



# Disability, Education and Psychology: Psychological Dynamics in Individual Development and Education Process

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## Abstract

The relationship between disability, education, and psychology plays a crucial role in the academic, social, and emotional development of individuals. Disabled individuals face various challenges in education, such as low self-confidence, social isolation, learning difficulties, and peer bullying. An inclusive and supportive education system can enhance their academic success and psychological well-being. This study explores the psychological and pedagogical challenges faced by disabled individuals in education, focusing on issues such as lack of self-confidence, fear of failure, and social adaptation difficulties. Additionally, it examines the impact of inclusive education policies and psychological support programs, including cognitive-behavioral therapy, group therapy, and social support mechanisms, on the academic and psychosocial development of disabled students. The research adopts a qualitative approach, utilizing literature review and case analysis to assess the effectiveness of psychological support mechanisms in inclusive education. Findings suggest that strengthening these mechanisms and promoting inclusive policies contribute to the better integration of disabled individuals into society. The study highlights the need for collaboration between teachers, families, and policymakers to ensure equal educational opportunities. The results provide insights for developing strategies to enhance the participation and success of disabled individuals in education.

**Keywords:** Disability, Education Psychology, Inclusive Education, Psychological Support, Special Education.

## 1. Introduction

The educational processes of individuals with disabilities are not only a pedagogical issue but are also closely linked to psychology. Factors such as difficulties in the learning process, social isolation, low self-confidence, and concerns about academic achievement can directly affect psychological well-being (Florian & Spratt, 2022). In this context, understanding the relationship between disability, education, and psychology contributes to the creation of more inclusive and effective educational policies. This study discusses the psychological barriers faced by individuals with disabilities in the education process and the psychological support mechanisms that can help overcome these challenges. Additionally, the effects of inclusive education models on disabled individuals will be examined. The World Health Organization (WHO, 2021) defines disability as a long-term deficiency in physical, mental, sensory, or psychosocial functions. The inclusion of individuals with disabilities in education is not only critical for academic success but also for their social and emotional development. Special education involves individualized teaching methods tailored to the needs of disabled individuals, while inclusive education is a system that encourages all students to learn together (UNESCO, 2022). Inclusive education fosters social interactions, enhances self-confidence, and reduces discrimination among individuals with disabilities (Waitoller & Thorius, 2021). One of the biggest challenges faced by individuals with disabilities in educational processes is maintaining psychological well-being. Research shows that disabled students are more frequently exposed to peer bullying, which increases their risk of psychological stress, anxiety, and depression (McGuckin & Minton, 2022). Additionally, a lack of self-confidence and fear of failure are common among students with learning difficulties. These factors negatively impact academic success and can reduce learning motivation (Rosenberg et al., 2023). Inclusive education models offer significant advantages for the psychosocial development of individuals with disabilities. Research suggests that inclusive learning environments contribute to the development of social skills and facilitate the social integration of disabled individuals (Florian & Spratt, 2022). The attitudes of teachers and peers towards disabled individuals also play a critical role in their psychological well-being. Empathy-based education programs can help teachers and students establish healthier relationships with disabled individuals (Booth & Ainscow, 2023). Providing psychological support mechanisms in the education processes of individuals with disabilities is crucial for their academic success and emotional well-being. Effective psychological intervention methods include:

*Cognitive-Behavioral Therapy (CBT):* CBT is widely used to boost self-confidence, reduce anxiety, and promote positive thinking patterns in individuals with disabilities (Goodley & Runswick-Cole, 2023).

*Group Therapy and Social Support Programs:* These programs help individuals with disabilities reduce social anxiety by improving peer interactions (Eiser et al., 2021).

*Teacher and Family Training:* Raising awareness among teachers and families helps create a more supportive educational environment for individuals with disabilities (McGuckin & Minton, 2022).

The inclusion of individuals with disabilities in education is not only a pedagogical issue but also a multidimensional challenge with psychological and social implications. To facilitate the integration of disabled individuals into education, inclusive education models should be expanded,

psychological support mechanisms should be strengthened, and social awareness should be increased.

## 2. The Aim of the Study

The main purpose of this study is to examine the psychological challenges faced by disabled individuals in their educational processes and the effects of these difficulties on education performance and psychological goodness. The study aims to understand the role of psychological factors in the access of disabled individuals to education, to investigate the psychological effects of inclusiveness in education and the psychological support mechanisms that facilitated the social integration of these individuals. It was focused on how disabled individuals face psychological difficulties such as academic failure, lack of self-confidence, anxiety and depression, how these difficulties affect learning processes and supportive approaches that can be developed against these effects. In addition, the advantages of inclusive training models in terms of contributing to the psychosocial development of disabled individuals in terms of supporting their social integrations and supporting social integrations were detailed. In this context, in order to ensure that individuals with disabilities are more inclusive and effective in their educational processes, the applicability of psychological intervention methods such as cognitive-behavioral therapy, group therapy, social support programs were examined and suggestions were presented on the psychological support studies to be done at the teacher, family and school level.

## 3. Research Methodology

This study employs a descriptive research design to explore the psychological challenges faced by disabled individuals in educational settings and the psychological support mechanisms applied in these processes. The research is based on a comprehensive literature review and an analysis of existing academic studies to examine the psychological effects of disabilities on education and to identify effective psychological intervention strategies. The study aims to provide an overview of how psychological factors shape the participation and academic achievements of disabled individuals in education.

The study relies on qualitative research methods, with the literature review serving as the primary data collection method. The literature review included studies involving individuals with different types of disabilities, including physical, intellectual, sensory, and psychosocial disabilities. Additionally, studies incorporating the perspectives of teachers, families, and educational psychologists working with disabled individuals were examined to ensure a comprehensive understanding of the psychological challenges and experiences in education. The literature review focused on academic journals covering topics such as the educational experiences of disabled individuals, psychological support programs, and special education approaches. Books and theses related to educational psychology, special education, and disability were reviewed, as well as reports from international organizations such as the World Health Organization (WHO) and UNESCO. Additionally, studies evaluating the effectiveness of psychological support programs developed for disabled individuals were included.

The collected qualitative data were analyzed using content analysis, which allows for the identification of key themes and patterns within the literature. The data analysis process began with a thematic analysis, where relevant data were systematically coded. This coding process involved identifying recurring keywords and concepts, which were then categorized into broader

themes. The main criteria for theme categorization included the common psychological difficulties faced by disabled individuals, the educational barriers they encounter, and the intervention strategies suggested in the literature. This classification helped provide a structured understanding of the psychological challenges experienced by disabled individuals in educational processes and the strategies used to address these issues.

The study also examined the psychological effects of inclusive education models on disabled individuals. The findings from the literature were analyzed to determine how inclusive education contributes to the psychosocial development of disabled students. Furthermore, a comparative analysis was conducted to explore the relationship between the psychological challenges faced by disabled individuals and the effectiveness of psychological interventions. This comparison allowed for a deeper understanding of the strengths and weaknesses of various support strategies in different educational contexts.

There are certain limitations to this study. Since the research relies exclusively on a literature review, it does not include firsthand experiences or direct data collection from participants. This means that the study cannot fully capture the personal perspectives of disabled individuals regarding their educational experiences. Additionally, the findings are limited to the availability and scope of existing literature, which may impact the comprehensiveness of the analysis. Variations in the cultural and educational contexts of the studies reviewed may also affect the generalizability of the findings. Since this study is based solely on qualitative data, it does not provide statistical validation; however, it offers an in-depth examination of the themes emerging from the literature.

To ensure validity, only high-quality, peer-reviewed academic sources were used. Studies published in reputable journals with established scientific credibility were prioritized. A diverse range of sources were included to incorporate different perspectives on the topic. Reliability was maintained through a systematic approach to data analysis, ensuring transparency in the interpretation of findings. All sources were cited in accordance with APA 7 formatting guidelines to maintain academic integrity.

## **4. Results**

### **4.1 The Relationship Between Disability, Education and Psychology**

Disability is defined as a long-term limitation in an individual's physical, mental, sensory, or psychosocial abilities (WHO, 2020). This condition directly affects a person's quality of life, social participation, and educational experiences. While education plays a crucial role in the integration of individuals into society, disabled individuals encounter various challenges. These challenges are not only limited to physical or academic barriers but also impact psychological well-being. Education is not only a process in which individuals develop their academic skills but also a setting where their social, emotional, and psychological development takes shape. Psychological difficulties experienced by disabled individuals in educational settings include low self-confidence, exclusion, social isolation, peer bullying, and challenges in the learning process. These factors may hinder their success in the education system and negatively affect their psychological well-being. The field of psychology plays a crucial role in integrating individuals with disabilities into education. While educational psychology seeks to understand individuals' learning processes, clinical psychology develops intervention methods to address the psychological difficulties experienced by

disabled individuals. The implementation of psychological support mechanisms, raising awareness among teachers, and enforcing inclusive educational policies are essential for ensuring the academic success of disabled individuals. Inclusive education is an approach aimed at ensuring the full participation of disabled individuals in the education system. This model not only enhances academic achievement but also contributes to psychosocial development. It promotes the coexistence of students with and without disabilities, increases social awareness, and helps disabled individuals develop self-confidence. In this context, the relationship between disability, education, and psychology is multidimensional. Making education accessible and inclusive for disabled individuals is not only a pedagogical necessity but also essential for supporting psychological well-being. This study explored in detail the psychological difficulties faced by disabled individuals in educational processes and the psychological support mechanisms that can help overcome these challenges.

#### **4.2 Psychological and Pedagogical Difficulties Faced by Individuals in the Education Process**

Education is one of the basic processes that shape the cognitive, social and emotional development of individuals. However, individuals with disabilities face physical and cognitive obstacles in educational processes as well as psychological and pedagogical difficulties. These difficulties can directly affect individuals' achievements and quality of life in education. Among the psychological and pedagogical difficulties that disabled individuals encounter in their education processes are lack of self-confidence, social isolation, fear of academic failure, peer bullying and individualized education plans. One of the biggest psychological challenges faced by disabled individuals in educational processes is the lack of self-confidence. The concern of not being able to achieve equal academic success with peers due to physical or cognitive limitations may adversely affect the motivation of individuals (Booth & Ainscow, 2023). Lack of self-confidence becomes more pronounced especially in individuals with learning difficulties or sensory obstacles. Disabled individuals are often exposed to social isolation in educational processes. In addition to the physical obstacles in schools, the prejudices and exclusive attitudes of their peers restrict the social interactions of these individuals. Social insulation can adversely affect individuals' psychological goodness and cause problems such as anxiety, depression and low self-esteem. In addition, individuals with disabilities are more exposed to peer bullying. This may cause individuals to break away from their educational processes and to decrease their academic achievements. Social skill trainings, empathy development programs and peer support systems can help reduce social isolation (Özbek et al., 2024). Individualized educational plans are needed in order for disabled individuals to be successful in their educational processes. However, in many educational institutions, these plans are not sufficiently implemented or teachers may not have sufficient equipment for IEP. The lack of IEPs may lead to difficulty in learning processes of disabled individuals and decrease their academic performance. In particular, the lack of methods suitable for the individual learning speeds and capacities of students who need special education needs may adversely affect their academic and psychological goodness. Increasing the awareness of teachers in special education and making training programs in accordance with different learning styles may contribute to the solution of this problem. Family support in the education process plays a critical role in terms of motivation and psychological strength of disabled individuals (Booth & Ainscow, 2023). However, some families cannot be adequately involved in the educational processes of disabled individuals, or they cannot take a supportive attitude towards coping with disability. Psychological counseling and guidance services need to be expanded in order to increase the supportive attitudes of families to disabled individuals. In particular, family-based intervention

programs and family-teacher cooperation models can contribute to the healthier development of disabled individuals in their education processes.

One of the most important pedagogical challenges experienced by disabled individuals in educational environments is access to physical accessibility and digital education materials. School buildings, classes and course materials that are not arranged in accordance with disabled individuals can prevent their full participation in their educational processes. In particular, the inability to provide appropriate course materials for vision and hearing impaired individuals is an important factor that reduces equal opportunities in education. At this point, the integration of digital technologies and auxiliary tools into training processes can increase the participation of individuals with disabilities in learning processes. For example, special training software for individuals with subtitle videos for hearing impaired, audio books for visually impaired, and learning difficulties such as dyslexia can make the learning process more inclusive. It is of great importance to increase the awareness of teachers in overcoming the psychological and pedagogical difficulties faced by disabled individuals in education processes. However, many educators do not have enough information about special education and do not know how to apply supportive methods for disabled individuals. The fact that teachers become more conscious about special education can offer a more supportive environment in the educational processes of disabled individuals. Adding courses about inclusive training models, special education methods and psychological support mechanisms in teacher training programs can help to eliminate the deficiencies in this field (Küçük et al., 2022).

As a result, the psychological and pedagogical challenges faced by disabled individuals in education processes are versatile and directly affect the academic achievements and psychological goodness of individuals. Social isolation, lack of self-confidence, concerns in the learning process and lack of individualized educational plans are among the most important obstacles in the education life of disabled individuals. In order to overcome these difficulties, it is necessary to make educational policies more inclusive, to increase the awareness of teachers in special education, to strengthen family support programs and to improve educational environments in terms of physical and digital accessibility. Equality and equality of opportunity in education are of great importance in order to maximize the potential of disabled individuals. This process will improve not only the academic achievements of individuals, but also their psychological goodness, and offer them a healthier quality of life. Solving the difficulties encountered in educational processes for disabled individuals is a social responsibility and is an important step to ensure that everyone benefits from equal education. The strengthening of inclusive training models, teacher training and family cooperation will contribute to the more accessible, supportive and fairness of training processes. In this way, it will be possible for disabled individuals to have more opportunities in education and to take more actively in all areas of society.

#### **4.3 Disability and Education: Basic Concepts**

The concepts of disability and education have an important place in the academic and social development processes of individuals. The access of disabled individuals to education is one of the main elements that support their participation in social life and their individual development. However, in order to carry out this process successfully, the basic concepts related to disability and education should be understood correctly (WHO, 2020).

Disability is defined as a condition that causes long -term limitation in the physical, mental, sensory or psychosocial fields of the individual (WHO, 2020). The concept of disability includes disadvantages that the individual experiences as a result of his interaction with environmental factors. Disability should not be seen as a physical or mental deficiency of the individual, but also how social obstacles affect the life of the individual. Disability types can be examined under four main headings (McGuckin, & Minton, 2022).

- 1) Physical Disablation: It includes limitations that create mobility. Conditions such as musculoskeletal system diseases, cerebral palsy, spinal cord injuries can be given as an example of physical disability.
- 2) Mental and Cognitive Disability: It includes learning difficulties, developmental retardation and mental obstacles. Down syndrome, autism spectrum disorder (OSB) and dyslexia are included in this group.
- 3) Sensory Disability: It is characterized by decrease or loss of sensory functions such as hearing or loss of vision. For individuals with hearing barriers, supportive methods such as sign language and vision barriers have been developed such as Braille alphabet .
- 4) Psychosocial disability: It covers mental health -based barriers. Psychological disorders such as bipolar disorder, schizophrenia and widespread anxiety disorder can make it difficult for individuals to participate in the education process.

While planning the educational processes of disabled individuals, it is of great importance to develop methods suitable for these different types of disability.

Education should be considered as a fundamental right that each individual can access with equal opportunities. However, standard education systems may not always be sufficient for disabled individuals. For this reason, the concepts of special education and inclusive education have been developed to ensure the more effective participation of individuals with disabilities in education (Rosenberg et al., 2023).

- 1) Special Education: It includes educational methods and programs designed specifically for the needs of disabled individuals. Individualized teaching strategies, special classes and expert trainers are among the basic components of special education.
- 2) Inclusive Education: It is an approach that supports the education of disabled and non - disabled students in the same classroom environment. Inclusive education not only increases the academic achievement of disabled individuals, but also facilitates the social integrations.

Inclusive training models include various strategies such as increasing the awareness of teachers and making educational materials accessible to everyone. According to the report published by UNESCO in 2019, inclusive training practices positively affect the academic achievements and social skills of disabled individuals.

Individualized educational plans (IEP) have been developed to ensure the full participation of disabled individuals in education. CEP is an educational plan that aims to privatize teaching methods and materials by taking into account the individual needs of each student (Eiser et al., 2021).

The basic elements of the IEP are as follows:

- Evaluation of the strong and weak aspects of the student,

- Determination of individual learning objectives,
- Definition of education strategies and support services,
- Ensuring the cooperation of the family and the teacher.

An effective IEP application helps individuals with disabilities to support the academic and psychosocial development and provide more effective participation in the education process (Heiman & Shemesh, 2019).

Developing technology contributes significant contributions to increasing the equality of opportunities of disabled individuals. Supporting educational technologies include tools that can help disabled individuals more easily adapt to learning processes (Rose et al., 2020).

These technologies include:

- Sign Language Supported Training Materials for Obsritis Dischants,
- Braille alphabet and audio books for the disabled people,
- Artificial intelligence -supported teaching software for individuals with difficulty in learning,
- Sound training tools for individual disabled individuals.

The integration of these technologies into the education system increases the academic achievement of disabled individuals and contributes to the psychosocial development (Waitoller & Thorius, 2021).

Various psychosocial support mechanisms have been developed in order to help people with disabilities overcome the psychological challenges they face in their educational processes. These include individual and group therapies, peer support systems and guidance services (Rose et al., 2022).

- 1) Cognitive-behavioral therapy (BDT): It can help increase their academic achievement by providing disabled individuals to cope with negative thoughts.
- 2) Peer Support Programs: It encourages students with disabilities to establish healthier relationships with their peers.
- 3) Teacher and Family Cooperation: A strong communication between teachers and families is required to support the psychosocial development of disabled individuals.

These mechanisms increase their quality of life by helping individuals with disabilities to be more powerful and motivated in the education process.

The relationship between disability and education directly affects the academic development of the individual as well as psychosocial goodness. The correct understanding of basic concepts such as special education, inclusive education, individualized educational plans and supportive technologies will contribute to the creation of a more accessible and fair education system for disabled individuals.

#### **4.4 Psychological Difficulties Faced by Disabled Individuals during the Education Process**

Disabled individuals face not only physical and academic obstacles in their educational processes, but also with various psychological difficulties. These challenges may adversely affect the individual's adaptation to the education system and social development. Psychological problems in the education process play a decisive role on the individual's self -confidence, motivation, academic achievement and quality of life (García & Fernández, 2023).



Disabled individuals may experience self -esteem and self -confidence problems due to physical or cognitive differences during their education. Negative perceptions and discrimination from their environment can cause the individual to feel inadequate (Küçük et al., 2022).

- 1) Society's perception of disability: Individuals with disabilities can often be seen as "need for help" or "incomplete". Such tagging may reduce the trust of the individual.
- 2) Self -blocking: Some disabled students can avoid new experiences due to fear of failure. This may adversely affect their academic and social development.
- 3) Peer pressure and exclusion: Disabled individuals risk exclusion, wave or discrimination by their peers. This may cause the individual to move away from the education process by damaging the self -confidence of the individual.
- 4) Coping Methods: Psychosocial support services, peer support programs and individual psychotherapy methods can be applied in order to cope with self -confidence and self -esteem problems.

Disabled individuals may have difficulty in meeting academic expectations in the education process and this may lead to an increase in anxiety levels (Goodley & Runswick, 2023).

- 1) Exam anxiety: Disabled individuals may have difficulty in adapting to standard examination formats. This may be more pronounced especially for individuals with attention deficit, dyslexia or cognitive obstacles.
- 2) Challenges in the learning process: Disabled individuals may be forced in the learning process when teaching methods are not suitable for them. This may adversely affect academic achievements and increase the anxiety.
- 3) Family and Teacher Edition: Families and teachers can expect high success from disabled individuals in good faith. However, this pressure can reduce the motivation by increasing the anxiety of the individual .
- 4) Coping Methods: Individualized Education Plans (IEP), exam regulations and guidance services are among the effective methods to reduce academic anxiety.

Disabled individuals may face the risk of social isolation by experiencing difficulties in peer relationships. This may lead to a sense of loneliness and depression (Rose et al., 2022).

- 1) Difficulties in interaction with peers: individuals with disabilities may be timid to communicate or participate in group activities.
- 2) Exclusion and bullying: Disabled students can sometimes be exposed to peer bullying. This may reduce the individual's desire to attend school.
- 3) Social Stamping: Disabled individuals may feel excluded because of social prejudices.
- 4) Coping Methods: Peer support programs, social skill trainings and group therapies can help reduce social insulation.

Disabled individuals face more stress factors in both academic and daily life. This may force the individual's psychological resistance (Booth & Ainscow, 2023).

- 1) Concerns for the Future: Disabled individuals may experience uncertainty about being thrown into business after the education process.
- 2) Independence Anxiety: Many of disabled individuals may have concern about being dependent on others. This may increase stress levels.

- 3) Stress created by physical obstacles: physical obstacles such as stairs, lack of elevator in the school environment can create additional stress factor by making the individual's daily life difficult.
- 4) Coping Methods: Cognitive-behavioral therapy (CIS), stress management techniques and trainings to increase psychological resistance can help individuals cope with stress.

Families and teachers have a critical role in the educational process of disabled individuals. However, sometimes over-protective or indifferent attitudes can adversely affect the individual's psychological good (McGuckin & Minton, 2022).

- 1) Excessive Protective Family Attitudes: Families may be overly protective to prevent their children from being damaged. This may weaken the individual's sense of independence.
- 2) Lack of awareness of teachers: Educators may have difficulty understanding the special needs of disabled individuals. This may cause the individual to feel not sufficiently supported in the education process.
- 3) Lack of Family-Teaching Cooperation: Lack of communication between families and teachers may cause loss of motivation in the education process of the individual.
- 4) Coping Methods: Family Guidance Programs, Teacher Training and Regular Family-Teaching meetings can help overcome these difficulties.

As a result, the psychological challenges faced by disabled individuals in education processes can directly affect their academic achievements and social lives. Lack of self-confidence, academic anxiety, social isolation, stress and problems in family-teacher relationships are the main factors that make the individual's education life difficult. However, these difficulties can be overcome with individualized educational plans, psychosocial support mechanisms and inclusive education approaches.

#### **4.5 Psychological Effects of Inclusive Education**

Inclusive education is an approach that aims to fully integrate disabled individuals into the education system and to provide equal opportunities. Unlike traditional special education models, in inclusive education, disabled individuals receive education in the same classes as their peers and supported according to their individual needs.

Inclusive education can increase self-esteem and self-confidence by contributing to the fact that disabled individuals see themselves as part of society (Oliver, 2024).

- 1) Feeling of belonging: Educational individuals with disabilities in the same class as their peers make them feel more accepted.
- 2) Success Experience: Thanks to individualized learning plans (IEP) in inclusive education, disabled students can achieve academic success by learning at their own speed. This increases their self-confidence.
- 3) Peer support: Supporting disabled individuals by their peers can help develop positive self-perception.
- 4) Supporting Strategies: Training programs that emphasize the success of individuals with disabilities should be established. The motivation of students should be increased by applying positive reinforcement techniques.

Inclusive educational environments offer more opportunities for individuals with disabilities to improve their social skills (Ainscow et al., 2021).

- 1) Interaction Opportunities: Disabled individuals improve their social skills by interacting with their peers.
- 2) Cooperation and Empathy: Inclusive education supports the social harmony of disabled students while developing empathy and cooperation skills in non-disabled students.
- 3) Decrease in bullying and discrimination: inclusive educational environments can contribute to the reduction of negative attitudes towards disability.
- 4) Supporting Strategies: Peer support programs should be developed and group studies that increase social interaction should be encouraged. Students' communication capabilities should be supported with social skill trainings.

Inclusive education can positively affect the academic performance and learning motivation of disabled individuals (Filazoğlu, 2024).

- 1) Individualized Education Plans (IEP): In inclusive education, academic achievement can be increased by providing appropriate learning methods for disabled individuals.
- 2) Increased learning motivation: Increasing the motivation of individuals with disabilities on equal conditions with their peers.
- 3) Self-performing: Inclusive education helps individuals with disabilities to maximize their potential.
- 4) Supporting Strategies: Teaching methods focusing on the strong aspects of disabled individuals should be applied. Educators should develop teaching strategies to adapt to different learning styles.

Inclusive training improves the psychological strength of disabled individuals and improves the skills of coping with difficulties (Booth & Ainscow, 2023).

- 1) Coping with stress: A supportive class environment can reduce the stress level of disabled individuals.
- 2) Positive Psychological Development: Inclusive education supports psychological strength by increasing the belief of the individual.
- 3) Confidence for the Future: Disabled individuals can be prepared better for business and society through inclusive education.
- 4) Supporting Strategies: Psychological support services should be provided and the emotional strength of individuals should be increased with guidance programs. Teachers should be aware of stress management in inclusive education.

Inclusive education creates positive changes not only for disabled individuals, but for the whole society. Perceptions of disability become more inclusive and acceptance (Demirdiş, 2023).

- 1) Reduction of social exclusion: Inclusive education ensures that individuals with disabilities are more active in society.
- 2) Decrease in prejudices and stigmatization: The education of disabled individuals under equal conditions with other individuals of the society may destroy negative prejudices.
- 3) Integration into business life: Disabled individuals supported in the education process may be more successful in business life in the following years.

- 4) **Supporting Strategies:** Awareness programs for disability should be organized and society awareness should be increased. The employment opportunities of disabled individuals should be increased by establishing collaborations between business and educational institutions.

Inclusive education increases self-esteem, social skills and academic motivation by supporting the psychological development of disabled individuals. In addition, it strengthens psychological resistance, improves stress skills of disabled individuals with stress and facilitates their social integration. The dissemination of inclusive training models will contribute to the more active and success of disabled individuals in education and social life.

#### **4.6 Psychological Support and Intervention Methods**

Psychological support and intervention methods are of great importance in order for disabled individuals to cope with the psychological difficulties encountered in their education processes. These methods are applied to support the emotional health of the individual, to increase self-confidence and to promote academic-social development (Martin et al., 2024).

Psychosocial support programs are systematic approaches to increase the psychological strength of disabled individuals and strengthen their social relations (Oliver, 2024).

- 1) **Individual Psychological Counseling:** Individual therapy sessions can be organized for disabled individuals to manage their emotions, cope with anxiety and increase their self-esteem.
- 2) **Group Therapies:** Peer support groups and group therapies allow disabled individuals to express themselves better and to be in solidarity with individuals with similar experiences.
- 3) **Family Counseling:** Awareness and support of families may positively affect the psychological development of the disabled individual.
- 4) **Supporting Strategies:** Psychosocial support services should be increased in schools and rehabilitation centers. Awareness and support programs for the families of disabled individuals should be organized.

Cognitive-behavioral therapy (CIS) is a evidence-based approach that helps disabled individuals to change negative thinking patterns and develop healthier coping strategies (Waitoller & Thorius, 2021).

- 1) **Changing negative thinking patterns:** It is helped by disabled individuals to develop a more positive self-perception by transforming their negative beliefs.
- 2) **Coping with anxiety and depression:** Special techniques are applied to reduce the symptoms of anxiety and depression in individuals with disabilities.
- 3) **Increasing self-efficacy:** Role modeling and positive reinforcement methods are used to strengthen the beliefs of disabled individuals with difficulties.
- 4) **Supporting Strategies:** School psychologists and guidance teachers should apply intervention programs that include CIS techniques for disabled individuals. The psychological strength of disabled individuals should be increased by creating CIS based support groups.

Programs aimed at improving their emotional and social skills in order for disabled individuals to interact more easily in social environments (Florian & Spratt, 2022).

- 1) Strengthening Social Skills: Social interaction is facilitated by providing trainings on empathy, active listening and self-expression skills.
- 2) Emotion Regulatory Strategies: Various techniques are applied to develop stress and anger management skills of disabled individuals.
- 3) Peer Support Programs: Peer support programs are applied to prevent disabled individuals from experiencing social isolation.
- 4) Supporting Strategies: Social skill trainings should be organized for individuals with disabilities. By creating peer support systems, disabled individuals should be able to adapt to social environments more easily.

Disabled individuals can experience traumatic experiences in various periods of their lives and develop stress-cope skills (Ainscow et al., 2021).

- 1) Emotional Support Mechanisms: Supporting environments should be provided to increase the emotional resistance of disabled individuals.
- 2) Mindfulness Techniques: Meditation, Breathing Exercises and Conscious Awareness Practices can reduce stress levels.
- 3) EMDR Therapy: Desensitization and re-processing (EMDR) therapy can be an effective method especially for disabled individuals who are exposed to trauma.
- 4) Supporting Strategies: Stress management and awareness trainings should be given for disabled individuals. Trauma-oriented therapies should be included in psychological support programs.

One of the most important elements of supporting the psychological health of disabled individuals is the raising awareness of educators and families (Rose et al., 2022).

- 1) Training of educators: PsychoEigration programs should be organized in order to provide a supportive educational environment by understanding the psychological needs of teachers and educators and disabled individuals.
- 2) Support Programs for Families: PsychoEigration seminars should be organized to help families understand how they can support disabled individuals.
- 3) Cooperation and Solidarity: Cooperation between educators, families and mental health experts should be cooperated and holistic support programs should be established.
- 4) Supporting Strategies: Psychological support trainings for educators and families should be given to disabled individuals. Families should be aware of that they can support the psychological development of their children.

Psychological support and intervention methods are of great importance in terms of ensuring that individuals with disabilities cope with the psychological difficulties faced in their educational processes. Psychosocial support programs, cognitive-behavioral therapy, social skill trainings, stress management techniques and family-teacher cooperation are among the main approaches that increase the psychological strength of disabled individuals. The dissemination of these methods of intervention will strengthen the integration of disabled individuals into education and social life.

## 5. Conclusion

The relationship between disability, education, and psychology is a critical area that directly impacts the cognitive, emotional, and social development of individuals. Psychological challenges

faced by disabled individuals in educational settings can be significantly reduced through inclusive education practices and effective psychological support interventions (Ainscow et al., 2021). This study examined the psychological difficulties experienced by individuals with disabilities in education, analyzed the positive effects of inclusive education, and evaluated psychological support methods.

Ensuring access to education, strengthening psychological resilience, and developing strategies to facilitate the social integration of individuals with disabilities are of paramount importance. Sustainable solutions should be developed at individual, institutional, and societal levels (Florian & Spratt, 2022). This section summarizes the key findings of the study and presents recommendations to enhance the psychological well-being of disabled individuals in educational processes.

The following results have been obtained based on the study's findings:

- 1) Individuals with disabilities face various psychological difficulties in the education process. Factors such as learning difficulties, peer bullying, exclusion, low self-esteem, and anxiety negatively affect their educational experiences (Eiser et al., 2021).
- 2) Inclusive education practices support both academic and social development. The inclusive education model enhances the social skills, self-esteem, and academic achievements of disabled individuals by fostering their integration into society (Waitoller & Thorius, 2021).
- 3) Psychological support and intervention methods help individuals with disabilities overcome barriers in the education process. Strategies such as psychosocial support programs, cognitive-behavioral therapy (CBT) techniques, social skills training, and family support programs enhance their psychological resilience (Goodley & Runswick-Cole, 2023).
- 4) Raising awareness among educators and families improves the educational success of disabled individuals. Training educators in inclusive education and involving families in psychoeducation programs enable them to provide better support to students with disabilities (McGuckin & Minton, 2022).
- 5) Social awareness should be increased to reduce prejudice and discrimination. Public education campaigns, media representation, and advocacy efforts are necessary to create a more inclusive society (Oliver, 2024).

Recommendations for supporting psychological well-being in education:

*Individual-Level Recommendations:* Individual support services should be provided to strengthen the psychological resilience of disabled individuals. Psychological counseling and guidance services should be expanded in schools, and psychosocial support services, such as individual and group therapy, should be made more accessible (García & Fernández, 2023). Social skills training should be increased. Programs focusing on emotional regulation and peer interaction should be implemented to help individuals with disabilities establish healthy relationships with their peers (Rose et al., 2022).

*Institutional-Level Recommendations:* Inclusive education practices should be more widely implemented. Schools should improve both physical and pedagogical accessibility, and teachers should receive adequate training on inclusive education (Florian & Spratt, 2022). Individualized Education Plans (IEPs) should be used more effectively. Customized learning plans and accessible educational materials should be integrated into the curriculum to support the educational processes of disabled individuals (Eiser et al., 2021). Awareness of teachers and school

administrators regarding inclusive education should be increased. In-service training programs focusing on disability awareness, psychological support, and special education methods should be provided for educators (McGuckin & Minton, 2022).

*Societal-Level Recommendations:* Social awareness campaigns should be conducted to change societal perceptions of disability. Public service announcements, educational campaigns, and social media projects should be developed to combat prejudice and discrimination against disabled individuals (Oliver, 2024). The employment of individuals with disabilities should be encouraged. The support provided in educational settings should extend into the workplace, and policies should be developed to enhance the employability of disabled individuals (Goodley & Runswick-Cole, 2023). Family support programs should be established. Psychoeducation programs and family counseling services should be provided to help families offer better support to individuals with disabilities (Rose et al., 2022).

A holistic approach should be adopted at individual, institutional, and societal levels to overcome the psychological difficulties faced by individuals with disabilities in education. Expanding inclusive education practices, increasing access to psychological support services, and raising societal awareness are crucial steps in ensuring the full and equal participation of disabled individuals in education. Guaranteeing equal opportunities in education will not only benefit individuals with disabilities but also contribute to broader social justice and sustainable development goals.

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