

A Systematic Literature Review on Inclusive Teaching Practices

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ABSTRACT

With the increasing goal of creating an atmosphere that gives support to a sense of belonging for all students, and which strives to cater to a diversity of learning needs, there has been a remarkable development in inclusive teaching methods over the last few years. The present study purports to seek how inclusive teaching techniques are presently being resorted to by the teachers in the classrooms to the students attending such classes. A number of studies were scrutinized with care. The conceptual investigation and literature review in this work have focused on the inclusive teaching practices currently being used. The collective findings presented in this article will allow researchers to notice the ways in which inclusive teaching practices are observed in classrooms.

Keywords: *Inclusive Teaching Practices, Inclusive Classroom, Teacher, Student, Review.*

Inclusive education is an approach oriented to change, aiming at meeting students' diverse needs and seeing that they participate and are equal in learning (Florian, 2011). Successful teaching practices for inclusive education involve putting in place differentiated instructions to cater to the wide span of abilities and learning styles of students (Tomlinson, 2014). Cooperative learning strategies provide the atmosphere of cooperation that allows students of different abilities to be involved and experience academic success (Johnson, 2009). Moreover, the aspect of assistive technologies is rather important in making students with disabilities participate effectively in classroom activities (Dell, 2016). It is also important for ongoing professional development and teacher collaboration to increase the effectiveness of inclusive teaching practices (Friend, 2016). In spite of resource constraints and other attitudinal problems, this is an education that has ensured considerable gains in social skills, academic achievement, and self-esteem for all (Hehir, 2016; Loreman, 2017). On these grounds, the following review presents an attempt to organize the available literature on effective teaching practices for inclusive education and offers insights and recommendations for educators, policy framers, and other stakeholders.

Concept of Inclusive Teaching Practices

Inclusive teaching practices are educative strategies, tenets, and approaches put in place to ensure that all learners benefit equally from quality education and are fully included in the learning environment. It works toward the establishment of a learning environment within which all students would feel valued, supported, and capable of reaching their full

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potential—to be essentially fair and effective as a system of education. Teachers establish a welcoming and supportive environment where all students feel supported and encouraged to succeed academically and socially by designing inclusive, interesting, and relevant learning experiences (Smith, 2021). These core elements include differentiated instruction, making teaching methods adaptive to diverse learning styles and abilities (Tomlinson, 2014), and Universal Design for Learning, it allows for flexible learning environments to accommodate wide-ranging individual differences (Rose, 2002). Culturally responsive teaching respects the students' cultural backgrounds in designing and implementing curricula and further promotes inclusiveness and respect (Gay, 2010).

Significance of the Study

Building classroom environments that meet the various needs of all students—regardless of their aptitudes, backgrounds, or disabilities—is the goal of inclusive education. In addition to encouraging academic success, inclusive teaching practices like differentiated instruction, universal design for learning, cooperative learning, and the use of assistive technology also help students develop their social-emotional skills, empathy, and peer cooperation (Tomlinson, 2014; Dell et al., 2016; Florian & Black-Hawkins, 2011). In order to foster a just and democratic society, these tactics enable all students to engage in meaningful and equitable participation (Hehir et al., 2016; Loreman, 2017).

This study holds significance because it offers empirical evidence of how inclusive teaching practices can promote holistic development and mitigate educational inequities. By highlighting research-based strategies that assist educators in successfully addressing classroom diversity, it adds to the wealth of existing literature. The results will help curriculum developers, teacher educators, pre-service and in-service educators, and policymakers enhance their pedagogical approaches and support systems for inclusive classrooms. Lastly, the greater educational ecosystem, schools and students with and without disabilities all gain from such inclusive initiatives.

Research Question

- What are the Current research trends on Inclusive Teaching Practices in India & Abroad?

MATERIALS AND METHOD

Study Design and Strategy:

In the current research, a Systematic Literature Review has been harnessed based on the PRISMA guidelines on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses. The researcher conducted a systematic literature review to explore current research trends on Inclusive Teaching Practices used by teachers in school and higher education institutions. The researcher examined studies from the earliest to the most recent to understand current trends in this area in India and abroad.

1. **Literature Search Strategy** The researcher has searched articles and theses published from 2010 to 2024 using a variety of keywords: "inclusive teaching practices," "inclusive teaching process or techniques," "inclusiveness," and "inclusive teaching related review article." Automated literature search from 2010-2024 was done through a Google search engine and covered Google Scholar, Psych INFO, Sage publications, Science Direct, Elsevier, and other sources.
2. **Eligibility:** Study spanning a 14-year period were considered, the researcher included papers like those that focus solely on 'Inclusive teaching methods' or 'strategies' or 'practices' for children with exceptional needs. Qualitative, quantitative,

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cross-sectional, observational research, longitudinal, experimental, descriptive, survey-based, interview-based etc. research studies were all considered. Excluded in the paper are studies that use only one variable, provide partial answers, ambiguous data and only give an abstract, duplicate records etc. Articles of this kind are not accepted.

3. **Selection Criteria** The articles and theses were chosen based on a set of criteria: the study objective defines inclusive teaching practices or even techniques to students, an original research article published in a peer-reviewed journal, in English, and dates of the publication from 2010 to 2024. After repeatedly applying the inclusion criteria as mentioned earlier in the 60 publications, 20 studies finally get included in the review paper.
4. **Data Extraction & Inclusion:** Twenty-five papers were eventually included in the qualitative synthesis. The majority of studies are quantitative, though some are qualitative as well. Studies are taken from and included in this article based on the year, sample size, study design, inclusiveness on teaching, and teachers' perspectives on inclusive education. The articles are taken from scientific journals (not books), peer reviewed, with a detailed analysis of the results and the study.

Data Analysis

After applying these criteria, we were left with a number of 25 studies, which we carefully analysed to extract the relevant information for the purpose of this research. Of a total of 25 articles, six articles discussed the concept of teachers' perceptions and pedagogical techniques for professional development, four articles discussed about positive teaching attitude regarding inclusive education, two article focused on teachers' pedagogical practices related to inclusive education policies and strategies for students better future , five articles talked about in service and preservice teachers' teaching techniques in inclusive education and eight articles were about co-design the inclusive teaching practices for students', teacher effectiveness in inclusive classroom and the practical application in educational system.

Table 1: Inclusive Teaching Practices Research Synthesis

Author/ Year/ Country	Purpose of the study	Research Method, Design, Sample size	Major Finding	Recommendation
Chakraborty, A., Kaushik, A., & Ramachandran, V. (2024) India	To examine teachers' perceptions and practices in inclusion of disabilities in classroom evaluations.	I. Qualitative II. Interview Method III. Teachers from one inclusive private school	Effective inclusion of learners with disabilities in classroom evaluations necessitates robust teacher development and teacher-parent collaboration.	professional development for disability-inclusive Classroom evaluation and work with parents for fair assessment practices.
Bagum, M. et al. 2024 Pakistan	to investigate how inclusive teaching practices affect classroom engagement.	I. Quantitative II. Descriptive III. 340	It is essential to adapt teaching strategies to different learning styles, and integrating technology.	improve the efficacy of inclusive teaching, targeted professional development, contextualised approaches, age and experience considerations, qualification-based interventions
Bolourian, Y., Losh, A.,	To find important	I. Quantitative	Assigning classroom responsibilities and	Such targeted professional development for teachers'

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Author/ Year/ Country	Purpose of the study	Research Method, Design, Sample size	Major Finding	Recommendation
Hamsho, N. <i>et al.</i> 2022 USA	inclusion and interaction methods in early elementary classrooms and investigate how general education teachers in the United States view autism.	II. Mixed-method study III.18	emphasising students' strengths were identified by teachers as the most effective inclusion strategies.	knowledge and practical strategies to support successful inclusion.
Medina, S. <i>et al.</i> 2022 Philippines	To find how pre-service and in-service Filipino teachers felt about inclusive education.	I. Quantitative II.Descriptive III.122	Preservice teachers generally displayed a warm, supportive attitude towards inclusive education, regardless of their gender & it is valued and supported by the administration of the school.	ongoing training and professional development are essential.
Alsarawi, A., & Sukonthaman, R. 2021 USA	To investigate how preservice teachers' attitudes, knowledge, and self-efficacy relate to inclusive teaching practices.	I. Quantitative II. Survey-based III.108	Preservice teachers' self-efficacy in implementing inclusive strategies, collaborating with others, and controlling classroom behaviour is highly predicted by their attitudes and knowledge regarding inclusion.	Programs for teacher preparation to improve preservice teachers' attitudes, knowledge, and self-efficacy regarding inclusive practices.
Paju, B., <i>et al.</i> 2021 Finland	To investigate how educators work together to implement inclusive practices in Finnish schools.	I. Quantitative II.Mixed-methods approach III.197	Coordination, cooperation, and reflective communication are emerging as important forms of collaborative action in inclusive classrooms, despite educators' desire for collaboration and their tendency to stay in traditional roles, according to the study.	Teachers' collaborative activity and reflective work, teacher training programme for inclusive practices.
Swain, Behera, Kumar, & Krishnan (2021) India	To investigate, via theoretical and practical exercises, the	I. Quantitative II.Descriptive Survey	According to the study, pre-service teachers think that current training is insufficient to fully	improve pre-service practice, include more mentorship and field-based inclusive teaching experiences in teacher

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Author/ Year/ Country	Purpose of the study	Research Method, Design, Sample size	Major Finding	Recommendation
	perspectives and readiness of pre-service student teachers for inclusive education.		prepare them to teach inclusive classrooms, even though they have positive attitudes towards inclusive education and find it useful.	preparation programs.
Sormunen, K. 2020 Finland	The aim of this thesis was to co-design and explore inclusive teaching practices of science learning that are digitally supported.	I. Qualitative II. Longitudinal III.44	Long-term co-design projects created conditions for inclusive practices and digital technology integration.	Adopt process-oriented, comprehensive, and structured approaches to the integration of technology in education, and long-term co-designing projects also.
Francois, J. 2020 USA(Kansas)	To look into the connection between teachers' teaching self-efficacy for inclusive practices and pre-service training.	I. Quantitative II. Survey-based III.250	According to the analysis, pre-service preparation ratings and confidence were predictive of competent and overall teaching self-efficacy measures.	Professional development in teacher education programs to support preservice teachers.
Ben de Souza 2020 Africa (Malawi)	To evaluate how mainstream secondary teachers understood national inclusive education policies and strategies as they related to pedagogical practices.	I. Qualitative II. Interpretive III.33	The misalignment between legislative priorities and educator objectives might hamper the advancement of inclusive pedagogical practices.	support inclusive pedagogical practices, education policies should be in line with teacher goals.
Paseka, A., & Schwab, S. 2020 Germany	Examining parents with students placed at special educational needs	I. Quantitative II.Descriptive research design III.23	In the inclusive classes, parents reported more inclusive teaching strategies but no significant differences in resources when	Improvement of inclusive teaching practices and ensuring equal resources for both inclusive and regular classes.

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	attitudes on the provision of inclusive education, teaching strategies, and resource availability.		compared with ordinary classes.	
Schwab, S., & Alnahdi, G. H. A. 2020 Austria	The purpose of this study was to investigate the variables that might influence teachers' use of inclusive teaching methods in the workplace.	I. Quantitative II. Questionnaire survey III.221	An association is found between teachers' attitude and self-efficacy with their use of inclusive teaching practices, and inclusive teaching practices are more used by primary school teachers than secondary school teachers.	The growth of teachers' positive attitudes and sense of self-efficacy for improved use of inclusive teaching methods.
MacDonald, R. H., et al. 2019 USA	To explore how faculty professional development, specifically the change agent model, serves in fostering the adoption of equitable and inclusive practices.	I. Quantitative II. Professional development model III.23	A culture of mutual trust between colleagues, and possibilities for change agents to grow as leaders combined to guarantee success to this model.	The change agent approach to faculty development for effective diffusion and implementation of inclusive teaching practices.
Reynaga-Peña, et al. 2019 Mexico	To create and put into practice a dialogic learning-based teacher training program that will support inclusive education for students with disabilities in science classes.	I. Qualitative II. Interview based III. 12	Inclusive teaching methods can be progressively changed by dialogic, reflective teacher preparation, which also supports innovative curricula in teacher education programs.	Curriculum advancement for teacher preparation programmes and teacher development programmes in Mexico and elsewhere.
Wilson, C., Marks Woolfson, L.,	To find the existing relationship	I. Quantitative II. Cross-	Explicit attitudes and self-efficacy in teacher's influenced	Teachers' self-efficacy enhancement for the implementation of inclusive

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& Durkin, K. 2019 Scotland	between explicit and implicit attitudes of primary school teachers, self-efficacy, and intentions toward children with intellectual disabilities, and its impacts on inclusive teaching practices.	sectional survey III.87	intentions towards inclusive teaching whereas implicit attitudes had little direct influence.	teaching practices.
Stuart, A., & Yates, A. 2018 New Zealand	To examine the literature on dyslexia and assess inclusive teaching practices that may improve the academic performance of dyslexic children.	I. Qualitative II. Literature review approach	Customized and multisensory instructional strategies produced considerable gains in academic achievement, confidence, and participation for dyslexic children.	Using multisensory techniques, inclusive teaching strategies targeted at the needs and preferences of each learner.
Sharma, U., & Sokal, L. 2016 Canada	To ascertain whether instructor behaviour in and their self-reported attitudes, and effectiveness in teaching inclusive classes were significantly correlated.	I. Quantitative II. Cross-sectional survey III.5	Teachers who implemented inclusive practices positively reported more positive perceptions of inclusion and fewer worries in the area of inclusion.	Specialized professional development programs dealing with issues of problems of teachers in classrooms are the teaching in inclusive classes.
Srivastava, M., de Boer, A., & Pijl, S. J. (2015) India & Netherland	To systematically review projects and programs undertaken in the past decade in developing countries to support	I. Qualitative II. Literature review approach III. 15 Studies	The bulk of projects were mainly focused on school and teacher factors, with only two studies reported actual effects of the projects; there are significant gaps in the study of effective implementation.	Enhance teacher training; increase direct parental involvement; and create sustainable mechanisms for monitoring and evaluation of inclusive education projects.

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	inclusive education for children with disabilities.			
Vaz, S., et al. 2015 Australia	To identify variables associated with attitudes held by primary school teachers towards children with disabilities in mainstream classrooms.	I. Quantitative II. Cross-sectional survey design III. 74	Male and older teachers were less positive, while teachers with disability or higher self-efficacy were more positive etc. This shows the importance of specialist training and support for inclusion.	Tutors need specialist training and support to enhance knowledge bases and skills for successful inclusive practice.
Bhatnagar & Das (2014) India	To find supportive school-level facilitators and investigate secondary school teachers' perspectives on inclusive education for students with disabilities.	I. Qualitative II. Interview Method III. 30 teachers	Teachers' opinions on inclusion were largely favourable. They found that key facilitators included things like better infrastructure, easier access to resources, and supportive policies.	To support teachers in inclusive classrooms, it is advised to adopt inclusive policy frameworks, guarantee institutional resources, and strengthen infrastructure.
Das, A. K., Kuyini, A. B., & Desai, I. (2013) India	To explore the attitudes and concerns of Indian secondary school teachers regarding inclusive education.	I. Quantitative II. Cross-sectional Survey Method III. 353	Teachers had a moderate compatibility attitude towards inclusion; however, concerns with issues of class management and training were expressed.	Extensive in-service training needs to be conducted with an array of classroom support mechanisms complemented by some administrative-level policy changes. This is a prerequisite to any real success in inclusion.
Sharma, U., Loreman, T. and Forlin, C. 2012 India	To create a tool for assessing the perceived effectiveness of teachers in inclusive classrooms.	I. Quantitative II. Factor Analysis III. 607	The training focusing on inclusive practices improved teachers' pre-self-efficacy, and the established scale was found to be reliable for measuring pre-service teachers internationally.	This developed scale can be applied as a reliable tool for the assessment of pre-service teachers' self-efficacy in inclusive teaching across the different countries.
Savolainen, H.,	To compare	I.	Teachers in both	Improvement of teacher

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Author/ Year/ Country	Purpose of the study	Research Method, Design, Sample size	Major Finding	Recommendation
et al. 2012 South Africa & Finland	the attitudes of in-service teachers in Finland and South Africa towards implementing inclusive practices, and to talk about the consequences of these findings for teacher preparation programmes.	Quantitative II. Cross-sectional. III.1141	countries had positive attitudes; increased self-efficacy for collaboration was linked with increased inclusion suggesting room for improvement in teacher education.	education programs to boost teachers' self-efficacy in collaboration, thereby fostering positive attitudes towards inclusion.
Gokdere, M. 2012 Turkey	To evaluate and address the issues with inclusive education practices among pre-service and in-service school teachers.	I. Quantitative II. Cross-sectional. III.68 & 112	There were large differences in the attitudes of pre-service and in-service teachers toward inclusive education and dealings with special needs living entities.	Workshops, seminars, & professional development were proposed for these in-service teachers.
Florian, L., & Linklater, H. 2010 Scotland	To explore ways in which, inclusive education, a new beginning teacher education course can work to enhance instruction and learning for all students.	I. Qualitative II. Observations and interviews.	By giving more attention to inclusive pedagogy, teachers could make more use of their available training and skills in helping struggling students within a regular classroom environment.	Teacher education programs and training to better work with a diverse student population.

DISCUSSION

Of the studies, most used either quantitative research designs usually descriptive or survey designs to measure teacher attitudes, perceptions, and self-efficacy in inclusive practice (Bagum, 2024; Bolourian, 2022; Medina, 2022; Alsarawi, 2021; Paju, 2021; Francois, 2020; Paseka, 2020; Schwab, 2020; Sharma, 2012). Some studies included a qualitative design such as longitudinal studies and interviews for more significant insights (Sormunen, 2020;

Reynaga-Pena, 2019). There was a general consensus that understanding autism, specialized professional development, and technology utilized in classrooms were all beneficial to inclusive practice (Bagum, 2024; Bolourian, 2022). Further, while most studies suggested an overall favorable attitude, Bhatnagar and Das (2014) specified that while teachers recognize inclusion to be beneficial, they need proper infrastructure, resources, and supportive policy in place. Similarly, pre-service teachers showed to have favorable attitudes, and perceptions, and reported a willingness to enact positive inclusion in schools while calling for a reform in the manner they are trained in teacher education programs (Medina, 2022; Alsarawi, 2021). Recognizing attitude gap between pre-service and in-service teachers leads to additional suggestions to use reflective teacher education and specific workshops (Paju, 2021; Sormunen, 2020; Gokdere, 2012). Expert training can improve teachers' efficacy (Francois, 2020; Schwab, 2020; Sharma, 2012), with future attention on bringing in training for teachers who work with diverse learners (Florian, 2010). The authors emphasize the strong relatedness between attitudes of inclusion and self-efficacy, necessitating specific professional development (Sharma, 2016). In the study conducted in India, teachers indicated moderate acceptance but did not have appropriate classroom management or adequate training (Das, Kuyini, & Desai, 2013). Enhance teacher training; increase direct parental involvement; and create sustainable mechanisms for monitoring and evaluation of inclusive education projects (Srivastava, de Boer, & Pijl, 2015), and a mentorship-driven field exposure was suggested to improve upon training gaps (Swain et al., 2021).

The research supports the conclusion that teachers need ongoing development and formal training to increase confidence to engage in inclusive education. Still, there are gaps in research regarding long-term evaluation of outcomes regarding these practices across different cultural contexts. Future research must seek to improve longitudinal studies to measure sustained, long-term outcomes of inclusive education and attend to geographic regions that have not been studied sufficiently.

Study Limitations

This is to say that, considering factors that are usually highly variable across different educational contexts, such as the teachers' preparedness, availability of relevant resources, and administrative support, a much bigger limitation to the research of teaching practices for initiatives in education is how they will be implemented (Schwab, 2020). For adoption, cultural and systemic barriers have to be overcome, while the role of teachers' attitudinal and self-efficacy is indispensable (Savolainen, 2012; Sharma, 2016). Moreover, the generalizability of findings also remains limited due to the diversity of methodologies and sample sizes used in various research studies, limiting the building up of coherence in what the best practice for inclusive education involves (Avramidis, 2002; Vaz, 2015).

Implications

Some of the critical gaps observed in research on inclusive teaching practices are the absence of comprehensive frameworks for effective technology integration, poor evaluation of the long-term impacts of teacher training, strategies -to align national policies at the classroom level. Moreover, very little research is conducted with interventions targeting the improvement of teachers' attitudes and self-efficacy, while practical solutions to problems related to resource constraints are poorly explored at the other end. Such gaps, therefore, must be addressed in the development and testing of context-specific strategies for improving inclusivity, supporting diverse learners, and promoting more equitable access to quality education. This research will provide teachers, students (regardless of their abilities), and policymakers with evidence-based ways of providing inclusive practice. The

implications can go as far as benefitting schools, teacher education programs, and any curriculum designer looking to create sustainable models of inclusion. Most importantly, it will help local and global movements toward equitable and social justice-based classrooms.

CONCLUSION

This study concludes that there is a need for the implementation of evidence-based strategies in initiatives of inclusive education, since handling diverse learner needs requires various teaching practices. There are still so many challenges involved with inadequate resources and varying preparedness of the teachers, and systemic barriers have been overcome to a fair extent (Bagum, 2024; Bolourian, 2022). The implementation of evidence-based practices through regular professional development, sufficient funding, and inclusive policy support is crucial for the success of inclusive education, as this review highlights. Indian studies (e.g., Bhatnagar & Das, 2014; Srivastava et al., 2015; Sharma et al., 2012) recommend to address the varied needs of learners, Indian studies suggest improving infrastructure, changing the curriculum, and training teachers. Similarly, global research (e.g., Bolourian et al., 2022; Paju et al., 2021; Sormunen, 2020) suggests co-designing classroom strategies, integrating technology, and encouraging collaborative pedagogies. Effective inclusive practices build upon professional development and collaborative efforts supported by robust policy support to create equitable learning environments (Medina, 2022; Sormunen, 2020). Encouraging teachers to accommodate students' diversity through meaningful engagement, peer collaboration, and differentiated instruction is essential to the success of inclusive practices (Florian & Linklater, 2010; Sharma & Sokal, 2016). Future studies should seek to fine-tune the strategies so that their application in different educational contexts is guaranteed of success (Paju, 2021; Francois, 2020).

Recommendation for further research

Further research in teaching practice for inclusive education should have a focus on long-term impacts, advanced assistive technologies, and continuous professional development tailored toward inclusiveness (Sharma, 2012; Dell, 2016). Studies should also revisit socio-cultural factors that influence implementation and build strategies to overcome attitudinal barriers among educators (Savolainen, 2012). Studies suggest that workshops and seminars (Gokdere, 2012) Curriculum Advancement (Reynaga-Peña, 2019) for in-service teachers; enhancement in self-efficacy & positive attitudes (Wilson, 2019; Schwab, 2020; Bagum, 2024) teacher education programs and training for professional development, skill development for teachers (Florian, 2010; Savolainen, 2012; Das, 2013; Vaz, 2015; Sharma, 2016; Paju, 2021; Medina, 2022; Chakraborty, 2024); need to develop multisensory techniques in inclusive teaching (Stuart, 2018) policy frameworks and resources in inclusive teaching (Bhatnagar, 2014); The same shall be a call for collaborative effort between the policymakers, educators, and researchers with a view toward developing scalable and sustainable projects of inclusive education.

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Conflict of Interest

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