



OPEN ACCESS

EDITED BY
Israel Kibirige,
University of Limpopo, South Africa

REVIEWED BY
Jairo Hernando Quintero,
Technological Institute of
Putumayo, Colombia
Jose Manuel Salum Tome,
Temuco Catholic University, Chile

*CORRESPONDENCE
Lenka Hovorková
✉ lenka.hovorkova01@upol.cz

RECEIVED 15 May 2025
ACCEPTED 26 June 2025
PUBLISHED 22 July 2025

CITATION
Hovorková L, Horňáčková Z, Belkin L,
Růžicková V, Příbylová T and Kantor J (2025)
Lived experiences with inclusive education
from the perspective of a pupil with visual
impairment and his mother—a case study.
Front. Educ. 10:1629428.
doi: 10.3389/feduc.2025.1629428

COPYRIGHT
© 2025 Hovorková, Horňáčková, Belkin,
Růžicková, Příbylová and Kantor. This is an
open-access article distributed under the
terms of the [Creative Commons Attribution
License \(CC BY\)](https://creativecommons.org/licenses/by/4.0/). The use, distribution or
reproduction in other forums is permitted,
provided the original author(s) and the
copyright owner(s) are credited and that the
original publication in this journal is cited, in
accordance with accepted academic practice.
No use, distribution or reproduction is
permitted which does not comply with these
terms.

Lived experiences with inclusive education from the perspective of a pupil with visual impairment and his mother—a case study

Lenka Hovorková^{1*}, Zuzana Horňáčková¹, Liliana Belkin^{1,2},
Veronika Růžicková¹, Tereza Příbylová¹ and Jiří Kantor¹

¹Faculty of Education, Institute of Special Education Studies, Palacky University Olomouc, Olomouc, Czechia, ²School of Education, University of Roehampton, London, United Kingdom

In 2016, there was an important legislative change toward inclusive education (IE) in the Czech Republic, affecting students with different types of Special Educational Needs (SEN) such as visual impairment (VI). As no prior research has investigated the experiences of IE for Czech pupils with VI and their parents, we conducted this phenomenological case study to understand the experiences of a boy with VI and his mother in relation to IE at primary school. Methods: The case study was based on Van Manen's methodology, using semi-structured interviews and thematic analysis. The results (eight themes) show the importance of family support and parental engagement, which helped to overcome some of the education system's shortcomings (e.g., the teacher's unwillingness to cooperate with the family). However, the mother expressed fears about her son's education as he gets older. The boy experienced satisfaction with his education and was proud of his achievements thus far. The case study showed that pupils with VI and their parents may face specific barriers associated with the availability of assistive technologies for VI, and limited provision of support for self-care and orientation. Importantly, these barriers may extend to students with other types of SEN, such as limited awareness of appropriate teaching strategies for pupils with SEN or challenging attitudes of teachers. Involving parents in the educational process may serve as a strategy to overcome these barriers and facilitate inclusion in mainstream settings.

KEYWORDS

visual impairment, inclusive education, special educational needs, social inclusion, self-concept, peer relationships, case study, phenomenology

1 Introduction

The education of pupils with special educational needs (SEN) in the Czech Republic has undergone significant changes in recent decades. Until the 1990s, a segregated education model prevailed, requiring pupils with SEN to attend special schools almost exclusively (Lechta, 2016). The Velvet Revolution in 1989 and subsequent reforms initiated a gradual transformation toward more inclusive practices, aligning with trends in other European countries. Shortly after the revolution, schools began integrating pupils with SEND, and after 2000, the shift to inclusive education (IE) became more visible. An amendment to the Education Act in 2016 marked a fundamental step by introducing a system of support measures for pupils with SEN (Czech Republic, 2016; Svoboda and Zilcher, 2019). These measures became mandatory in all mainstream schools and follow a five-tiered structure. Tier 1 support is implemented by schools without financial subsidy, while higher tiers include increasing

financial aid (Decree No. 27/2016 Coll.). Examples include teaching assistants, special aids, modified instruction, and small group teaching (Jucovičová and Žáčková, 2020). These changes repositioned special education centers and counseling facilities to focus more on educational needs rather than strictly medical diagnoses (Kantor et al., 2015).

As a result, the Czech education system has become strongly oriented toward the principles of IE: equality of opportunity, respect for diversity, and values rooted in international frameworks, such as the Salamanca Statement and the Strategy for the Rights of Persons with Disabilities 2021–2030. Inclusion embraces heterogeneity, supports mutual learning, and requires adaptable teaching approaches. Research shows that diverse classrooms enhance student engagement, academic outcomes (Smith et al., 2020), creativity, and individual learning (Zarei et al., 2022). Inclusive education continues to evolve with societal dynamics, fostering social cohesion and the acceptance of individual differences. This shift reflects not only pedagogical innovation but also changing attitudes toward diversity and equity.

Despite this progress, IE in the Czech Republic still faces barriers. Teacher attitudes vary and are shaped by previous experiences with pupils with SEN, highlighting the need for improved teacher preparation (Michálek et al., 2018). Additional obstacles include insufficient training, poor physical accessibility, and lack of funding (Vítová et al., 2022; Slowik et al., 2022). Discrimination and marginalization remain risks for pupils with SEN and their families. Qualitative research is essential to amplify their voices and provide insights for educators and policymakers.

To date, most Czech qualitative research has focused on pupils with physical disabilities (Sedláčková et al., 2023; Sedláčková and Kantor, 2022a,b) and chronic conditions (Sedláčková et al., 2023; Sedláčková and Kantor, 2021). However, little is known about how pupils with VI and their parents experience IE. While inclusion is often viewed positively (Gray and Carville, 2008; Morelle and Tabane, 2019), pupils with VI may still encounter discrimination, inaccessibility, and a tendency toward segregation (Gray and Carville, 2008). This is despite evidence that most pupils with VI—regardless of acuity, field range, or spatial vision—can be successfully included in mainstream schools. To better understand these experiences and the factors that support or hinder inclusion, further case studies across different school settings and degrees of VI are needed. This study examines the case of a pupil with low vision and strabismus due to congenital bilateral cataracts and his mother, within an inclusive primary school context.

This research was funded by two internal grant projects of the Faculty of Education, Palacký University Olomouc: “Creating Systematic and Scoping Reviews in Education and Arts Therapies” and the proposed project “Support for Persons with Severe Visual Impairment through the Special Education Teacher—Typhlopedagogue” (IGA_PdF_2025).

Research question: What are the lived experiences of a pupil with visual impairment (VI) and his mother with IE at the primary school?

2 Research design

This phenomenological-hermeneutic qualitative study was carried out according to the Van Manen methodology of a lived experience analysis. The phases consist of:

- Turning to the phenomenon of interest;
- Exploring the lived experiences through interview;
- Reflection on essential themes characterizing the phenomenon under observation;
- Describing experiences through writing and rewriting;
- Maintaining a focused intention on the phenomenon under observation;
- Research question and balance the research context by considering the parts and the whole.

Although the study is methodologically grounded in a phenomenological-hermeneutic approach, it also meets the criteria of a case study. It focuses on an in-depth analysis of a single case of a pupil with VI in an inclusive setting, while considering the broader context of the pupil’s education, family, and relationships with the school. The aim is to understand a complex lived experience within its natural environment, which is in line with the nature of a case study.

When selecting a case, the following inclusive criteria have been established:

- The presence of VI;
- At least 3 years of education exclusively in the inclusive environment of a primary school;
- Minimum age of 11 years due to sufficient capacity for deep reflection on one’s own experience;
- Czech nationality and language, so that the results are not affected by communication barriers and a significantly different cultural background.

2.1 Participants and sampling

The participants in this case study were selected with the support of a specialized center for pupils with VIs in the Olomouc Region in Central Moravia. The study focused on an 11-year-old boy named Anton (pseudonym), a 4th-grade primary school pupil educated in an inclusive environment with an assigned 4th tier of support (a high tier of support including a teaching assistant), and his mother named Nina (pseudonym). Anton was born with bilateral neonatal cataracts, which led to low vision. Low vision limits the perception of information at medium and long distances, while the absence of binocular vision makes spatial orientation, depth perception and color recognition more difficult. These factors have significant impacts on engaging with academic tasks, including increased fatigue during visual tasks and the need to employ compensatory strategies, such as moving closer to the text, taking more frequent breaks, or using magnifying aids (e.g., software, camera magnifiers) (Vasconcelos and Fernandes, 2015; Poschkamp et al., 2024).

His mother Nina plays a key role in his education—she actively cooperates with the school and specialist institutions, participates in decision-making about school attendance and strives for her son to have independence to the greatest possible extent. Despite certain barriers in communication with the teaching staff, she has tried to ensure the optimal educational conditions, including provision of the appropriate and required support measures and the implementation of specific teaching strategies to meet Anton's learning needs.

2.2 Data collection

The data collection involved semi-structured interviews with an 11-year-old boy (Anton) and his mother (Nina). One interview was conducted with each participant. The first interview was held with Anton; his mother was present but did not actively participate. The interview lasted ~30 min and was conducted face-to-face in a setting chosen by the participants to ensure comfort. A separate, longer interview was then conducted solely with Nina, focusing on more detailed topics. During the conversation, she brought and showed various materials—such as certificates, drawings, and photographs—to demonstrate her son's abilities and to highlight, for example, how neatly he writes.

The interviews explored the following topics: family background and Anton's development (including the onset and progression of the VI), preschool education, educational experiences in primary school, and reflections on future schooling and aspirations for adulthood. All interviews were recorded on a mobile device with the prior consent of the participants. Basic demographic and medical background information was collected using a structured questionnaire.

Due to the need to protect the privacy of participants and comply with ethical guidelines, supplementary data sources such as school documentation, individualized education plans, or classroom observations were not included in the data collection and analysis.

2.3 Data analysis

After transcribing the interviews into text and having this checked by the researcher, data analysis began using Van Manen's thematic analysis, which has proven to be an effective approach in examining lived experiences in different educational contexts (Knechtová, 2022; Sedláčková et al., 2024). The first step was a holistic reading of the text in order to identify the basic meanings from the interviews. This was followed by a selective analysis focused on key sentences and statements that characterized the participants' experiences. In the last phase, a detailed analysis of individual statements and paragraphs was carried out, which focused on revealing the meanings and connections in the respondents' experiences. The use of this method allowed for a deeper understanding of participants' narratives and the identification of thematic structures reflecting their educational reality (Knechtová, 2022).

2.4 Ethical considerations

The study was approved by the Ethics Committee of the Faculty of Education of Palacký University in Olomouc (see [Appendix 1](#)). The legal guardian signed the informed consent, and both participants were assured of confidentiality, voluntariness and the objectives and methodology of this study.

3 Results

The analysis of the interviews resulted in eight themes. Nina's (mother's) Help and Support, Involvement, "Nothing can be done" and Deep concern. Anton's themes: Inconveniences, Favorite activities, Desires and hopes, and Pride. The mother's first two themes were closely related to statements that also appeared in the conversation with Anton.

3.1 A mother's experience

Help and support were key for Nina in coping with her son's VI. Quick diagnosis and high-quality medical care gave her confidence: "At 5 weeks, they sent us to an eye clinic in Brno, where they confirmed a bilateral cataract, resulting in immediate booking of surgery." Early care, provided until Anton was seven, played a crucial role. Field workers supported the family with compensatory aids and visual stimulation: "He was given a box with black and white pictures, lights and sound toys. That helped us a lot."

When Anton started kindergarten, Nina appreciated the support of teachers and the adapted environment: "They taught him everything there, they gave him a lot of attention. The corners were taped so that he wouldn't stumble." She developed a strong relationship with the school's special needs teacher: "We are on a first-name basis, we are friends. She always tells me what's going on." The primary school also supported Anton by placing him in a ground-floor classroom.

In the third year, a teaching assistant became essential: "They got along perfectly, she helps him a lot at school." The non-profit Kafira o.p.s., which continued early support, became a vital resource. It provided fine motor skill lessons and key information, such as white cane options and library access for the blind. Beyond practical help, it offered psychological support by connecting Nina with other parents. She shared: "I now know that there are students, university students... that even if they have visual impairments, even if they are blind, they can do it."

Nina's Involvement in her son's educational process was evident from his early childhood. In preschool, she focused on the development of sensory perception and when Anton started school, she actively engaged in parent-supported learning. Thanks to the cooperation of the Special Education Center (SEC), she received support in setting up educational measures and using appropriate aids. Nina actively informed the teacher about her son's needs and tried to ensure suitable conditions for his education: "I warned them in advance that his needs would increase as he got older...".

Her involvement deepened when she joined Anton's school as a teaching assistant, which allowed her to be in contact with teachers and at the same time gain more insight into educational approaches that support pupils with SEN. Working with Anton on

his homework was also important, especially for subjects Anton did not enjoy. Nina realized that without her help, her son would have difficulty learning: “If I wouldn’t study with him, it would be a problem. The reality is that he can’t be bothered to study, but if we keep practicing at home, he gets A’s.” Nina’s involvement highlights the importance of her son’s education and her commitment to supporting his educational success in the future. For instance, the mother discussed his transition to lower secondary education and working with the SEC to support Anton’s success: “For this stage, we would really like the magnifying glass to help with reading”.

“Nothing can be done.” This theme encompasses Nina’s experiences of the attitude of many school practitioners. This made her feel that many aspects of Anton’s education were out of her control and that she was unable to influence his education provision. She accepted these challenges in a calm way, without showing signs of overall resignation. The one exception was her relationship with his class teacher, where she experienced a lack of opportunity for dialogue: “At the beginning, when Anton started attending school, I begged her to have a discussion... but she wasn’t interested at all.” Nina is also concerned about her son traveling home from school independently and crossing the road safely: “He has two pedestrian crossings there, so he will have to manage them... but nothing can be done.” Finally, she worries about the transition to the next grade, where Anton is at risk of experiencing less acceptance from his future peers. She feels the greatest uncertainty in connection with self-care, especially changing clothes for physical education: “He also sometimes comes with sweatpants the other way around... As I say, it will probably be pointless in the second grade... kids are... but nothing can be done.” Nina’s concerns are not just about practicalities—she also worries about social dynamics in the classroom and the possibilities of rejection that could affect her son in the future.

Nina expresses Deep concern for her son’s future, especially with regards to the more demanding curriculum in the second grade. She already sees that Anton is struggling with tasks such as drawing geometric figures in class, and is worried about how he will handle more complex tasks in the coming years: “So far, it’s simple—a line, a triangle. But when something worse comes...”. Although Anton has written accommodations that exclude evaluation of drawing from his assessments, his teacher has still graded his drawings: “She has the information that she should not be evaluating his drawing ability, but she still grades it...”. Geography curriculum and lessons requiring working with maps, where Anton will be expected to recognize rivers, cities and other geographical features, cause her further worries. Nina knows that there are options for editing maps—enlargement, contrast versions or relief maps—but she is still not sure if they will be enough: “I’m really afraid of geography... In the second year there is everything—rivers, cities recognition, and he won’t see it on the map.” Despite all the available support, Nina is not sure if her son will be able to cope with all the obstacles. This causes her uncertainty and fears for the future.

3.2 The son’s experience

Inconveniences at school. Anton perceives school mainly in relation to teachers and classmates. He was most upset when the

whole class was punished for a classmate’s forgotten notebook: “But she scolded the whole class because Robi forgot one notebook and said we have first-graders’ brains.” He considered this reaction unfair and exaggerated. In the interview, he also mentioned that he had bad experiences with his first assistant: “She was mean to me. She spent little time with me.” Although he is satisfied with his current assistant, he feels that “she helps others too much rather than me.” In the afterschool club, he experienced unpleasant situations with the educator: “She kept forcing us to draw, paint, and so on.” Art activities did not suit him due to his VI, and he tried to complete them quickly to get them over with: “I couldn’t handle it.” Relationships with classmates were complicated. He recalled an incident when classmates kicked him in the groin area: “Yeah, well, that thing between the legs, it has improved, but some still... Jakub doesn’t hit, but sometimes, you know, he talks about it.” Nevertheless, he feels safer thanks to the school’s approach: “And if it starts happening again, the one who did it will get a warning.”

Anton talked about his Favorite activities that brought him joy and fulfillment, both at school and in his free time. He especially enjoyed spending time with friends in the nursery, where he had many close relationships. He remembered his teachers only briefly but expressed overall satisfaction. He enthusiastically recalled a day when there were only two children in class and “they could use tablets all day.” Later, he admitted it was probably only for an hour, but the memory stayed with him. Electronic devices and information technology are among his main interests. When asked about subjects not taught by his class teacher, he spontaneously mentioned computer science: “I enjoy computer science the most.” When asked what they do in computer science lessons, he replied: “We are just getting familiar with the basics, even though I already know everything.” Computer science is so important to him that when asked what he would change at school, he replied: “Every lesson could be computer science.” Anton also spends a lot of his free time on the computer, where he “plays games with his friends.” For him, the internet is a source of “fun, social contact, new information, and learning opportunities.” He also enjoys swimming, which he sees as an easily accessible activity. He swims both in PE and in his free time. Another subject he likes is music, especially singing. His assistant adjusts the musical notation to help him navigate tasks. He also recalled attending a multisensory education programme focused on visual stimulation and eye convergence, which he found helpful. Although he has outgrown the programme, he would like to return: “But I want to go there.”

Swimming is another activity Anton enjoys, both during PE lessons and in his free time. He considers it a “well-accessible” physical activity. Music is also among his favorite subjects, especially singing. Due to his VI, he struggles with reading musical notation. His assistant rewrites the notation in a larger format or transcribes it into letters. Anton expressed his frustration: “The worst thing is that I can’t recognize the notes,” and added: “Especially because when they taught it, I wasn’t there.” Although he works with the notation, he noted: “She doesn’t want to write it for me anymore because we are supposed to know the notes.” Anton’s life includes various re-education and compensatory activities, which he accepts as part of everyday life. He spoke sadly about the Snoezelen multisensory programme he used to attend and, despite being considered too old now, would still like to

return: “But I want to go there.” Nina explained: “Snoezelen, the multisensory room, where you practiced eye convergence. It was great, but now you’re older and don’t need it as much.”

Anton discussed his Desires and hopes, mainly focused on the transition to the second grade. At his current age, he is already at the level of a typical beginning sixth-grader. One of his biggest wishes, which he mentioned several times, is to have a computer at school. When asked if he would enjoy learning more with a computer in the classroom, he answered: “I’d rather have the computer.” During a discussion about assistive tools, he again preferred a computer over a magnifying device: “For the second grade, I’d rather have a computer, right?” Thus, he combines his wish for a computer with the idea of assistive technology. Another of his hopes concerns teachers—he expressed a strong desire to have a male teacher: “I’d like a male teacher.” When asked if they currently had any male teachers, he replied: “No.” Nina informed him that a male teacher would be available in the second grade, to which Anton reacted enthusiastically: “Finally!”

Anton feels Pride in his success in competitions. He values his success in the singing competition and winning third place in the after-school club the most. These are the awards which motivate him. He also received a diploma for excellent grades, but this was left unmentioned.

The relatively limited scope and structure of Anton’s responses are consistent with the developmental characteristics of children of his age, as well as with the specifics of VI, which can influence the way experiences are expressed and narrated. Although his answers are brief, they provide valuable insights into his school experiences, personal challenges, and aspirations.

4 Discussion

The case study of Anton and his mother shows a number of similarities to the experiences that pupils with other types of SEN and their parents experience in an inclusive environment. Optimization of the educational process for these pupils requires the application of special educational strategies and an adjustment in the educational environment (Self, 2023). In the case of Anton’s education, it was, for example, the adaptation of the learning environment (placing the classroom on the ground floor), working with adapted teaching materials and supplies, or the presence of a teaching assistant. The educational support made it possible to create conditions under which a boy with a very serious VI was able to effectively cope with the demands of a regular primary school.

In this case, the mother’s strong involvement was crucial in overcoming obstacles and supporting her son’s educational development. Nina created optimal learning conditions but also required substantial support herself. She received help from external professionals and school-based services—except for the class teacher, whose behavior left her feeling helpless in some situations. The involvement of experts and school collaboration that enables active parental engagement is a key factor for successful inclusion (Michalík et al., 2018; Pilar, 2010). Positive peer relationships are also essential (Wentzel, 2009). Teachers play a central role and must be trained to promote inclusive values, understand the experiences of pupils with SEN and their families,

and cooperate effectively with parents as partners (Michalík et al., 2018; Pilar, 2010). However, teachers may feel pressure to maintain a professional image, which can prevent them from expressing uncertainty, limiting authentic communication with parents. Overemphasize their expert role may conceal feelings of insecurity or fear of losing control (Vítová et al., 2022). It is vital that teachers recognize the vulnerable position of pupils with SEN and their families (Michalík et al., 2018). While Nina actively sought information and initiated cooperation, not all parents are equally empowered to advocate for their child (Michalík et al., 2018).

Anton’s experience reflects that of many pupils with SEN in inclusive environments. These pupils often wish not to stand out, seek integration into peer groups, and need to build a positive self-image. Inclusive education can strongly support their social inclusion and self-esteem, with the quality of relationships with classmates and teachers playing a key role (Berchiatti et al., 2022). However, inclusive settings also bring challenges. For pupils with VIs, difficulties include spatial orientation, mobility, self-care, and information processing. A more serious barrier may be inappropriate attitudes and behaviors from others, which can lead to bullying or abuse. Pupils with SEN are generally more vulnerable to bullying than peers without disabilities. According to Álvarez-Guerrero et al. (2023), repeated verbal and physical abuse can have long-term negative effects on psychological wellbeing, self-confidence, and willingness to participate in school life. Such experiences are often unreported and may be internalized as a normal part of school reality, undermining IE. Moreover, pupils with SEN may have limited understanding of bullying and need targeted programmes to recognize and manage it. In Anton’s case, a single physical assault occurred, but verbal aggression continues, causing social insecurity. Teachers and classmates play a vital role in preventing and mitigating bullying (Kresa, 2019; Bauman and Del Rio, 2006). This highlights the importance of pedagogical strategies that promote social acceptance and prevent negative peer dynamics.

5 Implications for educational practice and research

Teachers, other team members and experts in educational policy need to understand the experiences of pupils with VI in an inclusive environment. In the case of Anton and his mother, key characteristics of IE, the benefits of an inclusive environment, but also potential barriers may be observed. According to the results of this study, teachers’ readiness to work with pupils with VI in an inclusive environment should include knowledge of special educational and compensatory strategies, the ability to cooperate with parents, and the ability to create an environment that supports positive interactions between classmates.

Similar research studies carried out in the Central European educational area would also be useful to focus on blind pupils and to examine the experience of IE at different levels of the education system. It is also necessary to understand how IE is experienced by families with different characteristics, e.g. families with a lower commitment to the education of their children with SEN.

6 Reflections of the researchers and study limitations

Several researchers participated in the implementation of this case study. All the researchers have a positive attitude toward IE, but due to their professional experience as teachers, they also perceive the numerous risks of an inclusive environment and their impact on pupils. One of the researchers (JK) has a child with SEN and long-term experience with IE from the perspective of a parent. Deep personal experience could have increased the understanding of the case, but also bias the results of the study. Therefore, at all stages of data collection and analysis, attention was paid to researcher bias, and the study was conducted within a research team framework that included regular reflection and peer consultation.

The findings of this study provide an in-depth understanding of an individual case; however, due to the nature of the single-case study, the transferability of the results is inherently limited. Future research should focus on comparative studies, for example, comparing the experiences of pupils with different types of disabilities or in different school environments, to broaden the applicability of the findings.

7 Conclusion

The case study shows that pupils with VI and their parents may face specific barriers in inclusive settings, including limited access to assistive technologies, challenges with self-care and orientation, and negative teacher attitudes—barriers also common to other pupils with SEN. Pupils with VI and their families are often vulnerable and at risk of discriminatory behavior from peers and teachers. Improving IE requires that teachers understand these experiences and are prepared to collaborate closely with parents throughout the child's education.

Data availability statement

The original contributions presented in the study are included in the article/[Supplementary material](#), further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving humans were approved by Ethics Committee of the Faculty of Education, Palacký University Olomouc. The studies were conducted in accordance with the local legislation and institutional requirements. Written informed consent for participation in this study was provided by the participants' legal guardians/next of kin. Written informed consent was obtained from the individual(s), and minor(s)' legal

guardian/next of kin, for the publication of any potentially identifiable images or data included in this article.

Author contributions

LH: Writing – original draft, Writing – review & editing, Conceptualization, Formal analysis, Methodology, Resources, Validation. ZH: Writing – original draft. LB: Writing – review & editing. VR: Writing – review & editing. TP: Writing – review & editing. JK: Writing – original draft, Writing – review & editing.

Funding

The author(s) declare that financial support was received for the research and/or publication of this article. This article was supported by “The phenomenon of specific learning disabilities in pupils with visual impairment” (Palacký University Olomouc) (grant no. IGA_PdF_2024_019) and “Development of systematic and scoping reviews in pedagogy and art therapies” (Palacký University Olomouc) (grant no. IGA_PdF_2025_032).

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Generative AI statement

The author(s) declare that no Gen AI was used in the creation of this manuscript.

Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

Supplementary material

The Supplementary Material for this article can be found online at: <https://www.frontiersin.org/articles/10.3389/feduc.2025.1629428/full#supplementary-material>

References

- Álvarez-Guerrero, G., García-Carrión, R., Khalfaoui, A., Santiago-Garabeta, M., and Flecha, R. (2023). Preventing bullying of students with special educational needs through dialogic gatherings: a case study in elementary education. *Humanit. Soc. Sci. Commun.* 10:956. doi: 10.1057/s41599-023-02470-8
- Bauman, S., and Del Rio, A. (2006). Preservice teachers' responses to bullying scenarios: comparing physical, verbal, and relational bullying. *J. Educ. Psychol.* 98, 219–231. doi: 10.1037/0022-0663.98.1.219
- Berchiatti, M., Ferrer, A., Galiana, L., Badenes-Ribera, L., and Longobardi, C. (2022). Bullying in students with special education needs and learning difficulties: the role of the student-teacher relationship quality and students' social status in the peer group. *Child Youth Care Forum.* 51, 515–537. doi: 10.1007/s10566-021-09640-2
- Czech Republic. (2016). *Decree No. 27/2016 Coll., on the Education of Pupils With Special Educational Needs and Gifted Pupils*. Available online at: <https://www.zakonyprolidi.cz/cs/2016-27> (Accessed March 15, 2025).
- Gray, C., and Carville, S. (2008). Ethical research practices across disciplinary boundaries: the process of research involving children with a visual impairment. *Child Care Pract.* 14, 217–228. doi: 10.1080/13575270701868918
- Jucovičová, D., and Žáčková, H. (2020). *Catalogue of Support Measures: Partial Section: For Pupils in Need of Educational Support Due to Specific Learning and Behavioral Disorders*. Palacký University Olomouc, Olomouc, Czech Republic.
- Kantor, J., Michalíková, M., Ludíková, L., and Kantorová, Z. (2015). *Žíté zkušenosti rodin dětí s těžkým kombinovaným postižením*. Olomouc: Univerzita Palackého v Olomouci.
- Knechtová, Z. (2022). *Use of Reflection in Higher Nursing Education* (Disertační práce). Univerzita Karlova. Available online at: <https://dspace.cuni.cz/bitstream/handle/20.500.11956/173888/140102663.pdf?sequence=1> (Accessed March 15, 2025).
- Kresa, J. (2019). Zastánce jako klíčový hráč v eliminaci šikany. *Pedag. Orient.* 29, 129–148. doi: 10.5817/PedOr2019-2-129
- Lechta, V. (ed.). (2016). *Inkluzivní Pedagogika*. Praha: Portál.
- Michalík, J., Baslerová, P., Ružička, M. (2018). *Postoje Pedagogických Pracovníků k Vybraným Aspektům Společného Vzdělávání*. Olomouc: Univerzita Palackého v Olomouci.
- Morelle, M., and Tabane, R. (2019). Challenges experienced by learners with visual impairments in South African township mainstream primary schools. *South Afr. J. Educ.* 39, 1–6. doi: 10.15700/saje.v39n3a1615
- Pilar, J. (2010). *Žáci se Speciálními Vzdělávacími Potřebami – Vliv Zahraničních Trendů na náš Vzdělávací Systém*. Rámcový vzdělávací program. Available online at: <https://clanky.rvp.cz/clanek/c/S/10161/zaci-se-specialnimi-vzdelavacimi-potrebami-vliv-zahraničních-trendů-na-nas-vzdelavacisystem.html/> (Accessed March 15, 2025).
- Poschkamp, B., Dinkulu, S., Stahnke, T., Böckermann, C., Mukwanseke, E., Paschke, C., et al. (2024). Management of bilateral congenital and juvenile cataracts in a low-income country: patient identification, treatment outcomes, and follow up. *Children* 11:1064. doi: 10.3390/children11091064
- Sedláčková, D., Belkin, L., and Kantor, J. (2023). The path to independent living: lived experiences of inclusive education for one of a set of twins with disabilities and her parents. *Eur. J. Spec. Needs Educ.* 39, 487–499. doi: 10.1080/08856257.2023.2216565
- Sedláčková, D., Hampton, D., and Kantor, J. (2024). A phenomenological study detailing the experiences with inclusive education in the Czech Republic for the pupil with congenital heart disease and acquired brain injury and his mother. *Cogent Educ.* 11:2282824. doi: 10.1080/2331186X.2023.2282824
- Sedláčková, D., and Kantor, J. (2021). The lived experience with inclusive education: a case study of a teenager with diabetes, his mother, and his teacher. *Clin. Psychol. Special Educ.* 10, 183–220. doi: 10.17759/cpse.2021100211
- Sedláčková, D., and Kantor, J. (2022a). Family experiences with the upbringing and education of a child with congenital malformations, focusing on the conditions of an inclusive school environment. *Educ. Res. Int.* 7986085. doi: 10.1155/2022/7986085
- Sedláčková, D., and Kantor, J. (2022b). Lived experiences of learners with cerebral palsy educated in inclusive classrooms in the Czech Republic. *Front. Educ.* 6:800244. doi: 10.3389/feduc.2021.800244
- Self, A. (2023). *Instructional Teaching Strategies for Special Education Students With Moderate to Severe Disability* (Capstone Projects and Master's Theses). California State University, Monterey Bay. Available online at: https://digitalcommons.csumb.edu/caps_thes_all/1465 (Accessed March 15, 2025).
- Slowik, J., Šafránková, D., and Zachová, M. (2022). Support for teachers in the inclusive education of pupils with special educational needs: experience from primary schools in the Czech Republic. *Eur. J. Spec. Needs Educ.* 37, 447–460. doi: 10.1080/08856257.2021.1894400
- Smith, H., Menezes, S., Canfield, K., Guldin, R., Morgoch, M., and McDuffie, K. (2020). Moving toward inclusion: participant responses to the inclusive SciComm symposium. *Front. Commun.* 4:77. doi: 10.3389/fcomm.2019.00077
- Svoboda, Z., and Zilcher, L. (2019). "Social disadvantage and the possibilities of overcoming it perceived by basic school pupils in the Czech and the Slovak Republic," in *ICERI2019 Proceedings* (Seville: IATED Academy), 6220–6225. doi: 10.21125/iceri.2019.1499
- Vasconcelos, G., and Fernandes, L. C. (2015). "Low vision: cataract in children," in *Low Vision – Clinical Education/Education/Disease Reviews*. Available online at: <https://lowvision.preventblindness.org> (Accessed March 26, 2025).
- Vítová, J., Wolf, J., Skutil, M., and Maněnová, M. (2022). Inkluzivní vzdělávání na plně organizovaných základních školách. *Pedagogika* 72, 185–200. doi: 10.14712/23362189.2021.2067
- Wentzel, K. R. (2009). "Peer relationships and learning in school," in *Handbook of Peer Interactions, Relationships, and Groups*, eds. K. H. Rubin, W. M. Bukowski, and B. Laursen (New York, NY: Guilford Press), 531–547.
- Zarei, F., Ryckebusch, J., Schoors, K., and Rocha, L. E. C. (2022). Social network heterogeneity benefits individuals at the expense of groups in the creation of innovation. *J. Phys. Complex* 3:045002. doi: 10.1088/2632-072X/ac9447