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Improving the Inclusion of Students with Autism Spectrum Disorder as Perceived by Inclusive Education Teachers in Mainstream Schools

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Research Article

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Abstract

Background/purpose. Children with autism should have access to inclusive educational settings that aid in their development. The stigma associated with autism can be alleviated with mutual respect and positive social interactions. Understanding and awareness of autism amongst peers can be improved. The research focus is on the attitudes of teachers towards the inclusion of students with autism spectrum disorder (ASD) in regular classes in the elementary schools of the Arab sector in Israel.

Materials/methods. The research strategy consisted of eight interviews with inclusion teachers who taught these students over a year. The researcher wanted to understand the situation, learn about the challenges of inclusion, and the perspectives of inclusion teachers in inclusive classrooms.

Results. The emerging trends in inclusion education are informed by this research's findings. One of the key and promising findings is that inclusion teachers aid students with ASD in acquiring social, educational, and cultural values, thus enabling them to participate in the wider community. Furthermore, the study offers insight into the difficulties teachers face and offers solutions to these challenges.

Conclusion. The study cites the need to adequately train teachers, provide them with the necessary support, motivate them to design tailored instructional strategies for each student, and promote parental engagement in their children's education.

1. Introduction

Autism spectrum disorder (ASD) is one of the fastest-growing developmental conditions worldwide, with increasing numbers of students entering mainstream schools. Educational systems are under mounting pressure to ensure the inclusion of these students, as integration into regular classrooms is widely believed to reduce stigma, foster social development, and prepare all learners for participation in diverse societies. At the same time, inclusion creates substantial challenges for teachers, who must adapt instructional methods and classroom management strategies and collaborate closely with families to meet the diverse needs of students with ASD.

Teachers' attitudes are particularly influential in determining the success of inclusive education. Positive attitudes support flexible instructional practices, patience, and empathy, whereas negative or ambivalent attitudes can hinder meaningful integration. Understanding teachers' perceptions is especially critical in the Arab sector of Israel, where cultural, social, and systemic factors may uniquely shape the implementation of inclusive practices.

Although international policies and research—such as the enactment of Public Law 94–142 in the United States and its later amendments under the Individuals with Disabilities Education Act (IDEA, 2004)—have advanced inclusive education, much of the evidence comes from Western contexts (Ferraioli & Harris, 2010). These studies show that students with ASD benefit academically and socially when properly supported, while peers gain increased cooperation skills and reduced prejudice (Andre et al., 2019; Taub et al., 2017). However, less is known about how inclusion is enacted in non-Western contexts, particularly in Arab schools within Israel, where resources may be limited and cultural perceptions of disability differ from those in Western societies.

Research Gap: While global literature has extensively addressed the benefits and challenges of inclusion, there is a lack of empirical studies exploring teachers' perceptions of ASD inclusion in the Arab sector of Israel. Existing research has not sufficiently examined how cultural norms, educational structures, and parental engagement in this context influence teachers' strategies and attitudes toward inclusion.

Rationale: Addressing this gap is crucial, as teachers' voices provide direct insight into how inclusion is implemented in practice, the barriers they face, and the supports they require. By situating the study within the local context, this research contributes to a more nuanced understanding of inclusion that extends beyond Western-centric perspectives.

Purpose of the Study: This study therefore examines the attitudes of inclusion teachers toward students with ASD in elementary schools in the Arab sector of Israel. By exploring their challenges, strategies, and perspectives, the research sheds light on how inclusion is enacted in practice and identifies contextual factors that facilitate or hinder successful integration.

1.1. Theoretical Material on Inclusion

Inclusion in general classrooms is widely recognized as a beneficial strategy for children with autism. Although there is still some controversy regarding this approach, research has shown that when schools are adequately prepared, students with autism can succeed in inclusive environments. Indeed, the majority of children with autism are now taught in regular classrooms, reflecting their legal right to inclusive education (Andre et al., 2019). Beyond this legal framework, inclusion provides benefits not only for students with autism but also for their peers, such as reducing stigma and fostering positive communication among students. Furthermore, having a student with autism in a mainstream class can help diminish negative attitudes and encourage cooperation, teamwork, and empathy.

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In addition, inclusive schools play a vital role in teaching all students to develop constructive social relationships. Teachers, who already apply differentiated instruction to meet diverse learning needs, are encouraged to continue expanding these strategies to support students with autism. To further enhance success, collaboration between teachers and families before the school year begins is essential, as it allows both sides to exchange information about the child's needs. Teachers are also advised to consider each student's interests and strengths to increase engagement and improve outcomes in inclusive settings. Equally important, teachers must receive specialized training in autism, as greater knowledge contributes to their confidence and ability to create supportive learning environments. Therefore, the benefits of inclusion extend beyond autistic students to their peers, making inclusion a necessary and valuable practice for all children.

1.2. Perception of the Overall Concept of Inclusion

Despite these benefits, there remains considerable disparity in academic achievement between students with autism and their typically developing peers (Keen, Webster, & Ridley, 2016). In general, students with autism are more likely to face academic difficulties (Mayes-Dickerson & Calhoun, 2007). More recent research confirms this trend, while also emphasizing the role of teacher preparedness and school climate in mediating these difficulties (Humphrey & Hebron, 2015; Lindsay et al., 2020). In Israel, studies have also documented that students with special needs in Arab schools face additional challenges due to limited resources and cultural factors (Avissar, 2012; Reiter et al., 2014). One explanation for this gap lies in the instructional methods employed in inclusive classrooms. While both parents and teachers often endorse the philosophy of inclusion (Segal & Campbell, 2012), the consistent use of evidence-based instructional practices—essential for student success—is rarely observed. This shortcoming is largely due to the way general education teachers conceptualize and manage inclusion.

Extensive research has repeatedly demonstrated that many general education teachers feel insufficiently prepared to effectively support students on the autism spectrum. The most frequently cited barriers include a lack of specialized training, inadequate access to appropriate resources, and insufficient institutional support (Anglim et al., 2018). This sense of unpreparedness often creates classroom uncertainty and may hinder the consistent application of inclusive teaching practices. Although reduced academic engagement among autistic students has traditionally been attributed to inherent aspects of their diagnosis, more recent perspectives highlight the importance of environmental factors. In particular, studies grounded in applied behavior analysis have shown that carefully designed environmental interventions—such as structured routines, targeted reinforcement strategies, and modifications of instructional contexts—can substantially increase student engagement and decrease behaviors that interfere with learning (Crossland & Dunlap, 2012). These findings underscore that many of the challenges faced by autistic students are not solely the result of individual deficits but are shaped by contextual conditions that can be managed and optimized within the classroom.

Because many of these environmental variables are under the direct control of teachers and their aides, there is significant potential to implement specific strategies that promote positive behavioral outcomes and greater academic participation. Such strategies might include differentiated instructional practices, visual supports, structured peer-mediated activities, and ongoing collaboration with specialists. By employing these approaches, teachers can create learning environments that are more responsive to the unique needs of students with autism, while also promoting an atmosphere of acceptance and cooperation among all learners.

Taken together, these insights reinforce the idea that inclusion can manifest in a variety of forms, yet its overall success depends largely on educators' attitudes and professional practices. A constructive and positive outlook toward autism is essential for building inclusive classrooms that are

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not only legally compliant but also socially and emotionally supportive. Such attitudes enable teachers to foster constructive peer relationships and encourage the development of empathy and social understanding among all students (Jung et al., 2019). Teacher beliefs and attitudes are particularly influential because they shape classroom climate, guide instructional decisions, and determine how persistently educators respond to the challenges of inclusion. While it is true that some autistic students may exhibit lower academic motivation (Ge & Zhang, 2019), the presence of patient, empathetic, and well-trained teachers can make a decisive difference. These teachers are able to cultivate strong interpersonal relationships, provide consistent encouragement, and establish predictable routines that support both learning and social development (Connor & Cavendish, 2018).

Therefore, positive, caring, and professionally prepared teachers play a pivotal role in ensuring that inclusive education achieves its intended outcomes. By combining appropriate knowledge, supportive attitudes, and effective instructional strategies, they are able to create environments where all students—autistic and neurotypical alike—feel safe, valued, and motivated to interact productively. Such environments not only enhance academic engagement but also contribute to the broader goals of inclusive education, which seek to reduce stigma, strengthen social cohesion, and prepare students for meaningful participation in diverse societies.

2. Research Methodology

2.1. Research Design

This study employed a qualitative research design in order to gain an in-depth understanding of teachers' perceptions of including students with autism spectrum disorder (ASD) in mainstream classrooms. Qualitative approaches are particularly well-suited to explore experiences, attitudes, and meanings in context, as they allow for rich and detailed accounts of participants' perspectives (Abu Hamdi et al., 2021).

To collect data, the researcher conducted semi-structured interviews with eight instructors working in inclusive elementary schools in the Arab sector of Israel. Participants were selected purposively, ensuring that they had direct experience teaching students with ASD and could provide informed reflections on the challenges and strategies of inclusion. This careful selection enhanced the data's relevance and depth.

2.2. Data Collection Procedures

Data were collected through face-to-face, semi-structured interviews conducted in participants' schools. Each interview lasted approximately 45–60 minutes and was conducted in the participants' preferred language. An interview guide was developed based on relevant literature and expert consultation, ensuring that questions were both open-ended and aligned with the research objectives. Examples of guiding questions included: "How do you describe the process of integrating students with ASD into your class?" and "What challenges do you encounter when supporting these students?"

All interviews were audio-recorded with participant consent and later transcribed verbatim by the researcher. Field notes were also taken to capture non-verbal cues and contextual observations.

2.3. Sample Profile

The main sample of this research includes eight male and female teachers who work as inclusive teachers for students with autism spectrum disorder at elementary schools in the Arab community of Israel. As they are experienced, their extensive experience is in harmony with the objectives of the study. The participants comprised eight inclusion teachers (five females and three males), aged 29 to 48 years. Their teaching experience ranged from 7 to 22 years, with 3 to 15 years specifically dedicated to working with students diagnosed with ASD in inclusive classrooms. Six teachers held

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bachelor's degrees in education or special education, while two had obtained master's degrees. All had participated in professional development related to inclusive education: five attended general pedagogy or inclusion workshops, and three completed specialized training programs focusing on autism spectrum disorder. This variation in seniority, educational backgrounds, and training experiences enriched the diversity of perspectives and ensured that both experienced and relatively newer teachers' views were represented in the study. Table 1 provides demographic information about the participants in the study

For data collection, the research employed semi-structured interviews. All the interviews were recorded and then transcribed for analysis. This is because the method is flexible in structure, can yield rich data, is non-confrontational, and provides the researcher with leeway to build rapport with participants throughout the interviewing process.

Table 1. Demographic Characteristics of the Teachers

Participant	Gender	Age Range	Education Level	Years of Teaching	Years with ASD	In-service Training
T1	Female	30–35	B.Ed. in Special Education	10	5	Autism inclusion workshop (2019)
T2	Male	40–45	M.Ed. in Education	20	12	Advanced ASD training (2020), inclusion strategies course
T3	Female	35–40	B.Ed. in Education	12	7	Inclusive pedagogy workshop (2018)
T4	Female	29–34	B.Ed. in Special Education	8	3	ASD awareness seminar (2021)
T5	Male	45–48	M.Ed. in Special Education	22	15	Multiple ASD trainings (2017, 2022)
T6	Female	33–38	B.Ed. in Education	11	6	Classroom management for ASD (2019)
T7	Female	36–42	B.Ed. in Special Education	15	10	Continuous PD workshops (2018–2022)
T8	Male	32–37	B.Ed. in Education	9	4	ASD-focused in-service program (2020)

2.4. Data Analysis

The interviews were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). This technique was chosen because it allows for identifying, analyzing, and reporting recurring patterns across qualitative data while remaining flexible and accessible for applied educational research.

The analysis began with familiarization: all interviews were transcribed verbatim and carefully read multiple times. Next, initial codes were generated manually by highlighting meaningful units of

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text that related to teachers' attitudes, challenges, and strategies in inclusive classrooms. Codes were then grouped into categories and examined for patterns that suggested broader meanings. In the third stage, these categories were organized into potential themes. The themes were subsequently reviewed and refined to ensure they were internally coherent and distinct from one another. The fifth stage involved defining and naming the themes, with clear boundaries and scope. Finally, the themes were reported in the results and illustrated with direct quotations from teachers to maintain transparency and authenticity.

This process aligns with qualitative content analysis principles in that it involved systematic coding. However, it was framed specifically as thematic analysis because the goal was to capture and interpret patterns of meaning rather than only quantify content.

2.5. Researcher's Role and Trustworthiness

The researcher acted as the primary instrument for data collection and analysis. Semi-structured interviews were conducted by the researcher, who maintained a neutral, non-judgmental stance to minimize bias. To enhance credibility, participants were assured that their responses would remain anonymous and that no evaluative judgments would be made about their teaching practices.

Several strategies were used to control bias and strengthen trustworthiness. Member checking was conducted by sharing preliminary summaries of the interviews with participants, who could confirm or clarify their responses. Peer debriefing was conducted with two colleagues experienced in qualitative research, who reviewed coding decisions and emerging themes to ensure they accurately reflected the raw data. In addition, an audit trail was maintained to document analytic decisions throughout the process.

2.6. Ethical Considerations

Participants were informed about the study's purpose, assured of confidentiality, and provided written consent. They were also informed that participation was voluntary and that they could withdraw at any stage without consequences.

2.7. Data Transcription and Analysis Procedures

All interviews were audio-recorded with participants' consent and transcribed verbatim by the researcher. Thematic analysis, following Braun and Clarke's (2006) six-phase framework, was used to analyze the data. The process included familiarization with transcripts, generating initial codes, collating codes into categories, reviewing and refining themes, defining and naming themes, and presenting results with supporting quotations. Coding was performed manually by the researcher. To ensure internal consistency, a second researcher independently coded two randomly selected transcripts; intercoder agreement reached 85%. Discrepancies were resolved through discussion until consensus was achieved.

3. Results

Question 1: How would you describe the process of integrating students with autism spectrum disorder into your class?

Teachers described the inclusion process as both meaningful and challenging. They emphasized that autistic students cannot be treated the same as neurotypical students, requiring careful adaptation of instructional strategies. As T3 explained: "I always need to prepare extra materials and adapt my communication, because the strategies that work with neurotypical children often do not work with autistic students." Similarly, T6 noted: "In my class I had two autistic students, one mild and one more severe, and I had to use completely different methods for each." These reflections highlight the complexity of inclusion and the need for individualized approaches.

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Question 2: How are students with autism spectrum disorder integrated?

Teachers indicated that integration requires deliberate planning and diverse strategies. T4 shared: “It is a whole approach that involves careful planning and implementation of diverse strategies. We create a supportive environment through personalized goals and technologies that help social interaction.” T2 emphasized flexibility: “There is no single method. Every student has a different need, so integration means being innovative every day.”

Question 3: Did the integration process help in developing the social skills of the students with autism spectrum disorder?

Most teachers observed positive changes in students’ social skills through integration. T1 recounted: “One of my students could not join group work at the beginning of the year, but with patience and parental support, he slowly became able to cooperate with his classmates.” Similarly, T5 highlighted progress: “At first, the child avoided peers, but now he asks to join activities. The group setting helped him.” Teachers stressed that consistent collaboration with families and assistants facilitated these improvements, though challenges remained.

Question 4: What challenges do students with autism spectrum disorder face?

Teachers identified multiple barriers, including lack of training, difficulties with routines, and sensory sensitivities. T7 explained: “The biggest challenge for me is not having enough training. I am expected to include autistic students, but I do not always know the best strategies.” T2 added: “Many of my autistic students cannot tolerate changes in routine or loud noise, which makes integration very stressful for them.” These challenges often required innovative adaptations, but teachers agreed that systemic support was insufficient.

Question 5: How cooperative are the parents in supporting the integration of their child with autism spectrum disorder?

Parental cooperation varied widely. T6 described positive involvement: “Some parents are very supportive and work with me to help their child, and this makes inclusion much easier.” In contrast, T3 observed resistance: “There are parents who deny their child’s condition and refuse to accept inclusion, which makes the process difficult.” Teachers emphasized that when parents embraced inclusion, peers also became more accepting.

Question 6: What is the attitude of students with autism spectrum disorder towards their inclusion in the learning environment?

Teachers noted that autistic students were highly sensitive to the attitudes of others. T8 reflected: "These students know when you are truly interested in them. When they feel cared for, they respond with affection." T4 added: "Eye contact is often a struggle, but when you take time to build trust, the relationship becomes very rewarding." Teachers agreed that student attitudes were shaped by the classroom's emotional climate and their peers' responsiveness.

Question 7: Has the inclusion of students with autism spectrum disorder in your class been a success?

Teachers reported mixed experiences, noting successes but also ongoing difficulties. T5 described positive outcomes: “The autistic students formed close friendships, and some bonds became very strong over the years.” However, T2 stressed persistent challenges: “Inclusion is not just about putting students together. Without structured activities and training, success is limited.” T7 emphasized the teacher’s role: “It depends on the teacher to guide the class, organize cooperative activities, and make students more understanding of their peers with autism.” These accounts underline that while progress was evident, success depended heavily on teacher preparation and systemic support.

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4. Discussion

Integration Process (Question 1)

Teachers in this study emphasized that integrating students with ASD into mainstream classrooms requires differentiated approaches depending on symptom severity and classroom dynamics. This finding is consistent with Croydon et al. (2019), who stressed that transitions from special to mainstream settings require sustained specialist support and individualized planning. However, while Boucher (2018) observed that teachers often lack practical experience with autistic students, our results extend this by showing that even highly experienced teachers reported feeling underprepared. This highlights that years of professional service do not automatically translate into confidence or competence in inclusive practice. It also reinforces Martin et al.'s (2019) argument that systematic planning and institutional communication are critical, suggesting that professional development programs must move beyond general training to provide targeted and context-specific preparation.

Strategies for Integration (Question 2)

Participants described integration as most successful when supported by individualized planning, innovative strategies, and continuous collaboration with parents and specialists. This finding aligns with Martin et al. (2019), who underscored the importance of teacher preparation and stakeholder collaboration, and Croydon et al. (2019), who emphasized the role of a supportive school climate. Yet, unlike much of the literature that emphasizes structured professional training, teachers in this study highlighted the equal importance of informal, day-to-day adaptations developed through experience. This suggests that successful inclusion requires a balance between formal training and the cultivation of flexible, practice-based competencies that respond to the dynamic needs of classrooms.

Social Skill Development (Question 3)

Teachers reported that students with ASD demonstrated noticeable gains in social skills when parents, teachers, and assistants consistently supported inclusion. This finding corresponds with Croydon et al. (2019), who linked inclusive settings with improvements in social competence. However, our study adds nuance by showing that these improvements were uneven and fragile, often depending on the degree of collaboration between home and school. This variability suggests that inclusion should not be viewed as a uniform process but rather as one contingent on the quality of multi-level support systems.

Challenges of Inclusion (Question 4)

The main challenges identified by teachers—insufficient training, difficulty adapting routines, and managing sensory sensitivities—are well documented in prior studies (Croydon et al., 2019; Martin et al., 2019). Yet our findings highlight systemic shortcomings more sharply. Teachers repeatedly stressed a mismatch between policy-level commitments to inclusion and the limited support actually available in their schools. This tension reveals that while inclusive education is endorsed at the policy level, practical implementation remains constrained, especially in Arab schools in Israel, where resources are scarcer.

Parental Cooperation (Question 5)

The role of parents emerged as a decisive factor. Supportive families facilitated smoother integration, while resistance complicated classroom efforts. This finding reinforces Josilowski and Morris (2019) and Almuaigel and AlMuaigel (2019), who identified family–school collaboration as essential, and echoes Croydon et al. (2019), who linked awareness to stigma reduction. However, our results contribute new insight by documenting how inconsistent parental engagement within the

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same school leads to inequities in student experiences. This underlines the importance of school-wide initiatives to engage all parents, not just the most cooperative ones.

Social and Emotional Experiences (Question 6)

Teachers observed that autistic students were acutely sensitive to the emotional climate of classrooms, thriving when they perceived genuine concern and struggling when they felt excluded. This observation is consistent with Meindl et al. (2020) and McGuire and Meadan (2022), who demonstrated that supportive environments foster belonging. However, unlike these studies, our findings stress that such benefits are not automatic: they require deliberate teacher effort to foster trust, empathy, and peer acceptance.

Overall Success of Inclusion (Question 7)

Teachers described inclusion outcomes as mixed: while many students built strong peer relationships, systemic obstacles, such as insufficient training and a lack of structured classroom activities, hindered consistent success. This finding supports Dyer (2022) and Martin et al. (2019), who argued that inclusion succeeds only when both teachers and students receive adequate support. Yet our study diverges by emphasizing variability—success was not uniform even within the same school and appeared contingent on teacher initiative, parental cooperation, and cultural attitudes toward disability.

4.1. Critical Synthesis

Taken together, these findings confirm much of the international literature on the benefits of inclusion, particularly regarding social skill development and stigma reduction. However, two distinctive contributions emerge. First, the study shows that teachers' sense of under-preparedness persists despite years of experience, highlighting systemic gaps in training and professional development. Second, while many prior studies portray inclusion as largely successful given proper resources, our results suggest that outcomes are highly variable, shaped by teacher adaptability, family involvement, and contextual limitations in Arab schools in Israel. These insights underline the need to view inclusion not as a uniform solution but as a process requiring culturally sensitive, multi-level support.

4.2. Scope and Limitations

This study focused on the attitudes of inclusion teachers toward the integration of students with autism spectrum disorder (ASD) in elementary schools within the Arab sector of Israel. The scope was limited to eight teachers who had direct experience teaching students with ASD in inclusive classrooms. The findings, therefore, provide in-depth qualitative insights into teachers' perceptions, strategies, and challenges in this specific cultural and educational context.

Several limitations should be acknowledged. First, the relatively small sample size restricts the generalizability of the findings; the results cannot be assumed to represent all teachers or schools in Israel. Second, data were collected only through interviews, which may reflect teachers' self-reported perspectives rather than observed practices. Third, while thematic analysis was rigorously applied, the interpretation of themes may still reflect the researcher's subjectivity, despite efforts to enhance reliability through peer review and member checking. Finally, cultural and contextual factors unique to the Arab sector may limit the transferability of the findings to other populations or educational systems.

Despite these limitations, the study contributes valuable insights into the lived experiences of inclusion teachers and highlights critical areas for teacher preparation, parental involvement, and policy development.

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Although the study sample of eight teachers is consistent with acceptable standards for qualitative research, the limited number of participants restricts the extent to which findings can be generalized to broader populations. The purpose of this study was to generate in-depth insights rather than statistical generalizations, and the results should therefore be interpreted with caution.

5. Conclusion

To successfully establish an inclusive classroom, instructors need to utilize differentiated instruction tailored to students' needs and interests and work closely with families to gain insight into each child's unique circumstance. Inclusive settings are beneficial for students with autism and enrich the learning environment for all students. In practice, many of the most effective strategies for supporting children with autism are indeed components of best teaching practices.

Inclusive classrooms also raise consciousness and tolerance of autism. Research has suggested that students with autism in general education classrooms exhibit fewer stereotypic behaviors than students who are placed in special education classrooms. These inclusive settings create respect and collaboration, teaching all students how to cooperate and communicate with one another—experiences common to all and that result in more favorable attitudes toward autism (Meindl et al., 2020). Where autistic students engage positively with peers in inclusive settings, stigma is reduced and awareness is gained through effective, direct contact.

For students to thrive in inclusive settings, they must learn to form positive relationships with all peers. Stereotypes are minimized when students with autism are placed in mainstream classrooms because children of different abilities socialize and form friendships, forming strong peer relationships over time (Rattaz et al., 2019). Peers play a significant role in modeling appropriate social skills, and prolonged interactions increase social acceptance, communication, and interaction skills (Campbell, 2016). Individual differences can be embraced at a young age. Studies have revealed that these social contacts not only reduce autism-related stigma but also enhance general knowledge about the condition (Anthony et al., 2020).

As students with autism increasingly receive quality education, greater numbers of them are being mainstreamed into regular education settings. Mainstreaming offers huge dividends—not only for students with autism but also for their non-disabled peers. These dividends consist of improved understanding of people's differences, increased cooperation skills, and more respect for all community members.

Although teachers and parents highly support mainstreaming, the educational performance of students with autism within regular education classrooms, for the most part, does not measure up. With the growing rate of diagnosis of autism and the consequent demand for less restrictive academic environments, schools are faced with a substantial challenge.

For inclusion to be genuinely effective, it is essential that both special education and general education teachers adopt a positive and supportive attitude toward the integration of students with special needs. The incorporation of children with special needs into mainstream educational settings constitutes not only a fundamental objective but also a core philosophical principle of inclusive education. Moreover, the success of this approach depends on the implementation of individualized rehabilitative and pedagogical strategies that address learners' diverse needs within the instructional context (Majadley, 2023).

However, research has shown that students with autism can attain great academic progress with their peers in the regular classroom if certain behavioral support is provided in basic domains (Kogel et al., 2012).

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The behavioral strategies outlined above must be taken as recommended resources to enhance the achievement of teachers and students with autism in mainstreaming programs. By enabling children to achieve high rates of success in the classroom, these evidence-based practices make learning possible and prevent disruptive behaviors.

6. Recommendations

These guidelines aim to promote the successful inclusion of students with autism in schools by encouraging individual planning, focused support, and co-operative strategies. Ongoing review and communication are essential to ensure that inclusion methods continue to be responsive to each student's evolving needs.

• Pre-Assessment: It is necessary to conduct a comprehensive assessment of the needs of each student with autism prior to their integration into regular educational settings. This should be done in terms of academics, socialization, and behavior to facilitate appropriate placement and support.

• Personalized Inclusion Planning: There should be a formalized and personalized inclusion plan tailored to the needs of each student with autism. The plan should include explicit goals and the strategies to be used to attain them. Planning should be done collaboratively among the student's family, school staff, and concerned community stakeholders.

• Provision of Specialized Support: Schools must offer special support services that are specially targeted towards the unique needs of children with autism. These services would include, but are not limited to, speech therapy, occupational therapy, and physical therapy.

• Teacher Training and Professional Development: Teachers need to be specially trained to impart the students with autism with the skills and knowledge they require to enhance education and behavior. This includes training in evidence-based instructional approaches as well as inclusive teaching methods.

• Parent-School Communication: Informing and effectively communicating with parents or guardians of autism spectrum disorder students is vital. Schools are required to provide information regarding the inclusion plan of the student at regular intervals and respond to queries raised by the family in a timely fashion.

Declarations

Conflict of Interests. The authors explicitly state that this paper has no conflicts of interest.

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