

A Study of Special Needs Children Entering Regular Classroom Learning

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Abstract. Special populations appear in the public eye with increasing frequency, so their education and problems are receiving increasing attention in many countries. But as many countries focus on educating children with special needs, they are discovering an even more significant pitfall. This problem is that many countries have segregated children with special needs from typical children, making them less able to integrate into society when they reach adulthood. When research began, people found the answer to this problem in inclusive classrooms. This paper discusses the need to include children with special needs in regular classrooms. In this paper, the author analyzes multiple perspectives from the perspective of the state, schools, teachers, special needs students, and children in general. Combining the strengths and weaknesses of these perspectives, the author of this paper offers some suggestions on how to measure the relationship between special needs children and regular classrooms and subsequent development.

Keywords: Children with special needs; special education; regular education; educational development.

1. Introduction

As the world continues to evolve, people are increasingly dependent on technology. Education is seen as the most essential part of a country. Education is a human right, a significant development engine, and one of the most effective means of decreasing poverty and enhancing health, gender equality, peace, and stability. It generates substantial, predictable income yields and is the most important component for guaranteeing equality and inclusion [1]. Education may contribute to an individual's employment, income, health, and poverty alleviation. Each extra year of education improves hourly wages by 9 percent worldwide. It supports long-term economic development, boosts innovation, bolsters institutions, and promotes social cohesiveness for society [1]. In this context, special populations are coming into the public eye. According to the World Health Organization, on December 2, 2022, an estimated 1.3 billion people (or one in six people worldwide) have a severe disability, and the number is growing [2]. Based on this data, people can see that particular populations are already a part of every country that cannot be ignored. With the 2030 Agenda for Sustainable Development adoption, Member States committed to leaving no one behind, including persons with disabilities. The World Health Organization (WHO) works with other United Nations (UN) agencies, the Department of Peace Operations (DPO), and broader civil society to help Member States achieve their national goals and embrace disability in all sectors [2]. In today's rapidly changing technology, the relationship between special people and the general population will become closer and closer, according to WHO and the goals advocated by countries worldwide. In today's increasingly aging world, special populations will also be an indispensable workforce for countries in the future. If the typical person needs to use education to change their life, the special populations need it even more. The biggest problem for special populations is known as weak learning self-control. In a study by Thomas Dee and Hans Henrik Sievertsen, researchers at Stanford University found that children whose parents waited to put them in kindergarten before age 6 scored significantly higher on self-control tests at ages 7 and 11 [3]. It shows that the easiest time in a person's life to change themselves is as a child. Therefore, if people want to improve the quality of life of special populations, they should start education from childhood. In other words, in addition to the necessary knowledge and education, the social relationship with the general population is also an essential part of the

particular population. The best time for education and socialization is during childhood. Why is it so vital to educate unique populations? People with disabilities are more likely to be poor, reside in substandard or hazardous housing, and have low levels of education, compared to the general population. They feel social isolation regularly and have fewer opportunities to participate in public life [4]. The major causes of disability, poor quality of life, and decreased productivity are mental health disorders and mental illness [4]. Australia, for instance, ranks lowest among the Organization for Economic Cooperation and Development (OECD) nations in terms of the relative income of individuals with disabilities. The average employment rate for those with disabilities is around 54 percent, compared to 83 percent for people without impairments [4]. Australia is a developed country. The fact that people with special needs in developed countries are treated this way proves that people with special needs in other countries lagging are facing an even more difficult situation. The above makes it relatively tricky for exceptional people to integrate into society. The best time for people with special needs to incorporate into ordinary people and to improve their problems is during childhood. Therefore, it is necessary to consider whether children with special needs should be enrolled in regular classrooms.

This paper aims to discuss how inclusive classrooms, as advocated by various countries, can better integrate children with special needs into regular classrooms for learning. In this way, it will help students with special needs to develop better.

2. The Current Situation of Contemporary Children with Special Needs

As the access to education increases, many countries find that the percentage of children with special needs is increasing yearly. According to a new report released by the United Nations International Children's Emergency Fund (UNICEF) in January 2022, entitled: Seeing, Counting, Including Using Data to Reveal the Well-Being of Children with Disabilities, the number of children with disabilities is estimated to be close to 240 million worldwide, or one child for every ten children worldwide [5]. With this vast number, the education issue for children with special needs is pressing.

2.1. Some of the Current Advantages

The globe has taken note of this issue, and several big nations have taken action. In the United States, for instance, the Individuals with Disabilities Education Act (IDEA) was established expressly for unique populations. The federal statute in the United States called to ensure that the educational needs of children with disabilities are met in public schools, and the Individuals with Disabilities Education Act (IDEA) was created. After a legal review and finding that a child is eligible for special education services, the Act mandates that parents collaborate with school personnel to prepare an individualized education plan (IEP) [6]. The bill also states that children with special needs can be evaluated and placed in regular classrooms to better integrate into society. Therefore, all teachers in the United States are required to learn a certain amount about special education [6].

2.2. Some of the Problems That Arise

2.2.1 National and school aspects

However, beneath these advantages, there are still many challenges regarding special education. The expanding and ubiquitous shortage of special education teachers threatens the quality of education for children with disabilities. 49 states in the United States indicate the need for special educators [7]. The biggest issue in this is teacher pay. Special education teachers should be paid better for their tedious and hard work. This is a problem worldwide [8]. The issue of teachers' salaries is a significant issue that demotivates teachers. Because each country's economic power varies from region to region, schools invest different amounts of money and need the means to provide a good learning environment. Take the United States and China, for example, both countries have better economic development in the eastern part of the country. The school is more professional than other areas regarding equipment and teachers [8].

2.2.2 Student and teacher aspect

But the main problem is that more and more children with special needs are now entering regular classrooms. In the past decade, the particular education model known as the inclusion or mainstreaming has become increasingly common, with over 60% of students with disabilities now spending 80% or more of their day in regular classrooms [9]. But in reality, many teachers in regular classes need to understand the needs of exceptional students or even have a foundation for such students. Also, because of the unique nature of children with special needs, one teacher cannot accommodate both regular and special needs students, and schools do not usually have two or more teachers [10]. In addition, American law mandates instructors to customize the curriculum to an excessive degree, which places a significant amount of burden on educators. Additionally, children with disabilities face various challenges in the traditional classroom. Compared to pupils without disabilities, children with learning problems are 31% more likely to be bullied [11]. Compared to those without impairments, students with other health difficulties are 43 percent more likely to experience bullying. These pupils are also more likely to face severe bullying [11]. Children with several health problems are 43% more likely to encounter bullying than children without such conditions [11]. And because children with special needs have many learning problems for their reasons, the loss of instructional time increases the likelihood of repeating a grade and dropping out of school among kids with disabilities [11]. This data suggests that countries have tried to educate children with special needs; however, the prevalence of children with exceptionalities has increased. The presence of children with exceptionalities in regular classrooms is increasing. Problems that special needs could have solved are slowly becoming more complex. So given this trend, should children with special needs be enrolled in regular classrooms?

3. Benefits for Children with Special Needs in Regular Classrooms

All changes in history are heavily colored by the times. Since it is becoming more common for special needs students to enter the traditional classroom, this must be beneficial. The fact is that problems and benefits are sometimes linked.

3.1.For Regular Students

An example is the problem of bullying faced by children with special needs. The reason why this happens is that ordinary students need help understanding special needs students. Especially in elementary school, students are not mature enough to understand and lack a sense of identity, which can lead to bullying. By working with students with special needs in the classroom, regular students can learn what a particular student is and learn to help such a unique group of conditions. It allows regular students to be more empathetic, not compassionate, but respectful.

3.2.For Students with Special Needs

Additionally, children with special needs must be incorporated into mainstream society as adults. If youngsters are not exposed to the actual world, they will not be able to better integrate into regular adult society. However, the most crucial factor for pupils is how they may improve their learning. When children with special needs are enrolled in ordinary classes, their academic performance improves, according to studies. A study published in the International Journal of Special Education found that autistic children performed better in inclusive classes than in special education courses [12]. This data proves that some exceptional students can succeed in the regular classroom. Negative emotions can exacerbate academic difficulties, and school climate is an essential factor. When special needs students enter the traditional classroom, they have a high sense of acceptance. A sense of identity or respect is critical to their academic progress.

3.3.For Teachers

It is also suitable for teachers to reach out to children with special needs. Frequently, teachers of general education and special education work together in the classroom. These collaborative spaces may be arranged in several ways, including stand-up instruction, parallel instruction, supplementary education, and team teaching [12]. Collaboration enables instructors to plan imaginatively with colleagues, have access to new resources, and develop a feeling of responsibility that they would lack in an isolated context [12]. When entering an inclusive classroom, working with students with learning disabilities may be novel for normal teachers. This is an opportunity to learn essential information about the school system, even if it may seem overwhelming [12]. Reaching and educating students with special needs broadens the horizons of regular teachers and improves their teaching skills. And because special and regular teachers will interact in inclusive classrooms, both can learn from each other to find or create more and better instruction.

4. Suggestions

While many differences between "special education" and "inclusive education" continue to be hotly debated, the two concepts are still evident in policy and practice in many countries [13]. In summary, entering particular needs students into the regular classroom has become an issue that schools must address. Many countries, not only the United States, have taken special education seriously. China is a good example. China's special education has improved over the last several years as a result of the government's educational reforms. One of these trends is an emphasis on the worth of educators. It has been recognized that teacher quality is one of the most significant factors in progressing and improving special education in China [14]. Currently, the majority of pupils with exceptional needs attend special schools. Due to a lack of practical training, high teacher-to-student ratios, insufficient facilities, and poor professional skills, special education instructors are under immense strain [14]. Teachers must compensate for the necessity for an effective instructional environment.

4.1.For Countries

But one has to admit that the U.S. does a better job of inclusive classrooms than China and other countries. China and other countries need a more comprehensive program to help children with special needs. However, China and other countries can learn something from this to balance the relationship between special education and general education in their own countries. On the national level, the U.S. could learn from the U.S. Act on the Education for People with Disabilities Act to make their learning more secure. According to the data, more and more children with special needs are entering the regular classroom, so schools should be brave enough to accept them. A book towards inclusive schools mentions that special needs assignments are perhaps most properly seen as related to school improvement [15]. Therefore, encouraging change involves enhancing the ability of schools to match the conduct of teachers and others with predetermined norms or objectives [15]. The creation of strategies to actively include two important groups (students and parents) is necessary, even if it may be difficult for some schools to create community ties in the near future [15]. The efficacy of instructional programming in schools seems to be a crucial aspect of efforts to develop more inclusive policies [15]. How to promote the construction of inclusive classrooms in schools in various regions is also a problem that China and other countries need to solve. Mutual collaboration between parents and teachers is also essential. Raise teacher salaries and create a better learning environment for students with disabilities. Since special education and general education need to be integrated, teachers must learn the basics of special education.

4.2.For Teachers

Of course, some challenges need to be addressed. For example, how to deal with the learning problems of students with special needs. Because the learning ability of special needs students is

different from that of regular students, they will have to face a uniform curriculum if they are to be taught in the same classroom. And the teacher's energy is also limited. Suppose an exceptional student's situation could be more manageable, for example, if the student is disruptive to the classroom and unable to communicate correctly, it is impossible to enter the regular classroom.

4.3. For Students

After all, there are regular students in the traditional classroom who have no difficulty disrupting their classroom progress. As mentioned earlier, IDEA states that each student must be evaluated to qualify for special education. And this evaluation is done every year. So, can schools use assessments to determine whether or not students with special needs can enter the regular classroom? The example above stated that children with autism could learn better when they enter the traditional classroom. This example of autism demonstrates that some students with special abilities can enter the general classroom. The International Journal of Inclusive Education argues that a distinction should be made between how special educators advocate inclusive education and the function inclusive education plays in reducing the barriers to participation that members of excluded groups must overcome [14]. The ideas presented in the International Journal of Inclusive Education demonstrate the need for collaboration between special and regular schools. Assessing special students is more specialized in special schools, so the two can reach a cooperative approach. The particular school can determine the student's ability to enter the regular classroom. Allowing exceptional students who can enter the traditional classroom to do so will not only help regular teachers better understand special needs, students. However, they will also allow regular students to understand exceptional students better. More importantly, special students will have a smoother path into society in the future. The community will also be more inclusive of people with special needs. It will be of great help to their end. Why is assessment so important for exceptional students? In the book *Self-esteem in Children with Special Educational Needs*, Dr. Gurney emphasizes a huge difference between how children with special educational needs behave in regular classrooms and how they behave in unique environments [16]. He argues that the negative impact on the self-esteem of placing a child in a regular classroom may outweigh the benefits of greater inclusion [16]. Because physiological differences will bring psychological pressure on special children, special children cannot integrate well into the classroom. So, evaluation is also a kind of guarantee for them.

5. Conclusion

In fact, the integration of special populations into regular classrooms is something that must be experienced in this day and age. Since countries worldwide discovered that particular folks are essential, they have been trying to address their educational issues. For example, special schools have been explicitly created for special people. Special teachers have been trained to help them learn better. But with the rapid development of information, it has become clear that there are more long-term solutions than just developing learning skills. One day special people will have to return to society. And that's when a series of problems faced by special needs populations gradually emerged upon entering the league. It dawned on people that social skills are an essential point. Many tragedies occur due to a lack of understanding and discrimination. People's discrimination and prejudice are a big mountain that is hard to move after adulthood. That is why it is essential to make contact with ordinary people from a young age to learn to respect special people. Rather than being a problem for children with special needs to enter regular classrooms, this is bound to happen throughout history. In fact, many countries today are advocating the development of inclusive classrooms. Based on the article's appeal, governments worldwide are also experimenting with inclusive classrooms. So many things exist that are imperfect. This is normal, and all reforms in history have been accompanied by false prompts to get better. The most valuable aspect of this is that countries carefully consider and plan for the present and future of children with special needs. When Thomas Edison, the creator of the electric light, failed over 6,000 times, he was questioned about his failures "You have failed several

times; why do you persist?" Edison's reply was "Even though I have fallen more than 6,000 times, I now know that there are more than 6,000 items that are not suited as filaments! Therefore, if you continue to attempt, one day the world will discover the ideal method for creating inclusive classrooms." But education is always evolving. Just as there are now millions of varieties of light bulbs, other pupils have diverse learning strategies. Individualized education will always be a subject that remains constant in school. And the inclusion of children with special needs in ordinary classrooms is part of this discussion, a new lightbulb in the world of education.

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