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In Melbourne, Australia

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Abstract

The education system in Australia promotes student-centered and inclusive pedagogical practices. Technology plays a significant role in Australian classrooms, with a focus on integrating digital tools to enhance learning experiences. Teachers use differentiated instruction to tailor their teaching strategies, content, and assessment approaches to accommodate the diverse learning needs of students. Assistive technology tools, like text-to-speech software, speech recognition software, or specialized learning apps, are used to enhance accessibility and support learning for students with disabilities. Studies found that the integration of assistive technology tools significantly enhanced the learning experience and academic outcomes of children with disabilities. Individualized Education Plans (IEPs) are found to be effective in guiding the provision of specialized support and accommodations for students with disabilities. Research emphasizes the importance of collaborative development and regular review of IEPs involving teachers, parents, and relevant specialists. The study concluded that investing in comprehensive teacher training and professional development programs is important. Equipping teachers with the required knowledge and skills, they can implement individualized instruction, utilize assistive technology, and foster social-emotional development effectively. Creating inclusive school environments involves shifting attitudes and promoting acceptance and belonging for all students. Engaging with policymakers and advocating for sufficient resources and support systems, the education system can create an inclusive and equitable environment that values the diverse abilities of all students. The study recommended that the government should provide comprehensive and ongoing training opportunities for teachers to develop the necessary knowledge and skills in inclusive education and teaching strategies for children with disabilities. Allocation of sufficient resources to schools to ensure access to specialized support services, such as support staff, special educators, and therapists, who can collaborate with teachers to develop and implement effective teaching strategies.

Keywords: *Teaching Strategies, Children, Disabilities, Australia*

1.0 Background of the Study

Teaching strategies in Australia encompass a wide range of approaches aimed at facilitating effective learning experiences for students (Dally, Dempsey, Ralston, Foggett, Duncan, Strnadova & Sharma, 2019). The education system in Australia promotes student-centered and inclusive pedagogical practices. Inquiry-based learning involves posing questions, conducting research, and engaging in hands-on activities to promote deep learning and problem-solving abilities. This approach encourages students to actively investigate and explore topics, develop critical thinking skills, and construct their own understanding of concepts. Teachers use differentiated instruction to cater to the diverse learning needs and abilities of learners (Pozas, Letzel & Schneider, 2020). Collaborative learning strategies is encouraged to foster peer interaction, cooperation, and teamwork. Students work together on group projects, discussions, and problem-solving activities, promoting communication skills, social development, and the sharing of ideas and perspectives. Explicit teaching which involves providing clear and structured instruction to explicitly teach new concepts, skills, and strategies is highly advocated. Teachers break down complex tasks, model processes, and provide guided practice and feedback to support student understanding and mastery of the content. Technology plays a significant role in Australian classrooms, with a focus on integrating digital tools to enhance learning experiences (Amhag, Hellström & Stigmar, 2019). Teachers incorporate educational software, multimedia resources, interactive whiteboards, and online platforms to facilitate engagement, collaboration, and personalized learning opportunities.

Assessment is seen as a fundamental part of the teaching and learning process in Australia. Teachers use formative evaluations, like quizzes, observations, and feedback, to track student progress and inform instructional decisions (Bulut, Gorgun, Yildirim-Erbasli, Wongvorachan, Daniels, Gao & Shin, 2023). This approach emphasizes the ongoing assessment of student learning and the use of assessment data to guide instruction. Particularly in early childhood education, play-based learning is valued for its ability to promote creativity, problem-solving, and social skills. Play-based activities allow students to explore, experiment, and construct knowledge in a hands-on and meaningful way. Australia's diverse cultural landscape is reflected in teaching strategies that prioritize cultural responsiveness. Teachers aim to create inclusive classrooms that respect and value students' diverse backgrounds, incorporating culturally relevant materials, experiences, and perspectives into the curriculum. Teachers engage in reflective practice to critically evaluate their instructional approaches and continuously improve their teaching. Reflective practice involves self-assessment, seeking feedback from colleagues, and ongoing professional development to refine teaching strategies and enhance student outcomes. Teaching strategies for children with disabilities in Australia involve a combination of inclusive practices, specialized support, and individualized approaches to meet the unique needs of each student (Mavropoulou, Mann & Carrington, 2021). The Australian education system places a strong emphasis on inclusive education, where learners with disabilities use the same classrooms with their peers without disabilities.

Teachers use differentiated instruction to tailor their teaching strategies, content, and assessment methods to accommodate the diverse learning needs of students (Ginja & Chen, 2020). This involves adapting curriculum materials, providing alternative ways to demonstrate knowledge, and offering various levels of support based on individual abilities. Individualized Education Plans IEPs are developed for students with disabilities to outline their specific learning goals, accommodations, and support services required. These plans are created collaboratively by teachers, parents, and relevant specialists, and serve as a roadmap for personalized instruction and intervention. Assistive technology tools, like text-to-speech software, speech recognition software, or specialized learning apps, are used to enhance accessibility and support learning for learners with disabilities (Svensson, Nordström, Lindeblad, Gustafson, Björn, Sand & Nilsson, 2021). These tools can assist with reading, writing, communication, and organization, allowing students to actively participate in classroom activities. Teachers utilize multi-sensory instructional strategies to engage students with disabilities and enhance their learning experience. This may involve incorporating visual aids, tactile materials, auditory cues, and kinesthetic activities to cater to different learning styles and provide multiple pathways for understanding. Teachers collaborate with support staff, special educators, and therapists to design and implement inclusive teaching strategies. Regular communication and cooperation among professionals ensure that students receive coordinated support across different domains, including academic, social, and emotional development (Ismaili & Ibrahimi, 2017).

A positive behavior support approach is employed to promote positive behavior, self-regulation, and social skills among students with disabilities (Carr & Boat, 2019). This involves setting clear expectations, reinforcing desirable behaviors, providing visual supports, and teaching self-management strategies to promote a positive and inclusive classroom environment. Students with disabilities often require explicit instruction and support in developing social skills. Teachers facilitate social skills training sessions, create opportunities for peer interactions, and provide guidance on appropriate social behavior to foster positive social relationships and inclusion within the classroom. Universal Design for Learning (UDL) is a framework that emphasizes providing multiple means of representation, action, and engagement to address the diverse learning needs of all learners (Rogers-Shaw, Carr-Chellman & Choi, 2018). Teachers employ UDL principles by offering flexible learning materials, varied instructional strategies, and accessible learning environments that promote active participation and equitable access to learning for students with disabilities.

Ongoing assessment and feedback are crucial for monitoring the progress of students with disabilities and making necessary instructional adjustments (DeMatthews, Billingsley, McLeskey & Sharma, 2020). Teachers use a range of assessment methods, such as formative assessments, observations, and student portfolios, to gather evidence of learning and provide constructive feedback to support further growth. Teachers receive professional development opportunities to enhance their knowledge and skills in inclusive practices and effective teaching strategies for students with disabilities (Cooc, 2019). These professional learning programs equip teachers with the necessary tools and strategies to create inclusive classrooms and provide quality education to

all students. It is key to note that teaching strategies for children with disabilities can vary depending on the specific disability, individual strengths and needs, and available resources within different educational settings. The implementation of these strategies may also be influenced by local policies, school contexts, and the support systems in place.

1.1 Statement of the Problem

In Australia, the education system is focused on providing inclusive education, ensuring that learners with disabilities have equal access to quality education in regular classrooms. However, despite this commitment, challenges persist in effectively implementing teaching strategies that cater to the diverse needs of children with disabilities. One significant problem is the insufficient training and professional development opportunities provided to teachers to effectively support children with disabilities in inclusive classrooms. Many teachers may not possess the necessary knowledge and skills to execute appropriate teaching strategies that address the diverse needs of these learners. The educational experience and outcomes for children with disabilities may be compromised. There is limited availability of specialized support services, including support staff, special educators, and therapists, to assist teachers in implementing effective teaching strategies for children with disabilities. The lack of these resources can hinder the ability of teachers to provide individualized instruction, adaptations, and accommodations that are essential for optimal learning outcomes. Collaboration and coordination among various stakeholders involved in the education of learners with disabilities, such as teachers, support staff, parents, and specialists, are crucial for implementing effective teaching strategies. However, there may be a lack of structured collaboration and clear communication channels, which can result in fragmented approaches to support and a lack of consistency in implementing strategies across different educational settings.

Assistive technology plays a vital role in supporting children with disabilities in their educational journey. However, there may be limited integration and utilization of assistive technology tools in classrooms, hindering students' access to appropriate accommodations and supports. This lack of access to assistive technology can impede the ability of children with disabilities to fully engage in the learning process and reach their potential. Meeting the unique learning needs of children with disabilities requires individualized instruction and differentiated teaching strategies. However, due to various constraints, such as large class sizes and time constraints, teachers may struggle to provide the necessary individualization and differentiation to address the diverse abilities and learning styles of children with disabilities effectively. While academic achievement is important, the social and emotional development of learners with disabilities is equally critical. However, teaching strategies that focus on fostering social skills, self-regulation, and emotional well-being may receive inadequate attention. Neglecting these aspects can impact students' overall development and their ability to build meaningful relationships and successfully navigate social environments.

2.0 Literature Review

2.1 Theoretical Review

Universal Design for Learning (UDL): It is an educational framework that promotes inclusive and flexible teaching practices to meet the diverse learning demands of all students. UDL is grounded in the principle that effective instruction should be accessible to and benefit all learners, including those with disabilities, without the need for individualized adaptations or accommodations (Griful-Freixenet, Struyven, Vantieghem & Gheyssens, 2020). It aims to remove barriers and provide several means of representation, engagement, and expression to optimize learning outcomes. The core principles of UDL are based on neuroscience, cognitive psychology, and educational research. These principles guide the development of instructional materials, methods, and assessments to address the variability in learner abilities, interests, and learning preferences.

The three key principles of UDL are: Multiple Means of Representation which emphasizes the importance of presenting information in various formats to accommodate different learning styles and preferences. Teachers can provide information through text, visuals, audio, videos, or demonstrations, making sure that all learners have access to the content and can make meaningful connections. Multiple Means of Engagement which recognizes that learners have different interests, motivations, and levels of engagement. This principle encourages educators to provide multiple avenues for students to become engaged and stay motivated. It may involve offering choices, incorporating real-world examples, using interactive activities, or incorporating technologies that foster active participation and collaboration. Multiple Means of Expression which recognizes that students have diverse ways of demonstrating their knowledge and understanding.

Flood and Banks (2021) noted that UDL encourages educators to provide various options for students to express themselves, such as written assignments, oral presentations, multimedia projects, or artistic creations. By allowing multiple means of expression, students can showcase their learning in ways that align with their strengths and preferences. UDL is not a one-size-fits-all approach; it aims to provide flexibility within instruction and support individual learner variability. It promotes the idea that curriculum and instructional practices should be designed proactively to anticipate and address potential barriers to learning, rather than retrofitting accommodations or modifications after the fact. UDL encourages teachers to consider the full range of learner variability and to develop an inclusive learning environment that supports every learner's engagement and success.

Multiple Intelligences Theory: The Multiple Intelligences concept, proposed by psychologist Howard Gardner in 1983, suggests that intelligence is not a single, unified entity but rather a diverse range of separate intelligences that individuals possess. Gardner initially identified seven intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. He later added an eighth intelligence, naturalistic intelligence, and proposed the

existence of potential additional intelligences. According to Gardner, each intelligence represents a special way of processing information and interacting with the world. Individuals may have strengths and weaknesses across these different intelligences, and their learning preferences and abilities can vary. The Multiple Intelligences Theory challenges the traditional notion of intelligence, which predominantly focuses on linguistic and logical-mathematical abilities measured by IQ tests (Stewart, 2021).

Gardner's Multiple Intelligences Theory has had a significant impact on education. It suggests that traditional educational systems often focus too heavily on linguistic and logical-mathematical intelligences while neglecting other forms of intelligence (Ferrero, Vadillo & León, 2021). By recognizing and valuing the diverse intelligences, educators can incorporate a variety of teaching strategies and assessment methods to cater to students' individual strengths and preferences. This approach promotes a more inclusive and personalized learning experience, fostering the development of multiple intelligences and allowing learners to show their knowledge and skills in diverse ways.

Differentiated Instruction: Differentiated Instruction is a teaching theory and approach that recognizes and responds to the diverse learning needs, interests, and readiness levels of students. It aims to create inclusive classrooms where all learners can access and engage with the curriculum effectively. Differentiated Instruction goes beyond a one-size-fits-all approach and emphasizes individualized support and flexible teaching strategies. Differentiated Instruction acknowledges that students have different learning styles, abilities, and interests. It values and respects these differences, recognizing that students learn best when instruction is tailored to their individual needs (Ortega, Cabrera & Benalcázar, 2018). It also offers multiple pathways to learning by providing various instructional materials, resources, and activities. Teachers provide options that align with different learning preferences, allowing students to engage with content in ways that are meaningful and accessible to them. It promotes different approaches to learning. Teachers offer a range of instructional strategies and methods to support students' diverse learning styles and preferences. This may involve incorporating hands-on activities, group work, technology, or visual aids, among other techniques. It recognizes that assessment should be aligned with instructional practices. Teachers employ varied assessment methods that allow leareners to demonstrate their learning in different ways. This can include alternative assessments, performance-based tasks, or project-based assessments. It provides targeted support to meet individual student needs. Teachers offer customized interventions, scaffolding, or modifications to make sure that all learners can access the curriculum and make progress toward learning goals (Whitley, Gooderham, Duquette, Orders & Cousins, 2019).

2.2 Empirical Review

Learners with disabilities have been a critical topic in education classrooms for many years. These youngsters are entitled to fully get all resources and social interactions offered in a typical school. Majority of learning institutions' ultimate objective is to build a learning environment with the few constraints possible to suit all learners' needs, including those with special needs. According to

studies, teachers want learners with special needs in their classrooms, but they are ill-equipped to meet their educational needs. Prasetyo, Rachmadtullah, Samsudin and Aliyyah (2021) conducted study to address the various teaching strategies that teachers can use to create a successful inclusive classroom. The research addressed one research question: How do instructors guarantee that a disabled learner enrolls successfully? This study topic data was gathered through a review of scholarly literature and observations in two primary classes. The research's findings demonstrated that teachers who are knowledgeable about different teaching methods, such as getting started and getting ready: When it comes to preparing for a disabled learner in class, it all comes down to the "right stuff." It's like learning a new language, but it fits perfectly into any contemporary debate on successful teaching and learning. Plans personalized to every child: While this might not concern the instructor, make certain that individual planning meetings, specialists, and consultants do not request that advanced therapies be performed without offering practical assistance. A clear set of instructions, such as collaboration with teaching assistants, might assist learners with exceptional needs to succeed.

According to Mofield (2020), there are several teaching methods available for learners with special educational needs (SEN). But, the focus of this research is on co-teaching between special education instructors and general education teachers. Co-teaching is regarded as a means of promoting inclusive education. The research's main objective is to contribute to a clear understanding of how collaboration among instructors can enhance learning for every learner in a general education environment. The study's specific goal is to describe and assess the tactics used by teachers during co-teaching. Co-teaching has been proposed as a method of providing education to all learners in the general education classroom. Co-teaching is a kind of cooperation in which at least two teachers teach in the same classroom concurrently. Teachers work together to educate learners with and without disabilities in the same classroom, emphasizing the use of collaborative and varied instructional practices which can encourage and expand the accessibility of curricular content for every learners. Such a study program should look at teaching and learning in real-world contexts, taking into consideration how instructors execute their jobs in relation to the vast range of conditions they experience.

Alesech and Nayar (2021) conducted study to look into the teaching methods employed by teachers schooling students with various impairments in New Zealand's towns of Wellington, Auckland, Christchurch and Dunedin. A triangulation mixed method design was used in the investigation. The research included 10 head teachers and 60 instructors who worked with students who had various impairments. The respondents were sampled via purposeful sampling. Interviews, observation guides, and questionnaires with a Likert scale were utilized as study instruments. The quantitative data in the study was analyzed using descriptive statistics, which consisted of frequency tables, mean, standard deviation, and percentages. Descriptions and theme text were used to examine qualitative data. The findings indicated that the majority of instructors who taught deaf-blind students employed the following instructional strategies: tactile New Zealand sign language, task analysis, Tadoma, sign language, and others. Most of teachers educating students with autistic blind employed the following educational approaches; braille, pre-braille exercises,

spoken methods among others. Most of teachers educating students with cerebral palsy intellectual disability employed the following instructional strategies; utilization of task analysis, activities of daily life, and actual objects among others. The educational technique was chosen based on the demands of the learners. The findings also found that instructors were underprepared to educate students with multiple impairments since their training focused on a single handicap. It was discovered that the curriculum for students with autism, blindness, and cerebral palsy intellectual handicap was unsuccessful. Inadequate teaching resources and support services were discovered. Following the study findings, the following recommendations were made to enhance teaching: teacher training, supply of a functioning curriculum, provision of suitable support services, and provision of sufficient teaching materials.

Rapanta, Botturi, Goodyear, Guàrdia and Koole (2020) discovered that during the pandemic, teachers required to adapt their methods to fulfill the demands of their learners at the same time following the procedures that are prescribed by the society. This is why instructors should understand how to conduct online learning. This is education that takes place over the Internet. Although it is commonly called "e-learning," it is only one type of "distance learning." Researchers gathered data through semi-structured interviews with special education and ordinary instructors who work with students with special needs across a range of grade levels in elementary schools, both public and private. The research is divided into three categories that provide answers to the following questions: The difficulties that teachers face in online learning; the strategies that teachers employ in meeting the needs of children with disabilities; and the effectiveness of the strategies employed. Analysis incorporated both thematic and theoretical components to identify the themes in the data obtained. The researchers discovered that one of the issues that the majority of the teachers encountered during their online classes was an insufficient internet connection. Another issue that the teachers noticed is the assistance that parents provide to their children during online lessons. For instructors, online learning for students with special needs is difficult, but employing online applications and software to support both learners and teachers makes learning possible. Teachers have also used games and films in their online lessons. Teachers' techniques may differ based on the learners' strengths and weaknesses.

Tsujimoto (2021) noted that teacher assistance is essential for students' engagement in elementary school. However, studies indicate that there is a significant rate of dropout from several public elementary schools in Toronto, Canada. Learners with learning disabilities require teachers' assistance to aid in their learning process. This study examines the support measures utilized by primary school instructors in Toronto to help learners with learning difficulties in public primary schools. Lev Vygotsky's social constructivism theory inspired the research. The study's target audience was all public primary school teachers in Toronto. The stratified random selection approach was used to choose 400 instructors to participate in the study. This study's data was gathered through interviews, focus group discussions, and questionnaires. Data analysis revealed that the majority of teachers (60.5%) always helped students with learning difficulties in their classrooms. Teachers (59.8%) remediated learning issues of students with learning disabilities by customizing the learning environment to meet their requirements, hence encouraging successful

inclusion in schools. In addition, only 55.7% of instructors reported using several support techniques to educate and support learners with LD in inclusive education. According to the study, instructors should help students with learning difficulties discover their strengths and build on them, as well as improve on their flaws. Teachers should support these students in obtaining assistive devices and other instructional resources needed for school-based learning.

3.0 Research Findings

Research consistently supports the benefits of inclusive education, where children with disabilities are taught together with their peers without disabilities. Inclusive classrooms promote social integration, peer support, and positive attitudes towards diversity. Differentiated instruction, which involves tailoring teaching methods and materials to individual students' needs and learning styles, has shown positive effects on the academic performance and engagement of children with disabilities. Studies indicate that the integration of assistive technology tools, such as text-to-speech software, adaptive learning apps, or augmentative and alternative communication devices, can significantly enhance the learning experience and academic outcomes of children with disabilities. Individualized Education Plans (IEPs) are found to be effective in guiding the provision of specialized support and accommodations for students with disabilities. Research emphasizes the importance of collaborative development and regular review of IEPs involving teachers, parents, and relevant specialists. The implementation of positive behavior support strategies, including clear expectations, behavior reinforcement, and social skills training, has been shown to improve behavior management and promote positive social interactions among children with disabilities. Professional development programs focusing on inclusive education and teaching strategies for children with disabilities have been found to enhance teachers' knowledge, skills, and confidence in meeting the diverse needs of their students.

4.0 Conclusion

Teaching strategies for children with disabilities in Australia play a crucial role in creating inclusive and equitable educational environments. While challenges exist, there are promising suggestions to enhance the effectiveness of these strategies and improve outcomes for students with disabilities. Investing in comprehensive teacher training and professional development programs is essential. By equipping teachers with the necessary knowledge and skills, they can implement individualized instruction, utilize assistive technology, and foster social-emotional development effectively. Increased access to specialized support services, including support staff and therapists, is vital to ensure that children with disabilities receive the tailored support they need to succeed. Collaboration and coordination among stakeholders are fundamental. When teachers, support staff, parents, and specialists work together, they can implement cohesive strategies, share best practices, and create a supportive network to meet the diverse needs of students. Integrating assistive technology into classrooms enhances accessibility and allows children with disabilities to actively participate in the learning process.

Personalization and differentiation are key principles in teaching strategies. By addressing each student's unique strengths, needs, and learning styles, teachers can create inclusive classrooms that accommodate diverse abilities. Prioritizing the social and emotional development of children with disabilities helps them build positive relationships and develop essential life skills. Creating inclusive school environments involves shifting attitudes and promoting acceptance and belonging for all students. By fostering partnerships with parents and guardians, educators can gain valuable insights and collaborate in designing individualized education plans. Advocacy for policies that support inclusive education is crucial. By engaging with policymakers and advocating for sufficient resources and support systems, the education system can create an inclusive and equitable environment that values the diverse abilities of all students.

5.0 Recommendations

The study recommended that the government should provide comprehensive and ongoing training opportunities for teachers to develop the necessary knowledge and skills in inclusive education and teaching strategies for children with disabilities. This should include strategies for individualization, differentiation, assistive technology integration, behavior management, and fostering social-emotional development. Allocation of sufficient resources to ensure access to specialized support services, such as support staff, special educators, and therapists, who can collaborate with teachers to develop and implement effective teaching strategies. This can be achieved through increased funding, staffing allocations, and collaboration between schools and support agencies. Promotion of structured collaboration and clear communication channels among teachers, support staff, parents, and specialists to facilitate coordinated efforts in implementing teaching strategies for children with disabilities. This can include regular team meetings, professional learning communities, and sharing of best practices across schools and educational settings. Raise awareness about the benefits of assistive technology and provide training and resources to teachers on its effective integration in the classroom. This includes ensuring accessibility of technology tools, providing professional development on their use, and facilitating access to assistive technology specialists for assessment and support. Encourage teachers to adopt individualized instruction and differentiated teaching strategies that address the unique learning needs of children with disabilities. Provide guidance, resources, and time for teachers to plan and implement personalized learning experiences, adaptations, and accommodations for students with diverse abilities and learning styles.

Incorporate explicit instruction and support for social skills, self-regulation, and emotional well-being into teaching strategies for children with disabilities. Provide professional development on evidence-based strategies for promoting social inclusion, conflict resolution, emotional self-awareness, and resilience. Create inclusive school environments that value and celebrate diversity, promote acceptance, and foster a sense of belonging for all students. This includes addressing attitudinal barriers, promoting positive peer interactions, and providing resources and support for inclusive practices. Promote research and evaluation studies that investigates the effectiveness of various teaching methods for children with disabilities in the Australian context. This helps in

identifying best practices, inform policy decisions, and guide the development of evidence-based interventions and professional development programs. Collaborate closely with parents and guardians to gain insights into their child's strengths, needs, and learning preferences. Involve them in the decision-making process, provide regular communication about their child's progress, and seek their input in developing and implementing individualized education plans. Advocate for policies that prioritize inclusive education and provide the necessary resources, funding, and support systems to effectively implement teaching strategies for children with disabilities. This includes engaging with policymakers, educational authorities, and advocacy groups to raise awareness about the importance of inclusive education and the needs of children with disabilities.

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