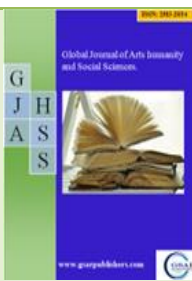
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## How Inclusive Education Supports Children with Autism

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### Abstract

One of the major objectives of inclusive education is to provide quality education for all students in the same classroom. Unsurprisingly, inclusion affirms that all children can learn and accomplish their goals when teaching and learning are student-centered, relevant, and meaningful. It can be argued that inclusion minimizes prejudice and discrimination and affirms diversity, equity, and inclusion. In general, inclusion decreases unfairness and ensures that everyone feels valued and appreciated. While the literature addresses inclusion and students with disabilities, it does not specifically speak about children with autism. Thus, the gap is evident, and this research fills it. In addition, published research indubitably indicated that there is a paucity of information on this topic concerning children with autism. Further, when this study was conducted, a secondary search was also inconclusive on this issue. This non-empirical research collected information using various current studies, methodical reviews, and meta-analyses from January 2024 to June 2024. This research accentuated the significance of inclusive education and demonstrated how it could assist autistic children. It offered an overview of inclusive education and highlighted how teaching and learning can further bolster inclusive learning environments. This research question guided the study: How can inclusive education assist autistic children?

**Keywords:** Inclusive education, disabilities, autism spectrum disorder, diversity, equity, inclusion.

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### Introduction

According to the literature, inclusion is increasingly promoted globally, and the essence of inclusive education optimizes the social, intellectual, religious, and educational components in mainstream classrooms. It is instructive to mention that an appreciation for inclusion frequently fosters the development of social skills and accentuates proper communication. According to UNESCO (1994), this also includes social participation, the acceptance of students with disabilities, and the continuous presence of positive interaction among students. The Salamanca Statement and Framework for Action on Special Needs Education was documented in 1994 and it can be argued that it provided some normative principles for inclusion. It also recognized educational institutions that foster the inclusion of all students and highlight diversity, equity, and inclusion. While inclusion among many educational institutions has increased rapidly there is a dearth of information concerning inclusion and autistic children and this non-empirical research fills that gap. Further, a review of the

literature only mentioned inclusion in a general manner and did not particularly address children with autism. While it affirmed all the benefits and great importance of inclusion it did not specifically mention children with autism. It is against this background that this study was conducted, and the research question guided the paper. How can inclusive education assist autistic children?

### Literature Review

This researcher carefully followed the profound guidelines of Creswell and Poth (2018) and engaged in a critical review and synthesis of existing research pertinent to this topic. This involved a meticulous and thorough selection of current peer-reviewed journal articles, books, and other significant sources relevant to the scope of this study (Mustafa & Noorhidawati, 2020). In addition, academic search engines like Google Scholar, Semantic Scholar, RefSeek, and CORE were very beneficial during this research process (Paul & Criado, 2020). Moreover, the research question of how inclusive education can assist autistic children guided this study.



## The Reality of Inclusion

Rapp and Corral-Granados (2024) affirmed that research about inclusive education is convoluted because it embraces all students and focuses on educational policies and organizations. While some researchers have used different theoretical approaches, others merely present political ideas based on the Salamanca Report. Thus, this concept is complex, broad, and ambiguous (Szumski et al., 2017). Nonetheless, it is important to research inclusive education because it incorporates social justice, affirms diversity, equity, and inclusion, and accentuates democracy (Hernández-Torrano et al., 2020). The phenomenon of inclusion is still developmental, and it is even more convoluted to address the connection between inclusion and autistic children. Hernández-Torrano et al. (2020) believed that because the concept of inclusive education varies among countries, it is worthwhile to investigate how inclusive education can be achieved and be profitable for all. Nilholm and Göransson (2017) postulated that over the years some educational institutions have outlined systematic reviews on inclusion and have noted that the definition of inclusive education differs between theoretical approaches. Some affirm that inclusion is chiefly concerned with specific groups or categories of people, while others maintain that inclusion incorporates everyone. Still, others only refer to the Salamanca Report to underscore the significance of social justice and democracy, which incorporates the eradication of all forms of prejudice and discrimination (Hernández-Torrano et al., 2020). According to Caspersen et al. (2020) and Halinen and Järvinen (2008), inclusive education is complex to investigate and define because of various contexts and differences among individuals.

Leifler et al. (2020) opined that inclusion goes beyond the physical integration of students in schools. They further stated that inclusive education ought to assist children in developing their potential so they can make worthwhile contributions to society. UNESCO (2005) defined inclusion as a continuous process of addressing and responding to the diverse needs of all learners. They also mentioned that all students can participate in various social, intellectual, religious, and educational activities through inclusion. Moreover, they claimed that it is the chief responsibility of education to affect these changes. According to the United Nations (2016), proper inclusion incorporates both formal and informal education and seeks to eliminate all types of discrimination. Thus, appropriate inclusion enables communities to address their notions of stereotypes and recognize diversity, equity, and inclusion. Odom et al. (2022) together with Lei and Brosnan (2021) resolutely affirmed that a proper diagnosis of autism implies that there should be ways to intervene, prevent, ameliorate, or even improve this condition. Siller et al. (2021) contended that although there are continuous efforts to promote inclusive education, there is still no consistent plan and model to properly sustain inclusion, especially among children with autism. Mukkiri et al. (2021) opined that inclusive education refers to the educational system that embraces and accommodates all students regardless of their physical, intellectual, social, emotional, linguistic, or other limitations.

Research conducted by Li et al. (2022) indicated that educators affirmed that inclusive education is a necessary component for the proper delivery of the curriculum. While van Kessel et al. (2021) also believed that inclusion is worthwhile for all students (UNESCO, 1994) affirmed that some children simply cannot participate in mainstream classes even if they have support. Hence, they must study to ensure that cognition is maximized. In this regard, Dell'Anna et al. (2019) firmly advocated that there is a need to further investigate this issue of inclusion. Petersson-Bloom and Holmqvist (2022) opined that while inclusion is noble, it is labyrinthine and complex to properly implement it.

Kossewska et al. (2021) affirmed that although inclusion is a reality for many countries, and it ought to be continued, it is still extremely convoluted. First, educators encounter numerous and complex challenges trying to implement this process because the inclusion of students with special needs into mainstream education frequently requires that all teachers have at least a basic knowledge of special education and the corresponding therapeutic approaches used with disabled students. According to (World Health Organization 2019, UNESCO 1994, Ainscow & César, 2006, Cigman, 2007 and Felder, 2019), all children should have equal rights to get adequate opportunities to develop well-being, and competencies to become capable of participating fully in the community. Leijen et al. (2021) further postulated that according to the social constructivist approaches to learning, the development of students incorporates social values, access to educational institutions, and relevant technologies that provide them with opportunities to participate fully and equally in a community. They also added that these goals cannot be attained if some children are educated in a segregated context.

It is interesting to note that many scholars have offered different views about inclusion but none of them mentioned children with autism. For example, some opined that it does not discriminate and incorporates everyone. Others lay particular emphasis as it pertains to the curricula, and teaching and learning (Westwood 2018). Still, others focus on inclusion as it relates to educational leadership (Randel et al. 2018). On one hand, inclusion incorporates all, and on the other hand, it is seen as a normative principle in society (Van Miegheem et al., 2020). Unsurprisingly, politicians, educational officers, governmental officials, NGOs, and those involved in education have different perspectives on inclusion.

### Autism Spectrum Disorder (ASD): An Overview

According to Zaky (2017), during the first decade of the twentieth century, Eugen Bleuler used the term autism to describe some schizophrenic symptomatology. That term was derived from the Greek word *autos* which signifies self and reflects the status of individuals with impaired skills in the social arena. However, during the 1940s, the term autism described individuals who suffered from social and/or emotional problems. Joon et al. (2021) defined autism spectrum disorder (ASD) as “a heterogeneous, multi-factorial, developmental disability in which an unusual pattern of development takes place during the infant and toddler years.” Grzadzinski et al. (2021) resolutely affirmed that autism spectrum disorder ASD influences the ability of individuals to



socialize and communicate effectively. It also prohibits them from adequately adapting to the environment. Zaky (2017) firmly believed that ASD “is a neurodevelopmental disorder that is characterized by persistent impairment of social communication and reciprocity across multiple contexts as well as restricted, repetitive, and stereotypic patterns of behavior, interests, and or activities.” However, Kidd (2002) suggested that ASD is still considered a mysterious disease and indicated that the precise cause is still unknown.

American Psychiatric Association, DSM-5 Task Force (2013) believed that certain conditions must be apparent to categorize some as autistic. These children must possess chronic and consistent challenges in communication, social-emotional reciprocity, and nonverbal communicative behaviors, and have problems developing, maintaining, and understanding relationships. Some of these behaviors include highly restricted, repetitive, and abnormal behaviors. From this data, one can explicitly deduce that ASD is multi-faceted and incorporates children with profound heterogeneous difficulties. Consequently, children also experience tremendous cognitive dissonance with intellectual or attentional deficits, and/or behavioral ones with potential aggressive or repetitive movements (Mannion & Leader, 2013).

On the other hand, Muhle et. al. (2004) resolutely advocated that creating awareness of the risk factor of ASD could be significant in minimizing its prevalence. They further indicated that genetic counseling concerning recurrence risk in siblings is important. O’Reilly and Wicks (2016) opined that therapeutic modalities for ASD which include behavioral and communication techniques could assist individuals. To this end, Applied Behavioral Analysis (ABA) which affirms positive behaviors could be useful in assisting children with autism. In addition, children who have challenges with sight, sound, and smell could benefit from sensory integration therapy. Further, speech therapy is an alternative (National Research Council 2001, & Handleman, 2000). Abdollahi and Ershad (2023) opined that autism spectrum disorder affects individuals and their families. Hence, these children depend on the support of their families and significant others. Children with autism experience challenges in education, health, and society. Because education is fundamental, these children must be provided with purposeful instructions and tutoring. Inclusion could be a possible solution and when it is properly accomplished, it can be worthwhile for these children.

### Inclusive Education and Theory

Qvortrup and Qvortrup (2018) resolutely suggested that it is important to affirm the different levels of inclusion, and the types of social communities that embrace inclusion. According to Qvortrup and Qvortrup (2018), this is also a way of preparing children for the wider community. Society must continue to embrace and appreciate inclusion at all levels. Rapp and Corral-Granados (2024) stated that social system theory is frequently used in inclusive education. The heart of Luhmann’s theory investigates how these systems add significance to inclusion (Hilt 2017). Rapp

and Corral-Granados (2024) believed that inclusion is inextricably intertwined with society. Rademaker et al (2020) conjectured that students with disabilities do not participate fully because they are weary of the negative peer attitudes. This scenario compounds inclusion and further exacerbates the situation of children with autism. In this regard, Rademaker et al (2020) believe that the firm Contact Theory can promote positive attitudes among students and include those with disabilities. Further, Contact Theory can assist in the overall development of education and enhance growth-promoting attitudes concerning students with disabilities, and foster diversity, equity, inclusion.

According to Al-Shammari et al. (2019), behaviorism, cognitivism, and constructivism theories also complement and support the practice of inclusive education. This is accomplished by applying these theories to address the needs of students with special needs. For example, Ertmer and Newby (2013) carefully mentioned that learning theories customarily offer curriculum designers instructional strategies and techniques geared to optimize teaching and learning and inclusion is no exception. These instructional strategies and techniques include proper adaptation to the curricula and are valuable in teaching and learning.

Behaviorism is well-accepted as a predominant psychological model (Nalliah & Idris, 2014) and the principal objective of this theory is to instruct students with the knowledge of reality. According to this theory, behavior is enhanced and modified because worthwhile consequences are associated with the stimulus or response followed by reinforcement. According to Al-Shammari (2019) and Al-Sharoufi and Yawkey (2008), students with special needs can copy and even emulate the good conduct of their peers. Evgeniou and Loizou (2012) opined that cognitivism focuses on thinking, memory, self-reflection, and learning motivation. This theory is also worthwhile in teaching and learning. Piaget cautioned that the ability to learn and the process of learning are not the same. The cognitive approach focuses on the mental activities of the learner that influence responses and acknowledges the processes of mental planning, and goal setting. The principal objective of cognitive theories is to add value and meaning to learning. This approach assists students to be more organized and able to relate new information to existing knowledge. This theory applies different instructional approaches and focuses on learning activities that incorporate proper documentation by students. The use of these instructional approaches has shown positive results among students with special needs who study in mainstream classrooms (Al-Shammari, 2019).

Constructivism focuses on creating cognitive tools that reflect the wisdom of the culture in which they are used as well as the insights and experiences of learning. The goal of constructivism is to ensure that students understand and appreciate the importance of the social dimension during the learning process. This is accomplished through observation, treatment, interpretation, and adaptation of information in building a cognitive structure. Vygotsky (1962) emphasized the social role of learning because of its impact on cognitive development through learning and interaction between children and their peers, parents, and

educators. Constructivism is necessary because it involves activities like constructing, creating, and inventing. These functions develop and enhance the knowledge of students. Inclusive education requires a constructivist approach to teaching and learning. This involves educating students to summarize, paraphrase, predict, and use visual images to help them retain information. Students also profit from peer tutoring and group activities and learn from experience and real life.

### Autism Spectrum Disorder and Inclusive Education

Tran et al. (2020) conjectured that in Vietnam, the number of children with autism spectrum disorder (ASD) is increasing at an alarming proportion. Although inclusive education was implemented for children with ASD, the program was never assessed. However, Hansen et al. (2014) surmised inclusive education is profitable for children with ASD. These children can benefit from their peers through constant interaction. Some of these include opportunities to carefully observe, initiate social interactions, and respond accurately to their peers. This experience is mutual in that not only do students with ASD gain from being included but their peers also learn from these experiences. Tran et al. (2020) propounded that inclusive education frequently assists children with ASD. According to Hansen et al. (2014), modifications in legislation have also facilitated the inclusion of children with ASD in mainstream classrooms. According to the literature, many advocates for inclusion insist that all children should study in the same classroom. While this concept is ideal and noble it is not practical because not all students can profit from these programs.

Although inclusion is worthwhile for children with ASD, there is a need for continuous evaluation of the programs. Proper and regular assessment frequently helps to verify the quality and effectiveness of teaching and learning. According to Tran et al. (2020), studies revealed that not all children with ASD profit from inclusive education. Some of them need additional attention and more concentrated guidance and instruction. Tran et al. (2020) further conjectured that continuous assessment helps educators recognize the challenges that some children encounter. Through this process of frequent evaluation, inclusion can be more relevant and meaningful for children with ASD.

The UN (2019) continues to insist that students with special needs should be educated regularly in mainstream classrooms. This idea is noble, but according to research, it is not attainable for all students. Based on previous research by Jury et al. (2021) they opined that students with autism are less included within mainstream educational systems. This is largely because of the negative attitude of some educators and the lack of understanding of autism. However, current investigations conducted by Jury et al. (2021) revealed that some educators have more positive attitudes toward the inclusion of students with autism but only with those who do not have challenges. Their research concluded that improper attitudes towards autistic students with problems remained negative. According to Jury et al. (2021), there is a need

for more research in this area because without accurate information educators inadvertently associate autism with maladaptive behavior which unintentionally creates barriers. Regarding the specific situation of students with autism, Rattaz et al. (2020) recently highlighted that, in France, 88 % of these students do not benefit from teaching and learning. Two factors surfaced the profile of these students and the lack of training of educators (Rattaz et al., 2020). Further, Garrad et al. (2019) surmised that the poor attitude of some educators is a contributing element. Moreover, Sharma and Sokal (2016) affirmed that the latter seems to be a matter of serious concern.

### Materials and Methods

This non-empirical research collected apposite and germane information using various and current studies, methodical review, and meta-analysis. A thorough review of the literature was conducted to source accurate and pertinent information about AI technologies and inclusive education from January 2024 to June 2024. This author followed the renowned guidelines of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) outlined by Moher et al. (2015). In addition, three leading scholarly databases were searched: Web of Science, Science Direct, and IEEE Xplore. Guided by insights from Creswell and Poth (2018), the various searches used words and phrases like inclusive education, diversity, equity, and inclusion, autism. This was further complemented by carefully identifying certain titles, authors, and year of publication.

### Limitations and Further Research

While this non-empirical study contributed to the understanding of how inclusive education can assist children with autism, there were some limitations that further research could address. The methods highlighted only personal observations, integrative literature, reflection on current events, and the authority and experience of various authors but it was not grounded on practical observation and first-hand experimentation. Because the arguments presented were not supported by empirical data, they are more susceptible to criticism. Nonetheless, they ought not to be undervalued because they are worthwhile and add to the body of research. This review only incorporated literature that addressed inclusive education as it directly relates to disability and children with autism in a general manner. Additional research could be conducted in greater detail among children with autism. In addition, this research may have excluded some relevant studies because it was not possible to capture all the information that was available in online databases. Because of limited resources that include a confined database, this research did not represent a comprehensive review of the literature but emphasized in general the impact that inclusion has on autistic children. Therefore, further studies could review other issues contributing to inclusive education. This non-empirical research did not include fieldwork and the actual voices, experiences, thoughts, and opinions of those involved in the study of inclusion and children with autism. In this regard, further studies could incorporate both non-empirical and empirical methods. These



methods could embrace both the field of science and the research outcome being analyzed.

## Results and Discussion

Diversity, Equity, and Inclusion and The Syllabus

Corsino and Fuller (2021) conjectured that diversity, equity, and inclusion (DEI) are important concepts and they continue to receive pronounced attention in education. Similarly, Fuentes et al. (2021) held the firm perspective that diversity, equity, and inclusion DEI are significant elements in education. To properly affirm and implement DEI, there is a need to restructure the curricula to enhance teaching and learning. Although many educational institutions try to promote DEI in the curriculum or the classroom (Fuentes & Shannon, 2016, Mena & Quina, 2019), the literature still does not specifically address how it can be accomplished in teaching and learning. In this regard, Bain (2004) affirmed that the syllabus is a potent avenue to embrace DEI since it sets the tone that fosters deeper cognition and ignites zeal, and motivation. Richmond et al. (2019) also believed that a favorable and positive atmosphere enhances teaching and learning, builds rapport, and energizes students.

According to Fuentes et al. (2021), The Society for the Teaching of Psychology developed and sustains Project Syllabus, which is an online portal of peer-reviewed syllabi. Although these are regarded as exemplary models for best practices, they only highlighted accessibility and universal design in the rubric, representing DEI in a limited fashion. To competently address this issue, Fink (2013) and Grose-Fifer et al. (2019) proposed a popular strategy for developing a syllabus called backward design. This approach is apt because it begins by keeping the desired goals in focus. According to Fink (2013) and Grose-Fifer et al. (2019), educational institutions must seriously ponder how students could profit from courses and how the knowledge gained could assist them. To competently affirm DEI, administrators must seriously consider the various aspects that would embrace and foster intercultural competence, inclusion, or the nuanced aspects of diversity. Further, using backward design models, educators ought to consider the feedback and assessment processes as well as the teaching and learning activities. According to Fink (2013), educators and administrators must conduct a thorough review of the syllabus to ensure that all the interrelated components are properly aligned and integrated and embrace DEI and inclusion. Cultural humility is one of the approaches to implementing DEI. This involves deep self-reflection and honest self-critique, and it is a continuous process. According to Tervalon and Murray-García (1998) through cultural humility, individuals learn and appreciate the culture, customs, and beliefs of others. Cultural humility enhances cross-cultural interactions and increases the awareness of individuals to value appreciate, understand, and accept the culture of others (Yeager, 2013, & Shepherd, 2019).

## Autism Spectrum Disorder and self-concept

According to Palenzuela-Luis et al. (2022), all youth, including children with autism, experience physical, psychological, and behavioral changes. Some of these are identity crises, contrasting

emotions, and new relationships which impinge largely on self-confidence and morale. The terms self-esteem and self-concept are connected and used interchangeably in this study. Self-esteem involves self-efficacy and when developed properly, makes adolescents self-assertive. However, self-worth and self-definition are the perceptions individuals have about themselves and their corresponding abilities (Fhon et al., 2016). They further added that since these concepts significantly contribute to the formation of the identity of youth, they frequently influence how adolescents think, behave, and relate to their environment. Therefore students, including children with autism, must have a good and healthy self-concept. Similarly, Tus (2020) noted that because self-concept is closely connected to the behavior and academic performance of students, it is essential that they cultivate sound self-confidence. According to Tus (2020), self-concept is evident in every aspect of life, especially in educational, emotional, and extra-curricular activities. Self-concept is also important because it encompasses the overall beliefs, attitudes, and opinions of persons so it is pivotal for students to harness sound self-confidence. Students can cultivate a firm self-concept through acceptance and appreciation of self and having a deep and sincere desire to improve undesirable behaviors (Tus, 2020). Consequently, Jansen et al. (2015) resolutely affirmed that because success and achievement are closely connected to self-confidence, it is pivotal in motivating students with autism to attain their goals and objectives. Marsh et al. (2014) demonstrated that the competencies of students are often influenced by social comparison processes in the classroom. Hence, it is no surprise that students compare their abilities with their peers. This idea cannot be seen negatively because, in an inclusive environment, this type of comparison can challenge students to improve their abilities and achieve their desired goals and perspectives.

Orth and Robins (2022) unflinchingly surmised that firm perspective and sound self-esteem frequently assist individuals in bonding and providing autistic students with healthy connections with friends. In addition, Swann et al. (2007) believed that establishing good relationships and experiencing higher psychological well-being often assist students in becoming more successful at school and work. Thus, firm self-esteem can be profitable for students with autism. Donnellan et al. (2011) defined self-esteem as the subjective and personal evaluation of the worth of individuals. Because this reflection is subjective, it does not accurately describe the objective characteristics and competencies of individuals. Orth and Robins (2022) and Marsh et al. (2014) carefully warned that there is a great distinction between self-esteem and narcissism, although both constructs involve positive self-evaluations. In this regard, Ackerman et al. (2011) and Yahaya (2009) postulated that self-concept refers to feelings of self-acceptance and self-respect, and narcissism is characterized by feelings of superiority, grandiosity, entitlement, and self-centeredness.

Bandura (1977a) introduced social learning theory and decisively affirmed that learning occurs through observation, imitation, and modeling and is influenced by factors such as attention,



motivation, attitudes, and emotions. Along with this argument, it can be carefully deduced that Bandura (1977a) encapsulated the heart of an inclusive environment because students can learn from others. This social learning theory fundamentally epitomizes that proper observation and imitation are directly connected and significant to teaching and learning. As noted above, in an inclusive classroom, students can observe the good behavior of peers and imitate healthy and productive habits with the desire to achieve similar successful outcomes in their lives. This can boost their morale, heighten cognition, and make them more self-assertive. Bandura (1977a) also formulated that four key processes are pivotal in social learning. They are attention, retention, reproduction, and motivation. Attention refers to the ability of students to focus on good behaviors and try to inculcate them. Retention addresses the capacity to preserve actions that are observed. Reproduction is the replication of observed behavior and motivation is the decisive factor in determining whether behaviors will be reproduced. According to Eggen and Kauchak (2019) when behaviors are positively reinforced, it is a clear indication that the given behaviors are acceptable and can be reproduced. Thus, students become more self-assertive. It is important to mention that Bandura's theory can be fundamental for the positive impact in an inclusive environment. Bandura also affirmed that from the perspectives of experienced teachers, students are likely to repeat positively reinforced social behaviors that were observed and possibly learned.

Bandura's (1977b) theory about self-concept is also imperative for the positive and continuous improvement of inclusion since it adequately shapes the overall performances of students. This theory refers to the notion that students can succeed with given tasks or situations. According to Bandura (1977b), the following factors are necessary for harnessing a positive self-concept: past experiences, social modeling, and oral persuasion. When individuals have successfully mastered these experiences in education, they are more likely to adopt this different approach to their entire learning. However, Marsh et al. (2005) presented an opposing perspective. Some of his colleagues researched the connection between education and self-efficacy. Their conclusions stated that self-esteem is associated with factors such as the strategies that students utilize, the goals that they establish, and their academic achievements.

Nonetheless, Marsh et al. (2005) together with Skaalvik and Valås (1999) also stated that positive self-esteem encompasses beliefs that individuals have about themselves. Byrne (1996) in conjunction with Sarouphim and Chartouny (2017) also affirmed this position and further noted that there is a positive correlational relationship between self-concept and academic achievement. Furthermore, Ercikan et al. (2005) posited that self-concept is a necessary component of education. Marsh et al. (2005) affirmed that the reciprocal effects model is important because the former self-concept frequently influences achievements in the present and even the future. This position is also supported by Calsyn and Kenny (1977).

## Conclusion

According to the literature, inclusive education is a viable option for teaching and learning. Although it is complex and labyrinthine it is worthwhile and necessary. In general, inclusion signifies that all students study in the same classroom. While this idea is noble, it is not attainable in some cases because some children with disabilities need undivided care and attention. The literature also revealed that inclusion may not be suitable for all children with autism. Although children with autism could profit from inclusive education, this process is still in a developmental and experimental stage. Further assessment and evaluation of it will determine its suitability for these children. This research revealed that it is still uncertain the real causes of autism and it is still under investigation. Nonetheless, this paper presented a general overview of inclusive education and how it impinges on children with autism. There is a paucity of data about this topic and this research fills the gap. Moreover, it addressed the research question how can inclusive education assist autistic children?

## Recommendations

From the discussion, the following recommendations are offered for educators, stakeholders, non-governmental organizations, and policymakers.

1. Teaching and learning should focus on students.
2. Educators must promote inclusion among children with autism.
3. Educators must minimize discrimination.
4. Educators and policymakers should inculcate inclusive education in the curriculum.
5. Policymakers should make classrooms inclusive.
6. Continuous professional development on inclusion should be available for educators.
7. Society and policymakers must promote an awareness of autism.

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