PUPIL: International Journal of Teaching, Education and Learning
ISSN 2457-0648

Panwar & Lata, 2025

Volume 9 Issue 1, pp. 41-58

Received: 15 January 2025

Revised: 20 March 2025, 14 April 2025

Accepted: 29 May 2025

Date of Publication: 21 July 2025

DOI- https://doi.org/10.20319/pijtel.2025.91.4158

This paper can be cited as: Panwar, M. & Lata, P.(2025). Empowering Neurodivergent Learners in Inclusive Classrooms: A Culturally Responsive Teaching (CRT) Perspective. PUPIL: International Journal of Teaching, Education and Learning, 9(1), 41-58

EMPOWERING NEURODIVERGENT LEARNERS IN INCLUSIVE CLASSROOMS: A CULTURALLY RESPONSIVE TEACHING (CRT) PERSPECTIVE

Manasi Panwar

Department of Humanities and Social Sciences, Birla Institute of Technology and Science, Pilani, Rajasthan, India

p20230444@pilani.bits-pilani.ac.in

Pushp Lata

Department of Humanities and Social Sciences, Birla Institute of Technology and Science, Pilani, Rajasthan, India

plat@pilani.bits-pilani.ac.in

Abstract

The global commitment to inclusive education under the United Nations Sustainable Development Goal (SDG 4) aims to accommodate the diverse learning needs of neurodivergent learners comprehensively. Conventional teaching methods often underserved the unique learning requirements of neurodivergent learners, such as those with dyslexia. The study examines the impact of Culturally Responsive Teaching (CRT) as an instructional approach, emphasizing the use of culturally relevant learning materials, differentiated and flexible

instruction, visual cues, and social emotional learning (SEL) interventions on the academic, behavioral, and social-emotional development of dyslexic learners. Employing a qualitative research design, the study draws on data from classroom observations and semi-structured interviews with teachers and parents to explore how CRT strategies influence learner development. The findings underscore the positive impact of the aforementioned CRT strategies on academic achievements, confidence-building, learner engagement, peer relationships, and socio-emotional growth among dyslexic learners. The implications of the study extend to linking CRT strategies with the broader goals of SDG 4, promoting an equitable and inclusive educational landscape empowering dyslexic learners.

Keywords:
Culturally Responsive Teaching (CRT), Dyslexic Learners, Inclusive Education, Equitable Education, SDG 4

1. Introduction

The United Nations Sustainable Development Goal (SDG 4) emphasizes inclusion and equitable education for all learners, specifically accommodating learners with disabilities and learning differences (United Nations, 2015). In the efforts to achieve this goal, educational frameworks across the globe are becoming learner-centric, accessible, and adaptable in their approach. However, despite the intent and progressive shift, significant disparities persist.

Dyslexia, a learning disorder on the neurodiversity spectrum, manifests as challenges in word recognition, spelling, decoding, and comprehension, impacting the learners' academic performance and social-emotional well-being (Shaywitz, 2003). In conventional classrooms, teachers adopt a culturally neutral and standardized approach (e.g., Grammar-translation or Direct method), failing to cater to the cognitive diversity of the learners (Florian & Black-Hawkins, 2011). The absence of flexible curricula, alternative assessment strategies, and multimodal teaching practices further exacerbates the challenges faced by dyslexic learners (Rose, 2009). Moreover, the repeated academic failure, mislabeling, and cultural stigma associated with learning differences marginalize the learners, often leading to distress, avoidance behaviors, and disengagement (Haft, Myers, & Hoeft, 2016; Mittler, 2012).

Given these challenges, there is a critical need to explore inclusive, safe, and neurodivergent-friendly pedagogical frameworks.

The study explores one such pedagogical framework, Culturally Responsive Teaching (CRT), to address this need. CRT emphasizes integrating learners' cultural backgrounds, lived experiences, and prior knowledge into instruction (Gay, 2010; Ladson-Billings, 1995). Studies document the positive impact of CRT on learners' engagement, motivation, and academic performance, particularly on learners from marginalized or multilingual backgrounds (Treadville et al., 2023).

However, the existing research focuses on CRT and its intersection with race, ethnicity, or linguistic diversity (Villegas & Lucas, 2002), with limited attention on its applicability in neurodivergent classrooms, particularly for dyslexic learners in multicultural classrooms. The

present study focuses on operationalizing CRT in classrooms for dyslexic learners through targeted interventions: culturally relevant materials, differentiated and flexible instruction, visual aids, and social-emotional learning (SEL). The central objective is to examine CRT's effectiveness as an instructional approach and map the impact of aforementioned interventions on the academic performance, behavioral outcomes, and social-emotional development of learners. The study employs a qualitative research design, obtaining data from classroom observations and semi-structured interviews with teachers and parents of dyslexic learners. The study aims to contribute towards more empowering, inclusive, and actionable pedagogical frameworks for dyslexic learners.

2. Literature Review

The United Nations Sustainable Development Goal (SDG) 4 outlines the global commitment to inclusive and equitable quality education for all learners through a series of measurable targets by 2030. Target 4.5 and Target 4.a focus on eliminating educational disparities and promoting the development of safe and adaptive learning environments (UNESCO, 2020). Despite the intent and transformative mandates, the sporadic implementation of inclusive education for neurodivergent learners remains due to the existing social, systemic, and pedagogical barriers (UNESCO, 2017).

Due to the persistent challenges, it becomes imperative to explore pedagogical frameworks that move beyond the medical lens of viewing differences. In this context, the "neurodiversity paradigm" emerges as a counter-narrative to the deficit medical models of disability and conceptualizes conditions like dyslexia as natural variations in human neurology (Singer, 2019). Dyslexia is categorized as a Specific Learning Disorder in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), highlighting students' difficulties with spelling, decoding, and written expression (American Psychiatric Association, 2013).

Conventional teaching practices adopt a standardized "one-size-fits-all" on phonics or text-centric lesson plans, and rote memorization is insufficient to meet the unique learning needs of dyslexic learners (Cunningham, 2021). Due to the lack of required modifications and adaptability, the learners face exacerbated challenges, such as poor reading comprehension, inaccurate labeling and captioning, and deficits in working memory, leading to academic underperformance (Snowling & Hulme, 2012; Fischbach et al., 2014; Wagner et al., 2020).

Given the limitations of conventional teaching practices, there is a pressing need for inclusive pedagogical practices that respond to learners' cultural and cognitive diversity. In this regard, Culturally Responsive Teaching (CRT) emerges as an instructional approach emphasizing the integration of learners' cultural backgrounds and identities into instruction, enhancing relevance, engagement, and academic outcomes (Gay, 2002). Several studies examine the efficacy of CRT in enhancing academic performance, student engagement, and identity development among racially and linguistically minority students; however, fewer studies map its impact on neurodivergent students, such as those with dyslexia (Aronson & Laughter, 2016).

Existing scholarship highlights how CRT-informed interventions, such as culturally relevant texts and social-emotional learning (SEL) programs, have enhanced reading fluency and comprehension among Black and Latinx students (Treadville & Hutchison, 2023). However, there is a notable gap in the literature regarding CRT-informed intervention studies and their implications for dyslexic learners from culturally and linguistically diverse backgrounds. In addition, special educators report insufficient training in culturally responsive practices tailored for neurodivergent learners, failing to cater to the needs of these learners (Treadville & Hutchison, 2023).

The present study addresses these gaps by reviewing four core CRT-informed interventions that have the potential to enrich the learning experience for dyslexic learners.

2.1 Culturally Relevant Materials

Dyslexic learners often struggle with poor comprehension, retention, and information-processing capabilities due to limited sensory processing skills and working memory (Spencer et al., 2014). They tend to get disconnected from the information if it fails to reflect the learners' cultural backgrounds or lived experiences, making them more vulnerable to academic underperformance, social-emotional struggles, and isolation (Gay, 2000). Culturally relevant materials, such as folk tales, local stories, and short stories, help learners feel more familiar and connected, thus contributing to their reading comprehension, meaning-making, and conceptual understanding (Treadville & Hutchison, 2023).

Since dyslexic learners often grapple with low self-esteem and academic setbacks in conventional classrooms, reaffirming their identities from a cultural standpoint helps enhance their learning experiences. When teachers intentionally work to equip learners with culturally inclusive

materials, learners begin to view themselves as capable with unique strengths (Aronson & Laughter, 2016).

Despite the growing evidence emphasizing the potential of culturally relevant materials in diverse classrooms, there is a vacuum in their positioning as an intervention central to the learning experiences of dyslexic learners (Wagner et al., 2019). The present study responds to this vacuum by examining the impact of culturally relevant materials on the academic performance, behavioral outcomes, and social-emotional development of dyslexic learners.

2.2 Differentiated and Flexible Instruction

Dyslexic learners who often struggle with standardized, text-heavy instruction, a common practice in traditional classrooms, tend to benefit from explicit, structured, and clear instructions (Shaywitz, 1998). Differentiated and flexible instruction is a fundamental component of educational frameworks that allow educators to adapt and adjust their teaching strategies, content, pace, and mode of instruction to meet learners' diverse needs (Tomlinson, 2017).

It emphasizes adjustments to be made to explore what students learn (content), how they learn (process), how they demonstrate understanding (product), and the classroom environment (Tomlinson & Imbeau, 2010). For instance, educators can provide learners with scaffolded activities, alternative assessment formats, and flexible learning content to address the cognitive diversity of learners (Tomlinson, 2001). It also includes simplifying reading materials, using assistive technologies like audiobooks, and tiered assessment formats (Spencer et al., 2014).

While the advantages of differentiated and flexible instruction are well-documented, the existing scholarship inadequately examines its incorporation within CRT frameworks, particularly for dyslexic learners. The current study investigates the impact of incorporating differentiated and flexible instruction into instruction to support the holistic development of dyslexic learners.

2.3 Visual Aids

Dyslexic learners face compounded challenges regarding phonological processing, decoding, and working memory; however, they show promise in visual-spatial reasoning, making visual aids a critical tool to aid their learning (Mortimore, 2008). Visual aids such as concept charts, story maps, and graphic organizers can help learners organize their ideas and enhance their comprehension. For instance, graphic organizers enhance sequencing, coherence, and meaning-making during a writing-based task, assisting learners in managing the cognitive load (Allali,

2024). Color-coding the text by syllables enhances word segmentation and reduces spelling-based confusion, challenges dyslexic learners frequently face (Pinna & Deiana, 2018).

Research indicates that providing dyslexic learners with visual aids reduces task-avoidance behaviors, motivates them to complete tasks efficiently, and increases their self-confidence and comprehension abilities (Vela, 2018). They also help reduce cognitive overload and enhance their ability to concentrate and retain information (Zindoga, 2023).

Despite the literature's support and need for visual aids to be culturally sensitive, its customized adaptation remains underexplored, particularly for dyslexic learners. (Allali, 2024). The present study focuses on the strategic use of visual aids that are cognitively aligned and culturally localized to cater to the needs of dyslexic learners.

2.4 Social and emotional learning (SEL)

Dyslexic learners often experience low self-esteem, social anxiety, and avoidance behaviors due to repeated academic setbacks and a lack of empathy within and outside the classroom (Haft, Myers, & Hoeft, 2016). Social-Emotional Learning (SEL) interventions, such as self-awareness, peer interaction, and emotional regulation strategies, offers a structured framework to support these learners effectively. Several studies highlight how integrating SEL intervention into instruction supports the emotional well-being of learners and enhances academic engagement in the classroom (McCarthy, 2023). Leaners with better emotional regulation exhibit higher social competence and improved problem-solving abilities and face fewer behavioral challenges, which are crucial for academic achievement (Jones et al., 2011). When text-heavy tasks are given to dyslexic learners, SEL interventions help learners cope with performance anxiety, reduce task-avoidance behaviors and assist overcome the internalized sense of failure (Breaux, 2020; Souza et al., 2022). Positive and healthy peer interactions are another essential element of SEL intervention that is especially helpful for dyslexic learners who frequently experience social isolation (Stark et al., 2024).

However, despite the advantages, a potential gap exists in the contextual adaptation of SEL in culturally diverse classrooms (Abuameerh et al., 2024). The present study focuses on positioning SEL as a core component of identity-affirming pedagogical intervention by emphasizing peer collaboration and emotional regulation, particularly for dyslexic learners.

The literature underscores the potential and impact of CRT-informed interventions in supporting dyslexic learners, yet limited research exists on their incorporation into instructional practices for dyslexic learners in multicultural classrooms. The study addresses this gap by exploring their impact on the academic performance, behavioral outcomes, and social-emotional development of dyslexic learners.

3. Research Methodology

(i) Research Design: The study employed a classroom ethnographic framework within the qualitative research design. The central objective was to explore Culturally Relevant Teaching (CRT) as an instructional approach and map the impact of CRT-based interventions on the academic performance, behavioral outcomes, and social-emotional development of dyslexic learners. The design was suitable for the study's objective of exploring the lived experiences of participants and their perspectives toward the CRT-informed interventions for dyslexic learners.

(ii) Participants and Sampling: Purposive sampling was employed to select participants who could provide relevant and diverse insights related to the study's objectives. Special educators from private schools of Madhya Pradesh and parents of dyslexic learners were the key participants. The selected sample size ensured a balanced representation of key stakeholder perspectives.

(iii) Data Collection: Qualitative data was collected through –

(a) Classroom Observations: Classroom observations were conducted from a non-participant perspective to document the impact of CRT-informed interventions on dyslexic learners. The researcher observed the learners (Grade 5-8) at a school for specially-abled in Mandsaur (M.P.), for over 4 weeks. Each observation session lasted for approximately 40 minutes, and detailed field notes were maintained for each session. The data recorded is kept confidential, adhering to the laid ethical guidelines.

(b) Semi-Structured Interviews: Semi-structured interviews were conducted with teachers (T=10) and parents (P=10) of dyslexic learners. The researcher prepared the interview sheet beforehand to ensure a smooth flow and consistency during the interview. Each interview lasted approximately 20 minutes, and the researcher took notes with the participant's consent. The

items were designed to probe participants' experiences, challenges, and perceived effectiveness of CRT-informed interventions.

(iv) Data Analysis: Thematic analysis was done to identify, analyze, and report recurring patterns within the qualitative data. Braun and Clarke's (2006) six-step framework was used. The phases included: (a) familiarization with the data from classroom observations and interview transcripts, (b) initial coding, (c) generation of preliminary themes, (d) review of recurring themes, (e) defining and naming the themes, and (f) reporting the analysis. MAXQDA software was used to assist and streamline the analysis process.

(v) Ethical Considerations: Ethical considerations were central to the study. Informed consent was obtained from all participants, who were assured that the data collected would be used solely for research purposes. Institutional permissions were secured prior to data collection. Confidentiality and anonymity were maintained throughout the process. The present study is pedagogically oriented, with the researchers' role being strictly non-participant.

4. Results and Discussion

The objective of the present study is to explore the impact of Culturally Responsive Teaching (CRT), focusing on incorporating four interventions into instruction for dyslexic learners (Grade 5-8) – culturally relevant materials, differentiated and flexible instruction, visual cues, and social-emotional learning (SEL). Guided by this objective, the researcher collected qualitative data through classroom observations and semi-structured interviews with teachers and parents of dyslexic learners in Madhya Pradesh to map the impact of CRT-informed interventions on academic performance, behavioral outcomes, and social-emotional development. Thematic analysis of the data revealed two core themes, each grounded in the core elements of inclusive and actionable pedagogical frameworks for dyslexic learners.

Theme 1 – Culturally grounded and Adaptive instruction

The data analysis collected through classroom observations and semi-structured interviews with teachers and parents revealed that 'when culturally relevant materials are presented to dyslexic learners, they are more engaged in the task, their focus increases, and they learn better.'

Most teachers and parents observed that introducing culturally familiar content, such as local stories or references from surroundings, enhanced learners' motivation and willingness to

participate in the classroom. One teacher (T3) shared how she simplified the tale of Rani Lakshmibai of Jhansi, a key figure in India's freedom struggle, to teach the learners the abstract concepts of duty and nationhood. She also used photographs of Rani Lakshmibai to strengthen the connection between the visual representation and the story for the learners.

Another parent (P4) from Bhopal, Madhya Pradesh, shared how she narrated the stories of Raja Bhoj, a philosopher-king embedded in the city's cultural landscape, to her dyslexic daughter. She coupled this narration with visits to Raja Bhoj's statue in the city, helping the child form a strong story-place-image connection in her mind. This culturally grounded integration of narrative and surroundings enhanced the child's retention, correlation, and involvement in learning. This linkage between cognitive processing and contextual or cultural relevance in instructional practices was reported to be beneficial for dyslexic learners who often struggle to learn if they do not see a connection or correlation with their lives (Gay, 2010).

In addition, nine out of ten teachers observed that flexible instruction and incorporating multimodal methods, such as oral, visual, or kinesthetic modalities, enhanced the learning process and supported learners' holistic growth. When teachers and parents modified the content by incorporating local and cultural narratives and adapted the pace per learners' learning needs, they responded actively and comfortably to the task without academic pressure or anxiety. Both parents and teachers reported that providing step-by-step instructions for a writing task and the agency to work without a strict time limit helped learners perform without cognitive load and performance anxiety.

> "I give short, slow-paced, and clear instructions to my students about tasks; it is easier for them to follow and complete the task without anxiety or confusion" (T4).

Another interesting argument six out of ten teachers and five out of ten parents reiterated was that 'The brain connects more when it sees patterns.' The respondents reported that providing dyslexic learners with visual imagery and aids helped them form patterns and connections, contributing to a nuanced understanding of concepts. For instance, replacing traditional oral storytelling with graphic and comic strips helped the learners relate and identify the characters, remain connected due to attractive graphics, and sequence the plot more effectively.

In addition, seven out of ten parents observed that color coding, developing "word walls," and mind maps have helped lower confusion between similar-looking alphabets and words, mirror-imaging (like b/d, p/q), and word-image labeling issues that dyslexic learners frequently encounter.

The consistent findings support the argument that culturally situated pedagogy fosters a sense of ownership and emotional safety among learners (Joshi, 2021). They align with and collectively support the integration of key pedagogical frameworks, culturally relevant materials, flexible instructional strategies, and visual aids into instruction for dyslexic learners. Gay's (2010) assertion that 'CRT empowers learners by validating their cultural identity in the learning process' is particularly relevant for dyslexic learners, otherwise marginalized in traditional classrooms.

Complementing this, Tomlinson's (2001) Differentiated Instruction model highlights how crucial it is to adapt the process, content, and instructional techniques to cater to the learning requirements of dyslexic students. Furthermore, as dyslexic learners typically have greater visual memory than phonological memory, the results also support the effects of visual aids on language processing, focus, and working memory (Mortimore, 2008). Together, these frameworks contribute to creating inclusive learning environments for dyslexic learners.

Theme 2: Social-emotional learning and Academic Confidence

Social-emotional learning (SEL) strategies provide emotional safety and academic confidence to learners in diverse classrooms, particularly those from marginalized communities or neurodiverse groups (Cummins, 2001). The findings reveal that when teachers and parents integrated social-emotional strategies into the learners' instruction and routine, they observed notable improvements in their behavior and emotional regulation. They reported that learners who start their day with Surya namaskar (Sun salutation), mantra chanting, and guided breathing exercises exhibit increased attention span, fewer behavioral disruptions, and emotional outbursts.

Six out of ten teachers shared how dyslexic learners often carry the emotional burden of being mislabeled as 'lazy,' 'unmotivated,' or 'unwilling to learn,' pushing them further into the contours of marginalization and isolation. In order to help them overcome this induced sense of failure and diminished self-worth, SEL strategies such as words of affirmation and encouragement are integrated into the classroom.

Another parent (P9) shared how his dyslexic child struggled with low self-confidence and emotion regulation. Therefore, he integrated SEL strategies, such as yoga, meditation, and emotion cards, into his daily routine to help him better identify and talk about his feelings (Elias, 2004). He reported that 'earlier, he used to break down if he got something wrong; now he just says, let us try again!'

Moreover, teachers and parents reported that SEL strategies have contributed to peer collaboration, reduced meltdowns, and increased willingness to participate. Eight out of ten teachers also noted how the emotional well-being of a learner affects his/her relations and interactions with peers, teachers, and other school staff. This growth also contributed to learners' experiencing fewer instances of being restless, distracted, or disengaged in the classroom.

The findings further support the claim that the emotional well-being of vulnerable learners, such as those diagnosed with dyslexia, is a key component in their learning process (Cummins, 2001). SEL strategies enhance learners' overall learning experience and social-emotional well-being (Durlak et al., 2011; Elias, 2004; Brackett et al., 2012).

5. Conclusion

The present study explored the impact of integrating Culturally Responsive Teaching (CRT) as an inclusive instructional approach for dyslexic learners (Grade 5-8) in classrooms. The research focused on mapping the impact of systematic integration of CRT-informed interventions, culturally relevant materials, differentiated and flexible instruction, visual aids, and social-emotional learning (SEL) on the learning experiences of dyslexic learners in Madhya Pradesh. Through classroom observations and semi-structured interviews with teachers and parents, the findings highlight the impact of incorporating CRT-informed interventions into instruction on learners' engagement, academic confidence, and emotional well-being.

CRT-informed interventions emphasize the cognitive theory that learning is more effective when new material is anchored in existing knowledge frameworks (Bransford, Brown, & Cocking, 2000). However, systemic barriers such as lack of teacher training, under-resourced classrooms, and limited curriculum adaptation continue to hinder CRT's full implementation in rural and underrepresented educational settings (Sharma & Singh, 2020; Florian & Black-Hawkins, 2011).

The study advocates for culturally grounded and neurodivergent-friendly pedagogical approaches to create inclusive and equitable learning spaces for dyslexic learners. Embedding CRT at the core of inclusive education policy and practice contributes meaningfully to the realization of Sustainable Development Goal 4, ensuring that education systems are not only accessible but also affirming and transformative for all learners (UNESCO, 2020; United Nations, 2015).

References

Abuameerh, M., McEvoy, M. A., & Cooper, R. (2024). Enhancing culturally responsive SEL frameworks in multilingual classrooms. *International Journal of Inclusive Education, 28*(1), 45–63. https://doi.org/10.1080/13603116.2023.2213949

Allali, A. (2024). Graphic organizers as scaffolding tools for dyslexic learners. *Journal of Visual Literacy, 43*(1), 12–27. https://doi.org/10.1080/1051144X.2023.2291138

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). https://doi.org/10.1176/appi.books.9780890425596

Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life*. ASCD.

Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research, 86*(1), 163–206. https://doi.org/10.3102/0034654315582066

Brackett, M. A., Rivers, S. E., & Salovey, P. (2012). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass, 5*(1), 88–103. https://doi.org/10.1111/j.1751-9004.2010.00334.x

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). National Academy Press.

Breaux, D. C. (2020). SEL and academic resilience in students with dyslexia. *Educational Psychology in Practice, 36*(4), 439–455. https://doi.org/10.1080/02667363.2020.1816810

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.

https://doi.org/10.1191/1478088706qp063oa

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.

Cunningham, P. M. (2021). *Phonics they use: Words for reading and writing* (7th ed.). Pearson.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Elias, M. J. (2004). The connection between social-emotional learning and learning disabilities: Implications for intervention. *Learning Disability Quarterly, 27*(1), 53–63. https://doi.org/10.2307/1593632

Fischbach, A., Könen, T., Rietz, C. S., & Hasselhorn, M. (2014). What is the impact of learning disabilities on students' performance? *European Journal of Special Needs Education, 29*(1), 1–19. https://doi.org/10.1080/08856257.2013.830442

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal, 37*(5), 813–828. https://doi.org/10.1080/01411926.2010.501096

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106–116. https://doi.org/10.1177/0022487102053002003

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.

Haft, S. L., Myers, C. A., & Hoeft, F. (2016). Socio-emotional and cognitive resilience in children with reading disabilities. *Current Opinion in Behavioral Sciences, 10*, 133–141. https://doi.org/10.1016/j.cobeha.2016.06.005

Jones, D. E., Greenberg, M., & Crowley, M. (2011). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future

wellness. *American Journal of Public Health, 105*(11), 2283–2290. https://doi.org/10.2105/AJPH.2015.302630

Joshi, M. (2021). Cultural identity in inclusive education: Pedagogical perspectives from Indian classrooms. *Journal of Inclusive Pedagogy, 8*(2), 56–70.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465–491. https://doi.org/10.3102/00028312032003465

McCarthy, J. (2023). Integrating social emotional learning in inclusive education: A practitioner's guide. *Educational Leadership Review, 24*(2), 77–93.

Mittler, P. (2012). *Overcoming exclusion: Social justice through education*. Routledge. https://doi.org/10.4324/9780203802296

Mortimore, T. (2008). *Dyslexia and learning style: A practitioner's handbook* (2nd ed.). Wiley-Blackwell.

Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

Pinna, L., & Deiana, G. (2018). Color-coding intervention to enhance decoding in children with dyslexia. *Journal of Educational and Developmental Psychology, 8*(2), 23–33. https://doi.org/10.5539/jedp.v8n2p23

Rose, D. H. (2009). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

Sharma, P., & Singh, R. (2020). Inclusive education and neurodiversity: Practices and challenges in rural Madhya Pradesh. *Journal of Disability Studies, 10*(2), 75–88.

Shaywitz, S. E. (1998). Dyslexia. *The New England Journal of Medicine, 338*(5), 307–312. https://doi.org/10.1056/NEJM199801293380507

Shaywitz, S. E. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. Knopf.

Singer, J. (2019). *Neurodiversity: The birth of an idea* (Kindle ed.). Amazon Digital Services.

Snowling, M. J., & Hulme, C. (2012). *The science of reading: A handbook* (2nd ed.). Wiley-Blackwell.

Souza, T. L., Esteves, C. S., & Alves, P. R. (2022). Emotional regulation and academic performance in students with learning disabilities. *Journal of Learning Disabilities, 55*(4), 285–297. https://doi.org/10.1177/00222194211044321

Spencer, K., Quinn, M., & Boland, C. (2014). *Dyslexia and education: A guide for teachers and parents*. Routledge.

Stark, E., Bartholomew, A., & Hanes, A. (2024). SEL-based peer interventions in inclusive classrooms. *Educational Psychology International, 40*(1), 55–70. https://doi.org/10.1080/01443410.2023.2274412

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD.

Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. ASCD.

Treadville, P., & Hutchison, M. (2023). Culturally responsive interventions for linguistically and racially diverse learners. *Journal of Literacy Research, 55*(2), 198–214. https://doi.org/10.1177/1086296X231162312

UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. https://unesdoc.unesco.org/ark:/48223/pf0000248254

UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. https://en.unesco.org/gem-report/report/2020/inclusion

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. https://sdgs.un.org/2030agenda

Vela, A. (2018). The impact of visual aids on dyslexic learners' motivation and comprehension. *Journal of Learning Support, 33*(4), 211–228.

Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. SUNY Press.

Wagner, R. K., Miller, M., & Spencer, M. (2019). The role of culturally relevant content in dyslexia intervention. *Annals of Dyslexia, 69*(3), 345–361. https://doi.org/10.1007/s11881-019-00178-0

Wagner, R. K., Muse, A. E., & Tannenbaum, K. R. (2020). *Vocabulary instruction: Research to practice* (2nd ed.). Guilford Press.

Zindoga, L. (2023). Visual scaffolding strategies for learners with dyslexia in African multilingual classrooms. *African Journal of Special Needs Education, 15*(1), 34–49.