

# A Study of Special Needs Children Entering Regular Classroom Learning

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

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

## 1. Introduction

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

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**Bibliotherapy** John T. Pardeck, Jean A. Pardeck, 2021-12-23 First Published in 1993 Bibliotherapy provides literature for mental health professionals which can be used with a clinical approach in helping children with problems For those not familiar with bibliotherapy it provides an extensive introduction to the field including reviews of its effectiveness value and limitations as well as examples of practical application Chapters include an overview of bibliotherapy clinical application changing role models blended family separation and divorce child abuse foster care adoption and childhood fears Over 350 children s books are listed each briefly annotated from which the clinician can select suitable material for therapeutic intervention This book is an essential read for scholars researchers and practitioners of clinical psychology psychology in general

**Choosing Books for Young People: 1976-1984** John R. T. Ettlinger, Diana L. Spirt, 1982

**Bibliotherapy with Stepchildren** Marilyn Coleman, Lawrence H. Ganong, 1988

Negotiating the Special Education Maze Winifred Anderson, Stephen Chitwood, Deidre Hayden, 1990 Explains how the school system works what services are available and what rights are protected under federal laws

**Books to Help**

**Children Cope with Separation and Loss** Joanne E. Bernstein, Masha Kabakow Rudman, 1989 Here are some 750 fiction nonfiction books from folklore to poetry focusing on separation loss themes for young people Arranged by topic each annotated entry provides a review of plot theme interest age level suggestions for use complete bibliographic information This is the ideal reference guide for those who have the opportunity to help children through separation loss ranging from going away to camp to the death of a sibling

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