# Promoting Students' Classroom Participation in the Context of Inclusive Education: A Case Study of Students with Autism

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**Abstract:** *This essay is structured into two main sections, each delving into distinct aspects of inclusive education. The first section explores the evolution of inclusive education, offering definitions of key concepts while analyzing how curriculum design can foster inclusive practices in classrooms. Four primary strategies are dissected: enhancement of oral skills, meticulous evaluation of individual student's needs, implementing of structured teaching and learning methodologies, and holistic modifications in the education system. The assertion is that a truly inclusive education system benefits not only all students but also educators themselves. The second section focuses on the practical application of these inclusive strategies for a specific demographic: children with ASD in the UK. Here, the discourse delves into understanding their unique characteristics——social and communication impairments, circumscribed and repetitive interests and behaviours, and sensory abnormalities. The essay concludes with a close look at two key measures to facilitate classroom participation: training teachers and early intervention.*

**Keywords:** *Participation, Inclusive Education, Measures, Autism Spectrum Disorder*

## 1. Introduction

The United Nations Educational, Scientific, and Cultural Organisation emphasised that inclusion and participation are essential for upholding human dignity and ensuring that rights are exercised and enjoyed [1]. The importance of inclusive education stems from the fact that it is a manifestation of educational equity. Attention to children with special needs began early on. Historically, learners with special needs were catered for in specialised educational environments tailored to their requirements. This approach, intended to enable access to personalised care and educational resources to enhance their development, also ensured guidance from educators specifically trained for these needs. Recently, however, criticism of this model has surfaced. Detractors argue that such an approach fosters a segregated atmosphere, obstructs social inclusion, and perpetuates prejudiced views towards learners with special needs. Furthermore, they posit that this method potentially curtails the incorporation of special-needs students into mainstream society, consequently impeding their social and emotional growth.

There has been a shift in recent years towards more inclusive educational methods. These approaches emphasise that children should be educated in the same setting as their peers, regardless of their skills or needs, with appropriate support offered to those who require it. Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people, according to the inclusion policy statement of the Council for Disabled Children (CDC) in England [2]. UNESCO is equally concerned with inclusion as a transformative process. It emphasises that the process of transforming schools and other places of learning to accommodate all students is known as inclusive education. However, many countries still need to focus more on Special Educational Needs (SEN) due to inconsistencies in the conceptualisation and definition of the term 'inclusion'. In the UK, for example, 'inclusion 'only appears once in primary legislation, and there is no official definition provided in government reports and guidance [3].

## 2. Section 1

### 2.1. Distinguish Between the Definitions of SEN, AEN and ALN

Special Educational Needs (SEN) are the learning needs of children in school and are legally regulated in many countries; in the UK, for example, according to the Education Acts of 1981 and 1996, a child was deemed to have SEN if they needed special educational support because they struggled to learn significantly more than the majority of children their age or because they had a disability that prevented them from using the educational resources that were typically available to kids their age [3]. Therefore, the main goal of these Acts was to guarantee that all children had access to suitable educational resources, regardless of their unique learning styles or physical limitations. Although 'adapted education', like familial issues, may have a detrimental effect on certain children's learning, SEN is defined in reference to the experience of learning impairment. Then the researcher developed the concept of additional educational needs (AEN). Northern Ireland was the first to propose the introduction of a new AEN framework within which all children experiencing a learning disability would be identified and assessed, and any additional support provided [4].

The phrase 'additional learning needs' was first used in Wales to describe various groups, including highly able and gifted students and children with special educational needs, travellers, young parents, and asylum seekers [5]. The Welsh Government defines the term 'Additional Learning Needs' (ALN) to cover all people who are currently considered to have SEN and the young people and children supported by the SEN statement; in addition, the term will also include people with LDD (Learning Difficulties and Disabilities) [6]. In this definition, ALN would be a broader concept than SEN and AEN. Although ALN would be a broader concept than SEN and AEN in this definition, the concept of ALN has yet to be popularised, and therefore the focus of exploration in this essay remains on SEN.

### 2.2. Curriculum Designed to Promote the Participation of All Children

All students, including those with SEN, would share the right to a broad and balanced curriculum that would be designed to promote the spiritual, moral, cultural, mental, and physical development of students, according to a firm commitment made in 1989 when the National Curriculum was introduced [7]. This statement underscores the intrinsic right of all students, inclusive of those with special educational needs, to receive a comprehensive education that aligns with their holistic development. The advocacy for a "broad and balanced curriculum" establishes the bedrock of educational fairness. This fundamental principle should be mirrored in the construction of the curriculum, underlining the pivotal role of curriculum design in facilitating equitable access to education for all students.

Gickling and Havertape identify an accelerated pace in curriculum delivery as a predominant factor contributing to learning difficulties in some children, stating that the curriculum [8], in certain instances, "advances too swiftly, imposing excessive demands relative to their extant skills." Consequently, these children lag increasingly behind, trapped in a cycle of underachievement. This perspective illuminates a fundamental challenge inherent in curriculum design: the rate of progression. Some students may struggle to keep pace if the curriculum advances too rapidly. Over time, these students may become trapped in a perpetuating cycle of academic struggle, leading to decreased self-confidence in their learning capabilities. This issue is especially pronounced for children with specific learning difficulties who may require a slower pace or alternative methodologies for assimilating new concepts or skills.

Howes discerned that the proliferation of mainstream schools underscores a heightened dedication towards inclusion, largely driven by the work of teaching assistants (TAs) catering to pupils with special educational needs (SEN) [9]. It has been traditionally observed that TAs have been instrumental in addressing the requirements of SEN students in primary classrooms, reinforcing their crucial role in promoting inclusion [10]. They can give students with SEN specific attention and help in areas such as reading, numeracy, social skills, and behaviour management. By offering this personalised support, TAs can help these students better access the material, participate in classroom activities, and integrate with their peers. A thorough assessment of the effect of TAs on raising students' academic achievement in traditional schools was published with somewhat more encouraging findings [11]. Following the application of targeted interventions by TAs, the academic achievement of primary-aged students with documented learning challenges often improved significantly. This was especially true for language and literacy interventions, whereas results for maths were less encouraging. The findings indicate the substantial positive impact Teaching Assistants (TAs) can have on the academic achievement of students with learning difficulties, especially with respect to language and literacy interventions.

Oral or communication skills are a crucial part of curriculum design, particularly for children with SEN. Literacy skills, both reading and writing, are built on oral language skills [12]. As a result, good oral skills can lay a better basis for the growth of reading comprehension [13] and, more broadly, access to the curriculum. They can be especially useful for children with SEN [14,15]. Teaching students effective communication skills can be difficult. Practitioners must understand how children develop their receptive and expressive language abilities. They must also be able to observe classroom interactions and react by changing the classroom environment to assist the development of oracy skills. Patience and consistency are key when working on oral skills with children with SEN. Creating an inclusive and supportive learning environment where every student feels valued and encouraged to improve their communication skills is important.

In addition, it is particularly important to assess the needs of each child correctly if students are to participate better in the classroom, especially those with SEN. It is theoretically conceivable to offer "evidence-based prevention and early intervention services delivered through a multi-tiered intervention approach" to those who are at risk if they are identified early [16]. There is strong evidence supporting the fundamental strategy's effectiveness across various risk factors and early intervention formats [17]. But if a child is misidentified, it will have a long-term detrimental effect on the child. Misdiagnosing a child as having learning difficulties can result in setting inappropriate lower academic targets, culminating in suboptimal academic performance. Therefore, pinpointing and evaluating the needs of children with special educational needs necessitates a meticulous, comprehensive, and cross-disciplinary approach. This process entails the concerted efforts of educators, psychologists, medical practitioners, and parents or caregivers to ensure an all-encompassing understanding of the child's unique requirements.

Manset and Semmel suggest that curriculum modifications, meticulous teaching methods—particularly for fundamental skills—and frequent evaluation processes serve as the most efficacious tools in enhancing the educational progression of students with special educational needs (SEN) [18]. The clarity and reduced ambiguity offered by structured teaching makes it an especially beneficial approach for these students. Such instruction often entails partitioning tasks into smaller, more manageable components, coupled with the provision of unambiguous instructions and feedback. Methodically imparting basic skills facilitates students in amassing requisite knowledge and proficiencies. Moreover, recurring evaluations not only allow for tracking students' advancement, pinpointing difficulties, and informing instructional strategies but also potentiate learning by stimulating students to recall and apply their acquired knowledge.

Instead of asking how education can transform the person, Dyson they were stated that we should question how the school system itself can be adjusted to accommodate the qualities of all children [19], regardless of how abnormal they are. This viewpoint proposes a move from the traditional educational approach, which frequently focuses on 'fixing' the individual to suit the system, to a more inclusive and adaptable model that adjusts the system to fit the individual. This approach acknowledges the diversity of learners and strives to create an atmosphere in which all pupils can succeed. The special needs agenda should be considered a crucial component in the push for excellent education for all [20]. By focusing on individual needs, we can create a curriculum that is flexible, adaptable, and inclusive, providing all students, including those with SEN, with the opportunity to thrive and succeed in their learning journey.

### 2.3. The Principle of Inclusivity throughout the Classroom

Ruijs et al. examined data from over 27,000 typically developing primary school children in the Netherlands and discovered that there were no differences in academic attainment between those educated in classes with and without formally identified SEN pupils and that this did not differ for typically developing pupils of lower or higher general intelligence [21]. Everyone benefits from Inclusive Education: When administered properly, inclusive classrooms may establish a rich learning environment in which all students, regardless of skills or impairments, have the chance to learn from and with one another. Moreover, it is critical to recognise that having SEN does not imply that a student cannot learn well or that their presence in the classroom hinders the learning of others. Instead, some children may require different tactics or additional assistance in order to realise their full academic potential.

Successful inclusion, according to Cross and Walker-Knight, entails reorganising classrooms to accommodate each child's unique needs: "Inclusive settings must emphasise building a community in which everyone belongs and is accepted and supported by his or her peers and other members of that community while his or her educational needs are being met" [22]. Creating an inclusive classroom is a multi-faceted process involving changes in classroom structure, teaching strategies, and the broader school culture. The goal is to create a learning environment where all students feel accepted, valued, and

supported in meeting their educational needs. Schools must "foster good relationships between disabled and non-disabled children and young people" [23]. Positive interactions between disabled and non-disabled children and young people must be promoted in schools. These encounters not only help to create a more welcoming and inclusive environment, but they also promote empathy, understanding, and respect among all students.

Inclusive education focuses on creating a school environment that supports all students, including those at risk of school failure, for various reasons. By embracing inclusion and carefully providing education to meet diverse needs with flexible, personalised programmes, students can experience a more equitable and inclusive educational environment.

### 2.4. Learners: Collaborators? Teachers: Instructors?

Children with SEN are treated more kindly by their peers, according to Frederickson and Simmonds' research [24], when it comes to sharing out rewards for good performance.   Cooperative learning and peer tutoring can implement to foster good relations.

Cooperative learning is often regarded as one of the most efficient methods of enhancing learning [25]. Johnson and Johnson discovered that cooperative learning has educationally significant superior impacts on both motivation and achievement [26]. Cooperative learning models are also among the best-documented ways to encourage successful inclusion in classrooms with a diverse student population [27]. This approach can be effective in providing peer support since students can often explain things to each other in ways that resonate more than teacher explanations, and they can also offer each other emotional support and encouragement. But collaboration isn't just about students working together; it's about fostering a sense of shared responsibility, mutual respect, and collective inquiry. In an inclusive classroom, learners are not only collaborators but also active participants and independent thinkers, and attention is paid to their cooperation as well as to their independent needs.

Cross and Walker-Knight outline five essential features inherent in cooperative learning strategies: group-oriented tasks or learning activities, group instruction, cooperative behaviour, active interdependence, and individual responsibility and accountability [22]. These strategies emphasise the key role of the teacher as a navigator in the teaching and learning process. In a collaborative learning environment, teachers play the role of facilitator, guiding the learning trajectory of their students rather than merely transferring knowledge. They are responsible for developing learning activities that are appropriate for group work and fostering collaborative behaviour and personal responsibility. In addition, teachers must include students and ensure that all students participate in the classroom. This responsibility goes beyond the fair treatment of students and includes actively dismantling barriers and addressing prejudices that may marginalise some students. In summary, teachers play the multiple roles of mentor, guide and role model in inclusive classrooms and foster an inclusive and respectful climate conducive to learning. They encourage students to dictate their learning process and support each other, thus fostering a learning community where everyone is valued and allowed to succeed.

Peer tutoring and assistance programmes place a higher emphasis on student participation and initiative. These have been shown to be helpful in encouraging inclusion with both students whose primary needs are cognition and learning (Steinhoff & Lignugaris-Kraft, 2007) and those whose primary needs are behavioural, emotional, and social issues [28]. Both the tutee's and tutor's self-esteem and academic achievement, as well as their social relationships with others, have improved. The constant finding that tutors benefit [22] is significant since worries may be made by tutors' parents or teachers that the tutors are being 'used' to the cost of their own development [29]. Mentoring others requires a deep understanding of the subject matter as it involves explaining complex ideas in simpler terms, which often leads to the mentor enhancing their own knowledge and gaining a more comprehensive understanding of the subject. In addition, both students and tutors can benefit from improved social interaction, and collaborative work like tutoring often strengthens peer relationships and improves the overall social environment of the classroom. In short, peer tutoring is a win-win situation for everyone. Not only does it help the student, but it also provides the tutor with a valuable learning experience. It is a mutually beneficial process that, if properly organised and supported, can greatly improve the learning environment and outcomes for all students.

## 3. Section 2

### 3.1. The Definition of the Term 'Autism Spectrum Disorders'

The phrase 'Autism Spectrum Disorders' (ASD) encompasses autism and a range of associated conditions such as Asperger's Syndrome, Rett's Disorder, and 'Pervasive Developmental Disorder - Not Otherwise Specified.' Although these disorders carry various labels, they converge on a shared diagnostic criterion emphasising social engagement, communication, and imaginative faculties. This criterion has been sharpened to encapsulate an inflexibility in cognitive functions and behaviours [3]. The acronym, ASD, is recurrently employed in official instructional advisories in the United Kingdom (DfES, 2002). Children and adolescents diagnosed with ASD might grapple with distinct hurdles in social interactions and may experience difficulty with linguistic, communicative, and creative cognition, potentially affecting their interpersonal relationships. Their requirements could span a broad spectrum of developmental domains, including specific sensory necessities [23].

Autism Spectrum Disorder (ASD) is universally acknowledged as a neurodevelopmental disorder with a genetic basis, with numerous genetic factors playing significant roles. These influences are modulated by a complex interplay of diverse genetic elements and environmental mechanisms [30]. Notably, ASD demonstrates a pattern of universality, appearing across various geographical regions, ethnicities, and socio-economic classes without apparent discrimination [31]. This pattern aligns with the current perception of ASD as a neurodevelopmental condition orchestrated by an intricate interplay of genetic and environmental elements. The recent increase in ASD prevalence could be associated with heightened awareness and improved diagnostic techniques. Nonetheless, it underlines the crucial necessity for continuous exploration into the origins and optimal treatment modalities of ASD, along with the provision of robust support structures for individuals affected by ASD and their respective families.

### 3.2. Identification of Autism

The National Institute for Clinical Excellence has published a robust set of guidelines intended to streamline the detection, referral, and diagnosis of autism in children and adolescents across the United Kingdom [32]. Nevertheless, the operationalisation of these guidelines often confronts numerous obstacles. For example, parental misinterpretation of their child's hyper focused interests or precocious lexicon as precursors of giftedness rather than potential indications of autism is not uncommon. Furthermore, disciplinary issues reported by educators might be incorrectly credited to ennui rather than seen as potentially significant behavioural markers. Although NICE offers an extensive catalogue of autism's manifestations, erroneous diagnoses remain a critical concern [32]. Escalating anxiety is that students whose autism goes undetected may be improperly labelled as experiencing learning impediments or grappling with socio-emotional and behavioural difficulties [33]. This concern underscores the imperative for amplified comprehension, refined diagnostic methodologies, and a more sophisticated interpretation of individual behavioural and cognitive presentations in the context of autism. Mischaracterising autism can negatively affect a student's educational trajectory and overall well-being.

A multidisciplinary team assessment is often considered the gold standard approach to autism diagnosis [34]. National guidance in the UK states that each area should have a local autistic team, composed of professionals from different disciplines who play an important role in diagnosing and managing autism [32]. NICE in the United Kingdom has offered clear instructions on developing and operating these local autism teams. They are required to be involved not only in autism diagnosis but also in providing relevant assistance to individuals with autism and their families, including guidance, training, and interventions as needed. This complete, coordinated approach ensures that people with autism receive comprehensive, person-centered treatment that meets their specific needs.

### 3.3. The Special Characteristics of Children with Autism

Autism is defined by impaired social and communication abilities, limiting and repetitive interests and behaviours, and sensory anomalies [35]. I will elaborate on these three characteristics below.

Firstly, one of the most obvious characteristics of children with autism is social and communication difficulties. Baron-Cohen et al. were the first to propose that a deficit in mentalizing capacity may cause many social and communicative issues associated with autism [36]. The Smarties task is a type of reasoning problem used in cognitive psychology. One variation of this challenge is shown as follow [37]:

"A child is shown a Smarties tube where unbeknownst to the child the Smarties have been replaced by pencils. The child is asked: 'What do you think is inside the tube?' The child answers 'Smarties!' The tube is then shown to contain pencils only. The child is then asked: 'If your mother comes into the room and we show this tube to her, what will she think is inside?'

Experiments have shown that most children over the age of four accurately say 'Smarties' (ascribing a false belief to the mother), whereas younger children say "Pencils" (what they know is inside the tube). However, most youngsters with ASD will say 'pen top'. They seem to have difficulty accepting that others may hold opinions different from their own, which can cause problems for them in their daily de exchange and communication. A child with autism, for example, may struggle to comprehend why another child is sad or may be unable to predict or interpret nonverbal signs such as facial expressions or body language, which are essential for efficient social communication. They may also have difficulty comprehending sarcasm or metaphors, as these involve the capacity to deduce the speaker's intention, which is frequently distinct from the literal meaning of their words.

Secondly, children with autism often display repetitive and stereotypical behaviour, a trait that is particularly evident in verbal communication. Frederickson and Cline described this behaviour as 'very limited use, monotonous tone, repetitive speech, frequent use of stereotyped (learnt) phrases, content dominated by excessive information on topics of own interest, talking 'at' others rather than sharing a two-way conversation, responses to others can seem rude or inappropriate. [3]' Hill notes that attributing repetitive behaviours in children with autism to executive dysfunction can help understand these characteristics [38]. Executive functions are the skills to plan for and carry out complex behaviour. These include planning, prioritising, monitoring and moving between many tasks, restraining unsuitable impulsive acts, developing creative responses to a situation, and considering the repercussions of various courses of action. Here are some of the signs of executive dysfunction.

(1) Planning: Children with ASD may have difficulty completing tasks that require vision and organising actions in a logical sequence. They may need help to plan, design, and implement effective strategies to achieve their goals.

(2) Prioritising: Children with ASD may have difficulty ignoring distractions and selectively focusing on relevant information. They may also need help spreading their attention over multiple tasks or sources of information.

(3) Changing: Children with ASD may have difficulty completing tasks that require them to switch between different rules, strategies or perspectives. They may also have difficulty adapting to changes in their daily lives or environment.

(4) Controlling: Children with autism may have difficulty suppressing inappropriate or impulsive behaviours. These behaviours may manifest as difficulty waiting their turn, interrupting others or insisting on repetitive behaviours or interests, even when these are inappropriate or disruptive.

Frith postulated that individuals diagnosed with Autism Spectrum Disorder (ASD) might experience a deficit in the 'top-down' control of attention, potentially due to irregularities in the executive functions typically responsible for directing attention [39]. This could elucidate the unique sensory responses frequently observed in this population, encompassing heightened sensitivity to specific sensory stimuli or acute concentration on certain sensory features. Pellicano extrapolated this notion by suggesting that these sensory aberrations could reflect an impairment in utilizing prior knowledge for sensory information interpretation [40]. Such processing of sensory information plays a vital role in our perception of the world. Our brains leverage past experiences and worldly understanding to predict sensory inputs and aid their interpretation. For example, upon touching a coffee cup, we expect it to be hot based on our previous knowledge that coffee is generally served hot. According to Pellicano's proposition, individuals with ASD might grapple with this predictive facet of sensory processing. This could result in more intense, unpredictable, or overwhelming sensory experiences as their brains may not effectively use past experiences to temper or modulate incoming sensory signals.

### 3.4. Children with ASD are Disadvantaged in Schools

There is a lot of data to suggest that kids with ASD are more likely to experience bullying than their classmates, who are typically developing. This is discovered whether data is gathered from educators, parents, or students themselves [41]. A UK study found that, compared to typically developing children, children with ASD aged 10 to 12 were picked on or bullied by more than a third of parents and 11% of teachers [42]. Therefore, it would appear prudent to conduct preventative work on bullying and peer

rejection of children with ASD in mainstream schools. In a study by Frederickson et al. [43], 14 children were observed, of which 12 were diagnosed with Autism Spectrum Disorder (ASD). The study investigated the impact of providing all classmates with a peer group package that featured workshop activities purposed for fostering supportive student interactions. The findings suggest a notable decrease in bullying incidents for children with ASD in such an environment, with only 9% experiencing bullying. This is significantly lower compared to the 17% prevalence of bullying for the same demographic within special schools. This research underscores the potential effectiveness of inclusive educational approaches in reducing bullying against students with ASD.

However, according to Goldberg et al. (2011), additional research is required to better understand the characteristics of inclusive education for CYP on the autistic spectrum as well as the impact of various educational environments and interventions. There is a gap in the current body of research related to inclusive education for students on the autism spectrum, and they are advocating for more in-depth studies in this area to support these students in their educational journeys better. I will therefore build on the existing literature in what follows to describe how to promote the participation of all children in the classroom, including children with SAD.

### 3.5. Training Professional Teachers

It is crucial to make sure that teachers and other school professionals are utilizing effective practises to support the social and academic growth of these students, given the rise in the number of students with ASD being included in the general education setting [44]. Enhancing teacher training is an internationally recognized good practice for educating children with ASD. The Irish report calls for different training pathways. In contrast, the Scottish report emphasizes the need for progressive staff development, ranging from basic training that should be available to all staff in schools with ASD students to specialized training for teachers and non-teaching staff who work directly with these students [45]. These reports highlight the need to develop professional educators at different levels. Teachers must have a basic understanding of ASD, reflect this basic knowledge in their teaching and foster an understanding and inclusive environment for children with ASD. At the same time, individuals directly involved in the education and care of children with ASD need more professional training. This is because the effective education of children with ASD often requires specific teaching strategies and accommodations, which differ from those used with the general children population. This specialized training equips teachers and support staff with the skills they need to optimize the learning experiences and outcomes for children with ASD. Hence, implementing such a dual-level approach to teacher training could significantly enhance the education and support provided to children with ASD.

The Autism Education Trust has recently developed the National Autism Standards [46], creating 43 guidelines divided into four groups, each relevant to teachers. The first group focuses on addressing and understanding students' strengths and needs. Teachers play an important role in understanding the unique strengths and needs of each child with autism. The ability to identify these individual characteristics through observation and interaction helps to shape individualised learning plans. This not only meets the academic needs of the students but also respects and supports their personal growth and development. The second group concentrates on helping children with autism build relationships with staff, parents/carers and peers. Teachers play a key role in fostering an inclusive and collaborative school environment. This includes actively engaging with parents and carers, building a supportive network around students, and fostering peer understanding and inclusion. Their proactive involvement can greatly enhance the social and emotional well-being of students diagnosed with ASD. The third group is curriculum and learning for children with ASD. Teachers are responsible for tailoring and adapting the curriculum to the learning abilities and needs of students with ASD. Their understanding of the subject matter and teaching strategies is crucial to making the curriculum relevant and impactful for students with ASD. The last group emphasises creating a supportive environment by teachers and schools. Such an environment facilitates the integration of children with ASD into mainstream life, and educators are the primary designers of such an environment.

It is undeniable that educators have a pivotal role in promoting the participation of students with ASD in the classroom. This can be achieved not only by carefully designing lesson plans to increase student engagement but also by establishing an environment that is conducive to support. The latter is particularly critical for those with ASD, emphasising the teacher's multifaceted role in promoting educational inclusion.

### 3.6. Early Intervention Helps Children to be a Student

Children who do not respond to the teacher's instructions, who are unable to complete tasks independently or who engage in stereotypical behaviour usually do not fully participate and thus benefit from classroom activities [47]. And it is precisely these behaviours that characterize children with ASD, so early intervention is essential before they formally enter the classroom.

Early Intensive Behavioural Intervention (EIBI) is a quintessential example of an adult-directed strategy delivered through regimented training sessions [48] (Smith et al., 2000). This approach utilizes behavioural techniques and discrete trial instruction, entailing meticulously structured sequences of antecedent-behaviour-consequence interactions. Physical or verbal prompts are employed to bolster successful performance, along with the strategy of shaping desired behaviours through rewarding gradual improvements. Incorrect responses may be overlooked, or the child may receive negative feedback such as 'no.' During the initial stages of skill acquisition, tangible rewards are commonly used alongside verbal praise.

Conversely, the Option/Son-Rise approach [49] emphasizes child-centric principles, assigning the lead role to the child, aligning with their interests, and encouraging their engagement with the facilitator. This method might require creating a highly interactive, wholly accepting environment, which could involve isolating the child from external distractions and interruptions. Interaction is limited solely to facilitators, which can sometimes span several months. This strategy underscores a distinct contrast to the former, emphasizing the importance of personalizing interventions for children with ASD.

In addition, A UK autism charity research website (http://www.researchautism.net/) gives specific interventions for different presentations of children with ASD, which are characterized by a standardized, cyclical and actionable process, and these early interventions are effective in helping a child with ASD to become a student. To improve academic outcomes for children with ASD, we must increase our understanding of child-focused intervention strategies as well as ways to prepare families, communities, early childhood programmes, and schools to create supportive environments that meet the unique needs of children with ASD (Carta, 2009).

## 4. Conclusion

This essay undertakes an in-depth exploration into fostering an inclusive classroom environment, with a particular focus on students with Autism Spectrum Disorder (ASD). The first section proposes four key strategies for bolstering student participation in the classroom from the vantage points of students, educators, and the government. The subsequent section concentrates on students with ASD, who may necessitate greater external support for successful classroom inclusion. However, due to the distinct individual characteristics of children, particularly those with special needs, a caveat to bear in mind is that no universal teaching approach will cater optimally to every child's unique needs. The complexity of pedagogy thus warrants continued investigation and development to refine further educational strategies tailored to diverse student populations.

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