

# PROMOTING THE ROLE OF EDUCATORS IN PROVIDING TEACHING-LEARNING STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES IN THE MODERN INCLUSIVE CLASSROOM SETTINGS

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## ABSTRACT

*The present study promotes the role of educators in providing teaching-learning strategies for students with learning disabilities (SwLD) in modern, inclusive classroom settings. The term LD covers a broad range of issues when individuals describe problems with understanding, absorbing, remembering, and using both verbal and nonverbal knowledge. Some diseases cause people to have below-average intelligence, making it hard to pick up new skills. LD covers various conditions, from very minor to very severe. Young people who struggle academically may have unique accommodation demands. Perception is a challenge for SwLD, who often struggle with perception. A loss of sensation in any one sense is conceivable. Hereditary and neurological factors account for the majority of LD cases. Defects in reading, language, processing, and mathematics are the most common forms of LD. Perception is a challenge for teaching-learning strategies. How to adapt to SwLD is an ongoing endeavour because of the difficulties of perception, which is a problem for educators. Our claim to expertise in LD is unfounded. The majority of SwLDs need help with understanding words and expressions. In teaching and learning, perceptions can be a hurdle for students with SwLD in today's inclusive classrooms. Some national governments have passed laws and launched initiatives to increase diversity and inclusion in the classroom in response to the challenge's teachers face when responding to student perspectives. When SwLD is serious about inclusion, they need the same chances to participate in class as any other student. Schools must implement measures to ensure that all student groups receive adequate support for inclusive education to be effectively carried out. A wide range of teaching-learning strategies can help students who struggle to learn. The employment of strategies for teaching-learning is one way to promote inclusive education. The study's main goal is to contribute to our understanding of how educators might enhance their continuing education to assist SwLD in modern inclusive classroom settings.*

**Keywords:** Promotion, Role, Educators, Providing, Teaching-Learning Strategies, Students with Learning Disabilities, Modern, and Inclusive Classroom Settings

## Introduction

Modern schools are inclusive because they employ several strategies. Educators may improve their skills in creating welcoming classroom environments and engaging students with LD from diverse backgrounds through educational opportunities. Confidence and academic success are the results when educators employ various methods.

Understanding that inclusive classrooms serve students with and without impairments is essential. Improving learning for all students, not only those with LD, is essential to creating an inclusive classroom environment where all students may thrive. A strong educational system can only function with students with LD. So, it must be versatile enough to work for every child it supports. Justice, equality, and efficiency are the pillars around which IE develops its efforts when diversity is seen as an asset. Students with LD should be able to communicate with others, but they should also have the resources they need to have a positive impact on the world and understand the importance of things

Educators are seeing the benefits of inclusion first-hand, and parents are starting to grasp the importance of inclusion for their children's success, disability, or handicap. To meet the needs of all children, it is vital to provide educational initiatives that teach educators how to create inclusive classrooms.

Students with and without disabilities should get an education in tandem (Ekeh and Oladayo, 2012). There has to be a dramatic shift in educational policy and practice for inclusive education (IE) to work. IE includes freedom, tolerance, human rights, and equality. Inclusion should be seen as something other than a panacea for children with LD. For children with LD, inclusion is not a golden solution. One way to create a classroom environment that is friendly and inclusive is to seek out and appreciate differences. Positive classroom climates have a multiplier impact on children's intellectual and social development (Lampton, 2012). It highlights how schools prepare

educators to collaborate with SwLD, thereby raising the likelihood that all students will have access to IE. Education should be accessible to all, and IE is fighting for that to happen. It briefly mentions educational placement and strongly denounces student segregation in all its manifestations. The issue at hand is connected to the topic at hand through the protective effects of traditional schooling and the social advantages of education. The advantages of integrated communities versus divided ones include reduced isolation, more community links, and more opportunity for professional progress (Newman et al., 2009). Therefore, fewer people will be prone to problems like substance misuse, poverty, and crime, and more people will be able to participate in society and enjoy life to the utmost (Ebersold, 2017). Providing educators more freedom has remained true to its initial goal. Inclusion should not be seen as a panacea for children with LD; rather, it should be reframed as a means to ensure that every student with LD has an equal opportunity to get a top-notch education. Similar to shifting from a needs-based to a learner-entered strategy, experts are attempting to remove barriers to learning and engagement while simultaneously preparing for the particular issues that each student with ID may encounter. The current paradigm shift in educational policy must abandon remedial tactics and tailored assistance when schools are to integrate diversity successfully to assist SwLD in modern inclusive classroom settings.

### **Role of Educators in Inclusive Classrooms**

Educators play an essential role in their student's development as learners because they establish norms for behaviours in the classroom and encourage others to work together and take the initiative. As stated by Hyam (2004), a shift in educator responsibilities is necessary to facilitate a smooth transformation from traditional to IE. Change won't happen if its implementers are carried out. It will not be possible to execute the change without the support and collaboration of educators. It is vital to analyse the main features and trends of inclusion in light of recent developments such as lifelong learning, alternative financing sources, systematic changes to laws, new initiatives to educate and enhance the abilities of educators in the field of IE, and many more. Every student with LD faces the multifaceted issue of online safety since every child is diverse. Making their classrooms inclusive for children with LD of different levels is a responsibility that falls entirely on educators. A common complaint among educators is a lack of study regions on the subject of inclusion and diversity in higher education institutions. It should not be too expensive to figure out the discrepancies

and effectiveness of SwLD. The carrying out of solutions-oriented studies is hindered by issues with financing and commitment to inclusion programs. For this to work, a very precise level of precision is required (Abrol, M.,2023). Educators should do their part to foster a welcoming classroom climate by promoting open discussions about students' experiences, strengths, and commonalities. It is unjust to pull children out of regular courses to make room for their special education requirements. Including these children in normal classes broadens the students' cultural perspective (Cawley, 2002, p. 430). Educators who are aware that their students originate from a wide range of socioeconomic backgrounds and have different learning styles employ a wide range of pedagogical strategies (Katz, 2012). All children should have the chance to study in a high-quality setting, and IE can only do this with a well-designed classroom. No matter how they are teaching in an inclusive or mainstream setting, teachers should be well-versed in ways to support SwLD, respectful of one another, and open to new ideas, including inclusion. For many reasons, having a teacher is highly important in a classroom with students of different skill levels (Shevchenko, Y. M., et al.,2020). The basic features that form the basis of technological innovation were proven by an analysis of studies published between 2000 and 2020. Educators should be positive, have a constructive stance, grasp the need for inclusion, and be persuasive. Training, accreditation, and hands-on experience with inclusion can provide educators with this viewpoint (Avramidis, E.,2006). Several studies have highlighted the essential role that primary school educators have in promoting IE for their SwLD. Creating an inclusive classroom requires strategies that address the learning needs of all students, including those with LD. A welcoming and inclusive classroom is one that actively seeks out and values each student's unique qualities. Educators are more likely to employ inclusive practices that help all of their LD children if they receive proper training. To engage all children and meet their unique needs, educators in inclusive classrooms use tailored lesson plans. With the help of collaborative efforts between home and school, all students have a better chance of achieving in inclusive classroom settings.

### **What is Inclusive Education**

Inclusive education is a common term in this textbook for pedagogical practices that aim to meet the requirements of each student. The foundation of IE is learning as a basic human right. Governments in their quest for a rights-based education system might find inclusive concepts in several international periodicals. Every student is seen as valued and

welcomed in the educational system when every student is included and encouraged to study, according to UNICEF. Anyone is welcome to participate. An IE is a right of every child, including those who are disabled (UNICEF, 2017). To ensure that all children within the appropriate age range have access to an engaging and individualized learning environment, there must be an ongoing effort to reform the educational system as a whole. This reform must include changes to educational programs, classrooms, educational institutions, transportation, playgrounds, policies, and methods. Therefore, the present tendency toward inclusiveness is a conceptual as well as a strategic and structural transformation. Governments should propose inclusive principles and concrete measures to help students adjust before passing legislation to expand access to education (UNESCO, 2005). It is the guiding principle of IE that every family and child should have a fair opportunity. The primary goal of IE is to make it possible for SwLD to take part in all parts of daily life, no matter how obvious, subtle, or concealed they may be. The opportunities to meet new people, form groups, and advance your career are the same for you as they are for everyone else. All students should be able to easily access an IE. It is only fair that students with LD have the same opportunities as their typically developing peers to take part in the general education curriculum. From an IE perspective, every single student is there, flaws and all, and is enrolled in an identical class. The uniqueness of each student and their ideas is greatly valued. This makes the complicated topic of educational inclusion much easier to understand. The importance of suitable inputs, methods, and standards is growing as the idea of inclusion does. They need better educator training and instruction, a more conducive school physical and social environment, and the needs of parents met if they are to succeed academically and personally, SwLD. Parents, legislators, colleges, schools, and NGOs must all wholeheartedly support inclusion for it to work in classrooms and society. Promoting IE is an important role for educators to play. Their hard work pays off in classrooms that value and accommodate each student's learning style. Are you dreaming of becoming an educator who can make a difference in the lives of your exceptional learners of all ages So, you are going to love this post! Here, you will learn the definition of IE, the significance of IE, and the practices of effectiveness in inclusive classroom settings.

### **Inclusive Strategies for Educating Students with Learning Disability**

According to the National Joint Committee on Learning Disabilities, there are now recognized

classifications for challenges in the classroom (NJCLD 1994). Gilhool (1989) argues that integrating SwLD into traditional classrooms demonstrates students' educational activity. In an inclusive classroom, SwLD can be assisted through adapted teaching, collaborative learning, and student-led interventions. Studies have shown disparate outcomes in the educational achievements of SwLD, but those who disagree with the idea maintain that inclusive policies and programs do not foster equity. People have mostly been discussing about SwLD. Children with LD, unlike those with more serious disorders, frequently have no visible symptoms of impairment (Raymond, 2008). Even if their handicap isn't severe, it has a major influence on their learning and everyday functioning (Raymond, 2008). Since this is the case, inclusive schools employ it. The Individuals with Disabilities Education Act the need (2004) states that SwLD are best educated in classrooms that are accessible to all students. Participation in mainstream classroom education for SwLD is mandated by law unless the student's disadvantage is so severe that reasonable classroom accommodations, including the use of specialized equipment, are insufficient to address their needs. When and how inclusive classrooms might benefit academically struggling SwLD. Some alternate education methods include peer-mediated interventions and instruction, differentiated lessons, and co-teaching. First, we will look at the various types of co-teaching and how each one enhances the classroom.

### **Curriculum Design**

The curriculum addresses all relevant subjects to ensure that SwLD is well-prepared to become productive members of society. The English term curriculum comes from the Latin *carrus*, which means chariot or runway. The four stages of curriculum development—definition, planning, implementation, and assessment—have a significant impact on student accomplishment (Mogbo, 2002). A SwLD's curriculum is a year-long set of courses designed to help students achieve certain learning objectives. Since it addresses all the important real-world issues and scenarios that SwLD should be prepared to face, the curriculum delves into various subjects. Curriculum is a term that has been thrown around a bit, but in general, it refers to the things we teach, the content we teach, and the life activities that are suitable for each student's age and stage of development (Adelman & Taylor, 1993). According to Mogbo (2002), a school's curriculum encompasses not just its instructional materials but also its mission, goals, and infrastructure. Acquiring new knowledge is just half the fight; the culture and ideals of the institution also play powerful roles. The

curriculum encompasses all the activities and experiences that SwLD has when learning a certain subject. Both first-hand experiences and information gleaned from books and other educational materials are available. All parts of education, from course materials and procedures to individual effects, are included in the curriculum offered. Creativity and engagement in class are skills that every SwLD should possess. The curriculum must incorporate the development of critical thinking skills, creativity, and the ability to solve real-world problems. SwLD should have free classroom exploration. Also, with the right kind of help and encouragement, SwLDs can display creative traits, which makes them useful in this context. Ideas for curriculum are derived from learning outcomes established by regional, state, and national educational agencies. Whatever the case may be, curricular activities include every possible opportunity for development and education (Shepherd and Ragan, 1999). According to Mogbo (2002), all the scheduled events, activities, and chances for students to learn and modify their behaviour make up a school's curriculum. There is no end to the never-ending process of instruction and assessment that characterizes curriculum development. Given the exponential growth in both the quantity and quality of data across all fields, it would be foolish to keep the program unchanged in this highly technological day. A school's curriculum is its defining feature, according to the previous view. The five pillars of an effective curriculum include goals, content, learning experiences, structure, and assessment (Ozaji, 2003). The goals, language, methods, materials, and assessment processes of the curriculum, as well as its overall structure, are all open to revision and change. Planning, carrying out, evaluating, and refocusing must be done consistently. Every kind of SwLD must follow an essential set of principles while developing and carrying out their curricula in inclusive classroom settings.

### **Co-Teaching in Inclusive Education**

While the focus of this section will be on inclusive schools, co-teaching can occur in a wide variety of settings, including preschools, high schools, and even summer camps. In order to address the requirements of students with significantly different levels of ability, co-teaching is gaining popularity among teachers (Friend and Cook, 2010). Co-teaching is a great way to make sure that students with special needs can take part in regular classes just like everyone else (Friend, Cook, Hurley-Chamberlain, and Shamberger, 2010). By including student and parent perspectives on the effectiveness of co-teaching, this study contributes to the current literature. Children with LD and students who are

normally developing would benefit from co-teaching, based on the experts. We want parents to understand their involvement in their children's special education and how we may support their academic achievement. There must be collaboration on many fronts for IE to succeed. Multidisciplinary teams are crucial in providing families impacted by SwLD with the best treatment possible. However, for inclusion to take place, class collaboration is essential. We need to shift our perspective if we are serious about building inclusive classrooms where every student can succeed. This adjustment must cater to a broad range of student requirements if the school is efficient with its resources. Using an approach called co-teaching, inclusive classrooms make sure that every student is educated to their full potential. Students in classrooms where two teachers worked together performed better on attendance and report cards than students in schools where a single teacher was responsible for both. However, the study on co-teaching is in its infancy (Rea, McLaughlin, & Walther-Thomas, 2002). More education is good for all kids, and the stigma associated with SwLD has to go, so this works with an inclusive approach. With more students taking part in co-teaching opportunities, educators have greater leeway to experiment with new approaches to lesson planning. Although participation in inclusive practices is completely voluntary, teacher support is essential. It is usually a great technique to help children, by Friend and Cook (2004) point out that it has many features with other inclusive strategies. Collaborating with other teachers should eventually help students fit in better with their regular classrooms. Teachers and service providers can learn from one another when they share classroom time, students can experience multiple teaching techniques, and resources can be better utilized than when teachers employ separate ways of delivery. While presenting a co-teaching setting, Friend, Cook, Hurley-Chamberlain, and Shamberger (2010) were the authors. Working together, teachers from diverse backgrounds plan and conduct lessons under this paradigm. Students with LD have the opportunity to engage with their teachers and fellow students in class discussions through the integration of subject matter experts and the general education curriculum. Friend (2005) suggests that both students and teachers benefit from co-teaching in inclusive classroom settings.

### **Differentiated Instruction Strategies**

Every student benefit when teachers include both differentiated instruction and group work into their lessons. Keep in mind that every one of your children is unique. In addition to their learning styles and living conditions, students encounter a multitude

of physical, psychological, and cognitive obstacles. Integrating possibilities for auditory, visual, and tactile learning may help teachers create classrooms that are more welcoming for children. Teachers may encourage pupil involvement by creating a classroom environment where students feel comfortable speaking up, asking questions, and getting feedback. The Australian Research Alliance for Children and Youth (2013) states that classrooms should try to include and involve students from diverse cultural and socioeconomic backgrounds. Working with students with LD is a significant barrier for most general education teachers because of the unique traits exhibited by many of these individuals. As any experienced teacher can attest, students with SwLD may exhibit symptoms like disengagement, difficulty understanding instructions, and disorganization. Students with LD and significant academic deficiencies may be highly challenging for general education teachers to engage. Differentiated instruction enables the provision of tailored lesson plans and resources to students with LD and other specific needs, according to Scroggs, Mastropieri, and Marshak (2012). As stated by Obiakor, Harris, Mutua, Rotatori, and Algozzine (2012), teachers in both regular and special education classrooms need to be able to adapt their methodology and lesson plans in order to apply differentiated instruction successfully. Differentiated instruction allows teachers to better meet the requirements of their students, according to Tomlinson (2001). One way to ensure that all students' needs are met is through the use of differentiated instruction contends that teachers may better meet the needs of their students when they work alone or in small groups.

According to Tomlinson (2003), responsive training, not one-size-fits-all methods, is typically associated with differentiation. Teachers may increase the likelihood that all students will learn to their maximum potential through diversity instruction by developing varied approaches to what children need to learn, how they will acquire it, and how they will demonstrate what they have learned in advance (Tomlinson 2003). If we want every child, including those with special needs, to have the same opportunities for a good education, we must use differentiated instruction. It would be beneficial for teachers to get to know their students with LD backgrounds, interests, and preferred methods of learning in order to meet their needs better. Specialized school teachers face particular obstacles when working with kids who have LD. In order to tailor their teachings to each student's specific requirements, they often require additional information. Teachers should prioritize professional development programs that promote

differentiated instruction. Taking the time to get to know each student and tailoring lessons to their specific needs may have a significant impact on how much they learn. Through this, you can promote learning and get the outcomes you want. In order to differentiate instruction effectively in inclusive classrooms, Tomlinson (2001) lays forth five regulations:

- Make sure that all students are involved in the learning process;
- Plan lessons that integrate inventive and critical thinking;
- Find a balance between tasks that are issued by the instructor and those that are chosen by the students;
- Make sure that all key ideas and concepts are presented clearly.

### **Preparing Effective Individual Education Plan for Learning Disability**

Every student needs a legally binding Individualized Education Plan (IEP) to ensure they receive an adequate education. It lays out all the help the student will require to participate in regular classes. Given the importance of the Individualized Education Program (IEA), the law requires parents to have an equal say in creating one for their child (Yell 2012). Everyone from the kid and their parents to the school and other appropriate groups work together on the IEP. Even if the student with LD may have other learning needs that don't need the same level of meticulous planning and monitoring, this phrase refers to modifications or changes to the educational program that concentrate on priority learning needs. It would be more effective to address the identified needs of children with LD rather than trying to tailor their educational experience to their specific demands. The level of assistance each student receives will be determined by their specific educational requirements. As said, certain children may require significant pedagogical modifications because of their more complex needs. As an IEP, you should prioritize the following five benefits:

- The first thing they do is consider the student's actual interests and background knowledge.
- Second, they are tailored to each student's needs, considering their current skill level and schedule.
- Thirdly, the institution's resources are available to the youngsters. As stated before, parents participate in the process (Jachova, 2002).

Every student with LD has an IEP that outlines how they learn best, the most effective means of

demonstrating their knowledge, and the strategies that will be used by their educators to facilitate their learning. A team meets to create, evaluate, and amend a written statement called an IEP for an individual with a handicap. It details the many services required to address the child's unique educational requirements. All aspects of a student's disability should be considered during the development of an IEP, including the student's learning and the ways in which their disability impacts it. The program's goals and objectives should reflect these needs, and the student should be placed in the least restrictive environment feasible (Tamika.P. La Salle, 2013). The IEP team has to get together to establish an IEP. For students with LD, these types of meetings help with the evaluation process and reaching a mutual agreement on the goals for the IEP. When planning to meet the resource requirements of students with LD, their families and teachers are included in the process through the IEP. To begin creating an IEP in an inclusive classroom, it is necessary to collect information about the children and have meetings with those who assist children with LDs in the inclusive classroom settings.

### Conclusion

Educators may greatly influence the children's confidence and openness to variety as they navigate the integration process. When they feel more comfortable advocating for isolation or inclusion, educators are allowed to do so. It is the quality of the administration and faculty that determines the school's reputation. Therefore, it is of the utmost importance for teachers to collaborate in order for schools to create inclusive classrooms that effectively support students with LDs. Teaching LD

in a traditional classroom setting is certainly feasible, as the learning environment requirement implies. However, the academic results that result from full inclusion only sometimes satisfy IEP teams. Educators of students with LD should have the freedom to allocate pupils according to their need's evaluations, regardless of whether social justice and inclusion are supportive concepts. Making decisions of this kind requires carefully considering the students with LD academic performance. As part of a comprehensive education, pupils should learn these skills. Children with LD can fulfil their academic and other needs with the help of qualified educators who use inclusive strategies. The process of developing the necessary skills for various techniques, such as interactive training, personalized courses, and peer-to-peer tutoring, might take quite a while. To ensure that all students' educational requirements are met, IE requires close teamwork. IEP often requires such teamwork for LD children. In order to determine the best course of action for the children, it is crucial that classroom teachers, school administrators, therapy experts, and parents collaborate. Members of the team owe it to the student to be forthright and to adhere to the rules of cooperative group dynamics. In recent years, there has been a lot of talk about how teachers should keep an eye on their students' progress in inclusive classrooms. A new approach to co-teaching has made it possible for regular educators' assistants to collaborate on lesson planning. Teachers get greater leeway to collaborate in small groups, co-lead lessons, provide individualized attention to students, or even switch positions when they teach alongside one another. When educators work together, every student with LD has a better chance of succeeding in inclusive classroom settings.

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