ADAPTATION OF CURRICULA FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: ANALYSIS OF SUCCESSFUL PRACTICES IN THE CONTEXT OF INCLUSIVE EDUCATION

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Abstract: Integrating curriculum for children with learning disabilities is among the significant concerns of education in implementing inclusive practices. Implementing educational methods to differentiate learning is essential. Using available technologies to help students achieve high results is also essential. This research was designed to review successful strategies that have been undertaken to implement change in tackling educational programmes for children with Special Educational Needs in the light of Inclusive Education. The research method is grounded in analysing literature sources, the comparative method, and the systematic approach to assessing inclusive practices. The study's findings revealed that personalisation strategies and information technologies improve students' attendance and achievement rates among students with learning disabilities. In this regard, the review of the international experience has highlighted examples of programme adaptation that can be used to enhance domestic inclusive education. The study's results can be used to develop educational programmes. Such programmes help integrate students with special social needs into the general education.

Keywords: Inclusive education, Adaptation of curricula, Special educational needs, Individualisation of education, Modern technologies, Psychological support, Socialisation

1 Introduction

Inclusive education deals with educating children with specific learning requirements in the mainstream education system; this change necessitates curricula, teaching strategies and methodology alterations. Nevertheless, the idea and practice of adapting educational programmes for such children is still a delicate and many-sided problem that raises the necessity for analysing successful practices and determining practical models. Over the past few decades, there has been a rise in the population of literature on inclusive education. Current trends among scholars include identifying ways to individualise learning, developing tailored learning materials, and the use of technology in the process, and the work on these topics can be traced in the articles of Abidova (2021), Bobrova et al. (2022), and Bahrudin et al. (2021). The need for providing increased psychological assistance as well as socialisation of children with SEID (Special Education for Individuals with Disabilities) is discussed in Karibaev et al. (2022) and Shylina (2019). Thus, despite improvements in implementing inclusive education, there are still weaknesses in implementing practices. These practices would help to improve educational programmes and expand the offerings to ensure their suitability for people with intellectual disabilities.

There are gaps in the research concerning the extent of current technologies' influence on the adaptation of coursework and pedagogy and the incorporation of novel patterns into the teaching process. It is necessary to investigate how different countries implement such measures and which are most successful in practice.

The development of inclusive education around the world points to the need to develop curricula that meet the individual needs of students with special needs. Nevertheless, many schools and teaching teams face problems as they face many difficulties in introducing and implementing inclusive methods: lack of methodological recommendations for implementing practical approaches to the inclusion of children with learning disabilities and other forms of education; low use of such technologies; lack of material and technical resources for students with different learning needs.

Although considerable progress has been made in improving the overall implementation of IE (Inclusive Education) in some countries, there are still many gaps in changing curriculum. Therefore, more thorough research and identification of such approaches in other countries is needed to identify effective practices that can be used to develop appropriate models for adapting curricula for children with cerebral palsy.

The article aims to analyse successful practices of adapting curricula for children with special educational needs in the context of inclusive education. The main objectives of the article are:

1. To study modern approaches to adapting educational programmes for children with special needs.
2. To analyse successful practices of inclusive education implementation in different countries and assess the impact of modern technologies on its development.
3. To consider psychological support and socialisation of children with special educational needs in an inclusive environment.

2 Analysis of latest research and publications

Modification of education services and materials for children with educational disabilities. The main principle of integrating special needs children into schooling is a modification of peculiarities of education. According to Abidova (2021), the approaches to curriculum differentiation mean that learning with SEN (Special Educational Needs) can engage in the learning processes. The learning needs of such children should be covered through created adaptive educational resources, as Bobrova et al. (2022) claimed that the flexibility of such learning should be provided to cater to various learning demands. Furthermore, Bahrudin et al. (2021) call for developing resource centres in their work regarding inclusive education. These centres offer the enabling assistance and support schools need to put programmes for children with special needs and integrate them into learning. Feng et al. (2020) also consider the lifelong approaches to promoting inclusive education to students with special needs, insisting on the necessity of inclusion support during the entire lifelong period successful in society.

In contrast, Veremchuk and Khomiak (2021) discuss technologies to enhance children's learning with disabilities. Their research proves that, apart from academic knowledge, students with booking disabilities benefit from using technology in the learning process and their social inclusion. Likewise, Doncheva (2020) has shown attention to general education and creative context for children with special needs, stressing unique approaches and teaching methods.

Regarding the advancement of educational initiatives, they focused on psychological support and social integration for children with special educational needs. Support is critical to integrating people with special needs, which results in their integration into the educational sphere. According to Karibaev et al. (2022), psychological support for learners with SE Norwegian learning disabilities in schools helps manage stress, increasing self-esteem. The help of this nature promotes academic accomplishment with an emphasis on social relatedness. Lunkina and Sizonenko (2021) are concerned with the socialisation process of youth with special needs. They improve this aspect to allow youth to integrate into society and prepare for adulthood. Therefore, Akhmetova et al. (2022) claim that safe and supportive relationships between CWS (Children with Special Educational Needs) and others foster student integration and social interaction. There is also a need to understand and educate children with special educational needs, as observed by Shylina (2019). This type of partnership is rather timely in increasing the chances of the socialisation process of the two. Regarding the organisation of learning environments for

children with learning disabilities, Bakhmat et al. (2022) maintain that learning environments should accommodate and prepare children for future functioning in society. Consequently, based on the background of Inclusive Education in America, Shumaieva and Kovaleko (2021) explain how the approaches to building an inclusive practice contributed to the construction of the preparation and socialisation of learners with special education needs in previous years.

Structure of schooling for learning disabled students. Bratyshko (2020) discusses the necessity of putting distance learning organisations into practice for children with special needs because it is a success with the call for modification of approaches to teaching. In the work of Zeng (2021), the organisation of work with individuals with special educational needs in China is considered, and existing strategies and practices are shown that contribute to the inclusion of children into the general education process. Shevchenko (2021) mainly discusses the organisation of the educational process in special schools and the need for adjustments in education reforms. Hornby and Kauffman (2021) consider barriers to learning and teaching to develop an equal learning environment for all students. Slozanska (2021) discusses preschool education readiness to identify learning through early socialisation, especially for children with learning difficulties. In this article by Bezliudnyi (2019), the inclusive education of adolescents in the United States is examined, especially concerning the practices of educational effects on children with special needs. Examining the state of inclusive education in England and the effects of government policies on children with learning disabilities, Williams-Brown and Hodkinson (2020) explain.

Critical aspects of using information and communication technology to advance inclusion in education. According to Karagianni and Drigas (2023), new technologies such as digital media can be seen as an effective solution to provide as many children with SEP as possible and with specific needs. With the help of technology, it is possible to plan the processes for specific students' needs and vice versa. Khmelnitska and Tkachenko (2020) describe the technologisation of the educational process, highlighting the significance of applying technology in the classroom when working with children with some learning disability. Choi et al. (2020) investigate new possibilities for improving inclusive education's effectiveness and outcomes by modifying educational systems through technology. Lopatynska et al. (2023) pay attention to technology and the social inclusion of children with specific needs in education and social settings. Kolbina et al. (2023) also stress the

social indicators of the development of a child with special needs and point out that this is necessary for the child's integrated personal growth. That technology is an efficient means towards achieving it.

This paper concludes that curriculum modification and counselling are vital to implementing inclusive practices for children with learning difficulties.

3 Research methods

1. Many researchers focus on literature analysis to describe the framework regarding curriculum alteration and/or Inclusive Education as well as empirical literature. The present paper is based on reviewing domestic and foreign scholars' writings on the practical inclusion model.
2. We used the case study approach to assess particular cases of curriculum adjustments for kids with exceptional education requirements worldwide. We implemented this technique to uncover best practices and adapt them to fit the needs of our schools while focusing on their practical use and inclusive benefits.
3. Analysis of the state of practices and research – presenting specific cases of curriculum changes in certain countries, including Finland, Canada, Indonesia, Italy, and Japan. As a result, several proven effective practices and solutions implemented in these countries to support the inclusion of children with special needs were identified.
4. A systemic approach was used to research the influence of various parameters (technological, psychological, social) on the implementation of curricula. This approach proved useful for implementing a comprehensive analysis of the connection between curriculum and instructional practices, as well as technological and social support options.

4 Results

Change implementation for children with SEND (Special Educational Needs and Disabilities) is the third aspect of integration in education. Modern adaptation approaches aim to achieve the goal of successful educational intervention. This would realise a child's equal right to education in all areas. Advancements in pedagogy allow for easy development of a learning atmosphere for children within the school system. Individual study plans and assessments are critical features of these teaching methods and technological applications. The main categories under this are differentiation, special equipment, technology, and a counsellor's assistance (Table 1).

Table 1. Modern approaches to the adaptation of educational programmes

Approaches	Description	Expected results
Individualisation of curricula	Creating lessons and courses concerning the students' traits and accomplishing educational processes according to the child's capabilities (Abidova, 2021).	Better performance, reasonable workload, motivation to learn, and less stress.
Use of adaptive technologies	Implementing modern technology computers, applications, and websites enables the development of unique learning materials adapted to Learning Disability students (Karagianni & Drigas, 2023).	Materials should be available in a format that does not impose on the student, students' autonomy and communication, and learning barriers eliminated.
Psychological support	Developing the hierarchy of using students' psychological aid would minimise stress and maximise children's self-perception in learning (Karibaev et al., 2022).	Enhancing the student's emotional well-being, depression, or stress levels, and better adaptation to the social and academic environment.
Inclusive environment	Environmental modifications facilitate the social inclusion of children with learning difficulties within classroom settings by arranging learning tools, classroom settings, and personal support (Bakhmat et al., 2022).	Increasing the level of social inclusiveness of students, expanding opportunities for direct social interaction of students, and reducing social isolation.
Family and community support	Engagement of the family and school is essential for children to remain supported not only in school but also in other community activities (Shylina, 2019).	Facilitating better cooperation between school, family, and community; supporting students, developing their abilities in all spheres of their lives, and achieving better educational and social results.
Differentiated assessment	Employing various measures in learning assessments related to students' strengths and deficits, such as praise and reinforcers, would encourage learning (Hornby & Kauffman, 2021).	There was a reduction in reliance on examinations as a means of evaluating learning achievements, less pressure from examinations, and enhanced students' learning confidence.

| Tutoring support | Engagement of tutors who assist learners with learning difficulties in the learning process to support and facilitate their learning and manage the learning activities (Williams-Brown & Hodkinson, 2020). | Increased performance, students' autonomy and self-esteem, decreased anxiety and stress, and better adaptation to learning. |
| Multimodal approach | A different approach to acquiring knowledge is helpful for students with special needs in terms of learning and contributing to the learning process (Feng et al., 2020). | Enhancing students' active participation in the learning process, improving their material absorption rate, and synthesising various aspects of thinking and creativity. |

Designing educational initiatives for children facing unique learning difficulties involves several recent approaches to ensure that all students obtain comparable educational opportunities. The identified educational interventions include personal guidance, tech, and advice for growth in a unified environment. These methods help every child develop fully while preparing for adulthood and social growth. The study focuses on effective methods for allowing children with special needs to fit into regular education systems. The measures examine issues uniquely, considering individual nations' social and cultural aspects. Many countries around the globe demonstrate these practices as prominent successes (Figure 1).
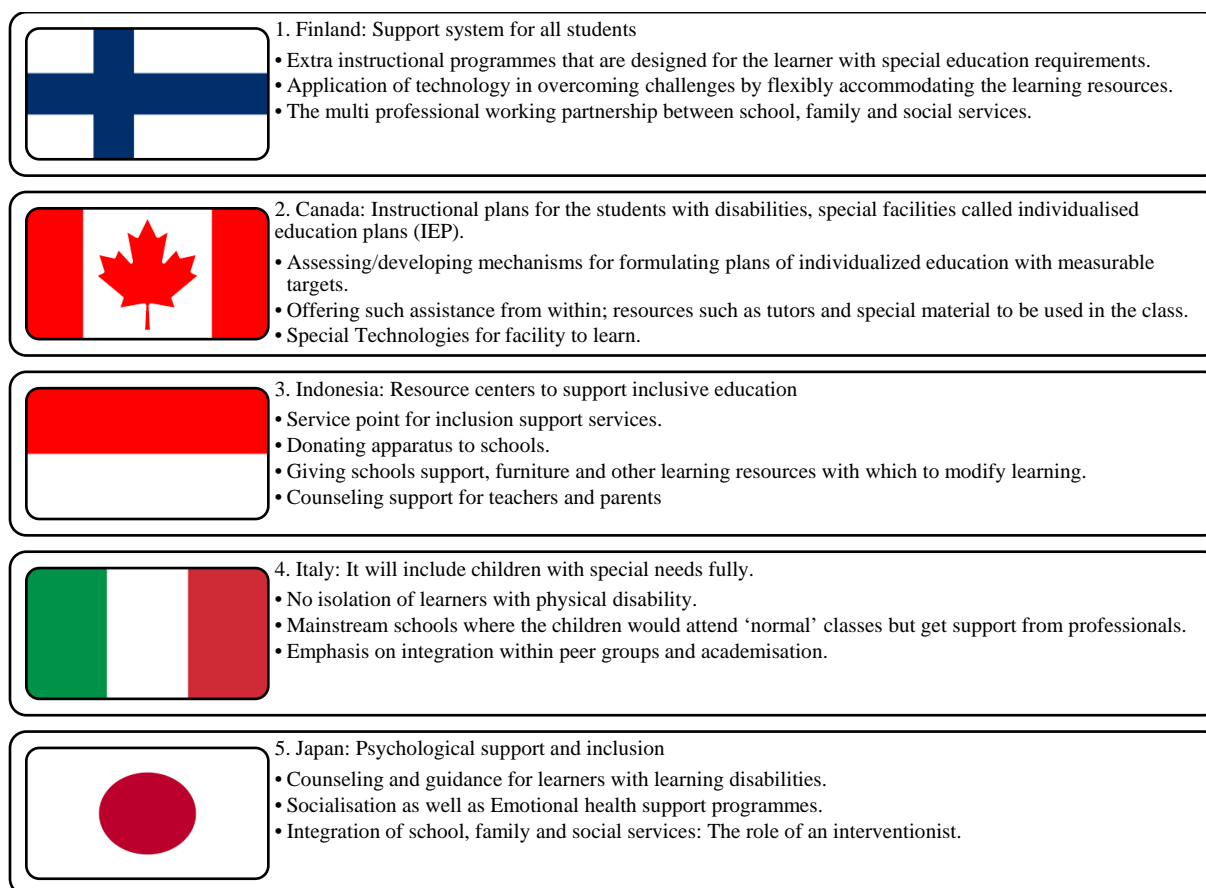

1. Finland: Support system for all students
• Extra instructional programmes that are designed for the learner with special education requirements.
• Application of technology in overcoming challenges by flexibly accommodating the learning resources.
• The multi professional working partnership between school, family and social services.

2. Canada: Instructional plans for the students with disabilities, special facilities called individualised education plans (IEP).
• Assessing/developing mechanisms for formulating plans of individualized education with measurable targets.
• Offering such assistance from within; resources such as tutors and special material to be used in the class.
• Special Technologies for facility to learn.

3. Indonesia: Resource centers to support inclusive education
• Service point for inclusion support services.
• Donating apparatus to schools.
• Giving schools support, furniture and other learning resources with which to modify learning.
• Counseling support for teachers and parents

4. Italy: It will include children with special needs fully.
• No isolation of learners with physical disability.
• Mainstream schools where the children would attend 'normal' classes but get support from professionals.
• Emphasis on integration within peer groups and academisation.

5. Japan: Psychological support and inclusion
• Counseling and guidance for learners with learning disabilities.
• Socialisation as well as Emotional health support programmes.
• Integration of school, family and social services: The role of an interventionist.

Figure 1. Examples of successful practices in several countries: features

1. *Finland*.
An example of a school: Helsingin normaalilyseo
Practice: This school provides fair chances for every pupil and children with specific educational requirements (SEN). The school stratifies support to provide help at three levels: general assistance and specialised support for some students. School psychologists and social workers collaborate closely to aid children in developing a relationship with school resources. This provides a pathway for children with disabilities to fit naturally into the regular classroom.

2. *Canada*.
An example of a school: Rick Hansen Secondary School, Abbotsford, British Columbia
Practice: This school provides fair chances for every pupil and children with specific educational requirements (SEN). The school stratifies support to provide help at three levels: general assistance and specialised support for some students. School psychologists and social workers collaborate closely to aid children in developing a relationship with school resources. This provides a pathway for children with disabilities to fit naturally into the regular classroom.

3. *Indonesia*.
An example of a school: SLB Negeri Semarang
Practice: This school has a resource centre to support schools in elevating inclusive education. Teachers and parents get help at these centres through counselling. Children with special requirements can learn in traditional schools as part of the community.

4. *Italy*.
An example of a school: Istituto Comprensivo di Paderno Dugnano, Milan
Practice: In Italy, all students participate in regular schools instead of having facilities for disabled students. Special helpers and workers assist students with special needs to fit into classroom settings. An individualised approach allows each student to obtain schooling and social facilitation plans.

5. *Japan*.
An example of a school: Takanawa Gakuen, Токио
Practice: Japanese schools, including Takanawa Gakuen, are actively working to integrate students with disabilities. The school has developed special programmes for social integration

and emotional support to help students with special needs interact better with their peers and overcome depression. Psychologists and social workers collaborate with teachers and parents to establish a supportive learning environment.

Practices in inclusive education from around the world show the broad array of methodologies designed to fulfil the unique educational needs of children with special needs. These methodologies help to achieve even learning conditions for all

students while promoting their total participation in education. Evaluating the consequences of technology is possible with multiple criteria available.

Table 2 presents an assessment of the impact of modern technologies on the development of inclusive education.

Table 2. Statistics on the impact of technology on inclusive education

Criterion	Description	Statistics/Source
Use of technology	Several secondary education institutions use technology to support inclusive learning. (Interactive whiteboards, specialised applications, digital platforms).	Ultimately, 80% of schools in developed country contexts (UNESCO, 2022).
Access to adaptive technologies	Students needing special care now have access to unique technologies such as adaptive keyboards that support those with disabilities, text magnification programmes, and audio systems for manuscripts.	According to the National Center for Education Statistics, in 2021, 95% of students with disabilities living in the United States have access to technology.
Individualisation of learning	Adaptive technology is used to design unique learning trajectories for students with special needs.	Students with special needs experience 60% greater engagement due to technology (European Agency for Special Needs and Inclusive Education, 2020).
Communication opportunities	Students with autism and speech disorders can communicate with teachers and peers thanks to alternative communication applications.	According to the International Society for Technology in Education (ISTE, 2021), interaction among students with autism in the classroom has risen by 45% in the last year.
Socialisation and integration	Application of technology to give students with special needs access to social activities and teamwork projects that foster integration.	Due to technology, participation in social activities has risen to 30% (OECD, 2021).

Figure 2 shows a bar graph that depicts the effects of technology use on inclusive learning when examined against multiple criteria. Such a representation shows the statistics for every angle, reflecting access to technology, use of individualised learning, communication possibilities, socialisation and integration, and the availability of adaptive tech.

The range of values in Figure 2 varies from 0 to 100 and shows how technology affects inclusive education in multiple areas. This scale Measures study data and denotes 100% as the extreme result and 0% as nothing. The percentage value helps interpret

the data easily; it shows how much technology is adopted or influences particular learning elements. Research from the OECD and UNESCO, along with the European Agency for Special Needs and Inclusive Education and ISTE, is the foundation for Figure 2. This information came from their reports and research examining how technology aids students with unique learning requirements. Figure 2 is based on an analysis of international studies conducted in developed countries, such as the United States, Europe, and Asia, in 2020–2022.
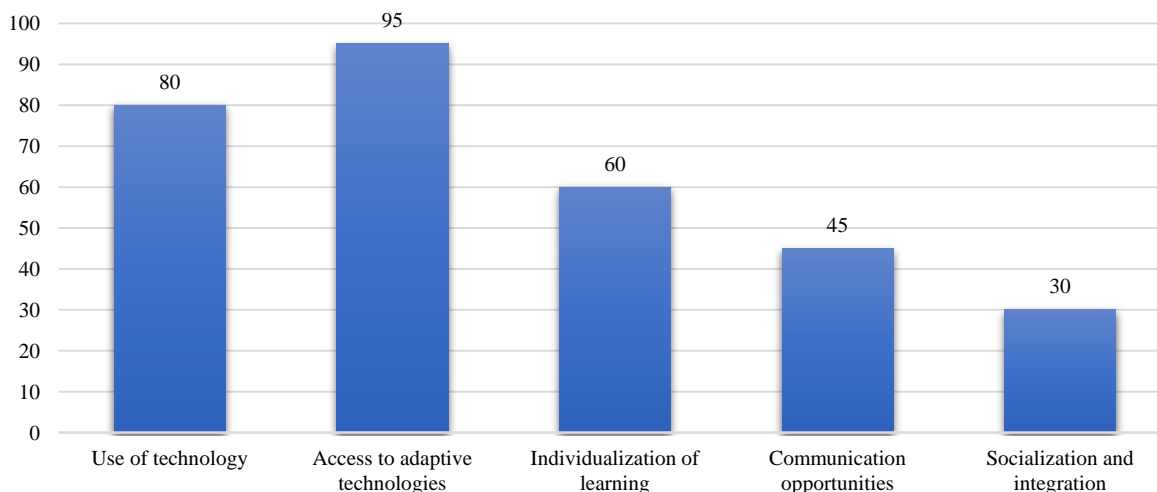

Figure 1. The impact of technology use on inclusive education by different criteria

Criteria and their essence:

Use of technology. This criterion examines how many schools use technology, including interactive whiteboards and digital tools, to support inclusive learning methods. A significant number suggest that technology is commonly used in class teaching methods.

Access to adaptive technologies. Students can rely on these tools to break down educational barriers as their scores rise.

Individualisation of learning. This measurement indicates the application of technology to design customised teaching plans for students with specific learning needs. It illustrates how well technology adjusts the learning framework to accommodate individual student needs.

Communication capabilities. This index determines how technology supports students with autism and language disorders in exchanging information with teachers and others using

various communication tools. A considerable percentage points to better exchanges among students through technology.

Socialisation and integration. This aspect demonstrates the level at which technology aids the participation of students with disabilities in school activities. As scores rise, students are increasingly engaged in social interactions at school.

Each criterion is as follows:

- Use of technology. (The level of usage of technology in promoting learning at schools).
- Access to adaptive technologies. (Solutions utilising technology to help students with special needs bypass academic difficulties).
- Individualisation of learning. (Technology supports the formation of specific learning techniques).
- Communication opportunities. (Equipment that supports kids with autism or language deficits in building their communication talents).
- Socialisation and integration. (Equipment which supports students with unique challenges in joining school and social settings).

Figure 2 illustrates how technology can affect differing elements of inclusive education. The significant growth reflects the progressive breaking down of barriers to learning. Successful inclusion is contingent upon having both psychological support and socialisation. Inclusive education consists of building environments for educational and social growth in disabled students, significantly increasing their opportunities for a smooth entry into society. We plan to summarise the main features of psychological support supplemented by socialisation.

- *Every student has access to different kinds of psychological care.* Children with special educational needs require psychological care to deal adeptly with the stress and emotional conflicts related to their education. Psychologists' contributions in different educational contexts include therapeutic care, help with transitions, and building a powerful sense of self-esteem.
- *Group psychological support.* To assist children needing exceptional support with social interactions, the selections are group therapy or sessions that interact. These classes enhance students ' abilities to team up, communicate effectively, and foster personal relationships.
- *A small amount of aid is also being provided to educators.* Teachers and assistants with specialised training to help students with unique challenges are essential in providing psychological care. The researchers emphasise that overcoming barriers to education is essential; in response, they create a favourable educational environment (Rodina, 2021).
- *Engagements with other people produce traits that are in harmony with those of an extrovert.* Children in special education programmes regularly perform well in socialisation once they conform to the expectations set by the standard curricula. Some of this initiative involves combining co-curricular and extracurricular clubs and friendships. Children develop better communication abilities and bond with their peers through shared projects or sports functions.
- *Cooperation with families.* Since each child has special developmental needs, the influence of the family is strongly felt among children. When psychologists, teachers, and parents work together, they foster stable social support for a child's mental health.

We can now turn to the numbers regarding the effect of psychological counselling on learners. The Organisation for Economic Co-operation and Development (2021) suggests that 70% of individuals receive benefits from socialisation improvement and stress reduction. According to a study by UNICEF (2020), demonstrating psychological support in the learning process lowers the probability of worsening the student's emotional state by 40%.

5 Discussion

The results of the presented work also suggest the high effectiveness of the curricula adaptation for children with SEN (Special Educational Needs), considering individual learning approaches and technologies. This is in harmony with Abidova (2021); the author insists that students should be able to participate in the learning process, which is why it is more effective when individualised. However, other authors, Hornby and Kauffman (2021), have quickly explained the many difficulties encountered when promoting learning equality for learners. In line with this, the results of our study provide evidence that technology can significantly enhance this process. However, more investigations are required to identify effective research practices for this technology.

Another essential part of amiable adaptation is the psychology and socialisation of children with special educational needs. Altogether, our results correlate with the implications given by Karibaev et al. (2022) about the crucial role of psychological support in an inclusiveness approach to education. However, some authors like Bakhmat et al. (2022) recognise that one of them is the absence of preparation of teachers for working with children with special needs, as observed in our study. Therefore, we think there is a need for more extensive research studies to promote and establish educational programmes that enhance teachers' professional efficacy in delivering instructions to individuals with learning disabilities.

One of the main findings of the present research is the affirmation of the importance of technology in the realisation of inclusive education. The results correlate with Karagianni and Drigas (2023) regarding digital platforms' efficacy in modifying education programmes. However, Choi et al. (2020) point out a lack of technology integration in some education systems because of technical and financial challenges. Our research shows these issues can be resolved by creating less expensive technologies.

We did not consider the influence of cultural and social factors in our analysis of the convection of disability inclusion in different countries. However, the question of the approaches to programme differentiation depending on the care of special educational needs also needs further research, as it emerged that the 'one size fits all' approach could not always be efficient in this sphere. Therefore, the study's findings substantiate the opportunity to apply individualised curricula and the latest technologies in implementing the principles of inclusive education.

6 Conclusions and prospects for further research

Schools can only accept the needs of special education children when school curricula adapt to the needs of special education children. Matching teaching lesson plans to student characteristics increases learners' efficiency with learning challenges. Similar practices in socialisation are applied to guarantee programme provision and other materials tailored to individual students. Psychological support and socialisation contribute significantly to children's sense of security in inclusive education. Countries outside this report show that progress improves significantly when schools, families, and society play a role in children's inclusion. However, resources and technical difficulties stand in the way of broadening access to education for all.

The studies should continue to identify effective models of teachers' professional development and strategies for providing inclusivity.

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