

Inclusive Education for Students with Disabilities: Strategies and Challenges

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Abstract- *The main idea behind inclusive education is that all students, even those with disabilities, should be able to get a fair education and be a part of their communities. All the study that has been done on inclusive education methods is looked at in this paper. It focuses on strategies, problems, results, and possible future directions. We use secondary research to look into the ideas behind including kids with disabilities in regular schools as well as how this approach is used in the real world. Key results show that there are a number of successful ways to get all students involved in meaningful ways. These include changing the curriculum, using collaborative teaching methods, and making sure that learning spaces are safe. Still, it's hard to use inclusive methods well because of things like not having enough money, bad views, and teachers not having enough training. The good news is that students with disabilities who go to inclusive schools do better in school, make friends, and are healthier generally. Long-term studies, comparisons, creative methods, and the views of different stakeholders should be the main topics of future study in the area of inclusive education. This will help make classrooms more welcoming for all students.*

Keywords: Inclusive education, Students with disabilities, learning environments and Practical Implications

INTRODUCTION

It is a big change in the way we teach that all types of students can be taught in normal classrooms. This is called inclusive education. A great deal of people from all over the world are interested in it since it's about putting disabled kids in normal classes. In this study, the complicated subject of inclusive education for disabled children is looked at. The methods used and the problems that arise are talked about. The main goal of inclusive education is to make sure that all students, no matter what their abilities or problems are, feel respected, supported, and able to do well in school and with other people. By understanding and respecting differences, inclusive education not only makes things fairer, it

also helps all kids learn better. There are, however, issues with open schools that nobody can solve, even if they really want to. A lot of things get in the way of inclusive practices working, such as teachers not getting enough training, people's attitudes getting in the way, and not having enough tools and facilities. Tiraeni et al. (202) stated that because every disability is different, there needs to be a complicated approach with methods that are tailored to meet each person's needs. Because of these difficulties, it is important to learn about the ways that workplaces are made more friendly and to think deeply about the problems that keep them from working.

Aim and Objectives of the study

The point of this study is to find out how well inclusive education works for disabled students, paying special attention to the methods used and the issues that arise in normal classrooms.

Objectives:

1. For inclusive education for students with disabilities to be looked into in a number of different ways, such as through different support systems, helpful technology, and changes to the curriculum.
2. Check out how teachers, parents, and disabled students feel about inclusive education and how it affects their health, ability to learn, and friend-making.
3. To figure out what the main issues are that are stopping inclusive education from working, like teachers not getting enough training and help, bad attitudes, and not having enough money.
4. The goal is to give suggestions on how to improve inclusive education programs and get partners to work together more, as well as ways to better manage resources and give teachers more chances to learn new things.

Literature review

Children should be able to learn with other children, no matter what skills they have or if they have a disability (Alzahrani 2020). This is what makes open schooling work. This plan is fair, and it lets disabled students learn with their peers, which makes the classroom feel like a community. This study of the literature looks at the ideas behind and practicalities of letting handicapped kids go to regular schools.

Theoretical Foundations:

In the world of inclusive education the correct way of teaching, rights given to humans and social justice are the main bedrock (Artiles et al.2021). In line with the UNCRPD, everyone has the right to an open education, no matter what kind of disability they have. Getting rid of obstacles to social participation is very important (De Beco 2020). A review by UNESCO in 2009 found that inclusive education is more than just letting all students attend. It also means making classrooms that are welcoming, meet students' needs, and encourage them to be involved (Cerna et al. 2021). According to Zaks (2023), the medical view of disability as a flaw in people is different from the social view of disability. On the other hand, disability is thought to be caused by attitude- and social-based hurdles that keep people from fully participating and being included. So, the point of inclusive education is to fix these issues by changing the way schools work, the rules they follow, and the way they do things. This way, all students will have the same chances, and the school will be able to handle a lot of different types of students.

<i>Theoretical Underpinnings</i>	<i>Description</i>
<i>Social Justice</i>	Inclusive education is based on social justice principles, providing equal opportunities and access to education for all, regardless of ability.
<i>Human Rights (UNCRPD)</i>	The UNCRPD emphasizes the right to inclusive education, highlighting the importance of removing barriers to full participation in society and promoting educational equity.
<i>Educational Equity</i>	Inclusive education promotes educational equity by creating supportive learning environments that accommodate diverse learning needs and foster meaningful engagement for all students.
<i>Supportive Learning Environments</i>	Inclusive education involves creating environments that support the diverse needs of learners, facilitating their full participation and engagement in learning activities.
<i>Social Model of Disability</i>	Challenges the medical model of disability, positing that disability is a product of social, environmental, and attitudinal barriers. Inclusive education aims to address these

barriers by transforming school cultures, policies, and practices.
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Empirical Evidence:

There have been many studies that look at what happens when kids with disabilities go to different types of schools (Mander 2022). Including kids with disabilities in everyday life has been shown to help them do better in school, make friends, and feel good about their own self-esteem. A long-term study, on the other hand, found that kids with intellectual disabilities did better in school and fit in better when they were in places where everyone was welcome instead of places where they were kept separate. Still, it's not clear from the data whether open education helps kids' grades or not (Kart and Kart 2021). Some studies show that both open and segregated settings are good for academic success. Other studies don't see any changes. These differences could be because of the types of samples used, how well the application was made, or the way the research was done in each study. Inclusion in the classroom not only helps kids do better in school, but it also improves their social and emotional lives. One study (Woodgate et al. 2020) found that kids with disabilities have better chances of making friends, building relationships, and being accepted by their peers when they go to classes where everyone is welcome. Respectful, welcoming classes are good for disabled kids. Kids can feel safe, make friends, and feel better about themselves this way.

Practical Implications:

Óskarsdóttir et al. (2020) stated that inclusive education requires a comprehensive approach that considers the roles and responsibilities of teachers, the organisational structure of schools, and the interactions between various groups. It is necessary to adapt the curriculum and methods of instruction in order to incorporate students with disabilities in inclusive classrooms. Students may become more involved and learn more through group coaching, individualised instruction, and cooperative learning. If educators are prepared and have the correct attitude, inclusion in the classroom has a better chance of succeeding. One can ensure that things are done consistently and that children with disabilities do better when they have the appropriate training, support, and inclusive mindset. Professional development programs that focus on methods that are culturally aware, include all students, and teach them together can help teachers feel more confident

and skilled in meeting all of their students' needs (Glazewski et al. 2020). Another important thing that needs to happen for open education to work is for parents to be involved. Partnerships between parents and teachers can help disabled students reach their goals by building trust, letting people talk to each other, and making decisions together. Teachers and parents can set individualized goals, keep track of progress, and figure out any issues that may come up when inclusive practices are used when they work together.

Methodology of the study

A secondary research method is used to find out how well strategies for including students with disabilities in school work in this study. It means putting together things that have already been written, like academic magazines, books, papers, and other scholarly sources (Pandey and Pandey 2021). Putting together the results of past studies that used a variety of facts and points of view is how this method lets one look into a subject in great depth. Using methodical search methods, the first step in the process is to find and choose useful information. Part of this is using online tools like PubMed, ERIC, PsycINFO, and Google Scholar to find peer-reviewed articles, book chapters, and research reports about inclusive education (Mishra and Alok 2022). In order to identify applicable study, people use words and sentences that have to do with inclusive education, students with disabilities, issues, answers, and results.

Once all the information is gathered, it is analyzed and put into groups to find the most important themes, trends, and results that relate to the study objectives. This means looking at the methods, outcomes, and impacts of several study projects and finding similarities and differences between data sources. Trends and holes in the literature shape the debate and ideas (Kumari et al. 2023). Secondary study makes it possible to look at a number of academic theories and points of view. This method uses policy papers, academic perspectives, and real-world data to understand the difficult issues involved in putting handicapped kids in regular schools. You can also combine tried-and-true methods with the best ways to do things. This could help make rules, train teachers, and find good ways to teach.

Data Analysis and findings:

This section discusses a secondary study that looks at open education for disabled students. Looking at all the old research, like theory theories, policy

pieces, and practical studies, is part of data analysis. When you put all the data together, you can see important themes, trends, and ideas about how to teach inclusively, the problems that come up, and the results.

Strategies for Inclusive Education:

The study says that many steps are taken to make sure that disabled students can go to school with other students. To meet the different learning needs of students, teachers often change and adapt the lessons they teach (Strogilos et al. 2023) Peer teaching, group learning, customized learning, and tech-based help have all been shown to work by research. These methods are meant to help disabled students do better in school, get them interested, and teach them more. To make education more accessible, team and co-teaching are also pushed (Semon et al. 2020). It is best for students with disabilities when general education and special education teachers work together in inclusive settings (Laletas et al. 2022). Research shows that teaching in groups may help students learn more, pay more attention, and be happier as teachers.

In addition to teaching strategies, the research stresses how important it is to create safe and welcoming learning spaces where all children feel like they fit and are included. Understanding the ideas behind Universal Design for Learning (UDL) helps make learning environments and materials that can be changed to fit the needs of many students (Coffman and Draper 2022). With UDL, disabled students should be able to access the curriculum and show what they've learned in a useful way by using a range of ways to show, express, and participate (Tobin 2021) for helping students with disabilities make friends and be included in their communities.

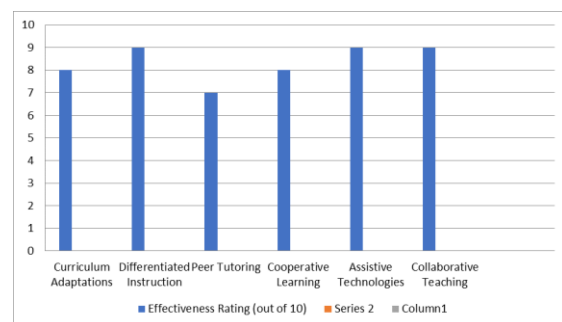


Fig: Effectiveness of various strategies in implementing inclusive education for students with disabilities

(Source: Self-developed)

In peer support groups, students with disabilities are paired with peers who are also learning. These

students with disabilities have these peers as friends, mentors, and role models. They help them build good relationships with their peers, make friends, and learn new skills.

Problems with Teaching Being Inclusive:

Even though inclusive education might have some benefits, the research shows that it faces a number of problems that make it hard to use effectively. Due to a lack of tools and help, it is hard to meet the needs of handicapped students in regular classes (Hanreddy and Ostlund 2020). It's hard for education workers to provide individualized support and changes when they don't have enough staff, resources, and easy access to expert services and technology. Discrimination based on bias and bad attitudes could make it hard for schools to accept disabled students. The way teachers teach and how well their students do in school are both affected by inclusive education views (Boyle et al. 2020). Studies show that having bad views about disabled students may make it harder to teach in a way that includes them, hold them to low standards, and limit their social and academic possibilities. Also, teachers not getting enough training and chances to grow professionally are seen as big problems with inclusive education. Many teachers say they aren't sure how to meet the needs of all the different types of disabled children when it comes to individualized lessons, managing behaviour, and working with special education experts (Hart 2024). Professional development classes that focus on inclusive pedagogy, cultural competence, and collaboration skills are needed to help teachers successfully use inclusive practices. Because educational policies and processes are not all unified, there may also be gaps and unevenness in the provision of inclusive education services. Different funding methods, accountability measures, and policy frameworks can make it harder for some students to get the tools and help they need. Also, efforts to create inclusive learning settings and help kids with disabilities do well in school might be slowed down by stakeholders like teachers, parents, lawmakers, and community groups not working together and coordinating their efforts.

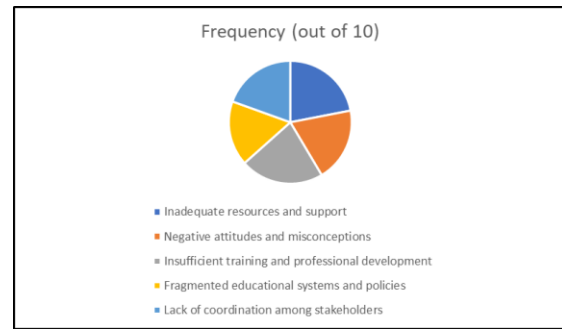


Fig: the challenges identified in implementing inclusive education (Source: Self-developed)

Impact of Inclusive Education:

The study shows that inclusive education for kids with disabilities has a big good effect, even though it has some problems. Success in school, making friends, and overall health are some of the major areas that inclusive practices impact (Pozas et al. 2021). Studies show that disabled students who go to public schools do better in school than those who go to private schools. Students with disabilities can learn with their peers, have access to a difficult program, and get one-on-one help in inclusive classes. This helps students do better in school and learn more.

Including handicapped kids in the classroom helps them make friends and do social things. Kids feel like they belong when they have friends, social networks, and talk to other students (Ziegler et al. 2020). A study found that handicapped kids were more likely to make friends, take part in extracurricular activities, and get along with their classmates when they went to schools that were welcoming. In addition, open education makes students happier, more confident, and more positive about themselves. Inclusive practices create a safe space where students with disabilities can learn where they feel respected, valued, and included. These practices help students with disabilities have positive psychosocial results. Studies show that kids with disabilities in inclusive environments are less self-determined, less confident, and less satisfied with school than their peers who live in separate areas.

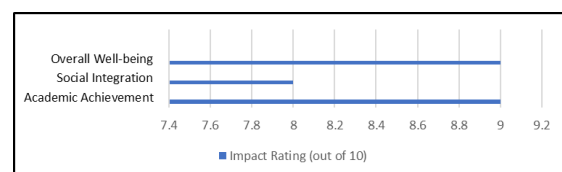


Fig: positive outcomes associated with inclusive education for students with disabilities

(Source: Self-developed)

Conclusion and recommendations

In conclusion, inclusive education for disabled children has a lot of promise to help them be a part of society, get a good education, and do well in life. After looking at a lot of new research, we've found some helpful strategies that might make participation and engagement more meaningful for all students. These include changing the curriculum, using cooperative teaching methods, and making the learning setting more positive. Even though there are problems like not enough money, negative views, and teachers who aren't properly trained, inclusive education is still the right thing to do and a moral obligation. Policymakers, teachers, parents, and other interested parties may be able to solve these problems and create welcoming classrooms that put diversity, fairness, and a sense of connection for all students first.

Recommendations:

Based on the results of the study, the following suggestions are made to make inclusive education methods more effective and help students with disabilities do well:

1. Make expenses on the development of the experts: Give teachers in-depth training and chances for professional development to learn more about inclusive teaching, individualized instruction, and group learning. Make it easier for teachers to meet the needs of all the disabled kids by giving them ongoing help and tools.
2. Inspire collaborations that work together: To make learning spaces that are open to everyone, teachers, parents, lawmakers, and community groups should work together. To make sure that all of their needs are met, encourage students with disabilities to work together, talk to each other, and make decisions as a group.
3. Availability of sufficient funds and resources: In order to ensure that inclusive education programs succeed, make sure there is enough money and resources for things like staff, helpful technology, accommodations, and specialized services. Make sure that all students, no matter what their skills or disabilities are, can get the help and tools they need.
4. Encourage Positive Thoughts and Beliefs: To make the school community more open and accepting, encourage positive thoughts and beliefs about students with disabilities. Allow

disability awareness programs, training, and practices that are open to everyone that respect differences and encourage kindness and understanding.

5. Evaluate and Track Progress: Set up systematic ways to evaluate and track progress to find places to improve and see how well inclusive education methods work. To help make decisions and come up with rules, find out how stakeholders feel, how teachers work, and how well students do in school.
6. Policy Change: To make sure that everyone has access to a good education as a basic human right, one should push for policy changes at the local, national, and foreign levels. Help get money, policy changes, and laws passed that make it easier for kids with disabilities to be included in normal classrooms.

By following these ideas, we can try to make communities more welcoming so that all students, no matter what kind of disability or ability they have, can do well in welcoming classrooms and reach their full potential. It is both a shared duty and a moral imperative that everyone works together and is committed to open education so that no student is left behind.

Limitations and future scope:

Even though this study looked into a lot of details, there are some things that should be kept in mind. If one relies too much on external sources, one might bring in biases or limitations from the original studies. These could be publishing bias, sample bias, or methodological limitations. Language barriers, database access issues, and release dates may also limit the literature review's scope, leaving out important studies or points of view. Also, differences in government structures, cultural norms, and school settings in different areas and jurisdictions may make it harder to apply the results to other places. The results of this study did not fully look into how school culture, community support, and socioeconomic level might affect how well inclusive education methods work.

Future Scope:

The area of inclusive education for students with disabilities has a lot of things that can be studied and improved in the future. Longitudinal research is the best way to find out how inclusive education affects students in the long run, including how well they do in school, with friends, and in their social lives. Following students with disabilities over time in

research designs could give us useful information and help us figure out what helps or hurts their growth. Comparative research is also needed to look into how inclusive education practices vary across different cultural and educational settings. Cross-national study can show what works best and what needs work when it comes to inclusive education policies and practices in a range of cultural and social settings.

It is also necessary to do research on the thoughts and experiences of important people, like parents, teachers, lawmakers, and students with challenges. Interviews, focus groups, and case studies are all types of qualitative research that can give one a deep understanding of the opinions and real-life experiences of people who are working on inclusive education projects. Multi-tiered support systems (MTSS), inclusive technology, and Universal Design for Learning (UDL) are some of the most cutting-edge methods and new ideas in inclusive education that should be looked into in future studies. Multidisciplinary perspectives and the use of new technologies and teaching methods can help the field of inclusive education grow and make learning settings that are more open to all students.

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