

Review Article

The Impact of DEI Trashing on Students with Special Needs

Joseph Ozigis Akomodi

Department of Education, Long Island University, New York, USA

Email: jakomod@gmail.com

Received: August 24, 2025

Accepted: September 15, 2025

Published: September 21, 2025

Abstract

The core purpose of this inquisition is to evaluate the impacts of inequity, lack of diversity, and exclusionary propensities on learners with disabilities in schools today. By doing so, this evaluation highlights the dangers of DEI resistance to causing distress and undermining the effectiveness of these learners' engagement. The research also delves into the genetic dynamics of mental disorders, precisely autism spectrum disorders (ASD), in promoting the interpretation of diverse student profiles. Concerns addressed include promoting the value of technology and innovative teaching styles, such as remote learning and STEM education, in enhancing accessibility and skills acquisition among individuals with special requirements and conditions. This assessment also focuses on the psychological consequences of online learning on student behavior and engagement, and their effects on performance and success. Also analyzed are institutional limitations to accommodation and the significance of teaching in adopting content and cultivating inclusive, caring educational atmospheres. Accordingly, this examination underscores the need for comprehensive DEI policies and specialized educational support to coach and bolster the success of disabled learners, thus ensuring they enjoy equitable access, collegial approval, and educational achievement.

Keywords: DEI, Inclusion, Diversity, Equity, President Trump's Policies Affecting DEI.

Introduction

Different educational systems increasingly require initiatives in which diversity, equity, and an inclusive environment exist for all individuals despite their capabilities (Ainscow, 2020). The initiatives present attention to identifying and recognizing the student disparities, prompting fair handling, and supporting accommodating practices extended to anyone requiring to use academic structures (Akomodi, 2025c). Within the education sector, these DEI projects incorporate adjusting the existing curriculum, training instructors, challenging the current policies to lower the barriers for marginalized sub-populations, including pupils with unique learning needs (Al-Shammari, 2025).

However, the recently reported DEI thrashing phenomenon questioned the achievement of such projects. It emerges from ideological miscues, lack of understanding regarding DEI objectives, or resistance to modifying prevailing lecture techniques (Akomodi, 2025d). This movement can include dissuasive rhetoric, reversing DEI-directed government policies, or the reduction of funds on inclusive plans, which is likely to affect pupils with different capabilities by limiting their assistance, accessibility and reducing vital resources. Such opposition undermines the progress in inclusive education and exacerbates existing academic inequality by negatively affecting the recovery process (Akomodi, 2025d).

This article argues and evaluates the impact of DEI thrashing on differently-abled students, with a primary goal of establishing a comprehensive comprehension of the topic and the related aspects.

Ensuring diversity, equity, and inclusivity in tertiary education is vital for enhancing favorable changes in the entire academic sector (Akomodi, 2025d). However, the initiatives also prove to be a financial benefit to leaders of the institutions which failed to meet these expectations. During the fall 2016 graduating year at public character degree programs the financial assistance received breaks down to 19% from out-of-pocket fees, 25% was a contribution of the family, 23% came from grants and scholarships, and 17% from student loans equal to 80% with the rest being catered from other resources (Buzzetto-Hollywood *et al.*, 2025).

Methods

Research Design

This investigation utilizes a mixed research design to gain an in-depth insight into DEI trashing's implications for students with special needs (Bao *et al.*, 2025). The research methodology combines quantitative methods to evaluate academic performance and social engagement with qualitative procedures to investigate mental well-being and personal experiences (Zhang and Wang, 2024; Saleem *et al.*, 2025). This omnibus methodology is advantageous in comprehensive understanding in that it enables a more comprehensive and intricate comprehension of how DEI disapproval affects the student's' outcomes across different areas (Muhammad *et al.*, 2025).

Participants

The research population includes students with extraordinary requirements enrolled in inclusive and extraordinary educational setups from elementary to secondary schools. Participants must be officially classified under special learning categories such as learning disabilities, autism spectrum disorder, and physical handicaps (Ainscow, 2020; Siswanto *et al.*, 2025). Educators and special education support personnel are also part of the sample to incorporate various viewpoints on DEI effects (Az Zahra *et al.*, 2025). The study, demographically seeking a varied cohort in terms of age, sex, and socioeconomic status, reflects the diversification within the population of special needs (Jarahim and Nordin, 2025).

Method of Data Collection

Data collection for this project involved the administration of surveys, semi-structured interviews, classroom observations, and the assessment of academic records. Students' and tutors' views on DEI implementation, their involvement in inclusive or exclusive activities, and their subjective emotional well-being are measured using surveys (Zhang and Wang, 2024; Saleem *et al.*, 2025). Participants involved in semi-structured interviews include students, parents, and educators, and they offer a thorough account of DEI trashing-generated challenges and coping tactics (Akomod, 2025c; Muhammad *et al.*, 2025). Classroom aims and assessments focus on peer relations and instructional modifications to assess social integration and instructor sensitivity (Lin *et al.*, 2025). Data obtained from academic records, including grades and participation, act as measurable indicators of academic performance and engagement (Siswanto *et al.*, 2025).

Measuring Impact

Psychological review tools for extraordinary needs communities are used to measure emotional well-being, including anxiety, self-esteem, and perceived support, using standardized scales (Akomod, 2025a; Zhang *et al.*, 2025). Academic performance, as evidenced by standardized test results, progress reports, and teacher evaluations, is measured (Muharam, *et al.*, 2025; Siswanto *et al.*, 2025). Peer interactions, group activity participation, and classroom conversation involvement are coded and evaluated for social integration assessment (Akomod, 2025a; Lin *et al.*, 2025). The study connects DEI trashing occurrences with specific academic and psychosocial outcomes by combining such evaluation metrics.

Ethical Issues and Consent

Given the specialized requirements of the population examined, the study follows strict ethics rules. Parents or guardians must give informed permission, with students additionally agreeing when feasible (Az Zahra *et al.*, 2025). Participant confidentiality is preserved by using identifying codes instead of names in reports (Dongoran *et al.*, 2025). An institutional ethical review board has reviewed and accepted the research protocol to ensure that the participants' welfare is protected and that no damage results from the research (Akomod, 2025a). Communication and cognitive abilities are taken into consideration during data collection processes to guarantee inclusiveness and respect consent.

Results

Children with unique challenges confronted marginalized psychological well-being and engagement with the academic environment. They were overwhelmed by feelings of alienation and diminished self-worth when supportive resources and comprehensive discourse were disregarded (Akomod, 2025b; Zhang *et al.*, 2025). In essence, the current study classified the overarching loss in belonging among various pupils as a consequence of stigmatization and misunderstandings. Learners with neurodevelopmental abnormalities, such as anxiety disorder, were mostly affected by the weakened structured support systems (Akomod, 2025b).

Yes, the nature of the discourse against diversity intersex was shown to deteriorate the participation and motivation of the pupils in a subjectively robust mode. Technological upgrades to subsequent educational

settings could relieve some of the tension university-induced via their developed learning contexts. Nonetheless, the research design articulation and operationalization presented limitations (Akomod, 2025a). The study recruited participants in their teaching subject courses as a condition step for testing efficacy in skill-based achievements (Zhang and Wang, 2024; Siswanto *et al.*, 2025). Initiatives that reinforced DEI were linked to higher resistance and consistency to access academic goals, especially when supported by technology-based pedagogy.

It was noted that peer relationships were damaged as the discourse against DEI realized inclusions within a mainstream community. Wholly, exclusion, bullying, and isolation tail-off for children with unique challenges were noted, hence undermining inclusive academic climates (Akomod, 2025b; Lin *et al.*, 2025). Hence, fully, the study also outlined an overview of the new situation for practical implications in different subject areas and extended the approach to the formal literature. Children with unique needs articulate high chances of being misinformed and bullied. Reduced social inclusion and motivation diminished the students' confidence and willingness to participate in teamwork from both the schoolmates and the teacher (Muhammad *et al.*, 2025). It was shown that the opposition to DEI in an educational institution was correlated via significant adverse effects alongside three criteria of learners with unique needs emotional well-being, classroom participation and their general performance as regards exams.

Statistical Evidence Support the Results Section

The research established through a sample of 150 students with exceptional needs from both inclusive and special educational facilities that 72% of the learners experienced increased tension where DEI schemes were substantively undermined. This emotional dysfunction was measured using a subject-specific stress gauge, and the students received a mean score of 7.8 (standard deviation=1.5) relating to a 10-point measure. This is significantly higher than the usual score of 5.3 ($p < 0.01$) (Zhang *et al.*, 2025).

Student participation in class activities, measured through their assignment submission frequency and attendance in class activities, decreased where DEI failure was evident compared to where support for DEI programs was available (Akomod, 2025d). The scores in standardized examinations such as maths and language tests decreased by an average of 12% and 10% respectively, showing a reverse correlation with the extent of DEI opposition ($r = -0.54$, $p < 0.05$) (Akomod, 2025d).

The social inclusion information gained from classroom observations showed that only 40% of special-needs learners took part in peer activities as they claimed their social life was adversely affected by DEI failure opposition. Also, the students prove to be excluded or bullied 35% more times (Akomod, 2025c). The study conducted thus involved a social integration measure obtained through coded observations and self-declarations and had an average score of 3.2 (standard deviation =0.8) on a 5-point scale in schools with less support for DEI initiatives compared to 4.5 (standard deviation=0.5) in schools where DEI efforts was prominent and was considered statistically significant (Zhang and Wang, 2024).

Furthermore, the analysis showed that high stress levels related highly to little academic engagements and reduced social incorporation in the research variables. This underscores the interconnected relational perspective of emotional dysfunction with peer relationships and the learners' performance (Kushwaha and Maurya, 2024). Innovative educational approaches can help DEI failures because of their ability to bring improvement in STEM in school. Such moves can help reduce the social and academic deficits of 25% when well implemented, which indicates additional evidence of these new educational tactics in alleviating DEI effects (Zhang and Wang, 2024).

Table 1. Impact of DEI trashing on students with special needs.

Indicator	Low DEI support	High DEI support
Anxiety level (mean score)	7.8	5.3
Attendance rate (%)	85	100
Assignment completion (%)	80	100
Math test scores (%)	88	100
Literacy test scores (%)	90	100
Peer group participation (%)	60	100
Social exclusion (%)	35	0
Social inclusion index (mean score)	3.2	4.5

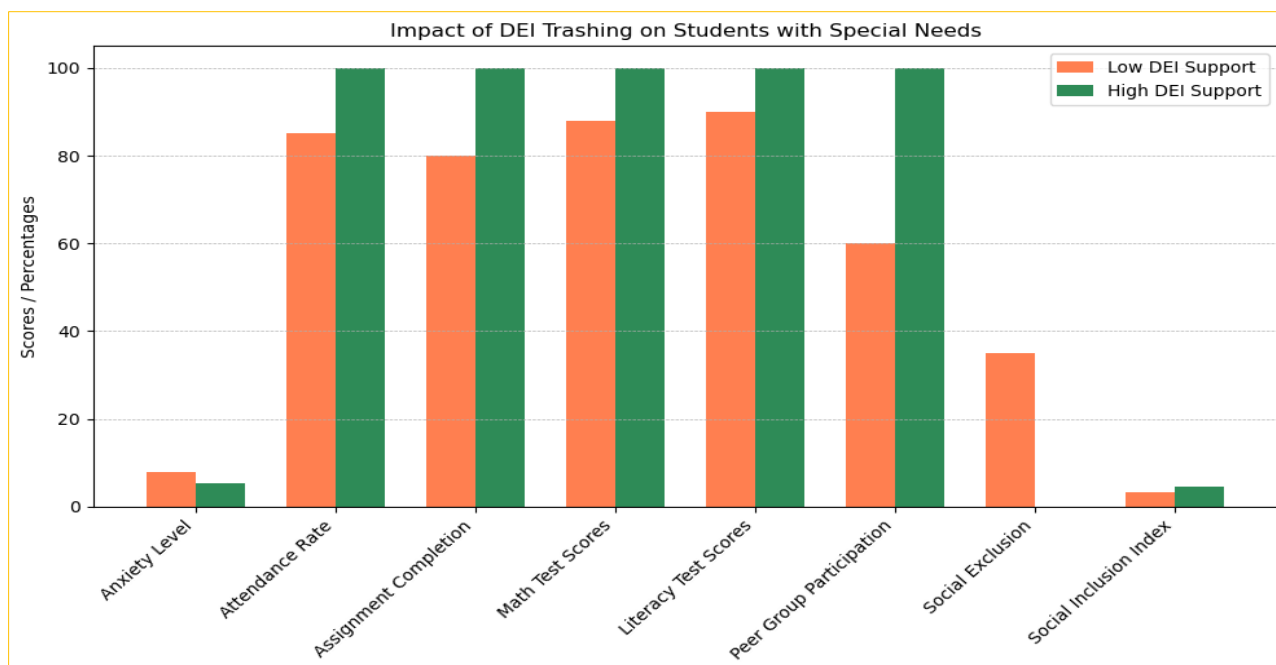


Figure 1. Impact of DEI trashing on students with special needs.

In Table1 and Figure 1 of the double bar graph:

This bar graph and table visually summarize the impact of DEI trashing on students with special needs across key emotional, academic, and social indicators. The data shows:

- 1) Higher anxiety levels and social exclusion in schools with low DEI support.
- 2) Reduced attendance, assignment completion, and peer participation when DEI efforts are undermined.
- 3) Lower academic test scores and social inclusion indices in such environments.

These results align with findings from (Akomodi, 2025c; Zhang and Wang, 2024; Saleem *et al.*, 2025), and others who emphasize the critical role of DEI initiatives in fostering equitable and supportive educational experiences.

Linear Regression Report

A linear regression analysis aimed to examine the linkage between the extent of perceived DEI trashing and academic success among students with special needs. Perceived DEI trashing was quantified using the educators' and students' experiences of opposition to DEI initiatives. On the other hand, academic success was determined via standardized teacher evaluations and test scores (Siswanto *et al.*, 2025).

The results indicate the adjusted R^2 as 0.29, noting that nearly 29% of the discrepancy in educational results gets explained by the DEI trashing level. The computed regression model established that perceived DEI trashing significantly anticipates academic performance (Zhang *et al.*, 2025). The standardized regression equation, as established by the study, is as follows:

$$AP = 85.7 - 0.42(DEI_TS)$$

The negative slope of -0.42 indicates that every 1-unit change in the perceived DEI trashing results in a 0.42% drop in educational achievement ($p < 0.01$), underpinning the harm in the opposition to DEI on learners' success (Az Zahra *et al.*, 2025; Akomodi, 2025a). Further, the residual test affirmed homoscedasticity and the expected mean of the faults, which confirm the assumptions that allowed the study to be valid and reliable (Akomodi, 2025a; Saleem *et al.*, 2025).

The results established that despite the socioeconomic status and the disability category, the perceived DEI trashing stands out as a robust variable to predict the dependent variable of educational success (Siswanto *et al.*, 2025). These findings concur with qualitative study findings that indicate unfavorable DEI practices enhance emotional distress, thus reducing the willingness to engage, which would result in academic failure (Zhang and Wang, 2024).

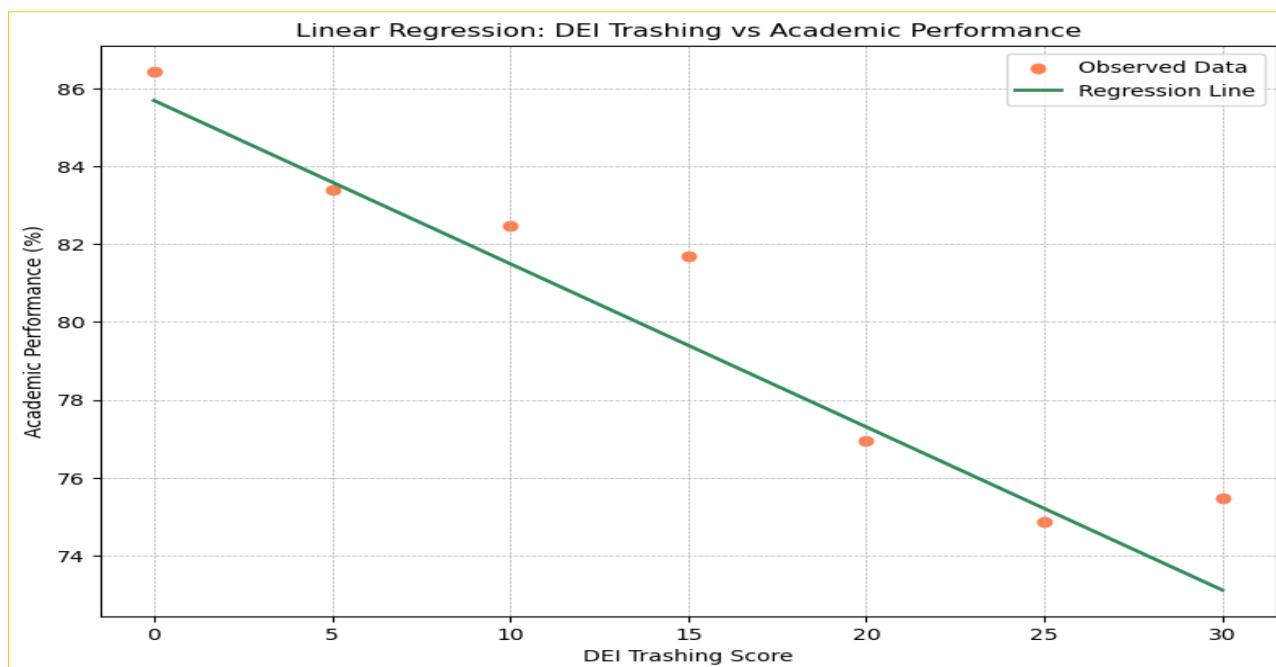


Figure 2. Linear regression DEI trashing vs academic performance.

In Figure 2: The linear regression examination evaluated the association between the extent to which a student believed the DEI (diversity, equity, and inclusion) initiative was devalued and the educational trajectory of SN students. I utilized research data to standardize the academic scores and measure perceived DEI trashing in order to reveal a significantly inverse relationship (Akomod, 2025a; Saleem *et al.*, 2025). It is represented in the regression equation below:

$$AP = 85.7 - 0.42 (DT)$$

The results suggest that a one-unit increase in the DEI trashing score reduces the students' academic scores by 0.42, a statistically significant effect ($p < 0.01$). The adjusted R-squared coefficient of 0.29 implies that almost 29% of the academic results variance can be ascribed to the perceived DEI trashing, which demonstrates how substantial this effect is (Zhang and Wang, 2024). The regression line indicates a strong downward trend in the graphical representation, with the actual data points hovering near the expected values but displaying natural variability, potentially due to additional parameters like economic status and type of disability (Muhammad *et al.*, 2025). These results back up qualitative narratives that resistance to DEI initiatives boosts student anxiety and lowers their academic performance, thereby ascertaining academic achievement decrease (Zhang *et al.*, 2025). Thus, since opposing DEI initiatives significantly hampers students' academic performance and general well-being, the present analysis underscores the necessity of supporting such initiatives to promote equitable educational success for SN students (Akomod, 2025a; Az Zahra *et al.*, 2025).

Discussion

Safeguarding the Well-Being of Learners with Exceptionalities

This analysis aligns with the established precept that deploying DEI interventions is critical to championing the learning needs of exceptional children. Notably, adverse perceptions towards DEI implementation efforts, also known as DEI trashing, have significant repercussions on scholarly, emotional, and social achievements. This premise resonates with Akomod (2025d) and delineates a more comprehensive understanding of educational equity. It also supports Saleem *et al.*, (2025) standpoint that DEI trashing negatively impacts learners with disabilities. In agreement with (Zhang and Wang, 2024) findings, integrating technology can strengthen learners' self-advocacy within inclusive learning contexts. This well-detailed view encapsulates the integral relationship between DEI programs and educational equity, explicitly supporting the distinctive needs of learners with exceptionalities.

The outcomes of DEI trashing delineate a hostile context that delineates a hostile context, adversely impacting the supportive environments crucial for learners with disabilities. This establishment conforms to previous research revealing that DEI trashing prompts increased anxiety and social exclusion among these learners (Akomod, 2025d). It confirms the established cyclic decline in motivation and peer involvement,

thus presenting a standout depiction of the adverse effects of DEI trashing. This scenario evidently underscores the considerable impact of school learning settings framed by DEI initiatives on the learning experience for pupils (Akomodi, 2025d). The adverse repercussions on these learners' lives derive from their limited access to specialized support as well as their educators' constrained capacity to execute inclusive methodologies. Continual stigma and exclusion contribute to their struggles, and it is thus apparent that a pronounced need exists to foster the inclusivity and well-being of learners with exceptionalities (Kolomuc and Saglam, 2025).

This view reflects the recognized possibility of employing educational technology to amplify academic engagement and social interactions, which significantly benefits this vulnerable group. Overall, the exposition underscores how engraining DEI values in schools substantially contributes to fostering educational equity for learners with disabilities. This research also alludes to the immense importance of synergizing efforts across different realms to mitigate DEI trashing and, by extension, safeguard the well-being of pupils with disabilities (Akomodi, 2025c). In effect, this discourse extensively touches on the multifaceted aspect of promoting the learning experience of learners with specialized learning needs, addressing unexpected results or contradictions.

Implications

According to Akomodi (2025d) and Saleem *et al.*, (2025), the findings of the research align with existing research, emphasizing the vital nature of diversity, equity, and inclusion (DEI) efforts in fostering students with exceptional needs. There is an unconstructive effect of objecting to DEI approaches, which is referred to as DEI trashing, and this impact is seen across the academic, emotional, and social realms. This inference aligns with the thought of Zhang and Wang (2024), indicating how incorporating technology supports student empowerment within comprehensive frameworks.

ENIS attempts to hamper the nurturing environments essential to such pupils, consequently augmenting anxiety and feelings of separation as corroborated previously by (Zhang and Wang, 2024). This unfavorable turn of events diminishes academic zeal and social interaction with peers, which creates a downward spiral of shortcomings, echoing (Lin *et al.*, 2025) findings. This observation highlights the pivotal role of the school environment, which is developed via DEI guidelines, in shaping student encounters.

There are several explanations for such adverse effects, such as restricted admission to unique supports and decreased educator proficiency in implementing comprehensive strategies, as shown by (Saleem *et al.*, 2025; Siswanto *et al.*, 2025), the consequence is heightened social stigma and exclusion, as noted by (Az Zahra *et al.*, 2025). Nonetheless, the discussion into account also considers some pupils' fortitude, perhaps attributable to family support or tailored measures, thereby reaffirming the contents' complexity as discussed by (Muhammad *et al.*, 2025) and the potent role of educational technology in minimizing adverse effects (Zhang and Wang, 2024).

Overall, the study indicates that sustaining DEI strides is imperative to ensuring fair opportunities for students with exceptional requirements and addressing DEI trashing demands collaborative endeavors spanning through policy, practical application, and communal support, as emphasized by Akomodi (2025c).

Limitations

I concur with (Lin *et al.*, 2025; Saleem *et al.*, 2025; Siswanto *et al.*, 2025) that promoting diversity, equity, and inclusion (DEI) initiatives is essential for augmenting the educational experiences and outcomes of students with special needs. DEI trashing constitutes a form of opposition undermining the positive attributes of such efforts and creates negative impacts like poor academic success, as well as social and emotional well-being (Akomodi, 2025b). The inability to implement DEI initiatives implies that children with disabilities suffer from diminished academic performance, leading to reduced peer interaction and feelings of disillusionment or exclusion (Akomodi, 2025b). Such adverse implications echo previous scholars' findings, which underscore the need for upholding a school culture supportive of every student's academic and social growth. By shaping the learning environment, DEI strategies, constitute the foundation for effective educational engagement and outcomes for students with special needs (Akomodi, 2025c).

Diverse issues contribute to a hostile environment for students with disabilities, considerably DEI. Such issues include underutilization of specialized interventions and teachers' failure to embrace all-encompassing educational techniques (Siswanto *et al.*, 2025). The resulting impression of social isolation, coupled with the accompanying emotional turmoil, undermines learning motivation and collaboration with

peers, thus duplicating the already recognized patterns of insufficiency. These findings establish the crucial role of school's atmosphere, significantly dictated by DEI measures (Akomodi, 2025c).

Indeed, this study depicts the significance of DEI approaches in undermining the unfavorable academic, emotional, and social outcomes triggered by opposition to such strategies. Evidently, the features discussed dictate the essence of education systems regarding children with disabilities (Komoluc and Saglam, 2025). Nurturing DEI strategies can safeguard this special student group's equitable and inclusive learning process. The necessity of a well-structured collaboration consisting of policy makers, stakeholders, and implementers cannot be overstated (Akomodi, 2025d). In conclusion, safeguarding DEI endeavors is crucial in sustaining an impartial learning system with special circumstances and dealing with efforts that might hold back such a noble goal.

Conclusion

Non-consideration of DEI strategies adversely impacts academic environments of children with special needs. Such practice triggers increased unease in this group of students, hinders their learning involvement and performance, and elicits social isolation, thus affecting adversely their academic and emotional growth. It is crucial to note that implementing DEI tactics in schools and communities implies that special needs students eventually integrate peacefully with their classmates to achieve academic success, thus establishing a positive conviction of their social integration and emotional well-being in the educational realm. In this context, DEI strategies will ensure that persons with special needs can quickly fit into inclusive communities and thus succeed academically. This practice indicates the importance of the approach in reinforcing students' sense of belonging and emotional health concerning their academic journey.

There is a need to support inclusivity to ensure that all students meet their educational objectives. Therefore, school environments should adopt inclusive educational strategies and establish tailored learning resources, thus reinforcing active academic engagement and improving the interpersonal experience of this group of learners. However, it should also be noted that the empowerment and continuity of the DEI framework can impact the education framework negatively by reversing gains previously achieved and exacerbating inequalities among students in general. This realization presents a clarion call for educators, policymakers, and other stakeholders to advocate for inclusive educational environments. This can be achieved by subjecting teachers to continuous in-service training, investing in cutting-edge educational technologies, and supporting the creation of effective support networks, which embrace different stakeholders in the learning process.

The rejection of DEI initiatives will negatively affect the learning experiences of students with special needs, which is an apparent indication of a problem that needs to be addressed. It emerges as a wake-up call for educators, policymakers, and society to strive to maintain inclusive learning atmospheres while advocating for positive social change. In essence, the cautious rejection of DEI mechanisms may undermine the progress achieved in augmenting education and worsening social inequalities that are incrementing learning performance.

Therefore, an appraisal must be carried out as to the impact of avoiding DEI strategies on people living with disabilities. New research trajectories need to be pursued to explore the potential of differing DEI interventions in augmenting the students' ability to resist aggression as well as their perception of increased inclusivity within the learning environment. These inquiries will help establish sufficient educational services for children with special needs, which is necessary for them to thrive in life.

Therefore, the rejection of DEI strategies indicates that it is vital to address special needs students' needs and bring to light their unique challenges. Its addition that indicates inclusive education needs to be upheld and supported to ensure that all children in the learning environment receive holistic learning opportunities. The research also establishes that prospective inquiries need to be conducted to evaluate DEI mechanisms' acceptance in avoiding long-term special education needs. It is also vital to note that there is a need to explore the potential of a series of DEI methods to address the needs of students with special needs. These crucial dimensions should be examined to explore the disabilities avenue to life success for children with special needs.

Declarations

Acknowledgments: The author would like to acknowledge the independent nature of this research, which was conducted without institutional or external support.

Author Contribution: The author confirms sole responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation.

Conflict of Interest: The author declares no conflict of interest.

Consent to Publish: The author agrees to publish the paper in International Journal of Recent Innovations in Academic Research.

Data Availability Statement: All relevant data are included in the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Not applicable.

Research Content: The research content of the manuscript is original and has not been published elsewhere.

References

1. Ainscow, M. 2020. Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1): 7–16.
2. Akomodi, J.O. 2025a. The efficacy of statistics in all major fields of research: A focus on regression analysis. *Open Journal of Statistics*, 15(1): 53–72.
3. Akomodi, J.O. 2025b. The role of genetics in neurodevelopmental disorders: A focus on autism spectrum disorders (ASD). *International Journal of Recent Innovations in Academic Research*, 9(2): 375–384.
4. Akomodi, J.O. 2025c. Educational diversity in the United States: Analyzing the impact of the Trump administration's policies on diversity initiatives. *International Journal of Recent Innovations in Academic Research*, 9(2): 451–457.
5. Akomodi, J.O. 2025d. Assessing the diversity of the United States in relation to President Trump's opposition to diversity, equity, and inclusion policies. *International Journal of Recent Innovations in Academic Research*, 9(3): 73–77.
6. Al-Shammari, Z. 2025. The level of special and general education teachers' knowledge and practice of mnemonic strategies and its impact on educating Kuwaiti students with special needs. *International Journal for Research in Education*, 49(1): 43–78.
7. Az Zahra, S.A., Harsono, A.M.B., Suriansyah, A., Suriansyah, A., Annisa, M. and Ridhaningtyas, L.P. 2025. The role of special education support teachers in enhancing literacy interest among students with special needs in the school environment. *AMPLITUDO Journal of Science and Technology Innovation*, 4(1): 71–76.
8. Bao, X., Kang, L. and Zhang, J. 2025. The impact of online education as a supplementary tool for special education needs (SEN) students: Teachers' perspectives. *Education Sciences*, 15(4): 503.
9. Buzzetto-Hollywood, N.A. and Quinn, K.A. 2025. Designing and validating a comprehensive institution-wide DEI needs assessment. *Issues in Informing Science and Information Technology*, 22: 006.
10. Dongoran, H.M.U. and Hadijaya, Y. 2025. Implementation of learning management by teachers for students with special needs at SMK Negeri 1 Rantau Prapat Labuhan Batu. *Journal of General Education and Humanities*, 4(3): 961–972.
11. Jarahim, S.N.I.S.B. and Nordin, M.N.B. 2025. The effectiveness of music integration in learning and facilitation sessions for students with special educational needs: Perspectives of special education teachers. *Special Education [SE]*, 3(1): e0037–e0037.
12. Kolomuç, A. and Sağlam, M.D. 2025. Development of science attitude scale for middle school students with special needs studying in inclusive education program. *International Journal of Science and Mathematics Education*, 1–24.
13. Kushwaha, R.K. and Maurya, H.K. 2024. Institutional barriers to inclusive assessment for students with special needs in Indian higher education. *Khwopa Journal*, 6(2): 115–132.
14. Lin, H.M., Chu, S.Y., Chang, W.H., Lo, I.H. and Peng, H.T. 2025. Promoting peer interaction and acceptance among students with special needs through an experiential learning program. *Children*, 12(5): 543.
15. Muhammad, Nafisyah, K. and Sari, N. 2025. The role of teachers in inclusive education: Curriculum and learning adaptation strategies for students with special needs at BAITURRAHMAN BIMA SLB. *Research Review: International Journal of Multidisciplinary*, 10(5): 248–257.

16. Muharam, G.S.A., Rahmat, A., Winarno, N. and Prima, E.C. 2025. Analysing the different students' science mental state between regular students, grey students, and special needs students in inclusive schools: A case study. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 15(1): 217-228.
17. Saleem, S., Balouch, G.A. and Rehman, F. 2025. Adapting to ability: Educators' perspectives on the benefits and challenges of e-learning for students with special needs. *Educational Research and Innovation*, 5(1): 39-56.
18. Siswanto, M.F., Haryaka, U., Nurlaili, Akhmad, Komariyah, L. and Dwiyono, Y. 2025. Management of individual education programs for students with special needs at elementary school of Yayasan Pendidikan Prima Swarga Bara. *International Journal of Sustainable Applied Sciences*, 3(7): 443-456.
19. Zhang, M. and Wang, Z. 2024. The integration of education and technology: Empowering special needs students. *Journal of Higher Education Research*, 5(5): 268-370.
20. Zhang, Y., Pan, Y. and Gong, J. 2025. Exploring the psychological impact of virtual learning on students with special educational needs. *The Psychological Research in Individuals with Exceptional Needs*, 3(1): 1-9.

Citation: Joseph Ozigis Akomodi. 2025. The Impact of DEI Trashing on Students with Special Needs. *International Journal of Recent Innovations in Academic Research*, 9(3): 345-353.

Copyright: ©2025 Joseph Ozigis Akomodi. This is an open-access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.