed dots to represent letters or alphabets that he had been making by hand for many years. The Braille printing machine was developed by Frank Hall (1843-1911), and the Braille system was standardized internationally in 1932 (Rossa, 2017).

Teaching children with intellectual disabilities began with an attempt by the French physician Itar (1775-1835) to teach an 11-year-old boy with the help of the book "The Wild Boy from Aveyron". Edward Seguin (1812-1880) used this methodology in France and the United States, and Maria Montessori (1870-1952) applied it in Italy. In 1859, the first general education schools with special classes for children with intellectual disabilities appeared in Germany, and then in other European countries over the next decades (Rossa, 2017).

A child with special educational needs is not just another person. This is a child who is different from an ordinary child to the extent that he or she needs increased attention, special services and other areas that could make his or her life more meaningful and worthwhile, due to a life-threatening condition or serious learning disability. Such a child has the same right to education, employment, as well as full civic involvement like all other members of modern society. A child with special educational needs may need alternative approaches to education that not only take into account their condition but also work to create ways to develop their own ability to learn and grow. Students with special educational needs have a disability or a combination of disabilities that make learning or other activities difficult. Mauro (2020) argues that special needs is a general term for a wide range of diagnoses, from those that are quickly treated to those that will be a lifelong challenge, from relatively mild to severe ones. Children with special educational needs may have delays in development, medical illnesses, and psychiatric conditions. These special needs require adjustments so that children can fulfill their potential. Children with special educational needs are those who suffer from:

- mental/intellectual disabilities that cause them to develop more slowly than other children;
- speech and language impairments, such as problems expressing themselves or understanding others;
- problems with vision, hearing, cerebral palsy or other diseases;
- learning disabilities that distort the messages coming from their organs of perception;
- emotional disorders, such as antisocial behavior or other behavioral concerns.

Children with special educational needs may have problems with schooling, communication and behavior. It is recognized that children with disabilities, especially those with mild and moderate disabilities and orthopedic disabilities, can be taught together with their able-bodied peers in general educational schools by providing them with additional assistance. Moreover, teaching children with special educational needs together with children without disabilities in ordinary schools proved to be a cost-effective system in terms of overall costs and coverage. As a result of these interrelations, recognition, and actions by educators, planners, and teachers, the conceptualization of

integrated education for children with disabilities has been developed (Rossa, 2017). The objectives of education for children with special educational needs include as follows:

1. Providing comprehensive access to education for all persons in an inclusive environment.
2. Equality of educational opportunities for all individuals, regardless of their genetic background, social, physical, sensory, mental, psychological and emotional disabilities.
3. Ensuring relevant education for all persons with special educational needs in order to enable them to contribute to the national development of society.
4. Providing opportunities for gifted and talented people to develop their talents in the interests of national development.
5. Developing a diversified and relevant curriculum for different target groups.

Inclusive education first appeared in the scientific literature in the late 1980s. Conceptualized as an alternative to special education, inclusive education has expanded the responsibilities of schools and school systems to increase access, participation, and learning opportunities for marginalized groups of students. When defining educational practice via a cultural lens, inclusive education can be considered as a collaborative, mutually determined, responsive interaction of children and teachers. Fully implemented inclusive education is based on critically informed assumptions about the construction of ability and disability. Inclusive education offers an opportunity to break down dominant assumptions about race, language, ability, gender and religion. However, since national education systems have appropriated the terminology of inclusive education, it has become suspiciously similar in many contexts to special education – a way of sorting and segregating students who are not considered to correspond to the typical student profile (Namanyane & Shaoan, 2021). Inclusive education rather includes an agenda that goes beyond categorizing teachers and students. This agenda aims to promote learning as a constant companion throughout individual and collective life. Transformative approaches can be generated by gaining an understanding of how communities use history, current practice, and a common language to discuss experiences. In a similar vein, when teachers become aware of the impact of their daily practice (that is, learning by doing), they create new approaches that help them move beyond the structural boundaries maintaining the current division between special and inclusive education (Haug, 2017). Inclusive education has moved from a rights-based to a person-centered perspective. In order for it to become a common standard of practice for all education seekers, a set of principles is required, namely: (1) empowerment of rights and opportunities; (2) capacity building as well as preventive measures, and (3) the concepts of productivity and contribution (Shogren and Wehmeyer 2014; Smyth et al., 2016). Boll (2013) explains that inclusive education is a relatively controversial topic for many parents and educators. The idea of inclusive education assumes that students with special educational needs should study in the same class with other students of their age who do not have special needs (ordinary children). According to Haug (2017), inclusive education suggests that all students have a right to an education. In addition, Singh (2016) draws attention to the fact that inclusive education is a new approach to teaching children with special educational needs and learning difficulties together with ordinary children in the same class. Inclusive education implies the process of strengthening the capacity of the educational system in order to cover all students.

It is impossible to identify one universal institutionalized definition of inclusive education (Haug, 2017). Different interpretations create tension. There has been a struggle to interpret the concept of inclusion for a long time (Hansen & Qvortrup, 2013). The significance of this debate about its meaning is based on the fact that definitions reflect both the understanding and influence of the practical application of the concept and, in turn, how inclusive education meets and treats different groups of students. Systematizing and discussing different understandings of this concept can be a valuable asset for the further development of inclusive education (Haug, 2017). The Alliance for Inclusive Education (2021) noted that inclusive education is based on seven principles, namely: right, participation, process, values, diversity, equality and change. Inclusive education provides an opportunity to develop relationships. Here are some of the benefits of inclusive education:

1. Inclusive education provides an opportunity to learn about and accept individual differences. It helps to develop a school culture of respect and belonging, thus reducing the impact of segregation.
2. Some psychological and social problems that can remain with a child for the rest of his or her life, such as self-esteem development and image issues, can be prevented by including special children in regular classes.
3. Non-inclusion of children with special needs into regular classes can lead to lifelong interpersonal challenges, as well as later problems in marriage, career, and daily life.
4. Inclusive education prevents segregation, which often leads to rejection, low self-esteem and a negative self-concept among students with disabilities.
5. Inclusive education promotes friendship with peers, improves interpersonal relationships, and helps children with disabilities feel more relaxed, thus reducing social tension and negative thoughts about their disability.
6. Psychologically disabled children at regular schools have higher self-esteem than their peers at special schools. This can be explained by the fact that they have a sense of belonging, and feel love and care on the part of their classmates.

7. In fact, studies show that children with disabilities study better in regular classes because of the shared help, support, assistance and guidance they receive from their classmates.
8. Inclusive education helps ordinary children feel empathy and develop social cognition. This helps them often recognize the suffering and needs of others.
9. Inclusive education promotes fostering and development of friendships, social skills, personal principles and comfort among children with special needs, as well as a caring environment in the class.
10. Children with disabilities can cultivate long-term friendships in an inclusive class that can provide them with the skills to navigate social relationships in adulthood.

According to Steele, Holbeck & Mandernach (2019), “pedagogy includes practically any strategy that enhances the learning experience (including teaching strategies, interactions with technology, content delivery tools, etc.) and emphasizes the context and interplay of teaching and learning dynamics”. It is expected that a teacher should be able to apply a combined teaching method using the behaviorist pedagogical approach, which may include lecture, modeling and demonstration, memorization and choral repetition. These activities can be “visible” and should be structured by the teacher. However, when the lesson or class is in progress, the shift to classroom activities centered on students or learners dominates. Piaget’s (1896-1890) theory of constructivism emphasizes that constructivist pedagogy, sometimes called “invisible pedagogy”, places the child in the center of learning. The constructivist approach includes project work, research-based learning. Lev Vygotsky’s social constructivism rejected Piaget’s idea that learning can only take place in a social context. The scholar believed that learning is a process of collaboration between a student and a teacher. Finally, liberalism is a critical pedagogy developed by the Brazilian educator Paulo Freire. The liberalist approach is an approach in which the student’s voice is in the center of attention and democracy reigns in the classroom. The value lies in the fact that the teacher is also a student, and the class discovers subjects together. Teachers can use examples of literature that include unconventional designs, such as hip-hop or graffiti. Teachers can provide students with a platform and opportunity to demonstrate their knowledge in the form of a presentation, monologue or dance in the classroom (Namanyane & Shaoan, 2021). Thus, the introduction of inclusive education into the structure of society is a necessary measure of our time, which is in line with the principles of humanism; however, there are many obstacles to achieve this. In addition, it is necessary to develop unidirectional strategies for inclusive education but taking into account the national features of each country in the world. The exchange of experience is a prerequisite for the successful implementation of inclusive education.

The purpose is to identify the major strategies of inclusive education for their subsequent implementation in practice in the modern context.

METHODS AND METHODS

The comprehensive search for relevant studies was conducted in the DOAJ and EBSCOhost databases over the last decade. In order to remove a large number of irrelevant publications in the manual search, the following terms were selected: “Inclusive education/pedagogy”, or “Inclusive education/strategies”, or “Inclusive education/methods”, or “Inclusive education/problems”, or “Inclusive education/modernity”. The same search terms were used to investigate the database (EBSCOhost). The current literature review includes scientific works focusing on the implementation of the latest strategies and methods of inclusive education in modern pedagogy.

RESULTS

The vision of special education in all communities has changed over the past few decades. Instead of segregating children with special educational needs in special classes and schools, the dogma of inclusive education suggests that programs should be adapted to meet all students’ needs. The education of children with psychophysical developmental disorders has never before received such attention and special efforts from governmental and non-governmental structures as it does nowadays. The attitude of society in general and parents in particular to the education of children with special educational needs has changed with the development of society and civilization and generally reflects the level of society’s development. Inclusive education is generally defined as an approach to training that creates educational opportunities for all students, especially those who have been traditionally excluded, or who are at high risk of being excluded, or who have not received the necessary support to succeed in school. Since there is no universal definition of inclusive education, in some cases, educational institutions have failed in their attempts to implement it by enrolling children from high-risk groups in classes regardless of their educational outcomes (Acuña & Cárdenas, 2017). These contradictory approaches to inclusion are not only problematic for children themselves, but they shed light on a much more significant issue: the need for education reform that starts with students, teachers, and the society in which they live (Kozleski and Yu, 2016; David & Brown, 2022).

Inclusive education has become an international concept that is being implemented in various formal schooling systems in the Southern and the Northern hemispheres (Mosia, 2014; Revelian1. & Tibategeza, 2022; Namanyane & Shaoan, 2021; Zelina, 2020; Smyth et al., 2016; Vađurová, & Pančochá, 2023). In the process of developing inclusive education in different countries of the world, various meanings of inclusive education are introduced. In particular, cultural and historical constructions of disability determine the contextual implementation and shaping of inclusive

education policies in different countries. It is very difficult for a country and its schools to implement an advanced inclusive policy in a short period of time when it contradicts established national traditions. Each country should find its own path to inclusive education depending on its context, and develop its own understanding and perspectives on inclusive education (Namanyane & Shaoan, 2021).

Despite numerous attempts, the scientific concept of inclusive education lacks a widely accepted definition. As Shyman (2015) notes, defining the concept of inclusive education as an educational principle and practical application is a much more complex task than just an intellectual one. This is due to the fact that inclusive education itself is an extremely broad term that covers all people to some extent. Consequently, attempts to define it require both broad outlines and wide application while maintaining very specific verbiage (Shyman, 2015). Such a situation is caused by varying laws, beliefs, inefficient resources, and cultural practices in different countries. The National Center for Restructuring and Inclusion of Education (1995) defines inclusion as “the provision of services to students with disabilities, including severe disabilities, in the local school, in age-appropriate general education classes with the necessary support services and auxiliary assistance (for the child and the teacher) in order to ensure the child’s academic, behavioral, and social success and prepare him or her to participate in society as a full member contributing to its development” (Namanyane & Shaoan, 2021). This definition can be considered a detailed one since it emphasizes the coherence and placement of educational institutions as well as a school-wide perspective. Basically, inclusion ensures that children with special educational needs get access to the general school curriculum and are 100% enrolled in age-appropriate classes on every school day. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations International Children’s Fund (UNICEF), which support education at the international level, have tried to adjust their criteria and unique determinations to different definitions and models in an attempt to define inclusive education (Namanyane & Shaoan, 2021). UNESCO, with the support of other UN organizations, as well as 92 governments and 25 international organizations involved in studying the experience and social issues of persons with disabilities at the international level, has become a coordinating center. The primary idea of the agreement was to strengthen international efforts aimed at making social and educational inclusion a normal practice for children with disabilities at the global level. The agreement states: All governments should give the highest political and budgetary priority to improving education services to ensure that all children can be included in the learning process, regardless of differences or difficulties. They should adopt the principle of inclusive education at the legislative or policy level and enroll all children in general schools unless there are compelling reasons to do otherwise; develop demonstration projects and encourage exchanges with countries that have inclusive schools; ensure that organizations of children with special educational needs, together with parents and civil society agencies, put more effort into preschool education strategies and professional aspects of inclusive education; ensure that both pre-service and in-service training of teachers includes issues related to inclusive education (Namanyane & Shaoan, 2021). UNICEF (2017) explains inclusive education from the perspective of what an education system should be like: “An education system that embraces all learners and welcomes and supports them in their learning, whoever they are and regardless of their abilities or needs. This means that teaching and curriculum, school facilities, classrooms, play areas, transportation and toilets must be adapted for all children at all levels. Inclusive education means that all children study together in one school” (UNICEF, 2017). Practical supports or adjustments for students to enable them to learn are called “reasonable adjustments” and include individualized education plans for children with special educational needs, identifying what adjustments and supports they need; services for specific impairments, such as Braille or sign language; classroom reorganization and accessible learning materials; and teachers properly trained to work in inclusive schools (Namanyane & Shaoan, 2021).

Disability considered solely as an intra-individual feature leads to low expectations, thus, limiting learning opportunities. However, when teachers, educators, family members, and other service providers understand disability as an intersection of social, cultural, historical, environmental, and individual abilities, more equitable forms of education for all students emerge. Changes in perceiving the disability locus direct the development of national policies and laws to support the implementation of inclusive education. However, there are complexities, challenges, and innovative practices that should be taken into account in order for inclusive education to become a normative practice. Supporting inclusive education requires educators to possess both the ability to provide learning opportunities for all students in their classrooms and the vision that all students, regardless of race, language, religion, gender, or ability, should have the opportunity to obtain an excellent education. Educators require institutional contexts that are adapted to inclusive practices, as well as school leaders who understand the complexity of this work and can provide the feedback, support, and leadership necessary to maintain inclusive practices across generations of students and their teachers (David & Brown, 2022).

The objectives of inclusive education include support for the inclusion of children with special educational needs in general education schools at the primary level. The success of the program primarily depends on the cooperation of all layers of society, namely school management, in particular, school principals who are the administrative leaders of schools, teachers who are the actual implementers of the plans, parents, government representatives and non-governmental organizations. Implementing this significant project at the secondary school level is a good start since without their involvement, no government program, project, or action can be successful. Parents are the most significant stakeholders in school education. Their attitude and awareness of everything new that is being introduced in school education is of paramount importance (Namanyane & Shaoan, 2021). Although inclusive education is not a

new concept, its implementation requires a revival with the pragmatic involvement of school administrators, teachers, and parents of ordinary children (Buchner, et al., 2015).

The strategies of inclusive education developed by the Council for Children with Special Needs have proven to be beneficial for all students, reminding us that good teaching practice is necessary for some and beneficial for all (Sayeski, 2018). It is expedient to highlight the following major strategies:

Collaboration

It is very important that teachers are in touch with colleagues and do not feel lonely and isolated. Teachers should also keep in touch with the families of our students. They are the students' first teachers and know what works for their children, a knowledge they can share in a conversation with a teacher, or a curriculum expert. Collaboration can often have a "school-centered" approach, where school staff are seen as experts and parents as those with limited knowledge (Baxter & Kilderry, 2022). Such an approach harms the relationship between family and school. Collaboration is the key to success!

Learning and assessment

Good teaching practice dictates the application of assessment to guide learning. This also applies to students with disabilities. Using a variety of different types of assessment is necessary to determine whether students are learning. Possessing precise instructions is a highly effective method for teaching children with learning difficulties (Hughes et al., 2017).

Hughes et al. (2017) identified 5 essential principles that are present in explicit learning after conducting a thorough study of the scientific literature. They state that when teachers clearly understand the process, students are more interested in learning. The literature suggests that teachers should:

- segment complex skills – when it comes to multiple steps, teachers are encouraged to teach a sequence of steps, ensuring that students master one step before moving on to the next one;
- draw students' attention to important content features through modeling/thinking aloud; Teachers can model internal thought processes and external behaviors to make them more understandable to students by showing them what to do and telling them internal thoughts about how to achieve the desired result;
- facilitate successful engagement through using systematic support/guidance: after modeling the skill, teachers provide the necessary level of guidance (visual, verbal, and physical) to ensure the student's success. When students master what they are supposed to do, the teacher can remove the prompts until they can do it on their own;
- provide students with the opportunity to respond and receive feedback – monitoring the mastery of skills allows the teacher to see whether the student can perform the task independently or needs a reminder of the process;
- create opportunities for purposeful practice – maintaining and generalizing a new skill is crucial, and teachers can provide opportunities for individual work to ensure that the skill has been mastered.

The process of acquiring knowledge and skills through clear instructions is the same for all students. Some students may need more time than others to complete the steps, or they may need more prompts to master the skill. The key idea to keep in mind is that moving forward is a success (Hughes et al., 2017).

Social aspect

There are increasing calls for school leaders and teachers to focus on social-emotional learning in order to create more inclusive classrooms that support the mental health of all students (Law, 2017; Whitley, 2020). Highly-qualified educators use social and behavioral practices that create a respectful and organized learning environment, teach social skills, and provide positive and constructive feedback to guide students' behavior (Sayeski, 2018; Florian, & Camedda, 2020; Hauerwas & Mahon, 2018). Relationships are considered by students and teachers to be one of the most significant aspects of their school experience (Duong et al., 2019). The way teachers respond to students is a key factor influencing how the rest of the class perceives students. Teachers can promote the perception of students with special educational needs as full-fledged classmates and can teach in a way that makes everyone feel the benefits of being included in the class.

Kennedy and Haydon (2021) suggest strategies that teachers can use to foster positive teacher-student relationships. These strategies will help ensure that students are perceived by their classmates as respected members of the class. They include as follows:

- greeting each student individually when they enter the classroom;
- asking students about their interests;
- clarifying rules and routines and repeating them as needed;
- avoiding power struggles;
- sincere compliments;
- providing more praise and positive feedback than corrections (suggested ratio of 5:1);

- dissemination of positive feedback among the student's parents;
- notifying students of difficulties to show you care;
- treating everyone fairly and with respect.

Thus, creating inclusive classrooms requires the professional experience of teachers, who must be friendly and understanding leaders in the form (Florian, & Camedda, 2020; Hauerwas & Mahon, 2018). Children with special educational needs should be treated the same as everyone else. The teacher's goal is to develop students' independence.

There is no unequivocal attitude towards the idea of introducing inclusive education in the world, which is related to both the cultural features and customs of countries and the overall level of society development (Buchner, & Proyer, 2020; Namanyane & Shaoan, 2021, Singh, 2016; Smyth et al., 2016; Vařurova, & Pancocha, 2023). Although this is a reality, many countries have generally made attempts to include students with special educational needs in their education systems through introducing curricula, regulations, and school reform processes (Mosia, 2014; Revelian & Tibategeza, 2022; Namanyane & Shaoan, 2021; Zelina, 2020; Buchner & Proyer, 2020, Singh, 2016; Vařurova, & Pancocha, 2023). Teachers in different geographical regions and contexts have varying visions of inclusive education. For instance, in Lesotho, the Ministry of Education pursues the policy that students from low-income families, children with disabilities and orphans should have access to quality education, and the cost of tuition and other school facilities should be compensated by the state. However, teachers have a negative attitude towards inclusive education due to irrelevant in-service training, poor leadership on the part of school principals, lack of time between lessons, and lack of awareness of teaching approaches that would include all students with different forms of disability (Mosia, 2014). In another context, a qualitative phenomenological study conducted by Zelina (2020) in Slovakia showed that teachers' opinions and attitudes towards inclusive education are positive and they value their collaboration with specialists at schools. The study identified several barriers to the implementation of inclusive education, such as poor school attendance by children from vulnerable categories or their general lack of readiness for school. In addition, the participants called for the creation of more favorable conditions on the part of the state and the prompt resolution of new problems arising on the way to introducing inclusion at schools (Zelina, 2020). Moberg, Muta, Korenaga, Kuorelahti and Savolainen (2019) conducted a quantitative study for analyzing and comparing teachers' attitudes toward inclusive education in Japan and Finland, two culturally different countries. Finnish teachers were more concerned about the effectiveness of teachers during the implementation of inclusion, especially when teaching students with intellectual disabilities or emotional and behavioral problems. Japanese teachers had a more positive viewpoint on the benefits of inclusion for students with or without disabilities (Moberg et al., 2019). Some researchers believe that the fundamentals of positive, equitable, and inclusive attitudes toward teaching students with disabilities depend significantly on the teachers' training programs since new teachers facing the complex demands and challenges of the inclusive classroom mostly criticize the lack of satisfactory preparation as one of the sources of their frustration (Killoran, Woronko & Zaretsky, 2014).

Students' attitudes toward inclusive education are also ambiguous. Attitudes of children without disabilities can affect the full-fledged participation of children with special educational needs (Blackman, 2016). Negative attitudes among students not only prevent them from participating in school life, but also lead to more serious problems and bad habits, such as bullying, poor academic performance, and high school dropout rates (Blackman, 2016). The social relationships of students at schools with children with disabilities require careful monitoring and regular evaluation by education managers, researchers, and other stakeholders. Children with disabilities cannot easily make and maintain friendships with other children; their social interaction with other students was not satisfying because they were less accepted (Namanyane & Shaoan, 2021). Younger students are more likely to have a more positive attitude toward their peers with intellectual disabilities than older ones (Namanyane & Shaoan, 2021). Based on the data of Markova, Cate, Krolak-Schwerdt, and Glock, (2015), in Germany, students with immigrant backgrounds face inequalities in educational achievement, school enrollment, and academic prospects. One-fifth of Germany's population are recent immigrants, and the largest immigrant groups are from Southeast Europe, especially Turkey (20,4% of the foreign population under the age of 20) (Markova et al., 2015). However, students in inclusive or ordinary classes may have similar attitudes and involvement, contact and participation in joint activities play a crucial role in this matter (Schwab, 2017).

Parents have the right to decide whether their children with disabilities should be educated in a general school. This is due to the fact that parents are considered integral partners in developing a more inclusive system, where they share responsibility for decision-making and its consequences (Buchner, et al., 2015; Namanyane & Shaoan, 2021). While some parents are positive toward inclusive practices, others have reservations regarding this issue (Sharma, 2019). Bullying, victimization, social isolation and exclusion are some of the major concerns of parents of children with special educational needs in ordinary classes (Sharma, 2019). In addition, parents who do not support inclusive classes are concerned about school conditions and teachers' attitudes. They argue that general educational institutions cannot accommodate their children and that teachers may be burdened by including students with disabilities in their classes. Parents are primarily concerned about class size and teachers' ability to meet the needs of diverse students. Parents also have doubts about the level of training and teachers' experience in working with children with disabilities, as well as about the lack of resources and conditions at schools for proper training of their children. However, some of them report that exposure to diversity in inclusive education helps their children demonstrate greater openness and

acceptance of individual differences (Namanyane & Shaoan, 2021). Based on data by Schmidt, Krivec and Bastič (2020), parents of children with special educational needs are more open to inclusion. They perceive positive social effects and benefits for children, and have fewer negative feelings about the impact of inclusion on children without disabilities than parents of children without disabilities (Schmidt et al., 2020).

The development of inclusion with a diverse composition of students poses many challenges for teachers and school administrators (Juvonen, Lessard, Rastogi, Schacter & Smith, 2019). Young people inevitably bring different personalities with them into the classroom, where teachers must work successfully with them. This is exacerbated by the fact that more students with special educational needs are in classrooms; consequently, teachers are likely to require longer time and more effective skills to cope with diverse classrooms in terms of learning skills. Some students are quick learners, while others need more time and focus in order to cope with classroom activities, to help them understand the content. Other obstacles to implementing inclusive pedagogy are the consequences of different traditions and standards existing in different multicultural countries. Teachers tend to devote more time to students with behavioral problems or those who work at a slower pace, leading to lower overall academic standards (Namanyane & Shaoan, 2021). Good or successful students may also be at risk of becoming bored due to the slow learning atmosphere in the classroom, and they may be disappointed to discover that other students, despite studying less, are getting the same or better grades (Namanyane & Shaoan, 2021).

DISCUSSION

According to McCain (2017), people with special educational needs have been told for a very long time that there is something wrong with them, that they need to be cured, and that they should not be shocked to find themselves not fully accepted or allowed to participate in the life of modern society. These derogatory messages create many barriers to engagement. However, more and more people with special educational needs are discovering their voices and asserting their rights, while challenging the perceptions, definitions and models of disability that exist nowadays (McCain, 2017). They argue that we should move away from the medical model, which asserts that the disabled person is the problem, to a social model, which emphasizes that society is responsible for creating inclusive communities (McCain, 2017). Children with special educational needs get support and understanding from others in society, including politicians, city officials, advocates, nonprofit organizations, healthcare professionals, and members of the community forasmuch as differences in models are shared and explained. The biopsychosocial model, proposed by Engel and Romano (1977) at the University of Rochester, emphasizes a “holistic” approach to disability, recognizing that each person has his own thoughts, feelings, and history. When society, teachers, educational leaders, and all other relevant stakeholders in education possess adequate knowledge of the needs (including special needs) and abilities of their students, they can strategically design a relevant curriculum that includes appropriate assessment methods, without prejudice to differences and abilities among students (Namanyane & Shaoan, 2021).

Inclusive education is based on the concept that excludes any discrimination against children with disabilities, promotes quality education, training and development of such children, and the belief that all children are full members of local school communities (Porter & Towell, 2017); inclusive education creates conditions for equality through respect for diversity. The belief that students with special educational needs should be placed in special education classes still persists nowadays (Parekh, 2022), despite decades of studies suggesting the opposite opinion. Educators and researchers implementing the basics of inclusive education at modern schools are almost unanimous in their opinion that every child has the desire and ability to learn to the fullest extent possible, and that the specific features of children with disabilities deserve respect and should be a source of educational work for all participants in the educational process. Inclusive education has been developing very rapidly in the world for several decades now, and teaching children with special needs is carried out in accordance with the principles established by leading scientists around the world. Since the UN Convention on the Rights of Persons with Disabilities was ratified, inclusive education has become one of Ukraine’s international commitments in addition to being a cutting-edge educational innovation (Berehova, 2020).

Inclusive education is not limited to pedagogy in groups or schools but to the country as a whole. A country may have different laws on inclusive education, but not inclusive practices in schools and society, or it may have inclusive educational practices, but not inclusive policies (Namanyane & Shaoan, 2021). Countries and schools can learn from each other through workshops on how to better implement inclusive learning strategies, including assessment. There may be a temptation to copy definitions and approaches from more experienced countries; however, there is a risk in indirectly importing inclusive solutions and strategies from others and, thus, leading to the standardization of school systems. Furthermore, if these solutions and strategies adapted from other schools and systems do not work, they may even make the situation worse (Haug, 2017).

It is extremely important to support the positive academic and social development of students with disabilities at school (Grigorenko et al., 2020). Children with disabilities need support in order to navigate an unfavorable environment. Teaching aids for students with disabilities are the things that students with impaired psychophysical development need in a classroom with limited access, and teachers can do this by creating inclusive classrooms. Recent reviews emphasize that inclusive education benefits both students with and without disabilities (Namanyane, & Shaoan, 2021). Krämer et al. (2021) have analyzed studies comparing learning outcomes in segregated and inclusive schools, noting that students with intellectual developmental disabilities learned better in inclusive classrooms and that

inclusion did not negatively affect their psychosocial functioning, nor did it have a negative impact on their classmates. Szumski and Karwowski (2014) showed that students without disabilities who had been taught in inclusive classes had better academic results than those who had studied in segregated classes.

Despite the studies showing that inclusion benefits all children, there are still significant concerns about the ability of schools to effectively support the diversity of students enrolled in schools (Graham, 2020). Many teachers lack knowledge about teaching approaches and classroom strategies that support inclusion. School administrators often do not support teachers by providing them with the necessary time to collaborate, and there is a general lack of resources for inclusive education (Somma, 2020; Whitley, Klan et al., 2020). As a result, many students with disabilities remain isolated; they experience a negative classroom climate; they are alienated and bullied; and such children are unable to fulfill their full academic potential (Reid et al., 2018).

Teachers play a crucial role in implementing inclusive education in society, and the success and quality of education received by students depends on their skills, experience, talent and tolerance. They are also an example of behavior, compassion and attitude towards people with special educational needs for their students, which is extremely important for the formation of society as a whole, and its maturation as an integral unit. Teachers should primarily believe that all children are talented, that they are welcome in an inclusive classroom, and that they support them in their learning. Inclusive teachers possess a special set of beliefs related to teaching and learning (Jordan, 2018). After all, placing a student in a classroom without the teacher's support prevents him from progressing to the next level in his learning, just as placing a person in a wheelchair in front of the stairs does not assist him in getting to that level. Therefore, there is an important distinction between providing access to the general education program and simply providing access; the simple placement of students in an inclusive classroom (that is, simply providing access) does not guarantee quality education (Gilmour et al., 2018).

If there is a desire to create an inclusive classroom and support all students, then the instructions should reflect this ideal. Using universal design for learning makes it possible to think about the barriers that the general education curriculum may create for students with disabilities and design lessons as barrier-free as possible, instead of planning a lesson and then wondering how to engage different students in the classroom. It should be borne in mind that inclusive classrooms mean creating a space where everyone feels welcome and valued. Cook and Rao (2018) provide concrete examples of how educators can implement universal design for learning in the classroom, how these barriers can be overcome, and remind us that the underlying premise of universal design for learning is that the curriculum, not the learner, is limited (Cook & Rao, 2018). Teaching strategies use visual aids, training and correctional methods, learning in everyday life, and an approach to treating "slow" children with special educational needs through intensive communication. The constraining factors of these strategies are the requirements for a high level of thinking, which often leads to difficulties and low self-confidence for "slow" learners with special educational needs, especially if this occurs against the background of a lack of active parental support. Positive factors in these strategies include adequate facilities, relevant methods, unimpeded communication among "slow" learners, teachers providing special assistance, and children with special educational needs (Mukhlis, Nur Havidia, & Nurani, 2023).

In order for inclusive education to gain more traction, it requires the commitment of managers, civil servants, and especially society as a whole to be aware of the rights guaranteed to them by law and to apply them in their practice (da Luz Lacerda Sousa, & Sousa, 2017).

CONCLUSIONS

Thus, the introduction of inclusive education into everyday life is an integral part of society's development as a whole and reflects its attitude towards citizens who ensure its development and are its face. Adequate, workable inclusive education consists of numerous factors, and it is not just the inclusion of children with special educational needs in regular schools. Inclusive education requires highly qualified specialists with "great" heart and experience, support and adequate attitude of parents and comprehensive assistance on the part of administrative institutions at all state levels. Compiling special educational programs aimed at students of all abilities, the development of effective strategies of inclusive education against the background of using modern methods, including information technologies, and the availability of teachers who are interested in the result and can motivate students are the guarantors of the success of inclusive education.

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