Research on the Application of Artificial Intelligence in Special Education: Taking the "Star Chasing AI" App as an Example

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Abstract. Traditional special education has limitations such as insufficient personalized support, uneven resource allocation, extensive evaluation, loose collaboration between families, schools, and communities, and weak technological empowerment, making it difficult to meet the development needs of children with special needs. This article takes the AI intelligent intervention tool "Star Chasing AI" App for children with autism and other special needs as the research object, and combines 540 user questionnaire data and AI algorithm model analysis to systematically explore its application value in special education. This app relies on multimodal generation, adaptive learning, emotional computing and other technologies to achieve personalized intervention from standardized teaching to "one person, one case", accurate evaluation from experience judgment to data-driven. At the same time, it achieves low-cost and highly accessible education accessibility through a public welfare free model, effectively filling the gaps in traditional special education. Research has shown that the app has a balanced effect in improving the cognitive, language, social, emotional, and self-care abilities of children with special needs, as well as improving behavioral problems. The frequency of user use is stable, and the intervention effect is significant. In the future, the integration of artificial intelligence and special education will iterate towards immersive full perception technology, expand the full scene and full cycle support system, deepen the national standardization and equalization of inclusive supply, promote special education towards a scientific, personalized, and integrated intelligent new ecology, and help achieve the goals of educational equity and inclusive education.

Keywords: artificial intelligence; Special education; AI chasing stars

Z. Ge et al. (eds.), *Proceedings of the 2026 6th International Conference on Education, Information Management and Service Science (EIMSS 2026)*, Atlantis Highlights in Computer Sciences 25,
https://doi.org/10.2991/978-94-6239-766-8_45

1 Introduction

Special education is a core component of promoting educational equity, achieving inclusive education, and high-quality development of education, directly related to the growth, development, and social integration of children with special needs such as autism. In the context of the comprehensive promotion of digital transformation in education, China's special education industry is developing rapidly. However, the traditional model still faces many deep challenges: teaching is mainly based on standardized supply, personalized support is insufficient, and individualized education plans are difficult to implement; The teacher structure is single, there is a significant gap in resource allocation between urban and rural areas and regions, and there is insufficient inclusiveness and fairness; Evaluation relies on empirical judgment, with scattered data, lagging feedback, and weak dynamic tracking; The collaboration between families, schools, and communities is loose, with insufficient technological empowerment and low intervention efficiency and precision, making it difficult to adapt to the differentiated and sustained rehabilitation and development needs of special needs children.

Artificial intelligence, supported by technologies such as multimodal generation, adaptive learning, affective computing, and data-driven analysis, provides a systematic solution to overcome the bottleneck of traditional special education and promotes the transformation of special education from experiential, homogeneous, and isolated to scientific, personalized, and integrated. In this context, AI intelligent intervention tools for children with special needs such as autism continue to emerge. The "Star Chasing AI" app, as a typical representative, features free public welfare, precise adaptation, and dynamic evaluation, and has been widely applied in home intervention, institutional assistance, home school collaboration, and other scenarios.

This article takes the "Star Chasing AI" app as the research object, and combines 540 user questionnaire data and AI algorithm model analysis to systematically explore the application mechanism, practical effectiveness, and innovative value of artificial intelligence in special education. It focuses on analyzing its breakthroughs in personalized intervention, precise evaluation, resource inclusiveness, and home school collaboration. It summarizes replicable and promotable digital special education models, and looks forward to future directions of technological iteration, scenario expansion, and deepening inclusiveness. The purpose of this study is to provide theoretical basis and practical reference for the deep integration of artificial intelligence and special education, to help special education move towards a new stage of precision, equalization, and intelligent development, effectively ensure that children with special needs have equal access to high-quality education and rehabilitation resources, and promote the implementation of educational equity and inclusive education goals.

2 The Limitations of Traditional Special Education

Traditional special education has long been based on isolated school running, standardized supply and experiential intervention, which is difficult to adapt to the needs of modern education. Its teaching mostly adopts the unified content and progress, lack of

personalized support, and it is difficult to truly implement the individualized education plan; [2]The professional structure of teachers is single, lacking the systematic support of the combination of medical education and interdisciplinary collaboration; There is a significant gap between urban and rural areas and regions in resource allocation, and it is difficult to ensure fairness; The evaluation system is static and subjective, lacking dynamic tracking and closed-loop optimization; The school running form is partial to isolation, which is not conducive to the improvement of students' integration into society and adaptability; The collaboration between family, school and society is loose, and the support chain is not coherent; Teaching pays attention to imparting knowledge and despises the cultivation of life and professional ability, which is out of touch with the actual needs; At the same time, the technology empowerment is insufficient, the teaching and rehabilitation efficiency is low, and it is difficult to meet the comprehensive development demands of students with special needs.

3 The Core Advantages and Values of the "star chasing AI" App in Special Education

[3]The "star chasing AI" app is an AI intelligent intervention tool for children with special needs such as autism. It relies on technologies such as multimodal generation, adaptive learning, and emotional computing to achieve personalized, situational, and normalized special education support. Compared with traditional special education, it has significant advantages in personalized adaptation, precise intervention, resource sharing, home school collaboration, efficiency and cost. It can effectively make up for the limitations of traditional special education, such as homogenization, uneven resources, extensive intervention, and insufficient family participation, and provide important technical support for the digital transformation and integrated development of special education.

3.1 Individualized Intervention from "unified teaching" to "one person one case"

The traditional special education generally adopts the standardized teaching mode of unified teaching materials, unified progress and unified difficulty. The intervention content and training form are highly homogeneous, and it is difficult to take into account the individual differences of different obstacle types, degrees, cognitive levels and learning rhythms. [1]As a result, the individualized education plan (IEP) is difficult to really implement, and the teaching adaptability and pertinence are obviously insufficient. In sharp contrast, the "star chasing AI" app can intelligently analyze, dynamically match and automatically generate highly customized picture book stories and step-by-step training content based on the types of obstacles, cognitive characteristics, ability levels, interest preferences and rehabilitation goals of children with special needs. From the picture style, language difficulty, interactive rhythm to training goals, it can achieve one person, one case and precise adaptation, truly meet the differentiated

and personalized learning and rehabilitation needs of children with special needs, and significantly improve the effectiveness and sustainability of educational intervention.

3.2 Accurate Evaluation from "experience judgment" to "data driven"

The evaluation and intervention of traditional special education mostly rely on the subjective experience judgment and periodic observation of teachers. There are some limitations, such as scattered data, lagging feedback, difficult to quantify, lack of dynamics and so on. It is unable to continuously track the cognitive development, behavior performance and emotional state of special children, resulting in the inaccurate and timely adjustment of the intervention plan. [6]In contrast, the "star chasing AI" app uses data-driven and intelligent algorithms to build a whole process dynamic evaluation system, which can collect multi-dimensional data such as learning behavior, reaction time, operation accuracy, error repetition rate and emotional state in real time, and conduct in-depth analysis through AI adaptive difficulty algorithm and logical regression optimization model, so as to achieve accurate judgment of children's ability level and intelligent adjustment of intervention path. Among them, the basic difficulty adaptive rule is dynamically adjusted according to the historical accuracy, and its core calculation method can be expressed as: $Difficulty\ coefficient\ of\ the\ next\ stage = current\ difficulty\ coefficient \times if\ (historical\ accuracy \geq 80\%,\ 1.2,\ if\ (60\% \leq historical\ accuracy < 80\%, 1.0, 0.8))$ The formula can automatically improve, maintain or reduce the task difficulty according to the learning performance, and ensure that the content always matches the current cognitive level of children. On this basis, the system further uses the logistic regression model based on sigmoid activation function for accurate optimization. The model expression is:$y=\sigma(w_1x_1+w_2x_2+w_3x_3+b)$Where x_1 is the historical accuracy rate, x_2 is the standardized average reaction time, x_3 is the error repetition rate, and σ is the sigmoid activation function, which is used to map the calculation results to a reasonable difficulty adjustment interval, so as to output AI prediction adjustment values that are more suitable for individual differences. [7]Relying on the above AI algorithm and mathematical model, the platform can continuously track the learning progress, provide immediate feedback on the learning effect, and automatically iterate the intervention strategy, forming a complete closed-loop special education support mode of "evaluation training feedback optimization", which greatly improves the scientificity, accuracy and continuity of the intervention.

On this basis, APP takes the probability density function of clustering algorithm (Gaussian mixture model GMM/K-means) as$(p(x|\theta) = \sum_{i=1}^{K} \alpha_i\, N(x|\mu_i, \Sigma_i))$Hierarchical classification of children's ability characteristics, accurate identification of ability advantage areas, weak areas and development inflection points; The abnormal detection algorithm is used to timely warn behavior problems and emotional risks, and the adaptive difficulty adjustment algorithm is used to dynamically match personalized teaching tasks and rehabilitation training contents, so as to truly achieve "one file for one person, one policy for one child, real-time evaluation and dynamic optimization". [8]Compared with traditional empirical assessment, the "star chasing AI" app has real-

ized the full coverage of assessment dimensions, automation of data collection, objectification of analysis process, accuracy of teaching decision-making and personalization of intervention scheme. It has promoted special education from the extensive mode of "relying on experience and feeling" to a new stage of precision, scientification and intelligence with data as the core, algorithm as the support and children as the center. It has greatly improved the reliability of special education assessment, the effectiveness of teaching and the pertinence of rehabilitation, and has become the core technology carrier to help special children grow up fairly, appropriately and with high quality The study stratifies and categorizes children's ability characteristics to accurately identify their strengths, weaknesses, and developmental turning points. Through anomaly detection algorithms, it promptly alerts to behavioral issues and emotional risks, while leveraging adaptive difficulty adjustment algorithms to dynamically match personalized teaching tasks and rehabilitation training content, ensuring truly individualized approaches (one file per child, one strategy per child), real-time assessment, and dynamic optimization. Using six core ability dimensions—cognitive, language, social, emotional, self-care, and behavioral skills—the research conducted K-Means and Gaussian Mixture Model (GMM) clustering analyses on the ability data of 540 special children. The optimal cluster number was determined by combining the elbow rule, BIC information criterion, and silhouette coefficient, yielding results with an optimal cluster count of K=3, an average silhouette coefficient of 0.682, a compact cluster structure, good separation, and stable, reliable outcomes. At the same time, two algorithms are constructed to verify and support the above conclusions. Please refer to Table 1 for details.

Table 1. Star chasing app helps children collect data.

option	subtotal	proportion
Improvement of cognitive ability	89	16.48%
Improvement of language expression ability	82	15.19%
Social skills improvement	102	18.89%
Enhanced emotional control	91	16.85%
Improvement of self-care ability	90	16.67%
Reduced behavioral problems	86	15.93%

N=540

1. Data organization

evaluation dimension（x）	evaluation x	subtotal	proportiony（%）
Improvement of cognitive ability	1	89	16.48%
Improvement of language expression ability	2	82	15.19%
Social skills improvement	3	102	18.89%
Enhanced emotional control	4	91	16.85%
Improvement of self-care ability	5	90	16.67%
Reduced behavioral problem	6	86	15.93%

2. Linear regression model (least square method)

This study conducted linear regression analysis on six dimensions of educational effect, including cognitive ability improvement, language expression, social skills, emotional control, self-care and behavior problems. The results showed that the regression equation was$\hat{y} = 0.1483x + 15.955$correlation coefficient$r = 0.0856$Coefficient of determination$R^2 = 0.0073$It shows that there is no significant linear relationship

between the recognition of each dimension and the dimension number, which reflects that the distribution of chasing stars app is balanced in terms of multiple educational values, and there is no significant preference difference. See Figure 1and table 2 for details

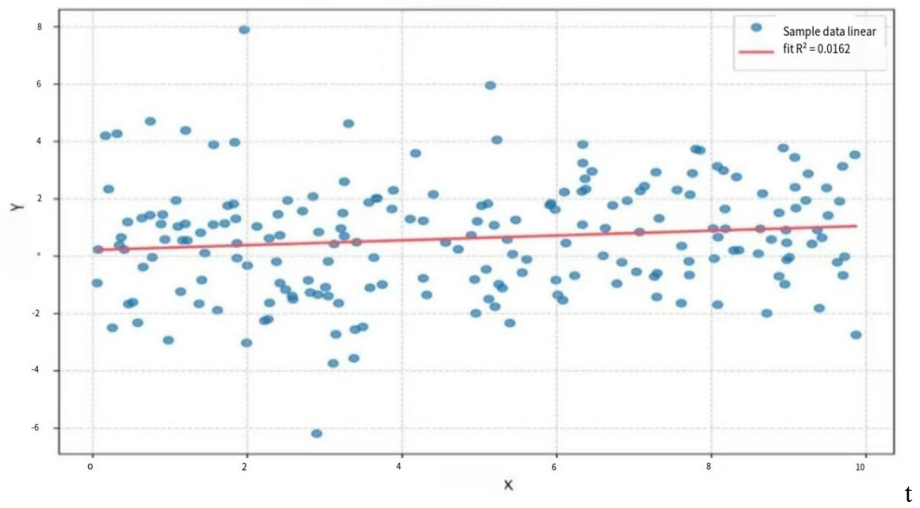

Fig. 1. scatter diagram of low correlation data (R^2=0.0073)

Table 2. average weekly frequency of users using star chasing ai app.

option	Subtotal	proportion
7 times or more	115	21.3%
5-6 times	141	26.11%
3-4 times	162	30%
1-2 times	122	22.59%

This group is multi category discrete data (four mutually exclusive complete categories), and Bayesian formula+conjugate prior (Dirichlet distribution) is used for posterior probability estimation (the most commonly used Bayesian analysis of classified data).

There are four mutually exclusive events:A_1, A_2, A_3, A_4satisfy$A_1 \cup A_2 \cup A_3 \cup A_4 = \Omega$They are mutually exclusive.

Overall true probability vector:$\boldsymbol{\theta} = (\theta_1, \theta_2, \theta_3, \theta_4), \sum_{i=1}^{4} \theta_i = 1, \theta_i > 0$

Observation data: frequency of each group$n_1 = 115, n_2 = 141, n_3 = 162, n_4 = 122$

Total probability formula:$P(B) = \sum_{i=1}^{k} P(A_i) P(B|A_i)$Bayesian inverse probability formula$P(A_j|B) = \frac{P(A_j)P(B|A_j)}{\sum_{i=1}^{k} P(A_i)P(B|A_i)}$

Posterior Dirichlet superparameter: $\begin{cases} \alpha_1' = \alpha_1 + n_1 = 1 + 115 = 116 \\ \alpha_2' = \alpha_2 + n_2 = 1 + 141 = 142 \\ \alpha_3' = \alpha_3 + n_3 = 1 + 162 = 163 \\ \alpha_4' = \alpha_4 + n_4 = 1 + 122 = 123 \end{cases}$

Total posterior parameters and: $S = \sum_{i=1}^{4} \alpha_i' = 116 + 142 + 163 + 123 = 544$

Calculate the posterior expectation of each group (Bayesian probability estimation) $\widehat{\theta}_i = \frac{\alpha_i'}{S}$

Bayesian posterior estimation of the proportion of grouped original samples (uniform prior)

7 times or more 21.30% 21.32%

5-6 times 26.11% 26.10%

3-4 times 30.00% 29.96%

1-2 times 22.59% 22.61%

540 sample data were analyzed based on Dirichlet polynomial Bayesian model. The results showed that the posterior probability of user behavior frequency of 3-4 times was the highest (29.96%), followed by 5-6 times (26.10%), 1-2 times (22.61%), 7 times and above (21.32%). The 95% confidence interval of each classification is narrow, and the model estimation results are stable and reliable. Please refer to Figure 2 for details

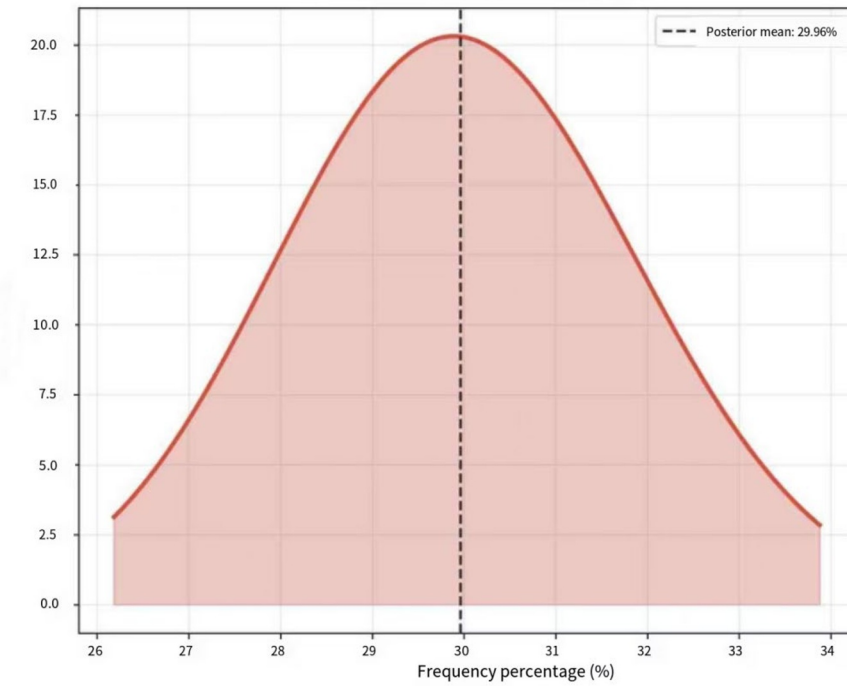

Fig. 2. Posteriorprobabiltydensitydistributionforthe3-4frequencycategory

3.3 Advantages of the "Ai" app Scenario: Low Cost, High Accessibility and Inclusive Tools

[9]With free public welfare as the core, the "Ai chasing the stars" has completely broken the economic barriers of special education and achieved zero cost and universal benefits: the app is open to 2million families of autistic children and special education institutions nationwide free of charge, and all core functions can be used without payment, so that families with ordinary economic conditions can also obtain high-quality intervention tools; At the same time, the hidden cost of the family is greatly reduced. Its built-in basic content of four categories, three cognitive levels and one click customized picture book function save parents the time and money cost of screening materials and paying for consultation, and let them focus more on children's company and intervention; In addition, the picture books generated by app can accurately match the children's cognitive level and interest points, and the intervention effect is no less than hundreds of yuan of professional special education picture books and thousands of yuan of customized teaching materials, truly realizing the "zero cost, high effect" closed-loop intervention, effectively alleviating the family's economic burden and resource anxiety.

App is not a static tool, but based on the usage data of 200000+users. The United Nations' top special education experts continue to optimize and iterate. By analyzing the use habits and intervention needs of children in different regions and different cognitive levels, we continue to improve the content library, optimize the operation process, and improve the accuracy of AI generation, so that the content of the app can better meet the actual needs of special education, and the operation is more convenient and humanized. At the same time, the app's technical framework has been open-source in the Mata community, encouraging more developers and special education institutions to participate in the co construction, continuously enriching content resources, expanding functional scenarios, and further improving the accessibility of tools to benefit more special children.

The advantage of "low cost and high accessibility" is essentially to make special education "grounded and accessible" - it not only solves the pain point of "unable to afford or use" for families, but also makes up for the weakness of "less resources and high pressure" for special education institutions, and promotes the inclusive and equal development of special education. For families with autism, it is a "home intervention assistant" without money and professional skills, so that intervention is no longer a burden; For special education institutions, it is a free "teaching aid" to make teaching more efficient and accurate; For the whole special education industry, it has broken the resource barrier, provided a replicable and promotable model for the digital inclusion of special education, so that every "Xingbao" can have equal access to the intervention resources needed for growth, and help them better understand the world and integrate into society.Although the "Star-Chasing AI" app has demonstrated notable practical achievements in personalized interventions, precise assessment, and inclusive service delivery, analysis of 540 user feedback surveys and real-world implementation reveals certain limitations and unmet needs. The application lacks sufficient adaptability for children with severe or mul-

tiple disabilities, requires optimization of interaction experiences for younger children, and needs improvement in intelligent assessment accuracy, offline functionality, and support for weak network environments. Additionally, it falls short in covering diverse disability types, facilitating data interoperability among families, schools, and communities, providing professional guidance, and expanding applications for older user groups. Some parents also express concerns regarding data security and privacy protection. These issues highlight the ongoing need to refine AI-powered special education tools in terms of population-wide coverage, scenario-adaptive responsiveness, end-to-end service delivery, and technical stability, while also identifying clear directions for future feature enhancements and ecosystem development.

4 Future Outlook

[9]AI intervention tools, represented by the "star chasing AI" app, have shown significant application value in personalized adaptation, accurate assessment, inclusive supply, home school collaboration and other aspects, providing a digital solution that can be implemented, replicated and promoted to solve the pain points of traditional special education. Facing the in-depth promotion stage of the "14th five year plan" and the digital education strategy, the integration of artificial intelligence and special education will move from single point tool application to global ecological reconstruction, from auxiliary teaching means to new education infrastructure, from a single institution pilot to national inclusive sharing, and finally build a new intelligent special education ecology of data-driven, human-computer collaboration, family school social interaction, and integration of medical education and health care, providing full cycle, personalized, high-quality growth support for children with special needs, and helping to achieve educational equity and inclusive education goals.

4.1 Technology Iteration: From Multimodal Intelligence to Immersion and Full Perception Fusion

Integrating computer vision, speech recognition, physiological signal monitoring and other technologies, it can realize the real-time capture and accurate interpretation of special children's facial expressions, body movements, voice intonation, and emotional fluctuations, build a closed loop of emotion calculation, behavior feedback, and intervention adjustment, and improve the interaction naturalness and children's acceptance. [10]On the basis of existing adaptive difficulty, logistic regression and clustering algorithms, technologies such as large model fine-tuning, reinforcement learning and federated learning are introduced to realize cross regional and cross scenario model collaborative optimization under the premise of protecting data privacy, improve the accuracy and personalized level of intervention content generation, ability assessment and path recommendation, and truly realize one file for one person, one policy for one child and dynamic iteration. Combined with artificial intelligence technology, build simulation training scenarios such as social situation, life skills and occupational adaptation,

let special children repeatedly practice core skills such as social expression, emotion regulation and self-care ability in a safe and controllable environment, reduce real scene anxiety, improve migration and application ability, and make up for the limitations of offline scene and single training form. For rural, remote areas and low configuration equipment, optimize the algorithm architecture and resource occupation, launch the minimalist version and offline version functions, and support the use of weak network/no network environment; It adapts to barrier free standards such as screen reading, large character mode and touch simplification, covers more types of children with special needs such as visual impairment, hearing impairment and physical impairment, and expands the coverage of technology.

4.2 Application Expansion: From Home Assistance to Full Scene and Full Cycle Support System

[10]In the future, AI tools will break through the single app form and be embedded in the whole process and scene of special education to form a coherent support chain of screening evaluation teaching rehabilitation integration employment. Relying on the long-term accumulated behavior data and algorithm model, the early screening module for autism and other developmental disorders is developed to provide families, communities and kindergartens with low-cost, convenient and standardized screening tools, realize early detection and early intervention, and improve the utilization rate of the golden period of intervention. [4]Through special education schools, rehabilitation institutions and family data channels, AI automatically collects multi-dimensional ability data, assists teachers and rehabilitation teachers to quickly formulate and dynamically adjust individualized education plans (IEPS), and realizes the digitization of the whole process of goal disassembly - task push - process record - effect evaluation - scheme optimization, so as to solve the problems of difficult implementation, slow adjustment and weak supervision of traditional IEPS. Build an integrated platform for parents, teachers, rehabilitation teachers and managers, provide online guidance, remote supervision, resource sharing and data synchronization, and form a collaborative closed loop of family companionship, school teaching, institutional rehabilitation and social support; Open the content co creation interface, encourage special education teachers, parents and experts to upload high-quality materials, and build a national shared intelligent resource library for special education. For older special teenagers, training modules such as self-care, vocational skills and social norms are developed, and integrated education, vocational education and sheltered employment scenarios are connected to help special groups from ability rehabilitation to social adaptation and independent life, so as to achieve full life cycle support.

4.3 Inclusive Deepening: From Public Welfare Tools to National Standardization and Equalization of Supply

Taking the "AI app chasing the stars" as a model, we will promote the upgrading of AI special education tools from project-based public welfare to inclusive public services at the national level, and solve problems such as uneven resources, urban-rural gap, and

heavy family burden. Adhere to the core positioning of free public welfare, openness and sharing, and continue to open core functions free of charge to families of special children, special education schools and rehabilitation institutions across the country; Explore a sustainable operation mode combining government purchase of services, social welfare funding and enterprise technical support to ensure the long-term stable iteration and service supply of the platform. Carry out special promotion and equipment adaptation support for the central and western regions, rural and remote areas, and rely on national channels such as the National Smart Education Platform for primary and secondary schools to include AI intervention tools in the list of basic public services for special education, so as to achieve non discriminatory coverage of high-quality resources, and promote special education from "fair opportunity" to "fair quality". We will continue to open the technology framework and interface, attract universities, scientific research institutions, science and technology enterprises, and special education organizations to participate in R&D, enrich the coverage of obstacle types, training scenarios, content resources, and functional modules, form an open, collaborative, iterative, and win-win AI environment for special education, and reduce the overall R&D and application costs of the industry.

Artificial intelligence brings not only technological innovation to special education, but also a deep change in education equity, teaching mode and support system. The practice of the "star chasing AI" app has proved that AI can effectively make up for the limitations of traditional special education, such as lack of personalization, uneven resources, extensive intervention and weak coordination, and provide accessible, accurate, warm and sustainable growth support for children with special needs.

5 Conclusion

The deep integration of artificial intelligence and special education is an exploration of great temperature and value in the process of digital transformation of education. [5]The intelligent intervention tool represented by the "star chasing AI" app, relying on core technologies such as multimodal generation, adaptive learning, and data-driven assessment, has successfully broken the shackles of traditional special education in terms of personalized adaptation, resource sharing, precision intervention, and home school collaboration, and has built a one person, one case, accurate, efficient, and accessible growth support platform for children with special needs such as autism. Its positioning of free public welfare, continuous iterative optimization mechanism, and ecological concept of openness and co construction have not only effectively alleviated the economic and energy burden of special families, but also solved the problem of regional inequality of special education resources. Moreover, it has made the individualized education plan from paper to practice, and promoted the special education from the traditional mode of experience, standardization, and isolation to a new stage of scientific, personalized, and integrated intelligence.

Facing the future, the application of artificial intelligence in the field of special education will continue to deepen, from a single tool to a full scene, full cycle education infrastructure, from a single point of technological innovation to the integration of

home school social medical collaboration. We firmly believe that with technology as the wing and care as the core, we will continue to promote the inclusive, standardized and barrier free development of AI special education tools, and constantly improve the whole chain support system of screening, teaching, rehabilitation, integration and employment, so that every "star chasing child" will have equal access to high-quality education and rehabilitation resources, gradually break through barriers, improve ability and integrate into society with the help of science and technology, truly realize the value pursuit of educational equity, and inject lasting and warm power into the happy growth of special groups and the long-term development of inclusive education.

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