



**August 2025**

# **NASET Special Educator e-Journal**

*Exceptional Teachers Teaching Exceptional Children*

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## Special Education Legal Update

Perry A. Zirkel

August 2025

This month's update identifies two recent court decisions that illustrate the continuing evolution of IDEA claims for FAPE and corollary remedies. For related publications and special supplements, see [perryzirkel.com](http://perryzirkel.com)

On June 18, 2025, the Fifth Circuit Court of Appeals, which covers Louisiana, Mississippi, and Texas, issued an officially published decision in *Boone v. Rankin County Public School District*, addressing the appropriate placement and remedy for a teenager with severe autism. Since kindergarten, this student has had behavioral problems, including obsessive-compulsive tendencies, aggression, self-harm, and elopement. At age 12, as a result of the student's eloping from his assigned elementary school, the district suspended him, and subsequently the IEP team changed his placement to a private school for children with autism. Part of the reason was that this school being a fenced and locked facility. At this new placement, the student regressed academically, and his behavioral issues persisted. Upon the latest incident, the IEP team had a meeting at which the district's representatives informed the student's parent of their intent to change his placement to the district's middle school zoned for his family residence. The parent ardently opposed this proposed placement based on a previous agreement for him to visit smaller schools that were more tailored to his needs. She argued that the middle school was too large and lacked appropriate programming for him, thus exacerbating his elopement problems. At a second IEP meeting two weeks later, the parent argued that the district's high school had a smaller setting, more appropriate programming, and more long-term stability for him, but the district members proceeded with their proposed change to his "home" middle school. The parent filed for a due process hearing. The hearing officer ruled that the district denied FAPE to the student and ordered, as the remedy, a new evaluation and resulting IEP but not compensatory education.

<p><b>Upon the parent’s appeal, the federal district court affirmed, adding an award for her attorneys’ fees. Both sides appealed to the Fifth Circuit.</b></p>	
<p>Following on its 4-factor test, the Fifth Circuit concluded, that, on balance, the district denied FAPE to the student.</p>	<p>The factors favoring the parent were predetermination, the failure to adequately address the student’s elopement, and, most importantly, the lack of reasonable calculation for appropriate progress.</p>
<p>The court upheld the denial of direct compensatory education services for the student, which would be in addition to the new evaluation and IEP based on it.</p>	<p>The court’s rationale was that the remedial orders were equitably tailored to the gist of the parent’s continued concerns, which was involvement in and determination of an appropriate placement for this student.</p>
<p>This decision, which has notable precedential weight as an officially published decision at the federal appellate level, illustrates the importance of tailoring the IEP, including the proposed placement, to the individual needs of the child. However, it also illustrates the continuing unsettled state of and, thus, unpredictable results for the IDEA remedy of compensatory education.</p>	

On July 21, 2025, a federal district court in New York issued an unpublished decision in *Ogunleye v. Banks*, addressing various FAPE claims on behalf of a student with multiple disabilities. The student in this case was non-verbal and non-ambulatory based on seizure disorder, cerebral palsy, cortical visual impairment, and other diagnoses. The student attended a specialized private school in 2020–21 and 2021–22 under IEPs that included a small well-staffed class and 60-minute sessions of various related services including music therapy. In March 2022, the New York City school district convened an IEP meeting for 2022–23 that the parents and private school staff attended. The resulting IEP included intensive interventions in a highly structured classroom, a paraprofessional, a 12-month school year, and 60-minute sessions of occupational, physical, and speech/language therapy totaling 19 hours per week. In May, the district sent the parents a prior written notice of the recommended placement in one of its public schools. The parents responded with disagreement for the proposed placement and notification of their unilateral decision to continue the private placement and to seek tuition reimbursement. They filed for a due process hearing. After several sessions, the hearing officer ruled in favor of granting tuition reimbursement. Inasmuch as New York is one of the approximately seven states that provide for a second tier, the district filed an appeal with the state review officer (SRO). The SRO reversed the hearing officer’s decision, concluding that the district’s proposed IEP for 2022–23 provided the student with FAPE. The parents appealed to the federal district.

As a threshold matter, the parents argued that the SRO’s decision was not entitled to judicial deference.	The court disagreed, citing precedents that even when not agreeing with the hearing officer, the SRO decision is entitled to judicial deference when, as in this case, it is well-reasoned, thorough, and well supported by the record of the case.
Next, the parents claimed that the assigned school was incapable of implementing the proposed IEP, including the purported impossibility of including all 19 hours of related services in its school week.	The court disagreed, relying on (a) the SRO’s factual findings that credited the testimony of the school’s principal about the feasibility of doing so within the school’s 45-minute periods

	and 30-hour week and (b) Second Circuit precedent against speculation about capability to implement IEPs.
The parents' second FAPE claim was based on the proposed IEP's omission of music therapy as compared to its inclusion in the previous, private-school IEPs.	Finding it unnecessary to address whether the student needed this service for appropriate progress, the court relied on (a) the SRO's finding that the assigned school provided access to music therapy and (b) precedents supporting FAPE irrespective of such preferred services.
The parents' final claim was that the district engaged in predetermination of the IEP.	Again disagreeing, the court concluded that the parents actively and meaningfully participated in the IEP.
This case is representative of the trend to date of judicial rulings regarding judicial deference and FAPE claims based on capability to implement the IEP, the substantive standard for appropriateness, and predetermination. Yet, it also illustrates the fuzzy or fluid outer boundaries of deference, speculation, <i>Endrew F.</i> 's substantive standard for FAPE, predetermination, and "placement" in comparison to either the IEP or location. Finally, it reflects the push-and-pull of the tuition reimbursement issue in the nation's largest school district.	

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## **Buzz from the Hub**

<https://www.parentcenterhub.org/buzz-july2025/>

### **Disability Advocacy Videos for Families**

The **PACER Center** has created a set of short videos in multiple languages that address parent's common questions and concerns about advocating for their child with a disability at school and beyond. Tip sheets are also available in English and Spanish and can be found in the video's description.

Watch the videos here in [English](#), [Spanish](#), [Somali](#), and [other languages](#).

### **Support Early Language Development in a Digitally-Saturated World**

Does digital media help or hinder language development in infancy and early childhood? How can parents and caregivers know what truly supports early learning? **Children and Screens'** newest tip sheet, *Early Childhood Language Development in a Digital World* provides research-backed insights on the interplay between digital media and early language skills. It also offers actionable tips for parents to maximize the benefits—and avoid the pitfalls—of new technologies.

[Read the tip sheet here.](#)

### **Children and Trauma: What Can You Do?**

In today's world, whether it is due to natural disasters, global conflicts, sudden acts of violence, or bullying in school, childhood trauma is a serious and valid concern. This 1-page fact sheet by **Formed Families Forward**, the CPRC serving foster, kinship, and adoptive families of children and youth with disabilities and other special needs in Northern Virginia, provides information to understand the types of trauma, potential responses to the trauma, and ways to support a child who has experienced trauma.

[Access the fact sheet here.](#)

### **Youth Collaboration Toolkit**

Developed as a partnership between the **National Youth Forum on Homelessness (NYFH)** and **True Colors United**, this toolkit was initiated by NYFH and the content was shaped by their voices. The ideas and concepts included in this toolkit will help ensure that young people are authentically engaged while collaborating with the affirming adults in their lives.

[Access the toolkit here \(available in English and Spanish\).](#)

### **Finding a Fulfilling Employment Match: Tips for Parents Preparing for a Child's Future**

Although, many states have made progress on finding competitive, integrated employment for young adults with disabilities, many still face significant challenges finding jobs that are a good match for their talents, abilities and interests. In this article, Arturo Cazares, gives tips for parents as they plan for their children's futures.

Read the article [here](#).

### **How to Plan the Best Summer Schedule for Special Needs Kids**

Children have now been home for a few weeks and you didn't plan ahead for these summer months! You realize that not having a schedule and letting the kids sleep in for as long they want is not really working out. Is it too late? No, it is always better late than never and there is still an opportunity to set a schedule that will work for your family. In this article you'll find helpful tips on how to create a summer schedule.

[Read the article here.](#)



***A look into the AI explosion and its Place on the AT Continuum: A  
Firsthand Account of AI in a Special Education Classroom***

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**Abstract**

This paper is grounded in the firsthand experience of a graduate student and practitioner who worked with students with disabilities during the 2024-2025 school year in a special education classroom, servicing students with various learning disabilities. The lead author, in collaboration with the practitioner and graduate student co-author, this paper explores how Artificial Intelligence (AI) is increasingly becoming a bookend of the high-tech component of the Assistive Technology (AT) continuum. The practitioner collaborated with teachers and related service providers to

integrate AI tools such as ChatGPT, Magic School AI, Goblin tools, and School AI into instructional activities designed to support students with diverse learning needs. Observations highlight both the benefits, such as increased accessibility, engagement, and self-confidence. Challenges, including concerns regarding academic integrity and the need for clear school policies are discussed as well. Although the use of AI in this setting remains in its early stages, this paper asserts that, when implemented responsibly, AI can serve as a valuable supplement to evidence-based instructional strategies and instruction, creating learning experiences more specific to the needs of students with disabilities. This paper offers a practitioner's perspective on the evolving role of AI in a special education classroom and it highlights the importance of training, policy development, and ethical guidance in its continued adoption as a part of the AT continuum.

### Introduction to Assistive Technology (AT)

AT is “any item, piece of equipment, or product system, whether acquired commercially “off the shelf,” modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with a disability (NYSED, 2025).” Under the Individuals with Disabilities Education Act (IDEA), AT must be considered by multidisciplinary teams (MDTs), to ensure the provision of a Free and Appropriate Public Education (FAPE). AT exists along a continuum from low-tech to high-tech solutions:

*Low-tech tools*-may include pencil grips, picture exchange communication systems (PECS), and communication boards.

*Mid-tech tools*-may involve calculators, audiobooks, and word processors.

*High-tech tools*-could feature text-to-speech and speech-to-text software, iPads, augmentative and alternative communication (AAC) devices, and now this paper asserts that Artificial Intelligence (AI) is taking its place as a high tech tool on the AT continuum.

### AI as a High-Tech Assistive Technology Tool

AI tools are becoming the bookend of the high-tech AT category. Current research suggests that the integration of AI into assistive technologies is an emerging field with transformative potential (Giansanti & Pirrera, 2025). AI can analyze data and learn from user interactions to create more personalized AT devices for individual users. This personalization can lead to more adaptive and accurate solutions (How AI Is Supporting Assistive Technology, 2024). For students with disabilities, these tools can reduce barriers to access and learning, improving outcomes. Used by the practitioner, examples of practical applications include:

*Text Simplification Tools:* Platforms like ChatGPT and Magic School AI can adjust reading levels, summarize text, and simplify complex material. For students with dyslexia or reading comprehension challenges, this customization takes just minutes of teacher time but significantly improves accessibility.

*Executive Functioning Supports:* Tools like Goblin tools help students with executive functioning difficulties by generating step-by-step to-do lists. These tools break down complex tasks and allow students to request more detailed steps as needed. Teachers can also use these features to create personalized task plans and checklists for students.

*AI Feedback Systems:* School AI enables students to interact with teacher-designed AI bots. By pasting their writing into a chat, students receive specific feedback aligned with assignment rubrics and directions. The AI offers suggestions and explanations, and students can ask for simplified clarification without fear of peer judgment, reducing anxiety

#### Classroom Integration and Observations

AI has quickly become a visible presence in schools. Early on, during the 2023- 2024 school year, its use was novel and sometimes controversial, with schools lacking policies around AI-generated student work. A report by Ed Week in early 2024 confirmed that many teachers were hesitant due to a lack of knowledge, institutional support, and concerns about plagiarism or loss of critical thinking (Langreo, Artificial Intelligence, 2024). Today, its integration is more widespread, and many teachers have adapted to its presence in classrooms.

Still, challenges persist. Students sometimes conceal AI use, suggesting ongoing issues around academic honesty. According to Copy Leaks, “63.0% of high school students admitted to unethical AI usage (Copy Leaks, 2024). However, these same tools hold enormous promise, particularly for students with disabilities.

The practitioner integrated AI into two major projects; here we discuss one of those projects. Collaborating with the school's technology teacher, staff designed School AI bots using project guidelines and rubrics. For a social studies unit, students studied Greek myths and created theatrical adaptations. The AI asked structured questions:

1. What myth are you working with?
2. What theme did you select?
3. What’s your main adaptation idea?

The AI then generated a script for a 3-5-minute play and responded to student feedback (e.g., “Make it funnier,” “Make it longer,” “Try a different idea”). Students quickly developed confidence, enjoyed the AI’s accessibility, and especially valued the ability to ask clarifying questions without social anxiety.

Additionally, the practitioner reported that the AI dashboard displayed each group's progress in real time, helping monitor students productivity and engagement, especially valuable during group work when individual attention is limited.

### Conclusions and Next Steps

Artificial Intelligence is a powerful and evolving tool on the Assistive Technology continuum. As AI becomes more common in the classroom, it is critical that teachers explore tools that enhance learning for all students, particularly those with disabilities.

However, several cautions must be kept in mind. For example, AI should not replace traditional differentiated instruction. Furthermore, teachers and students must be explicitly taught how to use AI safely and ethically. Schools need clear policies and training for effective implementation. Notably, over 70% of K-12 teachers report to have received no professional development on using AI tools in education (Langreo, Artificial Intelligence, 2024). Successful integration will require collaboration among administrators, teachers, families, related service providers and support staff.

With its rapid explosion, we can assume that in the near future, AI will expand across K12 settings, and many schools will begin to utilize tools such as, ChatGPT and Magic School for planning, behavior tracking, and student support, especially in special education, where tools like Goblin tools will offer immediate benefits discussed above. AI’s potential to personalize instruction, enhance accessibility, and build student confidence is immense, especially when used thoughtfully and in conjunction with evidence-based teaching strategies. Its presence is here to stay and school personnel must work toward responsible and ethical integration.

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## Social Adjustment of Children with Special Needs : Case Studies from Indian Classrooms

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### *Abstract*

*Children with special needs (CWSN) experiences adjustment problems within a social group. Also, the parents of children with special needs have additional concerns related to their children's special needs in child-rearing and education. In the light of above concerns researchers planned to conducted case studies about the social adjustment of children with special needs within society. Understanding the concerns and perspectives of their parents is also essential to working with them effectively. For this purpose, researchers designed case studies on children with special needs to know about the social adjustment of children with special needs in social groups, who were studying in inclusive classroom at elementary and secondary level. BEL adjustment inventory was used to check the social adjustment of CWSN, an observation schedule for social adjustment also prepared by the researchers, an open-ended interview schedule for parents was also prepare by the researchers. Case study method adopted for the present study. Exploration of these results will help for schoolteachers to be more effective in their work, and will be helpful for the parents of CWSN, and for the broader school community as well. Parents of children with special needs also shared their concerns about child-rearing, education and concerns related to their child's special needs.*

**Key Points-Case Study, Adjustment, Social Adjustment, CWSN, Parents**

## **Social Adjustment of Children with Special Needs: Case Studies from Indian Classrooms**

### **Introduction**

Children with special needs (CWSN) are those individuals whose physical, mental, emotional, and social characteristics may differentiate them from their peers. These children possess one or more disabilities that render learning or other tasks challenging. The term "special needs" encompasses children who experience mental retardation, speech and language impairments, physical disabilities, learning disabilities, emotional disabilities, visual impairments, among others. Nevertheless, these children are afforded the opportunity to receive an education within an inclusive environment. Inclusive education is extended to all students, irrespective of the challenges they face, allowing them to be placed in age-appropriate general education classes within their community schools. This arrangement facilitates access to high-quality instruction, interventions, and support systems, thereby enabling them to succeed in the core curriculum (Bui et al., 2010; Alquraini & Gut, 2012). Participation in inclusive education has been shown to result in children attending traditional schools having more friends who reside closer to them compared to students with special needs who are placed in specialized institutions (Vyrastekova, 2021). Consequently, it is imperative to prioritize inclusion for CWSN. An inclusive education program permits individuals with disabilities to acquire an education (Farid & Mostari, 2020). Throughout their schooling and beyond, these children may encounter challenges in social adjustment among their peers and within social groupings. Learning difficulties serve as a significant predictor of social adjustment (Khanam, Naureen, and Mushtaq, 2018). Social adjustment is defined as an individual's endeavors to align with societal standards, values, and norms to attain acceptance. The socio-emotional climate within a school environment, particularly for a child with special needs, profoundly affects various psychological components of their personality, including self-concept, adaptability, motivation, creativity, and social maturity (Rana, 2012). Vaughn, Elbaum, and Boardman (2001) identified four dimensions of social functioning: social skills, self-concept, friendships, and social networks. Students with learning disabilities often experience social challenges, which may hinder their participation in standard courses. In light of these concerns, the researchers endeavored to conduct case studies focusing on the social adjustment of children with special needs within social groups. It is also vital to comprehend the concerns and perspectives of their parents to foster effective collaboration. Case studies were designed due to their efficacy in presenting real-life examples within actual situations,



thus enabling readers to grasp fundamental concepts alongside their applications more distinctly, as opposed to merely presenting abstract theories or principles. A case study constitutes a research method that entails an in-depth and meticulous analysis of the subject related to the research problem. Case studies can elucidate circumstances that may not be readily accessible to numerical analysis. They can illustrate causal relationships; one of their strengths is the investigation of effects within real-world contexts, acknowledging that context significantly influences both causes and effects (Cohen, Manion, & Morrison, 2000). Case studies report on the intricate dynamics and evolving interconnections of events, human relationships, and other variables within a singular occurrence.

**Objective of present study-** Purpose of the present study is to find out the social adjustment of children with special needs and concerns of their families about them.

**Methodology** -Researchers want to do an in-depth analysis of the social adjustment of children with special needs, so the case study method was employed for the present study.

**Sample of the study-** The study included four cases (four children with special needs) studying at the elementary and secondary levels in inclusive classrooms in India.

**Tools and Techniques** - BEL Adjustment Inventory (only for social adjustment) used for the children with special needs, along with an observation schedule for children and an unstructured interview schedule for parents, developed by researchers themselves.

**Collections & Analysis of data-** Researchers individually observed each child for two months and observed all his/her activities as per the observation schedule designed by researchers. The BEL Adjustment Inventory, along with necessary oral instructions given to each child by the researchers individually. Along with it, researchers recorded an unstructured interview with their parents. After collection of data information collected through observation and interview coded by the researchers.

### **Results and Analysis-**

Four cases (four children with special needs) were included in the study. Researchers collected data from teachers and themselves.

#### ***Case- I***

The first student chosen for the case study was an eighth-grade student. He was an orthopedically handicapped student with legs. He was not able to walk on his legs also not able to work properly with the help of his hands. He was having a problem with his spinal cord. He was orthopedically handicapped, so he used a wheelchair to come to school. Researchers chose him because he was a child with special needs. He was a shy boy in nature. He became nervous in front of unknown people, and also when people asked him about his discrepancy. He never completed his homework on time. Even in the classroom, he did his work very slowly. His handwriting was very poor, but he understood things easily and gave oral responses very quickly. He liked to watch television at home because there was no one at home to play with him. Sometimes he became extremely argumentative and short-tempered with other students. His academic achievement was below average.

Researchers observed above mention things in him and after that gave him Bell Adjustment Inventory to check his social adjustment. The answers to questions of inventory included the following:

- Case I is an elementary school male student his average mean score is 17 in social adjustment, which indicates his social adjustment is satisfactory. He takes interest in public gatherings. He also wants to meet with chief guest in public gatherings. He is always interested in social events, but never led any party. He always lives on backside in social events. He always enjoys in fairs and public gatherings. He feels hesitation in leaving any group. He hesitates to introduce him with others. He feels hesitation in answering in unknown groups. He feels hard during talking with unknown people. He usually talks with people when travel in bus and train but irritated by answering their questions. To avoid people's questions, he tries to ignore them.
- He feels comfortable in own classroom for answering questions. He can debate in classroom but do not have any experience of debating in public gathering. He never initiates talks in groups. He never has leadership qualities. He never led a group. He feels uncomfortable in taking help of others. He always feels sick due to shy nature.
- He does not feel self -respectable in talking with unknown people. He does not confident in taking things from unknown persons directly. He feels comfortable in friendship with different gender, but he does not easily able to make their friends. He is having only few friends.

#### **Concerns of case I family-**

An unstructured interview schedule was used to find out about his family about him. He had a younger brother who was a normal boy. The younger brother was studying in a hostel. His father was also working outside the city. He lived alone with her mother. His parents revealed that he was a normal boy, once upon a time, he suffered from fever after that, he was not able to walk with his legs. They consulted with many doctors, but he did not get well. They have a prejudice that he will die at the age of fifteen. They were too much pampered for him. They did not have any kind of future perspective on him. Even the whole family pampered him. They loved him very much. His younger brother was also very caring about him. He and her mother were living happily. At that time, he was not under any kind of medication.

### ***Case-II***

Case II was a girl who was not able to walk on her legs she walks with the help of her hands. She was suffering with polio in her legs. She cannot stand and walk on legs. Even she was not having a wheelchair or tricycle. She was studying in class tenth. She was having a big family with two elder brothers, one elder sister and one younger sister. Her one brother and one sister were married. She belongs to a farmer family. She was not having very good relations with her sister-in-law. She used to do household chores normally, but her family expected more from her including her parents. She was a social girl in nature. Her educational achievements were not satisfactory. She understood thing easily and gave oral responses very quickly. Sometimes she loved to watch television. She was very much mingled with her relatives. She was a very helping girl in nature.

Researchers observed her and gave her Bell Adjustment Inventory to check her social adjustment. The answers to questions of inventory included the following:

- Case II is a secondary school female student her average mean score is 19 in social adjustment. This means that his social adjustment is satisfactory. She takes interest in social gathering. In social events she is very much interested in meeting with chief guest. She is very much active in introducing herself in social events. In any public gathering she likes to do work of others. She takes interest in social dances. She always participated in social festivals and social crowds.
- She is not comfortable taking the help of others. She is very comfortable introducing herself at social events. She never feels hesitation in entering a group. Always interested in initiating

talks with the general public. Sometimes she feels hesitant in talking with newly introduced people.

- She dares to ask for something for herself. She feels proud when she spends time with her role model, but sometimes she becomes uncomfortable when left a group. She is uncomfortable talking with unknown people. She does not like to interfere between two people. She can lead a group. She can also do debates in her class as well as in social gatherings. She can make plans and also direct others at work.
- She is also a leader of social groups. She also feels proud when delivering a speech in a group on a particular subject. She never hesitated to answer in her class. Sometimes she gets disturbed when the teacher calls her into the classroom for an instant activity. She can easily make friends. She is comfortable making friends with people of different genders and has many friends.

### **Concerns of case-II family-**

An unstructured interview schedule was used to find out the opinion of her family about him. Her mother was a housewife. Her father was a farmer. Her parents revealed that she was a healthy girl at birth. She was suffering from polio. Parents were not pampering about her. They did not have any kind of future perspective about her. She was very confident in her endeavors. They loved him very much. His younger sister was also cared for by her. She was the backbone of her family. At those times, she was not under any kind of medication.

### ***Case-III***

The III student researcher chosen for the case study was a tenth-grade student. He was having problems with his eyes. He was not able to see properly. Images were not formed properly. He was born with albinism. He was having difficulty seeing in sunlight. Researchers had chosen him because he was a child with special needs. He was a shy boy in nature. He became nervous in front of unknown people, and when people asked him about his problem. His educational achievements were satisfactory. He was not able to read properly, but his listening ability was very good. Even in the classroom, he used to work very slowly. His handwriting was also not settled due to eyesight, but he understood things easily and gave oral response very quickly. Sometimes he became extremely negative thinker and short tempered.

Researcher has given him Bell Adjustment Inventory to check his social adjustment. The answers to questions of inventory included the following:

- Case three is a secondary school male student his average mean score is 12 in social adjustment. This means that his social adjustment is satisfactory. He is very much unsocial in social activities. He does not take interest in public gatherings. He never wants to meet with chief guest in public gatherings. He is always interested in social events, but never led any party. He always lives on backside in social events. He always enjoyed in fait and public gatherings. He felt hesitated in leaving any group. He hesitates to introduce himself with others. He felt hesitated in answering in unknown groups.
- He feels hard during talking with unknown people. He usually talked with people when travel in bus and train but irritated by answer their questions. He feels comfortable in own classroom for answering any question. He cannot debate in classroom as well as do not have any experience of debating in public gathering. He never initiates talks in groups. He never has leadership qualities. He never led a group. He felt hesitated in leaving any group.
- He feels uncomfortable in taking help of others. He always feels sick due to shy nature. He does not feel self- respectable in talking with unknown people. He did not confident in taking things from unknown persons directly. He feels uncomfortable in friendship with different gender. He does not easily able to make their friends. He is having only few friends.

### **Concerns of case III family-**

His mother was a housewife. His father was a businessman. He was having a younger brother who was a normal boy. Younger brother was studying in class sixth. He was also having a younger sister. His parents revealed that he was suffer with albinism from birth. Parents were concerned about him. They have future perspectives for him. They expect a good carrier for him. They loved him very much. His younger sister was also very much caring for him. Family revealed that he is short tempered boy. He is also very much concerned for his family. He wants to do many things in his life to support his family. At those times he was not under any kind of medication.

### ***Case -IV***

Case IV was a girl having problem in vision. Her eyesight was very week, she used lens and lamps for reading purpose. From birth she was having week eyesight because of poor eye muscles. She was studying in class X. She was a single child of her parents. She was an average student. Her

physical development and mental development were satisfactory. She was a very shy girl. Her father drops her to school. Initially she can walk properly at new places, but she needs a guidance. Her parents are over pampered for her. She is friendly in nature, but she used to speak very less in her family and friends. Her educational achievements are good. She wants to complete her higher studies. Her father arranged books in larger fonts for her. She was an over protected girl. She was having lack of confidence in doing many works.

Researchers gave her Bell Adjustment Inventory to check his social adjustment. The answers to questions of inventory included the following:

- Case IV is a secondary school female student her average mean score is 14 in social adjustment. This means that her social adjustment is unsatisfactory. She takes an interest in social gatherings, but in social events, she is not interested in meeting with chief guest. She is not active in introducing herself at social events. In any public gathering, she does not like to do the work of others. She takes an interest in social dances. She avoids participating in social festivals and social crowds. She is not comfortable taking the help of others.
- She is not comfortable introducing herself at social events. She feels hesitant about entering a group. She was never interested in initiating a talk with the general public. She feels hesitant about talking with newly introduced people. She dares to ask for something for herself. She feels proud when she spends time with her role model. She became uncomfortable when she left the group. She is uncomfortable in talking with unknown persons. She does not like to interfere between two people.
- She cannot lead a group. She cannot debate in her class as well at social gatherings. She can make plans but cannot direct others at work. She is not a leader of a social group also feels proud when delivering a speech in a group on a particular subject. Even she hesitated in answering in her class. Sometimes gets disturbed when the teacher calls her into the classroom. She can easily make friends. She is comfortable making friends with people of different genders, but has only a few friends.

#### **Concerns of the case IV family-**

Her mother was a homemaker, and her father was employed in the government sector. At the time of her birth, her parents described her as a typical girl. However, she experienced complications with weakened eye muscles attributed to elevated temperatures. Her parents consulted numerous

physicians; nonetheless, due to the compromised muscle function, an eye transplantation was deemed unfeasible. Her parents were exceedingly attentive to her needs. Her father procured books printed in larger fonts to facilitate her reading. She exhibited a nurturing disposition. Her parents did not possess any professional aspirations for her future and expressed a lack of confidence in her endeavors. Nevertheless, they had a profound affection for her and contemplated marriage as the only foreseeable plan. Consequently, they did not strategize for her higher education during that period, and she was not undergoing any medical treatment at the time.

### **Discussion:**

Children with special needs often encounter challenges in communication and social interaction with others, which significantly impacts their process of socialization in daily life (Jameel, Nabeel & Batool, 2019). The social adjustment of Case I is deemed satisfactory as he shows interest in social gatherings; however, he often remains in the background during social events due to his shyness. He feels uncomfortable among unfamiliar individuals but is at ease with his classmates, family, and friends. He frequently experiences irritation when prompted to discuss his differences, leading him to disregard such inquiries. To preserve his self-respect, he refrains from seeking assistance from others and exhibits a lack of confidence. His shy demeanor inhibits his ability to form friendships, resulting in a limited social circle. His family cares for him deeply, yet they harbor prejudices regarding his longevity, believing he will not survive beyond the age of fifteen. These biases create a lack of future prospects for him within the family. Analysis of the results indicates the necessity for boosting his confidence through motivational strategies. Furthermore, reducing his shyness through active participation in public gatherings is essential. A shift in his family's mindset is also required; he is capable of achieving greater things in life. Case II, a female, demonstrates good social adjustment and is a sociable individual who exhibits confidence. She aspires to attain self-sufficiency and is quite talkative, although she feels uneasy engaging with unfamiliar individuals. She possesses leadership qualities and a friendly nature. Nonetheless, her family appears unconcerned about her well-being, and it has been observed that her home environment is less than ideal. The analysis suggests that she is a very confident and socially adept individual, possessing the courage to undertake numerous tasks. She requires only support for her development and can effectively lead social gatherings. Engaging her in group-leading activities is recommended, as such involvement would foster her success and motivate her endeavors. Juvonen & Bear (1992) revealed that the social

adjustment of children with learning difficulties (LD) is comparable to that of their non-LD peers. Among learners with disabilities, two-thirds had at least one reciprocal friend, and over half shared a friendship with a non-LD classmate. However, girls with learning disabilities received fewer nominations in class and were less favored by peers. Case III concerns a secondary school male student whose social adjustment is unsatisfactory; his participation in social activities is notably limited. He lacks group leadership skills and participates minimally in social events due to low confidence levels. Recommendations include enhancing his social adjustment through motivational techniques and encouraging involvement in co-curricular activities. His social integration can be improved through participation in group-leading roles. He is an excellent listener and speaker, thus his engagement in activities such as speeches and debates could enhance his social involvement. Pearl et al. (1998) examined the social integration of students with mild disabilities and their behaviors regarding peer group memberships. They found that a majority of students with moderate disabilities were included in their classroom peer groups. Conversely, students with minor disabilities were disproportionately represented among social isolates. Those with mild disabilities exhibited different behavioral traits compared to general education and academically gifted students, showing underrepresentation in prosocial peer groups and overrepresentation in antisocial peer groups. Students with mild disabilities displaying high levels of prosocial behavior tended to belong to high-prosocial peer groups, while those engaging in significant antisocial behavior were often found in high-antisocial peer groups. Case IV is a secondary school female student whose social adjustment is also unsatisfactory. The results indicate she is overly pampered within her family, suggesting a need for greater independence to facilitate her socialization. It is vital to enhance her social adjustment by encouraging participation in extracurricular activities. As she expresses a desire to pursue higher education, it is crucial to provide her with the necessary support and guidance to achieve this goal. Involvement in leadership activities is likewise necessary. Engaging her in initiatives that bolster her confidence, such as debates and community involvement programs, is recommended. The examination of sex differences reveals that they influence psychological aspects of personality, while residential settings do not appear to make a significant impact (Rana, 2012).

#### Conclusion:

A comprehensive analysis of these cases concludes that the social adjustment of children with special needs is often inadequate in social contexts. Improving their engagement in social gatherings is



essential. Additionally, there is a pressing need to foster a more positive societal mindset towards these children, enabling them to participate in activities like their peers. They require attention and support in areas related to their disabilities to enhance their involvement in co-curricular programs and social events. With the right assistance, it is anticipated that these individuals will develop greater social adaptability and confidence in their life pursuits.

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### **Acknowledgements**

Portions of this or previous month's ***NASET's Special Educator e-Journal*** were excerpted from:

- Center for Parent Information and Resources
- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- Journal of the American Academy of Special Education Professionals (JAASEP)
- National Collaborative on Workforce and Disability for Youth
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Health and Human Services
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education

The **National Association of Special Education Teachers** (NASET) thanks all of the above for the information provided for this or prior editions of the Special Educator e-Journal