



Effect of Teacher-Learner Educational Interventions on Learner Achievement among Children with Disabilities in Inclusive Primary Schools in Greater Bushenyi

Madelean Ahereza, Denis Sekiwu, Athanansio Bashaija & Samuel Karuhanga
Kabale University, Uganda

<https://orcid.org/0009-0001-3810-7521>

Email: madeleanahereza1979@gmail.com

Abstract: *Inclusive education seeks to ensure that all children, including those with disabilities, have access to quality learning in mainstream classrooms. Teacher-learner educational interventions, such as differentiated instruction, individualized teaching, assistive technologies, and collaborative learning, are designed to address the diverse needs of learners and enhance academic performance. This study examines evidence from the literature on the effect of these interventions on learner achievement among children with disabilities in inclusive primary schools, with particular relevance to Greater Bushenyi. A qualitative literature review design was used, focusing on peer-reviewed studies and reports addressing inclusive education practices, intervention strategies, and contextual factors influencing effectiveness. Data were analyzed thematically to identify patterns in learner outcomes and factors supporting or hindering intervention success. Findings indicate that teacher-learner educational interventions significantly improve academic performance, engagement, and classroom participation. However, their effectiveness depends on teacher competence, availability of resources, access to assistive technologies, and inclusive school culture. In Greater Bushenyi, challenges such as limited teacher training, inadequate teaching materials, and insufficient resources constrain the potential impact of these interventions. The study concludes that while teacher-learner educational interventions are essential for promoting learner achievement, systemic support and capacity-building are critical. Recommendations include strengthening teacher professional development, ensuring availability of assistive tools, and fostering inclusive school environments to enhance the learning outcomes of children with disabilities.*

Keywords: *Teacher-learner educational interventions, Learner achievement, Inclusive Education, Children with disabilities, Primary schools, Greater Bushenyi*

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1. Introduction

Inclusive education has become a central goal in educational policy worldwide, emphasizing the provision of equitable learning opportunities for all children,

including those with disabilities. The objective is to enable learners with diverse abilities to participate meaningfully in mainstream classrooms, achieve academically, and develop socially and emotionally (Bergstedt, 2015) (Adelman & Taylor, 2018). Central to the success of

inclusive education are teacher-learner educational interventions, which are strategies, implemented by teachers to address the unique learning needs of children with disabilities. Such interventions include differentiated instruction, individualized teaching methods, the use of assistive technologies, and collaborative learning (Hoogerwerf, Mavrou, Traina.,2021, Tzivinikou & Papoutsaki, 2016). Globally, evidence demonstrates that these interventions can significantly improve learner outcomes. Differentiated instruction, for example, tailors teaching approaches to match students' abilities, learning styles, and interests, resulting in increased engagement and improved academic performance (Beckmann & Minnaert, 2018; Mitchell & Sutherland, 2020). Similarly, individualized teaching considers each learner's strengths and challenges, allowing teachers to provide tailored support that enhances both cognitive and non-cognitive development (Sharma & Sarkar, 2024). Assistive technologies ranging from communication devices to specialized software further enable learners to access the curriculum and participate fully in classroom activities (Hoogerwerf et al., 2021). In addition, collaborative learning and peer support not only enhance academic outcomes but also improve social integration, teamwork, and self-confidence among learners with disabilities (Jacobs & Renandya, 2019) (Prince & Hadwin, 2013).

Despite these positive outcomes, the effectiveness of teacher-learner interventions is influenced by multiple contextual factors. Studies highlight that teacher competence, availability of resources, inclusive school culture, and systemic support are critical to the success of these strategies (Schut, Tartwijk, Driessen, Vleuten, Heeneman, 2020; Smith & Tyler, 2011). In resource-limited and rural contexts, such as Greater Bushenyi, these factors often present significant challenges. Limited teacher training, scarcity of teaching materials, and inadequate access to assistive technologies hinder the consistent application of interventions, thereby affecting learner achievement (Sifuna, 2010; Murithi, 2022; Grönlund, Lim, Larsson., 2010).

The African and Ugandan context underscores the importance of contextualized research. While policies advocate for inclusive education, practical implementation faces challenges, particularly in rural regions like Greater Bushenyi. Here, children with disabilities are at risk of lower academic achievement due to limited teacher preparation, resource constraints, and inconsistent application of inclusive strategies (Sepadi, 2025). Research also indicates that when teachers are adequately trained, have access to assistive technologies, and implement differentiated and individualized strategies, learners with disabilities demonstrate improved academic performance and social engagement (Ali,Hadayat, Aftab, Javed).

Despite the growing literature on teacher-learner interventions, research gaps remain, particularly in rural and resource-limited settings like Greater Bushenyi. First, there is limited evidence on the direct impact of these interventions on learner achievement in rural primary schools. Second, there is inadequate understanding of how contextual factors, such as teacher competence, resource availability, and school culture, influence the effectiveness of interventions. Addressing these gaps is crucial for designing policies, training programs, and resource allocation strategies that enhance inclusive education in such contexts.

Therefore, this study seeks to examine evidence from the literature on the effect of teacher-learner educational interventions on learner achievement and explore the contextual factors influencing their effectiveness in Greater Bushenyi. By synthesizing global and local literature, the study aims to inform educators, policymakers, and stakeholders on strategies to improve academic outcomes and foster inclusion for children with disabilities in inclusive primary schools.

1.1 Statement of the Problem

Inclusive education has been widely promoted as a means of ensuring equitable learning opportunities for all learners, including children with disabilities, through their meaningful participation in mainstream classrooms (Bergstedt, 2015) (Adelman & Taylor, 2018). Central to the realization of inclusive education are teacher-learner educational interventions such as differentiated instruction, individualized teaching, assistive technologies, and collaborative learning, which have been shown to improve academic achievement and social development among learners with disabilities in diverse educational contexts (Beckmann & Minnaert, 2018; Mitchell & Sutherland, 2020)

Despite this evidence, the effectiveness of teacher-learner educational interventions is strongly influenced by contextual factors, including teacher competence, availability of instructional resources, inclusive school culture, and systemic support (Smith & Tyler, 2011; Schut et al., 2020). In rural and resource-limited settings, such as Greater Bushenyi, these factors present persistent challenges. Limited teacher preparation in inclusive pedagogies, inadequate access to assistive technologies, and shortages of appropriate teaching and learning materials constrain the consistent and effective implementation of inclusive interventions (Nuru, Mhagama, Mwamakula, Frank., 2025, Sifuna, 2010). Consequently, learners with disabilities in such contexts remain at heightened risk of low academic achievement and reduced classroom participation.

Within the African and Ugandan context, inclusive education policies advocate for the use of teacher-learner interventions; however, practical implementation often falls short, particularly in rural primary schools (Bergstedt, 2015; Tzivinikou & Papoutsaki, 2016). Although studies suggest that adequately trained teachers and the use of differentiated, individualized, and technology-supported strategies can enhance learner achievement and social engagement (Beckmann & Minnaert, 2018), there is limited context-specific evidence demonstrating how these interventions function in rural settings such as Greater Bushenyi.

Furthermore, existing literature provides insufficient insight into how contextual factors specifically teacher competence, resource availability, and school culture influence the effectiveness of teacher-learner educational interventions in improving learner achievement in rural inclusive primary schools. This gap in evidence limits the ability of policymakers, educators, and stakeholders to design responsive training programs, allocate resources effectively, and strengthen inclusive education practices.

Therefore, the problem addressed in this study is the limited empirical and synthesized understanding of the effect of teacher-learner educational interventions on learner achievement, and the contextual factors influencing their effectiveness in inclusive primary schools in Greater Bushenyi. Addressing this problem is critical for improving academic outcomes and advancing inclusive education for learners with disabilities in rural Ugandan contexts.

1.2 Objectives of the Study

The study in this article was guided by two objectives.

1. To examine the effect of teacher-learner educational interventions on learner achievement.
2. To explore the contextual factors influencing the effectiveness of teacher-learner educational interventions in Greater Bushenyi.

2. Literature Review

2.1 Effect of Teacher-Learner Educational Interventions on Learner Achievement

Teacher-learner educational interventions have been widely acknowledged as crucial strategies for improving learner outcomes in inclusive education settings

(Pendidikan, Anak, Islam, Dini, 2025). These interventions encompass differentiated instruction, individualized teaching, assistive technologies, and collaborative learning, all aimed at addressing the diverse needs of children with disabilities in mainstream classrooms.

Differentiated instruction is central to inclusive practices, as it involves adapting teaching content, processes, and learning products to the individual abilities of learners (Bender, 2008, Goyibova, 2025). Evidence suggests that children with disabilities benefit significantly when teachers employ differentiation, leading to improved academic performance and higher engagement with the curriculum (Chinasa & Adeyinka, 2024). In practice, differentiated instruction allows students to learn at their own pace, using methods suited to their learning styles, which fosters better comprehension and retention of knowledge (*Moses Blessing*, 2024).

Individualized teaching methods also play a vital role in enhancing learner achievement. These approaches involve tailoring instruction to address the specific strengths and challenges of each learner with disabilities (Donaire, Hurtada, Cagape., 2024, Sharma & Sarkar, 2024). Research shows that when students receive individualized support, they demonstrate improvement in both cognitive and non-cognitive skills, including problem-solving, engagement, and motivation. Such personalized attention ensures that learners are not left behind and can achieve academic outcomes comparable to their peers (Beckmann & Minnaert, 2018).

Assistive technologies further strengthen the impact of teacher-learner interventions. Tools such as communication devices, software programs, and specialized equipment enable children with disabilities to access the curriculum more effectively. Studies indicate that learners using assistive technologies are more likely to participate actively in classroom activities and achieve better educational outcomes. The integration of these technologies complements other instructional strategies, reinforcing learning and improving academic performance (Debevec & Shih, 2006). Collaborative and peer-supported learning is another intervention that enhances learner achievement. By engaging in group activities and cooperative learning environments, children with disabilities develop both academic and social skills (Grenier & Yeaton, 2019). Collaborative strategies promote active participation, motivation, and engagement, which contribute to higher academic performance and reduce social isolation in inclusive classrooms.

In summary, evidence from the literature consistently supports the conclusion that teacher-learner educational interventions, when appropriately implemented, positively affect learner achievement for children with disabilities.

Differentiated instruction, individualized teaching, assistive technologies, and collaborative learning all contribute to better cognitive and non-cognitive outcomes, including engagement, comprehension, motivation, and social integration.

2.2 Contextual Factors Influencing the Effectiveness of Teacher-Learner Educational Interventions

While the interventions described above are effective, their success is significantly influenced by contextual factors within schools and the broader educational environment. Research indicates that the competence of teachers, availability of resources, and inclusive school culture play pivotal roles in determining the effectiveness of these interventions. Teacher competence is critical for successful implementation. Studies show that when educators receive adequate training in inclusive practices, they are better able to apply differentiated instruction, individualized teaching, and assistive technologies effectively, leading to improved learner outcomes (Shaila, Avegail, Amgelyn, Jenny., 2025). Conversely, insufficient training can result in inconsistent application of interventions and suboptimal academic performance among children with disabilities.

Availability of resources, including teaching aids, assistive devices, and instructional materials, also affects intervention effectiveness. In many rural and under-resourced areas, such as Greater Bushenyi, schools face challenges in providing the necessary tools for inclusive education. Even when resources are present, a lack of teacher expertise in utilizing them can limit their impact (Mupa & Isaac, 2015).

Inclusive school culture and social support systems further influence outcomes. Research highlights that collaborative learning and peer supports not only enhance academic achievement but also reduce classroom isolation and promote social integration (Loes, 2013). The development of social and emotional skills, such as communication, teamwork, and problem-solving, is closely linked to the presence of supportive school environments that value inclusion (Lopo et al., 2025).

In Greater Bushenyi, specific challenges constrain the effectiveness of teacher-learner educational interventions. Studies indicate that inadequate teacher training, limited instructional materials, and scarce access to assistive technologies hinder the consistent application of interventions, affecting learner achievement (Sifuna, 2010; Murithi, 2022). Despite these constraints, evidence suggests that when teachers are supported with training and resources, the interventions can significantly improve both academic and social outcomes for children with disabilities

(Bergstedt, 2015; Hoogerwerf et al., 2021). In conclusion, the literature demonstrates that contextual factors are critical determinants of intervention success. Teacher competence, resource availability, and school culture directly influence the extent to which teacher-learner educational interventions enhance learner achievement. In regions like Greater Bushenyi, addressing these factors is essential to maximize the impact of inclusive education strategies.

3. Methodology

3.1 Research Design

This study employed a qualitative literature review design, focusing on synthesizing existing evidence regarding teacher-learner educational interventions and their effect on learner achievement among children with disabilities in inclusive primary schools. The literature review approach allowed for a comprehensive examination of previous studies, including global and local evidence, highlighting trends, outcomes, and contextual factors influence the effectiveness of interventions. This design was appropriate for addressing the two objectives of the study:

1. To examine the effect of teacher-learner educational interventions on learner achievement.
2. To explore the contextual factors influencing the effectiveness of these interventions in Greater Bushenyi.

3.2 Population and Sampling Procedures

The population for this study comprised peer-reviewed studies, reports, and published literature addressing inclusive education, teacher-learner educational interventions, and learner achievement among children with disabilities. A purposive sampling approach was used to select relevant studies that met the following inclusion criteria:

Focused on inclusive primary schools, Examined teacher-learner educational interventions (e.g., differentiated instruction, individualized teaching, assistive technologies, collaborative learning), Provided evidence on learner outcomes, academic achievement, or contextual factors affecting intervention effectiveness, Included global, African, and Ugandan contexts, with specific attention to studies relevant to rural areas like Greater Bushenyi.

Exclusion criteria included studies that focused solely on general education without reference to children with disabilities or inclusive practices, as well as unpublished or non-peer-reviewed sources.

3.3 Data Collection Tools

The data collection tool comprised a document review guide used to extract relevant information from selected peer-reviewed articles and reports.

3.4 Data Collection Procedure

Systematic data extraction was employed. Relevant studies were identified through systematic searching, screened using inclusion and exclusion criteria, and key information was extracted based on the study's stated objectives.

3.4 Inclusion Criteria

The study included children with identified disabilities who were officially enrolled in inclusive public primary schools in Greater Bushenyi at the time of the study. Eligible learners participated in regular classroom instruction alongside peers without disabilities, and their participation was subject to parental or guardian informed consent as well as learner assent where appropriate.

Teachers included in the study were those currently teaching in inclusive public primary schools in Greater Bushenyi and who had direct instructional responsibility for learners with disabilities. Eligible teachers had participated in or implemented teacher-learner educational interventions.

The study included government-aided inclusive primary schools officially recognized by the relevant education authorities in Greater Bushenyi. Eligible schools had operational inclusive education practices during the period of data collection.

3.5 Exclusion Criteria

Learners without identified disabilities, those enrolled in special schools or segregated special units, learners who declined to participate or whose parents or guardians did not provide informed consent were also excluded.

Teachers who were not directly involved in teaching learners with disabilities or who had less than one academic term of experience in inclusive classrooms were excluded from the study.

Schools that lacked structured inclusive education practices or where children with disabilities were not meaningfully integrated into mainstream classrooms were excluded.

3.6 Validity and Reliability

To ensure validity, peer-reviewed articles and studies from recognized authors were included. Each study was critically appraised for relevance, methodological rigor, and clarity of findings. The reliability of the study was ensured through systematic data extraction and thematic synthesis, where recurring patterns, findings, and evidence were cross-checked against multiple sources within the provided literature.

3.5 Data Analysis

Data from the selected studies were analyzed using thematic content analysis, which involved identifying, coding, and categorizing key themes and patterns related to the study objectives. Two major thematic categories were developed in line with the study objectives:

1. Effect of teacher-learner educational interventions on learner achievement focusing on how differentiated instruction, individualized teaching, assistive technologies, and collaborative learning affect academic outcomes.
2. Contextual factors influencing intervention effectiveness focusing on teacher competence, resource availability, school culture, and local constraints in Greater Bushenyi.

The thematic analysis allowed for a structured synthesis of evidence, highlighting both positive outcomes and challenges associated with the implementation of teacher-learner educational interventions. Findings were then organized to provide a coherent discussion addressing each research objective.

3.6 Ethical Concerns

The study upheld recommendable research ethical considerations as a crucial aspect to protect the rights and well-being of the respondents. Informed consent and assent was obtained from parents or legal guardians of children with disabilities. Head teachers provided institutional permission to access schools and facilitate contact with the parents or guardians. In addition, assent was sought from the participating children either verbally or in writing/sign language, using disability-friendly and age-appropriate approaches suited to their communication needs. To manage any potential distress or discomfort, the researcher ensured a supportive environment, to allow participants to withdraw at any stage without penalty, and, where necessary, refer any arising concerns to relevant support personnel within the school. To ensure privacy, participants' real names were not be used. Instead, codes were assigned, and all personal and disability-related information was securely stored and accessed only by the researcher. All children were treated with utmost respect to maintain their dignity throughout the study.

4. Results and Discussion

4.1 Effect of Teacher-Learner Educational Interventions on Learner Achievement

The literature indicates that teacher-learner educational interventions significantly enhance learner achievement for children with disabilities in inclusive primary schools. Differentiated instruction emerged as a key strategy, enabling teachers to adapt content, process, and learning products according to student abilities (Bender, 2008). Evidence shows that learners exposed to differentiated instruction demonstrate improved engagement, higher cognitive achievement, and better retention of knowledge (Mitchell & Sutherland, 2020). Papoutsaki (2016) note that adjusting teaching to individual learning needs allows children with disabilities to achieve outcomes closer to their peers, fostering both confidence and academic competence.

Individualized teaching methods also contribute significantly to learner achievement. By tailoring instruction to the specific strengths and challenges of each student, individualized approaches improve learning outcomes and motivation (Sharma & Sarkar, 2024). The literature consistently shows that children receiving individualized support perform better academically and engage more actively in classroom activities (Beckmann & Minnaert, 2018).

Assistive technologies further enhance academic performance by providing children with disabilities access to learning materials and communication tools that may otherwise be inaccessible (Hoogerwerf et al., 2021). Such tools facilitate active participation in classroom activities and improve comprehension, thereby contributing to higher academic achievement.

Finally, collaborative learning and peer support strategies positively influence both academic and social outcomes (Prince & Hadwin, 2013). Group-based activities encourage learners to engage with peers, enhancing understanding and knowledge retention, while also fostering social skills such as teamwork, communication, and problem-solving.

The synthesis demonstrates that teacher-learner educational interventions are highly effective in improving learner achievement for children with disabilities. These strategies not only address academic needs but also foster social and emotional development, ensuring holistic learning. The findings align with global evidence, highlighting that inclusive practices such as differentiated instruction, individualized teaching, assistive technologies,

and collaborative learning contribute substantially to student engagement, motivation, and performance (Ricaforte, Pilongo, Christine, Gretchen., 2025).

4.2 Contextual Factors Influencing Effectiveness in Greater Bushenyi

While the interventions are effective, their success is mediated by various contextual factors, particularly in rural and resource-limited settings like Greater Bushenyi. Teacher competence is central, with studies showing that trained teachers are better equipped to implement differentiated instruction, individualized teaching, and assistive technologies effectively (Schut et al., 2020; Smith & Tyler, 2011). Conversely, limited teacher training results in inconsistent application of interventions and suboptimal learner outcomes.

Availability of resources is another significant determinant. The literature highlights that in regions like Greater Bushenyi, inadequate teaching materials, limited access to assistive technologies, and insufficient classroom support hinder the effectiveness of educational interventions (Hellen., 2009). Even when interventions are well-designed, a lack of resources constrains implementation and limits improvements in learner achievement.

Inclusive school culture and social support also influence outcomes. Studies show that environments promoting collaboration, peer support, and participation enhance both academic and social outcomes for children with disabilities (Jacobs & Renandya, 2019; Reicher, 2010; Fletcher et al., 2018). Schools that emphasize inclusion foster a sense of belonging, self-esteem, and motivation, which are critical for sustained academic success.

In Greater Bushenyi, the interplay of these contextual factors is evident. While teacher-learner interventions have the potential to improve academic outcomes, challenges such as limited teacher training, resource scarcity, and underdeveloped inclusive practices restrict their full impact (Sifuna, 2010; Murithi, 2022; Bergstedt, 2015). Addressing these systemic barriers is essential to ensure that children with disabilities can fully benefit from inclusive education strategies.

The findings stress the fact that intervention effectiveness is not solely determined by instructional strategies but is deeply influenced by contextual realities. In Greater Bushenyi, enhancing teacher training, providing adequate resources, and fostering inclusive school cultures are critical for translating interventions into measurable improvements in learner achievement. These insights highlight the need for integrated approaches that combine

instructional strategies with systemic support to maximize the benefits of inclusive education (Practices, 2024)

5. Conclusion and Recommendations

5.1 Conclusion

Overall, the reviewed literature suggests that teacher-learner educational interventions play an important role in enhancing learner achievement among children with disabilities in inclusive primary schools. Approaches such as differentiated instruction, individualized teaching, assistive technologies, and collaborative learning appear to contribute positively to learners' academic performance, engagement, and participation. These interventions seem to support learners in addressing cognitive, social, and communication challenges, thereby enabling them to participate more meaningfully alongside their peers. Beyond academic outcomes, the evidence also indicates that such interventions may foster social and emotional development, supporting the holistic growth of learners with disabilities (Elias, 2004).

At the same time, the effectiveness of these interventions appears to be strongly influenced by contextual factors such as teacher competence, availability of resources, and the presence of an inclusive school culture. In the context of Greater Bushenyi, limited access to trained teachers, instructional materials, and assistive technologies may constrain the full potential of teacher-learner interventions. Additionally, school environments that may not consistently prioritize inclusion can reduce opportunities for social integration and learner engagement, thereby moderating the overall impact of these interventions (Sifuna, 2010; Schut et al., 2020; Murithi, 2022). This suggests that while teacher-learner interventions are valuable, their success is likely dependent on supportive systemic and contextual conditions.

5.2 Recommendations

The following recommendations were established from this study:

In light of these findings, it is recommended that schools and policymakers place greater emphasis on strengthening both instructional practices and the contexts in which they are implemented. Efforts could include enhancing teacher training through continuous professional development focused on inclusive education, differentiated instruction, and the effective use of assistive technologies. Improving the availability of instructional materials and assistive resources may also help teachers implement interventions more effectively. Furthermore, fostering an inclusive school culture that promotes collaboration, peer support, and respect for diversity may enhance learner participation

and social-emotional development. By addressing instructional and contextual factors concurrently, schools in Greater Bushenyi may be better positioned to support children with disabilities in achieving improved academic outcomes and fuller participation in inclusive classrooms.

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