

## Chapter 4

### Impact of the COVID-19 pandemic on the education of students with disabilities in pre-university education

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**Chapter Summary:** This chapter presents the findings of the study which aimed to investigate the factors influencing the level of inclusion of children with disabilities in education, before and during the COVID-19 pandemic period and to explore the impact of related circumstances with the pandemic (e.g., social distance, online learning) in the well-being and daily activities of children with disabilities and their parents. Semi-structured interviews were conducted with experts in the field of rights of children with disabilities (N = 5) and with support staff for students with disabilities (N = 7). The study findings show that the pandemic period, home isolation, lack of socialization, change of daily routine and lack of services have negatively impacted the emotional state of children with disabilities, contributing to parental load and stress. The low level of inclusiveness and benefits have been influenced by many factors from the school learning process to distance/online learning during the pandemic. In addition to the findings from the current study and literature review, this chapter offers suggestions for improving the quality of education, inclusion and opportunities for children with disabilities with an emphasis on adapting curricula and teaching plans to individual needs, professional development of teachers, provision of services within the school and involvement and support of parents in the education of the child.

**Keywords:** COVID-19, Children, Disability, Online learning, Inclusion

### Introduction

Although distance (online) learning has been implemented worldwide due to the spread of the COVID-19 pandemic (UNESCO 2020a), the demand to adapt this format to learners' individual needs and foster an inclusive and supportive online educational system are among world organizations' main requirements (e.g., European Disability Forum 2020; United Nations Children's Fund [UNICEF] 2020b, 2020c, 2020d). Lockdowns, physical distancing, and shifts in learning formats, as well as other

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