

THE ORGANIZATION OF THE EDUCATIONAL PROCESS TAKING INTO ACCOUNT THE EDUCATIONAL NEEDS OF STUDENTS IN INCLUSIVE CLASSES IN AZERBAIJAN

Sudaba Isgandarova*

Department of Special Education, Azerbaijan State Pedagogical University, Baku, Azerbaijan

Abstract

In the article, the issues of taking into account the educational needs, interests and potential opportunities of all children for the organization of the teaching position in inclusive education have been touched upon. For this, these needs are met by teaching methods, forms, resources, etc. To what extent conditions are created in the teaching process to ensure social and pedagogical inclusion of students, it was discussed which factors depend on this situation. Discussions were conducted on the basis of questions selected based on certain criteria by observing classes in 3 inclusive schools in Baku, Azerbaijan. It was determined that the difficulties may depend on the teacher's skills, the school's technical training and the curriculum. In addition, the limited time allocated to mastering the subject in the teaching process and the more result-oriented nature of teaching make it difficult for the teacher to organize a modern lesson and cannot adjust the teaching to the needs of the student. The cognitive assessment of students' knowledge and skills does not create conditions for the inclusion of children with different mastery levels in society.

Keywords

Student with disabilities, inclusive education, educational needs, inclusive criteria, organization of the educational process.

Citation: Isgandarova, S. (2026). The organization of the educational process taking into account the educational needs of students in inclusive classes in Azerbaijan. *Social Issues*, 4(1), 73-84.
<https://doi.org/10.30546/SI.2026.04.5011>

1. Introduction

The correct organization of the teaching process in inclusive classes depends on the compliance with the curriculum and the pedagogical skills of the teacher. The main factor here is the behavior of the teacher, his attitude towards the students and his performance of the teaching activity taking into account the needs of the students. Setting up all the activities of the teacher according to the needs, interests and potential of the students ensures their inclusion in the learning process (Booth & Ainscow, 2016).

The issues of organizing the educational process in inclusive education have been investigated in different aspects. These are issues that arise from school and teacher practices. They include: the ways in which students are taught and engaged with learning; the ways in which teaching groups are organized and the different kinds of opportunities that result from this organization; the kinds of social relations and personal support that are characteristic of the school; the ways in which the school responds to diversity in terms of achievement, gender, ethnicity and social background and the kinds of relationships the school builds with families and local communities (Ainscow, 2020). Besides teacher strategies for creating an inclusive classroom (Nilholm, 2021), interpersonal relations within the educational system (Ljungblad, 2021), cooperation

*Corresponding Author: Sudaba Isgandarova, e-mail: Sudaba.isgandarova@adpu.edu.az

between teachers and teaching assistants (Ladenstein *et al.*, 2023), teachers' awareness of special education for inclusive education (Mouchritsa *et al.*, 2022), application of knowledge in the field of special education in inclusive education (Rosado-Castellano *et al.*, 2022). Another direction is the analysis of teachers' perceptions of their own activities, which allows them to increase their attention to diversity and implement educational practices (Rojo-Ramos *et al.*, 2022).

Teaching different in the process to take into account the special educational needs and individual capabilities of students of different categories the problems and experience of special and inclusive education were studied. The problem of special and inclusive education is investigated by Florian (2019) peculiarities of the organization of correctional schools (Itckovich *et al.*, 2017) questions of a holistic approach in the practice of inclusive education (Shutaleva & Putilova, 2017).

Although many works have been done in the field of inclusive education, there are still many problems in this field. This issue can also be related to our republic. In connection with the organization of inclusive education, 3 pilot projects were held for the first time in 2005 with the financial support of UNESCO within the framework of the "Development Program (2005-2009) for the organization of education of children with special needs (with limited health opportunities) in the Republic of Azerbaijan". During this period, 268 disabled children were involved in inclusive education in 13 preschool and 15 general education institutions. From May 2018, the project "Improving the skills of teachers in the field of inclusive education" started and continued until September 2020. Within the framework of the project, activities were carried out in 4 directions: improvement of the policy on inclusive education and organization of public awareness events, improvement of the skills of teachers and support staff, creation of resources for them, improvement of curriculum and materials on inclusive education was carried out. Currently, the implementation of the "State Program for the Development of Inclusive Education for Persons with Disabilities in the Republic of Azerbaijan in 2018-2024" continues. The I stage of the project, in order to help the learning and integration of children with special needs, an inclusive learning resource room has been established in each of the selected schools to provide individual and group services. Resource rooms are equipped with practical teaching and software, assistive technologies, special equipment, as well as audio-visual aids that meet the individual educational needs of such children. In addition, selected groups from the teaching staff were trained to ensure the preservation of an inclusive environment and culture in their schools, informative seminars were organized for parents and public education was carried out. The II stage of the project will cover 24 schools of our republic.

At Azerbaijan State Pedagogical University, students of the 4th year in the field of corrective training have a practice together with the supervisors of practical practice in inclusive schools every year. They visually observe the teaching process, become familiar with the problems and even participate in the discovery and elimination of these problems.

Despite the implementation of various projects in our republic, there are many problems in the field of inclusive education. These problems are caused by various reasons. Therefore, we found it necessary to conduct research on this topic.

The purpose of the research is to find out to what extent the teacher creates conditions for the student to enter the learning process.

To achieve the goal, we defined 2 research questions and based the study on them:

1. The first research question is to what extent do teachers take into account the needs, interests and potentials of students in the teaching process?

2. The second research question is whether teachers consider the principles of modern lesson organization, teaching tools, methods, forms and stages in accordance with the needs of the student.

2. Literature review

An accessible educational environment that provides an unobstructed educational situation for all categories of students, taking into account various special educational needs and individual capabilities, includes a set of technical, psychological, pedagogical, social, informational and communicative conditions (Naberushkina, 2017).

The issues of theoretical and practical formation of an accessible learning environment in inclusive education take some timecancer occurs through several stages.

A similar multi-stage formation of the initially low readiness of future primary education teachers to work with younger schoolchildren in conditions of inclusion is presented in IV Ivenskikh. At the first stage, students formed knowledge about various forms of dysontogenesis, the peculiarities of the development of the psyche of children, at the second stage, role-playing games were conducted, pedagogical situations were simulated, round tables were organized with teachers working in the system of inclusive education. At the third stage, students underwent passive practice in special (correctional) and inclusive schools and at the fourth stage - active practice in inclusive classes. The list of authors who have presented in recent years their models of training teachers for work in inclusion can be continued.

An inclusive curriculum addresses the child's cognitive, emotional, social and creative development. Dogis based on the four pillars of education for the twenty-first century - learning to know, to do, to be and to live together. But, there is common ground between regular and special education, with educators holding many misconceptions of the other field. Teacher education is behind in training special educators and especially regular educators to deal with these changes. The field is also at a loss as to how to adequately train teachers working in the schools. Although in-services are the current method of training working educators, there needs to be additional support, school adaptations and classroom modifications for collaboration to be successful. Many curricula expect all students to learn the same things, at the same time and by the same means and methods. But students are different and have different abilities and needs (Imaniah & Fitria, 2018).

In Garg and Sharma's research (2020) show that, the Pedagogical requirements and teaching styles to promote inclusive education, this was developed based on the responses obtained from focused interviews with teachers and students. The figure represents the combination of low and high Inclusive Teaching Style and Inclusive Pedagogy in the four quadrants, each representing four different forms of Inclusive-Exclusive Education.

Teaching style represents the style exhibited by a teacher to impart education with equal focus towards the needs of a student regardless of his or her abilities or disabilities whereas, Inclusive Pedagogy refers to that act of teaching individuals, paying attention to their learning requirements, abilities and disabilities:

Exclusion: Low Inclusive Teaching Style and low Inclusive pedagogy results into exclusion, this indicates that neither the teaching style nor the pedagogy is concerned towards equitable education or special needs education. The teacher may only come to

deliver the class without taking care of children's needs for learning. Such teachers may categorize the students on the basis of their varied backgrounds and believe that students facing problems may need special training teachers and staff to educate them.

Teacher-Centric: Low Inclusive Teaching Style and high Inclusive Pedagogy, this style is referred to as teacher-centric as it mainly depends on the teacher to whom he or she will pay more attention. Teacher paying attention to specific child may lead to segregation of the children from other class which also does not help the schools to promote equitable education.

Child-Centric: High Inclusive Teaching Style and Low Inclusive Pedagogy also do not lead to inclusive education. Although teachers have high concern for all the students and may opt for different pedagogical style to accommodate each individual. This may further lead to categorization of children as able or disabled.

Inclusive Education: High Inclusive Teaching Style and High Inclusive Pedagogy helps in promoting equitable education to all students without categorization depending on their varied backgrounds. This majorly depends on implementing changes in the teacher's classroom behavior which implies to the way a teacher stands, interacts and delivers education. The teacher needs to develop pedagogies that can include every child without discrimination or categorization. The teacher needs to develop pedagogies that make children feel safe and free to exchange their ideas, conversations with each other. The pedagogies are designed in a way that promotes creativity (Garg & Sharma, 2020).

3. Methods

We conducted an experimental study to study the issues of organizing the educational process, taking into account the educational needs of all students. The research was conducted with the participation of the 4th year students of the Azerbaijan State Pedagogical University majoring in corrective training, who participated in practical experience in inclusive schools No.220, 252 and 202 in Baku. Students and teachers observed the same number of classes, teachers and students in each school for a period of 1 month (May 2025). 15 teachers in 15 classes from each school, 29 students with special needs (school No.220 has 14 students in 8 primary classes and 7 senior classes, 15 students in school No.252, 14 students in 8 primary classes and 15 students in 7 senior classes; 1 preschooler in school No.202 1 child in the group, 16 students in 8 primary classes and 12 students in 6 senior classes) were observed in the same number of exercises and lessons. In these observations remedial training 95 students and 19 teachers of pedagogical practice participated. During 1 month, observations were made in 670 lessons of 15 classes with 3 lessons per day in each school.

In advance, the theoretical analysis of the literature was carried out, as well as the students were instructed, the objects of observation were determined and research was carried out for the organization of the survey. The questions from the book "Inclusive Criteria" (Booth & Ainscow, 2013) were used when compiling the survey questions. Only the last evaluation question was added here.

Daily observations of students and practice teachers were analyzed and the results were summarized and prepared the survey questions were answered, qualitative and quantitative analysis of the results and comparison with percentage was carried out.

The questions used for the study are:

1. Is the learning process designed to teach the child, not to follow the curriculum?

2. Does the teacher use the interests, lifestyle and experience of the students when explaining the lesson?
3. Do the lessons often begin with an exchange of experience that can be further used in the lessons in different ways?
4. Are the lessons relevant to the interests of both boys and girls?
5. Do the lessons contribute to the continuation of education by all students?
6. Do the lessons help to perceive learning as a sequential process and not as a fragmented performance of individual tasks?
7. Are different subjects taught, such as a practical literacy course or a foreign language, using different methodological approaches?
8. Are interpreters available at the school for students with hearing impairments and those students whose language of instruction is not their first language?
9. Does the school strive in the lesson planning process to minimize barriers to learning and fulfilling participation experienced by specific students?
10. Are teachers looking for opportunities to reduce the number of individual lessons?
11. Do students have the opportunity to work in pairs, groups, as well as individually and as a whole class during the lessons?
12. Is there a variety of types of educational activities such as speaking and discussions, reading, writing, drawing, problem solving, use of the library, audiovisual materials, practical tasks using information technologies?
13. Can students attend classes such as PE or science, in clothing appropriate to their religious beliefs?
14. Is the curriculum adapted for those children who are wary of attending classes, for example, music and art, in connection with religious beliefs, adopted by their families?
15. Has the content of classes for students with physical or sensory disabilities been adapted, if necessary, so that they can also study physical education or some topics in physics, such as the nature of light or sound?
16. Do school staff understand that some students with health problems need more time to use ancillary equipment?
17. Are students evaluated for their purposeful activity in class?

Student and practice teachers who observed each class summarized their observations: When answering the 1st question, teachers and students noted that 8 teachers of school No.220 preferred the curriculum and 7 teachers took into account the needs and interests of students. In school No.252, 8 teachers prefer to implement the curriculum and 7 teachers to the children. In school No.202, 9 teachers noted the fulfillment of the requirements of the curriculum and 6 teachers noted the completion of work aimed at meeting the needs of students. The main purpose of asking this question was to find out whether the needs and interests of students were prioritized in order to ensure their social and pedagogical rehabilitation in the learning process.

According to the observation of the lessons according to the 2nd criterion, it can be said that the educational material presented reflects their background, experience and interests due to the regular participation of 11 out of 29 students in school No.220. The subject of the lesson was in accordance with the experience and interests of 12 students in school No.252 and 7 students in school No.202.

In all 3 schools, the 3rd criterion is the exchange of experience with students at the beginning of the lesson. 2 teachers in school No.220, 4 teachers in school No.252 and

5 teachers in school No.202 poorly organized information exchange. Others were relatively well organized.

According to the 4th criterion, the relevance of the organization of the lesson to the interests of boys and girls was determined. It was determined that 3 teachers in school No.220, 5 teachers in School No.252 always took them into account and none of the teachers in School No.202 did.

According to the 5th criterion, it was determined whether the lessons ensure the continuity of the education of all students. When organizing a lesson, the teacher considers the sequence from simple to complex, the individual needs and learning ability of students, the complementarity of topics, etc. does it take into account such factors? 4 teachers in schools No.220 and 252 and 5 teachers in School No.202 took into account what was said.

Lesson organization, topics, methods used, curriculum requirements, etc. according to the 6th criterion, which reflects that learning is organized as a sequential process, 8 teachers out of 15 teachers in school No.220, 5 teachers in school No.252 and 6 teachers in school No.252 created conditions.

According to item 7 of the survey, it was found that only 4 teachers in school No.220, 5 in school No.252 and 9 in school No.202 use different methods and approaches in teaching different subjects.

According to criterion 8, there was no sign language specialist for students with hearing problems. There is usually no foreign language specialist in the class for students of other languages, but this problem is solved by entering and studying in classes with a foreign language sector.

According to the 9th criterion, we can say that the restrictions are removed to some extent to ensure the physical participation of each student within the school. However, there is no purposeful activity for the social rehabilitation of the student within the school and the social and pedagogical rehabilitation of the student in the classroom; the joint activity of pedagogue, psychologist and parent is weak. The 9th criterion was evaluated from the point of view of making changes in the structure of the building, providing physical participation, providing planned and purposeful psychological help and the ability of the teacher to make changes in the organization of the lesson as a factor of eliminating the limitation.

In all 3 schools, teachers did not try to reduce the number of individual lessons for certain reasons. Individual lessons were held both in connection with training and in connection with the emotional state of children. The 10th criterion was evaluated according to the number of lessons in which the students were not dismissed from the lesson and not taken to individual lessons. In 120 lessons in school No.220, in 177 lessons in school No.252, in 193 lessons in school No.202, the teacher created such conditions that the student in need of special care did not go to individual lessons.

Lessons are organized using different forms of teaching, but at this time more group and collective forms are used and less individual and pair work. The 11th criterion was evaluated according to the number of educational forms used in the lessons. In 353 lessons in school No.220, in 378 lessons in school No.252 and in total 489 lessons in school No.202, the teacher used at least 3 teaching methods.

According to the 12th question, various learning activities are used during the lesson in primary classes. In all 3 schools, 8 of the 15 inclusive classes we observed were primary classes and used various learning activities.

Students do not have the opportunity to participate in classes in clothes according to their religious beliefs. Everyone follows school uniforms. Criterion 13 was assessed accordingly.

Criterion 14 determines how the curriculum supports the learning and participation of children with different families' religious beliefs, music and other cultural values. These values are taken into account to some extent in the subject of the lesson. But the children in the class have their own religious, cultural, etc. values and traditions were poorly communicated to each other. For example, in school No. 220, only 3 teachers did it, in school No.252, 2 and in school No.202, it was observed in the work of 1 teacher.

Based on the 15th criterion, it was studied to what extent teachers create conditions for children with physical and sensory disabilities to participate in classes. 5 teachers in school No.220, 4 teachers in school No.252 and only 6 teachers in school No.202 created such conditions.

Every teacher knows that extra time should be given to students with disabilities, both to use additional tools and to allow them to master the material, but teachers rarely follow this because time is spent in class. No teacher in school No.220, 1 teacher in school No.252 and 2 teachers in school No.202 always paid attention to this when conducting evaluation according to criterion 16.

According to the 17th criterion, during the observation, it was found that 3 teachers in schools No.220 and 252 evaluate students only according to their activity and 1 teacher in School No.202.

The results were expressed as a percentage:

School № \ Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
220 No.	47%	38%	87%	20%	27%	53%	27%	0%	25%	18%	53%	53%	0%	20%	33%	0%	20%
252 No.	47%	41%	73%	33%	27%	33%	33%	0%	25%	26%	56%	53%	0%	13%	27%	7%	20%
202 No.	40%	24%	67%	0%	33%	40%	60%	0%	25%	29%	73%	53%	0%	7%	40%	13%	7%

In addition, the presence of resource rooms in inclusive schools and the removal of every lesson from the classroom in case of concerns of children with disabilities were among the factors that hindered the formation of inclusion in the classroom. Undoubtedly, this was due to the fact that the teacher could not devote enough time to children with disabilities, as he had to complete the lesson by forming theoretical knowledge and certain skills in the students and concluding the lesson.

4. Data analysis

The methods of meeting the needs and interests of students and the quality of work are of interest. How many conditions are created by the teacher for this. In fact, the conditions for satisfying needs and interests can be viewed from a very broad aspect: the teacher's form of communication in interaction, reflection, the method of organizing training and teaching, differentiation of training, etc. (Burns, 2018). To what extent were the teachers able to achieve this in the schools we observed. There were certain points

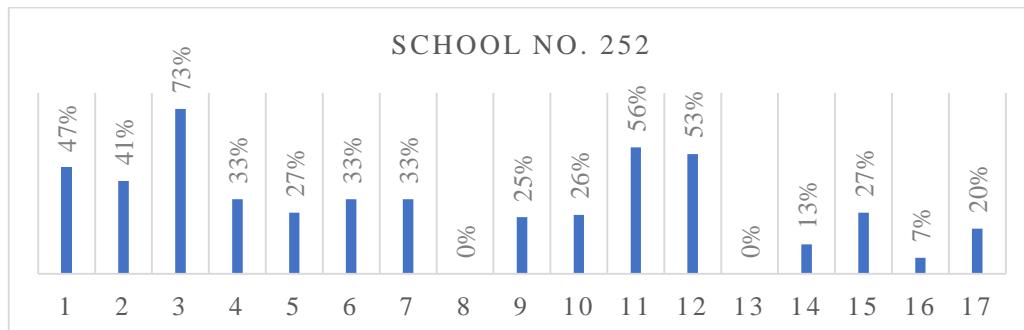
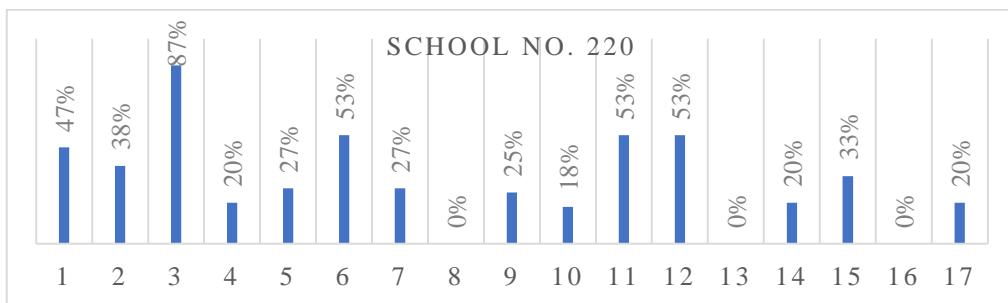
that hindered this issue. For example, the specific time given to the subject of the lesson does not allow it to be mastered by everyone, the lack of time when conducting a mandatory cognitive assessment at the end of the lesson, differentiation of training and using resources for mastering, reflection also takes some time. Therefore, it was not possible for teachers to take into account the needs and interests of all students in the teaching process and create conditions for it in terms of time. In the lesson, it was clarified to what extent the teacher should evaluate the students' activity, whether he should evaluate only cognitive skills or both physical activity and social activity.

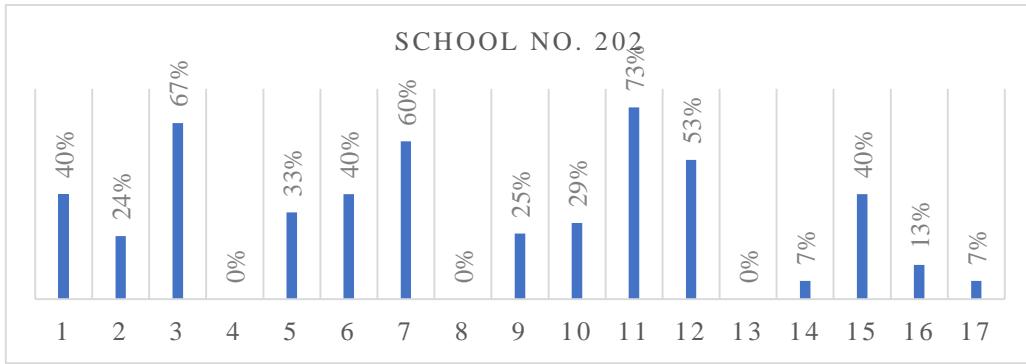
In addition, in order to facilitate the mastery of the lesson, it was not possible to use the life experience of the students in accordance with the subject and build it according to their interests. The teachers rarely studied the students' lifestyle and experience and based the explanation of the subject of the lesson on other examples. Educators must be interested and constantly improve themselves to take advantage of these opportunities.

The interests of boys and girls were not taken into account by teachers in a way that children with disabilities could fully understand and understand. In this matter, the evaluation was carried out according to the ratio among the teachers.

Education for the student is continuous if the teaching process is properly organized during this period, the student can master the subject, participate in various pedagogical and social situations.

Thus, we tried to clearly see the extent to which they adhere to the inclusive criteria by giving the indicators of each school in a separate diagram.



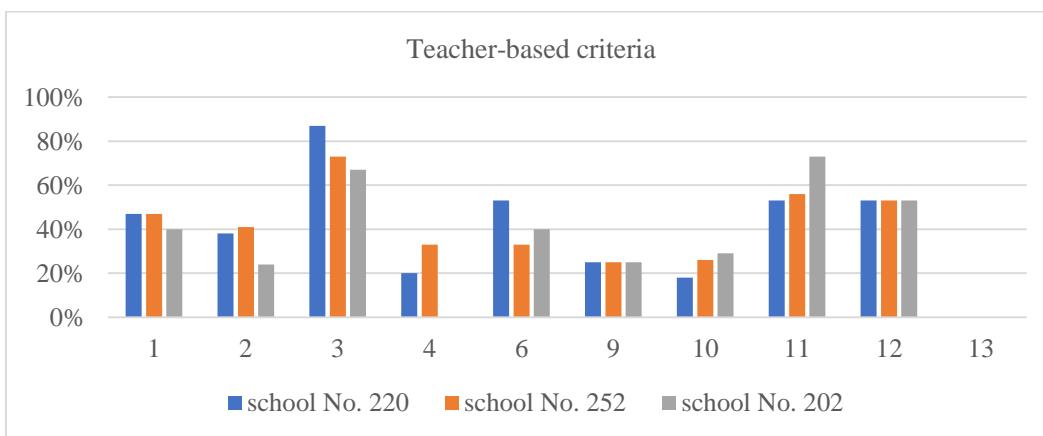


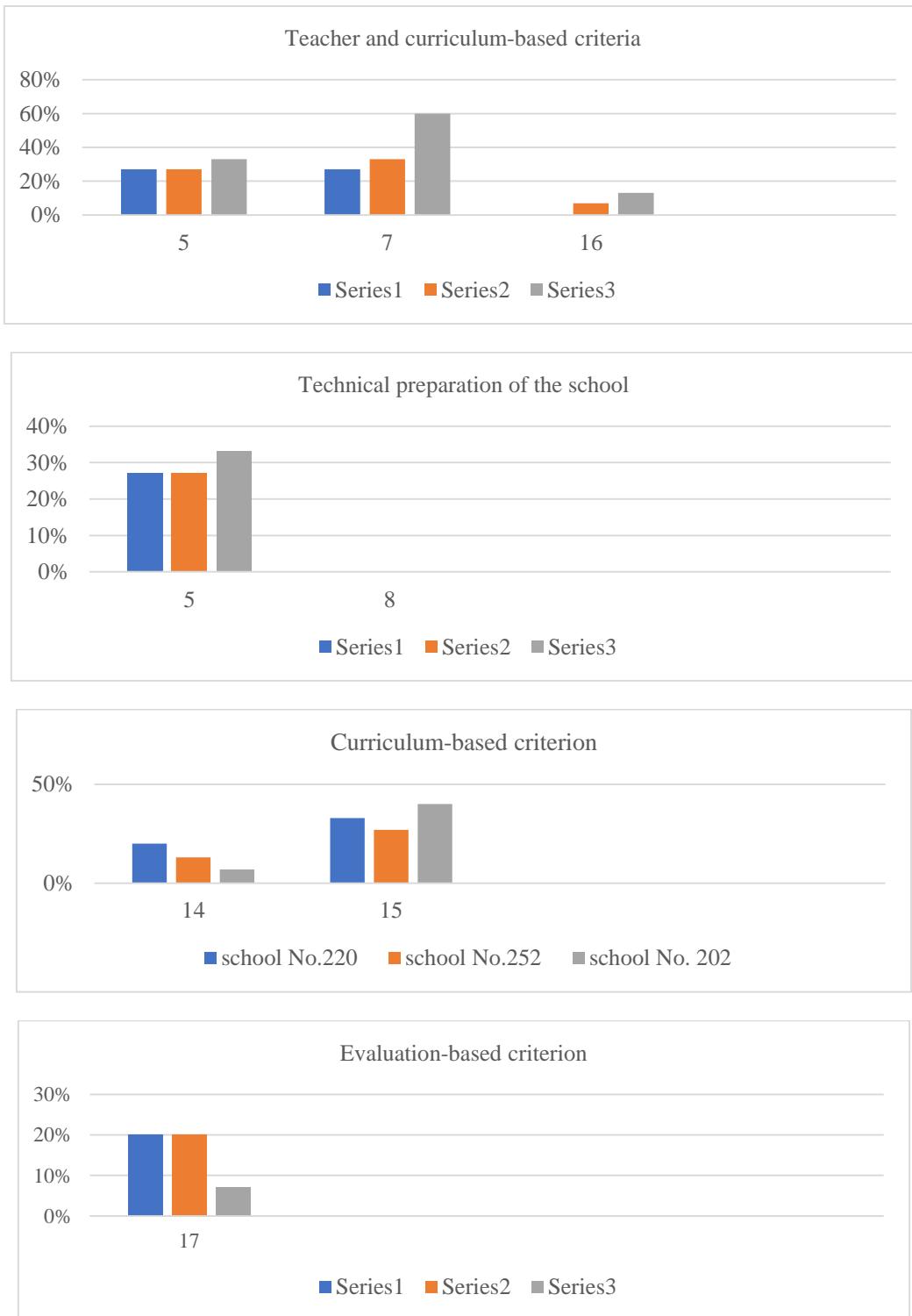
The questions used to evaluate the learning process were roughly grouped as follows, depending on the party to be addressed:

Questions that depend on the activities of the teacher	Questions that depend on the curriculum	Questions that depend on the technical training of the school	Questions that depend on the curriculum	Question depending on the teacher and curriculum	Questions that depend on the technical training of the teacher and school
1,2,3,4,6,9,10,11,12,13	14,15	8	17	5,7,16	5,8

Modern curriculum provides many opportunities to implement inclusive education. However, more skills are required from the teacher to manage the learning process. Some criteria depend on several aspects.

Although it depends on different aspects in all 3 schools, we compared them to clarify the extent to which the teacher adheres to these criteria: While the application of these criteria may vary based on different aspects within all three schools, we conducted a comparative analysis to elucidate the degree of adherence exhibited by teachers to these specified criteria:





5. Conclusion

The findings of this research indicate that while similar criteria are employed to identify problems within the same school, new challenges emerge during the problem-solving process. For instance, in all three schools, teachers prioritized the needs of students with disabilities over the curriculum's indicators, with more teachers displaying active engagement in this perspective. However, this emphasis on disability-related needs

was at the expense of fully incorporating students' interests, learning styles and experiences in the teaching process. Teachers seemed to lack sufficient knowledge on fostering student engagement. Despite the provision of adequate training and projects, practical difficulties persisted, possibly stemming from teachers' abilities, the technical preparedness of schools and the necessity for curriculum adjustments.

Furthermore, the restricted time allocated for mastering subjects during the teaching process, coupled with the result-oriented nature of instruction, hindered teachers' ability to organize modern lessons and cater to individual student needs. Cognitive assessments of students' knowledge and skills failed to create an inclusive environment accommodating children with varying levels of proficiency.

Additionally, the study possessed certain strengths and weaknesses. From a theoretical standpoint, the literature analysis revealed that recent research covers various aspects of the teaching process, catering to student needs. However, given the relatively limited investigation of the teaching process concerning student needs, we encountered limitations in theoretical analysis and faced challenges in making practical comparisons.

Another limitation of the study was the reliance on observational data rather than incorporating psychological indicators when assessing the needs, potential and interests of students with disabilities.

One of the study's strengths was the opportunity to observe and analyze a substantial number of lessons.

Recommendations

To enhance inclusive education, it is crucial to regulate the teacher-student interaction process pedagogically, manage the teacher's activity and establish a process-oriented control system. This will empower teachers to reflect on their practices and create conducive learning environments for all students, including those with disabilities.

A promising approach would involve studying the socialization levels of students requiring special care within the framework of social-psychological services at schools and implementing interventions accordingly. School and classroom events play pivotal roles in facilitating their social adaptation, rehabilitation, integration and inclusion. Therefore, conducting research with socio-psychological criteria on a scientific level is necessary to better understand and address this process.

Improving the quality of inclusive education and ensuring socio-pedagogical rehabilitation for children with disabilities necessitates careful consideration of educational process management during assessments.

Future research endeavors should focus on process-oriented education management, delve into the social-psychological study of students' socialization levels within school environments and propose changes to the assessment system.

By following these recommendations, we can take significant strides towards fostering inclusive educational practices that cater to the diverse needs and potentials of all students, fostering an inclusive and supportive learning environment for everyone involved.

References

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational policy*, 6(1), 7-16. <https://doi.org/10.1080/20020317.2020.1729587>

Booth, T., Ainscow, M. (2013). *Indicators of Inclusion. Practical Guide*. (In Russian).

Booth, T., Ainscow, M. (2016). *The Index for Inclusion: A Guide to School Development Led by Inclusive Values*. Cambridge, 194.

Burns, M. (2018). Six strategies to improve teacher training workshops. <https://www.globalpartnership.org/blog/six-strategies-improve-teacher-training-workshops>

Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, 23(7-8), 691-704. <https://doi.org/10.1080/13603116.2019.1622801>

Garg, S., Sharma, S. (2020). Impact of artificial intelligence in special need education to promote inclusive pedagogy. *International Journal of Information and Education Technology*, 10(7), 523-527. <https://doi.org/10.18178/ijiet.2020.10.7.1418>

Imaniah, I., Fitria, N. (2018). Inclusive education for students with disability. In *SHS Web of Conferences*, 42, 00039. <https://doi.org/10.1051/shsconf/20184200039>

Itckovich, M., Itsikovich, T. & Shutaleva, A. (2017). Management in special (correctional) schools from the standpoint of communicative competence. In *INTED2017: 11th International Technology, Education and Development Conference*, 5287-5296. <https://doi.org/10.21125/inted.2017>

Ladenstein, J., Breyer, C. & Gasteiger-Klicpera, B. (2023). Exploring changes in collaboration through the professionalisation of learning and support assistants: A mixed methods study. *European Journal of Special Needs Education*, 38(3), 394-407. <https://doi.org/10.1080/08856257.2022.2107682>

Ljungblad, A.L. (2021). Pedagogical Relational Teachership (PeRT) - a multi-relational perspective. *International Journal of Inclusive Education*, 25(7), 860-876. <https://doi.org/10.1080/13603116.2019.1581280>

Mouchritsa, M., Romero, A., Garay, U. & Kazanopoulos, S. (2022). Teachers' attitudes towards inclusive education at Greek secondary education schools. *Education Sciences*, 12(6), 404. <https://doi.org/10.3390/educsci12060404>

Naberushkina, E.K. (2017). inclusion development in the space of the high school. *Human. Society. Inclusion*, 4, 18-28. (In Russian).

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>

Rojo-Ramos, J., Gomez-Paniagua, S., Barrios-Fernandez, S., Garcia-Gomez, A., Adsuar, J.C., Sáez-Padilla, J. & Muñoz-Bermejo, L. (2022). Psychometric properties of a questionnaire to assess Spanish primary school teachers' perceptions about their preparation for inclusive education. *Healthcare*, 10(2), 228. <https://doi.org/10.3390/healthcare10020228>

Rosado-Castellano, F., Sánchez-Herrera, S., Pérez-Vera, L. & Fernández-Sánchez, M.J. (2022). Inclusive education as a tool of promoting quality in education: Teachers' perception of the educational inclusion of students with disabilities. *Education Sciences*, 12(7), 471. <https://doi.org/10.3390/educsci12070471>

Shutaleva, A., Putilova, E. (2017). Theatrical pedagogy as a way of developing the holistic creative thinking of children and adolescents in an inclusive educational process. In *INTED2017: 11th International Technology, Education and Development Conference*, 1110-1118. <https://doi.org/10.21125/inted.2017.0412>

Received: 14 November 2025;

Accepted: 22 December 2025;

Published: 13 January 2026.