Classroom Strategies for Inclusive Education: Insights from Recent Research

Urmi Saha[1], Dr. Dipty Subba[2]

[1]M.Phil. Research Scholar, Department of Education, Jadavpur University, Kolkata, West Bengal, India
[2]Associate Professor, Department of Education, Jadavpur University, Kolkata, West Bengal, India

Abstract:

There has been rapid and increasing development in inclusive classroom strategies over the past years, aimed at creating an enabling environment that caters to individual learning needs and belonging among children. This study was conducted to establish the extent to which teachers are now using inclusive classroom strategies on their learners. Many research studies on this topic were viewed with care. It is for this reason that conceptual analysis and literature review were based on inclusive classroom strategies currently used with school-aged adolescents in this work. A combination of both data sets in this article will better allow beginning researchers and scholars to understand how instructors and children are influenced by inclusive classroom strategies.

Keywords: Inclusive Classroom, Inclusive Classroom Strategies, Teacher, Student, Review.

1. Introduction

Inclusive education mainstreams all children irrespective of special educational needs, hence requiring innovative classroom strategies to meet the diverse learner requirements (Florian & Black-Hawkins, 2011). Key strategies to this end should be Differentiated Instruction (Tomlinson, 2014), Cooperative Learning (Johnson & Johnson, 2009), and use of Assistive Technologies (Dell et al., 2016). Toward this end, pre-service and in-service teacher education and professional development become imperative for effective inclusion (Avramidis & Norwich, 2002). Notwithstanding resource constraints and attitudinal barriers, inclusive education can achieve improvements in social skills, academic performance, and raise self-esteem for all, not just students with special needs, and hence require continuous fine-tuning of classroom strategies (Loreman, 2017).

2. Concept of Inclusive Classroom Strategies

Inclusive classroom strategies focus on the fact that every child should have an equal opportunity for quality education, regardless of their abilities or background. This means the application of differentiated instructional techniques to respond to diverse ways of learning (Tomlinson, 2014). Also, it has universal design for learning, which creates flexible learning environments (Meyer, Rose, and Gordon, 2014). Cooperative learning helps students of varied abilities develop collaboration and social skills within the classroom (Johnson & Johnson, 2009), whereas assistive technologies, like speech-to-text software, aim to support students dealing with certain kinds of disability (Dell, Newton, & Petroff, 2016). Positive Behavioural Interventions and Supports is a set of strategies aimed at encouraging positive behavior and preventing negative incidents of behavior in order to provide support to all students in the classroom

environment (Sugai & Horner, 2006). Collaborative teaching is when general and special education instructors work together to provide specialized instruction to students within the general education curriculum (Friend & Cook, 2016). The inclusive classroom culture supports positive attitudes about diversity, and all students will be valued and recognized. When an educator puts students in an environment where all students are respected and enabled to confront the misconceptions about the juvenile society with all tools lost, they become provided with the security to be successful both in the classroom and in society (Smith, 2020). Together, these strategies form a supportive learning environment for learners with different needs, entailing academic and social success.

3. Significance of the Study

Inclusive classroom strategies are important in the need for effective instruction while meeting diverse learners so that all students acquire quality education (Florian & Black-Hawkins, 2011; Gregory & Chapman, 2012). Differentiated instruction, cooperative learning, and integration of assistive technologies enhance teaching practice in the presence of students with special needs (Tomlinson, 2014; Johnson & Johnson, 2009; Dell, 2016). Specific position-based benefits within inclusive education not only increase academics, but for disabled and nondisabled students, there are deeper empathies and improved self-esteem among them and positivity towards inclusion (Friend & Cook, 2016; Hehir, 2016). This research adds to the discourse of the creation of an inclusive and supportive environment in order to set up the centre for equity and social justice in education (Loreman, 2017).

4. Research Question

What are the Current research trends on Inclusive Classroom strategies in India & abroad?

5. Materials and Method

Study Design and Strategy: In the present study, a systematic literature review has been used based on PRISMA guidelines on Preferred Reporting Items for Systematic Reviews and Meta-Analyses. This study systematically reviewed the literature to probe and analyse the prevailing research trends on inclusive classroom strategies applied by teachers in school and higher education settings. Here, the researcher referred to various studies, which reach back as far as the first studies and move up to more recent ones, to understand present developments in the field within and outside India.

5.1 Literature Search Strategy Using the terms "inclusive classroom strategies," "inclusive classroom," "inclusive classroom management," and "inclusiveness," a computerised search of the literature was conducted between 2010 and 2024 through the Google search engine, which included the Google Scholar, Psych INFO, and Sage journals, Elsevier etc.

5.2 Eligibility: Study spanning a 14-year period were considered, the researcher included papers like those that focus solely on 'Inclusive classroom strategies' or 'classroom management method' for children with exceptional needs. Qualitative, quantitative, longitudinal, cross-sectional, observational research, experimental, descriptive, survey-based, interview-based etc. research studies were all considered. Excluded in the paper are studies that use only one variable, provide partial answers, incomplete data and only give an abstract, duplicate records etc. Articles of this kind are not able to accept.

5.3 Selection Criteria The researcher selected articles and theses on the basis of some criteria; study objectives like explaining inclusive classroom strategies or inclusive classroom management among students, publication being an original research article, publication in peer-reviewed journals, and

publication written in English, publication date from 2010 to 2024. Repeated application of the inclusion criteria described above on the 65 articles, finally, 20 studies were included in the review article.

5.4 Data Extraction & Include Eventually, the qualitative synthesis included twenty papers. Most studies were of a quantitative nature, with a few being qualitative. Studies have been taken and included in this article based on criteria such as year, sample size, study design, and inclusiveness about teaching and teachers' perspectives of inclusive education. The articles are taken from scientific journals (not books), peer reviewed, with a detailed analysis of the results and the study.

6. Data Analysis

After applying these criteria, we were left with a number of 20 studies, which we carefully analysed to extract the relevant information for the purpose of this research. Of a total of 20 articles, 12 articles discussed the inclusive classroom strategies, 2 articles talked about inclusive pedagogies and 5 articles were about inclusive classroom management, 1 article were about social inclusion and communication strategies.

Table 1.1: Inclusive Classroom Strategies Research Synthesis

Author/ Year/ Country	Purpose of the study	Research Method, Design, Sample size	Major Finding	Recommendation
Bagum, M., et al. 2024 Pakistan	How access instructional strategies affected classroom participation among various student diverse populations.	I. Quantitative II.Survey-method III.340	Little variation exists amongst practitioners about the nature of its value; the integration of technology enhances inclusivity, and teaching strategies must be adapted to meet a diversity of learning styles.	Targeted professional development, contextualized approaches, qualification-based strategies in terms of its effectiveness of the Inclusive Classroom Practice.
Savira, S. I., et al. 2023 Indonesia	How educators perceive issues and approaches, especially in the classroom, as expressions of beliefs toward inclusive education.	I. Qualitative II.Descriptive Research Design III.20	Views of teachers on inclusion ranged from special needs to broader concerns of non-discriminatory education. The inclusive pedagogies included pedagogical, psychological and communication strategies in addressing diversity.	Teachers should be trained and assisted appropriately for inclusive classroom.

Sanchez, V. J. 2023 Philippines	How general education instructors' classroom management and instructional practices affect students with special needs in an inclusive classroom environment.	I. Qualitative II.Interview-based III. 7	Varied experiences among general education teachers with special needs students' behavior, highlighting the crucial role of classroom management techniques.	An adequate amount of training needed for teachers in inclusive classroom management strategies.
Nthibeli, M., et al. 2022 South Africa	To find out how much inclusion of students with autism spectrum disorder (ASD) there was in three South African schools.	I. Qualitative II.Interview-based	The techniques of instruction that could be used to engage students with ASD in the classroom include differentiation, scaffolding, use of visual cues, group work arrangements, and cooperations.	Collaboration and training of the teachers are quite necessary.
Furner, J. M., et al. 2022 USA	To find ways through which mathematics anxiety can be reduced in students with disabilities by focusing on ways to foster math self-efficacy as a means to facilitate success in STEM.	I. Quantitative II. Mixed-method	Individualized instruction, promoting positive math attitudes, technology use, collaborative problem solving, and boosting the confidence of students in a bid to reduce math anxiety.	Numerous strategies to make students cope with math anxiety and make learners free environment.
Adesokan, A. 2022 Nigeria	This study investigated some coping mechanisms instructors employed in an	I. Quantitative II.Descriptive Survey III. 50	Teachers used some coping strategies, support from family and friends, attending development and resilience training	Development and personal growth training programs were suggested for the children

			programs, self-control, and seeking social support.	affected by ADHD disorder.
inclusive classroom for teaching pupils with ADHD in Nigeria.				
Ferguson, L. 2022 USA	To determine how integrating music education into the classroom improved the learning environment and promoted inclusion.	I. Qualitative II.Experiential Study	Especially in children with autism spectrum disorder, music helped in the development of language, and it facilitated socio-emotional learning.	Music programmes and musical participation important facilitators toward an inclusive learning in the classroom.
Belaid, L. 2022 Algeria	Having an emphasis on UFMC Algerian training to strengthen inclusive classroom strategies, the study sought to investigate how newly hired teachers were implementing remote education.	I. Qualitative II. Interpretative method	Blended learning was crucial during the epidemic but faced challenges due to educators and learners' lack of virtual preparation. Despite Algerian training efforts, integrating online communication into classroom practices remained problematic.	Training instructors and students should use learning management systems such as Moodle and Open edX and flex model.
Lavrysh, Y., et al. 2022 Ukraine	How effective the inclusive communication strategies were within the English for Specific	I. Qualitative II.Case Study III.110	Wellbeing of IDP children was promoted; wellbeing of learners and social inclusion were promoted by these	More intensive integration of inclusive communication strategies into ESP classes is necessary.

			strategies, that underlined individualization, diversification and differentiation.	
Purposes classroom setting in Ukrainian higher education to help social inclusion for Internal Displaced Persons' students.				
Welter, E. R. 2021 USA	To determine which inclusive classroom techniques were most successful in promoting academic and social/behavioural accomplishment in students with disabilities.	I. Qualitative II.Review-based III.25	No definitive link between academic achievement of students with disabilities and inclusion in general classes. However, inclusive environments consistently benefit students' behavioural and social success in the classroom.	Co-teaching, differentiated education, scaffolding, and peer tutoring for inclusive classroom.
Mete, P. 2020 Turkey	To identify the issues that high school students face in an inclusive classroom setting and to offer potential solutions.	I. Qualitative II.Case study III.12	There are no changes to the curriculum, tests, or instructional strategies for inclusion pupils. While some children in the inclusive class reported that their families were very supportive, complete integration with the people involved in the process was lacking.	Give an environment and importance to each student's particular needs, skills, and characteristics.
Schley, S., & Marchetti, C. 2020 USA	To provide guidance to faculty developers on how to approach the pedagogical	I. Qualitative II.Observation	Teachers can improve accessibility and inclusion for students with disabilities in the classroom by implementing very	Implementing inclusive and accessible classroom designs, using accessible technologies, and

			straightforward pedagogical strategies which included modifying lesson plans, introducing technology, and improved student involvement and engagement.	offering substitute activities and tests.
Tahira, M., et al. 2020 Pakistan	This study attempted to investigate early childhood education (ECE) teachers' opinions regarding classroom management techniques in inclusive learning settings.	I. Qualitative II.Interpretative phenomenological study III.12	ECE teachers valued teacher-directed classroom management and emphasized UDL techniques, counseling, reinforcement, and appreciation for inclusivity. However, they faced challenges, especially with students with disabilities.	Teacher-directed classroom management practices to produce positive outcomes for all students in inclusive settings.
Gledhill, J., & Currie, J. L. 2020 Australia	To examine the effectiveness of inclusive classroom strategies in enhancing learning environments for students who have been diagnosed with autism spectrum disorder (ASD). In	I. Qualitative II. Literature review approach	Basically, social support techniques, like acceptance from peers, instructional strategies, and their integration into schools, all work together in promoting positive social interaction and well-being of children with ASD.	Implementing inclusive teaching strategies and social support to enhance social connections and academic outcomes for students with ASD.

	particular, it sheds a focus on social support.			
Acheampong, D. Y. 2019 Norway	To gather effective strategies for visually impaired students in school and classroom settings that fit into the inclusive education paradigm.	I.Qualitative II.Conceptual review approach III. 50	Family-School Collaboration in the Inclusive Learning of Visually Impaired Pupils: It is expressed as individualizing instruction for each learner and making it tangible, interactive, and integrating classroom experiences.	Responsive teaching strategies, qualitatively researched in the future across different cultural and socio-economic contexts, learning models for visually impaired students.
Rodgers Woods, E. 2019 Georgia	This research was done to establish the connection of the physical classroom environment and strategies with learning, especially students with disabilities at the University of Georgia.	I. Mixed method study II. Explanatory Research	Classroom design affects learning based on individual needs, and main features such as furniture, access, technology, and environment created barriers, distractions, and sensory impacts on the same.	Universal Design principles for those challenged with disability be implemented.
Ngcezulla, B. 2018 South Africa	Examine the different strategies used by Grade 4 teachers in mainstream regular schools in supporting a learner who is diagnosed to be LSEN within an inclusive classroom.	I. Qualitative II.Interview-based III.A single mainstream school.	To accommodate all students, including those designated as LSEN, teachers typically used general classroom strategies such repeating instructions, seating arrangements, auxiliary teachers, and instructional aids.	Pertinent inclusive classroom strategies for aiding LSEN learners, teachers should undergo formal training in inclusive education and the (Screening Identification Assessment and Support) SIAS policy.

Sivalingam, A. 2017 Canada	The reduction in English as a Second Language (ESL) programmes and examined classroom instructors' approaches to helping ELL students.	I. Qualitative II. Interview-based III. 2	Creating inclusive environments and collaboration with stakeholders to support ELLs' learning. It highlighted a need for educators to improve proficiency in effective teaching methods to enhance language learning for ELLs.	Well preparing teacher candidates to effectively assess and instruct English Language Learners (ELLs).
Schmidt, M. C. S. 2016 Denmark	Teaching strategies and pupil engagement in two Danish primary schools. Some of the major themes related to inclusive classroom experiences are inclusion, math difficulties.	I.Qualitative II.Case Study III.Two primary Schools	The teachers had strategies to involve pupils who experienced learning difficulties in active learning but failed to understand the cause of the problem for those pupils who had mathematical difficulties.	Educators develop well strategies to identify and address the needs of students struggling with mathematics in inclusive classrooms.
Fernández Batanero, J. M. 2010 Spain	To look into successful inclusive education methods and educational strategies, with a special emphasis on pupils in a secondary school in Spain who may be at danger of educational exclusion.	I. Qualitative II.Descriptive (Case Study) III. A single secondary school	Preventing early dropouts requires inclusive instructional strategies, fostering social participation, and new respectful coexistence models, supported by educational policies.	Foster innovative cohabitation and educational practices to advance inclusion and reduce dropout rates.

7. Discussion

Such studies, which are reviewed here, show striking convergence with regard to the ideas expressed on research design, methodology, and recommendations, and are dominated by the qualitative approach toward the study of inclusive classroom strategies. For example, one research looked into the descriptive design research work in Indonesia, based on qualitative approaches, which narrowed the scope of the study to find out the perception of teachers on inclusive education (Savira, 2023). In the Philippines and South Africa, adopted interview-based qualitative approaches to understand the experiences of general education teachers for the inclusion of students with ASD (Sanchez, 2023 and Nthibeli, 2022). Certain research, in this regard, has also worked on the qualitative and observation-based approach with regard to the evaluation of the effectiveness of the Inclusive Strategies (Ferguson, 2022; Schley, 2020). (Bagum, 2024) in Pakistan and (Furner, 2022) conducted studies in the USA, applied quantitative survey methods; another one applied mixed-method approaches to investigate instructional strategies and mathematics anxiety within an inclusive setting. Older studies such as (Acheampong, 2019) in Norway and (Schmidt, 2016) in Denmark as for qualitative methodologies, such as the use of a conceptual review and case study, the same will be used to explore inclusive efforts for students with visual impairment and those who have learning difficulties.

The findings of the studies and recommendations that emerge continuously emphasize targeted professional development as well as classroom-based strategies of inclusion. A study underlined the use of technology and differentiation of teaching strategies with the prerequisite of professional development in using successful classroom-based inclusive strategies (Bagum, 2024). Some research emphasized how instructors can be prepared for a large number of student demands and classroom management strategies (Savira, 2023 and Sanchez, 2023). Few researches suggested collaboration and training of teachers in which differentiation and social support were noticed as key strategies for engaging children with autism spectrum disorder (Nthibeli, 2022 and Gledhill, 2020). One study underscored the essence of using inclusive communication strategies in reorienting IDP students towards being socially included (Lavrysh, 2022). Some research suggested co-teaching, individual education, and pedagogical accommodations to have better academic and social outcomes for children with impairments (Welter, 2021; Schley, 2020). Earlier research focused on inclusive classroom strategies and the need for official teacher education (Fernandez, 2010 and Ngcezulla, 2018). The themes therefore pick up again, underscoring the fact that this sense of belonging within learning environments is something that must be engendered through both inclusive pedagogical practices and professional development. Despite such insights, appreciable gaps exist in the exploration of their long-term effectiveness of such strategies across diverse educational contexts and student populations. In other words, future research could attend to longitudinal studies, case studies, experimental studies, etc., which have been oriented toward assessing the sustained impact of inclusive classroom strategies on student outcomes over time.

8. Study Limitation

One of the major limitations being that variability in execution and fidelity of the inclusive strategies will impact generalize ability of findings from one educational context to the other (Avramidis, 2002). It is also contiguous to the liabilities of heavy reliance on self-reported data from educators and students, leading to bias, and that the nature of most studies conducted, being cross-sectional, restricts causal inference further (Hehir, 2016).

9. Implication

Many studies emphasize the demand for training and professional development of teachers but usually lack concrete frameworks. There is a big challenge in how to integrate technology and modern pedagogical strategies, such as blended learning, especially in developing countries. In other words, there tends to be a recurrent message requesting individual instructional strategies without concrete methodologies in diversified contexts. The long-term impact of social support and inclusive communication strategies is also relatively underexplored. It is with this regard that the present research will be able to offer useful guidelines to educators by providing concrete methodologies regarding individualized instructions and using blended learning models. Further, it will establish the long-term effects of social support and communication strategies in a way that ensures the sustainable practice of inclusion and maximizes positive outcomes for diverse students.

10. Conclusion

This review paper reiterates that, for the fulfilment of the different needs of students and the establishment of an inclusive learning environment, there is a need to have in place evidence-based inclusive classroom techniques. Approaches such as differentiated instruction, collaborative methods, and embedding assistive technologies are bound to offer support for adolescents to go ahead and succeed academically (Gokdere, 2012; Sharma, 2012), with the development of their social-emotional skills at heart (Tomlinson, 2014; Johnson, 2009; Dell, 2016). Only a supporting network, professional development, and legislative move can help remove the barriers and enable inclusiveness in education. It is within the domain of teachers' attitudes and professional development that some major barriers to inclusion can be overcome (Wilson, 2019; Savolainen, 2012). Ultimately, the creation of inclusive classrooms depends upon a collaborative approach, continuing education of teachers, and supportive policies for the provision of fair education to all learners (MacFarlane, 2012; Vaz, 2015). In the long run, the involvement of scholars, educators, policy makers, and other stakeholders in the promotion of inclusive education will require a creative solution, unwavering support, and research that will be rigorous and ensure that it involves institutions that are educationally inclusive, socially just, accessible, and diverse (Hehir, 2016).

11. Further Recommendations

Future studies should at least focus on areas where longitudinal and experimental designs are used to establish causal relationships between inclusive practices and their assessment of the impact on diverse student populations in the long term (Florian, 2011). In addition, core studies are needed that further understanding of the mechanism through which inclusive strategies produce effects on educational outcomes. More so, research studies investigate the role that cultural and contextual factors play in the effectiveness of these practices (Loreman, 2017).

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