

THE ROLE OF GENERAL EDUCATION TEACHERS IN PROMOTING INCLUSIVE EDUCATION FOR STUDENTS WITH INTELLECTUAL DISABILITY: A REVIEW STUDY

Fr. Baiju Thomas, Dr. Logesh Kumar,

Assistant Professor, Ramakrishna Mission Vivekananda Educational and Research Institute, Faculty of Disability Management and Special Education, Vidyalaya Campus, SRKV Post, Coimbatore, Tamil Nadu, India, e-mail: rtobaiju@gmail.com, ORCID ID: 0000-0003-2570-9596

Abstract

This research examined teacher perception of Inclusive Education (IE) and its impact on IE design management. IE is a system that accepts and helps children from all walks of life. Primary school is typically the first place where children make connections that last. The experience of working together on an assignment can teach students from different educational institutions and experiences to respect and tolerate one another's differences. It would provide ideas for mainstream educators to use with special needs students. The challenges that general education teachers in public schools' face as an outcome of implementing IE will also be discussed. As a final point, it is hoped that the study may encourage the following academics to do similar evaluations in various fields. At a policy level, management of IE varies from general education to children with intellectual disability (SwID), so teachers require training to adapt to the effects. Implementing IE is also an alternative way for general education teachers with teaching experience to gain a new understanding of the growth in education and training technologies. General education teachers in IE environments adapted their methods to meet the needs of students without disability by providing extra support for SwID, including providing written and oral instructions and introducing more adaptive concepts before the start of the school year. Every institution of higher learning must look out for its students' health and safety. Even in today's advanced culture, some children are at a disadvantage because of their family's income level, their ethnicity, the language they were raised in, or their gender. Now more than ever, schools must serve as safe havens for people of all backgrounds. However, schools are accountable for providing IE to all children, focusing on those who may be at a disadvantage, discriminated and excluded from their fellow students. Teachers in general education who have used these resources have shown they are prepared to use them effectively in an IE setting. General education teachers in regular classrooms stated they struggled to accommodate the demands of SwID. General education teachers in the regular education sector are willing to adopt IE but may benefit from the government's encouragement to do so more actively for SwID.

Keywords: Role, General Education Teachers, Promotion, Inclusive Education, and Students with Intellectual Disability

Introduction

The present study examines how one school system integrated SwID into regular classrooms. The study is generally divided on the thorny problem of IE for SwID. The benefits of inclusive education for students are highlighted by those who support it, with the development of social skills for SwID, a sense of community and friendship among students, and a focus on developing whole people as the top priorities. However, another camp of educators is concerned about the potential for inclusion to hinder students' development as learners and express concerns about the theory and execution of IE. The term inclusion refers to the method

of teaching SwID alongside typically developing students. A suitable education can be acquired in the least restricted setting possible. SwID may thrive in an IE classroom with suitable modifications and adaptations (Kesler, K, 2019). IE happens when students of all abilities are taught together in appropriate general education programs at their local schools, where they have access to rigorous academic content and a wide range of strategies and supports designed to ensure their success (Alquraini & Gut, 2012). IE is the method of ensuring that all students may participate in and gain from educational initiatives. This is what life looks like for SwID, who participate in traditional educational activities. SwID who have been determined to need IE services are integrated into regular classrooms while receiving appropriate support through the IE process.

Modifying instruction for each student is central to this approach to education. SwID does best in schools where a specialist interacts with general education teachers to develop the IE curriculum. It employs various teaching methods to provide an excellent education despite having limited resources. There is now a broader call to include students with SwID in mainstream schools. General education teachers in both settings should work together so that SwID, who has been sent to extracurricular activities, can participate in and benefit from the general education program. When teachers work together on IE, it is most beneficial for SwID when they have a standard knowledge of the subject material things. Teachers' delays about 'full inclusion' and disparity in practice, especially with regards to more diverse educational needs, have been linked to the field's and teacher challenges in grasping engaging notions of IE in both theory and practice (Lauchlan & Greig, 2015; Avramidis & Norwich, 2002; Male & Raynor, 2009; Parey, 2019). In order to establish the least restrictive environment in IE, general education teachers and special education teachers need to work together. This is because it frequently ensues in SwID being included in the general education classroom.

Review of Literature

The methodical identification, location, and analysis of publications providing information relevant to the research subject constitute the study of related literature. The phrase is frequently applied to the written portion of a research plan or report that describes the evaluated papers. Examples of such materials include articles, abstracts, reviews, monographs, dissertations, books, other research reports, and electronic media efforts. The primary goal of examining the literature is to determine what has already been done on your issue. This information prevents you from purposely repeating someone else's study and provides you with the expertise and insight required to arrange your issue inside a logical framework. Studies can assist you in justifying the relevance of your study by providing the rationale for your research hypothesis and hinting at what needs to be done. Another critical goal of reading the literature is to identify research strategies and specific data-gathering procedures that have been or have not been protective in studies comparable to yours. The following table 1:1 will give an idea of the vital review of the literature:

Table: 1:1 The Details on review of literature

S. No	Name of Authors	Research Design	Samples	Findings
1	Alabdallat, B., et al. (2021)	Descriptive Method	300 teachers	<ul style="list-style-type: none"> When asked about their feelings on inclusion, teachers were more upbeat than their general education counterparts.

				<ul style="list-style-type: none"> • One of the outcomes that was examined was the importance of students doing more group work in the classroom.
2	Bolourian, Y., et al. (2021)	mixed-methods study	18 teachers	<ul style="list-style-type: none"> • Relationship-building practices, like accepting children as persons and spending time with them one-on-one, and inclusion practices, such as giving students leadership duties and showcasing their skills, stand out. • The consequences of education policy are examined.
3	Crispel, O., et al. (2021)	Survey method	10 teachers	<ul style="list-style-type: none"> • The findings of this investigation contribute to the expanding body of literature in this field. • Many said they had a newfound confidence and purpose after completing the unique education course material and were better equipped to apply inclusion techniques.
4	Xie, Z., Deng, et.al (2021)	Cross-sectional study	A random sample of individuals aged 20 years of teachers	<ul style="list-style-type: none"> • In light of these findings, it is proposed that RRTs be given the freedom and funds they require to lead the charge in schools toward implementing IE practices while ensuring their professional longevity through dedicated study.
5	Rodríguez Herrero, et.al (2020)	Phenomenological Design	14 participants	<ul style="list-style-type: none"> • The study's conclusions highlight the convenience of an inclusive and qualitative research design that will serve to hear the voices of SwID and their perception of the positive impact of

				<p>university education on their lives.</p> <ul style="list-style-type: none"> • Participants generally give their experience a positive assessment concerning aspects such as social inclusion, professional and personal development or self-esteem.
--	--	--	--	---

The Objectives

1. To find out the role of general education teachers in implementing inclusive education for students with intellectual disability.
2. To determine general education teachers' attitudes toward students with intellectual disability in an inclusive classroom setting.

The Nature of Inclusive Education

The IE method encourages classrooms to give all students a level playing field. Salahuddin (2017) argues that educators must attend to the psychological well-being of their students in addition to their intellectual development. IE was developed as an alternative to conventional practices in special education. Teachers' vocabularies have expanded in recent decades to include numerous phrases and concepts related to teaching children with special needs. Discussions significantly impacted people's views on segregated education, special education, education of exceptional children, the disabled, mainstream education, integrated education, and IE. Investigating the significance and meaning of related concepts is essential to grasp the IE idea fully. The IE defines a method by which children with disabilities receive an excellent education on par with their typically developing peers. India has been working on initiatives to expand educational possibilities for children of various socioeconomic and physical abilities. The study's goal is to reconsider the importance of education in light of its potential for fostering inclusive learning environments for students of every background. Several concepts, founded on various facts, offer fertile ground for theoretical and empirical investigations into the inclusive education sector. The purpose of the study is to rethink the role of value education in creating welcoming classrooms for students of all upbringings.

Science and applied research into the IE system will shed light on the many concerns raised by various occurrences. It will describe what IE is and how to use it in primary schools. This study examines the value of instilling students' fundamental beliefs to foster classrooms that welcome and support students from all walks of life. These events raise a few issues, some of which may have answers lurking in practical IE (Zidniyati, Z, 2019). As per Save the Children (2014), IE is a rights-based quality education that positively responds to each child's unique learning needs and competencies and shifts the burden of adaptation from the student to the educational setting. With IE's support, we can help more children succeed in school. To accommodate SwID and those with remarkable gifts and talents, an inclusive learning community promotes collaborative problem-solving, student initiative, and deep discussion among its members. IE is a valuable skill for children of all ages to gain.

This material will assist you in avoiding the mistakes of previous researchers and benefiting from their experiences. It may recommend techniques and processes that you have yet to explore. Integrating SwID in general education classrooms can be aided by studying available

education teachers' current attitudes, opinions, and beliefs in this area. The primary goal of IE should be to ensure that all students have equal access to quality education in completely inclusive classrooms (Monje, L. D, 2017). Initially, mainstreaming was merely a technique to avoid providing necessary accommodations for students with SwID who were enrolled in mainstream schools. SwID gradually entered traditional educational settings, where students of varying abilities are afforded the same opportunities to learn and grow. Recently, the term mainstreaming has fallen out of favour. SwID is now referred to as inclusion when they are integrated into usually developing classroom settings. To have SwID spend as much of the school day as possible with their usually developing classmates is the goal of the three approaches known as mainstreaming, integration, and inclusion, and there is no distinction in intent between these words. The inclusion of students with ID into mainstream classrooms was an essential goal of mainstreaming. The most accurate version of this is called inclusion, and it involves teaching a student with an ID in a usually developing classroom with the aid of any necessary modifications, aides and supports to ensure the child can participate in as much of the general curriculum as possible. A student with ID in a typically developing peer group may or may need help to keep up with their learning capacity. Inclusion has been interpreted in various ways over decades of development. There was a broad agreement across people that better preparation and orientation for general education teachers in providing such assistance will lead to more welcoming classroom environments for all students. The nature and extent of the inclusion training provided needed to be specified. More studies into the IE and methodologies described in this study are required before a best practice can be identified for inclusive educational settings.

Role of General Education Teachers on Inclusive Education

A nation's educational system should reflect the larger civil society and be a breeding ground for new ideas and ideals to create a more just and equal environment for all individuals. That suggests that educational institutions are shaped by and impact society. Adopting the same standards for classroom safety is essential. As SwID are to be raised in a community that values their unique qualities, people must accept that being different is fundamentally beneficial. Our IE effort has focused mainly on those with SwID who also have behavioural and emotional challenges. Primary school and general education teachers are essential in planning and implementing IE for their SwID since they face a high inclusion rate in public schools. The extent to which general education teachers can personalize and differentiate IE procedures is inversely proportional to students' satisfaction with those practices. Student learning can also be improved by available education teachers' contribution to regionally unique programs and courses. Overall, children in primary education receive a well-organized IE, which indicates competent educators. However, working with children that have special needs presents its own unique set of problems. In this occasion, the general education teacher's role and the success of inclusion depend critically on individualization, differentiation, and the right learning environment. Personnel levels, especially the availability of general education instructors with the needed competencies to cope with children's varied educational needs, also affect the efficacy and stance of available education teachers toward inclusion (Shevchenko et al. D., Fefilova, T. V., & Saenko, Y. O, 2020). New studies reveal that the organizational components of IE are essential to the inclusion procedure, the acceptance of instructional methods, and the availability of resources relevant to inclusion (Paseka & Schwab, 2020). Primary school teachers are vital to the success of IE programs, as shown by numerous randomized controlled experiments. Teacher training, qualification programs, and inclusion experience all shape teachers' persuasion, positive attitude, constructionist approach, and perception of inclusion (Avissar et al., 2003; Avramidis & Norwich, 2002). Teachers' involvement is vital to the success of inclusion models, and this involvement can be impacted by new laws, true inclusion,

and the sharing of lessons acquired in the implementation of IE. The success of primary school students in adapting to and integrating into society relies heavily on teachers' competencies, which are developed through training and skills enhancement programs. As per studies (Efthymiou & Kington, 2017), teachers may play a pivotal role in the social and academic development of their SwID. Since an inclusive curriculum is effective in elementary schools, general education teachers are vital. In light of lifelong learning, innovative methods of financing inclusion, periodic legislative amendment, and the expansion of professional development opportunities for IE, there is an urgent need for an overall review of the most noteworthy features and developments of national models of inclusion.

General education teachers are the backbone of the educational system. To their students, teachers in today's student-centred classrooms play the role of friend, philosopher, and guide both in and out of the classroom. General education teachers who use IE must coordinate the demands of SwID, which range from generally developing to those with exceptional needs. This highlights the significance of a teacher's role. Through IE, we ensure that each child, no matter where they live or their family's financial situation, has the resources they need to do well in school. IE facilitates a welcoming space for studying SwID. There is a pressing demand for IE. The increasing number of children in the nation makes it all the more urgent that they have access to excellent schooling. Many youths nationwide are disabled from participating fully in society because of SwID. We can only achieve Superpower status with them. One worldwide phenomenon is the widespread tardiness of millions of students. You may need to remember about stoking their interest in education. Thus, we must enhance financing for programs that educate students to become teachers. Investment in professional development for general education teachers is essential to address the IE challenges of the future successfully. IE refers to mixing students with and without disabilities in the same classroom. When students with SwID are educated in a mainstream classroom, they benefit in numerous ways. Inclusion relies on providing people with avenues for growth, both in their personal lives and careers. It is essential to receive compliments from other pupils and teachers at school. Sometimes, however, one might need specialized resources and tools. General education teachers must be central to any endeavour to incorporate SwID better. A general education teacher must ensure that every student understands the lesson's goals and strategies. This study aimed to gain insight from teachers' points of perspective about using IE in the classroom. The experts were interested in the SwID's potential academic, social, and behavioural effects from general education teachers' perspectives on IE. The outcomes of this study can only be applied to other programs that share the same features. Understanding the student's reaction to the material taught is vital for any teacher, but more so for those in general education. Hence, professional development should reflect these aims for those working in IE.

Attitudes of General Education Teachers on Inclusive Education

Teacher attitudes are essential for the success of IE applications as per studies (Kurniawat F, Minnaert A, Mangunsong F, Ahmed W, 2012). The success of IE depends on the input and cooperation of teachers, parents, and community figures. Vivacious is essential for the successful implementation of IE. The public, fellow students, parents, teachers, school administration, and so on might all cast an eye on the young people in question. The attitudes of teachers are the single most important factor in successfully adopting an inclusive strategy in the classroom. This means that it is not enough to acknowledge the importance of IE as a foundation of the educational system; teachers' attitudes toward inclusion are equally important. Sharma et al. (2008) and Hattie (2009) found that teachers' attitudes significantly impacted both students' academic performance and the environment in the classroom. Almost every developed nation has conducted studies regarding teachers' attitudes. Studies consistently reveal that despite legal mandates, schools need to be faster to implement integration strategies.

As per a study by Boer, Pijl, and Minnaert (2011), most teachers have negative or neutral attitudes toward IE. Rakes and Kaczmarek (2010) interviewed teachers and found that most had neutral to unfavourable attitudes toward IE in the classroom. Another finding from the survey by Sari, eliköz, and Seçer (2009) was that most teachers polled were on the fence about whether or not children with disabilities should be included in mainstream classrooms. It is essential to find out how teachers feel about including children with SwID in regular classes since their attitudes may influence their behaviour toward and acceptance of SwID. Attempts to integrate SwID by general education teachers may be impeded by prevalent negativity toward IE. Due to this shared base level of knowledge, SwID-friendly educational environments can be created. The mission of IE is to ensure that all students have access to a quality education that considers and respects all of them.

This study did more than only inquire into general education teachers' attitudes on inclusion; it also identified factors that general education teachers saw as helpful in fostering an inclusive classroom environment. Given its cautiously positive attitude toward IE in the nation, more attention must be paid to the professional development of in-service teachers and the exposure of general education teachers to IE's importance and procedures. In order to ensure that schools in the nation have the necessary facilities and classrooms have the resources for meeting the demands of SwID, the nation's government should respond to the perceived facilitators for inclusion identified in this study. Teachers' attitudes toward IE at home and abroad have been the focus of many studies. Studies of teachers in advanced nations, such as the United Kingdom (Male DB, 2011), have revealed that teacher attitudes toward IE for students with special needs have changed significantly. According to the experts, general education teachers' attitudes regarding IE are influenced by several factors, including gender, age, experience, and level of education. Though socioeconomic information is essential, other factors, including stress at work, may also play a role in shaping opinions. Numerous studies have found that teaching IE is a highly challenging position that has clear detrimental impacts on teachers and their students. Anxiety and sadness are common stress reactions that may impair the teaching abilities of general education teachers. Teachers in general education may be less invested in the IE process because of a correlation between job stress and dissatisfaction. The first step in reducing stress and its adverse effects is understanding what triggers them. Specific general education teachers try to expand their knowledge of IE, and most regular primary school teachers have limited access to IE. Their familiarity with SwID is minimal at best. The concept of IE still needs to be fully understood by most general education teachers. Therefore, it is essential to equip general education teachers with adequate IE theory and skills education to use IE for SwID immediately.

Teachers' Perspectives on the Inclusion of Students with Intellectual Disability

United Nations (1994) called attention to the need for all countries to recognize the necessity and urgency of providing education for all children, young people, and adults within an established education system (Salamanca Declaration). This study aims to gain insight into how secondary school teachers see inclusion practices so that they can better support SwID while they participate in mainstream classrooms. Both the overall framework of a school system and the significance that teachers place on IE practice within schools are vital. Thomas (2003) contends that creating IE settings is essential for improving the world by ensuring that people from all walks of life have access to quality education. Since IE is often used to refer exclusively to integrating children with disabilities into mainstream classrooms, its original definition encompassed all children who might face difficulties in such settings due to their differences or challenges (Alnahdi et al., 2019). Governments around the world are recognizing this issue and institutionalizing IE to help bring more students into traditional classrooms. As an outcome, the insights of general education teachers provide essential backing for addressing

the issues highlighted today. SwID can benefit from IE since it allows them to interact with their usually developing classmates. In addition, general education teachers play a vital role in facilitating SwID inclusion in typical classrooms. The study aims to understand better how educators in traditional settings see IE. School inclusion methods and instructors' roles in facilitating SwID's integration into the broader academic environment are the primary focuses of this study. As an outcome, SwID may be more likely to experience social isolation and isolation from their peers. Therefore, there is a need for additional studies highlighting the role of general education teachers in supporting IE. Various nations implement IE programs in different ways.

Regarding integrating children with disabilities in the classroom, some countries have done excellent tasks (Aitken et al., 2012; Alnahdi et al., 2019). Success in mainstream classrooms using IE strategies was enhanced by educating average teachers on SwID issues and offering them training in IE best practices. However, the outcomes demonstrated how little the majority of teachers with a general education background know about SwID. This environmentally sustainable method can teach SwID about the value of a welcoming and safe environment at school. Students in an IE environment are encouraged to be engaged, successful, and appreciated, as noted by Anderson et al. (2014). Academics and experts are at variance about whether or not IE should be taught in the context of traditional primary education. The setting in which IE is used may significantly affect school integration and, by extension, the progress of SwID. There is enough representation of the several IE-related general education teachers, subjects, and extracurricular activities among SwID.

Promoting Inclusive Education for Students with Intellectual Disability

Inclusion's impact on SwID students' academic success needs to be understood. Some people believe that their education would suffer if they were integrated into society, even though they would benefit socially. While relying on IE, the importance of a good education would diminish. SwID may experience isolation even if integrated into a typically developing classroom setting. It is anticipated that the requirements of these persons would not be satisfied since the disturbingly low teacher-student ratio in emerging countries. Hayden and Thompson (2000) argue that one of the key benefits of IE for SwID is that it prepares them for the higher academic standards of regular classrooms. Individuals with ID can pick up skills by observing their usually developing peers. When SwID interacts with a more significant number of usually growing students, they gain greater social acceptance.

Similarly, teachers in underdeveloped nations need more preparation for their work with SwID, which promotes a person-centred approach. It is essential to take your time while planning programs for IE. Both typical students and those with SwID should have their needs addressed. SwID rights should be promoted and protected by general education teachers, especially those students who wish to wear visible identification. SwID may benefit intellectually and socially from being included in a typical school setting. Among these advantages include the chance to reflect on and talk about one's own learning experiences, expanded opportunities for social interaction with one's peers, more accessible access to curriculum information, more ambitious academic goals, and so on (Carter et al., 2015). The mainstream staff can only be educated by IE if the SwID is friendly, well-informed, and prepared to cooperate and share their workload. One barrier to IE's widespread adoption is that typically developing children's parents are not using SwID. Factors for educational planning include the student's eligibility for SwID, the length of their placement, the availability of appropriate interdisciplinary services, and how they will move from temporary to permanent care. Quick responses are required when problems develop in this sector, as are tried-and-true methods for dealing with them. Several advantages and disadvantages are associated with IE usage. Understanding the reasoning and

strategy behind it is just as important as reaping the benefits of inclusiveness. Any attempt at inclusion needs careful preparation and the backing of sound research. Community-based SwID adoption is crucial to the success of IE (McCain, John S, 2020). The positive effects of inclusion on children can be enhanced when general education teachers communicate with one another about their SwID unique requirements, lesson plans, and methods of enforcing student accountability. The purpose of this program is to provide training for IE professionals. In both IE and general education teachers, children's first adult contacts are with their teachers. As science has shown, when you train them, keep an eye on them, and provide them with the resources they need to succeed, they can help you get ready. Students with ID can learn with their usually growing peers when general education teachers employ effective inclusion practices.

Conclusion

General education teachers in inclusive classes are beginning to see the importance of being transparent about the school's underlying beliefs as the divide between IE and the rest of the student body increases. The term general education teacher is often employed when referring to IE experts in the field. Students with ID who are on the intellectual and social edges of the student body may be more challenging to the mainstream. A general education teacher's role extends beyond simply teaching the SwID; it must also be concerned with her students' overall health, growth, social connections, and individual needs. Hiring traditional school teachers may be too pricey, despite the program's precise performance. The educational and social benefits of inclusion are sought after by students with ID who attend schools where general education teachers must be ready to work with them. General education teachers in everyday classes are responsible for monitoring their students with IDs and giving them what they need to succeed in IE. The current system needs to become more introspective, adaptable, and collaborative so that students with and without SwID can use the same platform to pursue individual learning goals. The general education teachers' perspective may help bridge the gaps that currently exist in the provision of IE and ensure successful IE for SwID, and the majority of the study is dedicated to examining the challenges encountered during the mainstreaming process of SwID.

General education teachers can better support students with IE if they are aware of the challenges facing the field, such as a lack of qualified personnel, an inability to promote partnerships among general and special education teachers, and, most importantly, a lack of adequate training. All teachers should have the utmost respect for IE. Having more significant opportunities for collaborative learning, smaller classes that can handle fewer students with ID, restructured curricula, and more available aid teachers is suitable for educators, students, support staff, and parents. Along with redesigning curricula, regular education teachers should be given intensive training in the principles and practices of inclusion. Understanding IE is similar to learning any other discipline. Now, students with ID have the same educational opportunities as their typically developing classmates. The outcomes demonstrate that the vast majority of teachers in general education classrooms gain knowledge about IE and develop a favourable or agnostic perspective on it. As an outcome of these findings, it is clear that secondary school IE programs benefit significantly from the direction of experienced teachers. For instance, SwID is relocating to a more secure location. SwID is learning it in mainstream classrooms alongside their usually developing peers. It has been displayed that giving children greater chances to interact with and learn from their peers might improve their academic and social achievements. Since most of today's students, teachers, and support people tend to be inclusive, only a few SwID can benefit from these improvements. It takes a look at what has been found to work for fostering academic and social success among students with SwID.

References

- Alabdallat, B., Alkhamra, H., & Alkhamra, R. (2021, December). Special education and general education teacher perceptions of collaborative teaching responsibilities and attitudes towards an inclusive environment in Jordan. In *Frontiers in Education* (Vol. 6, p. 739384). Frontiers Media SA.
- Alquraini, T., & Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: Literature review. *International journal of special education*, 27(1), 42-59.
- Anderson, J., Boyle, C., & Deppeler, J. (2014). The ecology of inclusive education: Reconceptualising Bronfenbrenner. In *Equality in education* (pp. 23-34). Brill.
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: a review of the literature. *European journal of special needs education*, 17(2), 129-147.
- Avissar, G., Reiter, S., & Leyser, Y. (2003). Principals' views and practices regarding inclusion: the case of Israeli elementary school principals. *European Journal of Special Needs Education*, 18(3), 355-369.
- Bolourian, Y., Losh, A., Hamsho, N., Eisenhower, A., & Blacher, J. (2021). General education teachers' perceptions of autism, inclusive practices, and relationship building strategies. *Journal of autism and developmental disorders*, 1-14.
- Brock, M. E., & Carter, E. W. (2015). Effects of a professional development package to prepare special education paraprofessionals to implement evidence-based practice. *The Journal of Special Education*, 49(1), 39-51.
- Crispel, O., & Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, 25(9), 1079-1090.
- De Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International journal of inclusive education*, 15(3), 331-353.
- Efthymiou, E., & Kington, A. (2017). The development of inclusive learning relationships in mainstream settings: A multimodal perspective. *Cogent Education*, 4(1), 1304015.
- Gurkan, L., Raynor, M. C., & Hellstrom, W. J. (2009, March). Sex and the infertile male. In *Seminars in reproductive medicine* (Vol. 27, No. 02, pp. 186-190). © Thieme Medical Publishers.
- Hattie, J. (2009). The black box of tertiary assessment: An impending revolution. *Tertiary assessment & higher education student outcomes: Policy, practice & research*, 259, 275.
- Hayden, M., & Thompson, J. (2013). *International schools and international education: Improving teaching, management and quality*. Routledge.
- Kesler, K. (2019). *Perspectives on inclusion in the general education classroom* (Doctoral dissertation, University of Missouri--Columbia).
- Kirgis, F. L. (1994). The degrees of self-determination in the United Nations era. *American Journal of International Law*, 88(2), 304-310.
- Kurniawati, F., Minnaert, A., Mangunsong, F., & Ahmed, W. (2012). Empirical study on primary school teachers' attitudes towards inclusive education in Jakarta, Indonesia. *Procedia-Social and Behavioral Sciences*, 69, 1430-1436.

- Lauchlan, F., & Greig, S. (2015). Educational inclusion in England: origins, perspectives and current directions. *Support for learning*, 30(1), 69-82.
- Lindner, K. T., Alnahdi, G. H., Wahl, S., & Schwab, S. (2019, July). Perceived differentiation and personalization teaching approaches in inclusive classrooms: perspectives of students and teachers. In *Frontiers in Education* (Vol. 4, p. 58). Frontiers Media SA.
- Male, D. B. (2011). The impact of a professional development programme on teachers' attitudes towards inclusion. *Support for Learning*, 26(4), 182-186.
- McCain, M. M. (2020). Benefits of inclusion: Supports and strategies for students with intellectual disabilities.
- Monje, L. D. (2017). *General education teachers' attitudes about inclusion* (Doctoral dissertation, Western Michigan University).
- Odden, A., Picus, L. O., Goetz, M., Fermanich, M., Seder, R. C., Glenn, W., & Nelli, R. (2005). An evidence-based approach to recalibrating Wyoming's block grant school funding formula. *North Hollywood, CA: Lawrence O. Picus and Associates*. Retrieved May, 19, 2009.
- Parey, K., Haapanen, O., Sharma, V., Köfeler, H., Züllig, T., Prinz, S., ... & Zickermann, V. (2019). High-resolution cryo-EM structures of respiratory complex I: Mechanism, assembly, and disease. *Science advances*, 5(12), eaax9484.
- Paseka, A., & Schwab, S. (2020). Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. *European journal of special needs education*, 35(2), 254-272.
- Rodríguez Herrero, P., Izuzquiza Gasset, D., & Cabrera Garcia, A. (2020). Inclusive education at a Spanish University: The voice of students with intellectual disability. *Disability & Society*, 36(3), 376-398.
- Salahuddin, S. F. (2017). Building inclusive learning friendly classrooms: need of the hour. *International Journal of Reflective Research in Social Sciences*, 1(1), 10-13.
- Sharma, U., & Chow, E. W. (2008). The attitudes of Hong Kong primary school principals toward integrated education. *Asia Pacific Education Review*, 9, 380-391.
- Shevchenko, Y. M., Dubiaha, S. M., Melash, V. D., Fefilova, T. V., & Saenko, Y. O. (2020). The Role of Teachers in the Organization of Inclusive Education of Primary School Pupils. *International Journal of Higher Education*, 9(7), 207-216.
- Thomas, D. R. (2003). A general inductive approach for qualitative data analysis.
- Watson, B. (2014). Origins of child sponsorship: Save the Children Fund in the 1920s. In *Child Sponsorship: Exploring Pathways to a Brighter Future* (pp. 18-40). London: Palgrave Macmillan UK.
- Xie, Z., Deng, M., & Zhu, Z. (2021). From regular education teachers to special educators: The role transformation of resource room teachers in Chinese inclusive education schools. *International Journal of Inclusive Education*, 1-18.
- Zidniyati, Z. (2019). Reconstructing the Nature of Inclusive School System in Primary School to Strengthening Inclusive Society. *Al-Bidayah: jurnal pendidikan dasar Islam*, 11(2), 308-329.