



Applying the Yin-Yang Synergy Model (Y-YSM) in supporting children with special educational needs within the context of inclusive education

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Abstract

This paper examines the application of the Yin-Yang Synergy Model (Y-YSM) in supporting children with special educational needs (SEN) within the context of Inclusive Education (IncluEd). Grounded in traditional Chinese philosophy, the Y-YSM emphasizes the dynamic interaction of complementary forces, namely balance, interdependence, and harmony, as a framework for addressing the diverse needs of learners. Using a qualitative research design based on a systematic literature review, scholarly publications, policy documents, and conceptual studies published between 2015 and 2025 were analyzed to explore the relevance of yin-yang principles in inclusive educational settings. The findings reveal four main themes: (1) balancing individualized support with collective classroom participation, (2) adopting strengths-based educational practices, (3) fostering collaborative educational environments, and (4) promoting holistic student development. The Y-YSM conceptualizes individualized interventions and inclusive participation as complementary rather than competing processes. This is to encourage educational practitioners to integrate accommodations with meaningful social engagement. Furthermore, the model highlights the importance of collaboration among educators, therapists, families, and other stakeholders in creating supportive learning environments. By recognizing strengths alongside challenges and integrating academic, social-emotional, and behavioral dimensions of development, the Y-YSM offers a comprehensive framework for advancing equitable and inclusive educational practices. The paper concludes that the Y-YSM provides both a philosophical and practical lens for supporting children with SEN and recommends future empirical research to evaluate its effectiveness in diverse educational contexts.

Keywords: Collaboration, Holistic development, Inclusive education, Special educational needs, Yin-yang synergy model

Introduction

Today, Inclusive Education (IncluEd for short, to be applied throughout this paper) has emerged as a global educational priority. Its aim is targeted at ensuring equitable learning opportunities for all students as well as those with special educational needs (SEN). The principle of inclusion advocates that students with disabilities should learn alongside their peers in mainstream educational settings while receiving appropriate support to meet their individual learning needs (UNESCO, 2020). In spite of the widespread adoption of IncluEd policies, education practitioners throughout the world continue to encounter challenging struggles to balance individualized support for students with special needs with academic achievement with social-

emotional well-being, sociocultural integration in their respective communities, and specialized interventions with participation in general classroom activities (Shen & Yin, 2025; Strnadová *et al.*, 2024)^[21, 22].

First and foremost, the term “inclusive” should be clearly defined and understood in this paper. It can mean different things to different people. According to Chia (2017)^[10], “to be inclusive and being inclusive - both terms sound similar but are actually different. To be inclusive is one’s choice to make, but being inclusive concerns one’s personal belief” (p. 121). Hence, whether an educator wants to ‘to be inclusive’ or is ‘being inclusive,’ there are three levels to that and they are briefly described in Table 1 below:

Table 1: The Three Levels of “What is inclusive” (Chia, 2017, p. 121-122)^[10]

Level	Concept	Definition
1: At the policy level	Inclusivity	It refers to the policy of not excluding anyone on the grounds of class, ability (or disability), faith, gender, language, race, sexuality, etc.
2: At the organizational level	Inclusion	It refers to an organizational practice and its goal stemmed from the sociological notion of inclusiveness.
3: At the individual level	Inclusiveness	It refers to an individual’s political actions and personal efforts but also, at the same time, the presence of inclusion practices in which people coming from different backgrounds possess different age, race and ethnicity, religion, gender, nationality, upbringing, sexual orientation, etc. that are socio-culturally accepted and welcomed, equally treated, etc., to set up an inviting context for everyone from all backgrounds as well as giving an equal opportunity for individuals to succeed in a way that works for them. Hence, for example, in terms of inclusive teaching, it means to make room for educators from different backgrounds (e.g., experience, training and qualification) to actually create different definitions of pedagogical success).

In IncluEd, the yin-yang synergy model (Y-YSM), derived from traditional Chinese philosophy, offers us a comprehensive framework for addressing these challenges to balance individualized support for students with special needs. The concept of yin and yang has placed the emphasis on the dynamic interaction of complementary forces, which coexist harmoniously with one another rather than in opposition to each other (Wyatt & Gilliland, 2019) [29]. Within the IncluEd context, this synergetic perspective encourages education practitioners and other interested parties to view diversity, differences, strengths, and challenges as interconnected elements that contribute to the

overall development of our students. By integrating specialized support and inclusive practices, the yin-yang synergy model provides a balanced approach to meeting the needs of children with special needs while fostering belonging, participation, and educational success (Azuka *et al.*, 2024) [4].

This paper examines how the yin-yang synergy model can be applied to support children with special needs within inclusive educational settings (see Figure 1). Specifically, it explores the theoretical foundations of the model, reviews relevant literature on inclusive education, and discusses the implications of yin-yang principles for educational practice.

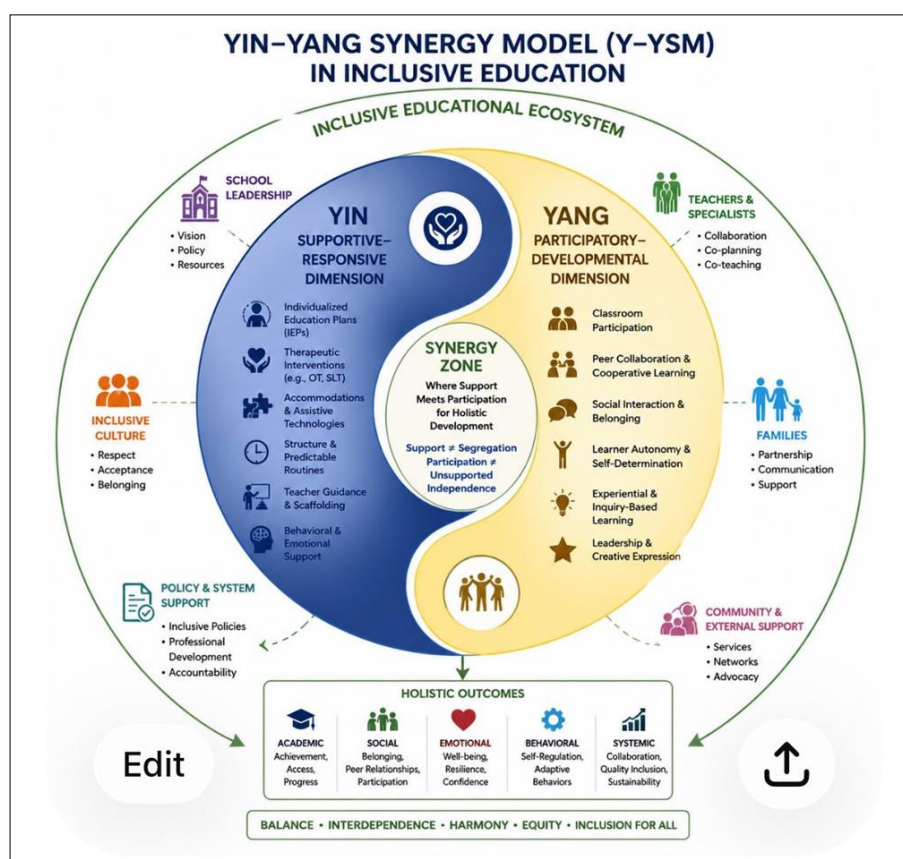


Fig 1: The Yin-Yang Synergy Model (Y-YSM) in Inclusive Education

Among the theoretical frameworks that can inform inclusive educational practices, the Y-YSM offers an especially comprehensive viewpoint. By focusing on balance, interconnectedness, and the coexistence of complementary forces, the Y-YSM provides us a lens through which education practitioners and allied professionals in education (including those in special and remedial education) can better understand the relationship between individualized support and inclusive participation. This perspective has become increasingly relevant in today's contemporary IncluEd context, where the goal is not only to accommodate differences, but also to recognize diversity as a source of strength and collective growth (Azuka *et al.*, 2024; Wyatt & Gilliland, 2019) [4, 29].

Research Methodology

This study adopts a qualitative approach based on a systematic literature review. Relevant scholarly articles, books, policy documents, and conceptual papers published between 2015 and 2025 were examined to identify the key

themes relevant or related to IncluEd, SEN, collaborative teaching practices, and the application of yin-yang philosophy within the larger context of education (Azuka *et al.*, 2024 [4]; UNESCO, 2020).

Several sources of information were selected using academic databases, e.g., Scopus, Web of Science, ERIC, Google Scholar, ResearchGate, and institutional repositories. Keywords used in the search included 'inclusive education,' 'special educational needs,' 'yin-yang philosophy,' 'educational inclusion,' 'holistic education,' 'collaborative teaching,' and 'strengths-based education.' Next, the collected literature was then analyzed using thematic analysis to identify recurring concepts and relationships relevant or related to the application of the Y-YSM in inclusive educational settings (Ibrahim, 2025) [16].

Literature Review

1. Inclusive Education and Special Educational Needs

Historically speaking, the concept of IncluEd is founded on the belief that all learners (old and young) have the right to

access quality education regardless of their disability, ethnicity, socioeconomic status, gender, language, or learning differences (UNESCO, 2020). The concept is grounded in governing principles of equity, social justice, and human rights, which recognize diversity as a natural and valuable aspect of the learning environment rather than a barrier to educational participation (United Nations, 2006) ^[24]. Practices within the InludEd context seek to ensure that all students can take part meaningfully in learning activities, achieve their academic potential, and develop a strong sense of belonging within their school communities (UNESCO, 2020).

The InludEd movement has gained a substantial international support through policies such as the Salamanca Statement and Framework for Action (UNESCO, 1994) ^[25] and the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006) ^[24]. These significant frameworks advocate for educational systems that accommodate learner diversity through flexible curricula, accessible learning environments, and individualized support services. Contemporary research (e.g., Aguis, 2024 ^[1]; Cerna *et al.*, 2021; Lopatinska *et al.*, 2023 ^[7, 18]) suggests that InludEd contributes positively to both students with special educational needs (SEN) and their neurotypically developing peers by fostering mutual understanding and acceptance of diversity, promoting social interaction, and reducing prejudice (Shen & Yin, 2025) ^[21].

Students with SEN encompass a diverse group of learners, including those with autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), emotional-behavioral disorder (EBD), intellectual and developmental disabilities (IDD), learning disabilities (LD), physical disabilities, and sensory impairments (Azuka *et al.*, 2024) ^[4]. As a result of this diversity, effective inclusion adopts learner-centered approaches that recognize individual strengths, preferences, and support requirements. Research studies (e.g., Hehir *et al.*, 2016; Shen & Yin, 2025 ^[15, 21]; Strnadová *et al.*, 2024 ^[22]) have indicated that students with SEN show improvement in their academic performance, communication skills, and social competence when educated in inclusive environments supported by evidence-based interventions and appropriate accommodations.

However, successful practice in InludEd requires more than just the physical placement of students with SEN in regular schools or classrooms. Genuine InludEd involves creating learning environments where all students with or without SEN are actively engaged, valued, and supported in their educational journeys (Ainscow, 2020) ^[2]. Education practitioners play a crucial role in this process by implementing differentiated instruction, universal design for learning (UDL), individualized accommodations, and collaborative teaching practices to address diverse learning needs (Ibrahim, 2025) ^[16]. The UDL, in particular, has emerged as an effective inclusive model for promoting accessibility by providing multiple means of engagement, expression, and representation, thereby reducing barriers to learning for students with diverse abilities (CAST, 2024).

Collaboration among regular teachers, resource teachers, special educators, educational therapists, school administrators, and families is another essential component of a successful InludEd implementation. According to Ibrahim (2025) ^[16], multidisciplinary collaboration among the stakeholders can help to enhance the quality of support

provided to students with SEN and contributes to improved academic and social outcomes. In addition, family involvement is especially important, as parents possess valuable knowledge about their children's strengths, challenging struggles encountered in learning and behavior, and changing developmental needs. Strong partnerships between schools and families can contribute to facilitating more consistent and effective educational support across home and school environments (UNESCO, 2020) ^[2].

In spite of significant progress in InludEd, challenges remain. According to the European Agency for Special Needs and Inclusive Education [EASNIE] (2018a, 2018b), many education practitioners report insufficient training, limited resources, large class sizes, and difficulties meeting the diverse needs of learners within mainstream classrooms. Moreover, frequent tensions arise between providing individualized interventions and promoting full participation in classroom activities. Education practitioners must continuously balance specialized support with opportunities for peer interaction, autonomy, and social inclusion (Azuka *et al.*, 2024) ^[4]. As a result, these challenges have highlighted the need for innovative conceptual frameworks to guide education practitioners in harmonizing competing demands within inclusive settings.

In this regard, the Y-YSM offers a valuable perspective for understanding inclusion as a dynamic process of balancing complementary educational practices. Rather than viewing individualized support and inclusive participation as opposing goals, the model conceptualizes them as mutually reinforcing elements that contribute to the comprehensive development of students with SEN. This perspective aligns with the contemporary InludEd principles, which place their emphasis on equity, participation, collaboration, and learner diversity as foundational pillars for educational excellence (Azuka *et al.*, 2024; Wyatt & Gilliland, 2019) ^[4, 29].

2. The Yin-Yang Synergy Model (Y-YSM)

The concept of yin-yang synergy originates from ancient Chinese philosophical traditions. It represents complementary forces that are interconnected, interdependent, and continuously interacting to create balance and harmony (Wyatt & Gilliland, 2019) ^[29]. Rooted in Daoist philosophy, yin and yang are not viewed as opposing or contradictory forces. Instead, they are seen as two mutually dependent elements existing within a dynamic relationship. On the one hand, yin is associated with receptivity, reflection, nurturing, support, and stability; on the other hand, yang represents activity, engagement, growth, innovation, and outward expression. The interaction between these complementary forces enables adaptation, transformation, and equilibrium within complex systems (Cheng, 2008; Graham, 1986; Yao, 2025) ^[8, 14, 30]. Rather than functioning as static opposites, yin and yang continually influence one another, illustrating the importance of balance and interconnectedness in understanding human experiences and social phenomena (Cheng, 2008; Wang, 2013) ^[8, 27]. In this case, the Y-YSM serves as a valuable framework for supporting and facilitating the effective implementation and management of an InludEd system.

It is important to note that the application of the Y-YSM to InludEd should be understood primarily as a conceptual interpretation derived from yin-yang educational theory and

the broader inclusive education literature. At present, the Y-YSM is not a widely established formal model in SEN research. Rather, it is proposed in this paper as a philosophical and integrative framework that may offer useful insights for balancing complementary educational practices, supporting holistic learner development, and informing inclusive pedagogical approaches.

The principle of yin-yang synergy has increasingly been extensively applied, beyond the field of philosophy. It has been introduced to disciplines such as education, healthcare, leadership studies, organizational studies, and psychology. According to Fang (2012) ^[13], contemporary scholars argue that the yin-yang framework provides a valuable lens for understanding complexity because it avoids binary thinking and instead emphasizes the coexistence of seemingly contradictory elements. In educational contexts, this perspective encourages education practitioners to move beyond simplistic either-or approaches and recognize that effective teaching and learning often require balancing multiple complementary dimensions simultaneously (Wyatt & Gilliland, 2019) ^[29]. For example, education practitioners must balance guidance with learner autonomy, structure with flexibility, assessment with creativity, and academic rigor with emotional support.

The Y-YSM is especially relevant within contemporary educational theories that emphasize comprehensive development, learner-centered instruction, and InlucEd practices (Azuka *et al.*, 2024) ^[4]. Holistic education recognizes that learning extends beyond academic achievement, and it should also include moral, psychological, social-emotional behavioral, and spiritual development (Strnadová *et al.*, 2024 ^[4]; Upadhyay, Srivastava, & Kumar, 2026). From a yin-yang perspective, these dimensions should not be treated as separate or competing priorities. In fact, they are interconnected components of a learner's overall growth and well-being (Miller, 2023; also see Chi *et al.*, 2023) ^[9, 19]. This aligns closely with InlucEd that seeks to address the diverse needs of learners, while also aims in promoting participation, belonging, and equitable access to educational opportunities.

Another important aspect of the Y-YSM is its emphasis on relationality and interdependence. Learning is understood as

a social process shaped by interactions among students, educators, families, and the broader educational environment (Cheng, 2008; Wang, 2013) ^[8, 27]. This perspective reflects ecosystemic and socio-cultural theories of learning that view development as taking place through dynamic relationships within multiple contexts (Bronfenbrenner & Morris, 2006). In InlucEd settings, such interdependence highlights the essence of collaborative efforts among mainstream educators, special educators, educational therapists (as well as other allied professionals), school leaders, and families in supporting children with SEN.

Recent educational research (e.g., An *et al.*, 2022; Jeffrey, 2021 ^[17]; Weatherly & Lin, 2024) ^[28] also suggests that yin-yang thinking can contribute to educational resilience and adaptability in increasingly diverse classrooms. As schools respond to growing learner diversity, technological advancements, and changing educational demands, education practitioners are required to navigate multiple priorities simultaneously (OECD, 2023) ^[9]. The Y-YSM provides a conceptual framework for managing these complexities by encouraging balance, flexibility, and reflection rather than quick adherence to a single educational approach. Such adaptability is especially crucial in InlucEd, where individualized support has to be integrated with opportunities for social participation and collaborative learning.

Furthermore, the Y-YSM supports strengths-based and asset-oriented perspectives that are increasingly emphasized in SAEN research (Azuka *et al.*, 2024) ^[4]. Instead of focusing only on deficits or limitations, the model recognizes that challenges and strengths coexist within every learner (young and/or old). This perspective has encouraged education practitioners to identify and nurture students' capabilities. At the same time, it also provides an appropriate support for areas of difficulty. Consequently, the Y-YSM promotes a more comprehensive and empowering understanding of disability and learner diversity, consistent with contemporary inclusion frameworks (Shen & Yin, 2025) ^[21]. Table 1 below shows the key concepts and guiding principles of the Y-YSM and the application of these concepts and principles in InlucEd.

Table 1: Key Principles of the Y-YSM & Their Application to Inclusive Education

Key Concept	Yin-Yang Principle	Application in Inclusive Education	Supporting References
Balance & Harmony	Yin & yang are complementary and interdependent forces that create equilibrium.	Balancing individualized support with classroom participation for students with SEN.	Cheng (2008); Graham (1986); Wyatt & Gilliland (2019); Yao (2025) ^[8, 14, 29, 30]
Holistic Development	Academic, social, emotional, & behavioral dimensions are interconnected.	Supporting the whole child rather than focusing solely on academic achievement.	Azuka <i>et al.</i> (2024); Miller (2023) ^[4, 19] ; Strnadová <i>et al.</i> (2024) ^[22]
Interdependence & Collaboration	Development occurs through relationships & mutual support.	Collaboration among educators, therapists, families, & students.	Cheng (2008); Wang (2013); Ibrahim (2025) ^[8, 16, 27]
Flexibility & Adaptability	Dynamic adjustment to changing circumstances & needs.	Differentiated instruction & responsive teaching practices.	OECD (2023); Wyatt & Gilliland (2019) ^[29]
Strengths-Based Perspective	Strengths & challenges coexist within every individual.	Recognizing and developing students' abilities while addressing support needs.	Azuka <i>et al.</i> (2024); Shen & Yin (2025) ^[4, 21]
Learner-Centered Education	Balancing teacher guidance with student autonomy.	Providing accommodations while encouraging independence & self-determination.	Miller (2023); Wyatt & Gilliland (2019) ^[19, 29]
Inclusion & Belonging	Opposing elements are viewed as complementary rather than contradictory.	Promoting participation, belonging, & equitable learning opportunities for all students.	Shen & Yin (2025) ^[21] ; UNESCO (2020)
Managing Complexity	Multiple educational priorities can coexist & support one another.	Integrating academic achievement, social inclusion, & individualized support.	Fang (2012) ^[13] ; OECD (2023)

Overall, the Y-YSM offers a comprehensive theoretical foundation for understanding IncluEd. By putting the emphasis on adaptability, balance, holistic development, and interdependence, the model provides education practitioners with a framework for addressing the complex and diverse needs of learners, while also fostering equitable, supportive, and inclusive learning environments (Azuka *et al.*, 2024; Wyatt & Gilliland, 2019)^[4, 29].

3. The Yin-Yang Principles in Inclusive Education

The Y-YSM provides a useful framework for supporting children with SEN within the IncluEd context by emphasizing the dynamic balance and interdependence of complementary forces. Rooted in the philosophical concept of Yin and Yang, this approach views seemingly opposing elements as interconnected and mutually supportive rather than contradictory. Applied to IncluEd, the model encourages education practitioners to balance individualized support with active participation in the mainstream classroom setting. For instance, children with SEN may receive specialized interventions (e.g., educational therapy, occupational therapy, and speech-language therapy) and accommodations, while, simultaneously, they are also engaging in collaborative learning and social interactions with their peers. This balance promotes both academic development and social inclusion (Wyatt & Gilliland, 2019)^[29].

Furthermore, the yin-yang perspective supports a strengths-based approach to disability by recognizing that challenges and abilities coexist within every learner. Rather than staying focused only on deficits, educational practitioners are encouraged to identify and build upon students' strengths, while addressing their support needs. Such an approach aligns with contemporary IncluEd principles that view learner diversity as a valuable educational resource rather than a limitation (Azuka *et al.*, 2024)^[4]. The Y-YSM also highlights the importance of collaboration among general educators, special educators, therapists, and families. Through shared expertise and coordinated support, educational stakeholders can create holistic learning environments that address the diverse needs of children with SEN (Ibrahim, 2025)^[16].

In addition, the Y-YSM focuses on the need to balance structure and flexibility in pedagogic practices. While many children with SEN may benefit from predictable routines and clear expectations, they also require opportunities for autonomy, creativity, and self-expression. By integrating these complementary elements, education practitioners can provide supportive within adaptable learning settings to foster independence and engagement. IncluEd further reflects the yin-yang principle through reciprocal learning relationships. Children with SEN benefit from interactions with typically developing peers, while their peers develop empathy, respect for diversity, and collaborative skills (Shen & Yin, 2025)^[21]. Hence, the Y-YSM offers a holistic lens for understanding and implementing IncluEd, promoting both equity and belonging for all learners.

The application of yin-yang principles to IncluEd can be further understood through several complementary dimensions such as, (1) balancing individualized support

with social participation, (2) recognizing strengths alongside challenges, (3) integrating structure with flexibility in teaching practices, (4) fostering collaboration between special and general educators, and (5) promoting both academic achievement and social-emotional development. Collectively, these dimensions demonstrate how the Y-YSM aligns with contemporary IncluEd practices and supports the holistic development of children with SEN (Azuka *et al.*, 2024^[4]; Strnadová *et al.*, 2024; Wyatt & Gilliland, 2019)^[4, 29].

Results and Discussion

The analysis of the literature reveals that the Y-YSM provides a valuable framework for understanding and implementing IncluEd. Four major themes emerged from the review.

First Theme: Balancing Individual Needs and Collective Participation

For the first theme, the current literature demonstrates that children with SEN can attain better educational outcomes when individualized support is combined with active participation in classroom activities (Shen & Yin, 2025)^[21]. The Y-YSM supports this balance by emphasizing that support and inclusion are not competing objectives but complementary processes. Students with SEN can receive accommodations while remaining fully engaged members of the classroom community (Azuka *et al.*, 2024)^[4].

Second Theme: Strength-Based Educational Practices

A second finding, which constitutes the second theme, highlights the importance of focusing on the strengths of students with SEN in addition to their learning and/or behavioral challenges. Traditional deficit-based models often stress on limitations, whereas the yin-yang approach recognizes that every learner (including those with SEN) possesses unique abilities that can contribute to classroom learning (Azuka *et al.*, 2024)^[4]. This perspective promotes greater self-confidence, resilience, and motivation among students with SEN.

Third Theme: Collaborative Educational Environments

The literature consistently identifies collaboration as the third key factor in successful IncluEd (Ibrahim, 2025)^[16]. This establishes the third theme. The Y-YSM reinforces the value of partnerships among education practitioners, specialists, therapists, families, and students. Collaborative practices allow diverse expertise to be integrated, resulting in more comprehensive and effective support systems for children with SEN (Ibrahim, 2025)^[16].

Fourth Theme: Holistic Student Development

Finally, the review has also indicated that IncluEd is most successful when academic, social-emotional, and behavioral development are addressed all together (rather than individually) at the same time (Strnadová *et al.*, 2024^[4]; UNESCO, 2020). The Y-YSM promotes a holistic understanding of student growth by recognizing that cognitive achievement and social well-being are interconnected dimensions of educational success (Wyatt & Gilliland, 2019)^[29].

Table 2: Summary of Key Findings on the Application of the Y-YSM in IncluEd

Theme	Key Findings	Implications for Inclusive Education	Supporting References
Theme 1: Balancing Individual Needs & Collective Participation	Children with special needs achieve better educational outcomes when individualized support is combined with active participation in classroom activities. The yin-yang model views support & inclusion as complementary rather than competing processes.	Educators should provide accommodations and specialized interventions while ensuring students remain active participants in classroom learning & social interactions.	Azuka <i>et al.</i> (2024); Shen & Yin (2025) ^[4, 21]
Theme 2: Strength-Based Educational Practices	The yin-yang approach emphasizes recognizing students' strengths alongside their challenges. Every learner possesses unique abilities that can contribute to learning & classroom participation.	Education practitioners should adopt strengths-based teaching practices that foster self-confidence, resilience, motivation, & positive learner identity among students with special needs.	Azuka <i>et al.</i> (2024) ^[4]
Theme 3: Collaborative Educational Environments	Effective inclusion depends on collaboration among educators, specialists, families, & students. The integration of diverse expertise creates more comprehensive support systems.	Schools should promote multidisciplinary collaboration & family engagement to ensure holistic and coordinated support for students with special educational needs.	Ibrahim (2025) ^[16]
Theme 4: Holistic Student Development	Academic, social, emotional, & behavioral development are interconnected dimensions of educational success. The yin-yang framework promotes a holistic understanding of student growth.	Inclusive educational practices should address learners' academic achievement alongside their social-emotional well-being & behavioral development.	Strnadová <i>et al.</i> (2024) ^[4] ; UNESCO (2020); Wyatt & Gilliland (2019) ^[29]
Overall Implication of the Yin-Yang Synergy Model	Balance, interdependence, collaboration, & holistic development are central principles of the yin-yang framework.	The model provides a conceptual foundation for creating equitable, supportive, & inclusive learning environments that meet diverse learner needs.	Azuka <i>et al.</i> (2024); Wyatt & Gilliland (2019) ^[4, 29]

Overall, the findings suggest that the Y-YSM offers a practical and philosophical foundation for IncluEd. By encouraging balance, interconnectedness, and mutual support, the model provides education practitioners as well as allied therapists (e.g., counselors, educational therapists, and psychologists) with a framework for addressing the complex needs of diverse learners (Azuka *et al.*, 2024; Wyatt & Gilliland, 2019) ^[4, 29].

Conclusion

The Y-YSM offers a comprehensive approach to supporting children with SEN within IncluEd settings. Grounded in principles of balance, interdependence, and harmony, the model encourages education practitioners and interested parties to integrate individualized support with social participation, recognize strengths alongside challenges in learning performance and behavioral regulation, and promote collaboration among educational stakeholders (Wyatt & Gilliland, 2019) ^[29]. The literature reviewed in this study demonstrates that these principles align closely with contemporary IncluEd practices and contribute to positive academic, social, and emotional outcomes for students with SEN (Azuka *et al.*, 2024 ^[4]; Strnadová *et al.*, 2024 ^[4]; UNESCO, 2020).

As educational systems continue to pursue greater inclusion, the Y-YSM provides a valuable conceptual framework for understanding diversity and fostering equitable learning environments. Future research should explore the practical implementation of this model through empirical studies in schools and classrooms to evaluate its effectiveness in supporting inclusive educational outcomes (Shen & Yin, 2025) ^[21].

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