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The Role Of Technology In Special Education: Enhancing Learning For Children With Disabilities

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Abstract

Special education has changed through technology because it now provides unique ways to reach each student and make school accessible for children with disabilities. Using assistive technologies plus information and communications tools plus adaptive learning tools helps students with different needs learn better (Drigas & Ioannidou, 2013). Special education receives technology assistance through AAC tools, speech-to-text tools, VR, [2]and AI screening. New technologies help students learn and help teachers create better learning spaces for everyone (Woodward & Rieth, 1997). The article shows that ICT-based methods help students with autism spectrum disorders and reading difficulties achieve better learning results (Olakanmi et al., 2020). Special education technology face budget constraints as well as learning barriers for teachers and restricted access for students. The research analyzes present policy concerns and future trends to help education systems worldwide use technology to improve special education (Lewis & Rossett, 1981).

1. Introduction

Technology advancements have led special education to create specific supportive tools that best fit each student's disability needs. These technologies help students learn better with assistive devices that use computers and enhance communication (Drigas & Ioannidou, 2013). Over many decades researchers determined how technology helps students achieve better learning results while letting them become more independent at school (Lewis & Rossett, 1981). Special education schools face difficulties when using technology primarily due to finance issues as well as teacher preparation needs and service inequities for underprivileged communities (Olakanmi et al., 2020). The study explores the value of technology in special education by reviewing its modern use and identifying future development paths. Technologies in special education mean using digital assets and devices to improve learning opportunities available for students with disabilities. Special education includes many different types of technology tools that can support learning such as speech-to-text applications, screen readers, adaptive learning software and mobility help devices (Blackhurst, 1965). Assistive Technologies (AT) serves as a label for hardware items made to help users overcome their

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disability issues such as Braille readers and AAC devices plus mechanical support tools (as described by Drigas and Ioannidou in 2013). Instructive Tools – Digital devices that assist in learning through computer-assisted references programs educational applications and virtual reality simulators (Woodward & Rieth, 1997). These technologies keep developing to serve more students with different disabilities and make our education system more open to everyone (Olakanmi et al., 2020). This research studies how technology provides benefits to special education with references to Woodward and Rieth (1997). Compare the ways that ICTs and assistive technology improve learning access along with personal communication and custom education plans (Drigas & Ioannidou, 2013). Research the main difficulties schools face when using technology and propose proven answers according to collected evidence (Olakanmi et al., 2020). Rephrase national guidelines to bring technology benefits to all special education students according to Lewis and Rossett (1981). This research gives essential learning materials about technology's effects on special education for everyone working in the field.

1.1 Accessibility and Affordability

Modern education technology helps children with disabilities discover and learn more easily. Despite recent developments in AT and ICT technologies these resources remain unavailable to people in poor communities and developing nations across the world as shown in Rodríguez-Porrero's research (2009). Students who need speech-to-text software screen readers and mobility devices cannot get them because they lack money and good support systems (Ariza & Pearce, 2022). When schools have small budgets they find it hard to buy digital tools and assistive technology from private manufacturers. Only when education officials and policymakers support affordable open-source programs and mobile assist tools can we achieve equal special education technology benefits (Ismaili & Ibrahimi, 2017). This part explains the financial impact of assistive tools and evaluates their accessibility problems in low-income areas.

Because assistive devices cost too much many schools and families with disabled children cannot afford them. The cost of expensive high-end AAC devices and other advanced assistive technology products makes them unattainable for students in poorly funded schools and households with limited resources (Rodríguez-Porrero, 2009). Every day maintenance along with update needs and specific staff training push up the total expense when implementing these products per Ariza and Pearce (2022).

Scientists explore how low-cost open-source AT tools and mobile programs can help solve accessibility problems for students. Mobile platforms give users a selection of free AT apps to help users with vision speaking and movement challenges instead of paying for commercial AT products (Ismaili & Ibrahimi, 2017). The government can give financial support and work alongside developers to provide these crucial tools at lower costs (Rodríguez-Porrero, 2009). The supply of assistive technology tools in poor communities stays minimal since regional development problems mix with budget issues and simple professional training (Ariza & Pearce, 2022). Schools in poor rural areas struggle to fund the purchase of digital learning equipment and teacher training because they have less money than other districts. Students with disabilities in these areas receive unequal learning opportunities because their districts have fewer resources.

Scientists recommend using mobile learning systems instead of regular assistive technology for this challenge. Studies prove that phones and tablets enable students with disabilities to receive learning at affordable costs when these devices include accessibility tools (Ismaili & Ibrahimi, 2017). Open-source assistive applications and digital literacy instruction programs in communities demonstrate success at closing accessibility gaps as research shows (Rodríguez-Porrero, 2009). Government and non-profit entities work together to boost students from

disadvantaged backgrounds by funding and training programs that let them use educational tools equally to others (Ariza & Pearce, 2022).

1.1 Accessibility and Affordability

Using assistive technologies in special education programs helps students with disabilities access quality learning opportunities better. The expensive nature of AT and unequal access to technology pose ongoing obstacles mainly for students in poor areas and remote locations according to Rodríguez-Porrero (2009). Specialized AT tools and learning come at an expensive cost for families and educational systems so most students cannot benefit from them (Ismaili & Ibrahimi, 2017). The access to help tools depends strongly on your location and economic status nationwide. Developing nations and poor areas need more than just basic support for advanced technology education because they lack proper teaching facilities and policy structures (Ariza & Pearce, 2022). Researcher studies show that accessible mobile-based tools should cost less to help students with disabilities through free programs (Ismaili & Ibrahimi, 2017). This part analyzes the money problems behind assistive technology while examining how to make these tools available in locations with few resources.

The expensive nature of assistive technology creates major problems in special education because students' families and schools lack enough money. According to Rodríguez-Porrero (2009), expensive AT tools like spoken word translators and visual text displays remain unreachable to most students who need them. Specialized power wheelchairs and individual modifications that need programming can reach costs in the thousands making them out of reach even to many schools and families according to Korpela et al. (1992). Studies show affordable mobile learning programs and free open-source assistive programs help students deal with their financial challenges. You can find smartphone assistive technology apps on Google Play and the Apple App Store that provide AT device features at lower prices according to Ismaili and Ibrahimi (2017). Public officials need to provide financial support for needed assistive technology while developing free digital tools and expanding education grants to help disadvantaged students get proper access to this technology (Rodríguez-Porrero, 2009).

Training in digital assistive technology is lacking in schools from poor rural areas which cannot afford to set up the right facilities (Ariza & Pearce, 2022). Research points out that students from poor neighborhoods struggle to reach assistive technology because there are not enough trained instructors and older educational equipment combined with weak internet connection in these areas (Rodríguez-Porrero, 2009). Mobile learning and cloud-based AT solutions have become practical solutions for addressing this problem. Research shows smartphones tablets and cloud-based education hardware can work well instead of expensive AT tools in elementary schools with budget problems (Ismaili & Ibrahimi, 2017). Governments and nonprofit groups help students in need get AT access by matching financial support for devices and training teachers to use digital learning tools (Ariza & Pearce, 2022). When stakeholders prioritize support for technology funding and new development they assist students who cannot afford assistive devices because of their household income.

1.3 Adaptability and Suitability of Technology

The way assistive technology matches student needs in special education context makes sure children with disabilities get proper help designed specifically for them. Technology works better in special education when it matches what each student needs to learn plus how their brain functions plus their physical condition (Sigafoos, 2011). Research confirms that AT devices and educational programs help students learn better but need specific adjustments to meet different disability types and requirements (Dorman, 1998). The increasing use of technology遇s with several problems in making it work for all students especially when they

have multiple or complex disabilities (Shuster, 1993). Complete adoption of assistive technology depends heavily on the extent to which educators understand and know how to use these tools (Park et al., 2021). This section examines the ways technology can serve different students' education requirements while discussing personalization problems in educational settings.

Assistive technology tools need to meet multiple requirements for students when faculty create IEPs using Dorman's (1998) approach. Various research identifies unique technology solutions needed for students with visual impediments such as Braille displays and voice navigation systems. Students with speech and communication disabilities gain better spoken and written dialog skills by using Augmentative and Alternative Communication devices (Shuster, 1993). Today's assistive tools with flexible options can be adjusted by users with various types of disabilities as described in Park et al. 2021 study results. The best technology selection for each student comes from teamwork between teachers educators, parents, technology specialists, and students (Shuster, 1993). The number of assistive technologies we have does not make it easy to modify these tools for each student who needs them. It becomes hard to find appropriate AT solutions for students who need multiple assistive tools because of their complex disabilities according to Sigafoos (2011). Different educational versions of assistive devices need continuous adjustment through technical support to make them work properly (Park et al., 2021).

Educators and caregivers lack proper education when it comes to assistive technology. Teachers need better assistive technology training since that would improve its use in classrooms according to Shuster (1993). Research shows that specialized AT teaching should exist within teacher education to enhance educators' ability to support students with disabilities in technology use (Park et al., 2021). School systems depend on their budget for providing customizable assistive tools to students. School budgets cannot pay for advanced eye-monitoring tools and gaming consoles though these tools support better learning methods (Dorman, 1998). Specialists in charge of health policy need to provide more funds to assistive technology programs and make accessible technologies more affordable to achieve better use of personalized devices (Sigafoos, 2011). School special education programs need to fix these problems to help students with disabilities get better learning through assistive technology (Park et al., 2021).

1.4 Privacy and Security Concerns

Special education technology use creates important privacy and security challenges through poor data protection and monitoring practices with ethical consequences. Facilitated learning tools such as AT, cloud-based platforms, and AI-based education systems guide students with disabilities but collect and handle their personal data according to Arpaci et al. (2015). Student privacy risks grow when protectors are not set up to prevent unauthorized misuse of sensitive student data (Hong et al. 2007). School authorities should create strong security systems to protect student data by enabling safe access methods as well as meeting GDPR and FERPA standards (Quinn, 2003). Student monitoring AI tools and cloud-based education systems need to follow ethical rules when collecting data to maintain student privacy and equality.

Children with disabilities are at high risk of privacy breach since their Individualized Education Plans (IEPs) hold detailed medical and behavior information about them. The protection of student privacy depends on every school system partner to shield personal information from malicious outsiders (Kumi-Yeboah et al. 2023). Cloud-based storage and learning management systems make it easier for hackers to steal information from the system or view it without proper authorization. Studies show that educational institutions need to install secure security

systems that combine end-to-end encryption, two-factor authentication and platform monitoring checks (Arpaci, Kiliçer, & Bardakci, 2015).

Many schools cannot train educators properly because they do not have enough resources to apply their data protection policies correctly. Researchers stress that teacher training should teach privacy legislation and safe data handling methods to avoid accidental privacy breaches according to Quinn (2003). AI-based educational tools record student results in real time to tailor instruction but these systems risk discriminating between students if developers do not design them properly (Dhillon, Backhouse, & Ray, 2007). Schools now use facial recognition and biometric tools to check how students feel and whether they focus during their learning sessions in special education programs. The availability of these technologies delivers useful insights but creates ethical problems about students' permission to use data and mental wellbeing security (Kim 2021).

22 Technological Innovations in Special Education

Special education has grown through technology by helping students with disabilities get better learning access while letting them develop individual skills independently. Special education improves through emerging assistive technology solutions and AI-based learning tools plus adaptive platforms (Sigafoos, 2011). Technological innovations suit many types of disabilities to improve communication and mobility functions while encouraging literacy learning for students (Maor, Currie, & Drewry, 2011). Assistive technology tools help children with disabilities to study better and take part in educational programs effectively. AT technology includes basic tools including adaptive writing tools alongside advanced digital applications and smart education platforms per Sigafoos (2011). Research proves AT helps develop student literacy and communication plus motor skills making it necessary for Individualized Education Plan (IEP) work (Genc et al., 2021).

Schools use speech-to-text software and Braille readers together with adaptive keyboards and communication devices as specific programs for special education students according to Maor et al. (2011). By giving students autonomy to communicate and learn through these tools they improve their education experience in an integrated setting. Students benefit from STT and TTS applications to communicate better when they have speech difficulties as well as problems with language and movement. Students can now type by voice instead of pen and paper writing which helps them avoid writing challenges caused by poor motor skills or thinking issues. TTS applications assist students with reading difficulties by converting written text into spoken words which makes learning easier (Maor, Currie, & Drewry, 2011).

Scientific investigations prove STT and TTS tools successfully enhance learning outcomes for students with learning disabilities. These learning resources enable students to access materials through different mediums as suggested by Gillette (2006). AI systems that generate speech and text can match users' natural speaking patterns to better serve their needs. The systems offer important advantages but their widespread use stays limited because they need accurate technology that works best with internet access and requires teachers to get special training. Research in AI technology keeps enhancing STT and TTS platforms to better serve education needs of diverse students as Sigafoos (2011) indicated. Students with vision and motor disabilities benefit from Braille reading systems and adapted keyboards when learning and staying connected to others in school. Braille readers work to transform digital text into Braille touch surfaces for students who are blind to study online materials and work with computer software (Ismaili & Ibrahimi, 2017).

Adaptive keyboards help students with motor control problems by changing keyboard designs and giving extra space for keys plus tracking their eyes and voices to write (Genc et al., 2021).

These tools teach students better digital skills so they can do their online schoolwork and basic tests using digital programs (Maor, Currie, & Drewry, 2011). Most people face problems when they begin learning Braille readers because these tools cost a lot while the technology remains hard to find and needs time to master. New refreshable Braille displays and AI-based voice systems help more people use assistive reading and writing technology according to Sigafoos (2011).

2.2 AI and Machine Learning in Special Education

The inclusion of Artificial Intelligence and Machine Learning systems improved how students with disabilities use and respond to learning content. Wealth digital solutions that learn from students help create unique lessons and tests plus respond automatically to help students with disabilities achieve better results (Hopcan et al. 2022). AI tools specialize in helping students with ASD, dyslexia, and speech issues and improve their learning by studying student performance results (Nafea, 2018).

Although AI improves special education several problems about ethical use of AI data security and AI bias continue to worry us. Teachers and school leaders need proper training to make effective use of AI tools (Perrotta & Selwyn, 2019). This section reviews both opportunities and problems associated with using AI technology for personal student learning and automated assessments. AI tools create better learning possibilities for students when they adjust curriculum materials to fit their learning styles at both their skill and speed levels. By processing student performance data AI systems find and suggest learning adjustments that students need (Nafea 2018).

Special education programs benefit students with reading disabilities and special needs when AIS platforms such as intelligent tutoring systems and chatbot support systems assist education delivery (Hopcan et al., 2022). AI systems that grade and provide instant feedback automatically help teachers monitor student progress better and faster. These systems evaluate reading comprehension and problem-solving skills in students with disabilities through machine learning technology (Hopcan et al., 2022). The main advantage of AI feedback tools is their ability to spot learning gaps soon after they appear so teachers can develop personalized support plans (Nafea, 2018). Our education system faces difficulties when using AI due to potential unfair algorithms and privacy concerns as noted by Perrotta and Selwyn (2019) and supported by Hopcan et al (2022). Additionally, researchers still lack the emotional intelligence features required to use automated assessment tools (Perrotta & Selwyn, 2019). Educational institutions must include human experts at every stage of AI system development to create analysis tools that follow ethical standards and show students.

2.3 Virtual and Augmented Reality

Special education students now receive better learning experiences thanks to the incorporation of VR and AR in education. Through virtual platforms students can fully engage with real-life practices to build social skills and enhance their minds (Yenioglu, Ergulec, & Yenioğlu, 2021). Students can practice their learning with VR software that matches their requirements and with AR by seeing digital elements appear on real things (Badilla-Quintana, Sepúlveda-Valenzuela, & Salazar Arias, 2020).

Research from 2018 showed VR and AR technologies increase interest while improving memory and self-paced learning for students who have ASD, intellectual disabilities or physical limitations (Çakır & Korkmaz, 2018). Yet teachers struggle to use new technology in their work because it requires both training and money.

VR and AR platforms offer exceptional student training methods by developing simulated environments to practice life and social skills safely (Yenioglu, Ergulec, & Yenioğlu, 2021). Teachers use VR simulations to help students with autism interact socially and AR applications guide motor disability students through their daily routines (Çakır & Korkmaz, 2018). The virtual reality and augmented reality tools enhance education through better student focus and understanding with stronger memory retention. Research shows special educational needs students learn effectively through digital content when they participate actively in VR and AR learning environments (Badilla-Quintana, Sepúlveda-Valenzuela, & Salazar Arias, 2020)

2.4 Mobile Apps and E-learning Platforms

Children with disabilities can now learn more easily because mobile learning apps and online education platforms are available to support their access to education. Modern digital tools deliver customized and adaptive lessons to special student needs learners who can now study from home or any other location (Ismaili & Ibrahimi, 2017). Special education mobile learning tools effectively handle educational barriers when students have limited technology access and limited resources according to research (Ping, Dennis, Julaihi, & Ling, 2022). The usefulness of mobile apps and e-learning platforms depends on developing them specifically to support students with various types of disabilities. Special education focuses on three important areas when creating mobile learning platforms which are learning techniques that adapt to student needs plus adding features that make learning accessible and working with personal education plans (IEPs) (Andajani & Wijiastuti, 2020). This part looks at how special education mobile apps combined with online learning accessibility help students achieve better results. Special education mobile applications give children with disabilities various digital tools to develop their cognitive skills alongside movement control and written communication. Special education applications use text-to-speech speaking technology and visual learning material to bring games that help different learning styles according to Ismaili and Ibrahimi (2017). E-learning tools now make distance education available to all students by offering capabilities that help disabled students succeed. Through online videos these platforms deliver learning material and let students interact with technology and additional resources (Andajani & Wijiastuti, 2020). E-learning platforms Moodle, TalentLMS, and Canvas LMS provide inclusive learning opportunities to students with different abilities by adding special features (Shurygin, Berestova, Litvinova, Kolpak, & Nureyevà, 2021). The barriers of modern technology and teacher instruction currently limit online learning progress. Enhancements will concentrate on making AI learning smarter for everyone plus making those systems simpler and more available at affordable prices.

3 Benefits of Technology in Special Education

Technology integration in special education enhances learning for disabled children by making communication better and building their minds as well as promoting social growth while tailoring study plans to their needs. Special education students receive better access to learning through Augmentative and Alternative Communication tools and e-learning platforms which enhance their capabilities beyond regular approach barriers (Holyfield & Caron, 2019). Technology makes learning more accessible since Light McNaughton and Caron (2019) show processes that modify content to fit different student requirements. Digital learning tools make students with autism and other disability groups more interested in their work and offer customized feedback that leads them toward individual learning paths. Special education technology helps children with disabilities learn better communication methods. Students with speech impairments and ASD need technology since these conditions block their ability to speak and require special learning methods (Laubscher et al. 2023). Digital systems like Augmentative and Alternative Communication devices combined with AI text-to-speech and

language tools support students with disabilities to communicate well and improve their speech skills for social connections (Van de Sandt-Koenderman, 2004). These modern tools enable students with speech-related impairment to join educational activities and social connections by closing communication problems. Nothing has transformed how students with special needs communicate in school like AAC tools that help students share thoughts through multiple means (Holyfield & Caron, 2019). AAC technologies provide speaking devices plus board-based symbols and artificial intelligence apps for communications. The use of advanced communication tools in education has problems including high expenses and lack of access combined with training needs for support staff (Van de Sandt-Koenderman, 2004). Researchers now need to make AAC services more affordable and user-friendly so different groups can use them effectively. Children with disabilities learn better social skills through technology-enhanced teaching that provides them with organized interactive activities. Students develop social interaction skills through serious games and VR technology because these tools provide realistic training platforms (Scarcella et al., 2023). Social skills education with technology tools still faces barriers like digital access issues and needs for expensive design work and person-specific solutions according to Scarcella et al. (2023). Studies need to examine ways to develop affordable solutions that work well with different cultures while meeting expansion needs worldwide.

3.2 Increasing Student Independence

Special education technology helps students grow in independence through learning processes that match their pace and personal needs while adjusting to their requirements for access. Student independence in learning grows because assistive technology helps students with disabilities learn using mobile apps and AI learning platforms as reported by Ismaili and Ibrahimi in 2017. Students with blends of physical and mental learning disabilities can manage their learning better through digital tools that make daily educational and communication activities more independent (Ok 2018). This section shows how student independence grows from their control over their learning schedule and access to special accommodations. Student-led learning through educational technology like e-learning platforms and AI-driven tools now defines special education practice. The self-paced system of education lets disabled students learn material at their pace until they understand it before continuing (Ismaili & Ibrahimi, 2017). Research findings show that students using mobile self-learning methods study better while staying engaged because this format suits subjects that need repeated exercises and conceptual reinforcement (Jeong, 2022). Students from low-income areas and rural communities face difficulties in digital learning because they lack basic digital skills and do not have proper equipment.

Students with disabilities learn better from educational content because digital learning platforms and assistive technologies include accessibility features. These features help students tackle physical and cognitive challenges by making the technology speak, listen and adjust screen output (Dolamore 2021). Advancements have made it easier for people to use assistive technology yet some barriers still exist when providing universal access to these tools. Education settings struggle with educational accessibility because they lack enough budget to buy needed tools plus teachers need training and their facilities are not suitable for accessibility equipment (Baule, 2020). Improving policies and obtaining sufficient funds will help students with disabilities gain more self-reliance.

3.3 Supporting Educators and Caregivers

Special education technology helps educators and caregivers accomplish their tasks better through data use, task simplification, and customized student learning experiences for disabled pupils. Digital technology and advanced systems assist teachers by tracking student

development and automatically adapting support processes as well as handling administrative tasks better (Ingavélez-Guerra et al., 2022). Teaching staff can plan lessons quicker by using AI for educational tools plus automated evaluation systems as well as decision assistance. This update lets educators follow student development and apply customized help (Zhu, 2018). These enhanced tools lead to better teaching spaces that assist teachers and benefit their students while easing teacher workload. Special education teachers now make better decisions for students because they receive real-time data about how students progress. These digital tools and AI systems gather student information to assist teachers in using proven approaches for instruction (Buzhardt et al., 2020). The success of data-driven education in special education needs more attention to address both data security problems and staff training requirements while working with limited resources (Ingavélez-Guerra et al. 2022). Special education automation tools today help teachers work less by managing paperwork plus grading student work and preparing lesson plans as Lamar et al. (2016) reported. Data management tools enable teachers to direct their attention to genuine student teaching instead of spending long hours on paperwork. The combination of automation systems in class needs teacher training to make them work effectively. Schools need to make sure all students in low-funded special education programs can use these modern tools (Gerard et al., 2015).

4.2 Policy and Funding Considerations

Complete technology integration into special education needs supports and funding plans to guarantee all students access at every school level. The kind and amount of government backing determine how children with disabilities can use assistive technologies (Marsh, Gray, & Norwich, 2024). Many educational districts receive unequal special education budgets which makes it hard for students to gain equal opportunities to use modern technology in their classrooms (Dhuey & Lipscomb, 2013). Money distribution decides what help schools can give for students with disabilities and their people through special tools and learning programs. This part analyzes government support of inclusive tech and describes methods to provide equal access to everyone. Special education technology needs government backing to become truly accessible and useful in educational settings. Governments support the use of assistive technology by giving funds and helping schools develop their infrastructure while setting rules for it according to Russell et al. (2022). The funding shortage exists mostly in poor communities around the country. The failure of officials to apply rules properly together with slow government processes make it hard for assistive technology to reach wide use (Westbrook and Kerr, 1996). Students with special education needs do not receive equal opportunities to use assistive technology because their access remains an important problem. Students from poor families in both rich and poor nations encounter major difficulties when technology enters traditional classroom design (Marsh et al., 2024).

5. Conclusion

Technology enhancements have made learning better for children with disabilities by helping them get what they need while staying interested and getting instruction designed just for them. The benefits of technology integration remain clear while funding shortages teacher training gaps and digital accessibility remain as important issues according to Woodward and Rieth in 1997. Researchers need to explore how updates to education standards along with improved digital aids and program inclusivity will help all students get proper benefits from technology-learning resources (Brodin & Lindstrand 2003). Special education results have advanced strongly due to technology when schools employ Artificial Intelligence systems and communication tools alongside virtual learning and adaptive devices (Ludlow, 2001). Technology-based learning approaches help students with learning disabilities and speech problems develop better reading and thinking abilities plus improve their social abilities

according to Drigas and Ioannidou (2013). The research shows that teachers need formal training because numerous teachers cannot use assistive technologies properly according to Rodriguez (1996). Poor government funding systems create uneven distribution of technology benefits in different education areas (Davison et al., 2000). Students from low-income families need more help because they lack basic access to modern assistive devices according to Russell et al. (2022). The best way to use technology effectively in special education requires that teachers work together with policy creators and technology providers (Brodin & Lindstrand, 2003). Educational Institutions Should Make Assistive Technology Learning Compulsory – Schools must organize essential training about assistive tools and digital inclusion for all their teachers (Ludlow 2001). Teachers should use AI platforms to create unique learning materials that match each student's educational requirements. Government leaders must keep increasing their support budget for digital accessibility enablements and teaching systems that use artificial intelligence. Companies that sell digital products to schools must follow basic accessibility standards to serve all students. The purpose of this update is to build low-cost help technologies that millions of students can use. Students with visual auditory and mobility issues will use AI better when tools have personalization options (Lewis & Rossett, 1981). Different stakeholders can build technology platforms that let students with disabilities succeed by following these suggestions. Technology trends like AI will transform how people with disabilities learn in education according to Hasselbring and Glaser (2000). Students with disabilities will find advanced learning through cloud-based systems while assistive wearables and AI education tools will boost their learning independence and focus (Jeffs et al. 2003). Both educator readiness and technology cost make teaching challenging even though students can access it. Games in education must bridge policy blocks while giving every student equal resources plus training their teachers for true educational inclusion (Kolbe et al. 2023). Technology innovation should serve students above all else while helping all children find good education opportunities as technology improves.

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