

BARRIERS TO INCLUSIVE PLAY IN EARLY CHILDHOOD EDUCATION; PERSPECTIVES FROM TEACHERS AND PARENTS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES

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Abstract : This research aims to examine the understand of the transformation of the educational paradigm towards the inclusion of play for children with developmental disabilities, especially dyslexia, dysgraphia, and dyscalculia, in the context of early childhood education. This study uses a qualitative approach to explore how changes in inclusive teaching methodology affect the engagement and development of children with these disabilities. Data was collected through in-depth interviews with educators and parents and direct observation in classroom settings. Research findings show that implementing inclusive teaching methods significantly increases the active participation of children with dyslexia, dysgraphia, and dyscalculia, as well as their social skills. This intervention also positively impacted children's cognitive and emotional development, with essential contributions from family support and an adaptive learning environment. This research provides new insight into the importance of inclusive methodologies in supporting children with developmental disabilities. It emphasizes the need for collaboration between educators, families, and service providers to create more adaptive and supportive learning environments.

Keywords : Educational Paradigm; Game Inclusion; Children Disabilities.

Abstrak : Penelitian ini bertujuan untuk memahami transformasi paradigma pendidikan menuju inklusi bermain bagi anak-anak dengan disabilitas perkembangan, khususnya disleksia, disgrafia, dan diskalkulia, dalam konteks pendidikan anak usia dini. Studi ini menggunakan pendekatan kualitatif untuk mengeksplorasi bagaimana perubahan dalam metodologi pengajaran inklusif memengaruhi keterlibatan dan perkembangan anak-anak dengan disabilitas ini. Data dikumpulkan melalui wawancara mendalam dengan pendidik dan orang tua serta observasi langsung di ruang kelas. Temuan penelitian menunjukkan bahwa penerapan metode pengajaran inklusif secara signifikan meningkatkan partisipasi aktif anak-anak dengan disleksia, disgrafia, dan diskalkulia, serta keterampilan sosial mereka. Intervensi ini juga berdampak positif pada perkembangan kognitif dan emosional anak-anak, dengan kontribusi penting dari dukungan keluarga dan lingkungan belajar yang adaptif. Penelitian ini memberikan wawasan baru tentang pentingnya metodologi inklusif dalam mendukung anak-anak dengan disabilitas perkembangan. Penelitian ini menekankan perlunya kolaborasi antara pendidik, keluarga, dan penyedia layanan untuk menciptakan lingkungan belajar yang lebih adaptif dan suportif.

Kata Kunci : Paradigma Pendidikan; Inklusi Permainan; Disabilitas Anak.

INTRODUCTION

The community's environmental factors, educational policies, and the views and attitudes of parents and teachers towards children with developmental disabilities influence the barriers to inclusive play in early childhood education. Research indicates that deficits in specialized training and an in-depth understanding of the needs of children with disabilities exacerbate challenges in implementing inclusive play in some regions of Africa. Case research shows stark disparities in acceptance and support for inclusive play, influenced by local social and cultural dynamics. In addition, limited facilities are often exacerbated by attitudes that do not support inclusiveness, thus hampering efforts to create a friendly environment for all children (Albin-Clark & Archer, 2023). Therefore, overcoming these obstacles requires improvement efforts that include infrastructure and policy aspects and increasing understanding and positive attitudes from educators and parents toward children with disabilities. More comprehensive training strategies and intensive awareness initiatives can help change perspectives, strengthen support, create a more inclusive play environment, and support optimal development for all children.

The study of barriers to implementing inclusive play in early childhood education has become the focus of researchers, thanks to the unique challenges faced in different social and cultural contexts. Research on this topic is considered significant due to the complexity, variability, and impact of social factors influencing the acceptance and implementation of inclusive play. For example, previous studies such as those conducted by Selepe et al. (2024), Jirarattanawanna et al. (2024), and Yıldırım Hacıbrahimoğlu et al. (2023) revealed that local social and cultural influences play an important role in shaping attitudes towards inclusive gaming, as well as disparities in available support and facilities. However, although these studies provide insight into the challenges faced and variability in support for inclusive play, the emphasis on specific strategies to address negative attitudes and lack of training for educators and parents still needs to be expanded. Thus, more in-depth studies are needed to comprehensively understand how social and cultural factors influence the implementation of inclusive play and how more effective interventions can be designed to improve support and facilities for children with disabilities.

Inclusive play in early childhood education is a concept that emphasizes the importance of participation of all children, including those with disabilities, in play activities that support social, emotional, and cognitive development. Existing literature suggests that inclusive play benefits not only children with disabilities but also their typically developing peers by developing empathy, social skills, and understanding of diversity (Eker et al., 2023). Approaches such as Vygotsky's Social Development Theory and Universal Design for Learning (UDL) principles play an essential role in creating inclusive play environments

where every child can participate and learn from each other in a collaborative atmosphere (Dunham & Delaune, 2023).

In the context of education and support for children with developmental disabilities, the literature shows that effective treatment and support requires a holistic approach involving various aspects of the child's development. According to research by Reddington (2023), Eleftheriadou & Vlachou (2023), children with developmental disabilities, such as dyslexia, dysgraphia, and dyscalculia, require interventions tailored to their specific difficulties. These interventions include curriculum adjustments, the use of innovative teaching methods, and the provision of additional support from both educators and families (Hashida, 2024). Success in supporting children with these disabilities relies heavily on effective collaboration between schools, families, and healthcare providers (Silva-Peña et al., 2023).

Furthermore, the literature shows that success in supporting children with developmental disabilities can be achieved by implementing inclusive education models. As explained by Kim, this model emphasizes the importance of adaptive learning environments responsive to children's unique needs. An inclusive approach allows children with disabilities to actively participate in learning activities alongside their peers, which contributes to improving their social and academic skills (Kim et al., 2023). Effective implementation of inclusive strategies involves training educators and service providers to ensure they have the skills and knowledge to support all children equitably. Parental involvement is also considered crucial in this process, as stated by (Rios & Tu, 2023). Active family support can strengthen the effectiveness of interventions implemented in schools and help ensure that the needs of children with developmental disabilities are addressed holistically. With an approach that involves collaboration between educators, families, and service providers and implementing an inclusive education model, it is hoped that children with developmental disabilities can reach their full potential in a supportive and inclusive learning environment (Jardinez & Natividad, 2024).

Although the benefits of inclusive play have been widely recognized, its implementation faces various challenges, such as a lack of educator training, limited resources, and societal attitudes toward disabilities. The success of inclusive play relies heavily on collaboration between educators, parents, and specialists, as well as adequate policy support (Özen-Uyar & Aktaş-Arnas, 2023)(Net et al., 2024). Building a culture of inclusion in early childhood education environments is crucial to overcoming these barriers and ensuring that all children can benefit from play (Rulyansah et al., 2023). Therefore,

further research and advocacy are needed to develop effective strategies to increase inclusive play implementation and support children's holistic development.

This study addresses the shortcomings identified in previous literature regarding implementing inclusive play in early childhood education, especially for children with Dyslexia, Dysgraphia, and Dyscalculia. Prior research generally emphasizes general challenges and barriers to social support and policies without exploring in depth the influence of parents' and teachers' views and attitudes towards children with developmental disabilities. Thus, this research seeks to understand effective ways to improve support for inclusive play, focusing on changing attitudes and enhancing training for educators and parents (Dep et al., 2024). This is in line with the message that barriers to inclusive play are not only influenced by community environmental factors and educational policies but also by the views and attitudes of parents and teachers towards children with developmental disabilities. Through more detailed training and targeted awareness campaigns, this research will fill a gap in the literature by providing new insights into effective strategies to support inclusive play in this context (Yudina, 2023).

This discussion departs from an attempt to explore managerial solutions that go beyond conventional technical approaches. In early childhood education, the solutions implemented are often more focused on improving the environment and policies without paying attention to the dimensions of attitudes and views of educators and parents toward children with disabilities (Temiz et al., 2023). This research aims to show that a positive attitude and in-depth understanding of the needs of children with Dyslexia, Dysgraphia, and Dyscalculia, involving training and awareness campaigns, can offer a more comprehensive guide in overcoming barriers to inclusive play (Uraipong et al., 2024)(Uludağ & Erkan, 2023). Through this approach, this research aims to explain how increasing understanding and changing attitudes can be the basis for developing more effective inclusive strategies. This research can pave the way for the development of educational environments that are more inclusive and support optimal development for all children.

METHOD

This research focuses on barriers to implementing inclusive play in early childhood education, highlighting the perspectives of teachers and parents of children with Dyslexia, Dysgraphia, and Dyscalculia. The obstacles identified are not just operational or educational policy issues but also involve the attitudes and views of educators and parents that can influence the inclusivity of games. This research explores how negative attitudes and lack of training may affect support for inclusive play and identifies effective interventions, such as training and awareness campaigns, to overcome these barriers. Examining how changing

attitudes and understanding can provide more comprehensive and sustainable solutions in an educational context that often focuses on policies and facilities is essential. Thus, it is hoped that this research can pave the way for the development of strategies that are more inclusive and support the optimal development of children with disabilities, creating a more supportive and inclusive educational environment.

This research uses a qualitative approach with a case study type to examine barriers to implementing inclusive games in early childhood education. The case study was chosen because it provides an in-depth and contextual understanding of the challenges and perspectives of teachers and parents regarding children with Dyslexia, Dysgraphia, and Dyscalculia. This type of research allows for an in-depth exploration of how the attitudes and views of educators and parents influence support for inclusive play and the factors that contribute to these barriers, including their attitudes, understandings, and experiences. Thus, this research seeks to understand subjectively how the individuals involved feel and give meaning to existing obstacles and effective strategies in increasing inclusiveness in the early childhood education environment.

To reveal the research focus regarding barriers to inclusive play in early childhood education and its implications, researchers explored sources of information from individuals and parties who deeply understand the implementation of inclusive play for children with Dyslexia, Dysgraphia, and Dyscalculia. The data in this study are classified into two main categories: first, data regarding barriers to implementing inclusive play, which includes practical aspects and attitudes towards children with disabilities, and second, data regarding the implications of interventions such as training and awareness campaigns in increasing support inclusive. Therefore, the primary data sources in this research include teachers, parents, and experienced education experts. This approach ensures that the data collected not only describes general challenges but also provides an in-depth analysis of how attitudes and understanding influence the implementation of inclusive play and offers more profound insight into practical strategies for overcoming these barriers.

Data collection in this research used observation techniques, in-depth interviews, and documentation. Observations are used to directly assess how inclusive play is implemented in the context of early childhood education and to identify the challenges faced in this implementation. In-depth interviews were conducted to explore teachers' and parents' perspectives, knowledge, and experiences regarding barriers to and support for inclusive play, which may not be revealed through observation alone. Documentation is used to provide relevant secondary data, such as records of educational activities, reports

regarding the implementation of inclusive games, and academic policies that support the analysis and verification of data from observations and interviews. Thus, these techniques are combined to provide a comprehensive picture of the implementation of inclusive play, the challenges faced, and practical strategies for improving support for children with Dyslexia, Dysgraphia, and Dyscalculia.

The collected data was analyzed using data analysis techniques developed by Miles, Huberman, and Saldana (2014), which involved data condensation, display, and verification. This technique allows researchers to manage, analyze, and verify data systematically and transparently, thereby ensuring the accuracy and reliability of findings regarding barriers to inclusive play in early childhood education and their implications. Data management begins with collecting interviews, observations, and documentation, which are then condensed and grouped based on central themes such as teacher attitudes, parents' views, and practical challenges. Data analysis used matrices and graphs to visualize the main findings. In contrast, verification was carried out through source triangulation and member checking to ensure the consistency and validity of the findings. With this approach, researchers ensure that findings about barriers to and supports for inclusive play are accurate and reliable, providing a comprehensive picture of the factors influencing the adoption of inclusive play in this context.

RESULT AND DISCUSSION

This research seeks to identify and analyze barriers to implementing inclusive play in early childhood education from the perspective of teachers and parents of children with developmental disabilities. The research results show that the main challenges include a lack of understanding of the unique needs of children with disabilities, as well as inadequate attitudes and knowledge of educators and parents regarding inclusivity. These findings align with theories that emphasize the importance of awareness and training in creating an inclusive educational environment. The implications of this research include the need for more intensive interventions in the form of exercise for teachers and awareness campaigns for parents to overcome existing barriers and increase support for inclusive play. In the following discussion, we will explore key findings regarding the obstacles faced in implementing inclusive play, their implications for educational practice, and strategies that can be implemented to increase support and inclusivity in early childhood education contexts.

1. The Effectiveness of Educator Paradigm Transformation on Game Inclusion

The Effectiveness of Educator Paradigm Transformation towards Game Inclusion shows that changes in educators' attitudes and paradigms significantly influence the implementation of inclusive games in early childhood education. This transformation

links a new understanding of the needs of children with developmental disabilities with more adaptive and inclusive educational practices (Mitchell, 2023). By adopting a more open and empathetic approach, educators can create learning environments that not only support the participation of all children but also encourage the development of effective and sustainable inclusion strategies. Applying this new paradigm overcomes existing obstacles and strengthens commitment to inclusivity in daily educational practice.

The following research data shows the effectiveness of educator paradigm transformation on game inclusion;

Table 1: Interview Result Data of The Effectiveness of Educator Paradigm Transformation on Game Inclusion

Interview Data	Coding	Resources
"Before training, children with disabilities tended to observe more often than to be directly involved in the game. However, after the training, they started to participate more actively."	Increase in Child Participation Index	Teacher
"I see them more often inviting children with disabilities to play and even helping them understand the game's rules."	Increase in Child Participation Index	Parent
"Inclusive training opened my eyes to the importance of creating a supportive environment for all children, including those with disabilities."	Transforming Professional Perspectives	Kindergarten Principal
"As a psychologist, I am now more focused on how play can promote inclusion, especially when building the self-confidence and social skills of children with disabilities."	Transforming Professional Perspectives	School Psychologist
"Since inclusive training, I have increasingly applied new techniques to my daily gaming activities. I started implementing more inclusive, cooperative-based gaming methods at least two to three times a week."	Frequency of Integration of New Techniques	Teacher
"As a principal, I saw new techniques, such as group games emphasizing inclusion, implemented at least twice a week in every class. Regular monitoring and reflection help ensure that these techniques are not just theory but become an integral part of daily play activities."	Frequency of Integration of New Techniques	Kindergarten Principal

"With this new qualification, I am more competent in assessing whether the game is genuinely inclusive and beneficial for all children, especially those with special needs."	User Assessment Qualification	Inclusive Class Teacher
"After attending inclusion training, I believe that my assessment is now more in-depth and comprehensive. I now look at the children's physical participation as well as its emotional and social aspects."	User Assessment Qualification	Kindergarten Principal
"I see the quality of the game from how the game can make my child feel comfortable and confident in participating."	Game Quality Evaluation	Parents of Students
"I evaluate the quality of games by examining the degree to which they enable all children, including those with developmental disabilities, to participate actively and enjoy themselves."	Game Quality Evaluation	Santri

Observation results indicate that the transformation of the educational paradigm towards play inclusion has significantly impacted the participation of children with special needs in play activities that support their social-emotional development. Educators are now more consistent in implementing an inclusive approach, focusing on individual children's needs and integrating previously underutilized adaptive play as an essential element in daily activities (McLeod et al., 2024). This shift shows a strong commitment from educators to continue evaluating and enriching the quality of play activities through new game techniques that encourage social interaction regardless of differences in ability. In addition, this transformation also strengthens collaboration between teachers and parents in creating an inclusive and supportive play environment, where open and collaborative communication is critical in developing effective strategies (Akmese & Kayhan, 2023). Overall, these observations confirm that this paradigm transformation is not only expanding children's participation in inclusive play but also creating an educational environment that is more holistic, inclusive, and focused on the holistic development of each child.

Table 1, as above, shows five forms of the Effectiveness of Educator Paradigm Transformation towards Game Inclusion. Thus, the data explains the following findings;

First, an increase in the Child Participation Index. The findings show that after training, children with disabilities became more active in participating in games, whereas previously, they tended only to observe. Initiatives to invite their friends to play together are starting to appear, indicating increased involvement. Apart from that, non-disabled children also show a significant change in attitude, where they are more responsive and

open in inviting and helping children with disabilities understand the game's rules and participate fully (Kondo et al., 2023). This transformation reflects the training's success in creating a more inclusive and supportive play environment among all children.

Second, Transformation of Professional Perspective. Observation data shows that inclusive training has changed the professional perspective of educators and psychologists on the importance of creating a supportive environment for all children, including those with disabilities. Inclusion is understood as physical adaptation and includes an active role in facilitating positive social interactions (Maphie, 2023). This training also emphasizes that play is not just a physical activity but is an important arena for social-emotional development. The main focus is now more on how play can promote inclusion and build the self-confidence and social skills of children with disabilities;

Third, Frequency of Integration of New Techniques. Data findings show a significant increase in applying more inclusive playing techniques after inclusive training. Cooperation-based game techniques, applied regularly two to three times a week, help children learn to work together and appreciate differences, strengthening an inclusive environment in the classroom (Saminder Singh et al., 2023). These techniques are not only a theory but have also been thoroughly integrated into daily play activities at school. Management's regular monitoring and reflection ensure that this inclusive approach continues to be implemented consistently, making inclusion an integral part of children's learning and play experiences.

Fourth, User Assessment Qualification. From these findings, inclusive training has enriched perspectives in assessing the quality of inclusive play, increasing competency in assessing its benefits for all children, especially those with special needs. The qualifications obtained after training allow a more in-depth assessment, not only of physical participation but also of the emotional and social aspects of children (Steed et al., 2024). With better qualifications, the assessment of the effectiveness of play inclusion becomes more accurate and relevant, and the ability to adapt play strategies to each child's needs creates a play environment that is truly inclusive and beneficial to children's development.

Fifth, evaluate the quality of the game. The interview data revealed that the quality of the game was assessed based on its ability to create comfort and confidence in children with special needs, allowing equal participation without a feeling of being left behind. Quality play provides a fun space for all children to be actively involved, especially in encouraging social interaction and the development of cognitive skills (Kyriazopoulou et al., 2023). Assessment of the quality of play focuses on how well it

facilitates the participation of children with developmental disabilities and encourages the development of broader skills, creating an inclusive environment that supports the holistic development of each child.

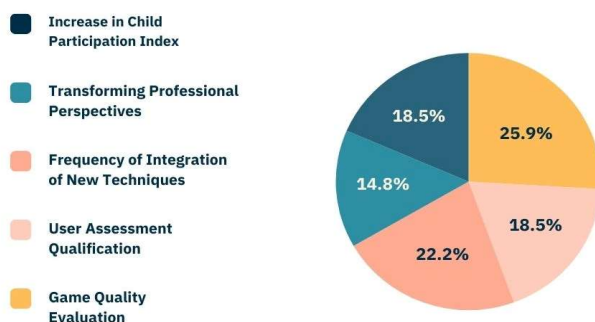


Figure 1: The Effectiveness of Educator Paradigm Transformation on Game Inclusion

From the findings that have been described, it can be concluded that the transformation of professional perspectives towards inclusive play has shown a significant positive impact on early childhood education (Arnaiz-Sánchez et al., 2023). Inclusive training has enriched the insight of educators and psychologists regarding the importance of creating a supportive environment, not only from a physical perspective but also from a social-emotional aspect. The new qualifications gained from the training enable a more in-depth and accurate assessment of play, particularly in assessing its inclusion and effectiveness for children with special needs (Nair et al., 2023). Evaluation of the quality of play based on its ability to encourage social interaction and the development of cognitive skills shows that a more inclusive approach to play contributes to the holistic development of children in a more inclusive and supportive educational environment.

2. Dynamics of Increasing Training Competency in the Context of Inclusivity

Findings regarding the Dynamics of Increasing Training Competency in the Context of Inclusivity reveal that developing specially designed training can significantly improve educators' skills and understanding in supporting inclusive play. This increased competency not only expands technical knowledge about the needs of children with developmental disabilities but also strengthens inclusive and adaptive attitudes in educational practice (Kamran et al., 2023). By improving skills through intensive training, educators can overcome existing barriers and create a more inclusive educational environment where all children feel welcome and supported. Implementing effective

training improves the implementation of inclusive play and builds a stronger commitment to the principles of inclusivity in everyday educational practice.

The following research data shows the Effectiveness of Educator Paradigm Transformation on Game Inclusion;

Table 2: Interview Result Data of Dynamics in Increasing Training Competency

Interview Data	Coding	Resources
"Inclusive training has provided a new understanding of various teaching methods more responsive to the needs of children with disabilities."	Increasing Educational Capabilities	Teacher
"This new capability allows for more targeted application of psychological techniques to support the cognitive and social-emotional development of children with disabilities in an inclusive environment."	Increasing Educational Capabilities	Educational psychologist
"The application of inclusive techniques has had a positive impact on increasing the involvement of children with disabilities. These children now participate more frequently in group activities and show increased social interactions with their peers."	Implementation of Inclusive Techniques	Headmaster
"Through adaptation and modification of techniques learned during training, each child can be more actively involved in a variety of activities."	Implementation of Inclusive Techniques	Occupational therapist
"This training effectively provides a new understanding of inclusivity, especially in early childhood education. "A lot of the material is relevant and can be directly applied in daily classroom activities."	Response to Training	Teacher
"The biggest benefit is increased awareness about the importance of inclusion and how it can positively impact a child's academic and social development."	Response to Training	Parent
"After training, teaching techniques became more focused on collaboration between students. Group games that encourage cooperation and inclusion are now used more frequently."	Teaching Methodology Reform	Headmaster

<p>“Students, especially those with special needs, responded very positively to the change in teaching methodology. The success of implementing the new method can be seen from the increase in their learning motivation and active participation in class.”</p>	<p>Teaching Methodology Reform</p>	<p>Teacher</p>
<p>“This improvement is especially visible in games designed for inclusion, where children are encouraged to interact and work together, improving their social skills.”</p>	<p>Child Performance Improvement Index</p>	<p>Parents of children with disabilities</p>
<p>“Inclusive training significantly changes the development of cognitive and social skills of children with disabilities. With a more inclusive approach, children become more open to expressing themselves and more confident in interacting with others.”</p>	<p>Child Performance Improvement Index</p>	<p>Occupational therapist</p>

Observation data shows that increasing training competency in the context of inclusiveness significantly impacts the quality and effectiveness of implementing inclusive techniques in early childhood education environments. The implementation of inclusive methods learned through training is reflected in the improved performance of children with disabilities in active participation and social interaction in the classroom (Then & Pohlmann-Rother, 2023). Improvements in teachers' educational capabilities can be seen in their ability to adapt play activities to suit the needs of all children, including those with special needs. Observations also show that the training-driven reform of teaching methodology has created a more inclusive learning atmosphere where children with diverse developmental backgrounds can interact and learn together without feeling isolated (Aalatawi, 2023). Overall, the implementation of inclusive training not only improves the quality of education and creates a fairer and friendlier learning environment for all children, which aligns with the main goals of inclusive education.

Table 1 above shows 5 forms of dynamics of increasing training competency in an inclusive context. Thus, the data explains the following findings;

First, increasing educational capabilities. Observation results show that inclusive training has broadened the understanding of teaching methods more responsive to the needs of children with disabilities, thus enabling the application of more adaptive teaching strategies in daily activities. This increased capability creates more effective and inclusive learning for all children (Sapiets et al., 2023). In addition, the ability to develop specialized intervention programs has also increased significantly, allowing for more targeted application of psychological techniques to support the cognitive and social-

emotional development of children with disabilities in inclusive educational environments.

Second, implementation of inclusive techniques. These findings prove that the application of inclusive techniques has a positive impact in increasing the involvement of children with disabilities, who now participate more often in group activities and show increased social interactions with peers. Implementing techniques focusing on collaboration and cooperation has created a more supportive environment for all children (Cheung et al., 2023). Adaptation and modification of techniques learned during training allows each child to engage more actively in various activities, ultimately improving their social and motor skills and their confidence in interacting with peers.

Third, response to training. Interview data shows that inclusiveness training in early childhood education effectively provides new understanding that can be directly applied in daily classroom activities. Relevant training materials help create a more inclusive learning environment, encouraging the active involvement of all children, including those with special needs (Danniels & Pyle, 2023). This training also broadens understanding of how to overcome stigma and promote inclusion in schools, with the main benefit being increased awareness of the importance of inclusion and its impact on children's academic and social development. Additionally, this training strengthens partnerships between parents and teachers, supporting creating a more inclusive environment for all children.

Fourth, teaching methodology reform. The findings show that reform of more inclusive teaching methodologies in early childhood education has received a positive response from students, especially those with special needs. These changes are reflected in increased learning motivation and active participation of students in the classroom, creating a learning environment that is more supportive and respectful of diversity. Implementing this new methodology also successfully increases student engagement in group activities, with previously passive children now more engaged and showing a strong desire to participate in activities with their peers (Daniels & Pyle, 2023). Especially in games designed for inclusion, these improvements have helped develop children's social skills significantly.

Fifth, child performance improvement index. Interview results show that inclusive training plays an important role in improving children's performance, especially in group participation and the development of social skills. Children who previously tended to be passive now show significant increases in engagement and desire to participate in activities with peers, especially in games designed for inclusion

(Irfai & Yuwana, 2024). Apart from that, this training also has a positive impact on the development of cognitive and social skills of children with disabilities, making them more open in expressing themselves and more confident in social interactions. This performance improvement index reflects the success of implementing an inclusive approach that is more adaptive and responsive to the needs of each child.

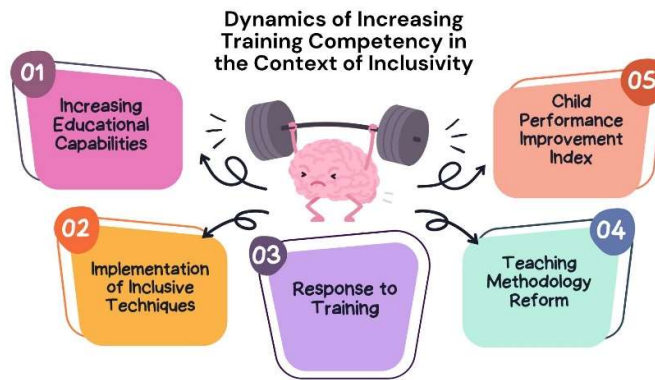


Figure 1: Dynamics of Increasing Training Competency in the Context of Inclusiveness

From the findings above, it can be concluded that inclusive training has significantly improved the performance of children with disabilities in early childhood education (Wineberg, 2023). Increased engagement in group activities and the development of cognitive and social skills suggest that the inclusive approach implemented post-training is effective. This training improves children's active participation in play activities and strengthens their confidence in interacting with others. The success of this training lies in adapting strategies that support inclusion, which in turn creates a more supportive and inclusive learning environment for all children (Srinivasacharlu, 2024). The continued application of inclusive techniques will continue to improve the quality of education and learning outcomes of children, especially those with special needs.

The transformation of the educator paradigm towards play inclusion shows significant effectiveness in supporting children with special needs, including those with dyslexia, dysgraphia and dyscalculia (Jiang et al., 2024). In this context, a more inclusive approach to play facilitates social engagement and provides opportunities for children to develop their cognitive and motor skills. For example, by adapting games that involve the manipulation of numbers and letters, educators can help children with dyscalculia and dyslexia to more easily understand math and reading concepts through fun and collaborative interactions (De Brouwer et al., 2024). This transformation aligns with

constructivist learning theory, which emphasizes the importance of direct experience in learning (Coelho et al., 2023).

The implications of these findings show that an inclusive approach to play can overcome the barriers often experienced by children with dyslexia, dysgraphia and dyscalculia. In a more supportive and inclusive environment, they can develop self-confidence and motivation to actively participate in learning activities (Juma & Mussa, 2024). Educators who have been trained in inclusive methods tend to be more responsive to the individual needs of these children, enabling them to receive support appropriate to the specific challenges they face. Thus, this inclusive paradigm facilitates more holistic academic and social development for children with learning disorders (Karademir & Saatcioglu, 2023).

The need to implement an inclusive approach in education is increasingly urgent, especially in facing the challenges of dyslexia, dysgraphia and dyscalculia. This transformation provides a framework for educators to develop more adaptive and relevant strategies for children with learning disorders (Higgins et al., 2023). This approach also supports Howard Gardner's theory of Multiple Intelligences, which emphasizes that each child has unique intelligence and must be supported in a way that suits their strengths and weaknesses (Balaji & Pyari, 2023). Thus, the inclusion of play not only improves social and motor skills but paves the way for more individualized and meaningful learning for children with various types of learning disorders.

The main findings of this research indicate that the transformation of educators' paradigms in gaming inclusion not only improves teaching methods but also broadens the understanding of special needs, such as dyslexia, dysgraphia, and dyscalculia. Implementing an inclusive approach allows educators to recognize and respond to the unique challenges faced by children with specific learning difficulties (Ellis et al., 2023). This aligns with the Universal Design for Learning (UDL) theory, which emphasizes creating learning environments accessible to all students, including those with different cognitive and learning styles (Tish et al., 2022). With this approach, educators can adapt games and activities to ensure the active participation of every child, regardless of their limitations.

The implications of this transformation reinforce the importance of special needs-focused training, allowing educators to understand better and apply techniques that support children with dyslexia, dysgraphia, and dyscalculia (Curry et al., 2024). This is relevant to the concept of Responsiveness to Intervention (RTI), where early and ongoing intervention is essential to ensure that all children receive the support they need to succeed in an inclusive environment (Fasinro, 2024). Educators can help improve children's self-

confidence and academic skills by implementing more adaptive and responsive strategies, fostering their overall development.

The need to integrate these inclusive strategies in education lies in creating an environment that supports all types of learning, especially for children with learning difficulties such as dyslexia, dysgraphia and dyscalculia (Beasley, 2023). This approach is in line with the theory of Multiple Intelligences by Howard Gardner, which emphasizes that each child has a unique and varied way of learning, and the task of educators is to adapt teaching methods to meet these needs (Bolat, 2023). Thus, this transformation of the educational paradigm helps create a more inclusive learning environment where every child can develop according to their potential.

CONCLUSION

The effectiveness of the educator paradigm transformation towards play inclusion shows a significant impact in increasing the involvement of children with disabilities, including those with dyslexia, dysgraphia, and dyscalculia. Implementing an inclusive approach makes the learning environment more supportive, allowing all students to feel welcome and motivated. These findings reflect the importance of adapting and implementing strategies considering each child's unique needs, improving their social and academic skills, and developing self-confidence in social interactions.

The implications of this research confirm that an inclusive approach to education, especially for children with learning difficulties, makes a major contribution to their success. By using techniques such as Universal Design for Learning (UDL) and Responsiveness to Intervention (RTI), educators can create teaching strategies that are more adaptive and responsive to the needs of each student. This approach helps develop cognitive and social skills, strengthening the relationship between students, educators, and the learning environment.

However, although this paradigm transformation shows positive results, several limitations must be considered. First, the long-term effectiveness of implementing this inclusive strategy still requires further evaluation, especially in more diverse contexts. Second, this research is limited to short-term observations and may not fully capture the long-term impact of this approach on the development of students with dyslexia, dysgraphia, and dyscalculia. Therefore, further studies are needed to examine how inclusive approaches can be optimized and adapted in various educational settings to create a more inclusive and sustainable learning environment.

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