



## School inclusion of students with intellectual disabilities

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## **ABSTRACT**

The school inclusion of students with intellectual disabilities or cognitive delay is a topic of great relevance in the field of inclusive education.

**Keywords:** Intellectual disability, Great relevance in the field of inclusive education.

## **1 INTRODUCTION**

The school inclusion of students with intellectual disabilities or cognitive delay is a topic of great relevance in the field of inclusive education. This study aims to analyze the effectiveness and challenges of including these students in mainstream educational settings, recognizing the importance of equal opportunities in access to education.

## **2 METHODOLOGY**

To conduct this systematic review, we searched several databases, including PubMed, Scopus, and Web of Science, to identify studies that investigated the school inclusion of students with intellectual disabilities or cognitive delay. The cut-off date for inclusion of the studies was



September 2023. Inclusion criteria included academic research, reviews, and education reports related to the topic.

### **3 DISCUSSION**

The analysis of the selected studies reveals that the school inclusion of students with intellectual disabilities or cognitive delay is a complex process that involves several factors. One of the main challenges is adapting the curriculum and pedagogical practices to meet the individual needs of these students. This requires the collaboration of teachers, inclusive education experts, and health professionals.

Additionally, successful inclusion depends on creating a welcoming and inclusive school environment where diversity is valued and respected. Social and emotional support also plays a key role in promoting the well-being of these students.

### **4 RESULTS**

The results of this systematic review indicate that the school inclusion of students with intellectual disabilities or cognitive delay can be effective when appropriate teaching and support strategies are implemented. Studies report improvements in the academic, social, and emotional development of these students when they are included in regular educational settings.

However, the results also highlight significant challenges, including a lack of adequate resources, resistance from some educators, and the need for constant adaptations to the curriculum. The quality of school inclusion can vary widely depending on the school, teachers, and the support system available.

### **5 CONCLUSION**

This review reinforces the importance of school inclusion of students with intellectual disabilities or cognitive delay as a means of promoting equal opportunities in education. The results indicate that, when implemented correctly, inclusion strategies can be beneficial for the development of these students.

To ensure effective inclusion, it is essential to invest in teacher training, adapting curricula, and promoting inclusive school environments. Additionally, it is critical to recognize that inclusion is an ongoing process that requires flexibility and constant adaptation.