

Review of: "Challenges of Educational Support for Students with Disabilities during Covid-19 Pandemic"

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First of all, I want to thank you for the opportunity to read and participate in the review of this article with such an interesting and current topic.

I leave some suggestions and revision tips:

It would be important for those reading the article to have a brief explanation of its importance, with well-defined objectives of what is intended to achieve/prove with the study and, possibly, comparing it with previous studies conducted on the same subject. At the end of the Introduction, it is not clear, to me, what the objectives are.

Throughout the Introduction there are loose paragraphs on the topic of the pandemic mixed, without much connection, with others on inclusive education resulting in a confusing and unconnected reading.

Also, at the end of the first paragraph of the Introduction there is a statement that is somewhat confusing and incomplete: "Some facts and opinions about inclusive education for kids with disabilities (Song et al., 2020)".

And in the third paragraph, the meaning of the UN CRPD acronym should be clarified and defined: "Also, because it is a signatory to CRPD, it is committed to inclusivity in all areas shortly."

It would enrich the article if, in the Introduction, concepts such as "inclusive education"; "disability" were explained/defined - albeit briefly.

Throughout the Introduction it is stated that children with disabilities during the pandemic were disproportionately affected relative to the period before the pandemic, but why? What distinguishes the difficulties experienced by children with disabilities in the Covid-19 era from those experienced before? What made them worse and in what ways?

The statement that there is a lack of resources and qualified teachers without further explanation and arguments to justify it, translates into a vague and common-sense statement. It would be important to specify which qualifications the article refers to: in ICT? In other devices that are essential to enable teaching and learning at a distance? And how has the pandemic aggravated this situation?

When talking about the "government" and the fact that there is a lack of commitment to the provision of inclusive education and a lack of government commitment - which is a relatively vague statement - it would be important to substantiate/justify - in the context under study - what that desirable commitment on the part of government entities would

look like to ensure that students with disabilities receive this appropriate inclusive Education, and it would also be important to define what is meant and expected of an "appropriate inclusive education"

From a certain point in the article, it seems that the context of the study is India, but it is not something clear throughout the text, as then "countries" are referred to without identifying which ones they are. And, in that case, what data refers to India (how was the Covid-19 situation experienced in this context) and what data reports to other countries and what are they?

In the topic "Barriers to Distance Learning" there was a lack of depth and substantiation of the themes using current scientific literature. Difficulties/barriers are mentioned, but it is not specified what these difficulties are and how they influenced learning during the pandemic phase.

"In OECD countries, on average, 40% of instructors lack professional ICT skills". - Does this statement refer to the phase before or during Covid-19? It is not clear.

I advise a restructuring of the topic "Barriers to remote learning". The loose and unconnected sentences don't seem to give continuity to the ideas you want to expose and without a bridge connecting the ideas together, it is a confusing text and difficult to understand what was intended.

During the Methodology, to me, the definition of the geographical profile of the interviewees was missing, as well as of what is the socio-economic framework of the countries under study, which I consider very relevant to understand the subject under analysis, as well as: how many participants are involved in the study, gender and the ages.

Where was the study conducted? What questions were asked of them? How many people make up the sample? - At one point it is suggested that there were 10 (which is quite an insufficient number for a qualitative data sample): "There are two main types of participants: Teachers (classroom teachers and resource teachers affiliated to the inclusive schools were selected) and parents were among the ten people interviewed (...)".

It is also important to understand how the interviewees were selected, what criteria were used and how was the data collection done.

What ages of students does the study refer to and what type of disability does it refer to? In the article there is a statement: "As a result, according to some participants, students with disabilities, especially deaf students, perform poorly in school", were only deaf students or students with other special needs analysed? And which ones? I think this is a very relevant explanation because, depending on the educational need of the student, they may have more or less capacity or difficulty to adapt to distance learning.

And why haven't students been included in a study that concerns them and that wants to highlight the difficulties they experience in the pandemic? "Since this study did not include students with disabilities, it would be interesting to learn more about their opinions". More than leaving this recommendation for future work, it is important to clarify the reason for the decision to exclude them from this research. What were the motivations that led to this exclusion?

"Students with disabilities and their parents' perceptions and experiences might also be explored, as the current study did not address their perspectives". - This statement left me confused. Were parents' part of the study or not?

In the Abstract "Let me conclude by saying that kids with disabilities, especially during a tough time like today, should seek UNICEF's aid in funding inclusive educations," and also in the Conclusion "In conclusion, the help of UNICEF should be seeking in funding inclusive educations to enable students with disabilities to have adequate learning programs, especially during a difficult time like this." These statements were made. I think it would add value to the article and information to those reading if the reason for why students with disabilities have to be the ones to seek funding from UNICEF was explained, and how would they do so.

Finally, I think the article would benefit from using a more academic writing style and I would draw attention to consistency and accuracy in the terminology used, for example, when referring to Covid-19. Covid-19 is a pandemic, not an epidemic.

In summary, I consider the topic of the article a current and interesting one, although the motivation and intended research goals could've been more clearly defined. That is, the article needs to more clearly show "how" the Covid-19 pandemic created challenges to the students with disabilities, how it aggravated (exacerbated works too) them, what further challenges were introduced by it besides the existing ones already faced daily by those students with disabilities or special educational needs, and in what ways said challenges influenced the learning experience and distance learning activities.

I hope that my comments will serve as encouragement to improve the quality of the article and I hope that they will be viewed in a positive and constructive way.