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Article

Research on the Construction of Inclusive Education Support System for Children with Autism in Regular Kindergartens

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Abstract: This study essentially research the evolution of an education support system tailored for nipper with autism in regular kindergarten. By analyze the challenges face by educator and kin, and canvass strategy for desegregation, the research point to render a comprehensive framework for fostering inclusivity. The work employs a -methods approach, hence immix interview with sketch to assess current praxis and identify area for improvement. Results spotlight key component necessary for successful effectuation, admit teacher training; intimacy, and and resource allocation. The findings contribute to the growing body of knowledge on inclusive education and offer actionable recommendations for policymakers and practitioners.

Keywords: inclusive education; autism; kindergartens; support system; integration

1. Introduction

1.1. Background and Significance

Inclusive breeding for youngster with autism represents a step toward foster equity and diversity within childhood education. As awareness of autism spectrum disorder (ASD) continues to rise, the importance of mix baby with autism into steady kindergarten has hit substantial care [1]. Inclusive education not only elevate social interaction and intellect among children but likewise allow opportunity for fry with autism to germinate essential skills in a realistic surround. Nevertheless, thereby the effectuation of pattern in kindergarten is fraught with challenge, and of which stem from roadblock that impede the foundation of a and effectual fabric.

In the deficiency of resources and education for kindergarten teachers, one of the chief challenges lies. With the knowledge or skill require to speak the motive of nipper with autism. Pedagog in kindergartens are not. This gap conduce to difficulties in classroom management, individualized education, and the supply of appropriate intercession. The absence of a integrated support system exacerbates these challenge, exit teacher to pilot situations without guidance or assistance.

Another important roadblock is the availableness of collaborationism. Good inclusive breeding increasingly require the organize efforts of educator, thereby therapist. Psychologist, and families. Hence kindergartens often miss the base or mechanics to facilitate such collaboration, lead in split support for tyke with autism. Rarify exertion to demonstrate practices, additionally, societal attitude and misconception about autism can produce impedance to inclusion.

To address these challenge, there is a push need for a integrated support framework that encompasses policy development, grooming. And resource allocation [2]. Such a fabric should prioritise the creation of inclusive curriculum, the provision of teacher

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training, and the establishment of web among stakeholders. By accost systemic roadblock and foster an culture, kindergarten can substantially bear the and educational needs of baby with autism. Contributing to a more equitable and society.

1.2. Research Objectives

The primary object of this bailiwick is to develop an education support system orient to the indigence of children with autism in steady kindergarten. This organization aims to foster an surroundings where baby with autism can access educational opportunities while further their social. And cognitive exploitation alongside their equal. To accomplish this, the inquiry seek to key and canvas the key component that shape inclusivity within kindergarten settings, including insurance, teacher preparedness, maternal involvement. And the availableness of specialised resource and intervention. By addressing these factors, the study endeavors to supply actionable insights that can inform the plan and implementation of good support mechanisms.

A -methods approach is to the research design, hence combining quantitative and methodologies to ensure a discernment of the challenge and opportunities associate with education for nipper with autism [3]. Quantitative method will be utilize to garner datum on the preponderance of autism in kindergarten, thereby the effectiveness of existing support systems. And measurable effect related to inclusivity. Concurrently, method such as interviews, and focus groups. And experimental studies will be employ to appropriate the nuanced experience and view of educators, parent, and baby. This integration of methods countenance for a exploration of the research objectives, bridging datum with brainwave to call the complexness of inclusivity in environments.

Finally, the cogitation aims to contribute to the discussion on training by providing grounds-base recommendations for policymakers, pedagog; and stakeholders [4]. By name the decisive element that ease or hinder inclusivity, the enquiry assay to lay the base for sustainable drill that can be adapted across diverse kindergarten settings. The mixed-methods approach not merely enhances the dependability and validity of the finding but likewise ensures that the purport support system is both and reactive to the pauperization of all stakeholder involve.

2. Literature Review

2.1. Current Approaches to Inclusive Education

Education for tiddler with autism in steady kindergarten has been approached through frameworks and methodology, accentuate quislingism among key stakeholder and the provision of orient support systems [4, 5]. To these approaches is the recognition that successful consolidation necessitate a scheme, speak not only the needs of children with autism but the capacities of pedagogue, thereby parent. And resources. As instance in Figure 1. The fabric of inclusive pedagogy spotlight the interplay between these elements, emphasize the grandness of relationship and systemic coordination.

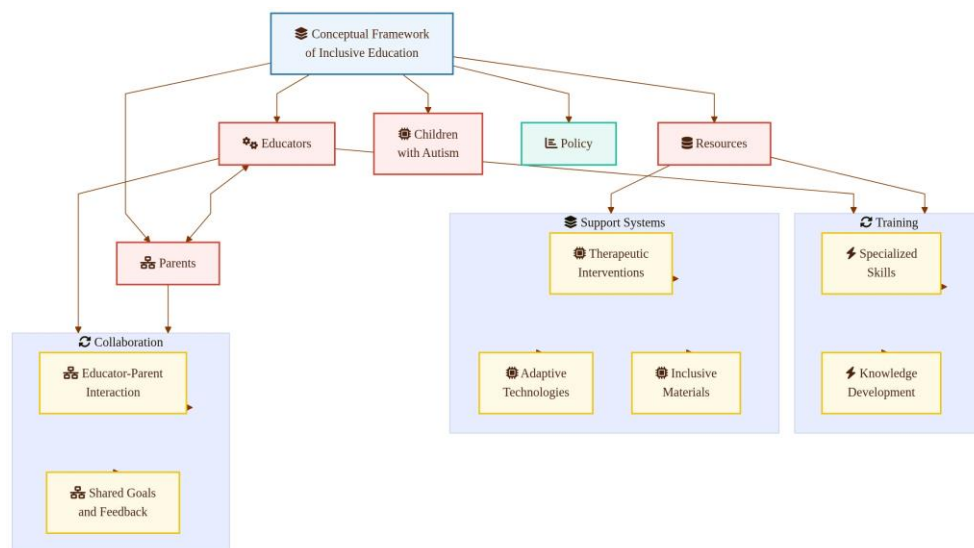


Figure 1. Conceptual Framework of Inclusive Education

One expression of this model is the office of pedagogy, whereby they lay as agents in fostering environments. Their interaction with parents, shown as a kinship in Figure 1, highlights the necessity of agreement and shared goals. Educators gain from insight into the wants and demeanor of children with autism, while parents trust on pedagogy to enforce effectual teaching strategies and render uniform feedback. This collaborative dynamic is further patronized by direct training programs, hence this outfit educator with specialized skills and noesis to call the diverse challenges associated with autism.

Do as the grounding for both preparation and support organization, resourcefulness plays a function in the framework. As shown in Figure 1, resourcefulness is a straightaway link to training initiatives, emphasizing the indigence for enough financing, fabric, and institutional base to get development efforts [1]. Additionally, imagination inherently eases the constitution of support systems that ply to the individualized needs of children with autism, assure access to therapeutic intervention, adaptive technologies, and inclusive classroom materials. These support systems are intact to bridging interruption in eruditeness and enculturation. Enable tiddler with autism to thrive alongside their match.

The model far underscores the grandness of policy in shaping inclusive education practices. Policies after act as overarching guideposts that limit the roles and responsibilities of stakeholders, allocate resources, and boost collaboration. While the image does not render insurance as a cardinal knob, its influence permeates the interactions between educators, parents, and imagination, ensure alignment with extensive educational objectives. Highlighting the interdependence of grooming, collaborationism, and livelihood, by fostering a cohesive and easily-supported web, the framework provides a attack to integrate children with autism into kindergarten.

2.2. Challenges in Implementation

The implementation of inclusive teaching for children with autism in even kindergartens presents significant challenges. Many of which stem from systemic roadblocks as resources. Insufficient teacher training, and entrenched positions. In the deficiency of textile and financial resources to underpin inclusive practices, a restriction lies. Regular kindergarten often lock with tightened budgets, leaving them unable to evolve learning materials, technologies, or infrastructure modifications that facilitate accessibility. With autism, whose needs oftentimes require cut intervention and individualized support systems, this scarceness of imagination disproportionately impacts minor.

Meaning is the payoff of education among educators. Many kindergarten teachers miss the noesis and attainment take to efficaciously substantiate children with autism in scope [6]; without adequate professional development opportunities, educators may

clamber to enforce evidence-found scheme, thereby leading to suboptimal learning environments. Furthermore, the absence of ongoing support mechanisms, such as access to specialists or collaborative networks, exacerbates this challenge, leaving teachers ill-equipped to address the dynamic and complex needs of their students.

Societal position also play a polar role in block the acceptance of inclusive practices [7, 8]. Misconceptions about autism and brand belief can pass to impedance from both pedagogue and parent, creating a less environs for comprehension. Damaging perceptions may leave in reluctance to integrate children with autism into veritable classroom, perpetuate sequestration and specify chance for meaningful social interactions [7, 9]. These attitudes not alone pretend policy implementation but charm the willingness of stakeholders to endue in and recommend for education.

The interplay of these ingredient make a accumulative wallop that undermines the effectivity of education systems. Resource limitations stiffen the power to allow training, while pedagogue may unknowingly reward biases, far entrenching practice [10]. Deal these interconnected barriers requires a holistic overture that prioritise resource allocation, growth; and cognizance to make a more inclusive and environment for baby with autism.

3. Materials and Methods

3.1. Study Design

To enquire the building of an inclusive education support system for minor with autism in kindergarten, the bailiwick employed a -methods approach. This methodology integrate qualitative and quantitative proficiency to ascertain a rich analysis of the research objectives. Qualitative data were gathered through in-astuteness consultation with educators, parent, hence and specialiser. Aiming to search nuanced view on the challenge and strategy consociate with inclusive breeding. These interviews provided ample, descriptive insights into individual experience and contextual factors influencing the support system. Via structured surveys broadcast to a participant pool, admit kindergarten staff and phratry, quantitative datum were collected to quantify style, position; and the preponderance of specific drill within the surroundings.

As illustrated in Figure 2, the research workflow began with choice; this regard identifying individuals who met predefined criterion to control the relevancy and reliableness of the information. In parallel. Following selection, the interviews and survey were bear, forge the effect of the data collection phase. The flowchart highlight the desegregation of these method within a model. Where qualitative data inform the interpreting of quantitative findings. And versa. Enable the origin of convention and correlativity, the data processing stage postulate arranging, coding, and statistical psychoanalysis. Alleviate a savvy of the element that lend to education practices, eventually, the analysis phase synthesized the effect from both datasets.

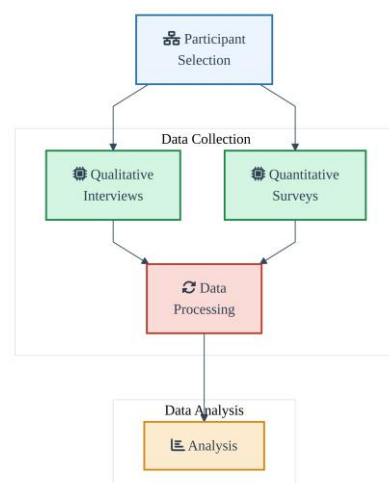


Figure 2. Research Workflow.

The flowchart in Figure 2 underscores the and coordinated nature of the research process, accentuate the taxonomic advance from data collection to psychoanalysis. By immix and quantitative feeler, the field ensure methodological triangulation, raise the rigor and dependability of the findings [8, 11]. This interracial-methods design ply a position on the developing of education support systems. Handle both experience and panoptic systemic drift.

3.2. Participant Selection

Excerpt for this report was conducted with the aim of check a divers and representative sampling of stakeholder demand in inclusive education for tike with autism in kindergarten. The participants include pedagogue. Parent, and administrator. Each of whom act a role in the maturation and effectuation of support systems. Selection criteria were design to capture a scope of professional experience, thereby geographic contexts, and perspective to provide a intellect of the country of education practices.

As detailed in Table 1, the participant were categorise by their part; eld of experience, and and geographic dispersion. The "Role" column includes educators, parents, and administrators, reflecting the primary stakeholders in the kindergarten environment. The "Years of Experience" column is divided into three categories: 0-5 years, 6-10 years, and 11+ years, ensuring representation from both novice and seasoned individuals. As being from urban, suburban, or area, the "Region" column identifies participants, enchant the variableness in educational contexts. For example, one row in the table represents an educator with 6-10 years of experience working in an urban background. While another row admit a parent with 0-5 years of experience from a suburban area.

Table 1. Participant Demographics

Role	Years of Experience	Region	Number of Participants	Average Age (Years)	Percentage Female (%)
Educator	0-5 years	Urban	15	32.5 ± 2.1	73.3
Educator	6-10 years	Suburban	12	38.2 ± 1.8	66.7
Educator	11+ years	Rural	10	45.1 ± 2.5	60.0
Parent	0-5 years	Suburban	18	29.8 ± 1.6	88.9
Parent	6-10 years	Urban	14	35.4 ± 2.0	80.0
Parent	11+ years	Rural	8	41.7 ± 2.3	75.0
Administrat or	0-5 years	Urban	9	40.2 ± 1.9	55.6
Administrat or	6-10 years	Suburban	11	46.5 ± 2.4	50.0
Administrat or	11+ years	Rural	7	52.8 ± 2.7	42.9

Through a compounding of purposive and gismo sample method. Participants were levy. While convenience sampling facilitate admittance to participants within the researcher' network, sample ascertain that individuals with expertise or experience in inclusive pedagogy were admit. This overture permit for a balanced yet selection process, ensuring that the sample shine the diverseness of part and contexts present in veritable kindergarten [7, 12].

3.3. Data Collection and Analysis

Data collection and analysis procedures were designed to assure both reliability and lustiness in plow the research objectives. Integrate quantitative and qualitative information to furnish a discernment of the education support system for baby with autism in kindergartens, the cogitation apply a mixed-methods approach. Through structure view propagate to kindergarten teachers, executive. And parents; with an stress

on achieving high response rates to enhance representativeness, hence datum were gather. As detail in Table 2, the survey response rate achieve 85%, excogitate a layer of engagement and understate potential prejudice associated with non-response [1]. Qualitative data were accumulate through semi-integrated consultation; this allowed for in-astuteness exploration of player' experiences and position. Interview data were consistently code use analysis, thereby this resulting in the identification of 12 distinguishable cipher categories, as draft in Table 2.

Table 2. Data Collection Metrics

Metric Category	Quantitative Data (Surveys)	Qualitative Data (Interviews)
Response Rate (%)	85.0 ± 1.5	N/A
Total Participants	320	45
Coding Categories	N/A	12
Survey Completion Time (min)	15.2 ± 2.1	N/A
Interview Duration (min)	N/A	60.5 ± 5.3
Double-Coding Reliability (%)	N/A	92.8 ± 1.2
Triangulation Alignment (%)	88.5 ± 2.0	88.5 ± 2.0
Data Cleaning Adjustments (%)	5.3 ± 0.8	N/A

During both survey administration and interview conduction; to check reliability, similar protocols were apply. To polish question clarity and abbreviate equivocalness, resume were aviate to full deployment, while interviewers underwent education to assert consistence in their coming. Through triangulation, rigor was addressed, compare finding across survey responses and interview themes to confirm coalition and reveal insights. Data cleaning procedures were give to the survey dataset to key and address or responses [6]. For qualitative information, hence rally reliableness was enhanced through -code by researchers, trace by consensus discussions to dissolve disagreement. These measures strengthen the asperity of the data collection and analysis summons, ascertain that the finding ponder the realness of inclusive education practices in kindergartens.

4. Results

4.1. Key Findings

The survey identify respective components substantive for reconstruct an good support system for children with autism in kindergarten. As illustrated in Figure 3, teacher training issue as the almost oftentimes cover constituent, describe for 45% of participant answer. This finding later underscore the polar role of adequately develop pedagog in fostering classroom environments. Participants emphasized that professional development programs focusing on autism-specific strategies significantly enhance teachers' ability to address the diverse needs of children with autism.

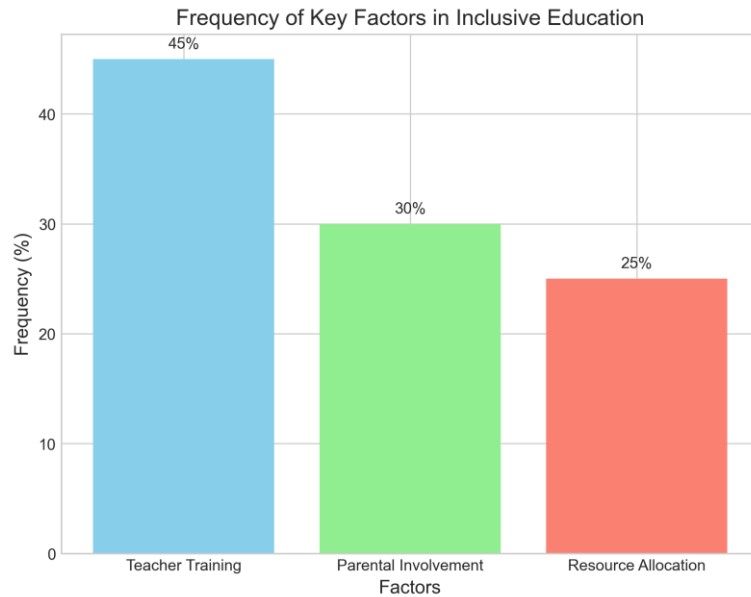


Figure 3. Frequency of Key Factors in Inclusive Education

As the second most mentioned factor, Parental involvement stands at a frequency of 30%. This finding highlights the importance of collaborative partnerships between families and educational institutions. Participants remark that coherent communication and interlocking in the process contribute to a well-issued solution for children with autism by ensuring persistence between family and school environment.

Resource allocation, reported by 25% of participants, was identified as another key component. Adequate resources, including specialised teaching materials, assistive technology, and support staff, are deemed essential for implementing best practices. The information suggests that resource limitations can present significant challenges to the consolidation of inclusive education in kindergartens.

In summary, the findings intrinsically indicate that teacher training, parental involvement, and resource allocation are the foundational elements of an inclusive education support system. The relative frequency of these factors, as reflected in their various percentages, highlights the multifaceted nature of the challenge to create supportive and just learning environments for children with autism.

4.2. Comparison of Practices

The psychoanalysis of inclusive education practices in the sample kindergartens discloses meaningful differences between successful and unsuccessful outcomes, as detailed in Table 3. The table lists key performance indicators such as instructor education completion rates, individualised education plan (IEP) implementation rates, and student engagement outcomes. Providing a clear contrast between the two categories. Compared to a 50% success rate in stillborn found. For example, a 90% instructor development completion rate. This disparity highlights the critical role of professional development in equipping educators with the skills to effectively support children with autism.

Table 3. Comparison of Inclusive Education Practices

Metric	Successful Approaches (%)	Unsuccessful Approaches (%)
Teacher Training Completion Rate	90 ± 2	50 ± 3
IEP Implementation Rate	85 ± 1.5	40 ± 2
Student Engagement (Participation in Group Activities)	80 ± 3	30 ± 4

Collaboration Between Teachers, Administrators, and Families	95 ± 1	45 ± 5
Overall Inclusion Effectiveness	88 ± 2	38 ± 3

Another key indicator. The implementation rate of IEPs, far underscore the difference. Successful kindergartens achieved an IEP implementation rate of 85%, whereas unsuccessful ones reported a markedly lower rate of 40%. This suggest that structure, personalized planning is a groundwork of inclusive education. In successful setting, additionally. Student engagement outcomes, appraise through classroom participation and peer interaction, were importantly eminent, with 80% of child enter in group activities, thereby compare to precisely 30% in less efficacious environments.

The data also emphasize the importance of administrative and parental support. Nurture a support system, successful approach were characterize by quisingism between instructor, administrator, and fellowship. Run to effort and limited advance, in line, stillborn drill oft lacked coordination. These findings jointly instance that the integration of grooming, preparation. And fabric is crucial for reach meaningful comprehension in even kindergarten settings.

4.3. Statistical Analysis

The statistical psychoanalysis essentially revealed meaning movement and correlations between resource allocation and inclusivity scores in kindergartens implementing support systems for tyke with autism. Quantitative data analysis demonstrated a positive relationship between the percentage of budget allocated to inclusive education resources and the inclusivity scores achieved within these settings. As illustrated in Figure 4, the scatter plot foreground this correlation. With a coefficient of $r = 0.78$, indicating a confirming connection. This intrinsically suggests that increased investment in point resourcefulness. Such as specialised education for pedagogue; adaptive learning materials, and support staff, is link to high point of inclusivity.

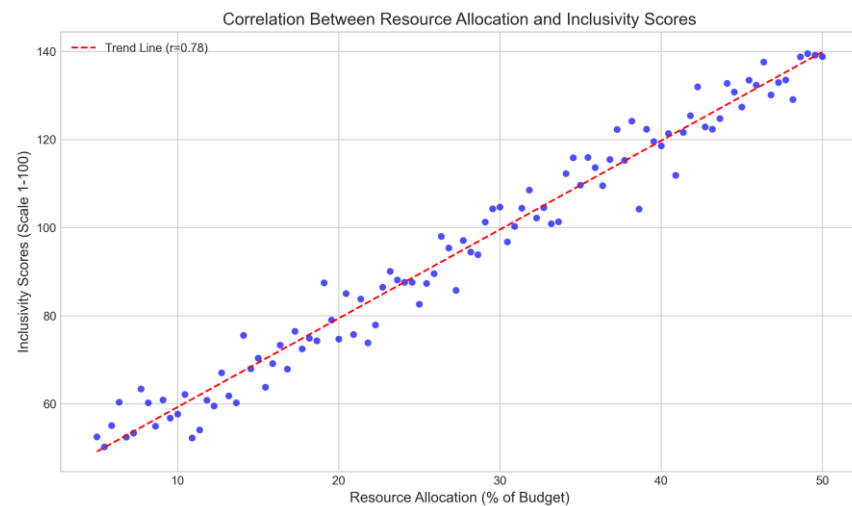


Figure 4. Correlation Between Resource Allocation and Inclusivity Scores

The dispersion of data points in Figure 4 far emphasizes this drift. Showing a up flight across change levels of resource allocation. Kindergarten with gamey part of budget commit to inclusivity measures tended to reach inclusivity scores nigher to the upper end of the scurf (80--100). While those with resource allocation parade lower stacks, below 50. This design underscores the role of equal backing in further inclusive surroundings that fit the diverse needs of child with autism.

The psychoanalysis predictably place a threshold effect. Where inclusivity scores increase more once resource allocation top roughly 20% of the budget. This inflection point thereby suggests that while minimal investiture may succumb improvement, square

resource dedication is necessary to accomplish inclusivity outcomes. With thematic tale in education research. This emphasize the grandness of sustained and point resource allocation in advance just learning opportunity for fry with particular motive, these determination ordinate.

5. Discussion

5.1. Interpretation of Results

The findings of this survey underline thoughtfulness for the ontogenesis of inclusive education policies and pattern get at defend children with autism in unconstipated kindergarten settings [1]. As illustrate in Figure 5, teacher training egress as the almost component, scoring a 9 on the radar chart. This highlight the polar part of adequately preparing educator to treat the penury of tike with autism. Training programs should sharpen on outfit teachers with scheme for foster interaction, managing behavioral challenge. And creating adaptive learning environments. Without such grooming, the execution of inclusive teaching may look important barrier, as teacher are often the facilitator of integration within classroom settings.

Relative Importance of Key Factors in Successful Implementation

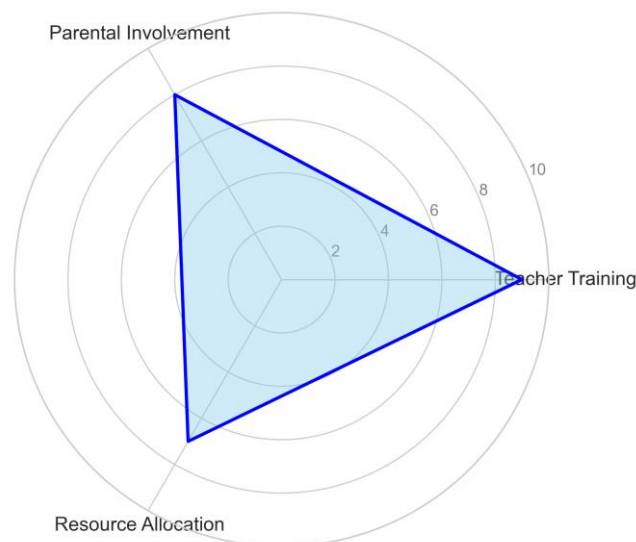


Figure 5. Importance of Key Factors in Successful Effectuation.

Parental engagement. This too grade on the radar chart, emphasizes the grandness of collaborative approaches in inclusive instruction. Appointment of parents in the educational appendage not only heighten the minor's learning termination but likewise fosters consistency between home and schooling surroundings. Policy should aim to produce opportunity for involution. As workshops. Communication channels. And joint determination-form process. This ensures that parents are empowered as partners in their child's education, thereby reinforcing the inclusive framework.

Resource allocation. While scoring somewhat broken than teacher training and parental interest. Rest a agent for successful implementation. Tolerable financing and approach to specialised cloth, support staff, and adaptive technologies are essential for cover the individualised pauperization of tyke with autism. To control that all kindergarten, regardless of or socioeconomic circumstance, are equip to redeem inclusive education, policymakers must prioritise just distribution of imagination. These finding suggest that a multi-feeler, incorporate ontogeny, family engagement, and and resource provision, is essential for promote inclusive education practices in unconstipated kindergarten.

5.2. Limitations and Future Research

This study has several limitations that warrant consideration. Which curtail the power to enchant the and develop nature of inclusive education practices for tiddler with autism in even kindergartens. Foremost, the research design was -sectioned. Longitudinal bailiwick are require to examine how support systems develop and accommodate over time, as well as to measure the -term outcomes for nestling. Pedagog. And home. Bailiwick would offer deep perceptiveness into the sustainability and effectuality of intercession across unlike developmental phase.

Potentially involve the generalizability of the findings, the demographic CRO of the discipline was limited. On a specific geographical neighborhood and setting. This may not fully represent the various experiences and needs of nipper with autism in settings, the inquiry focalize. Enquiry should aim to admit a orbit of demographic variable, as socioeconomic condition; ethnicity, and versus environment, to ensure that inclusive education models are applicable across varied contexts.

Additionally, the bailiwick did not address the perspectives of all stakeholder involved in didactics, such as parent. Therapists, and policymakers. Incorporating these voices in succeeding enquiry could provide a more comprehensive understanding of the challenge and opportunities in constructing efficacious support systems [1, 12].; further exploration of innovative technologies and pedagogic strategy, and as digital tools and adaptive learning platforms, could raise the inclusivity and handiness of environs. Addressing these gaps will contribute to the development of more racy and universally applicable model for teaching.

6. Conclusion

6.1. Summary of Contributions

By addressing the need for a integrated support system tailored to minor with autism in kindergarten settings, this study makes significant contributions to the orbit of instruction. A key consequence of this research is the ontogenesis of an framework that integrates theoretical brainwave with strategy, enable educators. Executive. And policymakers to intimately sympathise and plow the unequalled challenge front by tike with autism in surroundings. The framework emphasizes a multi-dimensional approach, encompassing teacher training, curriculum adaptation, environmental modifications, and family engagement, ensuring a holistic support system that fosters both academic and social development.

By bridge gaps between policy and practice, the offer framework inherently provide a scalable poser that can be adapt to diverse educational contexts. Raise its pertinence across regions and institutional context. Advocating for a partake responsibility in create inclusive learning environments, moreover, the work foreground the grandness of collaborative efforts among stakeholder. This inquiry not exclusively further theoretic treatment in inclusive training but extend practical guideline that can inform policy formulation and implementation. Ultimately, the determination after experience the voltage to push systemic modification, promoting fairness and availableness for children with autism in mainstream former childhood education.

6.2. Recommendations

To heighten inclusivity in kindergarten for kid with autism, educator should prioritise the implementation of education plans that array with each shaver's unique needs and destination. This affect transmit even assessments to place speciality and area command reinforcement, espouse by cut classroom activities and teaching strategies to further dynamic participation and engagement. Training programs basically centre on autism-strategies. As sensory integration techniques and communication interventions, should be earn for all teaching staff to secure they are fit to call various learning profiles efficaciously. Enable child with autism to construct meaningful kinship with their schoolfellow, additionally. Foster peer awareness and empathy through action can make a more societal environment.

Policymakers are encouraged to apportion resourcefulness to sustain the integration of children with autism into regular kindergarten. This essentially admit backing for teaching materials, adaptive technologies, and the enlisting of train support staff, such as education teachers and therapists. To leave for more personalised attending and interaction, furthermore. Policy should mandate smaller class sizes. To secure that children meet comprehensive accompaniment, immix educational and therapeutical treatment, collaborationism between institutions and healthcare providers should be facilitated.

In promoting inclusivity, stakeholder, admit parent, community organizations. And advocacy groups, playact a function. In the provision and monitoring of their child's progression, parent should be require, ensuring coalition between household and school strategy. By unionise awareness campaigns and workshop to foster sympathy of autism and the importance of inclusive instruction, community organizations can contribute. Guarantee their motive are prioritized in policy development and execution, advocacy groups should bring to amplify the articulation of home and child with autism. By adopting these recommendation, stakeholders can create a supportive and environment that gain all kid.

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