# COGNITIVE DISCOURSES

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# Promoting Equity in Education: A Review of Inclusive Practices for Students with Disabilities

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## Abstract

This article provides a comprehensive review on inclusive practices for student with disabilities, aiming on their role in promoting equity in education. The major goal of equitable teaching for children with disabilities is to provide need-based support to ensure equal learning opportunities in inclusive schools. Children with disabilities definitely need the support of peers and teachers in an inclusive school. In recent research it examines the legal frameworks, such as the individual with disabilities education Act (IDEA) and the United Nations convention on the rights of persons with disabilities (CRPD), the rights to education Act, and Right of person with disabilities Act (2016), that serve as support environment for inclusive education. This article provides an overview of the practical aspects of teacher trainees, cooperation among educators and adoption of universal design for learning (UDL) principles. It highlights the transformative potential of inclusive practices in creating a more equitable educational system for all students in inclusive school.

*Keywords:* inclusive education, students with disabilities, equity in education

## Introduction

Inclusive education provides education for all students. It also provides accommodation modifications in the curriculum and teaching according to the ability and level of children. Inclusive education means all children learn together in the same schools without any exclusion. This review indicates about inclusive education.

Inclusive education is not only for the children with disabilities it includes for below poverty line students also. Main target of inclusive education no child should left behind in education. There is more challenges in inclusive education. The teachers in inclusive schools they need training about the special needs and how to teach them in inclusive schools. Lack in awareness about the children with special needs in inclusive schools. Peer group support is the one of important thing in inclusive school. With peer group support the disabled child will get motivated in education. There is lot of draw backs in inclusive education and also one of the most important and use full approach for children with disabilities. The curriculum has to be modified and accommodated, adapted according to the level of children with disabilities this practice has to be included in inclusive school. The normal school teacher has to be considered the children with disabilities. This review indicates about the inclusive practices for children's disabilities.

## Background of the Study

Student with disabilities get education in government schools without any exclusion, they get peer group supports. In inclusive education there is a challenge of inclusive practices in education.

The main aim to analysis about the challenges and practices related to promote the inclusive education. There are several research papers related to the educational strategies and new initiatives have been produced to evaluate and implement the inclusive approach.

Educators, legislators, and scholars have emphasized inclusive practices as a means of achieving educational justice in recent years. These practices encompass a wide range of strategies, modifications, and support systems designed to meet the special requirements of students with disabilities in mainstream classrooms. Several research papers, educational policies, and initiatives

have been produced to evaluate and implement these inclusive methods. The motivation for this study arises from the need to thoroughly understand the effectiveness and challenges of inclusive practices in realizing educational equity.

## Operational Definitions

Inclusive education means all children are included in the schools. It means real learning opportunities are given for groups who have traditionally been excluded and not only children with disabilities, but speakers of minority languages also. Inclusive education means that all students receive equal access to education without any discrimination.

Universal design for learning (UDL) is one of teaching approach that works to accommodate, modification and adaptation accordingly the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. It developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

UDL is similar to universal instructional design and universal design for instruction. All three promoter for accessible and inclusive instructional approaches that meet the needs and abilities of all learners including the children with disabilities.

## Objectives

1. To find out the benefits of inclusive education for students with disabilities, considering academic, social etc.

2. To find the challenges and barriers that hinder the effective implementation of inclusive approach.

3. To find out the importance of context strategies in development of inclusive education.

## Review of Literature

Woodgate (2018) and her team systematic review highlights the determined challenges in achieving social inclusion for children with disabilities. The findings underscore the need for expanded research efforts to explore inclusion in various contexts, not limited to education, to address issues like loneliness and discrimination.

Ainscow (2019) paper talk about on promoting equity in education by highlighting the importance of context-specific strategies and teamwork between schools. It offers valuable suggestions for enhancing education systems, and its focus on diverse strategies adds to its novelty.

Hardy and Woodcock (2015) examines about inclusive education policies reveals the influence of neoliberalism on inclusion concepts. Their paper calls for more systematic and supportive policies and provides valuable insights into the complex policy landscape.

## Benefits of Inclusive Education

Inclusive education has given numerous advantages for students with disabilities. Research consistently shows that students with disabilities educated in inclusive settings tend to achieve superior academic outcomes, experience increased social interaction and acceptance among peers, develop enhanced self-esteem, and attain better long-term life outcomes (UNESCO, 2017; Avramidis et al., 2000).

## Challenges and Barriers

Even though the advantages of inclusive education, several challenges and barriers continue. These include insufficient teacher training in inclusive practices for teachers, inadequate

support services from peer groups and resources, resistance to change, and attitudinal barriers from both educators and students (Forlin & Chambers, 2011; Florian & Black-Hawkins, 2011).

## Context-Specific Strategies

A key finding underscores the inadequacy of one-size-fits-all solutions for promoting equity through inclusive education. Context-specific strategies are essential is help to achieve their goals. Successful inclusive practices depend on the local context, including available resources, support systems, and cultural norms. Thus, it is imperative that educators and policymakers consider the unique needs and circumstances of each educational setting (Slee, 2011; Artiles & Kozleski, 2007).

## Conclusion

In conclusion, inclusive practices play a pivotal role in promoting educational equity for students with disabilities. This review has emphasized the multiple advantages of inclusive education, focusing on academic excellence and enhanced social integration, challenges and barriers for children with disabilities. However, it is equally important to spot and report the challenges and barriers that obstruct the effective implementation of inclusive practices.

The study has emphasized the need for context-specific strategies to adapt inclusive education to the distinguishing circumstances of each educational setting. Additionally, report these challenges requires collaborative efforts among teachers, stakeholders, and society as a whole. As we move onward, the mission to promote equity in education through inclusive practices remains essential.

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