Adaptive Inclusion Education Model for Students Mobility Barriers at Karang Jati Elementary School Blora

Nudjedwi Raleg Tiwan[1]([✉])

[1]Universitas Doktor Nugroho Magetan, Indonesia

[✉]Correspondence Author:
nudjedwiralegtiwan@udn.ac.id

Abstract

This study aims to explore an adaptive inclusion education model for students with mobility barriers at SD Karang Jati Blora. Using a descriptive qualitative approach, data was collected through classroom observations, in depth interviews with classroom teachers, Special Assistant Teachers, students, and parents, and field documentation. This study found that inclusive learning strategies are applied through assignment modification, flexibility of evaluation methods, and the active role of Special Assistant Teachers as academic and emotional companions. The findings also showed that students' social interaction with movement barriers took place positively in the classroom, supported by a culture of peer empathy and a non-discriminatory approach to teachers. Parents play an important role in supporting children's learning processes, even though they have not been systemically involved in the preparation of learning. The main challenge facing schools is the absence of specialized training, formal documentation systems such as the Individualized Education Plan, on the role of Special Assistant Teachers. The study recommends the need for more affirmative education policies, ongoing training, and strengthening collaboration between stakeholders to ensure the sustainability of adaptive inclusion practices in primary schools.

Keywords
inclusive education; movement resistance; primary school;
special assistant teachers; tunadaksa

INTRODUCTION

Inclusive education has become an international and moral mandate in the development of equitable education (Engelbrecht, 2020). The global commitment to the provision of educational services for all children without discrimination is reflected in the Convention on the Rights of Persons with Disabilities (UNCRPD) and the Sustainable

Development Goals (SDG 4), which place inclusion as a key foundation in the education system (Gupta et al., 2022; Hunt et al., 2022). Inclusive education demands structural transformation in the curriculum, learning methods, assessments, and overall school culture to students. In Indonesia, formal regulations have been regulated through Permendiknas No. 70 of 2009, which affirms the importance of inclusive education services at all levels and units of education.

One of the inclusive education is students with movement barriers (disabilities) (Yu et al., 2022). Motion Barriers (*tunadaksa*) includes children who have motor impairments due to neuromuscular or musculoskeletal system disorders that cause limitations in mobility, posture, and body coordination. Although the barriers are physical and not intellectual, they often face systemic exclusion in the educational environment due to disability-friendly infrastructure, the absence of special assistant teachers, and the teacher's lack of understanding of adaptive and responsive learning approaches (Ball et al., 2022). Children with disabilities tend to be twice as likely to be out of school as non-disabled children, and those who do attend school are at higher risk of dropping out of school and social exclusion (Shirazipour et al., 2020). This reality is exacerbated by the lack of disaggregated disability-based data in the national education system, which has an impact on the inaccuracy of policy and program interventions.

The implementation of inclusive education that is adaptive for students with mobility barriers demands a pedagogical framework that is flexible and based on individual needs. The principle of Universal Design for Learning (UDL) and the developmental ecological theory of Bronfenbrenner (1979) are relevant foundations in studying this phenomenon (Bray et al., 2024). Bronfenbrenner emphasizes the importance of the relationship between the individual and his or her social environment as a key determinant in the child's developmental process. Schools as the main mesosystem must not only provide adequate physical access, but also create positive social interactions, reflective teacher roles, and learning approaches that support the active participation of all students (Dignath et al., 2022; Miller et al., 2022).

However, most studies in Indonesia have focused more on inclusive education in general or focused on types of cognitive disabilities such as autism and disability (Kefallinou et al., 2020; Mendoza & Heymann, 2024; Nilholm, 2021). Studies that specifically discuss inclusion strategies for students with mobility barriers in the context

of regular elementary schools are still very limited. In fact, children with mobility barriers face unique challenges and require a more specific differentiation approach. The absence of locally-based good practice references also causes teachers in the field to work intuitively without systematic guidance, so that the quality and consistency of inclusion education implementation varies greatly between schools (Li & Ruppar, 2021; Miller et al., 2022).

This research aims to fill this gap by conducting an in-depth empirical study on the practice of adaptive inclusion education for students with mobility disabilities at Karang Jati Elementary School Blora. The main focus of this study is to identify learning adaptation strategies used by teachers, examine the structural and social barriers faced by schools, and explore the supporting factors that enable the realization of more meaningful inclusion practices. With a qualitative descriptive approach based on case studies, it is hoped that this research can capture the complexity of the local context in its entirety, and offer a conceptual and practical model that is relevant for the development of inclusive education policies at the primary level, especially in resource-constrained areas. More than that, this research aims to make an academic contribution to the inclusive education literature in Indonesia which is still very limited in discussing physical disabilities at the regular elementary school level.

METHOD

Research Approach and Design

This study uses a descriptive qualitative approach with an intrinsic case study design, aiming to explore the practice of adaptive inclusion education for students with mobility barriers at Karang Jati Elementary School Blora. Intrinsic case studies were chosen because the main focus lies in an in-depth understanding of specific contexts and is not intended for generalization, but rather to provide a comprehensive description of the phenomenon of inclusive education in one real location. This approach allows researchers to capture the personal perspectives of education actors who are directly involved in the implementation of inclusive learning.

Location and Research Subject

The research was conducted at Karang Jati Blora Elementary School, Central Java, which functionally carries out inclusive education practices. The research subjects were selected purposively by considering direct involvement in the inclusive education process. The subjects included two students with movement barriers (disability), one Special Assistant Teacher, two classroom teachers, the principal, and two parents of students. All informants have direct experience in accompanying, teaching, or supporting students with special needs in a regular school environment.

Data Collection

Data was collected through semi-structured in-depth interviews that allowed for narrative and reflective exploration of each informant. Interviews were conducted face-to-face in an informal setting, using open-ended interview guidelines designed to explore themes such as learning strategies, emotional support, social participation, family roles, and systemic challenges in inclusion practices. Interviews are recorded and transcribed with the participant's permission, and then manually coded to find thematic patterns. This technique was chosen because it is considered the most effective for understanding subjective meaning and real experience in the context of inclusive education.

Data Analysis

The data analysis in this study was carried out inducively through continuous stages. The process begins with re-reading the entire interview transcript thoroughly to understand the context and meaning conveyed by the informant. Next, the researcher identified the important themes that emerged from the informant's answers and grouped the data based on the similarity of meanings. These themes were then analyzed to find the relationship between themes and their relationship with the research focus, namely the practice of adaptive inclusion education for students with mobility barriers. All findings are compiled in the form of a descriptive narrative to describe the experiences, strategies, and dynamics that take place in the school environment. This process is carried out in a reflective and open manner, ensuring that the researcher's interpretation is inseparable from the empirical context and based on authentic data.

RESULT AND DISCUSSION

Learning Adaptation Strategies for Movement Barrier Students (Tunadaksa)

The adaptive learning strategy at Karang Jati Blora Elementary School shows the seriousness of teachers and Special Assistant Teachers in creating an inclusive learning space for two students with mobility barriers. Based on the results of interviews and field observations, there are four main forms of adaptation applied: assignment modification, flexibility of delivery methods, evaluation adjustments, and active assistance by Special Assistant Teachers. Classroom teachers consistently replace tasks based on motor skills with alternative tasks that focus on students' cognitive and verbal abilities. In the Cultural Arts lesson, for example, students with movement barriers are asked to create a descriptive narrative about dance movements demonstrated by their classmates, instead of dancing directly. In the subject of Sports Education, students are given the role of observers and evaluators of movement, not actors.

> The Sports Teacher said: "If other children practice physically, we give these children verbal or visual tasks. Continue to learn, but in their own way."

This is also supported by the use of large visual media, thematic images, and short learning videos so that students can still absorb the material from their seats, without having to move around. Special Assistant Teachers even specifically make material summaries in the form of picture cards and practice sheets containing oral questions.

> The Special Assistant Teacher said: "We help children understand through light but routine questions and answers,".

In terms of evaluation, teachers provide flexibility in the form of additional time, oral assessments, or project-based assessments. One of the students, who had difficulty holding a pencil for long periods of time, was allowed to give his answer orally. The teacher said that even though the form is different, the essence of the assessment still refers to the same indicator. In addition, Special Assistant Teachers actively accompany students when they work on assignments or exams to ensure that they understand the instructions and are able to complete them with minimal assistance.

> The Special Assistant Teacher said: "We don't give answers, just help guide or reread the questions".

Teachers and Special Assistant Teachers also conduct informal discussions once a week to adjust learning methods. Teachers admitted that this initiative has not been supported by official training or adaptive curriculum documents from the education office. The class teacher said: "We both just try it, as long as the children are comfortable and can still learn". Although it has not been compiled in an official format such as differential lesson plans or Individual Learning Programs (PPI), the strategies implemented show a consistent pattern and are responsive to the real needs of students in the field.

The learning adaptation strategy carried out at SD Karang Jati Blora reflects the practice of inclusion based on real needs and human involvement, which is in line with the principle *of Universal Design for Learning*, which is to provide opportunities for every student to access, understand, and show learning in various ways (Bray et al., 2024). The flexibility in the methods, media, and evaluations applied by teachers shows the *differentiated instruction* approach in the most practical form, even without policy support or formal training. This is in line with global findings that emphasize that true inclusion lies not in the availability of formal tools, but in the willingness and capacity of teachers to recognize the potential and limitations of each student (Gupta et al., 2022; Lynch et al., 2024). The strategies of teachers and Special Assistant Teachers are included in mesosystemic interventions, which are direct support from the child's immediate environment that serves as a developmental buffer (Paulsrud & Nilholm, 2023). So, even though this school does not have a formal system, the learning strategies carried out have bridged students' learning rights substantially and contextually.

The Role of Special Assistant Teachers and Classroom Teachers

In the midst of system and infrastructure limitations, the role of Special Assistant Teachers at Karang Jati Blora Elementary School is one of the main foundations in the sustainability of adaptive inclusion education for two students with mobility barriers. The results of the interviews show that Special Assistant Teachers not only play the role of companions in the classroom, but also become collaborative partners for teachers in designing learning strategies, assessments, and psychosocial support. In their daily lives, Special Assistant Teachers enter the classroom in turns following the student's lesson schedule, especially in subjects that require high conceptual understanding or when students seem to be starting to lose focus.

The special assistant teacher said: "I see that these children get tired quickly if they are not accompanied. Sometimes it's not because I can't, but because I feel confused about where to start."

Special Assistant Teachers also take an active role in compiling and adjusting assignments. Not all lesson hours are accompanied continuously, but are adjusted to the needs and psychological conditions of students. Specialized chaper's teachers help classroom teachers prepare simplified or more visual versions of assignments, such as by composing questions in large image formats, oral questions, or assignments that can be done from a wheelchair.

The class teacher said: "I often ask the Special Assistant Teacher: 'if this is too heavy, what can I replace?' We discussed, then made two versions of the same question."

The Special Assistant Teacher conducts weekly observations on the development of students' learning abilities and concludes the findings in informal notes shared with teachers. Although it is not yet an official Individual Learning Program, this approach demonstrates the existence of a directed and continuous pedagogical communication. In addition to providing academic assistance, Special Assistant Teachers also play an important role in supporting the emotional and social aspects of students. He became a figure trusted by students, where they complained and sought support when they felt isolated.

An inclusion student said: "When I'm confused, I usually look for a Special Assistant Teacher. Sometimes I'm afraid of making mistakes, but if she accompanies me, I dare to answer."

In one of the observation sessions, it was seen that students seemed more confident in answering questions when the Special Assistant Teacher sat nearby and gestured nonverbal affirmations. In fact, during ceremonies or extracurricular activities, Special Assistant Teachers continue to accompany students and facilitate their involvement as much as they can.

Teachers at Karang Jati Elementary School show high openness to the presence of Special Assistant Teachers. They do not see the Special Assistant Teacher as an "additional assistant," but as an equal colleague who understands the child's needs more deeply. The class teacher said: "We learn from each other. I learned about differentiation, Special

Assistant Teachers learned about classroom management. We help each other". However, systematic limitations are still felt. The Special Assistant Teacher said that during his assignment, he had never received special technical training to handle children with movement barriers. "The training that I participated in was only general for all types of disabilities to be discussed in two days. Even though each child has different needs".

The Special Assistant Teacher also added that the work status of the Special Assistant Teacher who is still contractual and depends on school policy makes their position vulnerable, even though their role is very crucial.

The role of Special Assistant Teachers and classroom teachers at SD Karang Jati Blora reflects inclusive collaborative practices that are the foundation of educational success for students with physical barriers. This collaboration is in line with *the co-teaching* and *collaborative problem-solving model* that is widely adopted in inclusive education systems in developed countries (Holmqvist & Lelinge, 2021). The existence of a Special Assistant Teacher as a link between individual student needs and general classroom strategies allows for the creation of adaptive and relevant pedagogical bridges (Paulsrud & Nilholm, 2023). On the other hand, the challenges faced by Special Assistant Teachers in terms of technical training and employment status reflect structural problems that also occur in many developing countries (Engelbrecht, 2020). Special Assistant Teachers play a dual role as mediators of the mesosystem and exosystem, bridging classroom contexts and school policies with the individual developmental needs of children (Paulsrud & Nilholm, 2023). Strengthening capacity and formal recognition of Special Assistant Teachers is an important prerequisite for equitable and sustainable inclusive education.

Social Interaction and Peer Support

One of the important indicators of the success of inclusive education at Karang Jati Blora Elementary School is the emergence of a healthy pattern of social interaction between students with mobility barriers and their classmates. Based on the results of observations in the classroom and interviews with students, teachers, and Special Assistant Teachers, it can be seen that both students with mobility barriers have become an integral part of the classroom community. They are not only physically present, but also actively involved in the learning process together, group discussions, and participating in class

activities. In one of the social studies lesson sessions, student A was seen explaining the results of the group's work in front of the class, with the help of a friend who brought a presentation cardboard.

> The teacher said: "The children in this class are used to working together. They don't look at who is in a wheelchair or not all are the same."

Peers seem to provide spontaneous support without being asked. When one of the students with a mobility barrier wants to go to the library, two friends reflexively offer to push their wheelchairs.

> Inclusion students say, "Friends often help me push me. Sometimes we play guessing in class. They are good, no one is mocking."

The class teacher also noted that in educational games or group quizzes, students with movement barriers are always invited to join without coercion. Even in oral question and answer activities, some friends showed gestures to give the opportunity to speak first to the student concerned.

> Teacher said: "They learn empathy not from theory, but from common habits,".

However, the social involvement of students with movement barriers is still more dominant in the classroom than in extracurricular activities. When it comes to flag ceremonies, sports activities, or scouting activities, their participation tends to be minimal due to limited physical access and the absence of an out-of-class mentoring system.

> Special Assistant Teacher said: "In the classroom they are active, but outside, they often sit alone. Not because it is shunned, but because the facilities are not yet supportive."

This was agreed by one of the students who admitted that he was reluctant to participate in the ceremony because of the remote and uncomfortable location of the field. "Sometimes I am in class during the ceremony. My friends are good, but I'm tired if I have to go through a rocky road," he said. Despite this, their friends still show solidarity by visiting them during class breaks or inviting them to play light quizzes indoors.

Teachers and Special Assistant Teachers recognize that this positive social engagement grows not because of formal programs, but because of the classroom culture built from the beginning. Classroom teachers actively instill the value of mutual respect

and do not do negative labeling. In classroom activities, there is never a grouping based on physical condition, and each child is given the opportunity to lead or take a role, including students with movement barriers.

> The teacher said: "We don't make them feel 'different'. What exists are children with their own uniqueness". In fact, one of my classmates said in an interview, "We all have shortcomings. Some have difficulty with math, some can't exercise. It's okay."

Findings on positive social interaction at SD Karang Jati Blora show that inclusion is not only about access to the curriculum, but also includes the social and emotional participation of students as a whole. The naturally occurring peer support suggests that when a classroom culture is built on acceptance and empathy, then social inclusion can be achieved even if facilities are not yet ideal (Fernández-Batanero et al., 2022). This is in line with the concept *of relational inclusion*, which is that true inclusion occurs when all school residents feel "belonged" and do not experience marginalization, either explicitly or implicitly. Peer support has been proven to be a key factor in building learning motivation and confidence for children with special needs (Yu et al., 2022). In addition, an open social interaction model that reflects the success of character education in the context of inclusion can be achieved if teachers take on the role of facilitators of positive culture in the classroom (Neca et al., 2022). Social interaction in the classroom is included in the *microsystem* that has a direct influence on the development of children's identity and psychological well-being. Therefore, the success of students with mobility barriers in building healthy social relationships at Elementary School Karang Jati not only reflects individual strength, but also the social support system that is culturally and pedagogically formed in the school environment (Hunt et al., 2022).

The Role of Parents in the Inclusion Process

The role of parents in supporting the success of inclusive education at Karang Jati Blora Elementary School looks strong and very active, even though it is done informally and has not been structured in the school education system. Based on the results of interviews with two parents of students with mobility barriers, it is known that their involvement is not only limited to physical support, such as shuttles and helping with the child's mobility, but also to psychological and communication aspects with teachers. The

parents of student A, who used a wheelchair from an early age, recounted how every day he carried his child from the gate to the classroom because there was no access point that allowed wheelchairs to enter independently.

> The parents say: "I take my child to class every morning, sometimes it
>
> rains. But I don't want him to feel different. The school must continue,".

Parents actively communicate with teachers and Special Assistant Teachers They routinely ask about their children's academic and social development, as well as provide input if the child shows changes in emotions or behavior at home.

> The parents stated, "If my child suddenly stays at home, I immediately
>
> Whatsapp the teacher. Let me know if there is a problem at school."

This communication is done via WhatsApp, phone calls, or during shuttles. The relationship that is built is personal, open, and not formal in administrative nature. There is no regular meeting mechanism such as parent-teacher conferences, but the interactions that occur tend to be more reflective and solution-oriented. In addition to providing emotional support, parents also help children with homework, especially if the task requires fine motor skills. In interviews, parents stated that they often modify stationery to make it easier for children to hold it.

> My parents say: "Sometimes I wrap my pencil in a cloth to make it
>
> thicker and less slippery. That's our way of making sure that children
>
> can still write even if their hands are weak,".

Parents also help create their own learning aids, such as letter cards, sticky pictures, or simple counting aids. However, the participation of parents has not been accommodated in the formal school system. Parents have also not been actively involved in meetings or training on how to support children's learning pedagogically. Although teachers and Special Assistant Teachers show high openness to communication from parents, schools do not yet have an inclusion policy or program that governs the role of parents as active partners. This causes their contributions to be highly dependent on individual initiatives, rather than systems. However, parental participation in SD Karang Jati has a dimension that goes beyond domestic support. Their involvement shows a deep awareness of children's educational rights and their role as agents of inclusion. In an interview, one of the parents said, "I don't ask for anything special. I just ask that my child be given the opportunity to learn and be accepted."

The role of parents in the inclusion process at Elementary School Karang Jati Blora strengthens the understanding that the family is an integral part of the learning support system for children with disabilities, especially in the context of inclusive education (Koolen et al., 2020). Although it has not been institutionalized in the form of *an Individualized Education Plan* or a formal forum for school-family collaboration, the emotional and practical involvement shown by parents in these schools reflects a form of community-based inclusive participation. The importance of school and family partnerships in creating educational success for children with disabilities is greatly influenced by the presence of two-way communication systems (Lee et al., 2024; Nuri et al., 2020). Parents are the main elements in the *microsystem* that work directly and intensively on children's development (Koolen et al., 2020). Strengthening the role of parents is not just about administrative involvement, but about recognizing their agency as equal partners in equitable education.

CONCLUSION

This study shows that the implementation of the adaptive inclusion education model for students with mobility barriers at Elementary School Karang Jati Blora takes place functionally through a responsive and contextual-based strategy, although it is not supported by an established formal system. Classroom teachers and Special Assistant Teachers have successfully developed flexible forms of learning adaptation, such as modification of non-motor tasks, verbal or visual-based assessments, and individual mentoring, all of which are done collaboratively and intuitively. On the other hand, students' social interactions with mobility barriers take place positively and equally in the classroom, supported by peers who show strong empathy and relational inclusion, although their involvement in extracurricular activities is still limited. The role of parents as active partners also adds to the strength of the inclusion system. These successes show that adaptive inclusion can grow from humane local initiatives, with good practices that can be widely replicated if supported by affirmative policies. However, this study has limitations because it only focuses on two subjects of students in one elementary school, and has not measured longitudinally the impact of inclusion practices on academic and psychosocial achievements. In addition, systemic strengthening is needed in the form of teacher training,

formal recognition of the role of Special Assistant Teachers, and education policies that provide space for learning flexibility based on the real needs of students with special needs.

REFERENCES

Ball, L., Lieberman, L., Haibach-Beach, P., Perreault, M., & Tirone, K. (2022). Bullying in physical education of children and youth with visual impairments: A systematic review. British Journal of Visual Impairment, 40(3), 513–529. https://doi.org/10.1177/02646196211009927

Bray, A., Devitt, A., Banks, J., Sanchez Fuentes, S., Sandoval, M., Riviou, K., Byrne, D., Flood, M., Reale, J., & Terrenzio, S. (2024). What next for Universal Design for Learning? A systematic literature review of technology in UDL implementations at second level. British Journal of Educational Technology, 55(1), 113–138. https://doi.org/10.1111/bjet.13328

Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' Beliefs About Inclusive Education and Insights on What Contributes to Those Beliefs: a Meta-analytical Study. Educational Psychology Review, 34(4), 2609–2660. https://doi.org/10.1007/s10648-022-09695-0

Engelbrecht, P. (2020). Inclusive education: Developments and challenges in South Africa. PROSPECTS, 49(3–4), 219–232. https://doi.org/10.1007/s11125-020-09499-6

Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2022). Assistive technology for the inclusion of students with disabilities: a systematic review. Educational Technology Research and Development, 70(5), 1911–1930. https://doi.org/10.1007/s11423-022-10127-7

Freer, J. R. R. (2023). Students' attitudes toward disability: a systematic literature review (2012–2019). International Journal of Inclusive Education, 27(5), 652–670. https://doi.org/10.1080/13603116.2020.1866688

Gupta, S., Meershoek, A., & Witte, L. P. de. (2022). Using the Capability Approach to Review the National Legislative Frameworks for Support Services for Persons with Disabilities in Four Countries in Asia. Societies, 12(6), 185. https://doi.org/10.3390/soc12060185

Holmqvist, M., & Lelinge, B. (2021). Teachers' collaborative professional development for inclusive education. European Journal of Special Needs Education, 36(5), 819–833. https://doi.org/10.1080/08856257.2020.1842974

Hunt, X., Bradshaw, M., Vogel, S. L., Encalada, A. V., Eksteen, S., Schneider, M., Chunga, K., & Swartz, L. (2022). Community Support for Persons with Disabilities in Low- and Middle-Income Countries: A Scoping Review. International Journal of Environmental Research and Public Health, 19(14), 8269. https://doi.org/10.3390/ijerph19148269

Kefallinou, A., Symeonidou, S., & Meijer, C. J. W. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. PROSPECTS, 49(3–4), 135–152. https://doi.org/10.1007/s11125-020-09500-2

Koolen, J., van Oorsouw, W., Verharen, L., & Embregts, P. (2020). Support needs of parents with intellectual disabilities: Systematic review on the perceptions of parents and professionals. Journal of Intellectual Disabilities, 24(4), 559–583. https://doi.org/10.1177/1744629519829965

Lee, J. D., Terol, A. K., Yoon, C. D., & Meadan, H. (2024). Parent-to-parent support among parents of children with autism: A review of the literature. Autism, 28(2), 263–275. https://doi.org/10.1177/13623613221146444

Li, L., & Ruppar, A. (2021). Conceptualizing Teacher Agency for Inclusive Education: A Systematic and International Review. Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 44(1), 42–59. https://doi.org/10.1177/0888406420926976

Lynch, P., Singal, N., & Francis, G. A. (2024). Educational technology for learners with disabilities in primary school settings in low- and middle-income countries: a systematic literature review. Educational Review, 76(2), 405–431. https://doi.org/10.1080/00131911.2022.2035685

Mendoza, M., & Heymann, J. (2024). Implementation of Inclusive Education: A Systematic Review of Studies of Inclusive Education Interventions in Low- and Lower-Middle-Income Countries. International Journal of Disability, Development and Education, 71(3), 299–316. https://doi.org/10.1080/1034912X.2022.2095359

Miller, A. L., Wilt, C. L., Allcock, H. C., Kurth, J. A., Morningstar, M. E., & Ruppar, A. L. (2022). Teacher agency for inclusive education: an international scoping review.

International Journal of Inclusive Education, 26(12), 1159–1177. https://doi.org/10.1080/13603116.2020.1789766

Neca, P., Borges, M. L., & Pinto, P. C. (2022). Teachers with disabilities: a literature review. International Journal of Inclusive Education, 26(12), 1192–1210. https://doi.org/10.1080/13603116.2020.1776779

Nighswander, M. L., & Blair, P. A. (2024). From Institutions to Inclusion: How Children with Disabilities Gained Educational Rights in the U.S. The Journal of School Nursing, 40(1), 108–118. https://doi.org/10.1177/10598405221105054

Nilholm, C. (2021). Research about inclusive education in 2020 – How can we improve our theories in order to change practice? European Journal of Special Needs Education, 36(3), 358–370. https://doi.org/10.1080/08856257.2020.1754547

Nuri, R. P., Batorowicz, B., & Aldersey, H. M. (2020). Family support and family and child-related outcomes among families impacted by disability in low- and middle-income countries: A scoping review. Journal of Child Health Care, 24(4), 637–654. https://doi.org/10.1177/1367493519883456

Paulsrud, D., & Nilholm, C. (2023). Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. International Journal of Inclusive Education, 27(4), 541–555. https://doi.org/10.1080/13603116.2020.1846799

Shirazipour, C. H., Evans, M. B., Leo, J., Lithopoulos, A., Martin Ginis, K. A., & Latimer-Cheung, A. E. (2020). Program conditions that foster quality physical activity participation experiences for people with a physical disability: a systematic review. Disability and Rehabilitation, 42(2), 147–155. https://doi.org/10.1080/09638288.2018.1494215

Yu, S., Wang, T., Zhong, T., Qian, Y., & Qi, J. (2022). Barriers and Facilitators of Physical Activity Participation among Children and Adolescents with Intellectual Disabilities: A Scoping Review. Healthcare, 10(2), 233. https://doi.org/10.3390/healthcare10020233