

The Role of Law in Ensuring Access to Special Education: The Views of Teachers

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Abstract

The primary goal of this research is to explore teachers' perspectives on the role of law in ensuring access to special education. Special education aims to provide equitable educational opportunities to students with diverse learning needs. This qualitative study involved in-depth interviews with twenty teachers from primary, high school, and university backgrounds. Thematic analysis of the data revealed various perspectives on how the law can ensure access to special education, including awareness of the legal framework, challenges in providing access, the role of teacher advocacy, student empowerment, and views on equity. The study examines the practical implications of legal mandates, policies, and procedures by analyzing teacher interviews. Findings highlight both appreciation for the protective measures provided by law and concerns about implementation challenges, resource constraints, and the balance between legal compliance and teacher autonomy. This research underscores the complex interplay of law, educational practices, and teachers' experiences ensuring access to special education. The findings will benefit the academic community and special education support services. By shedding light on teachers' perspectives, this study offers valuable insights for policymakers, educators, and stakeholders interested in advancing inclusive education practices and promoting equitable opportunities for all students.

Keywords: Education, Law, Special education, Students with disability, Teacher.

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Introduction

Globally, there has been a significant shift away from segregated educational methods and towards inclusion since the Salamanca Declaration (Ainscow et al., 2019). The principles of inclusive education, which guarantee a friendly atmosphere in schools free from the damaging effects of discrimination on the basis of gender, culture, ethnicity, disability, religion, or socioeconomic status, are becoming more and more widely acknowledged (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1994). Nonetheless, there is still a long way to go before educators everywhere can assert that inclusiveness has been methodically and consistently ingrained throughout the wide range of education. Research indicates that educators, in particular, lack the self-assurance and drive to incorporate students with disabilities into their lessons and pedagogical delivery (Forlin et al., 2009). We still need to fully understand and implement the value and efficacy of child-centered, customised teaching-learning approaches. Children with disabilities have historically been one of the most marginalised groups of children in Bangladesh. Their growth potential is severely hampered and their educational development is frequently severely impacted. According to a recent study, only 4% of the estimated 1.6 million primary school-aged disabled children receive an education. Only 18% of people in areas with disability-related interventions had this access. 48 percent of the group was enrolled in formal education, 23 percent in integrated schools operated by private companies, 15 percent in special education, 5 percent in inclusive education initiatives, and 9 percent in other educational programs. Significant dropout rates were indicated by the fact that the percentage of students with disabilities in schools declined with age, from 44% among children aged 6 to 10 to just 15% among adolescents aged 16 to 18 (Centre for Services and Information on Disability [CSID], 2002).

This study advances existing knowledge of the dynamics at work in the educational system by shedding light on how teachers perceive the role that laws play in determining their access to special education. In the end, it seeks to provide information for policy debates and programs that support inclusive, equitable learning environments for all students, regardless of their abilities or disabilities.

Literature Review

Special education is defined by the Individuals with Disabilities Education Act as instruction created specially to meet the learning needs of a person with a disability, regardless of the setting a classroom, a home, or a hospital (Francisco et al., 2020). The law also stressed that the child's parents should not have to pay for this extra instruction. The reason special education is "special" is that it plays a unique role in the education of diverse students, including those who are at risk, as well as people with disabilities. The term "special education" refers to a variety of instructional strategies that are specifically created to meet the needs of students with disabilities who have unique learning needs (Cook & Schirmer, 2003). These strategies are carried out by qualified special education teachers and are not typically observed or employed by unskilled teachers in a regular classroom (Cook & Schirmer, 2003).

Some argued that, in contrast to the past, when treating people with disabilities was seen as oppressive, inhumane, and unfair, modern practice is better as we move towards inclusion and are guided by social justice and equity



(Winzer, 2009). On the other hand, history could be interpreted as contextual and filtered through the prism of the powerful. As a result, a conventional view of history may unintentionally cause injustice and marginalization of the disabled population (Lanear & Frattura, 2007). The history of special education has frequently been disregarded, altered, and taken out of context over time in order to support ideas and procedures (Cook & Schirmer, 2003). According to Mostert and Crockett, stakeholders were better equipped to manage and instruct people with disabilities than those who knew nothing at all about the history of special education, particularly with regard to successful interventions. It is impossible to dispute how history has ultimately shaped and impacted the modern ideologies and methods used by special education teachers today (Lanear & Frattura, 2007). Present-day special education policies and practices are still influenced by many of the early viewpoints and practices (Winzer, 2009).

The laws governing special education have changed over time, moving from merely stating that people with disabilities have equal rights to becoming more detailed about the educational requirements of these students. Over time, Congress amends and reauthorizes laws based on stakeholder reports, recommendations from various studies, and findings to ensure the laws remain relevant and improve over time (Huefner, 2000). Here, we go over these special education laws in brief. The Rehabilitation Act, Public Law No. 93-112, 87 Stat. 357 of 1973, is the first law pertaining to special education and people with disabilities. The Rehabilitation Act's section 504 forbade discrimination against people with disabilities, thereby establishing the foundation for their rights (Little & Little, 1999).

People with disabilities are entitled to the same opportunities and access as their peers without disabilities. Public Law No. 94-142, 89 Stat 773, the Education for All Handicapped Children Act (EAHCA), was the second law passed in 1975. The Public Law No. 99-457, 100 Stat. 1145, which amended this law, was passed in 1986. All children between the ages of three and twenty-one have the legal right to FAPE in the LRE. Until their disabilities are so severe that learning in a general education classroom is not beneficial, individuals with disabilities should, by default, receive their education in a general education classroom. This decision is made after a thorough assessment by a multidisciplinary team. An interdisciplinary team conducts assessments and develops individualized education programmes (IEPs) for each disabled person. Preschoolers with disabilities were also granted the right to a FAPE in an LRE through another amendment (Public Law 99-457). A multidisciplinary team assesses and implements an individualised family service plan (IFSP) for each child in place of an individualised education programme (Baglieri et al., 2011).

In 1990, the Individuals with Disabilities Education Act (IDEA) was renamed from the amended EAHCA. One of the most significant changes was the phrasing of the statute, which now refers to "disability" rather than "handicapped" (Farrell, 2009). Access to assistive technology and other special services deemed appropriate for learning is granted to individuals with disabilities under this law. New categories of recognised disabilities (such as autism and traumatic brain injury) were added as additional provisions of IDEA (Farrell, 2009). Public Law 105-17) underwent several amendments in 1997, including requiring a statement of measurable annual goals in the IEP and a report on the student's progress towards the goals set. Additionally, parents were required to participate more in the eligibility and placement decisions of their children, and state-offered mediation was made



clearer when resolving disputes. Since there's always room for improvement, the Individuals with Disabilities Education Improvement Act (IDEIA), Public Law No. 108-446, was created to reauthorize the IDEA in 2004. Among the changes are the mandates for teachers to hold a state license and complete certification in special education and the core subject they were teaching. Additionally, there were modifications to the makeup of multidisciplinary teams, with parents playing a larger role in the decision-making process (Farrell, 2009).

The Elementary and Secondary Education Act (ESEA) was reauthorized in 2001 with the passage of Public Law No. 107-110, 115 Stat. 1425 (2001), which is known as the No Child Left Behind Act (NCLB). It offered assistance and supplemental education services in the areas of literacy development and intervention to all students, including those with disabilities. Advocates for inclusion and advocacy organisations like The Association for the Severely Handicapped (TASH) and the National Down Syndrome Congress applauded this law (Francisco et al., 2020). The watering down of the regular curriculum and instruction that placed an excessive emphasis on noncognitive skills that are very different from those in general education (such as life skills) has long been a problem in special education. By guaranteeing access to appropriate assessment and testing against grade-level standards and placing accountability for students' performance on the schools, the NCLB brought about a shift in how society views people with disabilities (Elementary-and-Secondary-Education-Act-Summary-2001-2014.). Though this law was created with the best of intentions, there have been complaints that it has made the gap between "normal" students and marginalised groups, such as people with disabilities, wider. By placing unjustifiable requirements on students from underprivileged backgrounds and those with disabilities, the ESEA did more harm than good by widening the gap (Hursh, 2007). Neoliberal education policies, which are based on the idea that an individual's success is mostly determined by their own choices and decisions, became prevalent with the introduction of the NCLB (Hursh, 2007). This viewpoint makes the assumption that all children are born with equal opportunities, but in reality, children have differing degrees of privilege depending on their race, ethnicity, and socioeconomic status. Due to the increased emphasis on academics in schools and the adoption of standardised testing as a measure of learning quality, this law had an even greater impact on special education (Hursh, 2007).

The NCLB's prescriptive requirements were impractical for the majority of schools and teachers, so in 2015, the ESEA was revised and reauthorized as Every Student Succeeds Act (ESSA, 2015), replacing the NCLB in response to the demands of educators and families. Compared to the NCLB, ESSA was more flexible and did not use standardised test results as the only indicator of academic success in schools. Since decision-making and resource management are influenced by current education policies and resource availability, special education is a product of classroom practice and policy. Because teachers, special service providers, parents, and school administrators are the ones in the front lines of implementing and evaluating the child's learning needs, it is imperative that they are all aware of the current special education policy. Regretfully, it is a fact that many educators, particularly those in general education, are not well-versed in IDEA or Section 504 provisions (O'Connor et al., 2016).

A significant portion of children with disabilities are still not receiving mainstream education, according to a 2011 report by the prominent education player Campaign for Advancement of Mass & Popular Education (CAMPE),



which sheds light on the country's larger exclusionary context. These kids have extremely low enrollment rates to begin with, which are further hampered by their inability to adjust to the school environment, their lack of access to personal help, its limited availability, its inaccessible surroundings and infrastructure, and the unfavourable attitudes of their families, teachers, and community (Khan & Ānisujjāmāna, 2011). The majority of the initially enrolled children with disabilities do not finish their primary education for a variety of reasons, including inadequate or nonexistent public transportation, inaccessible transportation, a lack of qualified teachers, a lack of accessible restrooms in schools, an inaccessible school environment, unfavourable attitudes from parents and teachers, bullying by classmates, and little to no implementation of the current policy regarding the education of children with disabilities. Additionally, studies reveal that teachers and educators who receive specialised training in teaching students with learning disabilities may feel more competent and effective when working with students who have disabilities (Kosko & Wilkins, 2009).

However, Munir and Islam, (2005), found that the pre-service teacher training curriculum for primary level students in Bangladesh lacked materials related to inclusive education. Furthermore, Ahuja and Ibrahim's 2006 evaluation of Bangladesh's inclusive education system revealed that the pre-service teacher training programme did not provide enough support to enable primary school teachers to feel competent and confident in their ability to teach inclusive classes (UNESCO, 1994). According to Save the Children, inclusive education is "one dimension of a rights-based quality education which emphasises equity in access and participation, and responds positively to the individual learning needs and competencies of all children." Teachers are the key players in classroom practice, so their success in an inclusive education intervention is primarily dependent on them (Jerlinder et al., 2010). According to a number of studies, educators who work with students who have disabilities may also grow to dislike them and be less receptive to changes in their pedagogical approaches (Barnyak & Paquette, 2010).

All Bangladeshi children's rights to an education are protected by the Compulsory Education Act (1990). Bangladesh ratified the EFA in 1990 and then passed this Act. In 1992, this Act was formally put into effect. The Compulsory Education Act, which does not address inclusive education, mandates free and compulsory primary education for all children in Bangladesh. After that, the Disabilities Welfare Act (2001) was passed by the government of Bangladesh in 2001. Children with special needs now have the right to participate in the regular education system thanks to this Act. In addition, the Welfare Act's part-D stated that teacher preparation programmes must be set up in order to instruct students with disabilities. The first official measures to protect children with special needs' right to an education were represented by this Act. For kids with special needs, this Act recommended separate learning environments within the mainstream school system.

This was done by integrating underprivileged students into the regular education system. According to the National Education Policy (2010), in order for children with special needs to participate in society, they must attend regular schools (Ministry of Education, 2010). Since the National Education Policy (2010) is being followed by the current educational system, inclusive education has been made required for all GPS students.

As of right now, the number of special needs students enrolled in DPE-managed schools has risen faster than the Primary Education Development Programme II targets for students overall, but particularly for students with



vision problems and physical disabilities, which were established by the Bangladeshi government. There was a startling 50% increase in the number of children with special needs between 2005 and 2011. The enrollment trend steadily declined starting in 2012 and peaked at 76,522 in 2014. According to DPE Report, A plausible rationale could be that, before 2012, educators might not have acquired the essential instruction to recognize pupils with exceptionalities. However, it's not clear how much of this trend was due to better identification of students with disabilities or increased enrollment. In order to make a compelling case for the proper distribution of funding for inclusive education, it is critical to enhance the methods used for routine data collection in order to include children with disabilities. Despite significant progress in making primary education more accessible, 4 million school-age children in Bangladesh, including those with disabilities, are still not enrolled in school). This implies that the Bangladeshi educational system still has a long way to go before it can ensure that every child has access to an education.

Method

Study Design

In order to successfully accomplish the research goals and fill in the gaps found; this study used a qualitative research technique to fully explore the views of teachers regarding the role of law in ensuring access to special education. The goal here, according to Creswell, (2015), is to make visible the depth, richness, and complexity inherent in human experiences and perceptions. The researcher conducted in-depth interviews in order to broaden the scope of data collection. One-on-one interviews were chosen on purpose to give a platform for unique perspectives and ideas as well as to give a comprehensive understanding of the range of their experiences.

Table.1 Demographic Data about Participants

Teacher ID	Institution Type	Gender	Years of Experience	Qualification
T01	University	Male	10	M.Ed. & B. Ed.
T02	University	Male	7	M.Ed. & B. Ed
T03	High School	Female	12	B. Ed
T04	College	Male	15	B. Ed
T05	College	Female	8	B.Ed.
T06	Primary School	Female	9	M.Ed.
T07	High School	Male	11	M.Ed.
T08	Primary School	Male	6	B.Ed.
T09	High School	Female	14	B. Ed
T10	High School	Female	5	B. Ed
T11	High School	Female	13	M.Ed. & B. Ed
T12	High School	Female	8	B. Ed
T13	Primary School	Female	9	B. Ed
T14	High School	Male	9	B. Ed
T15	Primary School	Male	7	B. Ed
T16	Primary School	Female	9	B. Ed
T17	High School	Male	6	B. Ed
T18	High School	Female	5	M.Ed.
T19	Primary School	Male	14	M.Ed. & B. Ed
T20	High School	Male	10	B. Ed



Sample

The method of purposive sampling was utilised in order to pick participants. A non-probability selection technique called purposive sampling is especially well-suited for qualitative research because it enables the researcher to deliberately choose participants with particular traits or life experiences that are relevant to the study's goals (Palinkas et al., 2013). Twenty teachers with varying backgrounds were chosen. This approach makes it possible to gather data in a targeted and intentional manner, which frequently results in a deeper understanding of the subject being studied (Creswell & Creswell, 2014).

Data Collection Tools

In-depth interviews with specific educators served as the primary means of data collection in this study. In general, interviews are a good way to collect data because they let you use the conversation as a teaching tool (Leavy, 2022). The in-depth interviews in this study were semi-structured, allowing for some conversational freedom even with a predetermined framework. There were prepared questions, but they weren't followed exactly, which made for a more natural and open dialogue with the participants.

Ethical Considerations

In the process of developing this research design and gathering data, the researcher considers ethical considerations the highest priority. The protection of the rights of research participants, the enhancement of research validity, and the preservation of scientific or academic integrity are all goals served by ethical considerations, which ensure validity and reliability in qualitative research.

Data Analysis

This study's methodology applies the thematic analysis approach, which consists of six steps: familiarising oneself with the data, allocating codes, formulating themes, evaluating themes, characterising and labelling themes, and recording the results. By employing this particular methodology, the researchers have successfully reduced the likelihood of confirmation bias in the analysis.

Results

Law can ensure the Access of Special Education

According to teachers Law is a key component in advancing inclusive education and guaranteeing that every student, regardless of ability or disability, has the chance to succeed academically and socially by outlining rights, obligations, and procedural protections. In this introduction, we examine how important it is for the law to ensure that students have access to special education and how this affects the creation of inclusive learning environments. A teacher said "We have limited law and act regarding access to special education. As law imposing only can ensure the access. So, government should pass such law for special education so student with disability can access



education more easily.” (Male, T02).

Another teacher added “Since enforcing existing laws alone cannot guarantee access. Therefore, the government ought to enact special education legislation. So that student with disability can have the opportunity to access smooth education system.” (Female, T11).

Another teacher also added "Since enforcing existing laws alone cannot guarantee access. As such, legislation pertaining to special education should be passed by the government. in order for students with disabilities to benefit from a unified educational experience.” (Female, T05).

Legal Framework Awareness

In order for disabled students to receive equal special education, it is necessary to be aware of the legal framework. Rules and laws safeguard the rights of individuals with disabilities and specify how educational institutions should cater to their various needs. This introduction will go over how teachers who are aware of the legal framework can better navigate the policies and procedures related to special education. In order to shed light on the difficulties and opportunities associated with maintaining compliance and promoting the educational rights of students with disabilities, this study investigates teachers' familiarity with pertinent laws and regulations.

One Teacher said, "As a teacher, I am aware of special education laws. I've taken part in numerous professional development seminars on special education law over the years. In order to guarantee classroom compliance, I also keep up with legal updates. In order to support disabled students and make sure they receive the necessary services and accommodations; it is imperative that you are aware of these legal requirements."(Male, T01).

A teacher said "My knowledge of special education laws is lacking. Although I am aware of the legal framework, I haven't received any official training or professional development related to this area of teaching. When navigating special education requirements, I frequently rely on the policies and procedures of the school or my colleagues. But I'm excited to find out more and am actively looking for resources to help me comprehend the legal responsibilities associated with offering special education." (Female, T13).

Other remarked from a teacher "I've been exposed to special education law, but my training has been limited. I've since gone to a few legal compliance-focused professional development seminars, but they were more generic than in-depth. Although I think I could navigate the legal system with more training, I do have a basic understanding." (Male, T17).

Compliance vs. Implementation

The gap between legal requirements and classroom implementation is highlighted by a major conflict in special education: compliance and implementation. Even though special education services are mandated by laws and regulations, putting them into practice can be difficult and lead to noncompliance. The challenges faced by



educators in translating legal requirements into worthwhile actions and results for students with disabilities will be discussed in this introduction. In order to identify opportunities for equitable access to special education and barriers within the educational system, this research looks at the discrepancy between compliance and implementation.

A teacher shared "I have to be honest; I don't have much experience with special education services or legal training. Throughout my teacher preparation programme, I hardly touched on special education law. I haven't had many opportunities for professional development on this subject since then. I primarily study on my own, but I do occasionally ask administrators or coworkers about legal requirements. I think more thorough and approachable training is required." (Female, T03).

Another Teacher added "The complexity and ambiguity of legal mandates make it difficult for me to implement them in my classroom. Though there is limited law regarding special education. This ambiguity could lead to inconsistent and uncertain implementation of my legal mandate. Additionally, it can be challenging to comply with the law when I try to strike a balance between the needs of my students and those requirements." (Female, T09).

Challenges in Access Provision

Providing equal access to education for students with disabilities requires addressing access provision issues. Teachers frequently encounter obstacles that keep them from offering effective special education services, even in the face of legislative requirements and inclusion initiatives. The systemic, practical, and attitude barriers that prevent students with disabilities from receiving an education will be covered in this introduction. In order to comprehend teachers' challenges and their effects on the academic and socioemotional development of disabled students, this study looks at the complexities of access provision.

A teacher added " It can be challenging to interpret special education eligibility criteria and determine the appropriate degree of accommodations for students with special needs. This ambiguity could make the way my legal mandate is implemented unclear and inconsistent. I also have trouble striking a balance between the needs of my students and the requirements of the law, which can lead to conflict and complicate compliance." (Male, T02).

Another teacher said "It is difficult for me to assist students with disabilities because of barriers. Students' disability evaluations and services may be delayed or denied due to low stakeholder knowledge and comprehension. This may hinder their ability to get the right interventions and accommodations, which could have an impact on their wellbeing and academic performance." (Female, T12).

Teacher Advocacy Role

In the complicated world of special education, teachers must speak up for the needs and rights of their students.



As frontline practitioners, teachers promote fair educational opportunities, accommodations, and support services for students with disabilities. The various ways that teachers support students' rights and educational inclusivity will be covered in this introduction. In order to demonstrate the significance of teachers in guaranteeing special education access and successful outcomes for students with disabilities, this study looks at the difficulties, achievements, and moral dilemmas surrounding teacher advocacy.

One teacher said "It is my responsibility as a teacher to fight for my students' rights to special education, and I have seen many situations where doing so was essential to guarantee fair treatment. My support of a student with autism who experienced difficulty transferring classes and had sensory issues stands out. The student's needs were not being met in spite of his challenges, which led to anxiety and disturbances in the classroom." (Female, T16).

Another teacher stated "I firmly believe that students should have access to special education. One time, I collaborated with the parents of a student to make sure their child got the accommodations specified in their Individualised Education Programme. The significance of standing up for students' rights and collaborating with partners to implement special education laws was underscored by this encounter." (Male, T19).

Student Empowerment

In special education, student empowerment is essential because it provides students with the information, abilities, and self-assurance to speak up for themselves in the classroom. This introduction addresses the concept of student empowerment and how it can help special education students develop their sense of agency, self-determination, and autonomy. By assisting students in understanding their rights, communicating their needs, and taking part in decision-making, educators can help students take ownership of and control over their education. Through the lens of student empowerment, this study investigates the methods, difficulties, and results of teaching disabled student's self-advocacy within the framework of special education law.

A teacher shared "I increase the awareness of rights among special education students by integrating discussions about rights and advocacy into my classroom. I also urge students to discuss their preferences and objectives. My goal is for special education students to become self-advocates and feel empowered by understanding their rights." (Male, T01).

Another teacher added "In order to promote legal advocacy, I help students become more self-aware and confident. In my classroom, students feel free to voice their needs and preferences because they are supported and feel safe doing so. My goal is to equip students with the knowledge and self-assurance necessary to excel in school and beyond by enabling them to legally advocate for themselves." (Male, T08).

Teacher Perspectives on Equity

Teacher Views on Equity investigates the opinions of educators regarding fairness in access to special education. As frontline educators, teachers fight for fair opportunities and services to support students with disabilities. This



study looks at equity from the viewpoint of the teacher in order to pinpoint obstacles, chances, and best practices for advancing inclusivity and justice in education.

One teacher said "I think that providing equal opportunities for all students to succeed and thrive in school, regardless of ability or background, is what I mean by equity in special education access. In order to achieve equity, inclusive practices and settings that respect diversity and highlight students' abilities are also necessary." (Female, T11).

A remarked from teacher "In my opinion, valuing and acknowledging each student's worth and dignity—regardless of ability or difference—is essential to ensuring equity in special education access. It's about identifying the needs, strengths, and learning preferences of each student and providing them with the resources they require to succeed. In order to achieve equity, systemic injustices and obstacles that might keep impaired students from participating fully in the educational process must be removed." (Female, T18).

Another teacher added "In my view, equitable access to special education entails just and fair distribution of educational opportunities and resources among students with disabilities." The objective is to identify and resolve systemic injustices that disproportionately impact minority and low-income students." (Male, T20).

Discussion

According to the teacher, Legal Framework Awareness is essential for disabled students to receive equal special education. Laws and regulations protect disabled people's rights and outline educational institutions' duties to meet their diverse needs. A study explored that inclusive education requires a multifaceted approach, focusing on social justice and individual instructional needs, and placing students with disabilities in general education only when it is the most effective learning environment for their futures (Kauffman et al., 2016). By addressing gaps in special education research and practice, Disability Studies in Education fosters deeper understandings of disabilities and provides opportunities for continued discussion and investigation (Baglieri et al., 2011).

Current study explores that compliance and implementation are a major conflict in special education, highlighting the gap between legal requirements and classroom implementation. While laws and regulations require special education services, implementation often presents many obstacles that can prevent full compliance. According to Mueller Over the past ten years, there has been a decline in special education litigation as parent and school-focused conflict prevention and resolution strategies have emerged as viable solutions (Mueller, 2015). All three conflict dimensions had a strong correlation with teacher empowerment and compliance. The evaluation and preservice and in service training of school principals were found to have implications (Johnson & Short, 1998).

According to the teacher, the current study found that access Provision challenges are crucial to ensuring educational equity for disabled students. Despite legal mandates and inclusion initiatives, teachers often face barriers that prevent them from providing meaningful special education services. Terzi (2007), found the egalitarian principle—which holds that social and institutional arrangements should be created with equal



consideration for all—forms the fundamental basis of the ideal of educational equality. Beyond this general requirement, it is more challenging to pinpoint the exact nature of the ideal of educational equality (Terzi, 2007). As Inclusion can be positively impacted by shifting the politics of disability, access, and belonging in education, but long-term success depends on addressing power and social structures (Greenstein, 2014).

The current study evaluated that teacher must advocate for students' rights and needs in special education's complex environment. Teachers advocate for equitable educational opportunities, accommodations, and support services for students with disabilities as frontline practitioners. Study found People with disabilities, their parents, and educators are among the increasing numbers of concerned people around the globe who are pushing for the inclusion of disabled students in regular classrooms and schools. Disability rights activists, on the other hand, contend that for individuals with disabilities to have a fully formed sense of self as adults, they must have had the chance to interact during their school years with children and adults who share their interests and traits (Stainback et al., 1994). This study looks at the problem and offers one possible solution from our point of view.

The study finds Student empowerment is crucial in special education, giving students the knowledge, skills, and confidence to advocate for themselves in the educational system. This introduction discusses student empowerment and its role in promoting autonomy, self-determination, and agency in special education students. As Student voice programs in special education settings can improve behavior management techniques by encouraging communication, consistency, and healthy relationships (Sellman, 2009). Postschool outcomes are poor for students with behavioral disorders (BD) and cognitive limitations combined; their lives are characterized by a lack of empowerment and independence. Creating effective models to encourage students' personal independence and empowerment is one of special education's main objectives. During the planning meeting for an individualized education program (IEP), students can acquire vital skills related to goal-setting, self-advocacy, self-management, and decision-making (Snyder, 2002). Equitable teacher power use, strong teacher-student relationships, and a feeling of community in the classroom are indicators of student empowerment, which raises aspirations for education and results in better grades, fewer behavioral incidents, and increased extracurricular involvement (Kirk et al., 2016).

The study found that teacher perspectives on equity examines educators' views on equity in special education access. Teachers advocate for equitable opportunities and support services for disabled students as frontline educators. Another study found Since the beginning, TATE articles have focused on equity and social justice in teaching and teacher education, with an emphasis on helping educators understand educational disparities and equipping them to make meaningful changes that will lead to a more just society and education (Kaur, 2012).

Conclusion

This study examined the complex relationship between special education access and the law, with a particular emphasis on the views of educators. Several significant conclusions were drawn from a thorough literature review and empirical investigation, which helped to clarify the complex nature of this important problem. First, it became clear that legal frameworks are essential for ensuring that all students have equal access to special education



services. In order to guarantee that students with disabilities receive the assistance they require to succeed academically and socially, laws like the Individuals with Disabilities Education Act (IDEA) in the United States serve as essential cornerstones. Furthermore, the viewpoints of educators offered priceless insights into how these legal requirements would actually be implemented in practice. Their experiences demonstrated the difficulties and achievements in providing access to special education, highlighting the significance of continued professional development and assistance.

Additionally, this study emphasised the value of cooperation between different stakeholders, such as parents, advocacy organisations, educators, and legislators. Building inclusive learning environments and navigating the complicated terrain of special education law require strong partnerships. The results underscored the necessity of ongoing evaluation and enhancement of current legal structures. Laws must adapt to meet the changing needs of students with disabilities as educational environments and public perceptions of disability rights change. This study made clear how important teacher advocacy is in influencing policy discussions and bringing about constructive change in the field of special education. Instructors are first responders, standing up for the rights of their pupils and promoting fair distribution of resources and assistance.

In conclusion, by examining the subject from the viewpoint of teachers, this research advances our knowledge of how the law ensures that students have access to special education. Through recognition of the subtleties and complexity present in this field, interested parties can cooperate to create inclusive learning environments where each student can succeed. Building on the knowledge gained from this study is crucial going forward in order to advance laws and procedures that protect the rights and dignity of students with disabilities. By working together and remaining steadfast in our commitment to inclusion and equity, we can work towards creating an educational system that is more fair and just for everyone.

Recommendations

This study is important because it offers a thorough understanding of the role of law in special education from the educators' perspective, ultimately fostering a more equitable educational environment for students with special needs. It addresses significant gaps in policy implementation, promotes inclusive education, and supports teacher development. To strengthen support systems, schools should establish strong networks, such as specialized special education coordinators or legal counsel, to help educators navigate legal requirements and manage implementation and compliance issues. Additionally, increasing collaboration and communication among educators, administrators, attorneys, and legislators is crucial. Regular forums or workshops should be set up to discuss legal updates, share best practices, and address any concerns about special education regulations. Ensuring adequate funding and resources for special education programs is also essential. This includes providing the necessary tools, resources, and personnel to meet legal obligations and deliver high-quality education to students with special needs. Moreover, it is recommended to regularly review and update special education legislation and policies, incorporating feedback from educators, evolving needs, and current educational practices. This keeps the legislative framework supporting access to special education current and effective. Finally, advocating for inclusive policies that actively support the inclusion of children with special needs in regular classroom settings



is vital. This goes beyond mere legal compliance by fostering an inclusive school climate and ensuring that every student has an equal opportunity to succeed.

Author(s)' Statements on Ethics and Conflict of Interest

Ethics Statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

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