

# Integrating Students with Learning Disabilities into Regular Classrooms

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**Abstracts:** This study investigates integrating a student with learning disabilities into regular classrooms. The research involved interviewing eight inclusion teachers who worked with this student for one academic year. Through this study, the researcher sought to gain insight into the current situation, address the challenges of inclusion, and gather the perspectives of inclusion teachers working in integrated classrooms. The results of this research could help inform modern trends in inclusion education. The main promising finding is that the inclusion teachers' role is critical in aiding students with special needs to develop their social, educational, and cultural values. In addition, the study sheds light on the challenges that the teacher experienced and proposed recommendations to overcome them. The study recommended providing teachers with the proper training and support, encouraging teachers to create special plans for each student's needs, and encouraging parents to be involved in their child's education.

**Keywords:** Inclusion Education; Students with Learning Disabilities; Regular Classroom.

## 1. INTRODUCTION

This study documents several key contributions to the field of inclusive education. Recent theoretical developments have revealed that the education and instruction of students, regardless of their abilities, are continually developing to achieve greater levels of adaptation and promote integration in schools. The collaboration between general and special education teachers and the inclusion of all students serves to fulfill educational objectives, align with overall goals, and meet the requirements of inclusive education philosophy (Attantawi & Al-Ghamdi, 2020).

Students with disabilities face challenges in inclusive learning environments. These challenges appear as inappropriate curricula, unsuitable assessments, and inadequate educational programs. These challenges may limit opportunities for students with disabilities to learn and develop their personal and social skills. These also hinder their ability to learn and socially integrate with and beyond school (Attantawi & Al-Ghamdi, 2020).

Several scholars believe that ensuring all students have access to education is the most challenging factor in the learning environment. With this in mind, students should have equal access despite differences in learning approaches, interests, and their mentality or physical strengths. In addition, they demonstrated that an appropriate classroom can lead to a high quality of educational life for all students during their scholastic semesters (Al Hazmi & Ahmad, 2018).

Previous studies have emphasized that the field of learning disabilities has grown significantly recently. It has been noticed that there is increased attention and specialization among professionals toward learning disabilities. Most early studies and current work agree that there is greater differentiation between different categories of learning disabilities and those with cognitive or physical limitations.

The difficulties associated with learning disabilities continue throughout an individual's lifetime. It requires ongoing assistance, commencing from the primary education stage. These challenges require continuous support during primary schooling and long-term care for individuals with learning disabilities. In addition, individuals with learning disabilities have average intelligence but face notable challenges in fundamental subjects like reading, writing, and mathematics. Therefore, their teachers should consider this by developing specialized teaching methods tailored to this group. Thus, the teacher is an important part of the educational system. They are responsible for shaping students' behavior who suffer from learning disabilities. Teachers are also responsible for

various tasks. A successful teacher knows how to implement good guidance, intervention, and diagnosis of students with learning challenges.

### **1.1 Statement of the Problem**

The researcher in this section elaborates on the problem statements. This research mainly investigates the learning experiences and outcomes of students with learning disabilities integrated into regular classrooms. The study assesses the impact of the integration process from the teacher's perspective on the integrated student. At the same time, it considers particular factors that contribute to the success or challenges of the integration process. Interview was used with the target teachers to achieve these goals.

### **1.2 Significance of the Research**

This study focuses on integrating students with learning disabilities into regular classrooms. The researcher interviews several inclusion teachers who work with these students to gather insights directly from the inclusion teachers. The study highlights how important it is for inclusion teachers to be involved in the social, academic, and cultural development of students with learning disabilities. The study also sheds light on the challenges inclusion teacher face and provides recommendations for overcoming them. Furthermore, this investigation emphasizes the importance of these practices and offers valuable perspectives for teachers, administrators, and policymakers seeking to enhance the educational experience of students with learning disabilities.

### **1.3 Questions of the Research**

The researcher raised the main following question:

- 1- What are the challenges that experience inclusion teachers in integrating students with learning disabilities into regular classrooms?

## **2. LITERATURE REVIEW**

Research on students with learning disabilities has a long tradition. The researcher in this section documents previous work published in the field of study. After carefully reviewing previous work, the researcher found different definitions of inclusion. Some scholars describe it as educating students with learning disabilities alongside their typically developing peers. Similarly, others define it as a collaborative effort between regular and special education teachers. Inclusion focuses on creating alternatives within the mainstream educational environment (Kunduz & Gerdir, 2020).

The term "inclusion" simply means removing discrimination towards individuals with learning disabilities by providing equal opportunities and participation in society. In addition, it involves educating and engaging students with learning disabilities with their peers to facilitate communication and meet their educational needs (Kunduz & Gerdir, 2020).

It can be understood that the concept of academic inclusion involves teaching students with learning disabilities in regular classrooms with tailored education, modified teaching methods, and curriculum content that enables all students to participate. Regular classroom teachers are responsible for grading and reporting for integrated students with learning disabilities and can consult special education teachers when designing exams and assigning grades (Abdulmawjood, 2018).

A recent study published by Grish demonstrated that inclusion should involve providing equal learning opportunities that meet their needs, primarily in the regular classroom. Grish operationally defines procedural inclusion as the educational instruction process where students with special needs learn with their peers in a typical school environment (Grish, 2023). Other researchers believe inclusive education integrates students with special needs into regular classrooms for part of the day, promoting social interaction (Kazanopoulos et al., 2023).

In the Israeli education system, students with learning disabilities study in regular classrooms within special education frameworks. These students, "integration students," receive their education with their non-disabled peers. The teachers instructing these students are regular education teachers who do not necessarily possess specialization in special education (Gliko & Braun-Levinson, 2022).

The Special Education Law, published in 1988, has facilitated integrating students with learning disabilities into normal classrooms by implementing inclusion practices (Gliko & Braun-Levinson, 2022). In July 2018, the Knesset approved Amendment No. 11 to the Special Education Law, ordering enrollment and integration of students with special needs into regular education. The amendment requires personalized and adapted responses for each student based on their needs (Knesset, 2018).

### **3. THEORETICAL FRAMEWORK**

The conceptual framework of this research paper mainly discusses the major concepts from various disciplines to give the reader a comprehensive understanding of how different perspectives influence one another.

#### **3.1 Definition of Inclusion**

Linguistically, inclusion refers to combining two things. In education, it places students with learning disabilities in a normal school. This modern approach integrates qualified children with learning disabilities into regular classes. It also involves organized and planned educational design, clearly outlining responsibilities for both regular and learning disabilities teachers. Another definition of inclusion is integrating students with learning disabilities into regular classrooms for at least part of the school day. This approach seeks to provide these students with as much support as possible and involves a shift from old practices of isolation and segregation in education. In fact, the concept of inclusion began to take shape in the 19th century after decades of educational practices based on isolation and separation. This philosophy changed from rejection and isolation to focus on learning disabilities education. This succeeded in shifting to the idea of inclusion, which many societies have adopted (Qutub, 2018).

The operational definition of inclusion refers to being ready and adopting collaboration between teachers and society to provide education within regular classroom settings (Ben Qaida & Qozaim, 2021).

The concept of inclusion for individuals with special needs has received more attention and established educational practice in many countries. It generally aimed to offer them equal rights and full social participation alongside their typical peers (Hariz & Lazraq, 2023).

Inclusion is a global trend in education that requires the involvement of and collaboration between educational professionals. While educational professionals agree that educational rights of children with disabilities and the principle of inclusion – that schools should provide for the needs of all the children in their communities, regardless of ability and disability – there remain significant barriers to achieving these ideals (Majadley, 2019).

Inclusion is an educational approach that aims to integrate individuals with disabilities into mainstream education to the best of their abilities. It is also considered important due to several reasons. In the first place, inclusion provides the opportunity for students with learning disabilities to receive education while staying in their homes with their families. This allows them to avoid attending separate educational institutions that may isolate them. In second place, this approach enables children to become active members of their families and communities.

Additionally, families and communities can fulfill their responsibilities towards these children. Furthermore, inclusion provides disabled children with real-life experiences. With this in mind, teaching students in mainstream schools is less expensive than in special education schools. Finally, inclusion in mainstream schools helps students with minor disabilities socially integrate and prepare for peer interaction.

### 3.2 Types of Inclusion

According to Abdul Mawjood (2018), the various forms of inclusion can be understood as follows:

**Educational Inclusion:** The concept of educational inclusion involves teaching children with learning disabilities in regular classrooms while providing them with specialized education. Regular classroom teachers adapt teaching methods and curriculum content to enable all children to participate at a level that suits their abilities. They also grade and report on integrated students with special needs.

**Full Inclusion:** This refers to providing special education services to children with mild disabilities in regular kindergarten classrooms alongside their regular peers. It takes into account the type and severity of the disability.

**Partial Inclusion:** This involves including children with mild disabilities in regular kindergarten classrooms and activities with their peers for a certain period.

**Social Inclusion:** The social development of children with learning disabilities depends on their interactions with life situations and others. Social inclusion in kindergarten is essential for successful learning because it integrates them into the educational environment.

**Group Instruction:** it is considered one of the easiest ways because it is based on offering all students the same instructions at the same time regardless of their mental abilities.

**Group Work:** Teaching children through group work is effective because it encourages them to participate and learn.

**Individual Work:** It allows children to complete tasks independently and participate in group activities. This way benefits both typical children and those with special needs who can be integrated.

Recent literature (Grish, 2023) has shown that the inclusion of learning disabilities students in regular schools means putting them in the same classrooms as other students. Many things can make this way successful. The following are examples of them:

- 1- **Creating Suitable Educational Curricula and Programs:** Engaging students in appropriate instructional curricula and plans is significant. This allows the students to acquire personal, societal, and instructional skills. This also supports them in their scholastic and societal activities inside and beyond the school.

- 2- **Assessing Students through a Multidisciplinary Team:** this way is significant because it ensures successful inclusion. In addition, the team should consider that they come from different disciplines, such as the health sector, representatives from the inclusion committee, social workers, psychologists, and special education teachers. This is to say that all team members collaborate to conduct medical, psychological, and educational assessments for students. This team also detects early any difficulties that may affect the child's academic achievement; thereby, they can give them particular attention.

- 3- **Teacher Preparation:** It is important to provide teachers with the necessary training and skills that they need to work effectively with students and meet their educational, social, and emotional needs. A group of experienced teachers who can work with students with special needs should be chosen carefully before adopting any inclusion plan.

The attitude of teachers from the Arab sector towards the integration of students is significantly influenced by the training process, and in particular in the first degree. The impact of the training process is on the level of teachers' knowledge, but more (quantitative) training influences a positive change in teachers' behavioral support in integrating students with Special Education Need (SEN), and only in the next stage is this support expressed in

both the level of knowledge and the emotional position of the teachers. Therefore, teacher training institutions should expand the range of courses and practical training in the field of special education (Majadley, 2023).

### 3.3 Importance of Inclusion

The importance of inclusion can be summarized as follows, according to (Abdul Mawjood, 2018):

1. Provide opportunities for all children with learning disabilities to receive an equal education with other ordinary children.
2. Respecting individual differences among children at that age.
3. Provide the opportunity for ordinary children to get familiar with children with learning disabilities and their abilities positively and interactively.
4. Changing parents' attitudes towards their children with learning disabilities. Also, it is important to help them get rid of feelings of shame, distress, and sometimes guilt. This could happen by reducing the gap between their children and their normal peers.
5. Changing society's general attitudes and those working in the educational system. Principals, teachers, and parents' attitudes are major in successful integration.
6. Changing the unwanted behavior patterns of children with special needs with positive behavior patterns.
7. Helping integrated children improve their self-concept by developing many different skills.
8. Providing a supportive environment for all integrated children to offer them experiences that will enable them to learn many concepts about the outside world.

### 3.4 Theoretical Background of Learning Disabilities

Learning disability is divided into two categories: developmental learning disability and academic learning disability. Examples of the former are auditory perception and focus, memory, thinking, discrimination of sounds, auditory/verbal discrimination, and language. On the other hand, examples of academic learning disability are known as reading, writing, spelling, and math.

Researchers defined education as the process of teaching learners regardless of their age, background, and with or without disabilities in schools by a teacher. The teacher should be qualified in the field and use various techniques to develop students' knowledge. The recent work argues that the reality of teaching Arab learners with special needs is receiving more interest from researchers. Therefore, teachers should be well prepared to deal with both learners according to their intellectual ability. Those teachers should receive proper training to ensure teaching students successfully (Majadley, 2020).

According to Al Zaharani (2023), learning disabilities can be defined as a significant lack of academic and non-academic skills and learning strategies. These hinder the ability of the child to keep pace with peers in academic achievement without the presence of another type of disability. Abu Zeid (2023) argued that there is a condition where a student experiences a consistent decrease in academic performance compared to their classmates. This decline cannot be attributed to visual, motor, or auditory disabilities, intellectual disability, psychological instability, or family and social circumstances.

A recent study demonstrated that learning disabilities refer to disruptions in essential mental or psychological processes, such as attention, perception, memory, concept formation, and problem-solving. This disability is an obstacle to an individual's ability to learn reading, writing, and arithmetic. This will reflect on their academic

achievement. Developmental learning disabilities are especially problematic since they make it challenging for children to learn academic subjects (Al-Rabah, 2022).

There are many types of learning disabilities. The researcher lists the most common as follows:

1- **Dyslexia:** it is a language-related difficulty that causes challenges in reading, writing, spelling, and understanding written symbols. People with dyslexia often struggle to differentiate between similar letters and may encounter difficulties learning to read correctly. According to recent literature (Al-Rabah, 2022; Zardani and Sardouk, 2021), they define dyslexia as a weakness in interpreting symbols and recognizing or confusing similar letters in terms of sound and appearance. This can negatively impact their academic skills, particularly reading and comprehension.

2- **Dysgraphia** is a writing-related difficulty that causes challenges in forming and writing letters within defined spaces (Al-Rabah, 2022).

A variety of reasons can cause learning disabilities, such as biological and organic. Brain damage is believed to be at the root of these disabilities. It can be caused by meningitis, toxicity, brain cell inflammation, German measles, lack of oxygen during birth, and medication use. Genetic and hereditary factors also play a role. Many studies suggested that learning disabilities can be seen in families and that certain genes can directly influence reading difficulties. In addition, pre-birth factors are one of the notable reasons for learning disabilities. These disruptions in the digestive process, exposure to X-rays, and maternal infections can also contribute to learning disabilities. Furthermore, other reasons contributing to these difficulties happen during birth, such as premature or delayed birth, lack of oxygen, and non-sterile delivery tools.

Other reasons for postpartum are accidents, illnesses, malnutrition, imbalanced blood sugar levels, and defects in the nervous system. Learning disabilities can also arise due to different environmental reasons. The brain develops new nerve cells and neural networks about a year after birth. This can be disrupted by environmental pollution. School environments can also contribute to increased learning disabilities. Factors such as inappropriate curricula, outdated teaching methods, and teachers' unscientific teaching approaches can create fear and hesitation in students. These can negatively impact their growth.

## 4. METHODOLOGY

### 4.1 Research Design

In this section, the researcher explains the methodology used to conduct this study. The researcher opted for a qualitative research approach to gather information. A study conducted by Abu Hamdi et al. (2021) stated that "Quantitative and qualitative approaches are the driving force of evidence-based research." Therefore, the researchers believed the qualitative method would achieve the study's objectives. For data collection, the researcher conducted interviews with eight inclusion teachers with long experience in inclusive education. They were chosen carefully to ensure they could provide the necessary information the researcher needs.

### 4.2 Procedures

Initially, the researcher developed interview questions that would collect essential information. These questions were designed to help the researcher understand the perspectives of the target sample. The interview was conducted during the free time of inclusion teachers. Each interview lasted for 30 minutes. There were recorded and then analyzed by the researcher. After the interview, the researcher showed the interviewee teachers their answers and asked them whether they wanted to add, delete, or edit their answers. They were informed that the questions were for research purposes only. The answers were then analyzed thematically, categorized, contextualized, and discussed within the theoretical framework described in the previous section. This enabled the researcher to identify valuable connections, overlaps, and consistencies between teacher perspectives and establish theoretical perspectives.

### **4.3 Profile of the Sample**

The main sample of this study is eight inclusion teachers from both genders who work as inclusion teachers for students with learning disabilities. They have more than 10 years of experience in the field. Consequently, their extensive experience meets the research objectives. They are known for their commitment and passion for their profession.

## **5. RESULTS OF THE INTERVIEW**

The researcher in this section presents the results of the interview. They are divided into themes so that the discussion would be more comprehensive.

### **1- How would you describe the inclusion of the child in your class?**

Most of the interviewee teachers demonstrated that integrating students with learning disabilities aims mainly to let them overcome their difficulties. Our primary goal as teachers is to provide appropriate support that enables them to progress in reading fundamentals. We design our teaching methods to meet their requirements.

They also added that inclusion and class teachers should work hand in hand consistently during the integration period. Since this process can be challenging, it requires agreement on suitable class schedules and preparation by the inclusion teacher for classes they may not be present for. Thus, the integration process should be a continuous and flexible partnership.

Teachers often confirm that integrating students with learning disabilities into a regular classroom is challenging. They added that it is challenging for teachers to manage regular and integrated students in the same class. Inclusion requires more time and attention compared to regular students. Their reading, writing, and comprehension skills differ from regular students. Therefore, it makes it more challenging for teachers. Additional resources, such as an inclusion teacher in the classroom, can greatly help overcome these challenges. They can provide extra attention and support for students with learning disabilities to help them to achieve educational and social success.

### **2- What is the method that you use for the student's inclusion?**

Teachers have shown similar perspectives regarding their method with students with disabilities. Initially, it is important to inform people about the student and their surroundings both in and outside the school, particularly their parents, socio-economic status, and the nearby community. It is also significant to understand how the parents perceive and comprehend their child's situation and then subsequently introduce the idea of the integration process to both the parents and the student during class.

Students identified as having learning disabilities compared to their peers are selected for four weekly sessions with a special education inclusion teacher. This selection is done with the agreement of their parents and after discussions within a specific committee.

In the classroom, some students receive resources while others do not. Typically, those who receive resources are in difficult situations. Students who do not are often marginalized. Students who struggle with integration may become troublesome in class due to social needs. As a result, school administrations may grant these students more resources than others to prevent disruption. However, this creates a situation where some students lack resources while disobedient students receive more. Some students receive basic accommodations like individual or enhancement lessons because the school may not have adequate resources for this group.

### **3- Has the inclusion process helped the student progress academically and socially?**

Some students had significant growth through inclusion sessions. They have improved both academically and personally. However, others struggle to progress due to short-term memory, skill-related issues, and social and

behavioral reasons. These obstacles can hinder parental involvement and prevent advancement. Students are sent to special education for more support in such cases.

Many teachers said that the integration process has improved the student's education. They can now read letters, words, and short texts, and their handwriting has become organized. Although they still struggle with complex texts, there has been significant progress. At the beginning of the year, some students had difficulty recognizing letters and sitting still, but they are now motivated to learn and enjoy writing and interacting with classmates.

On the other hand, some teachers showed different perspectives that the integration process does not effectively help students' social and educational integration. Particularly in terms of education, it fails to categorically help because the situation differs from that of a class with students of similar educational levels. In such cases, the teacher provides better support by preparing appropriate materials tailored to the student's level of comprehension and thinking. However, when students are in a regular class, it becomes more challenging for teachers to reach out to students with learning disabilities and help them benefit. On the other hand, socially, integration can help students make friends with regular students. However, there are instances when regular students view integration students as inferior because of their lower educational standards. This can lead to embarrassment for integration students when they ask a question that may seem "stupid" to regular students due to the difference in intellectual levels.

#### **4- What are the challenges that students face?**

Students face many challenges, such as individual differences and educational gaps between those with learning disabilities and their peers. Socially, students might not be accepted by their classmates. This makes them feel excluded and recognized as having lower educational abilities. Interestingly, these gaps are less noticeable in lower grades; all students interact and play together. However, as students age, educational differences may become clear. This leads to low self-confidence and introversion. Additionally, students with learning disabilities often experience low self-esteem.

The interviewee demonstrated that during the initial stages of integrating a student with learning disabilities into a regular class, they encountered academic obstacles in reading, writing, and history. However, through the implementation of specific strategies, the student was able to overcome these challenges. It is important to note that the student is experiencing difficulties in arithmetic. Teachers are working to provide the necessary assistance to help them overcome this obstacle and succeed academically.

Teachers also added that one of the greatest challenges for students is finding motivation and the desire to learn. Some of their students struggled with these issues and had a negative attitude toward school and writing. They often made excuses to skip class and avoid completing assignments. Furthermore, some of their peers viewed them as problematic and weak students. Therefore, they could benefit from a dedicated teacher who can provide individual attention. This significantly helped the students to overcome such problems.

#### **5- How much do parents collaborate with the teacher in the inclusion process?**

Some parents showed good cooperation and support towards their children's progress in education. They offer strong encouragement and acceptance of the situation. They worked together with the teacher based on their children's abilities. However, some parents lack involvement in their children's education. These parents feel discouraged about their children's performance due to their lack of collaboration with the teacher. Unfortunately, this often leads to a decline in the student's performance.

Many teachers communicate consistently and collaborate with the inclusion teacher and the student's parents. They frequently engage in phone conversations or hold meetings within the school premises. During these meetings, the inclusion teachers update the parents about their child's progress, share their homework, and provide guidance on how they can support their child's learning at home in a manner that caters to their individual needs.



Furthermore, other teachers added that the parents were helpful by staying in touch through messages and phone calls. They also ensured that their child completed all the required tasks at home and followed the instructions from the inclusion teacher and class teacher. These instructions included solving tasks, providing materials, giving short breaks, encouragement, gifts, and moral support. The parents also participated in school activities, which impressed us as teachers.

#### **6- How does the student feel during their inclusion in the classroom?**

Initially feeling different from classmates due to having a female integration teacher, the student faced judgment from peers. Over time, the student developed self-confidence and appreciated having someone to turn to for help. Other students even began seeking assistance from the integration teacher.

The student gains self-confidence when they feel they have a supportive teacher there for them. This support makes them believe they can face difficult tasks they may have struggled with independently.

The integration process has developed the student's self-confidence and motivation to learn. This positive change has made him a unique student who has benefited from having an inclusion teacher to support him in his studies. Student also has a strong sense of confidence, happiness, and self-sufficiency. This has been encouraged by students' progress in education and social skills. The teachers believe that inclusion students feel they are along with their peers in both areas. This gives them a sense of confidence and belief in their abilities.

#### **7- Was the student inclusion process successful?**

According to the teachers, any help given to these students is valuable in their growth and personal growth. They stated that successfully integrating a particular student into an educational system has proven successful. This can be noticed in their academic skills, such as reading and writing. The student's motivation, confidence, and self-awareness regarding his areas of strength and weakness are notable outcomes of the integration process. Moreover, the success of the inclusion teacher's efforts has resulted in a deeper appreciation and understanding of the importance of inclusive education among teachers and parents alike.

Some students succeed in the integration process. Others may feel left out and not receive enough attention. Teachers may not have enough resources to give individual attention to every student in a classroom of 30, so integration alone may be challenging. This can affect overall success rates.

#### **8- What factors influenced the success or lack of success of the inclusion process?**

Many factors should be considered to ensure the success of the inclusion process. First, teachers should allow students to participate throughout the year. In addition, teachers should create individualized plans for every student and maintain open communication and continuous monitoring between the inclusion teacher, regular teacher, parents, and other specialists at the school.

The interviewee extended their answers by adding that good inclusion teachers should communicate with parents after each lesson to provide them with helpful notes about their children's success. They also share information about the student's ability to concentrate and how many questions they can solve within a given period. Additionally, the teacher encourages parents to attend evaluation sessions to further support their child's education and strengthen their personality. The family's cooperation and response to the notes are greatly appreciated because parents play an important role in their child's success and well-being.

## **6. DISCUSSION OF THE RESULTS**

The researcher in this section elaborates on the interview results according to the literature and theoretical framework provided earlier.

This study aimed to investigate how a student with learning disabilities progresses socially and academically when integrated into a regular classroom. To achieve this goal, the researcher reviewed recent studies on the topic and interviewed eight inclusion teachers with long experience integrating such students into regular classrooms. The researcher gathered information on the integration process's effectiveness for the student's educational and social progress through the interviews.

After interviewing an inclusion teacher, the answer to the first question was related to theoretical concepts. She highlighted the advantages of inclusion and referred to it as an "ideal" or "exemplary" practice. This supports inclusion's positive aspects and success factors and highlights its importance. The teacher suggests implementing team-based and collaborative work to improve ideal inclusion practices.

Teachers should provide opportunities for students to develop themselves. Teachers agreed among themselves that incorporating students with diverse abilities helps create effective teaching methods and deliver educational content. It is important to recognize that each student possesses unique strengths and weaknesses. Encouraging them is critical in supporting their academic progress. Finally, integrating students into the classroom is impactful means of fostering their academic growth.

Regarding the second interview question, the inclusion teacher answered that they provide mediation, support, and work in small groups based on the student's specific needs. This meets with the theoretical concepts discussed earlier. It emphasized the importance of individualized approaches to inclusion. Academic inclusion involves teaching children with learning disabilities in regular classrooms while providing them with specialized education.

In response to the third question, the inclusion teacher said it was very helpful. Socially, students benefit from interacting with their peers and learning to be able to deal with different situations. This can lead to greater acceptance and appreciation by others. From an educational perspective, the inclusion process aims to provide equal opportunities for all students through special educational programs that consider their strengths and weaknesses. The interviewee teacher concluded that the inclusion process has positively affected students' academic and social progress.

Regarding the fourth question, the inclusion teacher responded: "The challenges of inclusion, both socially and educationally." This is closely tied to the material on learning disabilities, both primary and secondary. It is specialized in assessing the student's ability to integrate socially within the educational environment. The initial step is to ensure the student's comfort in the environment. Then, teachers should ensure their ability to learn academically with students and teachers. According to the inclusion teacher, one of the inclusion challenges lies in the student's integration on both social and educational fronts.

For the fifth question, the inclusion teacher responded with a score of "4". Although a good response, it falls one point short of completeness for this particular question. As scholars, we heavily rely on the student's background information. This may include their parents, environment, daily routines, and ability to adapt. These factors all impact the student's level of support and can either strengthen or weaken their progress. Parents should work hand in hand with the teacher regarding the student's situation, progress, and treatment.

Similarly, concerning the sixth question, the inclusion teacher responded, "Self-confidence has developed and becomes stronger." This proves the success of the inclusion process and how it helped the student socially and in facing social situations. It positively and significantly supported the student, aiding them in dealing with social challenges.

For the seventh question, the inclusion teacher showed a positive attitude. They respond that the process has benefited the student's growth and development. The inclusion process incorporated cooperative learning and group activities. It helped build a strong bond between the teacher and the student. The success of this process is attributed to the collective efforts of the classroom team, their participation, and support for the student and their peers.

Regarding the eighth question, the response from the inclusion teacher was as follows: "Collaboration, a partnership between the professional team in the preschool and the inclusion team, and the nurturing environment in the preschool contributed to the success of inclusion." This aligns with the important aspects of a comfortable environment and success factors for inclusion in an educational setting. As noted by the inclusion teacher, having a supportive and specialized team that collaborates to assist the student is crucial for successfully integrating students with special needs.

Based on the results of the interview, there are several challenges arise for integrating students, as follows:

- 1- The absence of clear instructions regarding implementing a comprehensive educational policy in general education schools.
- 2- Inadequate skills of general basic education teachers to deal with children with learning disabilities.
- 3- Poor teaching style and lack of learning tools.
- 4- Inappropriate methods of follow-up and supervision of special education programs.
- 5- Inadequate infrastructure and lack of equipment made it difficult to contain education own.
- 6- The lack of a clear educational vision regarding integration.
- 7- The lack of acceptance of integration in general and some obstacles prevent the implementation of integration in regular schools.
- 8- Ordinary children reject having children with learning disabilities in school with them.
- 9- Shortcomings in the arrangements bearing in mind that integration requires additional equipment.
- 10- The curricula taught in special education schools may not meet the purpose. Therefore, they cannot be suitable for students with special needs.

Throughout the challenges mentioned above, it is noticed that implementing the inclusion process may sound difficult. These difficulties mainly revolve around identifying the educational needs of all students, especially those with learning disabilities. In addition, other challenges arise in changing the attitudes of teachers and normal students toward the school's mission and how to achieve its objectives. This requires preparing suitable teachers and educating students about accepting having peers with learning disabilities. Furthermore, other challenges hinder the development of inclusion, such as difficulties in developing appropriate curricula, assessments, and educational programs that provide equal education opportunities and enable individuals with disabilities to develop personal, social, and educational skills to their fullest potential. This preparation should equip them with capabilities contributing to their learning and social integration within and outside the school (Kunduz, 2019).

## **CONCLUSION**

This study explores the importance of integrating students with learning disabilities into regular classrooms. The research aims to provide insight into the challenges and perspectives of participating teachers. It also highlighted potential advantages and obstacles to this teaching method. Through communication with an experienced inclusion teacher, valuable insights were gained that can contribute to the progress of comprehensive teaching practices. The findings emphasize the crucial role of teacher engagement in improving the social, educational, and cultural development of students with learning disabilities. The teachers' dedication and expertise were evident in how they supported these learners. An adaptable classroom environment with customized curricula and collaborative efforts supports the approach. These can greatly enhance the learning experience of learners with learning disabilities.

These findings align with integration-focused theory, which emphasizes individual educational approaches and the importance of a comprehensive support system.

Additionally, the study highlights that integrating students with learning disabilities can arise challenges due to factors such as unprepared teachers, insufficient resources, and societal obstacles. It also showed the urgent need for extensive teacher training and an inclusive student mindset. Overcoming these obstacles requires collaborative efforts involving multidisciplinary teams, specific strategies, and the active involvement of parents to establish a welcoming educational environment.

## RECOMMENDATIONS

According to the results of the study, the researcher recommends teachers the following:

- 1- Make sure teachers receive the proper training and support.
- 2- Create a plan specifically for each student's needs.
- 3- Provide enough money and materials to develop learning tools appropriate for students with learning disabilities.
- 4- Encourage parents to be involved in their child's education.
- 5- Help students accept and include each other.
- 6- Bring together different professionals to work as a team.
- 7- Advocate for better laws and rules.
- 8- Encourage more research and sharing of knowledge about inclusive education.

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## APPENDIX

### Interview Questions with Inclusion Teachers

The researcher designed these questions to obtain the goals of the study. The inclusion teachers were asked to describe the method used for student inclusion. In addition, they can assess students with disabilities' academic and social progress. Then they were asked to identify the challenges and evaluate student emotional experiences. The researcher believes these questions helped gain valuable insights into the teacher's ability to create a supportive learning environment for such students.

- 1- How would you describe the inclusion of the child in your class?**
- 2- What is the method that you use for the student's inclusion?**
- 3- Has the inclusion process helped the student progress academically and socially?**
- 4- What are the challenges that students face?**
- 5- How much do parents collaborate with the teacher in the inclusion process?**
- 6- How does the student feel during their inclusion in the classroom?**
- 7- Was the student inclusion process successful?**
- 8- What factors influenced the success or lack of success of the inclusion process?**

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