



"Aligning Teaching Strategies with Inclusive Goals for Children with Autism Spectrum Disorder: Classroom Practices in Mainstream Schools"

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Abstract

This study examined the arrangement of teaching strategies aimed at achieving inclusive educational objectives for children with Autism Spectrum Disorder (ASD) in mainstream classrooms. Utilizing a quantitative and clear inquiry plan, information was collected from 230 instructors through a self-developed survey centered on the recurrence, sorting, and viability of comprehensive homes. We administered the test to a diverse group of teachers, selected through simple random testing, to ensure a wide representation. Discoveries have shown a solid commitment to comprehensive procedures, especially in adjusting instruction, applying evidence-based interventions, and comprehensive lesson arranging. Measurably critical contrasts have risen based on instructional involvement, position, and age, whereas scholarly capabilities and sex appeared to have no noteworthy effect. Instructors in standard schools detailed higher comprehensive home levels than those in uncommon instruction centers, with provincial instructors appearing to have somewhat higher scores than urban partners. This finding points out that it takes a focus on professional development and enhanced collaboration to effectively support inclusive integrity. These findings have implications for policy, teacher training, and classroom implementation in inclusive education.

Keywords: Teaching Strategies, Inclusive Goals, Children, Autism Spectrum Disorder, Classroom Practices, Mainstream Schools.

Article Details:

Received on 12 July 2025

Accepted on 08 Aug 2025

Published on 09 Aug 2025

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## INTRODUCTION

The global shift towards comprehensive instruction has advanced the fundamentals of effectively integrating students with Extreme Introvertedness Range Disorder (ASD) into traditional classroom settings. ASD is characterized by challenges in social interaction, communication, and behavior direction, all of which require focused and individualized directions back (Dale, Rispoli, & Ruble, 2022). Mainstreaming these understudies isn't only approximately physical; it requires educational change that guarantees evenhanded support and learning. Be that as it may, in spite of expanded backing for comprehensive instruction, numerous schools battle to supply viable bolsters custom-fitted to the special learning needs of extremely introverted understudies (Roberts & Webster, 2022). The request for guideline arrangements with comprehensive objectives is especially squeezing, given the developing acknowledgment that ASD-specific intercessions must be inserted inside common instruction settings to cultivate scholastic, social, and passionate improvement. Leytham, Nguyen, and Rago (2021) have emphasized the significance of organized curricular adjustments and evidence-based bolsters that are not, as it were, appropriate for extremely introverted understudies but, moreover, attainable inside common instruction classrooms.

Inquiry has illustrated that comprehensive victory is dependent upon teachers' readiness, access to evidence-based practices (EBPs), and organizational collaboration. Shockingly, common instruction instructors frequently report feeling underprepared to work with extremely introverted understudies due to restricted preparation and a need for continuous proficient improvement (Johnson, Soares, & Gutierrez de Blume, 2021; Bolourian et al., 2021). In addition, the implementation of evidence-based practices (EBPs) often varies across school settings, leading to fragmented support systems (Azad et al., 2021). The writing, moreover, underscores the noteworthiness of a whole-school approach, where comprehensive values are inserted in school culture and honed (Roberts & Webster, 2022). Teachers' convictions about ASD and their attitudes toward consideration play an urgent part in forming their directions, procedures, and classroom climate (Han & Cumming, 2024). Moreover, collaboration among instructors, partnered wellbeing experts, and families improves the arrangement of instructing approaches with students' formative and instructive needs (Vlcek, Somerton, & Rayner, 2020). Systems like the Universal Design for Learning (UDL) have been suggested to accommodate different learners proactively, but their implementation remains uneven across schools (Carrington et al., 2020; Barrera Ciurana & Moliner García, 2024).

Even though there is a lot of research on finding the best practices, we need more studies that look at how teaching methods are actually being used in regular classrooms and if they meet the inclusive goals for students with ASD. Existing research has looked at teachers' attitudes, training, and teaching methods, but not many have studied the specific classroom areas used to support students with autism in regular education settings. As consideration gets to be more broad, it is imperative to look at whether instructional methodologies in the home reflect the comprehensive beliefs advanced in the hypothesis. This approach, therefore, aims to bridge this gap by examining classroom environments in regular schools and how they align with inclusive goals for children with ASD. By centering on real-world directions procedures, this investigation contributes to a much better understanding of the down-to-earth substances and challenges of comprehensive instruction. The discoveries point to illuminating instructors, school chairmen, and

policymakers in upgrading the execution of comprehensive educational procedures that are not, as it were, compelling but, moreover, economical inside differing classroom settings.

## Research Objective

To examine how teaching strategies used in mainstream classrooms align with inclusive educational goals for children with Autism Spectrum Disorder (ASD).

## Literature Review

Providing comprehensive instruction for children with Extreme Introvertedness Range Clutter (ASD) is a central concern for teachers who are striving to create equitable and effective learning environments. Investigate how adjusting educational techniques to align with comprehensive objectives is essential for addressing the complex needs of extremely introverted learners in mainstream schools (Roberts & Webster, 2022). These understudies frequently confront challenges related to social communication, tangible sensitivities, and behavioral control, requiring purposeful academic adjustments. Effective consideration necessitates not only physical integration, but also significant engagement with evidence-based education tailored to their unique learning profiles.

A big obstacle to effective inclusion is the gap between evidence-based practices (EBPs) and how they are used in regular education classrooms. Azad et al. (2021) emphasize the basic part of collaboration between schools and families to adjust EBPs over settings. Their "Accomplices in School" program illustrates examples of how facilitated strategies can bridge the gap between home and school, thereby enhancing learning outcomes for children with autism spectrum disorder. Without such an arrangement, students may receive conflicting signals and support, which reduces the effectiveness of intervention efforts.

Instructor recognitions essentially impact comprehensive victory. It appears that common instruction instructors frequently feel underprepared to back understudies with ASD, in spite of their eagerness to incorporate them (Bolourian et al., 2021; Johnson et al., 2021). A lack of emphasis on professional development and insufficient self-efficacy contribute to teachers' reluctance and inconsistent use of appropriate techniques (Ryan & Mathews, 2022). When teachers possess both knowledge and confidence, they are more likely to implement differentiated instruction, behavioral supports, and communication tools aligned with inclusive goals.

Adjusting educational modules is another essential factor. Leytham et al. (2021) advocate for customizing general education curricula to accommodate highly introverted learners by emphasizing structured schedules, visual supports, and sensory-friendly environments. These alterations guarantee that scholarly desires stay thorough while being available. Similarly, Carrington et al. (2020) describe how Universal Design for Learning (UDL) standards assist teachers in planning inclusive lessons from the outset, benefiting all students, not just those with ASD. Collaboration between experts and carers is mandatory in advancing stability and accountability in classroom homes. Rajote et al. (2023) Identify Team Work as a supporting strategy that supports inclusive education by bringing various approaches from various professional teams together. In addition, Vlcek et al. ,

Despite the imaginary pronunciation on incorporation, the common sense performance broadly changes on the educational settings. Garad et al. (2022) argues that evidence-based practices (EBP) should clearly be developed as necessary changes in teaching methods, ensuring that very introverted students need support for students, not alternative. Their investigation underlines the need for systemic purchase-in from the school administration to normalize comprehensive processes within standard instructions. The enthusiastic and social advancement of children with ASD is often neglected in scholastic

systems; However, this can be an important component of their victory. Dale et al. , These abilities are necessary for children with ASD to form a colleague relationship and participate in class activities completely.

Martin et al. (2021) explain the challenges of moving very shy students from special education settings to regular classrooms, noting that success depends on gradual exposure, personalized support, and teacher training. Instructors must be prepared to expect tangible and behavioral challenges amid moves and be prepared to offer a framework as understudies alter to unused schedules. Students' points of view are significant in assessing comprehensive victory. Barrera Ciurana and Moliner García (2024) give bits of knowledge from extremely introverted understudies in higher instruction, emphasizing the esteem of being tuned in to and having their learning inclinations honored through UDL hones. Indeed, at prior instructive stages, joining an understudy voice can direct instructors in selecting methodologies that cultivate engagement and independence.

Research indicates that a comprehensive classroom environment alone does not guarantee meaningful inclusion. Minuk et al. (2024) report on trends in placement, noting that while more students with ASD are currently in general education settings, their academic and social outcomes vary significantly based on teacher preparedness and school culture. The paper proposes that arrangement choices must be combined with vigorous back frameworks.

Social and relevant variables, moreover, impact teachers' demeanors and viability. Majoko (2018) investigated Zimbabwean teachers' encounters and found that social convictions, asset shortages, and deficient preparation constrained comprehensive home education. So also, Memisevic et al. (2024) report that teachers' states of mind in Bosnia and Herzegovina are formed by variables such as regulation back, community shame, and getting to proficient improvement, emphasizing the worldwide requirement for systemic speculation in comprehensive instruction.

Advancing collaborative collaboration in early instruction settings may be a foundation of fruitful incorporation. Bateman et al. (2022) outline how facilitated endeavors between extraordinary teachers, common instructors, and advisors can abdicate all-encompassing back plans for youthful, extremely introverted children. This collaborative demonstration ensures the reliable reinforcement of techniques in the classroom, treatment sessions, and domestic situations. Teachers' beliefs about autism and inclusion shape their instructional decisions. Han and Cumming (2024) reveal through a precise survey that educators' conceptualizations of autism—whether deficit-focused or strength-based—affect their willingness to differentiate instruction and create inclusive environments. Moving convictions toward neurodiversity-affirming models can advance more sympathetic and adaptable educational homes.

Professional development emerges as a recurring theme throughout the literature. Josilowski and Morris (2019) illustrate how preparing programs that incorporate home-school collaboration increases educator competence and improves understudy results. Watkins et al. (2019) provide strong evidence that focusing on interventions for students with autism in inclusive settings works best when teachers are well-trained and consistently supported. Significant consideration also depends on building solid teacher-student connections. Oliver-Kerrigan et al. (2021) found that when instructors prioritize relationship-building strategies—such as compassion, consistency, and clear communication—students with ASD are more likely to lock in on learning and feel a sense of having a place. These connections serve as the establishment for belief and risk-taking in learning situations.



## Research Methodology

This study adopted a quantitative and descriptive research design to systematically examine the alignment of teaching strategies with inclusive goals for children with autism spectrum disorder (ASD) in mainstream classes. The quantitative approach was chosen to collect the average data on the current practices, while the wide nature of the plan allowed the teachers' ideas, experiences and a step-by-step on the use of inclusive methods in various teaching environments. This research design was particularly suitable for identifying trends, patterns and relationships within the teaching population about the implementation of inclusive practices for students with ASD.

The population of this research included teachers currently working in the educational settings of mainstream, who have experience of teaching students diagnosed with autism spectrum disorders. These teachers were selected on the basis of their coordination inclusion with comprehensive classes, making their inputs important to understand how extensive objectives are understood in education day by day. Their understanding of both general academic modules preferences and unique needs of students with ASD made them ideal candidates for discovering practical aspects of widespread instructions. A total of 230 teachers formed research samples, which were chosen through a simple random sampling technique to ensure fairness and representation in various school environment. We have used this test strategy to reduce precedence and increase the possibility of induction for each instructor within the population. The test was considered to be sufficiently satisfactory to allow the tests for important statistical analysis and apply conclusions for a large group of teachers involved in inclusive education.

We collected information using a self-developed survey that drew inspiration from existing literature on comprehensive instruction, extreme introversion, back methodologies, and evidence-based classroom practices. The survey included various sections designed to capture statistical data, types of techniques used, frequency of use, perceived effectiveness, and challenges faced in implementing inclusive practices. Reflecting on previously approved systems, consider how effectively the tool addressed the core objectives of the study. We carefully built both legitimacy and unwavering quality to ensure the validity of the device's inquiry. Substance legitimacy was gotten through a master survey, wherein experts within the areas of uncommon instruction and extreme introvertedness mediations evaluated the survey for clarity, significance, and comprehensiveness. Reliability testing was done with a small group of teachers in a pilot study, and the tool's consistency was confirmed using Cronbach's alpha coefficient, showing it was reliable enough for quantitative analysis.

The information collection preparation was carried out utilizing both physical and online modes to extend availability and support. Printed duplicates of the survey were dispersed in chosen schools, whereas a Google Shape connect was shared with instructors through mail and proficient social media bunches. This double approach made a difference, guaranteeing a more extensive reach, particularly for members in inaccessible or under-resourced zones, and permitted instructors to reply at their comfort, subsequently moving forward reaction rates.

Once information collection was complete, the reactions were compiled and analyzed utilizing the Measurable Bundle for the Social Sciences (SPSS). We utilized clear insights, such as frequencies, implications, and standard deviations, to summarize the information and provide a diagram of home education. We used statistical tests like t-tests and ANOVA to examine differences and relationships based on factors like education experience, qualifications, and school type. This comprehensive investigation offered conclusions about

how teaching methodologies align with inclusive objectives for students with ASD in mainstream classrooms.

Table 1: Demographic Characteristics of Respondents

Title	Description	Frequency	Percentage (%)
Gender	Male	81	35.2%
	Female	149	64.8%
		230	100%
Age of Respondents	21-30 Y	2	0.9%
	31-40 Y	73	31.7%
	41-50 Y	130	56.5%
	51-60 Y	25	10.9%
		230	100%
Designation	Senior Teacher	127	55.2%
	Junior Teacher	103	44.8%
		230	100%
Qualification	Master	146	63.5%
	M.Phil.	80	34.8%
	PHD	4	1.7%
		230	100%
Place of Posting	School	109	47.4%
	Center	121	52.6%
		230	100%
Area of Posting	Rural	34	14.8%
	Urban	196	85.2%
		230	100%
Experience	1-5 Y	40	17.4%
	6-10 Y	124	53.9%
	11-15 Y	59	25.7%
	>15 Y	7	3.0%
		230	100%

This table presents demographic distribution of 230 teachers participating in the study. Most of the participants were within the age group of women (64.8%), 41–50 years (56.5%), and within the age group of senior teaching positions (55.2%). Most respondents held a Master’s degree (63.5%), were posted in urban areas (85.2%), and were working in special education centers (52.6%). Over half had 6–10 years of teaching experience (53.9%), indicating a relatively experienced cohort.

Table 2: Teachers’ Agreement on Inclusive Teaching Practices for Students with ASD

Sr.	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	I regularly modify my teaching strategies to accommodate the learning needs of students with Autism Spectrum Disorder (ASD).	114 50%	104 45%	10 4%	2 1%	0 0%	4.43	0.62
2	I implement evidence-based practices specifically designed for students with ASD in my classroom.	104 45%	117 51%	9 4%	0 0%	0 0%	4.41	0.57
3	My lesson plans are inclusive and	86	135	7	0	2	4.32	0.62

	promote participation of students with ASD in all classroom activities.	37%	59%	3%	0%	1%		
4	I feel confident in using differentiated instruction to support students with ASD in mainstream classrooms.	97 42%	112 49%	7 3%	11 5%	3 1%	4.26	0.84
5	I collaborate with special education professionals to better align my teaching with the needs of students with ASD.	59 26%	129 56%	29 13%	13 6%	0 0%	4.02	0.78
6	I use visual supports (e.g., schedules, cues, charts) to enhance comprehension for students with ASD.	76 33%	110 48%	32 14%	12 5%	0 0%	4.09	0.82
7	I design classroom environments that are sensitive to the sensory needs of students with ASD.	73 32%	125 54%	26 11%	3 1%	3 1%	4.14	0.76
8	I regularly monitor and adapt my teaching methods based on the progress and responses of students with ASD.	78 34%	130 57%	16 7%	3 1%	3 1%	4.20	0.73
9	I receive adequate professional development related to teaching students with ASD.	63 27%	137 60%	21 9%	0 0%	9 4%	4.07	0.85
10	My school's inclusive policies support me in applying inclusive teaching strategies effectively for students with ASD.	87 38%	109 47%	17 7%	11 5%	6 3%	4.13	0.93
11	I actively engage with the parents or guardians of students with ASD to ensure consistency between home and school learning strategies.	75 33%	122 53%	24 10%	3 1%	6 3%	4.12	0.84
12	I believe my current teaching strategies contribute to the academic and social development of students with ASD.	66 29%	116 50%	33 14%	12 5%	3 1%	4.00	0.87

This table summarizes teacher responses to 12 statements related to inclusive teaching strategies using a five-point Likert scale. Overall, teachers reported high levels of agreement with inclusive practices such as modifying strategies for ASD students ( $M=4.43$ ), using evidence-based practices ( $M=4.41$ ), and developing inclusive lesson plans ( $M=4.32$ ). However, slightly lower agreement was noted on receiving professional development ( $M=4.07$ ) and collaboration with special education professionals ( $M=4.02$ ), suggesting areas for professional growth.

**Table 3: Gender-Based Differences in Perceptions of Inclusive Practices**

Gender	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Male	81	50.09	4.95	228	-0.22	0.828

Female 149 50.23 4.94

This table shows that male ( $M=50.09$ ,  $SD=4.95$ ) and female ( $M=50.23$ ,  $SD=4.94$ ) teachers reported nearly identical mean scores on inclusive practices, with no statistically significant difference ( $t=-0.22$ ,  $p=0.828$ ). This suggests that gender does not influence teachers' perceptions or implementation of inclusive strategies for students with ASD.

**Table 4: Differences in Perceptions Based on Designation**

Designation	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Senior Teacher	127	51.17	4.32	228	3.46	0.001
Junior Teacher	103	48.96	5.37			

Senior teachers ( $M=51.17$ ,  $SD=4.32$ ) had significantly higher mean scores than junior teachers ( $M=48.96$ ,  $SD=5.37$ ), with the difference being statistically significant ( $t=3.46$ ,  $p=0.001$ ). This implies that senior teachers may be more experienced or better equipped to implement inclusive strategies for students with ASD in mainstream settings.

**Table 5: Differences in Inclusive Practices by Place of Posting**

Place of Posting	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
School	109	51.12	5.10	228	2.77	0.006
Centre	121	49.34	4.63			

Teachers posted in schools ( $M=51.12$ ) reported significantly higher use of inclusive practices compared to those in centers ( $M=49.34$ ), with a significant p-value ( $t=2.77$ ,  $p=0.006$ ). This could suggest that mainstream school environments may offer more opportunities or pressures to implement inclusive strategies effectively.

**Table 6: Area of Posting and Its Influence on Teaching Practices**

Area of Posting	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Rural	34	51.71	5.45	228	1.96	0.051
Urban	196	49.92	4.80			

The table shows that rural teachers ( $M=51.71$ ) scored higher on inclusive teaching practices compared to urban teachers ( $M=49.92$ ), with the result approaching statistical significance ( $t=1.96$ ,  $p=0.051$ ). This near-significance suggests a potential trend worth further exploration regarding context-specific differences in inclusivity.

**Table 7: Influence of Age on Inclusive Teaching Practices**

Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	312.88	3	104.29	4.49	0.00
Within Groups	5255.45	226	23.25		
Total	5568.33	229			

A significant difference was found in inclusive teaching practices across age groups ( $F=4.49$ ,  $p=0.00$ ). This indicates that age—and possibly experience—affects how teachers align their instructional strategies with inclusive goals for students with ASD.

**Table 8: Impact of Qualification on Implementation of Inclusive Strategies**

Qualification	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	94.75	2	47.38	1.97	0.14
Within Groups	5473.58	227	24.11		
Total	5568.33	229			

No statistically significant difference was found in the mean scores of teachers based on academic qualifications ( $F=1.97$ ,  $p=0.14$ ). This suggests that regardless of whether a



teacher holds a Master's, M.Phil., or Ph.D., qualifications alone may not strongly influence inclusive classroom practices.

**Table 9: Influence of Teaching Experience on Inclusive Practices**

Experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	403.01	3	134.34	5.88	0.00
Within Groups	5165.32	226	22.86		
Total	5568.33	229			

There was a significant difference in inclusive practices based on teaching experience ( $F=5.88$ ,  $p=0.00$ ). Teachers with more years of experience were more likely to effectively implement inclusive strategies, highlighting the importance of practical exposure over time in developing inclusive competence.

## Findings

The statistical data of the respondents revealed a significant educational constraint among women (64.8%), with the majority maturing between 41 and 50 years old (56.5%) and holding senior instructing positions (55.2%). Most members had a Master's degree (63.5%), were based in urban regions (85.2%), and worked in uncommon instruction centers (52.6%). Furthermore, more than half of the instructors had 6–10 years of long-time educational involvement (53.9%), proposing that the test spoke to a moderately experienced and professionally qualified cohort working in comprehensive instructive settings.

Instructors expressed strong agreement with inclusive teaching practices for students with Autism Spectrum Disorder (ASD). The instructors demonstrated the highest levels of growth in adjusting teaching methodologies ( $M=4.43$ ), executing evidence-based practices ( $M=4.41$ ), and ensuring comprehensive interest in lesson planning ( $M=4.32$ ). Responses were slightly lower but still positive regarding working with special education experts ( $M=4.02$ ) and professional development opportunities ( $M=4.07$ ), showing areas where support could be improved.

When looking at sexual orientation contrasts in discernment, no factually noteworthy contrasts were found ( $p=0.828$ ), recommending that both male and female instructors see and actualize comprehensive honesty as well. In any case, senior instructors had essentially higher scores than junior instructors ( $p=0.001$ ), demonstrating that encounter and part position emphatically impact comprehensive competence.

Teachers in regular schools had significantly higher inclusive home scores than those in special education centers ( $p=0.006$ ), which might be due to more opportunities for inclusion in regular settings. Moreover, rustic instructors scored imperceptibly higher than their urban partners ( $p=0.051$ ), implying a context-driven variety in educating homes, although it is not conclusive.

Age-wise examination appeared a factually noteworthy distinction ( $p=0.00$ ), demonstrating that teachers' age bunches impact their appropriation of comprehensive hones, possibly due to amassed encounter. Be that as it may, no critical contrast was observed based on scholastic capabilities ( $p=0.14$ ), recommending that advanced degrees alone don't ensure more grounded comprehensive education hones.

Instructing involvement appeared to have a solid impact on comprehensive homes ( $p=0.00$ ), with more experienced instructors illustrating more compelling execution. This finding highlights the significant role of effective classroom instruction and ongoing engagement in improving inclusive teaching methods over time.

## Discussion

The discoveries of this study highlight a predominantly positive attitude among instructors towards comprehensive academic methodologies for students with Autism Spectrum Disorder (ASD), particularly regarding the adaptation of teaching techniques, application of evidence-based tools, and planning for inclusive collaboration. These findings align with earlier research indicating that experienced and well-qualified instructors tend to support and effectively implement comprehensive methodologies when working with students with ASD (Han & Cumming, 2024; Garrad, Vlcek, & Page, 2022).

The statistical data revealed that the majority of respondents were experienced female teachers between the ages of 41 and 50, employed in urban special education centers, and possessing Master's degrees. The importance of instructing involvement was apparent within the discoveries, as senior and more experienced instructors illustrated higher levels of comprehensive phone usage. This study strengthens the significance of viable, classroom-based involvement in forming compelling, comprehensive instructing approaches. As Ruble et al. (2020) famously supported, being involved in inclusive settings helps develop effective teaching methods that address the complex needs of students with ASD.

Interests: We observed no significant gender differences, indicating a dependable approach to comprehensive education among both male and female teachers. However, teachers in regular schools reported higher inclusive practice scores compared to those in special education centers. Such results may reflect the more prominent accentuation and responsibility put on comprehensive instruction inside common school settings (Roberts & Webster, 2022). The slightly higher scores among rural instructors suggest that local settings and potentially stronger community engagement may positively influence inclusive education, although this finding was only marginally significant.

Age and experience in education were closely linked to better scores in inclusive settings, showing how important shared knowledge and professional growth are in helping students with ASD. In contrast, academic qualifications did not seem to have a statistically significant effect on inclusive classrooms, suggesting that formal education alone may not adequately prepare teachers for real-world inclusive instruction unless it is supplemented with practical training and ongoing professional development (Johnson, Soares, & Gutierrez de Blume, 2021).

Whereas collaboration with extraordinary teachers and getting to proficient improvement have generally gotten lower understanding scores, they remained emphatically evaluated, highlighting a requirement for organizational fortification in these zones. Improving teamwork between different professionals and focusing on training opportunities may help make inclusive teaching efforts more effective.

## Conclusion

This consideration led to an investigation of teachers' perceptions regarding comprehensive educational techniques for students with Autism Spectrum Disorder (ASD), and the findings reveal a positive overall commitment to inclusive practices among a professionally experienced teaching cohort. Instructors illustrated especially solid arrangements with honesty, such as altering guidelines and methodologies, applying evidence-based mediations, and advancing comprehensive lesson arrangements. In particular, educational partnership, age, and rank were important components that significantly influenced the effective use of inclusive practices at home, suggesting that practical experience and ongoing classroom engagement play a more essential role than training alone in preparing teachers for inclusive education. Eliminating significant gender-

based contradictions enhances the inclusion of diverse educational values among teachers who are not equal in status.

As a result, it can, in addition, highlight areas with help required, such as efficient improvement openings and cooperation with extraordinary instruction experts. In standard schools, trainers saw high performance of comprehensive houses compared to exceptional instruction centers, which were comprehensible due to extended integration requests in general instruction settings. Hardly a high score among provincial trainers proposes that localized components can also affect comprehensive adequacy. These findings focus on the need for better support from the authorities aimed at training and teamwork on various subjects to ensure more consistent and effective implementation of inclusive practices for students with ASD in various educational environments.

#### Recommendations

- Strengthen ongoing professional development programs focused on practical, inclusive strategies for teaching students with ASD.
- Enhance collaboration between general and special education professionals to ensure cohesive instructional support.
- Prioritize inclusive policy implementation and resource allocation in both mainstream and special education settings.

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