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Transforming the Lives of Unique Students through Artificial Intelligence and Inclusive Education

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ABSTRACT

Education is fundamental because it not only informs cognition but it also prepares individuals for the world of work. It is also a continuous and developmental process. The present paper focused how Artificial Intelligence (AI) and inclusive education could be meaningful for special students. AI is used extensively in education and offers many opportunities because it enhances teaching and learning, maximizes abilities, fosters cognition, and prepares students for life. However, there are some challenges where inclusion is concerned. Inclusive education is a right and must be upheld and although many countries are embracing it, some learning environments still do not foster proper inclusion. The findings revealed that optimistic and constructive attitudes by educators are essential and can certainly enhance inclusion. The data tinted the implication of using 'AI' in inclusive education and the need for collaborative teaching. It further noted the need for more continuous training for educators so they could be better equipped to appreciate inclusion.

KEYWORDS: *Special students, Inclusive education, Artificial Intelligence, Teaching and Learning, Disabilities.*

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1. INTRODUCTION

The Government of India National Educational Policy 2020 framework for Action on Special Needs Education, and it can be argued that it provides some guidelines for inclusive education. Although many educational institutions encourage inclusion, proper information about how artificial intelligence (AI) and inclusive education could shape the lives of special students is absent. The literature review affirmed the significance of inclusion in general but did not specifically address the connection between AI and special students. It is against this background that this study was conducted. This non-empirical study fills that gap, and the research questions guided the paper. Can artificial intelligence (AI) assist special students? Is inclusive education applicable to all special students?

2. Literature Review:

The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2023), reports shows there are about 240 million children with disabilities. These children have ambitions, goals and perspectives they need quality education to develop their skills and realize their full potential. However, children with disabilities are regularly overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Some of them do not even attend schools because they encounter persistent barriers to education arising from discrimination, stigmatization and the routine failure of decision makers to incorporate disability in school services. Inclusion is one of the best Meany to provide all children with the desired education where they can learn and develop their skills. Inclusive education means all children study in the same classrooms. It also means real learning opportunities for groups who have traditionally been excluded. Inclusive education values and appreciates the unique contributions that students of all backgrounds bring to the classroom and allows diverse groups to grow side by side, to the benefit of all (UNESCO, 2023). 'Globally inclusive education' has become very significant. This educational philosophy is grounded in the fact that all students should be provided with equitable opportunities to learn alongside their peers in the same educational environment. This literature review

explores some of the themes of inclusive education and demonstrates how inclusion and artificial inclusion AI could mold the lives of special students. According to Nogueras (2024) and Tampubolon et al. (2023), inclusive education forms an essential component of contemporary pedagogy. It fosters equitable learning environments, appreciates all students, and provides apposite support to assist them academically and socially. Over the years, inclusive education has gained prominence because its principal aim is focused on the philosophy that all students should be given unprejudiced opportunities to learn (Nogueras 2024). Thus, Bandura's Social Learning Theory, Bandura (1977), is salubrious because modeling, imitation, and observational learning are essential to inclusion.

3. Inclusive Education:

Inclusive education tries to educate all students in the same classroom settings and ensures that they all have 'equal opportunities' to learning. Thus, proper inclusive environments welcome all students, including those with disabilities, and embrace a culture that accentuates diversity. Inclusive classrooms also provide effective academic, social and intellectual support and create learning spaces to meet the various needs of all students. This decreases barriers and minimizes discrimination so that all students feel connected and appreciated. It also ensures that teaching and learning, and the delivery of the curricula are relevant and pertinent. Inclusion is rooted in the philosophy that human rights can be enhanced by improving access to education for all and it often requires changes at various levels of society. For example, educators must be adequately trained, and buildings have to be appropriately refurbished, so that student can have adequate access and benefit from teaching and learning. Members of the community must also do their part to remove stigma, prejudice and discrimination.

Xudoyberdiyeva (2024) suggested that inclusive education involves developing suitable learning environments where all students can obtain a quality education. It means incorporating those by means of 'disabilities' and other particular requirements in usual classrooms. Xudoyberdiyeva (2024) and Mokhampanyane (2024) further noted that inclusion gives students equal participation in all aspects of education, and it is a continuous process that calls for constant modifications in teaching and learning and minimizing barriers. Iguis-Calinawan et al. (2024) affirmed that 'inclusive education' is an approach that also incorporates diversity in addition to affords education for all students. Zacharias and Brett (2019) argued that because education is rudimentary it must include all students and Amor et al. (2018) and Schwab et al. (2021) supported this concept. Danau (2023) and Wang (2023) indicated that because of the Salamanca Statement and the UN Convention on the Rights of Persons with Disabilities, inclusion is growing globally. Yada et al. (2022) opined that inclusive education should be provided for all because it recognizes the dignity and worth of individuals. Furthermore, it reinforces and substantiates teaching and learning because it addresses the requirements of each and every one student. Yada et al. (2022) also opined that equity is an integral component of inclusion because it encourages proactivity and identifies barriers and challenges. Because inclusive education is rudimentary, students with disabilities have similar rights to their counterparts. Subhasmita et al. (2021) surmised that inclusion embraces students and appreciates their worth and dignity. Furthermore, Rouet et al. (2024) and Wen et al. (2024) noted that because it offers students meaningful opportunities to accentuate their academic and social skills, they optimize their abilities and benefit from the vast curricula in mainstream schools. Posso-Pacheco et al. (2024) opined that inclusion provides all students with high quality education.

'Inclusive Education' means educating every one student together in the equal classroom and school, regardless of their differences. It focuses on creating a learning environment where every student feels welcomed, supported, and valued, and has access to the same opportunities for learning and growth. This approach emphasizes adapting the learning environment to meet the needs of all students, rather than pregnant students to adapt to the existing structure. Some key aspects of inclusive education: all students learn together, adequate support is offered, diversity is underscored, barriers are minimized, social integration is embraced, competencies are accentuated, and students are set for the World of work.

4. Limitations with Inclusion

While Barua et al. (2022) supported inclusion; they also suggested that it is not possible for all children. Masuku and Marumolo (2024) also agreed that inclusion is not profitable to all and further indicated that some students, because of their disability, may frequently need additional support and space to maintain their composure and learn at their own pace. When this is absent, it works contrary to the tenets of inclusion, and it is not meaningful for these students. To cater to the needs of those who can be included in mainstream classrooms, the following suggestions are offered. There could be a designated area where

students could further improve their abilities and literacy and numeracy skills. Some may experience challenges in reading, writing, and listening and this extra care and special attention could assist them to become more competent. In addition, they could enhance their ability to interpret basic Mathematics (Henricsson & Rydell 2004).

Some educators might not have the specific 'training and skills' needed to effectively support diverse learners in inclusive settings. There may also be limited ongoing professional development opportunities to fully equip and address the varied needs of all students. In addition, inclusive classrooms can increase the workload for educators, requiring them to adapt materials, differentiate instruction, and provide individualized support. The lack of resources and funding poses additional hindrances since inclusive education often requires additional resources, such as specialized equipment, assistive technologies, and pare educators. The preconceived notions and negative attitudes towards students with disabilities can create challenges in social environments. Students with disabilities may experience difficulties in developing social skills and building relationships with their peers. Those with disabilities may be more vulnerable to bullying and exclusion, which can negatively impact their academic and social-emotional well-being. Because the traditional, standardized curricula may be inflexible it cannot address the diverse learning needs of all students. Effective inclusive education requires collaboration among teachers, special educators, parents, and support staff, which may not always be present. Some parents may not be actively involved in the learning of their children or may have limited understanding of inclusive practices. The legal framework for inclusive education may be incomplete or lack sufficient clarity and enforcement mechanisms. Even with strong legislation, effective implementation of inclusive education policies can still be challenging. While these limitations present significant hurdles, addressing them through comprehensive educator training, adequate resource allocation, fostering positive social environments, and promoting collaboration can help create more inclusive and effective educational settings.

5. Special Students

The term special students, has various meanings. It generally includes students who have some disability or learning issues that make it more challenging for them to learn. Special students experience difficulties in the following areas. Some may have issues with communication because of speech and language impairment. Others may experience difficulties due to their intellectual and physical disabilities. Some may have emotional and behavioral issues and others may have problems with poor vision. Thus, special students require concentrated instructions and varying degrees of accommodation to participate in education with their peers. They may need special education services and interventions, such as modified programs or individual spaces. Special education can also incorporate programs for students with compound learning disabilities, physical disabilities, ADHD, autism, developmental disabilities, and intellectual disabilities. To transform and mold their lives it is important to use inclusive language. Some students may reject the notion of labeling since it compounds stigmatization and is not growth-promoting. In this regard, professionals should ask children and adults what terms they should use when referring to these children. It is also necessary to regularly affirm and support special children. These gestures often motivate them to accentuate their abilities and maximize learning. The input from special children could be accommodated to make inclusion a reality.

6. The Role Artificial Intelligence (AI) in Inclusive Education:

According to 'Salas-Pilco and Oshima (2022)' conjectured that inclusion is a necessary component of education because it improves educational 'equity and quality' for all students, enhances intelligence, and sustains a more equitable society. Inclusive education is fundamental to developing a more nonpartisan society (Hardy & Woodcock 2023). It forms an indispensable part of the education system that seeks to affirm equity, diversity, and equality for all students.

'Kielblock and Woodcock (2023)' surmised that because inclusion addresses the needs of students, proper policy and practice should be implemented to accommodate and affirm this position. "UNESCO (2023)" conjectured that inclusion is significant because it values and appreciates every student. 'Jury et al. (2023)' claimed that implementing inclusive education is challenging because educators must continuously address their prejudices and remove barriers.

'Sadikovna and Azimjon (2023)' affirmed that inclusion is highly possible, but it needs the involvement and input of parents, educators, and specialists.

'Salas-Pilco et al. (2022)' asserted that inclusive education incorporates all students from all spheres of life.

'Latorre-Cosculluela et al. (2022)', Slowík et al. (2021), Cucio and Roldan (2020) also affirmed that as

far as possible, all students should study in the same classroom. "Engelbrecht (2020)" further noted that there is still a common perception that inclusive education is synonymous with special education, and this is inaccurate. Because of this erroneous belief, there is a gradual movement to comprehend the situations of the marginalized.

"Dreamson (2021)", opined that although diversity exists in all cultures, it is not negative because it provides opportunities for intercultural dialogue and thus enhances inclusion. "

'Hopcan et al. (2022) and Salas-Pilco (2020)', strongly conjecture that diversity and inclusion must form an intrinsic component of the curricula and incorporate technology among all students. "Abidova (2023)" also hypothesized this view and further suggested that a genuinely inclusive educational environment frequently stimulates growth and heightens development among students.

"Wang (2020)" argued that AI is important in education. "Fur and Avramidis (2023) and Ouyang and Jiao (2021)" decisively claimed that AI in education is increasing rapidly. "Kelly et al. (2023)" surmised that it is complex to define artificial intelligence (AI) as it pertains to academia and "Vincent-Lancrin and van der Vlies (2020)" suggested that AI is still nascent. However, "Wang (2020)" noted that AI is a science that includes skills in solving problems through technologies that incorporates the use of Science, Technology, Engineering, and Mathematics, (STEM).

"Kelly et al. (2023)" also affirmed that AI is vital in education because it integrates knowledge of different disciplines and multiple technologies simultaneously.

"Reyes and Meneses (2024)" inferred that AI technologies are very resourceful in society and education and the advent of these technologies can significantly transform education and have a purposeful intervention in the overall well-being of students.

According to "Salas-Pilco (2020)", the use of these technologies in education supports innovation and improves teaching and learning. "Grimus (2020)" surmised that these emerging technologies have the potential to support the multisensory aspect of students. This is accomplished by engaging all students, providing suitable environments, and affirming their learning (Hite et al. 2020). Further, "McMahon et al. (2020)", argued that authentic environments support collaborative learning and reinforce positive social behaviors. "Tampubolon et al. (2023)", concluded that inclusive education is chiefly concerned with providing equal opportunities for all students. Similarly, "Weipeng (2022)" conjectured that these technologies afford more proportionate options in education and allow inclusion. "Weipeng (2022)" also claimed that the significant effects of technology are not automatic occurrences because they largely depend on how they are inculcated in teaching and learning. The effective use of technology relies on various aspects: the openness of students and teachers to adequately accept digital resources, the design of the technology to suit a particular culture, and proper consideration and appreciation for the background and cultural context of all learners. Furthermore, "Xu and Ouyang (2021)", affirmed that AI is used in almost all areas of education. "Nguyen et al. (2023)", opined that the use of AI in education also positively influences the non-teaching aspects: curricula, timetable, allocation of resources, and the monitoring of performance of students' Apps that affirm learning.

7. The Gap in the Literature:

According to "Wang (2020) and Su et al. (2023)", artificial intelligence forms an intrinsic component of education in addition, "Williams et al. (2019) and Kewalramani et al. (2021)", affirmed that because AI includes knowledge of different disciplines and multiple technologies, it can enhance the overall cognition and social competencies of students. Moreover, it can expand the cognition of students since it integrates knowledge and information from different disciplines and multiple technologies concurrently (Williams et al., 2019). According to Xieling et al. (2020) and Ouyang and Jiao (2021) within recent years AI has been widely acceptable in education and uses the following: tutoring systems, teaching robots, learning analytics dashboards, adaptive learning systems, and human-computer interactions. Holmes et al. (2019) and Hwang et al. (2020) further opined that because AI is considered a prototype it is revolutionizing the education system.

According to Alam (2023), Charland et al. (2024), and Trivedi (2023) artificial intelligence (AI) is quickly transforming and enhancing teaching and learning and Farooqi (2024) argued that AI is beneficial in education. According to Bates et al. (2020), Păvăloaia and Necula (2023), and Sharma et al. (2021) many educational institutions are rapidly including it in their curricula. Although AI is worthwhile, there are some hindrances. While the current literature focuses heavily on its usefulness, it did not indicate how it can be incorporated in inclusion. Although Ahmad (2022), and Paseka and Schwab (2019) agreed that AI can transform the lives of special students, they claimed that many educational institutions are still unable to provide

these tools because they lack basic resources and educational materials.

A recurring gap in the literature is the absence of the perspectives of educators and students toward the use of AI in inclusion. Mallik et al. (2021), She (2023), and Engelbrecht (2020) carefully noted that it is imperative to incorporate their opinions since they are crucial in successfully implementing AI in inclusion. Krischler et al. (2019) also affirmed this position and noted that because educators are in direct contact with students their opinions are valuable in evaluating policies and practices.

When the perspectives of educators are supportive and affirmative, teaching and learning are more effective, and inclusion is more meaningful (Noreen et al., 2019). On the other hand, educators who are not optimistic could be resistant to inclusion and even those who are not competent may also be unwilling to embrace it (Bayram & Öztürk, 2020; Shutaleva et al., 2023). According to Werner et al. (2021), educators must have sound self-efficacy, an affirmative attitude, and the required resources to make inclusion a reality. Similarly, Tedre et al. (2021) opined that fostering efficacious opinions, beliefs, and perceptions is vital for the success of inclusive education.

Alam (2023) and Shankar (2022) conjectured that AI is not only beneficial in teaching and learning but in administration. It makes learning more relevant because it addresses the individual needs of students and heightens cognition (Markauskaite et al., 2022; Holmes et al., 2019; Ahmad et al., 2022). However, the literature did not state how it can transform special students through inclusive education. The literature also failed to highlight the challenges as they pertain to special students. Posso-Pacheco et al. (2024) postulated that many educational institutions still lack the necessary infrastructure and basic resources to cater to the needs of students with disabilities. Cuenca-Reyes et al. (2020) and Barrett et al. (2019) surmised that these challenges hinder the delivery of the curricula. They further claimed that these educational facilities lack the basics such as proper ventilation, adequate space, recreational areas, and lighting. Posso-Pacheco et al. (2024) argued that these hindrances greatly affect teaching and learning and diminish the use of AI.

While the literature documents and underscores the significance of inclusive education it fails to note the challenges. Some of these hindrances are insufficient professional development, inadequate teaching resources, time constraints, large sizes of classes, and the reluctance of some educators to embrace inclusion. Yada, et al. (2022) noted that some educators do not even possess the proper attitude to accommodate special students. To effectively address these barriers administrators, educators, and policymakers must work together to provide the necessary training and resources. In addition, the sizes of classes must be reduced so students could be given the proper attention and care that they deserve (Joshi et al., 2021).

8. Methodology:

According to Feng et al. (2023), non-empirical research focuses on theories, methods, and opinions, and their implications for research. It does not depend on first-hand data, and it does not need to be driven by data or evidence like empirical research. Hence, it can include comprehensive reviews of journal literature, articles that focus on methodology, case studies, naturalistic observation, self-report methods, and critical studies. Non-empirical research methods are also based on the idea that reflection, personal observation, and authority or experience is just as valuable for knowledge acquisition as empirical data. This research tried to establish how the lives of special students are transformed through AI and inclusive education. It also answered the two research questions. Can artificial intelligence (AI) assist special students? Is inclusive education applicable to all special students? To source apposite literature the following academic databases were used. Web of Science is a bibliographic database of several global peer-reviewed journals. This platform offers tools for advanced search, citation analysis, and bibliometrics. SCOPUS is an abstract and citation database of peer-reviewed journals and literature. Science Direct is a bibliographic database that provides access to academic journals and e-books. Researchers can appreciate the wide variety of current literature. EBSCO is an online database that affords researchers access to academic peer-reviewed journals and reference sources in a wide variety of subjects. Google Scholar is an academic search engine that provides scholarly literature, theses, books, abstracts, and court opinions, from various publishers, professional societies, online repositories, universities, and other websites. ERIC, an education resources information centre, is a database of education literature and resources.

Further data was collected from a well-orchestrated screening of relevant journals. Some of them are the International Journal of Inclusive Education, the European Journal of Special Needs Education, the British Journal of Special Education, Exceptional Children, the British Journal of Educational Psychology, the International Journal of Disability, Development, and Education, the International Journal of Special Education, the Teaching and

Teacher Education, and the Journal of Research on Special Needs Education. To accurately guide the research and keep the objectives the following terms and words were used: teaching and learning, inclusive education, special children, disability, and Artificial Intelligence (AI). This researcher also used techniques such as text criticism, critical examination of biographical studies, and narrative analysis. The various articles were categorized concerning the theoretical underpinnings or frameworks used to support the narrative of special students, artificial intelligence, and inclusion and address the research questions. The period under review was January to July 2025. From a comprehensive review of scholarly articles, the research is valuable for scholars, educators, and policymakers who want to deepen their knowledge about inclusion and special students.

9. Limitations:

This study contributed to the understanding of how AI could motivate special students in inclusive environments. It presented the gap in the literature and limitations were recognized. The methods only accentuated perspectives, integrative literature, opinions on current events, and the authority and experience of the different authors. It was not rooted in clinical observation and experimentation. Hence, the arguments are not substantiated by empirical data, they are open to criticism. It was not possible to incorporate all the data available in online databases. This research did not include fieldwork, hence there is an absence of the experiences and viewpoint of opinions of those involved in inclusion. Further studies could integrate both non-empirical and empirical methods. These methods could enhance the field of science and the research outcome.

10. Discussion:

This segment accentuates that special students can benefit from artificial intelligence (AI) and inclusive education. This is a slow process but when it is conducted properly it can support children with special needs. It also answers the two research questions. Can artificial intelligence (AI) assist special students? Is inclusive education applicable to all special students?

11. Collaborative Teaching and Learning

According to Friend et al. (2010), collaborative teaching involves joint efforts by educators and habitually enhances inclusion and supports all students. Educators share the responsibilities for planning, instruction, and assessment, and implementing strategies to meet the needs of students (Friend, 2010). One of the principal objectives of collaborative teaching is to provide more support to students. According to Scruggs et al. (2007), collaborative teaching allows for more differentiated instruction because the presence of multiple educators enables frequent and personalized feedback for students. Furthermore, Guillemot et al. (2024) surmised that collaborative teaching enhances the capacity for formative assessment and responsive instruction. Educators can effectively monitor the progress of students and adjust their teaching strategies. This flexibility is worthwhile because students may require different types of interventions and support (Uy, et al., 2024). Hence, collaborative teaching routinely embraces equity in the classrooms and ensures that teaching strategies are inclusive and accessible, reducing the likelihood of students feeling marginalized or unsupported (Murawski & Swanson, 2001). The presence of various educators customarily affirms teamwork and cooperation for students and further reinforces the values of inclusivity and mutual respect.

Although collaborative teaching is worthwhile, there are some hindrances. All educators must be adequately equipped to support the notion of working together. Effective collaboration requires a shared understanding of instructional goals, clear communication, and a commitment to joint problem-solving (Kilag et al., 2023). Without adequate professional development and support, educators may have trouble coordinating their efforts and may not fully realize the potential benefits of collaborative teaching. Logistical challenges such as scheduling and classroom management can also cloud the effectiveness of collaborative teaching (Groenewald et al., 2024). To optimize collaborative teaching there must be continuous professional development for educators to build their collaborative skills and enhance their ability to work together effectively.

Demchenko et al. (2021) suggested that collaborative learning is pivotal in fostering inclusive environments. It focuses on group work and solving problems is instrumental for all students because it fosters a clear understanding of subjects and reinforces social skills such as communication, empathy, and teamwork (Arumuru 2024). One of the outstanding objectives of collaborative learning is to bring diverse groups of students together, each contributing their unique perspectives and strengths. Hence, teaching and learning are accentuated, and the focus is on the students. One of the principal strategies for meaningful collaborative learning is establishing diverse groups. In these groups, students with varying abilities, backgrounds, and perspectives are encouraged to appreciate the different viewpoints and learn from each other. This can bear results when there are objectives and defined roles because this

ensures that all students understand their responsibilities and contribute meaningfully to the process. Inclusive dialogue is crucial, and educators can model and encourage these techniques and uphold the voices of students. AI and other digital tools such as Google Classroom, Microsoft Teams, and Zoom allow students to collaborate virtually, breaking geographical barriers and accommodating different learning styles. Further, online forums can complement these activities and facilitate more discussion and collaboration.

Collaborative learning can accentuate cognition and clarify concepts, explore different problem-solving methods, and fill knowledge gaps, leading to a deeper understanding of the material. This approach also aids in developing essential life skills (Bateson & Casley 2024). Group activities frequently teach students about the value of teamwork and indicate how conflict resolutions could be addressed. Group activities also instruct students about time management, being adaptable, and appreciating the dignity of others. Thus, students are more motivated when learning collaboratively because group dynamics are developmental and make the educational process more enjoyable and stimulating. Chinchay et al. (2024) opined that educators must be fair and transparent in assessment and recognize the contributions of students. They must ensure that all students participate in activities. Moreover, they should equip students with skills to resolve conflicts and be available to mediate when necessary.

12. Social Learning and Inclusion

As noted in the literature review, inclusive education is grounded in several theories, including Vygotsky's Social Constructivism and Bandura's Social Learning Theory, which stresses the relevance of social interaction in learning. Social Learning Theory demonstrates how inclusive behaviors and attitudes can be taught, nurtured, and replicated. When students observe the positive outcomes of inclusive interactions, they are motivated to adopt them. Vygotsky posited that students learn best in social environments when interactions with peers and educators are evident. This supports the objectives of inclusive education where learners are integrated into the same classrooms (Gindis, 1999). Classrooms that embrace this philosophy provide all students with freedom and opportunities to think, participate, and express their thoughts. This theory is based on the philosophy that learners construct new knowledge through interactions and learning chiefly occurs within a cultural setting. This continuous and lifelong process fosters cognitive development. Mention must be made that Vygotsky's theory has a significant influence on education, and educators often use concepts like the Zone of Proximal Development (ZPD) and scaffolding in the classrooms. Zone of Proximal Development is the gap between students' current developmental level and their potential level of development with guidance. Scaffolding is the temporary support that a more knowledgeable person gives students to assist them complete a task.

Inclusive classrooms also ensure that students benefit from peer interaction. Thus, interactions among peers and educators habitually develop cognitive and learning skills and this is salubrious for special students. Social learning activities are most effective when students feel comfortable sharing their experiences and perspectives with their peers. This creates a supportive and inclusive learning environment where everyone feels valued and respected.

Albert Bandura's 1977 book on Social Learning Theory narrates how people learn through observation and modeling. This theory suggests that people learn by observing the behaviors of others and imitating them. When these behaviors are then rewarded people are more likely to repeat them. According to Bandura, learning is concerned with both the behavioral and making decisions. Thus, this theory emphasizes the importance of observational learning, where people acquire knowledge, skills, attitudes, and beliefs by watching the actions of others and the consequences that follow, leading to the modeling and adoption of observed behaviors. As mentioned above, Bandura's Social Learning Theory Bandura (1977) also accentuates the relevance of modeling, imitation, and observation and these qualities enhance inclusive education. Thus, observational learning and inclusive environments form an integral component for special students because they can observe and learn from their peers. Hence, these theories affirm inclusive education, promote the well-being of students, and enhance teaching and learning.

Baluyot et al. (2024) opined that although inclusive education has made significant progress there are still challenges to the psychosocial well-being of students. The literature review indicated that these students habitually encounter hurdles of self-esteem, social acceptance, and emotional regulation. Baluyot et al. (2024) further indicated that special students frequently perceive themselves as inferior to their peers. This inferiority adversely affects their self-esteem. Because they do not feel competent and accepted, they face obstacles like rejection, isolation, or bullying, which can diminish their social connectedness. This level of subservience compounds and stifles their well-being, and emotional growth

(Graziano et al., 2024). Inclusion goes beyond academic achievement and must incorporate the social and emotional development of special students. Thus, educators must offer students opportunities for social interaction with peers since this enhances their social skills and emotional well-being. Inclusive education positively affects social relationships, heightens self-esteem, increases social acceptance, and provides a sense of belonging.

According to literature, inclusion is an integral component of social-emotional learning (SEL), and an effective SEL is also vital for proper inclusion. SEL is a dynamic and continuous process where students acquire knowledge, skills, and attitudes to develop healthy identities. They are also able to effectively manage their emotions and achieve personal and collective goals. SEL is valuable in inclusion because it permits students to freely express themselves and feel and demonstrate empathy for others. Hence, they establish and maintain supportive relationships and make responsible and caring decisions. It can be accurately deduced that SEL affirms inclusion by offering students the required skills to develop their social and cognitive skills.

13. Conclusion

This research clearly demonstrated how convoluted it is to mold and shape the lives of special students through artificial intelligence (AI) and inclusive education. While education is primordial, inclusion remains a great challenge for some special students. Monition must be made that while inclusion extends beyond academic achievement not all students can benefit from this process. Students with severe disabilities will need extra care and undivided attention. Although inclusion is complex it is attainable for many special students. Thus, government institutions and officials, stakeholders, and non-governmental organizations should constantly engage in productive dialogue to ensure that inclusion becomes a reality.

Recommendations:

From the antecedent, the following recommendations are offered.

Minimize discrimination and prejudice
Appreciate special students
Provide conferences and workshops
Afford more professional days for educators

Conflict of Interest:

There is no conflict of interest.

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