

Teachers' Preparedness Towards Mathematics Instruction and Strategies Used in Inclusive Classroom Education

Imelda M. Monis

*Mathematics and Special Education Teacher, Houston Middle School, Hobbs, New Mexico,
United States of America*

Email of Corresponding Author: imeldamonis0511@gmail.com

Publication history:

Received: August 28, 2026

Revised: September 30, 2026

Accepted: October 3, 2026

Published: October 4, 2026

[International Journal of Sustainable and Integrated Studies, Vol. 1, No. 3, pp. 82–8, October 2026.](#)

Abstract

This study examined teachers' preparedness during mathematics instruction and the implementation of strategies in inclusive classrooms among selected public secondary schools in the Division of La Union during School Year 2018–2019. Grounded in the Universal Design for Learning framework and Vygotsky's Social Constructivist Theory, the study employed a quantitative descriptive-correlational design using stratified and simple random sampling. Data were collected through a self-made questionnaire that demonstrated good content validity and high reliability and were analyzed using mean, standard deviation, and Pearson Product Moment Correlation Coefficient. Teachers demonstrated a very high overall level of preparedness ($M = 4.35$, $SD = .542$) in terms of training, skills, knowledge, and resources. The overall implementation of inclusive classroom strategies was high ($M = 4.13$, $SD = .575$), with peer tutoring rated very high and visual support, flexible seating, and step-by-step scaffolding rated high. Significant relationships were found between all dimensions of teacher preparedness and the four inclusive classroom strategies, indicating that preparedness was associated with strategy implementation. The study concluded that teacher preparedness is important in supporting responsive and inclusive mathematics instruction. Continuous professional development, supportive school environments, capacity-building activities, and instructional strategies responsive to individual learner needs were recommended. The study aligns with SDG 4 – Quality Education by supporting inclusive and equitable educational opportunities for learners with diverse needs. It contributes to educational and institutional sustainability by providing evidence that may inform sustained professional development, inclusive instructional practices, and school support for learner diversity.

Keywords: Inclusive Education; Inclusive Strategies; Mathematics Instruction; Professional Development; Teacher Preparedness; Universal Design for Learning

1. Introduction

Inclusive education requires teachers to address the diverse learning needs of students, including learners with special education needs who are mainstreamed into regular classrooms. As educational systems become increasingly inclusive, teachers must possess adequate preparation and apply appropriate instructional strategies to promote equitable learning opportunities. Contemporary scholarship continues to emphasize meaningful access to mathematics for learners with varied educational needs (Gervasoni & Peter-Koop, 2020; Root et al., 2022). However, gaps in teacher preparedness may affect the implementation of inclusive practices and the educational experiences of learners with special needs. This study therefore focuses on teachers' preparedness during mathematics instruction and the strategies used in inclusive classrooms among selected public secondary schools in the Division of La Union during School Year 2018–2019.

Teachers serve a central role in supporting learners with diverse educational needs. The increasing inclusion of students with disabilities in general education classrooms requires educators to adapt instructional approaches and create accessible learning environments. Recent systematic evidence indicates that teachers' confidence in inclusive practice is influenced by factors such as professional learning, knowledge of inclusive education, teaching experience, and opportunities to develop practical competence (Wray et al., 2022). Research also suggests that conceptual support alone may be insufficient and that teachers benefit from assistance in translating inclusive principles into classroom practice (Woodcock et al., 2022). In mathematics instruction, adequate training, skills, knowledge, and resources are therefore important in enabling teachers to respond effectively to learners with special education needs. Inclusive classroom practices require instructional strategies responsive to differences in learners' abilities and educational needs. Recent literature has examined inclusive mathematics approaches such as Universal Design for Learning and co-teaching, emphasizing flexible organization and instructional planning responsive to learner variability (Root et al., 2022; Gardesten, 2023). In mathematics instruction, this study focuses on the implementation of peer tutoring (collaborative), visual support (visual), flexible seating (environment), and step-by-step scaffolding (instruction). These strategies represent different forms of classroom support intended to address learner diversity within inclusive settings. Examining their implementation alongside teacher preparedness provides a basis for understanding how teachers respond to the instructional demands of inclusive classrooms.

The increasing inclusion of learners with disabilities in mainstream classrooms highlights the need for educational practices that provide equitable opportunities for learners with different needs. Despite the recognized importance of inclusive education, inadequate teacher preparedness may limit teachers' ability to provide appropriate instruction and classroom support. The present study is situated among selected public secondary schools in the Division of La Union during School Year 2018–2019. It specifically examines teachers' preparedness during mathematics instruction in terms of training, skills, knowledge, and resources, together with the classroom strategies used in inclusive education. This context provides the basis for determining whether teacher preparedness is significantly related to the implementation of inclusive classroom strategies. The study is grounded in the Universal Design for Learning (UDL) framework, which emphasizes designing instructional goals, methods, and assessments that accommodate diverse learner needs (CAST, 2018). UDL promotes flexible teaching strategies and multiple means of engagement, representation, and expression, which are important in supporting students with special needs in inclusive classrooms (Meyer et al., 2014). Vygotsky's Social Constructivist Theory also provides a theoretical basis for the study by emphasizing social interaction and scaffolding in the learning process (Vygotsky, 1978). From this perspective, teacher preparedness and appropriate classroom strategies contribute to meaningful learning experiences by providing learners with suitable instructional and social support. Together, these frameworks support the examination of teacher preparedness and the implementation of inclusive strategies during mathematics instruction.

Although inclusive education has received increasing attention, a gap remains between its instructional demands and teachers' preparedness to address the needs of learners with special education needs. Recent research continues to identify teacher self-efficacy, professional learning, knowledge, and practical support as important factors associated with inclusive teaching (Wray et al., 2022; Woodcock et al., 2022). Meta-analytic evidence further shows a positive relationship between teachers' self-efficacy and their attitudes toward inclusive education, reinforcing the importance of teacher preparation for inclusive practice (Yada et al., 2022). In mathematics education specifically, current literature emphasizes flexible instructional planning, access to grade-aligned mathematics, multiple means of representation and engagement, and collaborative approaches that respond to learner variability (Root et al., 2022; Gardesten, 2023). This continuing evidence provides a contemporary context for examining teachers' preparedness during mathematics instruction and their implementation of inclusive classroom strategies. Specifically, the study considers preparedness in terms of training, skills, knowledge, and resources and examines peer tutoring, visual support, flexible seating, and step-by-step scaffolding. It further investigates the relationship between teacher preparedness and the classroom strategies used in inclusive education. Although the data were collected during School Year 2018-2019, the findings remain relevant to current discussions of teacher capacity and inclusive mathematics instruction.

The study is directly aligned with SDG 4 – Quality Education, particularly its emphasis on inclusive and equitable education. Its examination of teacher preparedness and classroom strategies addresses the capacity of educators and schools to respond to learners with special education needs within mainstream educational settings. By identifying the extent of teachers' training, skills, knowledge, and resources and examining the implementation of inclusive strategies, the study may contribute to efforts to strengthen educational practices that accommodate diverse learning needs and promote more inclusive learning opportunities. The study contributes to educational and institutional sustainability by providing information on teacher preparedness and classroom practices that may support the continued implementation of inclusive education. Identifying gaps in training, skills, knowledge, resources, and instructional strategies may inform professional development programs, school practices, and educational policies designed to strengthen inclusive instruction. Sustaining inclusive education requires teachers and schools to respond effectively to learner diversity over time. By examining the relationship between teacher

preparedness and classroom strategies during mathematics instruction, the study may support more consistent, responsive, and inclusive educational practices for learners with special education needs.

2. Material and methods

2.1 Research Design

The study employed a descriptive-correlational research design to determine the level of teachers' preparedness during mathematics instruction and the Strategies used in inclusive classrooms. Quantitative research involves testing objective theories by examining relationships among variables through numerical data, survey instruments, and statistical procedures while maintaining objectivity and minimizing bias (Creswell & Creswell, 2018). The descriptive component determined teachers' preparedness in terms of training, skills, knowledge, and resources and assessed the implementation of classroom interventions involving peer tutoring, visual support, flexible seating, and step-by-step scaffolding. The correlational component examined the relationship between teachers' preparedness during mathematics instruction and the classroom Strategies used in inclusive classrooms. Mean and other descriptive statistics were used to describe the variables, while the Pearson Product Moment Correlation Coefficient was applied to determine the strength and direction of their relationship.

2.2 Locale of the Study

The study was conducted in selected public secondary high schools in the Division of La Union during School Year 2018–2019.

2.3 Respondents of the Study

The respondents were teachers handling inclusive classes during mathematics instruction in selected public secondary schools in the Division of La Union. The manuscript reports both 127 and 188 teachers in describing the respondents; therefore, the final number of respondents should be verified against the original study records before publication. The selection of participants considered not only sampling techniques but also participant access, justification, and reporting. The term participant emphasizes the involvement of individuals who are generally asked to provide consent before participating rather than merely being treated as cases or elements (Saunders et al., 2016). In some circumstances, all potential participants within a target population may also be included rather than selecting only a sample (Saunders, 2016).

2.4 Sample and Sampling Procedure

The study employed stratified and simple random sampling techniques to determine the respondents. Stratification was used in organizing the target population, while simple random sampling provided a procedure for selecting participants from the identified groups. The sampling process focused on teachers handling inclusive classes during mathematics instruction in the selected public secondary schools.

2.5 Research Instrument

The researchers used a self-made questionnaire designed to assess teachers' preparedness during mathematics instruction and the classroom Strategies practiced in inclusive settings. Teacher preparedness was measured across four categories: training, skills, knowledge, and resources. The training component addressed specialized and continuing professional development, barriers to training, instructional adaptation, and behavioral management. The skills component examined competencies related to supporting mathematical understanding, collaboration, communication, assistive technology, data collection, and progress monitoring. The knowledge component covered mathematical content knowledge, legal and ethical issues, Universal Design for Learning principles, practical application of theoretical knowledge, and content-area knowledge gaps. The resources component assessed access to teaching materials, technological resources, differentiated instruction resources, collaboration tools, and support personnel. Classroom Strategies were assessed in four areas: peer tutoring (collaborative), visual support (visual), flexible seating (environment), and step-by-step scaffolding (instruction). Peer tutoring addressed collaborative mathematical learning, peer explanation, engagement, and structured problem-solving. Visual support examined the use and adaptation of graphic organizers, visual representations, charts, and related materials. Flexible seating focused on classroom arrangements that support attention, accessibility, comfort, participation, and motivation. Step-by-step scaffolding assessed the breakdown of complex mathematical problems, guided practice, individualized instructional support, checks for understanding, and transfer of learned mathematical skills. Each category contained five items measured using a 5-point Likert scale. Scores from 4.20–5.00 represented Strongly Agree or very high, 3.40–4.19 represented Agree or high, 2.60–3.39 represented Undecided or neutral, 1.80–2.59 represented Disagree or low, and 1.00–1.79 represented Strongly Disagree or very low. The questionnaire was validated by three subject matter experts and obtained an average validity rating of 4.56, indicating good content validity. Reliability testing yielded a Cronbach's alpha of 0.91. The reliability test involved 20 respondents who were not included among the study respondents. Recent methodological literature also cautions that instruments used in inclusive-education research should be examined carefully for how inclusion is conceptualized and operationalized, because many existing measures focus on particular learner groups rather than inclusion for all (Kielblock & Woodcock, 2023).

2.6 Data Gathering Procedure

The respondents were contacted through face-to-face interactions with the assistance of their school heads. The purpose and scope of the study were explained to the respondents, together with the procedures intended to ensure the accuracy and authenticity of the collected data. Respondents manually completed the questionnaire after receiving instructions from the school heads and researcher during face-to-face and online sessions. Teachers also provided assistance during the conduct of the study, resulting in a 100% response rate among the targeted respondents.

2.7 Data Analysis Techniques

Descriptive and inferential statistical techniques were used to analyze the collected data. Mean and standard deviation were employed to determine the extent of teachers' preparedness during mathematics instruction in inclusive classrooms and the extent of implementation of classroom Strategies among teachers. The Pearson Product Moment Correlation Coefficient, or Pearson R, was used to determine the relationship between teachers' preparedness during mathematics instruction and the classroom Strategies used in handling inclusive classrooms.

2.8 Ethical Considerations

Ethical standards were observed throughout the study. Formal approval was obtained from school authorities and relevant review boards before data collection. Respondents were informed of the study's purpose, procedures, and voluntary nature through communication facilitated by their school heads and the researchers. Because the respondents were adult educators, informed consent was obtained to confirm their voluntary participation and understanding of the study. Confidentiality and anonymity were maintained, and collected data were securely stored and used solely for academic purposes. The researchers ensured that the data collection procedures caused no harm or discomfort and protected the dignity and rights of the participants. Approval for the use of learners' mathematics performance data was also communicated to the school authorities, and the information obtained was treated with strict confidentiality.

3. Results and Discussion

3.1 Teachers' Preparedness During Mathematics Instruction in Inclusive Classrooms

3.1.1 Training

Teachers demonstrated a very high level of preparedness in terms of training, with a mean score of 4.40 and a standard deviation of .660. This indicates that training was highly evident as a component of teachers' preparedness for mathematics instruction in inclusive classrooms. The finding is consistent with more recent evidence showing that pre-service preparation, in-service training, professional learning, and knowledge of inclusive education are important influences on teachers' self-efficacy for inclusive practice (Wray et al., 2022). This supports continued attention to professional development that helps teachers translate inclusive principles into classroom practice.

3.1.2 Skills

Teachers' preparedness in terms of skills was rated very high, obtaining the highest mean score of 4.41 with a standard deviation of .674. The result indicates a high level of perceived teaching skills for mathematics instruction in inclusive classrooms. Recent research emphasizes that inclusive practice depends not only on teachers' understanding of inclusion but also on their capacity to apply inclusive principles in day-to-day teaching (Woodcock et al., 2022). In mathematics, UDL-based planning can support this application through collaboration, meaningful learning goals, multiple representations, and planning for learner variability (Root et al., 2022).

3.1.3 Knowledge

Teachers demonstrated a very high level of preparedness in terms of knowledge, with a mean score of 4.28 and a standard deviation of .669. Although knowledge obtained the lowest mean among the four preparedness dimensions, it remained within the very high descriptive category. The finding indicates that knowledge is an important component of preparedness for inclusive mathematics instruction. A systematic review by Wray et al. (2022) identified knowledge of inclusive education policies and professional learning among the factors associated with stronger teacher self-efficacy for inclusive practice. Such knowledge is particularly relevant when teachers must select and adapt instructional approaches for learners with diverse educational needs.

3.1.4 Resources

Preparedness in terms of resources was also rated very high, with a mean score of 4.31 and a standard deviation of .705. Overall, teachers' preparedness across training, skills, knowledge, and resources obtained a mean of 4.35 and a standard deviation of .542, interpreted as very high. The very high overall preparedness suggests that teachers had a strong foundation in the areas assessed for inclusive mathematics instruction. Contemporary inclusive mathematics literature emphasizes accessible planning, collaboration, multiple representations, and flexible approaches that account for learner variability (Root et al., 2022; Gardesten, 2023). These perspectives reinforce the relevance of adequate competencies and instructional support in addressing diverse learners.

3.2 Implementation of Strategies in Inclusive Classrooms

3.2.1 Peer Tutoring

Peer tutoring (collaborative) obtained a mean score of 4.20 and a standard deviation of .716, interpreted as very high. It received the highest mean among the four classroom strategies examined, indicating a particularly high level of implementation in inclusive mathematics instruction. The result reflects the importance of teachers' capacity to implement strategies responsive to learner diversity. Recent evidence indicates that teachers with stronger self-efficacy for inclusive education tend to engage differently with inclusive practices and place greater emphasis on student success, accessibility, and confidence (Woodcock et al., 2022). Collaborative approaches are also emphasized in current inclusive mathematics planning (Root et al., 2022).

3.2.2 Visual Support

Visual support obtained a mean score of 4.16 and a standard deviation of .670, interpreted as high. This indicates that teachers frequently implemented visual approaches as part of inclusive mathematics instruction. The finding suggests that teachers use varied instructional approaches to respond to differences among learners. UDL-based mathematics planning specifically emphasizes multiple means of representation and planning for variability so that mathematical content can be made more accessible to learners with different support needs (Root et al., 2022).

3.2.3 Flexible Seating

Flexible seating obtained a mean score of 4.07 and a standard deviation of .824, interpreted as high. It recorded the lowest mean among the four strategies but remained within the high implementation category. The result indicates that environmental adjustments formed part of teachers' inclusive classroom practices. Current literature conceptualizes inclusive teaching as requiring flexible responses to learner variability rather than a single uniform instructional arrangement (Root et al., 2022). Gardesten (2023) similarly emphasizes flexible organization in inclusive mathematics teaching, particularly when instructional arrangements are intended to address diverse mathematical learning needs.

3.2.4 Step-by-Step Scaffolding

Step-by-step scaffolding obtained a mean score of 4.12 and a standard deviation of .751, interpreted as high. When the four classroom strategies were considered as a whole, the overall mean was 4.13 with a standard deviation of .575, also interpreted as high. The overall findings indicate that teachers implemented diverse strategies to support inclusive mathematics instruction. Current literature supports planning that breaks down barriers to grade-aligned mathematics while providing varied forms of representation, engagement, collaboration, and instructional support (Root et al., 2022). More recent evidence also indicates that flexibly organized mathematics teaching can contribute to didactical inclusion by addressing differences in students' opportunities to learn mathematics (Gardesten, 2023).

3.3 Relationship Between Teachers' Preparedness and Inclusive Classroom Strategies

3.3.1 Teacher Preparedness and Peer Tutoring

Peer tutoring was significantly related to training ($R\text{-value}=.442^{**}$; $p\text{-value}=.000$), skills ($R\text{-value}=.393^{**}$; $p\text{-value}=.000$), knowledge ($R\text{-value}=.524^{**}$; $p\text{-value}=.000$), and resources ($R\text{-value}=.657^{**}$; $p\text{-value}=.000$). All relationships were significant at the .05 level, resulting in the rejection of the null hypothesis. Resources showed the highest correlation with peer tutoring among the preparedness dimensions. These significant relationships indicate that higher levels of teacher preparedness were associated with greater implementation of peer tutoring. This finding is consistent with recent systematic evidence that professional learning, training, knowledge, experience, and confidence influence teacher self-efficacy for inclusive practice (Wray et al., 2022).

3.3.2 Teacher Preparedness and Visual Support

Visual support was significantly related to training ($R\text{-value}=.393^{**}$; $p\text{-value}=.000$), skills ($R\text{-value}=.362^{**}$; $p\text{-value}=.000$), knowledge ($R\text{-value}=.430^{**}$; $p\text{-value}=.000$), and resources ($R\text{-value}=.415^{**}$; $p\text{-value}=.000$). All relationships were statistically significant, leading to the rejection of the null hypothesis. The results indicate that teacher preparedness is associated with the implementation of visual support during inclusive mathematics instruction. This association is compatible with contemporary UDL-oriented mathematics guidance, which emphasizes planning multiple representations and accessible pathways to mathematical content in response to learner variability (Root et al., 2022).

3.3.3 Teacher Preparedness and Flexible Seating

Flexible seating was significantly related to training ($R\text{-value}=.319^{**}$; $p\text{-value}=.001$), skills ($R\text{-value}=.438^{**}$; $p\text{-value}=.000$), knowledge ($R\text{-value}=.235^{*}$; $p\text{-value}=.012$), and resources ($R\text{-value}=.385^{**}$; $p\text{-value}=.000$). All relationships were statistically significant at the .05 level, resulting in the rejection of the null hypothesis. Knowledge showed the weakest reported relationship with flexible seating, while skills showed the strongest. The significant relationships indicate that preparedness across training, skills, knowledge, and resources is associated with teachers' implementation of flexible classroom environments. Recent inclusive mathematics literature

likewise emphasizes flexibility in instructional organization and planning as a means of responding to diverse learning needs (Gardesten, 2023; Root et al., 2022).

3.3.4 Teacher Preparedness and Step-by-Step Scaffolding

Step-by-step scaffolding was significantly related to training ($R\text{-value}=.467^{**}$; $p\text{-value}=.000$), skills ($R\text{-value}=.438^{**}$; $p\text{-value}=.000$), knowledge ($R\text{-value}=.508^{**}$; $p\text{-value}=.000$), and resources ($R\text{-value}=.606^{**}$; $p\text{-value}=.000$). All relationships were statistically significant at the .05 level, resulting in the rejection of the null hypothesis. Resources demonstrated the strongest relationship with step-by-step scaffolding among the four preparedness dimensions. These findings demonstrate that teachers' preparedness is significantly associated with their use of step-by-step scaffolding in inclusive mathematics instruction. Recent systematic evidence reinforces the importance of training, professional learning, knowledge, and practical confidence for inclusive teaching (Wray et al., 2022), while UDL-oriented mathematics planning highlights structured supports that improve access to grade-aligned content for learners with varied needs (Root et al., 2022).

4. Conclusion & Recommendations

The study concluded that teachers demonstrated a very high level of preparedness in terms of training, skills, knowledge, and resources, alongside a high level of implementation of inclusive classroom strategies during mathematics instruction. Peer tutoring, visual support, flexible seating, and step-by-step scaffolding were utilized to address the diverse learning needs of students in inclusive classrooms. Significant relationships were found between all dimensions of teacher preparedness and the implementation of these classroom strategies, indicating that teachers' training, skills, knowledge, and access to resources are associated with their capacity to implement inclusive instructional practices. Overall, the findings underscore the importance of teacher preparedness in supporting responsive and inclusive mathematics instruction for learners with diverse educational needs.

Based on the findings, Schools Division Superintendents and supervisors are encouraged to prioritize continuous professional development programs that strengthen teachers' training, skills, knowledge, and access to resources relevant to inclusive education. School heads should maintain supportive learning environments that encourage the consistent implementation of effective inclusive classroom strategies, while teachers should actively participate in capacity-building activities to further enhance their competencies. Learners should be provided with varied instructional strategies responsive to their individual needs to promote equitable access to mathematics education. Future researchers may conduct longitudinal studies to examine the long-term effects of professional development on the implementation of inclusive strategies and learner outcomes and investigate other factors that may influence the effectiveness of inclusive teaching practices.

The study was limited to teachers handling inclusive mathematics classes in selected public secondary schools in the Division of La Union during School Year 2018–2019. It specifically examined teacher preparedness in terms of training, skills, knowledge, and resources and classroom strategies involving peer tutoring, visual support, flexible seating, and step-by-step scaffolding. Given its descriptive-correlational design, the study examined associations between teacher preparedness and classroom strategies rather than establishing causal relationships. Consequently, the findings should be interpreted within the specific population, setting, variables, and period covered by the study.

5. Compliance with ethical standards

The author declares no conflict of interest. No funding information was reported in the study. The researchers acknowledge the participating teachers and selected public secondary schools in the Division of La Union; participation was voluntary, informed consent was obtained, and data were collected through non-invasive methods. Confidentiality and anonymity were maintained throughout the study, and no identifying information was disclosed.

REFERENCES

- Almeqdad, Q. I., Alodat, A. M., Alquraan, M. F., Mohaidat, M. A., & Al-Makhzoomy, A. K. (2023). The effectiveness of universal design for learning: A systematic review of the literature and meta-analysis. *Cogent Education*, 10(1), 2218191. <https://doi.org/10.1080/2331186X.2023.2218191>
- Bray, A., Devitt, A., Banks, J., Sánchez Fuentes, S., Sandoval, M., Riviou, K., Byrne, D., Flood, M., Reale, J., & Terrenzio, S. (2024). What next for Universal Design for Learning? A systematic literature review of technology in UDL implementations at second level. *British Journal of Educational Technology*, 55(1), 113–138. <https://doi.org/10.1111/bjet.13328>
- CAST. (2018). Universal Design for Learning guidelines version 2.2. <http://udlguidelines.cast.org>
- Craig, S. L., Smith, S. J., & Frey, B. B. (2024). Universal design for learning: Connecting teacher implementation to student outcomes. *International Journal of Inclusive Education*, 28(11), 2458-2474. <https://doi.org/10.1080/13603116.2022.2113459>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: A meta-analytical study. *Educational Psychology Review*, 34, 2609–2660. <https://doi.org/10.1007/s10648-022-09695-0>
- Gardesten, M. (2023). How co-teaching may contribute to inclusion in mathematics education: A systematic literature review. *Education Sciences*, 13(7), 677. <https://doi.org/10.3390/educsci13070677>
- Gervasoni, A., & Peter-Koop, A. (2020). Inclusive mathematics education. *Mathematics Education Research Journal*, 32(1), 1–4. <https://doi.org/10.1007/s13394-020-00315-0>
- Guillemot, F., Lacroix, F., & Nocus, I. (2022). Teachers' attitude towards inclusive education from 2000 to 2020: An extended meta-analysis. *International Journal of Educational Research Open*, 3, 100175. <https://doi.org/10.1016/j.ijedro.2022.100175>
- Kielblock, S., & Woodcock, S. (2023). Who's included and who's not? An analysis of instruments that measure teachers' attitudes towards inclusive education. *Teaching and Teacher Education*, 122, 103922. <https://doi.org/10.1016/j.tate.2022.103922>
- King-Sears, M. E., Stefanidis, A., Evmenova, A. S., Rao, K., Mergen, R. L., Owen, L. S., & Strimel, M. M. (2023). Achievement of learners receiving UDL instruction: A meta-analysis. *Teaching and Teacher Education*, 122, 103956. <https://doi.org/10.1016/j.tate.2022.103956>
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning: Theory and practice*. CAST Professional Publishing.
- Plantin Ewe, L., & Galvin, T. (2023). Universal Design for Learning across formal school structures in Europe—A systematic review. *Education Sciences*, 13(9), 867. <https://doi.org/10.3390/educsci13090867>
- Root, J. R., Jimenez, B., & Saunders, A. (2022). Leveraging the UDL framework to plan grade-aligned mathematics in inclusive settings. *Inclusive Practices*, 1(1), 13–22. <https://doi.org/10.1177/2732474521990028>
- Rusconi, L., & Squillaci, M. (2023). Effects of a Universal Design for Learning (UDL) training course on the development teachers' competences: A systematic review. *Education Sciences*, 13(5), 466. <https://doi.org/10.3390/educsci13050466>
- Subban, P., Woodcock, S., Sharma, U., & May, F. (2022). Student experiences of inclusive education in secondary schools: A systematic review of the literature. *Teaching and Teacher Education*, 119, 103853. <https://doi.org/10.1016/j.tate.2022.103853>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. *Teaching and Teacher Education*, 117, 103802. <https://doi.org/10.1016/j.tate.2022.103802>
- Wray, E., Sharma, U., & Subban, P. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. *Teaching and Teacher Education*, 117, 103800. <https://doi.org/10.1016/j.tate.2022.103800>
- Yada, A., Leskinen, M., Savolainen, H., & Schwab, S. (2022). Meta-analysis of the relationship between teachers' self-efficacy and attitudes toward inclusive education. *Teaching and Teacher Education*, 109, 103521. <https://doi.org/10.1016/j.tate.2021.103521>