Natural Resources for Human Health
eISSN: 2583-1194

Original Research

Received 22 May 2026
Revised 26 June 2026
Accepted 18 July 2026

Natural Resources for Human Health 2026, Vol. 6 (7s): 09–16

KEYWORDS:
Inclusive education, health issues, disabilities, accessibility, differentiated instruction, universal design for learning, educational equity.

Education and Learning Difficulties: A Comprehensive Analysis, Challenges, Impact, and Solutions

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ABSTRACT: This article examines the multifaceted learning difficulties encountered by students with disabilities in inclusive education settings, analyzing their underlying causes and evidence-based solutions. While inclusive education represents a fundamental commitment to educational equity and human rights, implementation reveals significant challenges. Students with disabilities often experience learning difficulties that extend beyond their primary conditions, encompassing barriers related to accessibility, curriculum design, teaching preparedness, and institutional support. Students with disabilities in inclusive classrooms face cognitive and academic processing challenges, sensory access barriers, attention and executive function deficits, social-emotional difficulties, and communication barriers. Systemic obstacles include curricular inaccessibility, inadequate teacher training, limited assistive technology availability, negative peer attitudes, and inappropriate assessment practices. These factors interact cumulatively, resulting in persistent achievement gaps, reduced engagement, mental health complications, and behavioral challenges. Specific populations, including autistic students, those with intellectual disabilities, deaf students, and those with physical disabilities—face unique obstacles requiring tailored support. Evidence-based strategies include Universal Design for Learning, differentiated instruction, appropriate assistive technology and accommodations, collaborative co-teaching models, peer support programs, positive behavior supports, and social-emotional learning initiatives. Learning difficulties in inclusive settings are not inevitable consequences of disability but result from inadequate environmental support and accessibility. True inclusion requires substantial investment in

teacher preparation, accessible curriculum design, assistive technology, and supportive school cultures. When properly implemented, inclusive education benefits all learners while fulfilling the educational rights of students with disabilities.

INTRODUCTION

Inclusive education represents a paradigm shift in how societies approach the education of students with disabilities. Rather than segregating students into separate special education programs, inclusive education advocates for the integration of all learners into mainstream classrooms, where they learn alongside their non-disabled peers. This approach is rooted in principles of equity, human rights, and the recognition that diversity enriches the learning environment for all students (Artiles et al., 2011; Booth & Ainscow, 2011). However, the implementation of inclusive education has revealed complex challenges, particularly regarding the learning difficulties experienced by students with disabilities in these mainstream settings.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) has been instrumental in promoting inclusive education as a human right, emphasizing that education is a foundation for equality and social inclusion (United Nations [UN], 2008). As more countries adopt inclusive education policies, educators and researchers have come to recognize that while the philosophical framework is sound, the practical reality is far more nuanced (Florian, 2014). Students with disabilities in inclusive classrooms face multifaceted learning difficulties that extend beyond their primary disabilities, encompassing barriers related to accessibility, curriculum design, teaching methodologies, peer interactions, and institutional support systems.

Historically, educational systems operated under a deficit model, where learning difficulties were viewed primarily as internal pathologies residing entirely within the student. Modern educational frameworks, however, adopt a socio-ecological model, recognizing that learning challenges emerge from the dynamic interaction between individual learner characteristics and environmental demands. In an inclusive classroom, a mismatch between rigid instructional methodologies and diverse cognitive or sensory profiles creates artificial barriers to learning.

This comprehensive analysis explores the learning difficulties encountered by students with disabilities in inclusive education environments, examining the nature of these challenges, their underlying causes, systemic implications, and evidence-based strategies for addressing them. By understanding these issues thoroughly, educators, policymakers, administrators, and families can work together to create truly inclusive learning environments where all students, regardless of ability, can succeed academically, socially, and emotionally.

Understanding Inclusive Education and Disabilities

Inclusive education is often misunderstood as simply placing students with disabilities in mainstream classrooms. However, true inclusion goes far deeper. It involves creating learning environments where all students, including those with disabilities, are valued members of the school community, have their individual needs met, and are provided with appropriate support and accommodation to facilitate their learning and participation (Lipsky & Gartner, 1997; McLeskey et al., 2013).

True inclusion requires a cultural transformation within schools. It necessitates moving away from assimilation—where the student is expected to adapt to a static environment—toward accommodation and transformation, where the environment adapts to embrace learner variability. This paradigm shifts the focal point from fixing the child to removing environmental, pedagogical, and attitudinal barriers.

Students with disabilities in inclusive settings represent a diverse group with varying conditions and support needs. These may include:

- Specific Learning Disabilities: Dyslexia, dyscalculia, dysgraphia, and other neurodevelopmental differences affecting reading, writing, or mathematical reasoning.
- Sensory Disabilities: Blindness, low vision, deafness, and hearing impairments.
- Physical Disabilities: Cerebral palsy, spinal cord injuries, muscular dystrophy, and mobility impairments.

- Cognitive Disabilities: Intellectual disabilities and developmental delays.
- Mental Health Conditions: Autism Spectrum Disorder, ADHD, anxiety disorders, and depression (American Psychological Association [APA], 2013).
- Communication Disorders: Speech and language impairments, aphasia, and selective mutism.
- Multiple Disabilities: Complex combinations requiring intensive, multi-layered support (Kauffman & Hallahan, 2011).

The heterogeneity within the disabled student population means that learning difficulties are not uniform. A student with dyslexia will face different challenges than a student who is deaf, yet both may struggle in mainstream classrooms that are not adequately prepared to support their distinct needs. Recognizing this diversity is the first step toward building responsive instructional systems.

PRIMARY LEARNING DIFFICULTIES IN INCLUSIVE SETTINGS

Cognitive and Academic Processing Challenges

Students with cognitive disabilities and specific learning disabilities often experience fundamental difficulties in how they process, encode, and retrieve information. These neurological differences can manifest in multiple ways within the inclusive classroom. For instance, students with dyslexia struggle with phonological processing and decoding, making reading instruction that relies on traditional methodologies ineffective. Similarly, students with dyscalculia face difficulty understanding numerical concepts and may never develop automaticity in basic arithmetic facts, despite having average or above-average intelligence in other domains.

In inclusive classrooms, these students may fall behind their peers when curricula are not differentiated to address their specific processing styles. The pressure to keep pace with grade-level content often results in students attempting to complete work they cannot adequately access, leading to frustration, disengagement, and lower self-efficacy. Cognitive processing limitations also impact working memory capacity, making it difficult for students to hold multiple instructions in mind while executing complex academic tasks.

Sensory Processing and Access Barriers

Students with sensory disabilities face profound access barriers in inclusive classrooms not specifically designed to accommodate their needs. A student who is blind cannot independently access written materials, visual demonstrations, or board work without appropriate assistive technology or adapted materials. Similarly, deaf students may struggle to access auditory information in classroom discussions, lectures, and multimedia content without real-time interpreters or captioning.

Beyond complete sensory loss, many students with sensory processing disorders have trouble filtering and organizing sensory information from the environment. A typical inclusive classroom is filled with visual, auditory, and tactile stimuli—fluorescent lighting, background noise, peer interactions, and environmental changes—that can overwhelm these students and impede their concentration and learning. Sensory overload can trigger anxiety, withdrawal, or behavioral outbursts, which are frequently misinterpreted by educators as intentional misbehavior rather than physiological distress.

Attention and Executive Function Deficits

Students with ADHD and executive function disorders struggle with the self-regulation demands inherent in classroom learning (DuPaul & Stoner, 2014; Rief & Heimburge, 2017). These students may have difficulty sustaining attention to tasks, organizing materials, managing time, initiating work, and inhibiting impulsive responses. In inclusive classrooms with less individualized structure and monitoring than specialized settings, these students often fall behind in task completion and show inconsistent performance.

Executive function deficits are particularly problematic in inclusive settings because they affect not just the ability to learn content, but the ability to access instruction itself. A student who cannot organize materials, retrieve information from memory on demand, or maintain focus during instruction will struggle regardless of the content difficulty level. Furthermore, difficulties with emotional self-regulation can strain relationships with teachers and peers, exacerbating academic challenges.

Social and Emotional Learning Difficulties

While not always recognized as "learning difficulties" in the traditional sense, social and emotional challenges significantly impact academic learning in inclusive settings. Students with autism spectrum disorder, for example, may have average or superior cognitive abilities but struggle with social communication, making it difficult to interpret social cues, collaborate with peers, or ask for help when needed.

The social demands of inclusive classrooms are substantial. Students must navigate complex peer relationships, interpret nonverbal communication, manage emotions, and coordinate group work. For students with social-emotional disabilities—including emotional or behavioral disorders (Gagnon & Leone, 2006; Hall et al., 2015)—these demands can be as challenging as the academic content itself. Furthermore, the human need to belong is a fundamental prerequisite for engagement and well-being in these settings (Kunc, 1992). When social inclusion fails, academic performance invariably suffers.

Language and Communication Barriers

Students with language disorders, English language learners with disabilities, and deaf students may face significant communication barriers in inclusive classrooms. Language is the primary vehicle for instruction in most classrooms, so students who struggle to understand spoken or written language are inherently disadvantaged.

For non-native speakers, the challenge is compounded when the student also has a disability. These students must simultaneously learn a new language and manage their disability-related learning differences, creating a double burden that is often underestimated in inclusive settings. Expressive language difficulties also prevent students from articulating their knowledge during oral presentations or class discussions, leading educators to underestimate their true cognitive capabilities.

SYSTEMIC AND ENVIRONMENTAL BARRIERS

Curricular Inaccessibility

Despite good intentions, the curriculum delivered in many inclusive classrooms remains fundamentally inaccessible to students with disabilities. Textbooks may be written at high reading levels, contain dense paragraphs with complex sentence structures, and rely heavily on visual information without adequate descriptions. Laboratory activities may not be adaptable for students with mobility impairments, and mathematics instruction may proceed at a pace that leaves behind students who need more time to process numerical concepts.

Universal Design for Learning (UDL) principles suggest that curricula should be designed with accessibility in mind from the outset, offering multiple means of representation, action and expression, and engagement (Burgstahler, 2015; Rose & Gravel, 2010). However, most curricula are not designed this way. Instead, accommodations are added after the fact, often feeling tacked-on rather than integral, and not fully addressing the accessibility gaps.

Inadequate Teacher Preparation and Support

Many teachers in inclusive classrooms lack specialized training in disability and differentiated instruction. While general education teachers are increasingly receiving information about inclusive education, few have deep knowledge of specific disabilities, assistive technology, adaptation strategies, and behavior support techniques necessary to effectively teach students with significant disabilities.

This knowledge gap creates a situation where well-meaning teachers attempt to support students with disabilities using strategies that are either ineffective or counterproductive. Moreover, teachers often feel unsupported, lacking access to special education specialists, time for planning, and resources to implement appropriate accommodations. The result is that students with disabilities may receive instruction that is well-intentioned but inadequately differentiated. Burnout among general education teachers is high when they are expected to manage complex inclusive classrooms without adequate institutional backing.

Limited Availability of Assistive Technology and Accommodations

Assistive technology can be transformative for students with disabilities, enabling them to access information, communicate, and participate in learning activities. However, in many inclusive schools, assistive technology is limited or unavailable. Students

may lack access to screen readers, speech-to-text software, text-to-speech tools, communication devices, mobility aids, or visual aids that would facilitate their learning.

Similarly, accommodations such as extended time, reduced workload, alternative assessments, or modified materials are not consistently available or appropriately implemented. Some teachers view accommodation as "unfair" to other students, or they lack understanding of how to implement them effectively. Legal frameworks such as the Americans with Disabilities Act mandate baseline protections and access, yet practical resource constraints often hinder full realization (Cornell University Law School, 2006).

Peer Attitudes and Social Integration

The success of inclusive education depends partly on the attitudes and acceptance of peers. Research shows that while many non-disabled students are accepting of peers with disabilities, others hold negative attitudes, avoid social interaction, or actively exclude students with disabilities from peer groups.

Students with disabilities in inclusive classrooms often experience social isolation, bullying, and exclusion. These negative social experiences have direct impacts on academic motivation and engagement. A student who feels rejected by peers and lonely in the classroom is less likely to persist through academic challenges or fully engage in learning activities. School climate initiatives that promote empathy, peer mentoring, and inclusive social structures are vital for counteracting these negative dynamics.

Assessment Practices and Grading

Traditional assessment and grading practices in inclusive classrooms often fail to accommodate the needs of students with disabilities or to capture their actual learning and growth. Standardized tests, timed quizzes, and paper-and-pencil assessments disadvantage students with disabilities related to processing speed, reading, writing, or test-taking anxiety (Nizami, L et al. 2023).

Moreover, grading practices that do not differentiate expectations or provide alternative assessments can result in students with disabilities receiving low grades despite making significant progress. This creates an inaccurate picture of their learning and can contribute to negative self-perceptions and reduced motivation. Authentic assessment methods—such as portfolios, project-based evaluations, and performance tasks—offer more equitable ways to measure student achievement.(Keshwani. Et al. 2025)

POPULATION-SPECIFIC CHALLENGES AND TAILORED NEEDS

Autistic Students in Mainstream Classrooms

Autism Spectrum Disorder (ASD) presents unique challenges in inclusive environments. Autistic students often experience differences in social communication, sensory processing, and executive functioning. While some autistic students possess high academic aptitudes, the hidden curriculum—unwritten social rules, peer dynamics, and unstructured transition times—can cause severe anxiety and meltdowns. Classrooms that rely heavily on ambiguous group work without explicit role assignments create distress for students who thrive on predictability and clear structures. Tailored support must include visual schedules, predictable routines, sensory-safe spaces, and explicit instruction in social pragmatics.

Students with Intellectual and Developmental Disabilities

Students with intellectual disabilities encounter substantial obstacles when curricula are pitched at abstract, grade-level standards without functional adaptations. These learners require modifications to learning objectives, focusing on functional academics, independent living skills, and community participation alongside core content. In traditional inclusive classrooms, these students risk becoming passive observers if instruction is not meaningfully adapted. Peer-mediated interventions, adapted materials, and individualized curriculum overlapping strategies are essential to ensure active cognitive engagement and meaningful participation.

Deaf and Hard-of-Hearing Learners

Deaf and hard-of-hearing (DHH) students navigate a predominantly auditory learning environment. Even with hearing aids or cochlear implants, acoustic challenges in large classrooms—such as background noise, reverberation, and distance from the speaker—can impede spoken language comprehension. When educational settings lack sign language interpreters, real-time captioning (CART), or acoustic room treatments, DHH students experience profound information deprivation. Inclusion for

these learners requires visual communication supports, direct instruction in visual modalities, and peer awareness training to foster inclusive communication channels.

Students with Physical and Motor Impairments

Physical disabilities, ranging from cerebral palsy to muscular dystrophy, introduce environmental and architectural barriers that extend beyond academic instruction. Classrooms with fixed seating, narrow aisles, inaccessible laboratory stations, or multi-story buildings lacking functional elevators create physical exclusion. Furthermore, fatigue is a major factor for students who expend considerable physical effort simply navigating the school environment or writing by hand. Ergonomic assessments, accessible furniture, specialized input devices, and adequate rest periods are critical components of an accessible physical learning ecosystem.

EVIDENCE-BASED STRATEGIES AND SOLUTIONS

Universal Design for Learning

UDL provides a framework for designing curricula that are accessible to all learners from the outset. By providing multiple means of representation (presenting information in various formats), action and expression (allowing students to demonstrate learning in different ways), and engagement (offering choice and relevance), UDL reduces the need for individualized accommodations (Burgstahler, 2015; Rose & Gravel, 2010).

Implementing UDL requires rethinking curriculum design, instructional materials, and assessment practices. When done effectively, UDL benefits all learners, (Manavadaria. et al.2025) not just those with disabilities, by recognizing that all learners have variability in how they learn best. For example, providing digital textbooks with text-to-speech functionality benefits struggling readers, English language learners, and students with visual impairments alike.

Differentiated Instruction

Differentiated instruction involves tailoring teaching and learning activities to the readiness levels, learning profiles, and interests of individual students (King-Sears, 2015; Tomlinson, 2014). For students with disabilities, differentiation might involve varying the complexity of content, the pace of instruction, the modality through which information is presented, or the type of scaffolding provided.

Effective differentiation requires teachers to have strong knowledge of their students' abilities, needs, and interests, and to have time and resources to plan appropriately differentiated activities. Professional development and collaborative planning time are essential for successful implementation. Rather than watering down the curriculum, differentiation provides appropriate entry points and ladders of support so that all students can access rigorous content.

Assistive Technology and Accommodations

Appropriate use of assistive technology and accommodation can be transformative, enabling students with disabilities to access information and participate fully in learning. This might include screen readers and text-to-speech software for students with visual impairments, speech-to-text for students with physical disabilities, fidget tools and noise-canceling headphones for students with attention or sensory difficulties, or augmentative and alternative communication (AAC) devices for students with communication disabilities.

For accommodation to be effective, they must be appropriately matched to student needs, implemented with fidelity, and consistently available across all settings. Schools must establish robust procurement processes for assistive technology and provide ongoing technical support to ensure devices remain functional and educators know how to utilize them.

Collaborative and Co-Teaching Models

Research shows that collaborative teaching models, where general education and special education teachers work together in the inclusive classroom, can improve outcomes for students with disabilities (Friend et al., 2010). Co-teaching allows for more individualized attention, differentiated instruction, and specialized expertise within the inclusive setting.

Effective co-teaching requires clear role definition, regular planning and communication, mutual respect, and shared responsibility for all students. Common co-teaching models include team teaching, station teaching, parallel teaching, and

alternative teaching. Without these collaborative elements, co-teaching can devolve into a model where the special education teacher provides support only to students with disabilities, rather than improving instruction for all learners.

Evidence-Based Teaching Interventions

Applying robust, evidence-based practices is critical for bridging achievement gaps. Educators must draw on validated strategies for academic and behavioral support across diverse inclusive contexts (Mitchell, 2014). Examples include:

- Explicit Instruction: Breaking complex tasks down into small, structured steps with clear modeling and guided practice.
- Peer Tutoring: Pairing students to reinforce academic concepts through structured cooperative learning.
- Positive Behavior Interventions and Supports (PBIS): Establishing proactive, school-wide systems for defining, teaching, and supporting appropriate student behaviors.
- Self-Regulated Strategy Development (SRSD): Teaching students' specific cognitive strategies for planning, writing, and monitoring their academic work.

CONCLUSION

The learning difficulties experienced by students with disabilities in inclusive education settings are not inevitable consequences of disability but rather result from the interaction between individual characteristics and environmental factors. While students with disabilities do often have learning differences that require specialized instruction and support, many of the barriers to learning in inclusive classrooms stem from educational environments that were not designed with accessibility and diversity in mind.

True inclusive education requires more than physical integration of students with disabilities into mainstream classrooms. It requires genuine commitment to meeting individual needs, providing appropriate accommodation and support, designing accessible curricula, preparing teachers adequately, and creating school cultures that value diversity and support the success of all learners (Lipsky & Gartner, 1997; McLeskey et al., 2013). It requires substantial investment in professional development, assistive technology, and support services.

The evidence suggests that when these conditions are in place, inclusive education can benefit both students with disabilities and their non-disabled peers. (Honfi, V. S., Karimli, V., Aliyarova, N., & Bhagavathi, D. (2026)) Students with disabilities benefit from access to grade-level content, exposure to diverse peer models, and reduced stigma associated with segregated placements. Their non-disabled peer's benefit from learning alongside classmates with different abilities and perspectives, developing empathy and understanding of human diversity.

However, when inclusive education is implemented without adequate resources and support, it can result in a situation that is worse than segregated special education—students with disabilities are physically present but educationally excluded, struggling without appropriate support, and isolated from peers. This "inclusion without support" serves no one well.

The challenge for educators, administrators, and policymakers is to move beyond viewing inclusion as a placement decision and to embrace it as a commitment to providing every student with the individualized support, accessible curriculum, and welcoming environment necessary to succeed academically and socially. This requires rethinking fundamental aspects of how schools are organized and how instruction is delivered.

Students with disabilities have the right to education in inclusive settings, but they also have the right to access that education, to progress in their learning, and to experience a sense of belonging and community (United Nations [UN], 2008). Meeting these rights requires addressing the learning difficulties that arise in inclusive settings not through returning to segregated education, but through creating truly inclusive schools that work for all learners. The work is complex and demanding, but the stakes—ensuring that all students, regardless of ability, have access to quality education and can realize their potential—could not be higher.

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