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1 ADAPTING PEDAGOGICAL STRATEGIES TO ADDRESS DIVERSE LEARNING

NEEDS IN 1 INCLUSIVE CLASSROOMS 2 Abstract 3 Introduction-Research has shown

that by incorporating cognitive and behavioural theories into 4 educational strategies,

teachers can enrich student learning by providing insights into learning and 5 behavioural adaptation mechanisms. Curriculum changes and differentiated instruction, which involve 6

modifying instructional materials, tests, and activities to accommodate a range of learning

7 needs, should be given top priority in schools. 8 Objectives - This paper aims to

identify pedagogical strategies that can be adopted to meet the diverse 9 learning needs of

students in inclusive education. 10 Method- A systematic review of research conducted in

the past was analysed and inferences were 11 drawn based upon the major findings of the

respective researches. 12 Findings - The analysis identified major inferences, including

that Differentiated instruction, Universal 13 Design for Learning (UDL), Project-Based

Learning (PBL), and Cooperative Learning are some of the 14 strategies used to adapt

pedagogy for diverse learners in inclusive classrooms. These strategies 15 emphasize

varied content, process, and product delivery, flexible grouping, multisensory materials,

and 16 supportive technology. 17 Conclusion- To meet each student's needs for academic

and social development, innovative pedagogies 18 suitable for diverse learners, along with

key strategies, including providing accommodations (large 19 print, audiobooks), making

adjustments, and creating an accessible environment with high standards. 20 Eventually,

learner-centred approaches will replace teacher-centred ones. Simultaneously, teachers 21

must continue their professional development, with an emphasis on differentiated

instruction, assistive 22 technology, and inclusive education initiatives. 23 Keywords-

pedagogical, adaptation, differentiated instructions, diverse, accommodations 24

Introduction 25 The education system previously designed was more suited for a

homogeneous group of 26 learners and often struggles to accommodate individual learning

needs fully. Even while inclusive 27 education is becoming more and more important,

many schools still struggle to provide these students 28 with appropriate, individualized

support that can maximize their learning achievements. Teachers 29 frequently report

difficulties in adapting pedagogical methods to meet the diverse needs of learners, 30 mostly due to a lack of adequate training and resource support. Students with diverse learning needs 31 will continue to experience educational disparities in the absence of a comprehensive plan that 32 integrates pedagogical innovation with an efficient support system. 33 1 Traditional pedagogy refers predominantly to the face-to-face teaching environment and the 34 conceptual frameworks around how people learn in that particular space. Over the past few decades, 35

2 conventional pedagogy has evolved to include other modalities, specifically, the online 36 environment. Generally defined as the theory and practice of teaching, pedagogy refers to the 37 methodology and process of how teachers approach teaching and learning using a specific curriculum 38 with specific goals in mind. 39 According to the National Education Policy (NEP-2020), Pedagogy must evolve to make 40 education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, 41 and discussion-based, flexible, enjoyable.” NEP,2020. Prof. Anjum Sibia, NCERT 42 Standard and widely used teaching methods include seminars, lectures, demonstration courses, 43 and tutorials, each serving a specific educational purpose. These methods are also extensively used in 44 inclusive classrooms, without mapping students' learning needs. Every student in the class benefits 45 greatly from effective teaching and learning techniques, regardless of their skills, interests, or 46 sociocultural background. However, some students require more specialised techniques to help them 47 overcome specific learning obstacles. Teachers struggle to adapt instruction, manage diverse needs, and 48 access resources to support inclusion (Melloria&Gaylo, 2024). 49 Diverse Learning Needs 50 Depending upon the exact context, diversity can be viewed in a variety of ways. Broadly stated, 51 diversity can be referred to as the presence of a large variety of occurrences. In elementary education, 52 diverse learners, those from many cultural, language, and cognitive backgrounds, demand distinct 53 instructional methodologies. In today's educational environment, global classrooms are characterized by 54 diversity. Due to their varied

cultural, linguistic, cognitive, and socioeconomic origins, students bring 55 special viewpoints and difficulties to the classroom. Research has shown that students absorb and retain 56 information differently based on their preferred learning modes. 57 The following are the expounding bases of diversity: 58 59 Research Objectives- 60 □ Culture □ Race Gender Ability/disability Socio-economic status

3 The present paper addresses the following concerns- 61 □ To identify various pedagogical strategies that can be adapted and used effectively for 62 addressing the diversity in the classroom. 63 □ To discuss the key pedagogical strategies for accommodating diverse learning needs in 64 the inclusive classroom. 65 Rationale of the study- 66 The foundation of societal growth is education, yet traditional pedagogies frequently fall short 67 of meeting the requirements of students with a range of abilities. In order to support successful learning 68 outcomes for diverse learners, it is not only required but also practically necessary to modify 69 pedagogical approaches. In traditional classrooms, students with a variety of abilities, including those 70 with emotional, cognitive, or physical difficulties, often face obstacles (Tomlinson, 2017). 71 In traditional classrooms, students exhibiting diversity, including those with emotional, 72 cognitive, or physical difficulties, often face obstacles (Tomlinson, 2017). Inadequate teacher 73 preparation and unavailable teaching resources are two examples of these obstacles. Teachers can 74 create a setting where all students flourish by customizing teaching approaches. It has been 75 demonstrated that technology-enhanced learning, differentiated instruction, and universal design 76 for learning (UDL) increase student engagement and performance across a range of needs (Hall et al., 77 2012). 78 Research shows that satisfying various learning needs still depends critically on teacher 79 readiness, which is lacking (Owens & Wells, 2021). First teacher needs to understand the types of 80 diversity. Various research also supports the fact that teachers need to know themselves, first their 81 abilities, preferred methodologies, and secondly to have an understanding of the nature, needs, and 82 learning preferences of their students. Teachers should also realise that not everyone

3 learn in the same 83 way. Thereafter, can employ various pedagogical methodologies during the teaching learning process. 84 Methodology- 85 To achieve this purpose, the researcher has employed a review strategy. An extensive review of 86 related literature has been done, and the most relevant research has been listed to draw general 87 conclusions from particular facts. 88 Pedagogical foundations and differentiation- 89 The pedagogical foundations of 2 the differentiation approach in education stem from the belief 90 that every student has unique learning needs, interests, and abilities. Pedagogical strategies play a vital 91 role in shaping the educational experience of students with diverse learning needs. These learners 92 requirespecialised instructional methods that can cater to their unique learning needs. This approach 93

4 acknowledges that a one-size-fits-all teaching method is ineffective for reaching all students and 94 maximizing their learning potential. Instead, differentiation aims to tailor instruction to meet the 95 diverse needs of learners within a classroom. 96 Here are some vital pedagogical foundations of the differentiation approach: 97 98 Learners come from diverse backgrounds and possess different learning styles, preferences, and 99 abilities. Therefore, instruction is designed to accommodate these differences and empower students to 100 take ownership of their learning. In an inclusive classroom, teachers recognize the diversity of their 101 students and collaborate with them to create a secure and supportive learning environment. 102 Continuous professional development (CPD) and reflection are essential for teachers to refine 103 their differentiation practices and meet the evolving needs of their students. By embracing these 104 pedagogical foundations, educators can create more inclusive, engaging, and effective learning 105 environments that support the success of all students. 106

Metric	Traditional Pedagogy	Modern Pedagogy
Role of Teacher	Lecturer	Facilitator
Student Engagement	Passive	Active
Critical Thinking	Low (Hattei, 2009)	High (Freeman et al., 2014)
Retention Rate	45% after 6 Month	65% after 6 Month

Modern methods like collaborative learning increase critical thinking by 40% but require 50% more 107 preparation time (Johnson &

Johnson, 1999). 108 Implications and application of cognitive and behavioural theories of learning 109 Despite advances in education, there is an urgent need for various pedagogical strategies as 110 significant pedagogical challenges persist in the effective teaching of students with special educational 111 needs. The teaching strategies for inclusive education rest on several foundational theories that still 112 Flexible Grouping Teacher expertise and reflections Assessment for Learning Student-Centered Learning Flexible Instruction Respect for Diversity

5 guide current practices and policies aiming to provide equitable learning opportunities for students with 113 diverse learning needs. Out of several theories, some of the most influential theories include Vygotsky's 114 Social Constructivism, Gardner's theory of multiple intelligences, and Bandura's social learning theory. 115 Curriculum and Pedagogies as per recommendations of the National Education Policy (NEP116 2020) 117 □ Shift towards learning how to learn. 118 □ Facilitate attaining the potentialities /hidden abilities of all learners. 119 □ Integration of specific sets of skills and values across domains. 120 □ Integration of specific sets of skills and values across domains & stages. 121 □ Curriculum to focus on core concepts, Constitutional values, and bonding with one's country . 122 Recent Pedagogies approach as per the research studies explored- 123 1. Cooperative teaching and learning 2. Problem posing teaching 3. Inquiry-based instructions (IBD) 4. Visualization as a strategy 5. Differentiation as a strategy 6. Technology-based teaching 7. Modelling in the classroom 8. Focus group teaching 9. Behaviour Management in the classroom 10. Collaborative learning in the classroom 11. Imagery and Visualised learning 12. Exemplifying in the classroom 13. Role Modelling in the classroom 14. Experimental Learning in classroom 124 The above mentioned pedagogical approaches attempt to address learners' diversity in all broad 125 aspects. Adapting pedagogical approaches to address the needs of students with diverse abilities is a 126 critical aspect of inclusive education. As diversity is an umbrella term and learners exhibit a wide array 127 of differentiation, the researcher has selected and

discussed only those pedagogical strategies that can be used for children with diverse abilities, ranging from gifted to developmental disorders.

6 Differentiated instruction is another widely recommended strategy, enabling teachers to modify curriculum content, processes, and products to align with individual students' readiness, interests, and learning profiles (Tomlinson, 2017).

Inclusive pedagogy is an approach to teaching that values diversity, promotes equity, and creates an environment where all students feel valued and empowered to learn.

Implementing inclusive pedagogies effectively requires careful planning, reflection, and adherence to best practices. Below are key adapted pedagogical practices/guidelines

recommended for fostering inclusivity in educational settings.

137 Foster an Inclusive Classroom Environment:

3 Creating an environment that not only celebrates diversity but also encourages open dialogue is essential. Teachers should ensure and establish norms that promote respect and inclusivity among learners, ensuring all students are valued and feel safe to express their perspectives. For example, setting ground rules for discussions can help prevent discriminatory language and behaviours (Gay, 2018).

143 Use Culturally Responsive Teaching: Culturally responsive teaching acknowledges and integrates students' cultural backgrounds into the learning process.

By incorporating diverse perspectives and materials into the curriculum, educators can make learning more relevant and engaging for all students (Ladson-Billings, 1995). This

may involve selecting readings from diverse authors or discussing global perspectives on topics.

148 Differentiate Instruction: A key component of successful inclusive education instruction is differentiated instruction (DI), which stresses adjusting the learning process to each student's unique requirements, skills, and learning preferences.

Differentiated instruction recognizes that kids with special educational needs have particular cognitive, emotional, and physical obstacles that call for a more flexible teaching method, in contrast to traditional instruction, which frequently assumes a one-size-fits-all approach. Recognizing that students learn differently, differentiated

instruction allows teachers to tailor their methods to meet 155 varied needs. Strategies such as using multiple formats for content delivery (e.g., visual, auditory, and 156 hands-on activities) and providing alternative assessment options can help ensure equitable access to 157 learning (Tomlinson, 2014). 158 Co-Teaching Models: 159

7 Co-teaching strategies, where general and special education teachers work collaboratively, have 160 been shown to enhance student outcomes in inclusive settings (Friend et al., 2010). For example, in the 161 "one teach, one assist", station teaching model, one teacher delivers instruction while the other 162 supports students needing additional help. 163 Peer-Mediated Teaching Strategies: 164 Peer tutoring and cooperative learning activities encourage interaction between students of 165 diverse abilities, fostering academic and social growth (Carter et al., 2005). Other names include "peer 166 teaching", "partner learning", "Peer education", "child-teach-child", and "mutual instruction". 167 Like in peer tutoring, assigning roles based on students' strengths in group activities can ensure 168 participation and build confidence. Three forms of peer tutoring are Class Wide Peer 169 Tutoring (CWPT), Peer-Assisted Learning Strategies (PALS), Reciprocal Peer Tutoring (RPT). 170 Positive Behaviour Interventions and Supports (PBIS): 171 PBIS involves using proactive strategies to promote a positive classroom environment, which is 172 essential for managing behaviours in inclusive classrooms (Sugai & Horner, 2002). PBIS is a unique 173 approach that helps to eliminate challenging behaviour and supplements it with skills and tools that 174 help students make better choices. Clear expectations, consistent reinforcement, and individualized 175 behaviour plans help ensure all students feel supported. 176 Assistive Technology: 177 Accessibility can be greatly improved by assistive technology and software, allowing students 178 to more successfully interact with the curriculum and fully participate in class activities. Use of assistive 179 technology, such as speech-to-text tools or communication devices, can significantly support students 180 with disabilities in accessing the curriculum (Edyburn, 2013). For instance, a student with a physical 181 disability might use adaptive

keyboards to complete assignments. 182 Address Biases and Stereotypes:

183 Educators must actively reflect on and address their own biases, as these can unconsciously 184 influence teaching practices and interactions with students. Regular professional development focused 185 on equity and inclusion can help teachers identify and mitigate these biases (Sue, 2010). 186 187 188

8 Encourage Student Voice and Agency: 189 Inclusive pedagogy involves giving students opportunities to co-create the learning process. 190 This can be achieved by incorporating student feedback into lesson planning and allowing students to 191 choose topics or methods for assignments, fostering a sense of ownership and engagement (Freire, 192 1970). 193 **1 Universal Design for Learning (UDL):** 194 UDL is a framework that guides the design of learning experiences to accommodate diverse 195 learners. By providing multiple means of representation, action and expression, and engagement, it 196 is ensured that all students can access and participate in learning (CAST, 2018). A growing body of 197 research suggests that UDL can significantly enhance student engagement in inclusive classrooms 198 (Lang et al., 2012; Meyer et al., 2014). Engagement is a critical component of learning, as it 199 encompasses students' emotional, cognitive, and behavioural involvement in educational activities 200 (Fredricks, Blumenfeld, & Paris, 2004). 201 Evaluate and Reflect: 202 Continuous assessment of teaching practices is crucial. Educators should seek feedback from 203 students, peers, and self-evaluations to identify areas for improvement in their inclusive practices 204 (Brookfield, 2017). 205 **2 Teacher Expertise and Reflection:** 206 **Implementing differentiation requires skilled teachers who can effectively assess student needs, 207 plan and deliver differentiated instruction, and reflect on its effectiveness.** Critical reflective practice is 208 vital for enhancing teacher competencies, skills, and transforming educational systems towards 209 inclusion (Di Gennaro et al., 2014). Several key factors, such as context, teaching experience, 210 **4 knowledge of inclusive education policies, pre-service education, professional learning, and** interaction 211 with people with disabilities, affect teachers' self-

efficacy for inclusive education (Wray et al., 2022). 212 The following picture depicts significant components of teaching, their practices, and concerns, 213 making it more thought provoking and offering opportunities for improvement and inclusion. 214 Conclusion 215 Understanding Diversity as Diversity as an asset. The findings underlined the need for diverse 216 pedagogical strategies to accommodate different learning styles, stressing that not 3 one size fits all. 217

9 Additionally, it also explains that various innovative and evidence-based pedagogical approaches can 218 cater to the needs of diverse learners. Contemporary pedagogical frameworks and strategies underscore 219 the importance of inclusivity and adaptability in education. Nevertheless, the research concludes that 220 significant challenges and limitations will remain; teachers should opt for a multifaceted approach to 221 teaching by combining various pedagogical techniques to meet students' learning styles. Schools must 222 promote cooperative learning strategies enhance students' achievement in the classroom. 223 As 5 the field of special and inclusive education continues to evolve, educators and policymakers 224 must stay informed about best practices, emerging technologies, and new research. Most importantly, a 225 teacher should have a deeper understanding of pedagogical or teaching methods and learning styles to 226 gain insights into optimising educational methods that enhance learners' ability and improve the 227 efficiency of

teaching. 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243

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