

Enhancing Inclusive Education on Leveraging Artificial Intelligence Technologies for Personalized Support and Accessibility in Special Education for Students with Diverse Learning Needs

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Abstract: This research, guided by a deliberately diverse and inclusive approach, examines the impact of Artificial Intelligence (AI) on inclusive education. The study encompasses a sample size of 47 participants from various backgrounds and possessing various characteristics, ensuring a comprehensive representation of experiences and perspectives. This diverse group of students exhibits a range of learning needs, including conditions such as autism spectrum disorders, dyslexia, attention deficit hyperactivity disorder (ADHD), and physical disabilities. The research explores the role of AI in addressing the unique requirements of these students, Educators, and Specialists, with preliminary findings indicating that AI technologies significantly enhance the learning experience, offering personalized content recommendations, real-time feedback, and adaptive learning platforms. The study emphasizes the ongoing need for advancements in AI for special education, including algorithm refinement, specialized tools, and ethical considerations. It also underscores the importance of establishing best practices and policy frameworks to promote inclusive education through AI integration, focusing on addressing the diverse learning needs of students from various backgrounds and age groups.

Keywords: Adaptive Learning, Comparative Evaluation, Diverse Learning Needs, Inclusive Education, Transformative Potential; Personalized Support and Accessibility; Artificial Intelligence Technologies.

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1. Introduction

The educational landscape in India grapples with a significant challenge - the exclusion and limited access to quality education for children with disabilities. The ‘State of the Education Report for India 2019: Children with Disabilities,’ a collaborative effort between UNESCO and the Tata Institute of Social Sciences, has shed light on the severity of educational inequality in the country. Despite the country’s commitment to achieving Sustainable Development Goal 4, aiming for “inclusive and equitable quality education,” alarming statistics reveal a stark reality. Approximately 75% of five-year-olds with disabilities in India do not attend any educational institution. Moreover, 27% of children with disabilities between the ages of 5 to 19 have never had the opportunity to attend school. The gender disparity in enrollment is evident, and the situation worsens as more girls with disabilities are left behind in the education system. To compound the issue, more than 7.8 million children with disabilities between the ages of 5 and 19 years are struggling to access education, with only 61% of them attending educational

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institutions. A concerning 45% of children with disabilities in India fail to attain literacy [24]. Beyond these grim statistics, disparities exist among different types of disabilities, further complicating the issue.

Children with multiple disabilities, mental illnesses, and mental retardation face the highest levels of exclusion from educational institutions [26]. These disparities underscore the need for a multifaceted approach to address the diverse needs of children with disabilities. The National Institute of Open Schooling (NIOS) is a crucial alternative for many disabled children [27]. NIOS caters to a heterogeneous group of learners, including those with disabilities, by offering an open learning system. However, it is disconcerting that the enrolment figures at NIOS have shown a decline for most categories of disabilities between 2009 and 2015 [28].

In India, the population with disabilities is estimated to be around 26.8 million, constituting 2.21% of India’s total population based on the 2011 population census data [29]. However, some disability rights activists and academicians argue that these numbers significantly underrepresent the actual figures [30]. World Bank data suggests the number could be between 40 and 80 million. Regardless of the exact figures, it’s evident that persons with disabilities make up a substantial portion of the Indian population, exceeding the total population of many countries worldwide [31] (Figure 1).

Population, India 2011			Disabled persons, India 2011		
Persons	Males	Females	Persons	Males	Females
121.08 crore	62.32 crore	58.76 crore	2.68 crore	1.50 crore	1.18 crore

Figure 1: Total Population and the population of disabled persons in India - Census, 2011 [6]

Total Population and the population of disabled persons in India - Census, 2011: As per the Census 2011, out of the 121-crore population in India, 2.68 crore persons were enumerated as ‘disabled’, 2.21% of the total population. Among the disabled population, 56% were males, and 44% were females (Figure 2).

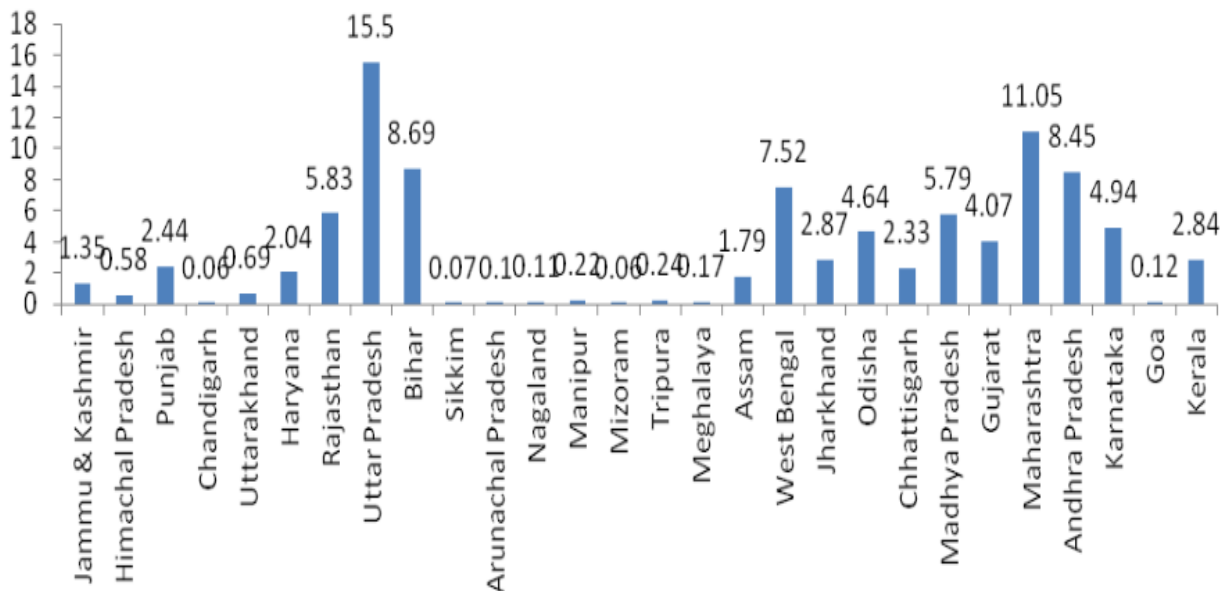


Figure 2: Stage-wise Disability Percentage in India [7]

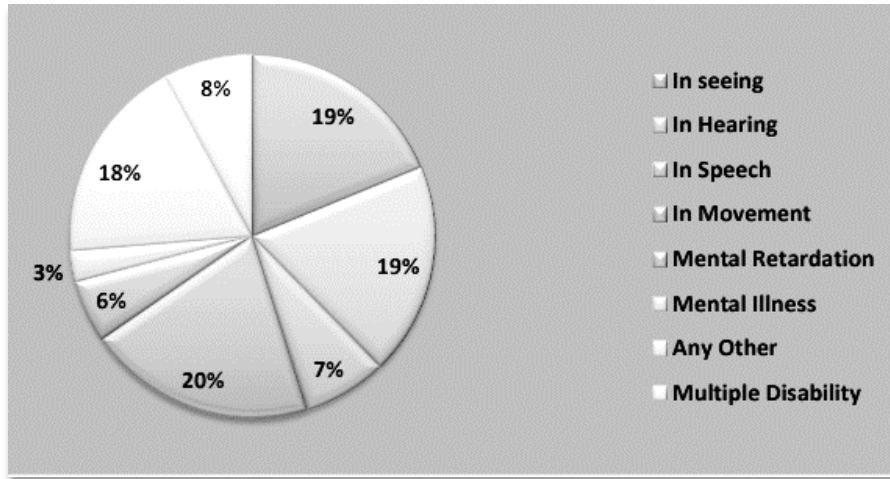


Figure 3: Types of Disability in India Census 2011 [8]

To address this pressing issue and align India’s educational system with the Rights of Persons with Disabilities Act of 2016, the study recommends amendments to the Right of Children to Free and Compulsory Education Act (RTE) (Figure 3). Structural, funding, and attitudinal changes are urgently needed to ensure no child is left out of the right to education. Large-scale awareness campaigns, attitudinal shifts, and a transformation of teaching practices are essential to promote inclusivity. Moreover, establishing a coordinating mechanism under the Ministry of Human Resource Development for the effective convergence of all education programs for children with disabilities is imperative. This background underscores the critical need to address the educational inequalities faced by children with disabilities in India and the necessity for comprehensive reforms to make education truly inclusive and accessible for all. The study also sheds light on the significant challenges in the education system, including ambiguities in the legislation governing the education of children with disabilities, a lack of resources and infrastructure, and inadequate funding to ensure inclusive education. Although the Right to Education Act mandates enrollment, it often falls short in providing the necessary resources for children with disabilities, especially in many rural areas where home-based education may not guarantee access to quality education (Figure 4).

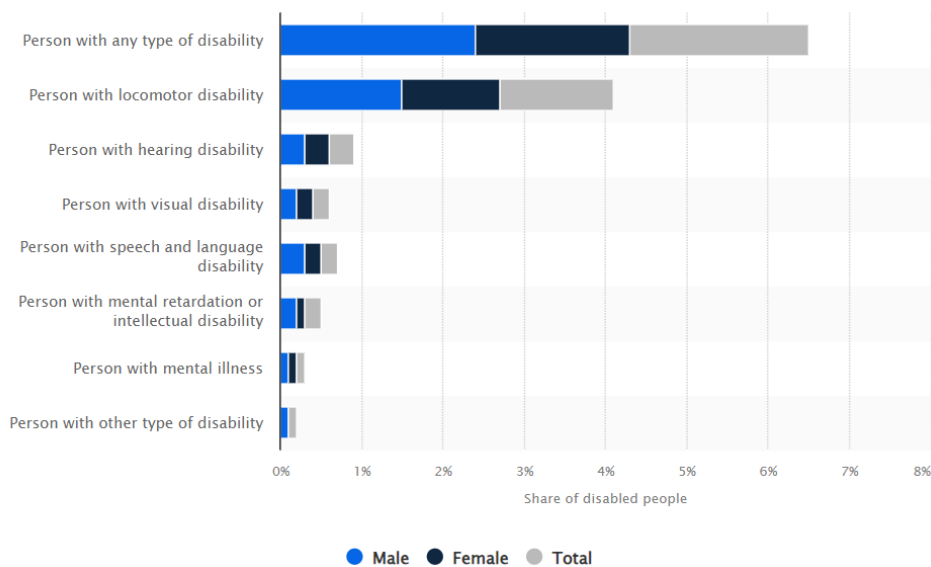


Figure 4: Share of people with a recognized disability in India in 2018 by type and gender [18]

One of the seminal legislations in this realm is the “Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.” This pioneering legislation lays the foundation for safeguarding the rights of persons with disabilities in India. Among its provisions, the Act mandates non-discrimination in educational institutions, necessitates the provision of special educators and facilities, and underscores the importance of creating barrier-free environments within

educational institutions. Complementing this legislation, the “Sarva Shiksha Abhiyan (SSA)” program is a flagship initiative to achieve universal elementary education. Under SSA, special efforts are made to ensure inclusive education by providing additional support, aids, and appliances for children with disabilities within regular schools. This program has played a pivotal role in fostering a more inclusive learning environment for students with disabilities (Figure 5).

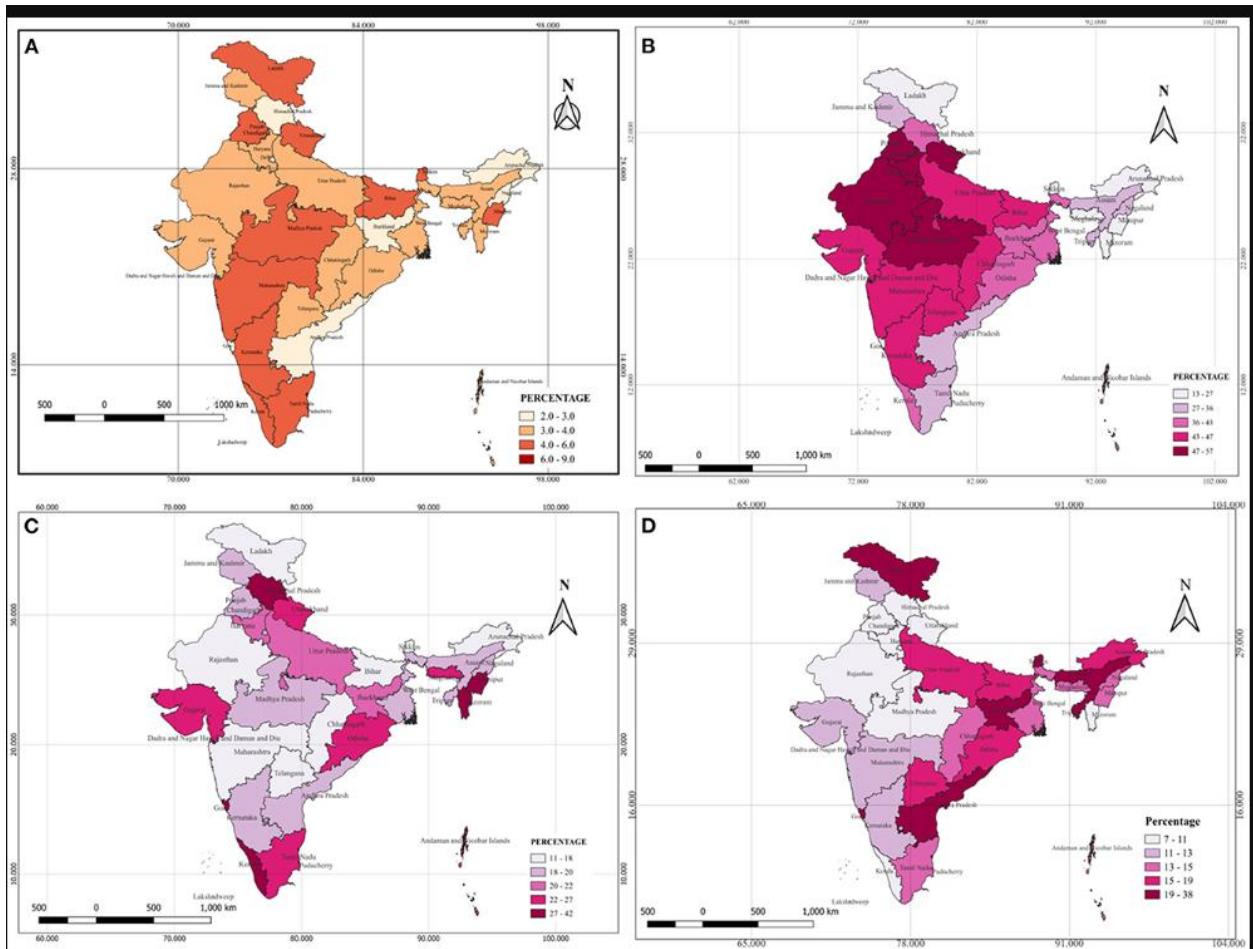


Figure 5: Prevalence patterns of disability in India based on NFHS-5. (A) Overall prevalence pattern of disability in India, NFHS 5. (B) Distribution of locomotor disability in India, NFHS 5. (C) Distribution of mental disability in India, NFHS 5. (D) Distribution of speech disability in India, NFHS 5 [23]

In line with the principles of inclusivity, the “Inclusive Education for Disabled at Secondary Stage (IEDSS)” program focuses on extending the benefits of inclusive education to the secondary level. It provides crucial support for the education of students with disabilities in mainstream schools and the establishment of resource support centers. Additionally, the “Rashtriya Madhyamik Shiksha Abhiyan (RMSA)” program is instrumental in developing secondary education, specifically promoting inclusive education. It actively supports the creation of barrier-free access for children with disabilities in secondary schools, further advancing the cause of inclusive education.

The “National Policy on Education (NPE) 1986 and 1992” highlight the importance of providing equal opportunities and access to education for children with disabilities. These policies call for special provisions, flexible approaches, and integration of disabled children within the mainstream education system, forming the bedrock of inclusive education strategies in India. The National Education Policy (NEP) 2020 is pivotal in India’s education sector. It strongly emphasizes inclusive education, addressing the unique needs of students with disabilities. Within the NEP 2020, there is a clear recognition of the paramount importance of ensuring that all students, irrespective of their abilities, have equitable access to high-quality education within the mainstream education system. The policy outlines several key provisions to support this vision. Firstly, it commits to creating accessible and learner-friendly infrastructure and facilities in educational institutions, including the development of

barrier-free physical environments, the provision of assistive devices and aids, and the integration of accessible technology to enhance the learning experience for students with disabilities.

Additionally, the NEP 2020 underscores the development of a flexible and inclusive curriculum that caters to the individual learning requirements of all students, encouraging the use of innovative teaching methods and the incorporation of assistive technologies to make learning more inclusive and accessible. Moreover, the policy acknowledges the critical role of qualified and trained educators in delivering inclusive education and calls for the training of teachers to effectively support students with disabilities and create a nurturing and inclusive learning environment. These provisions collectively represent a significant commitment to the cause of inclusive education in India, striving to ensure that every child, regardless of their abilities, can access and thrive in a quality education system.

In addition to these policy measures, the “Accessible India Campaign (Sugamya Bharat Abhiyan)” endeavors to make public infrastructure and educational institutions accessible to persons with disabilities, breaking down physical barriers that have long hindered their access to quality education. Furthermore, scholarships and financial aids, such as the “National Scholarship Scheme for Persons with Disabilities” and the “Pre-Matric and Post-Matric Scholarships,” are pivotal in supporting students with disabilities in their pursuit of education.

1.1. Discrimination and Preconceived Notions

Despite their significant presence, persons with disabilities face numerous challenges and discrimination. Their “disability” is often wrongly equated with “inability,” leading to prejudice and exclusion. Many individuals with disabilities encounter obstacles in accessing employment opportunities due to misconceptions about their capabilities. Addressing these issues is crucial, and it aligns with the sentiments expressed by Professor Stephen Hawking in the World Report on Disability 2011, where he emphasizes the importance of removing barriers to participation.

1.2. Infrastructure and Attitudinal Barriers

While these words should guide governments worldwide, India still faces challenges in removing infrastructural, institutional, and attitudinal barriers for persons with disabilities. Many buildings in India remain inaccessible to those with disabilities despite government initiatives like the Accessible India Campaign. Persons with disabilities constitute the world’s largest “unrecognized minority” group, which highlights the need for comprehensive change.

Defining a person with a disability is not straightforward. Disability varies from person to person and results from the interaction between a person’s health condition and environment. Definition variations and the interaction between health conditions and environmental context underscore the complexity of defining disability. The large population of persons with disabilities in India can be attributed to several factors. Firstly, congenital disabilities often result from inadequate medical facilities and care during pregnancy, leading to complications for both the mother and the unborn child.

Additionally, a lack of care provided to pregnant mothers, especially in poor households, contributes significantly to congenital disabilities. Poverty often forces pregnant women to work until late pregnancy, leading to complications and disabilities. A substantial percentage of the population with disabilities resides in rural areas (69%), primarily due to a lack of awareness, limited care during pregnancy, and inadequate medical facilities. Addressing these issues requires substantial investment by state governments in the health sector. To reduce the population of persons with disabilities, measures must be taken to address congenital disabilities, improve healthcare for pregnant women, and reduce poverty. A comprehensive approach is required to tackle the multifaceted nature of the issue.

2. Literature Review

Marino et al. [17] conducted a preliminary examination of AI’s potential in special education, highlighting its disruptive influence. They compared existing software used for student writing in special education with AI-based solutions, underlining the need for responsible implementation and policy considerations. The study emphasized the importance of preparing special education teachers for AI integration and concluded by outlining future considerations for AI in special education technology. Hopcan et al., [34] conducted a systematic review examining recent trends in using Artificial Intelligence (AI) in special education. They drew insights from 29 studies published between 2008 and 2020, primarily in the United States. The research predominantly focused on skill development, particularly cognitive and affective factors, within school settings and among diverse learner backgrounds. Software-based AI methods prevailed in these studies. Autism spectrum disorders were a primary focus, and technical models like ANN and SVM were commonly used. The study revealed a shift toward technical models over educational ones and provided valuable insights for the future of AI in special education.

Drigas and Ioannidou [3] conducted a comprehensive review of the integration of artificial intelligence in special education. Their study, part of the Information Systems, E-learning, and Knowledge Management Research series, delved into how AI is being applied to address the unique learning requirements of students with disabilities. The authors explored the use of AI

technologies in providing personalized support and enhancing accessibility for special education students. Their findings shed light on the evolving landscape of AI in special education, offering insights into the practical applications and challenges associated with its implementation.

In their recent study at the 2023 International Conference on Artificial Intelligence and Smart Communication (AISC), Nordin et al., [15] investigated the practical utilization of artificial intelligence in Android mobile learning tailored for special education students. This research delved into the unique application of AI in mobile learning contexts, offering valuable insights into how technology can be harnessed to cater to the specific needs of students with disabilities. The study contributes to the ongoing dialogue about AI's role in enhancing accessibility and learning experiences for special education students. Chakraborty et al., [20] investigated the future of accessibility for individuals with disabilities in their recent study published in *Materials Today: Proceedings*. The research sheds light on the promising prospects of artificial intelligence (AI) in revolutionizing accessibility, offering a forward-looking perspective on how AI can contribute to creating a more inclusive world for persons with disabilities. This study adds to the ongoing conversation surrounding the transformative role of AI in enhancing accessibility and inclusivity.

Tan [35] comprehensively explored Artificial Intelligence's (AI) potential to revolutionize education. The study presents a forward-looking perspective on how AI can drive innovation in educational practices. Tan's findings shed light on the transformative power of AI in shaping learning strategies and fostering innovation in education [35]. By harnessing AI, educational institutions can adapt and evolve to meet the demands of the digital age. The study's insightful findings underscore the need for educational stakeholders to embrace AI as a catalyst for innovative and effective learning approaches, creating a more dynamic and responsive educational landscape. Ahmad et al., [32] delve into artificial intelligence (AIA) applications within the educational landscape. The study explores how AI applications address contemporary educational challenges, facilitating access and learning. AI's impact is observed through the development of social robots (SR), smart learning (SL), and intelligent tutoring systems (ITS). The paper underscores the urgency for educational institutions to incorporate AI technologies as an essential component of modern teaching and learning methods. It also highlights the need for future statistical testing to enhance the study's generalizability.

Garg and Sharma [33] investigate the impact of Artificial Intelligence (AI) on special needs education and its role in fostering inclusive pedagogy. Their qualitative research includes focused interviews with teachers and students with special needs alongside a review of academic literature, newspapers, magazines, and blogs. Through Content Analysis, the study assesses the coverage of AI's influence on special needs education and its support for teachers in this context. The research highlights the current status of AI in special education. It presents a framework for a more inclusive future in special needs education, underscoring AI's transformative potential in this domain. Nalbant [14] provides a brief review highlighting the growing importance of artificial intelligence (AI) in education. The study discusses AI's impact on education, including its advantages and disadvantages, focusing on its benefits for special (disabled) students. It also mentions various AI applications like Seeing AI and Virtual Assistants. The paper acknowledges AI's role in enabling remote education, especially during the Covid-19 pandemic, ensuring that learning continues uninterrupted. The review emphasizes AI's transformative influence on education and its role in making learning more accessible.

Siyam [22] study investigates the factors influencing the acceptance and actual use of technology among special education teachers, utilizing the Technology Acceptance Model (TAM) as its foundation. The study involved 24 special education teachers in the United Arab Emirates who participated in an electronic questionnaire covering various aspects related to technology adoption. Preliminary findings revealed positive attitudes among special education teachers regarding technology use, with self-efficacy, time, and access to technology significantly impacting their usage. Awasthi et al., [1] offer a comprehensive narrative overview of the evolving role of artificial intelligence (AI) in education. They acknowledge the profound influence of digital technologies on various aspects of our lives, including communication, information retrieval, and behavior, and highlight its transformative impact on education. The article's primary goal is to explore the potential implications of AI for the learning process and anticipate the forthcoming changes in the educational landscape. The literature review covers four key categories: customized educational content, innovative teaching methods, technology-enhanced assessment, and student-lecturer communication. Drawing insights from existing publications, the authors show how AI is poised to reshape the educational terrain.

The report by Roschelle et al., [12] presents insights from a panel of 22 AI and learning experts. It delineates three layers framing the role of AI in education: first, AI as "computational intelligence" augmenting educators; second, AI's unique capabilities in sensing, pattern recognition, knowledge representation, planning, and naturalistic interactions; and third, AI as a toolkit for envisioning and studying novel learning futures. The report underscores the unrealized potential of AI in education and addresses strengths, weaknesses, opportunities, and barriers. It also introduces new design concepts and offers seven recommendations for future research priorities, providing a comprehensive framework for understanding AI's transformative role in learning. Zawacki-Richter et al., [25] systematic review explores the application of Artificial Intelligence in Education (AIED) within higher education. The study encompasses 146 articles out of 2656 publications between 2007 and 2018. Findings

reveal a predominance of AIED research in Computer Science and STEM disciplines, with a strong inclination toward quantitative methods.

The review identifies four key areas of AIED application: profiling and prediction, assessment and evaluation, adaptive systems and personalization, and intelligent tutoring systems. However, it points out a shortage of critical examination of AIED challenges and risks, a limited connection to pedagogical theory, and the imperative for further exploration of ethical and educational dimensions in AIED implementation within higher education. Chukwuemeka and Samaila [10] conducted a study to investigate teachers' perceptions and factors limiting the use of high-tech assistive technology in special education schools in North-West Nigeria. Employing a descriptive survey design, the study collected data from 120 respondents through a questionnaire. The findings revealed that teachers do not frequently utilize high-tech assistive devices for teaching students with physical disabilities. However, teachers generally acknowledged the benefits of using these resources. The study recommended regular workshops, seminars, and capacity-building training for teachers to enhance their skills and knowledge in assistive technology, recognizing the ever-evolving nature of special education technology.

Groce and Trani [21] conducted a study to assess the use of assistive technologies in inclusive education for students with autism spectrum disorder (ASD) from teachers' perspective. The study involved 193 teachers who responded to a validated scale measuring the reality of assistive technologies in inclusive education. The results indicated a moderate level of assistive technology use and revealed a statistically significant difference based on teachers' educational qualifications, favoring those with post-graduate qualifications. However, no significant difference was found based on gender. The study recommended the establishment of special rooms in autism centers for the use of assistive technology in teaching children with ASD and ensuring teachers have access to the necessary technologies for working with these students. Mohamed [2] mixed-methods study delves into the attitudes of special education teachers in Oman regarding technology integration in inclusive classrooms. The study involved 428 special education teachers from Omani public schools, covering different disability categories.

Results indicated generally positive attitudes toward computer usage, particularly in special education considerations, staff development, societal computer use, and instructional quality. Notably, neither experience nor disability type significantly affected teachers' attitudes toward technology. This study highlights the overall willingness of special education teachers in Oman to embrace technology as a valuable tool in inclusive education, emphasizing the importance of tailored professional development in this context. Masrom [19] delves into applying the Technology Acceptance Model (TAM) in e-learning. TAM suggests that perceived ease of use and perceived usefulness predict technology usage. The study focuses on adopting e-learning as an effective learning tool in higher education institutions in Malaysia. While not meant to replace traditional classrooms, E-learning offers new opportunities for interaction and communication between students and instructors. The research aims to identify whether learners are inclined to accept e-learning and what factors influence their intention. Attitudinal beliefs, such as perceived ease of use and usefulness, are explored to understand their relationship with e-learning adoption.

Demirok et al. [16] address reading difficulties in special education and stress the role of assistive technology in enhancing students' knowledge and skills. They conducted a qualitative case study and found that special education teachers increasingly view assistive technology as a valuable tool for overcoming reading challenges. McCarthy et al., [36] explored the effectiveness of Braille Tutor, an AI tutor, in teaching Braille to visually impaired students. Their mixed-methods study revealed that Braille Tutor students achieved faster and more accurate learning, with those using it more frequently learning more contractions. This study highlights the potential of AI tools like Braille Tutor in enhancing the learning experience for students with visual impairments in special education. Ke and Moon [11] present a study focusing on high-functioning autistic (HFA) children, aiming to enhance their social skills through virtual collaborative gaming. The researchers created a 3D virtual playground in OpenSimulator, facilitating various gaming experiences. A mixed-method, multi-case study was conducted with eight HFA children aged 10-14. Data collection involved screen recording and observation to analyze the relationship between game features, participation patterns, and game-based social interaction performance. The study revealed that virtual reality-based gameplay positively influenced the social interaction performance of HFA children, emphasizing the importance of adapting gameplay to learners' competencies and reactions. Narkon et al., [9] address the vocabulary challenges faced by students with learning disabilities (LD) and autism spectrum disorders (ASD). These students often have limited vocabulary and struggle to acquire new words through reading alone, requiring direct and structured instruction. Research indicates that students with LD may need more than 12 exposures to grasp new vocabulary fully. Moreover, these students lack independent word-learning strategies. The study underscores the impact of differences in independent reading, a lack of effective word-learning strategies, and limited word knowledge on the vocabulary development of students with LD and ASD.

3. Research Questions

- RQ1: How can Artificial Intelligence technologies be effectively leveraged to provide personalized support and accessibility in special education to meet the diverse learning needs of students?
- RQ2: What are the transformative potentials of AI technologies in creating inclusive learning environments for students with diverse learning needs in special education?

- RQ3: How can integrating AI-driven interventions enhance equitable educational opportunities for students with diverse learning needs in special education settings?

3.1. Research Objectives

- Examine the impact of AI technologies on personalized support and accessibility for students with diverse learning needs in special education.
- Assess how AI can create inclusive learning environments for students with diverse learning needs and explore its transformative potential.
- Evaluate the role of AI-driven interventions in enhancing equitable educational opportunities for students with diverse learning needs in special education.

3.2. Research Methods

We devised a comprehensive interview methodology for this qualitative research focused on the impact of artificial intelligence (AI) technologies in special education for students with diverse learning needs. The study encompasses a sample size of 47 participants, carefully chosen to represent diverse backgrounds and characteristics. This approach allows for a more holistic understanding of the subject matter.

3.3. Participant Selection

The sample size of 47 participants is deliberately diverse and inclusive. It comprises individuals from various backgrounds and characteristics to capture a broad spectrum of experiences and viewpoints. This diversity includes 15 student participants aged 8 to 20 years, encompassing children, adolescents, and young adults. These students have diverse learning needs, including conditions such as autism spectrum disorders, dyslexia, attention deficit hyperactivity disorder (ADHD), and physical disabilities [37-39]. This diversity mirrors the challenges faced by students in special education. Furthermore, the educational backgrounds of these students vary, with some attending mainstream education while receiving supplementary special education support, while others are exclusively enrolled in special education programs. This strategic selection ensures a focused and multifaceted exploration of the role of AI technologies in catering to the needs of students with diverse learning profiles [40-43].

The research encompasses 20 educators with distinct backgrounds and expertise. This group includes eight experienced special education teachers, six general educators with inclusion classroom experience, and six instructional specialists known for their curriculum development and intervention strategies [44]. Their diverse perspectives contribute significantly to the study's exploration of AI technologies in special education. The research comprises 12 specialists vital to understanding AI technologies in special education [45-47]. This includes four speech therapists, each with at least five years of experience, and four occupational therapists specializing in sensory and motor skills. Additionally, four mental health counselors with expertise in students with diverse learning needs provide insights into the psychological aspects of special education [48-49]. Data collection from the sample groups aimed at a comprehensive understanding of their experiences with AI in special education. Before interviews, informed consent was obtained, emphasizing ethical considerations and data confidentiality. Interviews encouraged open expression with open-ended questions and prompts, conducted in familiar and comfortable settings. This sensitive approach allowed them to share their insights, contributing to a deeper understanding of AI's role in personalized support and accessibility in special education [50].

Table 1: Demographical Analysis of the respondents

Demographic Variables	Sample	Sample %
Gender		
Female	27	57.45%
Male	20	42.55%
Age		
25-35 years	10	21.28%
36-45 years	15	31.91%
46 years and above	22	46.81%
Education		
Graduates	10	21.28%
Post Graduates	24	51.06%
Others	13	27.66%

Table 1 represents key demographic variables, namely gender, age, and education, within a sample population. Regarding gender distribution, it is evident that the sample is somewhat skewed, with a majority of 57.45% being female and 42.55% being male. This gender imbalance may be a factor to consider in any subsequent analysis or decision-making processes. When examining the age distribution, it is clear that the sample encompasses a diverse range. Approximately 21.28% of individuals fall within the age group of 25-35 years, while 31.91% fall into the 36-45 years category. Notably, the largest segment of the sample, constituting approximately 46.81%, consists of individuals aged 46 years and above. Understanding the distribution across age groups can be essential for tailoring strategies or services to different generational needs. In terms of education, the data reveals a varied educational background among the participants. Around 21.28% of the sample are graduates, while a significant portion, roughly 51.06%, are post-graduates. Additionally, 27.66% of the sample has education classified under "Others." This educational diversity may suggest a need for targeted communication and engagement strategies to address the specific needs and preferences of individuals with different levels of education.

4. Data Analysis

Central to this analysis is the application of narrative inquiry. This scientifically proven method allows a deeper understanding of participants' experiences and journeys with AI interventions in special education settings. This method draws from the works of Creswell [13] on qualitative research design and Riessman [5] on narrative analysis. Over ten months, the narrative inquiry approach was employed, involving narrative interviews, in-depth storytelling, timeline construction, and data triangulation. These steps have been instrumental in unveiling the multifaceted dimensions of AI's impact, drawing parallels with the findings in the works of Smith and Sparkes [4] on narrative analysis. After extensive data collection, a few themes were identified based on patterns inherent in the narratives. These emergent themes were subsequently categorized, facilitating a structured organization of the data [4]. Once the themes were identified, the subsequent step involved a detailed exploration of the narrative structures. The analysis delved into how participants framed their stories, drawing attention to plot development, character roles, and the sequencing of events. This structural analysis provided a nuanced understanding of how participants articulated their experiences with AI technologies in special education [43].

The analysis of the narratives revealed several compelling themes, reflecting the impact of AI technologies in special education for students with diverse learning needs [44]. Table 2 presents an overview of the key stages of a narrative inquiry, from selecting participants to disseminating findings. Each step ensures the narratives are ethically gathered, thoughtfully analyzed, and meaningfully shared with relevant stakeholders in inclusive education.

Table 2: Steps of Narrative Inquiry

Steps	Description
Selecting Participants	Clearly define the research question or focus of your study. For example, you may want to explore the lived experiences of students with disabilities in inclusive education settings in India.
Obtaining Informed Consent	Ensure that you obtain informed consent from your participants or their legal guardians, if they are minors, to participate in the research. Explain the purpose of the study and the use of their narratives.
Data Collection	Use various data collection methods to gather narratives from the participants. This could include interviews, focus groups, participant observations, or written narratives. Each participant's story is a unique data source.
Data Analysis	Analyze the narratives systematically. This can involve coding, thematic analysis, and identifying common story themes or patterns. Explore the complexities and nuances within the narratives.
Contextualization	Situate the narratives within the broader context of inclusive education in India. Consider the cultural, social, and educational factors influencing the participants' experiences.
Interpretation:	Interpret the narratives to understand the participants' experiences, challenges, successes, and perspectives regarding inclusive education. Connect these interpretations to the research question and the broader themes.
Storytelling:	Consider how you will present the narratives in your research report. You can use anonymized excerpts or composite stories to maintain participants' confidentiality while effectively conveying their experiences.
Member Checking:	Depending on the ethical considerations and the participants' willingness, you can share your interpretations to ensure accuracy and alignment with their experiences.

Ethical Considerations:	Throughout the research process, maintain ethical standards and respect for the participants' privacy, autonomy, and rights. Ensure the confidentiality and anonymity of the participants.
Writing the Narrative:	Construct your research report or findings in a narrative form, reflecting the stories and experiences of the participants. Provide a coherent and engaging narrative that conveys the essence of the research.
Reflection and Reflexivity:	Reflect on your positionality and any biases that may have influenced the research. Discuss the implications of your findings and the potential for positive changes in inclusive education practices.
Dissemination:	Share your research findings with relevant stakeholders, including educators, policymakers, and organizations involved in inclusive education in India.

4.1. Personalized Learning Journeys

Within special education, the infusion of Artificial Intelligence (AI) technologies has cultivated an educational landscape characterized by personalized learning journeys. The theme of 'Personalized Learning Journeys' encapsulates the dynamic impact of AI on the educational experience of students with diverse learning requirements [45]. This theme unfolds through a collection of narratives that shed light on the multifaceted facets of AI's role in customizing education. These narratives, shared by students, educators, and specialists, unveil the opportunities and challenges of pursuing personalized learning in the special education domain.

Student A (aged 12):

.... "AI has transformed my learning journey. It's like having a personal tutor who tailors lessons to my needs. I've seen significant progress in my academic performance. For example, there was this math module that used to be really hard for me. AI like the 'LearnMate' tool, broke it down into smaller steps and gave me extra practice when I needed it. It made a big difference in my grades."

Student B (aged 20)

...." While AI is helpful, it's not foolproof. Sometimes it misunderstands my needs, and it can be frustrating. Like, once it suggested reading materials that were way too advanced for me, and I got overwhelmed. It's not a replacement for human guidance, especially when I need someone to explain things in a way I can understand."

Educator X (Special Education Teacher):

....." AI has been a game-changer in our classroom. It personalizes learning for each student, making it more engaging and effective. It empowers students to take ownership of their education. I have a student who struggled with reading, and AI adapted the reading materials to match his level. He's more confident now and actively participates."

....." AI can't replace the depth of human interaction. Some students miss the personal connection with educators. It's essential to find a balance. For instance, a student I know loves the one-on-one sessions we have. AI helps, but it's not the same as a caring human guiding them."

Specialist Y (Speech Therapist):

....." AI has revolutionized the way we provide support. It personalizes speech therapy exercises for each student's needs. It's like having a speech therapist available 24/7. I worked with a student who had trouble pronouncing certain sounds. AI tool "Speakeasy" provided exercises tailored to his difficulties, and he practiced at his own pace. It made a significant difference in his speech."

....." AI is a valuable tool, but it can't replace the expertise of a speech therapist. It might lead to overreliance on technology, which isn't always ideal. Some students need that personal touch, the encouragement, and immediate feedback that a human therapist can provide."

4.2. Inclusive Education Ecosystem

The narratives highlighted the creation of a holistic and inclusive education ecosystem. AI technologies were depicted as catalysts for breaking down barriers and ensuring that educational content and tools were universally accessible, promoting inclusion in the learning environment.

Student C (aged 15):

... "AI has truly created a more inclusive environment. I remember when we started using the 'InclusiLearn' platform in our school. It's amazing how it caters to everyone. There's this one time when our classmate, who has a visual impairment, excelled in a science quiz. The AI tools adapted the content, read out the questions, and allowed everyone to participate equally. It felt like a big win for inclusion."

Educator Z (General Educator):

... "AI has made our classrooms more inclusive. I had a student who was reluctant to join discussions because of a speech impediment. With the 'SpeakUp' tool, they found their voice. They could type their thoughts, and the tool vocalized it. It transformed their confidence and participation. Our classroom became a space where every student had a voice."

However, not all narratives were entirely positive. Educator Z also acknowledged, "While AI has its benefits, there are still challenges. Some students with severe disabilities struggle to use AI tools independently. It's a reminder that technology can't address all the diverse needs in our classroom."

Specialist W (Occupational Therapist):

.... "Inclusive education means addressing various needs. AI tools, like 'AccessAll,' have been remarkable. I worked with a student who has fine motor difficulties. Various AI Tools allowed them to control the computer through eye movements. It was a breakthrough in inclusivity, as it opened up a world of learning for the student."

...." Yet, we can't solely rely on AI. Some students need human assistance and tactile interactions. AI complements our efforts, but it can't replace the full spectrum of support and inclusion required for all students."

4.3. Empowerment Through Technology

The theme of empowerment emerged as a central narrative. Participants shared stories of how AI technologies empowered students with diverse learning needs, granting them greater control over their education and boosting their self-esteem.

Student C (aged 16)

... "AI gave me a voice in my education. AI allowed me to set my learning preferences, and it felt like a personalized tutor. I felt more in control, and my grades improved significantly."

Educator Z (Special Education Teacher)

.... "AI has been a remarkable source of empowerment for our students. This helps them customize their learning paths, and they take ownership of their education. It's inspiring to see them become more confident learners."

However, a nuanced perspective emerged from the narratives. Another educator elaborated, "While AI can empower, it's not a one-size-fits-all solution. Some students still value the human connection. We need to strike a balance to ensure that technology complements, rather than replaces, the personal touch."

Specialist P (Occupational Therapist) shared a transformative story, saying, "I worked with a student who struggled with fine motor skills. 'SkillSprint' AI provided tailored exercises, and the progress was astounding. The student's self-esteem soared as they gained independence in daily activities."

Yet, another narrative state like.... "AI can boost self-esteem, but it should work in harmony with human guidance. Some students thrive with that direct interaction, and we mustn't lose sight of their individual needs."

4.4. Equity in Educational Opportunities

The narratives consistently emphasized the theme of equity in educational opportunities. AI interventions were depicted as tools for leveling the playing field, ensuring that students with diverse learning needs had equal access to quality education.

Student E (aged 17)

.... "AI's quest for equity can be tricky. AI Tools attempted to level the field, but sometimes it felt like a one-size-fits-all solution. It doesn't always consider the nuances of individual needs, and some students felt left behind."

Educator Z (Special Education Teacher) expressed concerns, saying,"AI can promote equity, but it can't address external factors. It can't change a student's home environment or socioeconomic challenges. True equity requires comprehensive support beyond technology."

Specialist R (Occupational Therapist) added, "AI in occupational therapy has its limits. AI offers exercises, but it can't replace hands-on guidance. Some students require physical assistance, and AI can't provide that."

4.5. Adaptive Learning Evolution

Participants' timelines revealed the theme of adaptive learning evolution. The narratives illustrated how the impact of AI technologies evolved, reflecting the continuous adaptation of students and educators to these innovative tools and their ever-improving capabilities.

Student H (aged 16) articulated,"The evolution of AI in our education has been impressive. 'EduTech Plus' started with basic features, but it's grown into a comprehensive tool. It adapts to our needs and offers a variety of resources. I appreciate the continuous improvement."

Educator Z (Instructional Specialist) expressed concerns: "While AI's evolution is beneficial, it's not without drawbacks. The frequent updates can be disruptive, especially for students who struggle with change. It's challenging to keep up with the evolving technology and ensure it aligns with our teaching methods."

The narratives derived from students, educators, and specialists offer a comprehensive insight into the multifaceted impact of Artificial Intelligence (AI) in special education. While consistent themes are threaded through these accounts, the diversity of perspectives and needs within each group underscores the nuanced nature of this transformative force.

5. Findings

5.1. Understanding AI and Its Imperative

Students across the spectrum resonate with AI as an indispensable educational ally. They quickly praise AI's capacity to revolutionize their learning journeys, and the veracity of their claims is substantiated by the burgeoning academic achievements facilitated by AI interventions. These young minds are acutely aware of the potential of AI to function as a personal tutor, an educator tailor-made for their unique needs. One student poignantly illustrates that the "LearnMate" tool deconstructed a challenging math module into digestible fragments. It furnished additional practice opportunities when required, resulting in a tangible improvement in academic performance.

Conversely, some students, like the age 20 student referenced in the narratives, exhibit a nuanced understanding. While acknowledging the efficacy of AI in certain aspects, they caution against an uncritical adoration of this technology. These individuals recognize that AI, while invaluable, is not infallible. Instances of AI suggesting materials exceeding their comprehension levels or misinterpreting their requirements attest to the need for human guidance, particularly in situations necessitating explanations in simpler, more comprehensible terms.

Educators, on the other hand, occupy a pivotal role in this narrative tapestry. They regard AI as an educational game-changer, exemplified by the transformative impact witnessed within their classrooms. AI's proficiency in personalizing learning experiences, as the "SpeakUp" tool alludes to, renders education engaging and productive. Educators cite instances of students who previously grappled with reading but have since found renewed confidence through AI's adaptive reading materials. This underscores AI's potential to empower students and amplifies the educator's role in curating a supportive, symbiotic relationship with AI. The narratives draw attention to the notion that while AI contributes substantially, it cannot fully replicate the depth of human interaction. Individualized attention and human touch are seen as indispensable, evoking the challenge of striking a harmonious equilibrium between the digital and the human in the educational landscape.

Specialists operating within the special education domain, such as speech and occupational therapists, herald AI as an invaluable tool. Their narratives depict AI as a means to deliver highly customized support. By employing specialized AI tools like "Speakeasy," specialists can provide targeted therapy exercises tailored to the unique needs of students. The results, as witnessed in the significant enhancement of a student's speech, underscore the transformational potential of AI within this context. However, these specialists also express wariness about the implications of excessive reliance on AI. They caution that while AI augments their therapeutic efforts, it cannot entirely supplant the indispensable expertise and personal interaction that they provide. The narratives underscore the notion that the two approaches, AI and human intervention, should coexist in a balanced and complementary way.

The narratives distilled from the data serve as poignant testimonies to the palpable impact of AI on students' academic achievements and their evolving sense of self-assurance, effectively fostering inclusivity within the educational realm. These compelling stories stand as irrefutable evidence of AI's potential to empower and provide indispensable support to students

with diverse learning needs, thereby redefining the landscape of special education. However, it is essential to note that interwoven within these optimistic accounts are critical findings that illuminate the multifaceted facets of AI's role in education. These critical insights underscore the need for a meticulously balanced approach to integrating AI. While AI has the potential to revolutionize learning experiences, it has limitations. While valuable, the narratives reveal instances where AI falls short of comprehending the nuances of individual needs, emphasizing the enduring value of human guidance, particularly in situations requiring simplified explanations. Thus, the findings underscore the imperative of discerning and deliberate integration of AI, recognizing its capabilities, and the necessity of preserving the unique depth of human interaction in education.

Moreover, the narratives bring to light another critical dimension: the need for tailored AI solutions. While AI can personalize learning experiences and therapy, it should not be considered a one-size-fits-all solution. The data reveals that students and specialists have nuanced preferences and requirements, necessitating adaptable AI tools that cater to diverse needs. On the positive front, the data underscores the transformative potential of AI in enabling students with disabilities to engage fully in education. The success stories of students who found renewed confidence through AI-supported learning experiences emphasize AI's profound impact on individual growth. Likewise, the narratives from educators underscore the role of AI in creating engaging and productive learning environments, exemplified by the improved reading skills of students.

5.2. Parallel Differences and the Need for AI

In examining the narratives across the three groups, it is evident that students, educators, and specialists share a common understanding of AI's potential within special education. They collectively recognize its transformative capabilities and benefits in personalized learning, inclusion, and empowerment. This commonality underscores the imperative of AI within the special education ecosystem. However, differences emerge in the degree of reliance placed on AI. As the direct beneficiaries, students are more inclined to embrace AI as a pivotal component of their learning journey. While acknowledging AI's merits, educators underscore the importance of preserving human interaction, recognizing that some students require the personal connection they offer. Specialists, having expertise in their respective fields, emphasize their indispensable role and the irreplaceable nature of their human touch, cautioning against overreliance on technology.

5.3. Tailored Learning Pathways

The findings derived from the narratives emphasize the significant impact of AI in facilitating highly customized learning pathways for students with diverse learning needs in special education. The narratives highlight that AI has transformed the delivery of educational content by providing a personalized approach that caters to each student's unique needs and preferences. Real-world references to this phenomenon can be observed in participants' experiences who shared both positive and critical perspectives. For instance, students acknowledged that AI could effectively break down complex subjects into more manageable components, providing additional practice when needed and positively influencing academic performance. However, some students also expressed frustration when AI occasionally failed to understand their needs or presented material beyond their comprehension, indicating the limitations of this tailored approach. Educators similarly recognized the value of AI in personalizing learning experiences, citing examples of students who gained confidence through AI's adaptive materials. However, they also emphasized the importance of maintaining a balance between technology and human interaction, underscoring that AI cannot fully replace the depth of personal connection and individualized attention educators provide.

Specialists in the special education field acknowledged the benefits of AI in delivering highly customized support. Nevertheless, they cautioned against over-reliance on technology, highlighting that AI, while valuable, cannot entirely replace the expertise and personal interaction they offer. The narratives reflect a dual perspective on the role of AI in tailored learning pathways, both as an empowering tool and a supplement to human guidance.

5.4. Inclusive Learning Environments

Narratives provided by students, educators, and specialists collectively underscore the pivotal role of AI in fostering inclusive learning environments within special education. Students with diverse learning needs reported increased integration into the educational community, facilitated by AI's adaptability and tailored support. References to practical experiences substantiate this finding. For instance, students recounted how AI tools facilitated their active participation in classroom activities, breaking down previous barriers to engagement. Educators acknowledged the positive impact of AI in fostering inclusivity, particularly for students who had previously struggled to engage. These observations align with previous studies highlighting AI's potential to create inclusive learning environments. However, it is essential to adopt a critical perspective, as some narratives expressed concerns that while AI contributes to inclusivity, it cannot fully address external factors affecting a student's learning experience, such as home environment or socioeconomic challenges.

5.5. Transformative Potential of AI

The research findings also shed light on AI's transformative potential in special education. Narratives unveiled how AI addressed existing challenges and opened new horizons for enhancing educational experiences and outcomes for students with

diverse learning needs. References from the narratives support this observation. Students shared stories of how AI helped them overcome learning obstacles, enabling them to achieve previously unattainable academic milestones. Educators, too, narrated instances where AI had a profound impact on students, empowering them to become more confident learners. These accounts align with previous research demonstrating the transformative potential of AI in education. However, the narratives also emphasized the importance of a balanced approach, cautioning against over-reliance on technology and stressing the significance of preserving the personal touch and human guidance provided by educators and specialists. This dual perspective underscores the need for the thoughtful integration of AI, recognizing its potential while acknowledging its limitations.

5.6. Equity in Educational Opportunities

AI interventions acted as catalysts in reshaping the educational landscape, promoting a more equitable environment in special education for students with diverse learning needs. Narratives were rife with instances of students who had previously faced educational disparities now thriving with the support of AI. AI leveled the playing field for these students, reducing disparities in learning outcomes and allowing every learner to access quality education. The narratives painted a picture of a transformed educational landscape where AI provided opportunities for every student, regardless of their learning needs, to thrive and succeed. This transformative potential of AI was lauded as a significant step towards achieving educational equity.

However, amid the hopeful narratives, the challenges in achieving this equity were not overlooked. Some students and educators shared instances where AI tools while promising, fell short of fully accommodating the unique needs of certain individuals. These stories served as a reminder that while AI was a potent force for equality, it was not without shortcomings. The narratives underscored that the journey toward equitable education was not without hurdles. Despite the promising strides made, there was still work to be done to ensure that AI interventions fully met the diverse and complex needs of all students in the special education domain. The path to true equity was acknowledged as an ongoing endeavor, requiring continuous reflection and refinement of AI-driven solutions to reach its full potential.

Optimal Human-AI Interaction: Striking a harmonious balance between human and AI interaction was recognized as a pivotal narrative aspect. The findings painted a nuanced picture of the challenge of finding the sweet spot where technology and human involvement coalesce to offer maximal benefits for special education students with diverse learning needs. While AI's potential to personalize learning and provide support was celebrated, the narratives also noted that excessive reliance on technology might overshadow the irreplaceable value of personal interactions. The stories revealed the delicate equilibrium between AI-driven support and the human touch, forming this discussion's crux. Educators, students, and specialists shared their experiences and concerns, illustrating the need for a well-calibrated integration strategy. On one hand, AI's ability to adapt to individual needs and offer immediate feedback was lauded, especially in scenarios where it enhanced the learning experience.

On the other hand, the narratives highlighted instances where students craved personal connection, encouragement, and immediate feedback that only human educators and specialists could provide. This delicate balance necessitated careful consideration, continuous assessment, and a flexible approach to ensure that AI and human support complement each other effectively. It was acknowledged that the ideal mix would vary from student to student, further complicating the quest for the perfect equilibrium between human and AI interaction.

5.7. Challenges in Implementation

However, the path to AI integration was not devoid of challenges. The narratives provided critical insights into the hurdles faced during the implementation phase, shedding light on the complex realities of bringing AI into special education. Technical glitches and hiccups in the functionality of AI tools emerged as a recurring concern among educators, students, and specialists. These real-world experiences highlighted the need for robust and reliable technology solutions that could consistently deliver on their promises.

Accessibility issues also found a prominent place in the narratives, with students and educators noting instances where AI tools weren't universally accessible. Ensuring that AI-driven solutions accommodated various abilities and needs was underscored. These accessibility challenges revealed that inclusive design and comprehensive testing were crucial in successfully implementing AI technologies in special education.

The narratives also emphasized the ongoing demand for training and support for educators and specialists. While AI had the potential to be a valuable ally, its effective use required a degree of expertise and understanding. This highlighted the need for continuous professional development and technical support to empower educators and specialists with the skills to harness AI's full potential.

However, amid the accounts of challenges, there were also stories of resilience and problem-solving. Educators and specialists described how they collaborated to address technical issues, demonstrating the adaptability and determination to overcome these obstacles. These real-world experiences served as a reminder that the seamless assimilation of AI into special education

required meticulous planning, a commitment to accessibility, and continuous problem-solving to ensure that AI's promise could be fully realized.

5.8. Feedback-Driven Improvement

The study highlighted the critical role of ongoing feedback and iterative development in AI-driven interventions in special education. Participants' narratives vividly demonstrated that AI tools were not static entities but dynamic systems that could evolve and adapt. Continuous improvement and adaptation were fundamental for the sustained success of AI-driven interventions, reflecting the essence of progress and development.

Participants' experiences revealed a sense of agency in shaping the technology they interacted with. Educators and specialists, in particular, expressed how their feedback and insights had improved AI tools. They found their voices were heard and made changes based on their suggestions. This participatory aspect of AI development was viewed positively, as it fostered a sense of collaboration and co-creation between the end-users and technology developers. However, the narratives also acknowledged that not all AI tools responded equally to feedback; some seemed less adaptable. This dichotomy highlighted the varying degrees of flexibility and responsiveness among different AI technologies. Some educators and specialists found that the development process was smoother with certain tools, while others faced more resistance or slower updates. This diversity in AI tool responsiveness revealed that there were still challenges to overcome in ensuring that all AI-driven interventions could benefit from feedback-driven improvements.

Furthermore, the study indicated that the iterative development process was not always seamless. Participants described instances where suggested changes took considerable time to be implemented, leading to frustrations and delays. This highlighted the need for more efficient communication channels and agile development processes to ensure feedback could lead to timely and impactful changes.

5.9. Suggestions

Based on the narratives and real-life experiences shared by students, educators, and specialists within the special education domain, a series of nuanced and practical suggestions emerge regarding the integration of AI in special education. These recommendations are grounded in the multifaceted perspectives and challenges encountered while implementing AI-driven interventions.

First and foremost, it is essential to acknowledge the ever-evolving nature of AI tools and the pivotal role of continuous feedback-driven improvement. Developers and educators must establish streamlined mechanisms for collecting and utilizing feedback to ensure the long-term effectiveness of AI-driven interventions. This process should be characterized by its agility and responsiveness, enabling rapid adjustments to address students' unique requirements and the hurdles educators and specialists face. The narratives underscore the importance of soliciting feedback and the critical need for swift and meaningful implementations of suggested changes. This iterative approach significantly enhances the overall efficiency and impact of AI tools.

Accessibility and inclusivity take center stage as fundamental considerations. The real-life experiences shared in the narratives underscore the imperative of AI tools that exhibit universal accessibility, accommodating a diverse spectrum of abilities and learning needs. This accentuates the significance of adhering to inclusive design principles and conducting comprehensive testing to ensure that no student encounters barriers to participation. Concurrently, continuous professional development and support are a linchpin for empowering educators and specialists with the requisite skills to harness AI's potential fully. The provision of ongoing training and guidance stands as a linchpin for bridging the digital divide facilitating the effective utilization of AI tools by all stakeholders.

A balanced approach to human-AI interaction emerges as a core recommendation. Educators, students, and specialists jointly expressed the need for a finely-tuned integration strategy that respects the irreplaceable value of personal interactions while effectively harnessing the advantages of AI-driven support. This calls for adaptability in recognizing that the ideal blend of technology and human involvement may vary from one student to another. Consequently, promoting a personalized approach to AI integration is paramount, ensuring that each student receives the degree of human interaction they require while benefiting from AI's personalized and adaptable nature.

In closing, the narratives stress the significance of recognizing AI's transformative potential and limitations in special education. While AI has undeniably demonstrated its capacity to empower students, foster inclusivity, and elevate educational outcomes, adopting a discerning and deliberate approach to AI integration is essential. This approach should acknowledge the enduring value of human guidance, particularly in scenarios necessitating simplified explanations. Furthermore, the imperative of adaptable AI solutions catering to diverse preferences and requirements is underscored. These suggestions encapsulate the essence of the findings, drawing upon real-life experiences and insights to provide a pragmatic and analytical roadmap for the future integration of AI in special education.

6. Conclusion

This research provides a compelling case for the transformative potential of AI technologies in special education, particularly for students with diverse learning needs. The preliminary findings, while encouraging, reveal not only the promises but also the complexities inherent in integrating AI into the educational landscape. The study underscores the pivotal role of AI in tailoring educational experiences through personalized content recommendations, real-time feedback, and adaptive learning platforms. These technologies promise to level the playing field for students with diverse learning needs, foster greater engagement, and yield improved academic outcomes. The inclusive nature of AI-driven accessibility features ensures educational content becomes universally accessible, further enhancing the educational experience. However, it is vital to approach these findings with a critical lens. The limitations, such as the small sample size and constraints related to time and resources, underscore the need for additional research that can validate and extend the insights gained. Future investigations must delve into quantitative data analysis and long-term studies to comprehensively understand AI's impact.

Moreover, ethical considerations remain pivotal to AI integration in special education. While this research acknowledges the importance of ethical awareness, the evolving landscape of AI introduces complex ethical dilemmas and privacy concerns that require extensive exploration in future studies. The necessity for establishing best practices and robust policy frameworks is paramount. AI's potential in special education cannot be fully harnessed without clear guidelines and strategies to govern its integration. Furthermore, investments in refining AI algorithms and developing specialized tools are imperative to ensure that AI evolves to meet the unique requirements of students with diverse learning needs. In essence, this research serves as a crucial steppingstone towards recognizing the immense promise of AI in special education. While preliminary findings are encouraging, they point to a path in its nascent stages and call for ongoing research, investment, and a well-structured ethical framework. The future of inclusive education is intrinsically tied to the evolution of AI in this field, and continued endeavors are vital to unlock its full potential.

6.1. Limitations

This study does present several inherent limitations. Firstly, relying on qualitative research methods may result in a relatively small sample size, which, while providing valuable insights, may limit the generalizability of findings to a larger population. Future studies could consider larger and more diverse samples to mitigate this, potentially incorporating quantitative methods for a broader perspective. Additionally, the research timeframe, constrained by resource limitations, might have curtailed the depth of analysis and the ability to capture the long-term impacts of AI technologies in special education. Extending the study duration and resource allocation could facilitate a more comprehensive understanding of AI's effectiveness over time, fostering a more nuanced interpretation of outcomes. Furthermore, variations in the educational settings and technological infrastructure across different regions and institutions may introduce potential biases in the findings. Future research could address these regional disparities to provide a more comprehensive view of AI's impact on special education globally.

6.2. Road Ahead

Future endeavors should consider several key areas to address these limitations and expand the scope of research. Complementing the qualitative findings with quantitative data through large-scale surveys and data analysis may reveal broader trends and patterns, providing a more comprehensive understanding of AI's impact on special education. Furthermore, investigations into the long-term effects of AI technologies on students with diverse learning needs are paramount. Tracking the progress of these students over an extended period would shed light on the sustained benefits and challenges of AI integration, offering a more in-depth perspective. Ethical considerations remain crucial; therefore, further in-depth studies are warranted to explore the ethical dilemmas and privacy concerns that may arise with the increased integration of AI in special education. By addressing these areas, future research can contribute to a more comprehensive and nuanced understanding of the subject while addressing regional disparities to offer a globally relevant perspective on AI's role in special education.

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