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Mapping Global Research on Examination Accommodations for Students with Disabilities: A Bibliometric Study

Nurul Sallyna Rostam[1], Syar Mezee Mohd Rashid[1],
[1]Faculty of Education, Universiti Kebangsaan Malaysia, Bangi Selangor Malaysia,
Corresponding Author: Nurul Sallyna Rostam, e-mail: p144704@siswa.ukm.edu.my

ABSTRAK

Studi ini menyajikan analisis bibliometrik tentang tren penelitian mengenai akomodasi tes bagi siswa dengan disabilitas, dengan tujuan untuk memperjelas pola publikasi dan pengembangan tematik di bidang ini. Akomodasi ujian sangat penting untuk memastikan keadilan, aksesibilitas, dan kesetaraan dalam praktik penilaian di konteks pendidikan khusus dan inklusif. Data bibliografi diambil dari artikel jurnal peer-review yang terindeks di database Scopus dalam rentang waktu tertentu. Indikator bibliometrik deskriptif digunakan untuk meneliti tren publikasi tahunan, jurnal unggulan, penulis produktif, negara kontributor, dan jaringan kolaborasi. Selain itu, analisis ko-occurrent kata kunci dilakukan untuk mengidentifikasi tema penelitian yang dominan.Temuan menunjukkan peningkatan keluaran akademik yang stabil, menandakan perhatian global yang semakin besar terhadap praktik pemeriksaan yang inklusif dan kebijakan penilaian yang adil. Tema utama meliputi keadilan dan validitas tes, kerangka kebijakan dan hukum, jenis-jenis akomodasi, serta tantangan dalam pelaksanaannya. Secara keseluruhan, analisis bibliometrik ini memberikan gambaran tentang evolusi penelitian mengenai akomodasi tes untuk siswa dengan disabilitas dan menawarkan wawasan untuk memandu penelitian dan praktik di bidang pendidikan khusus dan inklusif di masa depan.

Tujuan penelitian ini adalah untuk meneliti tren penelitian internasional terkait akomodasi ujian bagi siswa dengan disabilitas melalui analisis bibliometrik. Penelitian ini meneliti pertumbuhan publikasi, jurnal-jurnal terkemuka, penulis produktif, dan negara-negara kontributor untuk menjelaskan perkembangan disiplin ilmiah ini. Analisis ko-occurrence dilakukan untuk mengidentifikasi tema-tema yang umum dan isu-isu yang muncul terkait teknik penilaian inklusif. Data bibliografis diperoleh dari basis data Scopus dan dianalisis melalui teknik pemetaan ilmiah serta metrik deskriptif. Hasil penelitian mencakup ringkasan kerangka konseptual untuk penelitian tentang akomodasi ujian dan memberikan saran untuk penelitian mendatang serta perumusan kebijakan dalam pendidikan khusus dan inklusif.

Bahan dan metode. Penelitian ini menggunakan desain penelitian bibliometrik untuk mengkaji tren penelitian mengenai akomodasi ujian bagi siswa dengan disabilitas. Dengan menggunakan kata kunci terkait akomodasi ujian dan siswa dengan disabilitas, data bibliografi diambil dari basis data Scopus. Analisis hanya melihat artikel jurnal yang ditulis dalam bahasa Inggris. Kami melihat data untuk mengetahui berapa banyak makalah yang diterbitkan setiap tahun, berapa banyak makalah yang berasal dari masing-masing negara, dan seberapa sering kata kunci muncul bersamaan. Kami melihat data publikasi tahunan untuk melihat bagaimana perkembangannya dari waktu ke waktu, dan kami melihat data negara untuk mengetahui dari mana penelitian tersebut berasal. Kami melakukan analisis ko-okurensi kata kunci untuk menemukan tema dan topik penelitian paling penting yang paling banyak dipelajari di bidang ini. Analisis ini memberikan gambaran umum tentang bagaimana penelitian mengenai akomodasi ujian dalam pendidikan khusus dan inklusif telah berkembang dan tema apa yang menjadi fokus.

Hasil. Hasil menunjukkan bahwa penelitian mengenai akomodasi bagi siswa dengan disabilitas yang mengikuti tes telah berkembang secara lambat seiring waktu, dengan tren peningkatan yang lebih jelas mulai tahun 2016. Jepang dan Taiwan menonjol sebagai kontributor penting, tetapi kerja sama antarnegara masih terbatas. Analisis kata kunci menunjukkan bahwa ada fokus yang kuat pada lingkungan pendidikan dan demografi peserta didik. Ada juga minat yang meningkat pada disabilitas yang memengaruhi komunikasi dan efek kesehatan mental dari tes, seperti stres dan kecemasan. Secara keseluruhan, hasil menunjukkan bahwa masih ada banyak minat akademis dalam menggunakan metode pengujian inklusif dalam pendidikan khusus dan inklusif.

Kesimpulan. Studi bibliometrik ini menunjukkan bahwa semakin banyak penelitian mengenai akomodasi bagi siswa penyandang disabilitas selama ujian. Hal ini menunjukkan bahwa terdapat minat yang lebih besar terhadap metode pengujian yang adil. Meskipun pertumbuhan ini terjadi, sebagian besar penelitian masih dilakukan di satu tempat, dan kolaborasi antarnegara masih minim. Hasil ini menekankan pentingnya studi lintas negara yang luas dan penelitian yang berfokus pada kebijakan untuk meningkatkan sistem penilaian yang adil dalam pendidikan khusus dan pendidikan inklusif.

Kata Kunci: Akomodasi ujian, siswa penyandang disabilitas, pendidikan khusus, pendidikan inklusif, analisis bibliometrik

ABSTRACT

This study presents a bibliometric analysis of research trends on test accommodations for students with disabilities, aiming to clarify publication patterns and thematic development in this field. Examination accommodations are essential for ensuring fairness, accessibility, and equity in assessment practices within special and inclusive education contexts. Bibliographic data were retrieved from peer-reviewed journal articles indexed in the Scopus database within a defined time frame. Descriptive bibliometric indicators were used to examine annual publication trends, leading journals, prolific authors, contributing countries, and collaboration networks. In addition, keyword co-occurrence analysis was conducted to identify dominant research themes. The findings reveal a steady increase in scholarly output, indicating growing global attention to inclusive examination practices and equitable assessment policies. Key themes include test fairness and validity, policy and legal frameworks, types of accommodations, and challenges in implementation. Overall, this bibliometric analysis provides an overview of the evolution of research on test accommodations for students with disabilities and offers insights to guide future research and practice in special and inclusive education.

***The study purpose was** to examine international research trends related to test accommodations for students with disabilities through bibliometric analysis. This study investigated the growth of publications, leading journals, prolific authors, and contributing countries to elucidate the progression of this scientific discipline. A co-occurrence analysis was performed to discern prevalent themes and emerging issues related to inclusive assessment techniques. Bibliographic data was sourced from the Scopus database and analyzed through science mapping techniques and descriptive metrics. The results encompass a synopsis of the conceptual framework for research on examination accommodations and suggest recommendations for forthcoming research and policy formulation in special and inclusive education.*

***Materials and methods.** This study utilized a bibliometric research design to examine trends in research regarding examination accommodations for students with disabilities. Using keywords related to exam accommodations and students with disabilities, bibliographic data were pulled from the Scopus database. The analysis only looked at journal articles that were written in English. We looked at the data to see how many papers were published each year, how many papers came from each country, and how often keywords appeared together. We looked at the annual publication data to see how it changed over time, and we looked at the country data to see where the research was coming from. We did a keyword co-occurrence analysis to find the most important research themes and topics that are studied the most in the field. The analysis gives a general idea of how research on accommodations for exams in special and inclusive education has grown and what themes it has focused on.*

***Results.** The results show that research on accommodations for students with disabilities taking tests has been slowly growing over time, with a clearer upward trend starting in 2016. Japan and Taiwan stand out as important contributors, but cooperation between countries is still limited. Keyword analysis shows that there is a strong focus on educational settings and the demographics of learners. There is also a growing interest in disabilities that affect communication and the mental health effects of tests, like stress and anxiety. Overall, the results show that there is still a lot of academic interest in using inclusive testing methods in special and inclusive education.*

***Conclusions.**This bibliometric study shows that there is more and more research on accommodations for disabled students during tests. This shows that there is more interest in fair testing methods. Even though this growth has happened, most research is still done in one place, and there isn't much collaboration between countries. The results highlight the necessity for extensive cross-national studies and policy-focused research to enhance equitable assessment systems in special and inclusive education settings.*

***Keywords:** Examination accommodations, students with disabilities, special education, inclusive education, bibliometric analysis*

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INTRODUCTION

Inclusive education is a global educational priority that aims to ensure equitable access, participation, and success for all learners, including those with disabilities. In recent years, there has been increasing emphasis on creating assessment systems that accommodate the varied needs of students with disabilities and promote fairness and accessibility in testing(Oswal et al., 2025; Nieminen, 2025). As education systems evolve worldwide, test accommodations have become essential components of inclusive assessment design, helping to remove barriers that would otherwise prevent students with diverse learning needs from demonstrating their true achievement levels in examinations.

Test accommodations refer to modifications in the way assessments are administered, scored, or presented without altering the construct being measured. Examples include extended time, alternative test formats, assistive technologies, and adaptive environments that allow students with disabilities to

participate more equitably in assessment contexts (Lovett et al., 2021; Carrillo-Sierra et al., 2025). These accommodations aim to equalize opportunities, rather than to give unfair advantage, by addressing the interaction between students' functional limitations and the rigid requirements of standardized testing. As student populations become more diverse, inclusive assessment strategies are increasingly recognized as necessary for improving educational equity and reducing systemic bias in high-stakes examinations.

Despite the recognized importance of accommodations, research on their implementation and effectiveness remains unevenly distributed across contexts and countries. Previous reviews on inclusive assessment highlight gaps in policy implementation, teacher preparedness, and systemic support for accommodations (Ofem, 2024). For example, inclusive assessment design research underscores the role of educators' digital competencies and assessment literacy in shaping inclusive practices, indicating that structural and professional development factors remain significant barriers in real classrooms (Ofem, 2024). Similarly, systematic reviews of inclusive education strategies suggest that institutional policies and faculty training significantly influence the quality and consistency of accommodations provided to students with diverse needs (Oswal et al., 2025).

The trend toward inclusive assessment is also observable in national examination systems. In Ireland, nearly one-quarter of state examination candidates received accommodations in recent years, reflecting expanding access to reasonable adjustments for students with special needs (News24, 2025). Such expansions highlight not only the growing demand for equitable assessment but also the complexity of implementing accommodations across varying educational structures. Policy changes, administrative practices, and resource allocation all play a role in shaping how accommodations are actualized in practice.

Research literature also indicates that inclusive assessment should be grounded in broader theoretical frameworks such as Universal Design for Instruction (UDI), which advocates proactive design of learning and assessment environments that minimize barriers for all learners (Universal Design for Instruction, n.d.). UDI emphasizes that accommodations are not merely reactive adjustments but part of a comprehensive approach to designing equitable learning environments that anticipate diversity in learner needs. However, incorporation of UDI principles remains limited in many contexts, suggesting the need for more research that bridges policy, pedagogy, and assessment design.

The scholarly focus on test accommodations has been growing, but systematic analysis of research trends is still lacking. While education research includes numerous case studies, empirical evaluations, and conceptual analyses on accommodations, there is limited bibliometric evidence that maps this research domain. Bibliometric studies have been useful in other areas of special education

research, such as global tendencies in special educational needs research and accessibility studies, revealing how themes, authors, and countries contribute to the development of knowledge (Nieminen, 2025; Oswal et al., 2025). However, research specifically focused on accommodations for students with disabilities in examination contexts has not yet been comprehensively examined through a bibliometric lens.

A bibliometric approach enables the systematic mapping of publication trends, leading authors, country contributions, and thematic foci, thereby providing insights into the development and direction of research fields. This approach is particularly valuable for identifying gaps in the literature, such as under-researched regions or emerging topics that warrant further investigation. In the dynamic field of inclusive assessment, a bibliometric analysis can reveal how research priorities have shifted over time and which themes are gaining prominence, such as validity of adapted tests, educators' roles in implementation, or psychosocial outcomes associated with accommodations.

In summary, despite the acknowledged importance of test accommodations for students with disabilities, there remains a need for a consolidated overview of research trends that accounts for publication volume, geographic distribution, and thematic evolution. Such an overview would not only offer clarity on the current state of knowledge but also guide future research and policy development. Therefore, this study aims to fill this gap by conducting a bibliometric analysis of research on test accommodations for students with disabilities, focusing on publication patterns, key contributors, dominant themes, and emerging issues that shape this growing area of inquiry.

METHOD

This study adopts a bibliometric analysis approach to examine research trends and thematic developments in studies focusing on examination accommodations for students with disabilities. Bibliometric analysis allows for the quantitative mapping of scholarly literature to identify publication patterns, influential contributors, and dominant research themes within a specific field (Donthu et al., 2021). Data were retrieved from the Scopus database, which was selected due to its extensive coverage of peer-reviewed journals and its robust citation indexing system. Compared to other academic databases, Scopus provides comprehensive and reliable bibliometric data, making it suitable for large-scale analyses of research productivity and intellectual structures (Baas et al., 2020).

Research Strategy

This study employed a quantitative bibliometric research design to analyze scholarly publications related to examination accommodations for students with disabilities. Secondary data were obtained from the Scopus database, which served as the primary data source. Data collection covered publications from 2000 to 2025 to capture long-term research trends and recent developments in the field. The research focus included journal articles addressing examination accommodations within special and inclusive education contexts. The study population comprised all Scopus-indexed publications related to this topic, while the research sample consisted of articles selected through a systematic screening process based on predefined inclusion criteria.

Data Source and Selection Criteria

Data were collected using the Scopus advanced search function by applying the following search string to the TITLE-ABS-KEY fields:

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TITLE-ABS-KEY ( examination accommodations ) AND PUBYEAR > 2005 AND PUBYEAR < 2027 AND ( LIMIT-TO ( subjarea , "soci" ) ) AND ( LIMIT-TO ( DOCTYPE , "ar" ) ) AND ( LIMIT-TO ( LANGUAGE , "english" ) )
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Only peer-reviewed journal articles published in English were included in the analysis. Other document types, such as review articles, books, book chapters, and conference proceedings, were excluded to ensure consistency and academic rigor.

Data Collection Procedure

Bibliographic data, including publication year, authorship, country affiliation, source journals, citation counts, and author keywords, were exported from Scopus in formats compatible with bibliometric analysis software. The dataset was screened to remove duplicate records and irrelevant documents prior to analysis.

Data Analysis Techniques

Bibliometric performance indicators were used to examine annual publication trends and country-level research contributions. Keyword co-occurrence analysis was conducted to identify dominant research themes and thematic relationships within the literature. Visualization techniques were employed to illustrate publication trends, geographical distribution of research output, and keyword networks related to examination accommodations for students with disabilities.

FINDING AND DISCUSSION

The results of this bibliometric analysis provide an overview of publication trends, geographical contributions, and thematic structures in research on examination accommodations for students with disabilities. Using data retrieved from the Scopus database, the study identifies patterns in research growth, leading contributing countries, and dominant keywords shaping this field. The findings highlight the increasing scholarly attention to inclusive examination practices and assessment equity, while also revealing gaps in research distribution and thematic focus. These results offer useful insights for future research directions and policy development in special and inclusive education.

International Research Collaboration Patterns

Figure 1 illustrates the annual publication trends and international research collaboration patterns in studies on examination accommodations for students with disabilities. During the early years of the study period, particularly from 2006 to 2012, the number of publications was relatively low and research activities were largely conducted within single-country contexts. Limited international collaboration during this phase suggests that early studies primarily focused on localized examination practices and national policy frameworks related to assessment accommodations (Lovett et al., 2020).

Between 2013 and 2018, a gradual increase in publication output can be observed, alongside the emergence of initial cross-national research collaborations. Although international co-authorship remained limited, this period marked the beginning of broader scholarly engagement, as researchers started to examine examination accommodations within inclusive education contexts across different education systems (Ketterlin-Geller & Johnstone, 2021; Nieminen, 2021).

A more notable shift occurred from 2019 onwards, when both publication volume and international collaboration increased more substantially. This growth reflects heightened global attention to equity, fairness, and accessibility in assessment practices for students with disabilities. The increasing presence of international co-authorship indicates a maturing research field in which cross-country perspectives are increasingly valued to address issues of test validity, policy alignment, and inclusive examination implementation (Donthu et al., 2021; Ofem, 2024).

In the most recent years, particularly from 2021 to 2024, international collaboration became more visible and structured, suggesting stronger research networks and shared interests in inclusive assessment reforms. Studies during this period increasingly emphasize comparative approaches and policy-driven perspectives on examination accommodations (Nieminen, 2025; Oswal et al., 2025). The apparent decline in publications in 2026 is likely attributable to incomplete indexing in the Scopus database at the time of data collection rather than an actual reduction in research activity

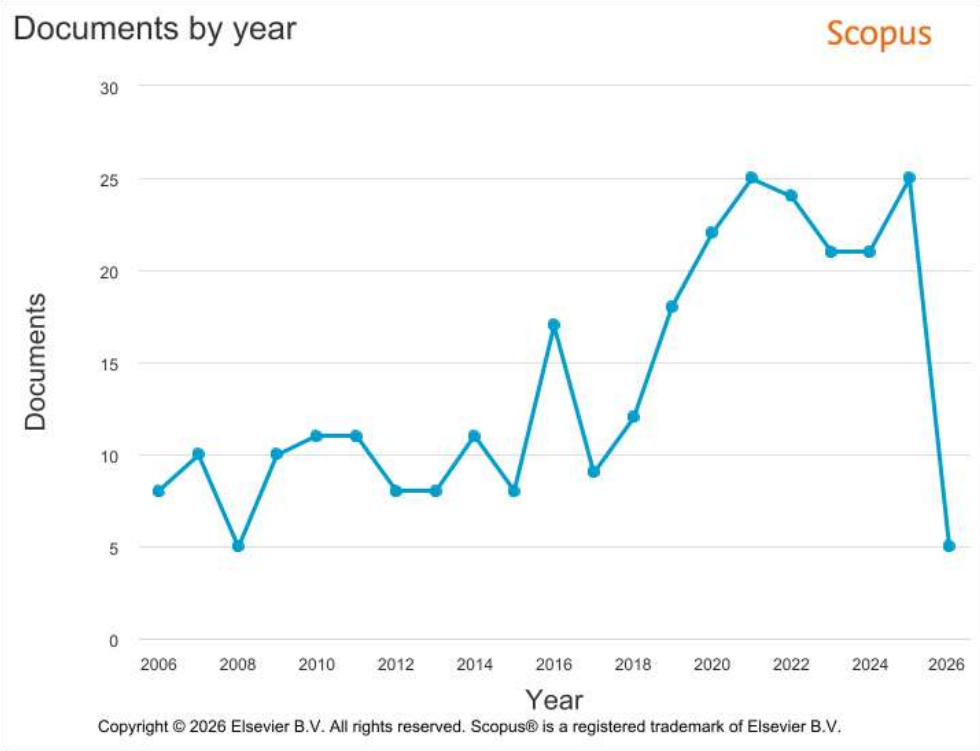


Figure 1. Yearly Distribution of Publications on Examination Accommodations for Students with Disabilities

International Research Collaboration by Country

Figure 2 presents the international research collaboration network in studies focusing on examination accommodations for students with disabilities. The visualization indicates that research output is concentrated within a limited number of countries, with Japan and Taiwan emerging as the most prominent contributors. The presence of collaborative links between these countries suggests the existence of cross-national research partnerships; however, the overall collaboration network remains relatively sparse, indicating limited global engagement in this research area.

The concentration of research activity within a small number of countries implies that scholarship on examination accommodations is strongly influenced by national education systems, assessment policies, and legislative frameworks. Previous studies have highlighted that accommodation practices are often shaped by country-specific regulations and standardized examination systems, which may explain why research tends to remain localized rather than internationally distributed (Ketterlin-Geller & Johnstone, 2021; Nieminen, 2021). As a result, findings from certain regions may not fully capture the diversity of inclusive assessment practices worldwide.

Despite these limitations, the collaborative links observed between Japan and Taiwan reflect a growing regional awareness of inclusive examination practices. Such collaboration suggests increasing recognition of shared challenges related to test validity, fairness, and accessibility for students with disabilities across different educational contexts. This regional engagement aligns with recent literature

emphasizing the value of comparative perspectives in improving inclusive assessment systems (Donthu et al., 2021; Ofem, 2024).

Nevertheless, the relatively low level of international collaboration highlights the need for broader cross-national research efforts. Expanding collaboration across regions could enhance knowledge exchange, promote the sharing of best practices, and support the development of more equitable examination policies. Recent studies stress that global perspectives are essential for advancing inclusive assessment research and addressing persistent gaps in access and equity for students with disabilities (Nieminen, 2025; Oswal et al., 2025).

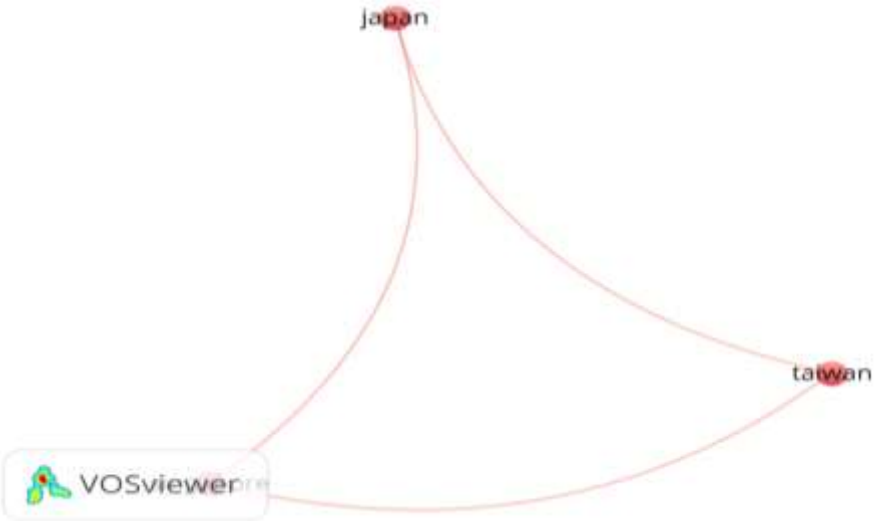


Figure 2. International Research Collaboration Network on Examination Accommodations for Students with Disabilities

Keyword Co-occurrence Analysis

Figure 3 presents the keyword co-occurrence network of research on examination accommodations for students with disabilities. The visualization highlights several dominant keywords that reflect the primary focus areas within the literature. Prominent terms such as *education*, *female*, *child*, *adolescent*, and *young adult* indicate that research in this field is largely situated within educational contexts and frequently emphasizes specific demographic groups. This suggests that examination accommodation studies often focus on learner characteristics and educational settings rather than system-level assessment reforms.

The prominence of demographic-related keywords, particularly *child*, *adolescent*, and *young adult*, reflects strong scholarly attention toward school-aged and transitional populations. This trend aligns with previous research emphasizing that assessment accommodations are most frequently examined in compulsory and post-secondary education contexts, where standardized examinations play a significant role in academic progression (Ketterlin-Geller & Johnstone, 2021; Nieminen, 2021). The presence of the

keyword *female* further suggests that gender-related considerations, including differential assessment experiences, are receiving increasing research attention.

Another notable cluster of keywords relates to *communication disorders* and *communication devices*. This indicates that a significant portion of the literature focuses on students with communication-related disabilities and the use of assistive or alternative communication technologies in examination settings. Such findings are consistent with recent studies highlighting the importance of technology-based accommodations in improving accessibility and participation for students with speech and language impairments (Ofem, 2024; Nieminen, 2025).

Additionally, keywords such as *stress* and *anxiety* reflect growing concern for the psychological and emotional dimensions of examination experiences among students with disabilities. This thematic focus suggests a shift from purely procedural or policy-oriented discussions toward more holistic perspectives that consider students' well-being and affective responses to assessment environments. Recent literature emphasizes that inadequate or poorly implemented accommodations may exacerbate test-related stress, thereby undermining the intended equity of inclusive assessment practices (Oswal et al., 2025).

Overall, the keyword co-occurrence analysis demonstrates that research on examination accommodations is thematically diverse but remains largely concentrated on individual-level characteristics and specific disability categories. While these themes provide valuable insights into learner experiences, the limited presence of keywords related to policy evaluation, large-scale assessment systems, or cross-national comparison indicates potential gaps in the literature. Future research should broaden its thematic scope to include systemic and policy-driven perspectives in order to strengthen inclusive examination practices across diverse educational contexts (Donthu et al., 2021; Nieminen, 2025).

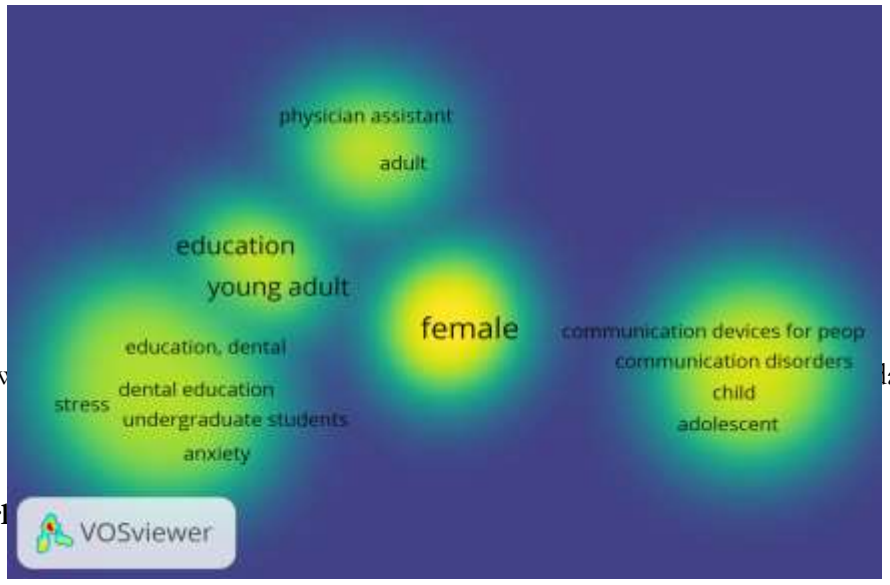


Figure 3. Keyw lations for

Discussion

Growing Scholarl

The findings of this bibliometric analysis indicate a clear and sustained increase in scholarly attention toward examination accommodations for students with disabilities, particularly from the mid-2010s onwards. This trend reflects a broader shift in global education discourse toward inclusive education and equitable assessment practices. As education systems increasingly acknowledge learner diversity, examination accommodations have become a central mechanism for ensuring that assessments measure students' actual knowledge and competencies rather than limitations associated with disabilities. Recent studies emphasize that accommodations such as extended time, alternative test formats, and assistive technologies are essential in minimizing structural barriers within standardized examinations and promoting fairness in assessment outcomes (Ketterlin-Geller & Johnstone, 2021; Nieminen, 2025). The rising publication trend also mirrors international policy commitments that frame inclusive education as a fundamental right, thereby encouraging researchers to critically examine assessment systems that have traditionally disadvantaged students with disabilities.

In addition to increased research volume, the literature shows a gradual shift in focus from conceptual justifications of examination accommodations toward more applied and evaluative perspectives. Earlier studies primarily emphasized the need for accommodations and their theoretical alignment with inclusive education principles. In contrast, more recent research explores implementation challenges, test validity, teacher preparedness, and the systemic conditions required for effective accommodation practices (Nieminen, 2021; Ofem, 2024). This evolution suggests that the research field has reached a more mature stage, moving beyond advocacy toward critical evaluation of how inclusive examination practices function in real educational settings. However, despite this growth, research output remains unevenly distributed across regions, indicating that inclusive examination practices are still shaped by localized policy and assessment frameworks. This imbalance highlights the need for broader cross-national and comparative studies to ensure that emerging knowledge reflects diverse educational contexts and supports the development of inclusive, fair, and sustainable examination systems worldwide (Donthu et al., 2021; Oswal et al., 2025).

Limited International Collaboration and Regional Concentration

Despite the steady growth in research output on examination accommodations for students with disabilities, the findings reveal that scholarly contributions remain concentrated within a limited number of countries. The country collaboration analysis indicates that only a small group of nations actively contribute to and collaborate in this research area, suggesting that examination accommodation research is still largely shaped by national education systems and assessment policies. Previous studies highlight that accommodation practices are often embedded within country-specific legal frameworks, standardized examination regulations, and institutional structures, which may restrict the transferability

of research findings across contexts (Ketterlin-Geller & Johnstone, 2021; Nieminen, 2021). As a result, international collaboration remains limited, potentially constraining the development of a more comprehensive and globally representative body of knowledge.

In recent years, however, there has been a gradual increase in cross-national research collaboration, indicating a growing recognition of the value of comparative and international perspectives. Collaborative studies enable researchers to examine similarities and differences in accommodation practices, assessment fairness, and policy implementation across diverse educational systems. Such perspectives are particularly important given the global movement toward inclusive education and the shared challenges faced by education systems in implementing equitable examination practices (Donthu et al., 2021; Ofem, 2024). Nevertheless, the relatively sparse collaboration network observed in this study highlights the need for more inclusive and sustained international research partnerships, particularly involving underrepresented regions, to strengthen evidence-based policy development and promote more equitable examination systems worldwide (Oswal et al., 2025).

Emphasis on Learner Characteristics and Psychosocial Dimensions

The keyword co-occurrence analysis reveals that existing research on examination accommodations places strong emphasis on learner characteristics, including age groups and gender, as well as specific disability-related needs. Frequently occurring keywords related to children, adolescents, and young adults indicate that much of the research focuses on school-aged populations, where standardized examinations play a central role in academic progression. This focus aligns with previous literature emphasizing the importance of accommodations during critical educational transitions, as assessment outcomes can significantly influence students' academic pathways and future opportunities (Ketterlin-Geller & Johnstone, 2021; Nieminen, 2025).

In addition to demographic and disability-specific themes, the presence of keywords related to stress and anxiety suggests increasing scholarly attention to the psychosocial dimensions of examination experiences for students with disabilities. Recent studies argue that examinations can be a significant source of emotional distress, particularly when accommodations are inadequate or inconsistently implemented (Oswal et al., 2025). This shift toward more holistic perspectives reflects growing recognition that inclusive assessment should address not only academic performance but also students' well-being and emotional experiences. However, the limited visibility of system-level and policy-related keywords indicates that future research should move beyond individual-level analysis to examine how institutional policies, assessment frameworks, and educator training can better support inclusive examination practices (Nieminen, 2021; Ofem, 2024).

CONCLUSIONS

This bibliometric analysis provides a comprehensive overview of research trends on examination accommodations for students with disabilities. The findings demonstrate a steady growth in scholarly output, reflecting increasing global attention to inclusive examination practices and assessment equity. However, research contributions remain concentrated within a limited number of countries, with relatively low levels of international collaboration, indicating the need for broader cross-national engagement. The thematic analysis highlights a strong emphasis on learner characteristics, disability-specific needs, and psychosocial dimensions such as stress and anxiety, while system-level and policy-oriented perspectives remain underrepresented. Overall, this study underscores the importance of expanding international collaboration and broadening research focus to include institutional and policy frameworks. Such efforts are essential to strengthening inclusive examination systems and ensuring fair and equitable assessment practices for students with disabilities across diverse educational contexts.

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