



## **Challenges and Practice to Educating Children with Autism Spectrum Disorders in Inclusive Classroom**

**Raju Acharya**

Assistant Professor

Mid-West University, Nepal

[r4resque@gmail.com](mailto:r4resque@gmail.com)

### **Article History**

*Received: 6 Jan 2025; Reviewed: 20 Feb 2025; Revised: 5 March 2025; Accepted: 5 April 2025;*

*Published: 21 April 2025*

### **Abstract**

*The study had the main objective of to identify challenges and practice to educating the children with autism in inclusive education and explore the ways of mitigating these challenges. The study had used qualitative method which focused on interview, with parents and special education teacher, a purposeful sampling procedure was used to select two parents, two teachers and two students. The main issue to success inclusion environment for students with ASD is the concern of stakeholders to collaborate and consult with the stakeholders to workout strategies as creative planning, teamwork, building a climate of acceptance for both parents and students, along with tailored (personalized) teaching methods. Promoting the inclusion of children with autism in schools is enhanced by engaging families in activities encompassing daily living and extracurricular pursuits. Schools must also work to eliminate barriers such as stigmatization and bullying that can hinder inclusion. Creating a supportive and disability-friendly atmosphere is vital, trained paraprofessionals, and school administrators should encourage teachers to maintain positive relationships with students and their families, fostering participation in inclusive education.*

### **Keywords**

*Inclusion, Special education, Autism, Barriers to inclusion, Disability*

### **Introduction**

The term "Autism" derives from the Greek word 'auto', meaning 'self', and was first used by psychiatrist Leo Kanner at 1943. (APA, 2000) Autism is a neurological disorder this is naturally seems within the 0-3 years of life, affecting how information is processed (APA, 2000). Autism Spectrum Disorders (ASD) are pervasive developmental disorders that influence social interactions, language, and behavior, with characteristics varying significantly among individuals. Pervasive Developmental Disorders and Autism Spectrum Disorders are broad concepts. The term 'Pervasive Developmental Disorders' was introduced in the Diagnostic and Statistical Manual (DSM) in 1980, and 'Autism Spectrum Disorder' was defined in 1988. Understanding three key definitions related to autism is essential. The Individuals with Disabilities Education

**Copyright Information:** Copyright 2025© The author/s of each article. However, the publisher may reuse the published articles with prior permission of the authors. This journal is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) License.



Act (IDEA) states autism as: "A developmental disability significantly affects verbal and non-verbal communication and social interaction, evident before age three, adversely affecting a child's educational performance."

In special needs education, inclusion means providing equitable opportunities for all students to benefit from the education system, which often requires additional services to overcome barriers. Various factors, including ethnicity, gender, and socio-economic status, influence educational access and equity.

## **Global Frameworks**

In the realm of Special Needs Education, inclusion pertains to providing equal educational opportunities and removing barriers hindering participation. However, challenges in implementing inclusive education persist, raising questions about its practicality and efficacy, particularly regarding teaching students with disabilities alongside their non-disabled peers.

In Nepal, awareness and diagnosis of autism are limited, with estimates suggesting 250,000 to 300,000 individuals affected, including 60,000 to 90,000 severely impacted. Initiatives like the Autism Awareness for Inclusion and Rights-Based project by Autism Care Nepal Society aim to raise awareness and promote inclusive education, addressing the scarcity of resources and knowledge surrounding autism. This article examines the imperative of inclusive education for children with ASD, exploring strategies, challenges, and the evolving landscape of autism awareness and support in Nepal. By elucidating the intersection of education, disability rights, and societal inclusion, this research contributes to fostering inclusive learning environments for children with autism.

## **Nepalese Context**

In the Nepal children with Autism Spectrum Disorders have so many challenges in simultaneously, access on Education, health care services, employment opportunity, assess on the child friendly environment and so on. Even there are so many rule, regulation and right based activities in constitution 2072 for access and promote the inclusive education but could not address all the right of children with ASD properly. After 2017 Nepal involved on the UN convention on the Right of People with Disabilities (UN-CRPD) for purpose of promoting and advancing the right of all type of disabilities. And the government of Nepal implements different policies, rules and laws for supporting the children with Autism, by including Disability Right and Protection Act (2017) and Inclusive Education Policy (2018). Regardless of the ongoing efforts, children with autism spectrum disorders in Nepal struggling with the different challenges.

So, the context of Nepal, students with autism face numerous challenges despite some opportunities such as allowances, scholarships, and reservation in government jobs. Both general and special education teachers encounter difficulties in inclusive classrooms, where efforts to include students with autism are hindered by various issues. These challenges include limited classroom access, rigid curriculum structures, lack of support services, shortage of highly trained teachers and teaching materials, as well as knowledge and attitude gaps among educators, parents, and community stakeholders. Moreover, Nepal lacks well-trained specialists for diagnosing autism, leading to underestimations of its prevalence and traditional exclusion of students with autism from mainstream education settings. Thus, there is a need to identify and address the challenges related to including children with autism in inclusive classrooms in Nepal.

## **Challenges and Gaps**

In Nepal, autism was recognized as a developmental disability only recently in 2017 under the Disability Rights Act. However, further exploration of autism within the context of inclusive education is necessary due to the lack of research in this area. Understanding about the policy and provision of inclusive education for children with autism in Nepal with the ways to include children with autism in inclusive classrooms, along with the barriers and challenges faced by teachers, is crucial. In Nepal, people with disabilities encounter significant obstacles in accessing education, healthcare, employment, and other essential services (UNICEF, 2021). According to the Census 2078, the number of people with disabilities was 647,744, founding 2.2% of the total population. "Despite various laws and rights-based provisions in Nepal's 2072 Constitution to promote inclusive education, these policies have not fully addressed the educational needs of children with ASD."

Limited infrastructure and resources, including accessible facilities, transportation, and assistive technology, pose significant barriers to education for people with disabilities in Nepal (UNICEF, 2021). Furthermore, societal prejudice and discrimination against people with disabilities can impede their access to education and employment opportunities (UNICEF, 2021). The Nepal Disability Rights Act, passed in 2017, aims to safeguard the rights and wellbeing of people with disabilities, including access to education and employment opportunities (Government of Nepal, 2017).

This research aims to benefit parents, inclusive and general education teachers who work with autistic children, as well as stakeholders involved in ensuring their educational access and success in inclusive settings. Understanding about the policy and provision, interlinkage with the stakeholders and government policy makers, curriculum rigidity and the need for differentiation pose significant challenges for the successful inclusion of students with autism in mainstream classrooms. So, this article apprises various organizations, rehabilitation centers, special schools, integrated schools, inclusive schools and mainstream school about the necessary measures to support autistic students effectively. After showing these issues and challenges the research aims will benefit to create and developed the inclusive education policies and practices in Nepal, benefiting both educators and students with autism.

## Literature Review

### Theory of Social Inclusion

The idea of Social Inclusion dates from the nineteen-decade sociologist Max Weber, he emphasized the situation of social constancy. Social inclusion is often discussed alongside social exclusion, which emerged in the 1970s in France, relating to those excluded from the social insurance system (Hayes, Gray, & Edwards, 2008). This idea spread throughout Europe and the UK in the 1980s and '90s, becoming prominent during Tony Blair's government by establishing a Social Exclusion Unit and later influencing Australian terminology through the Rudd government's Social Inclusion Board, inaugurated in 2008 (Hayes, Gray, & Edwards, 2008). Social inclusion is based on the premise that learners develop socially within a context shaped by interactions with parents, teachers, and peers. These relationships significantly influence their understanding of culture and history. The interpretation of social inclusion can be viewed through various lenses: access (the neoliberal view), participation (the social justice view), and empowerment (the human potential view). Hayes, Gray, & Edwards, 2008 state that the central to the theory is the active involvement of learners in both the classroom and the community, building upon their existing knowledge. The rise in social justice-oriented social inclusion interventions worldwide has informed my research. Social inclusion encompasses various demographic factors, including:

- Socio-economic status
- Religion - Geography
- Age
- Unemployment
- Culture and primary language
- Gender and sexual orientation
- Health, including disabilities and autism spectrum disorder (ASD)
- Homelessness and incarceration.

For my study, I focus on the following components related to inclusive education for children with autism:

- Gender and sexual orientation
- Health, including disabilities and ASD
- Inclusive settings for children with ASD - Classroom environments.

### Social justice in participation

Children with autism need social interaction, communication, and social participation for effective inclusion. A broader understanding of social inclusion is linked to social justice ideologies, emphasizing human rights, equal opportunity, and dignity. The aim is to allow everyone to participate fully in society while respecting their dignity. Community engagement is central to this concept, which also relates to community sustainability and different forms of participation. Ultimately, social inclusion is about engaging in critical societal activities (Saunders, Naidoo, & Griffiths, 2007, p. 17).

## **Vygotsky's Theory of Learning**

Cognitive development involves mastering culturally relevant tasks influenced by social agents. According to Vygotsky, this development is not just an internal process; it involves learning to operate with various cognitive processes. Vygotsky (1978) noted that differences in learning capacity among children of the same developmental level highlight the significance of adult guidance and collaboration with peers (Pradhan, J.B. 2015). Scaffolding, a concept developed by later theorists, is closely related to the ZPD. It refers to the support provided by a teacher or more capable peer to help a student navigate their ZPD, resembling the way scaffolding is used in construction. Balaban (1995) explains that scaffolding involves guiding a child's learning through focused questions and interactions.

## **Methodology**

This research study employs qualitative methods to explore the experiences and challenges faced by children with autism in inclusive and mainstream classrooms. The main objectives are to identify the barriers to inclusive education and to propose strategies for overcoming these challenges. First of all I made a plan a interview with my uncle's daughter (sister) but at the last she did not agree for the interview, Than, I changed the participants by focusing on the Surkhet District in Karnali Province, after 15 days far along, where Autism Care Nepal and Celandine Academy General School serve children with autism where I worked with the participants almost 6 month and initially I came to know them as a partner organization collaboration with our university. At Autism Care Nepal, I selected one student from kindergarten. At Celandine Academy, I choose one boy and one girl in grade 3 from 250 students. Data were collected through interviews with one parent, one school principal, and one special/Inclusive education teacher. These interviews provided insights into the process of inclusive education, emphasizing communication, daily living skills, and the roles of stakeholders. Research tools included observation guidelines and interview protocols. Observations focused on classroom practices, teaching methodologies, and social interactions to assess how autism-friendly the environments were. Interviews explored the challenges of including children with autism in mainstream education and using a differentiated curriculum.

I visited two organizations and parents: Autism Care Nepal (Surkhet branch) and Celandine Academy, Surkhet, Karnali Province. After explaining my purpose and obtaining permission from the school representatives, I selected one teacher, one parent, and two students for my research. Once permission, I distributed questionnaires and began observing the school environment. I held interviews with parents' teachers about challenges and practice to educational implications and personal autonomy.

## **Data Analysis Procedures**

After collecting the data, the researcher used four approaches—conceptual, theoretical, empirical, and thematic review—to analyze the thematic information. Descriptive analysis was employed to interpret the data, focusing on the family and inclusive school environment.

The research aimed to identify the challenges and practice, effective technique for involving children with autism spectrum disorder (ASD) in general classroom while highlighting the roles of stakeholders like teachers, parents, and school principals in promoting access to inclusive education. It also addressed the challenges faced by children with ASD in general and inclusive classrooms, exploring ways to mitigate these issues. The themes for analysis were derived from the study's objectives and research questions.

## **Finding and Discussion**

### **Challenges of Inclusive Education for Children with Autism in Home**

#### **Social Stigma and Discrimination:**

The history of Nepal about social stigma and discrimination against developmental/ psychosocial disabilities. The negative attitudes towards children with developmental disability (Autism) have led to a range of barriers in accessing education, including lack of support from family and society also, limited accessibility, and discrimination in community (MoE,2016). This article will emphasize to the barriers of

inclusive education for children with autism in community of Nepal due to social stigma and discrimination, using the narrative data provided.

After interaction with stakeholders about the different issues which was impact for children with autism in Nepal due to social stigma and discrimination, they stated "children with autism are sometimes thrown outside as soon as they are born and not accepted by society. This is due to the social view of children with ASD as cursed or a sin of their previous life." And, they state further "society considers the person with developmental/ psychosocial disability as a problem, and they are often excluded from social events." So children with ASD are less accomplished and less worthy of equal opportunities.

All sectors have pros and cons and inclusive education also face such barriers which might bring negative impression to the whole organization. Inclusive education teachers state that, "Taking the example of my own school in which I am working, there are cases when parents take their children to other schools in belief that their children might go negative or might learn something wrong or in fear their children will be like Autistic children." That is also attitudinal barrier among stockholders for understanding and myth about the children with autism. And teachers mentioned that "family member sometimes do not accept our child has a disability, and they do not want to send them to school because they fear that their child will be treated poorly by others."

As same, Inclusive education teacher told "parents may not have the necessary knowledge or awareness of how to support their disabled children's education." Such kind of help by family is the important support to the children with disability particularly ASD child included in education is the positive result and access in the inclusive classroom and school with resource class too.

The parents also highlighted the discrimination that children with disability faced in schools with distantly. Next parent stated that "schools are not inclusive, and there are no special education programs for students with disability." Similarly, they mentioned that "teachers often do not have the necessary training to support children with autism, and they may not know how to create an inclusive learning environment." Such kind of view shows that the children with autism have challenges time to time in their life span.

Parents blame the school's system education 'lack of ASD friendly resources and support in schools, which can limit their ability to learn and grow the social interaction also'. And comments with governments/ state's policy and exertion 'another barrier to education for children with autism in Nepal is the lack of proper school and ASD friendly accessibility', parent stated that "most schools do not have proper infrastructure to accommodate students with disabilities, like ways, playground, classroom and IT section"

For improve these abstracted situations that could be progress on the responsiveness and instruct to the people about disability issues. Next parent also told "public awareness campaigns can help combat societal stigma and discrimination and increase understanding and acceptance of children with autism." As same, she added "there is a need for more ASD-friendly infrastructure, such as safe and luxurious desk table, playground wheelchair ramps and accessible washrooms in schools". This is the fact situation to access and educating the children with autism in Nepal.

### **Deficiency of Mental Illness Facility**

After examining the fences to inclusive education for children with developmental disability, Deficiency of mental illness facility also next issues that avoid children with ASD from accessing inclusive education, because the appropriate facilities of health check-up are also serious in identifying and giving children with autism in family and schools. In the interviews conducted, several respondents highlighted this challenge.

Teacher told that 'children with autism often struggle to receive a proper diagnosis for their conditions due to the due to skilled assessment team, surgeons and therapeutic services. So, this can lead to incomplete dealing options, and in some cases, socialization activities and psychotherapy is the only available caring option. However, this may not be effective for all autistic children, because autism is always spectrum in everywhere thereby hindering the progress of children with disability specially ASD child in their academic pursuits. Next person noted that absence of support from state and local government, worsens these barriers and issues for access in inclusive education to the children with autism. If there would be some support

available, many parents, and their children with autism may benefit of inclusive education and knowledge about disabilities in the society.

### **Due to Correct Identify and Cure**

The Misidentification, both over and under-identification, can have significant impacts on parents and students, especially those who require special educational support. These identification issues are often related to students with learning disabilities, behavioral disorders, and autism. The misidentification makes the parents and stakeholders very Stigmatization too.

For instance, Interviewer said that, "It took us many years to get a proper diagnosis for our child's disability. We had to travel to different hospitals and consult with various doctors. It was a challenging and expensive process." Much of the stakeholder analysis the issues and challenges of assessing the cure and treatment for children with autism that due to the unavailability of specialized healthcare professionals and lack of financial support also. For example, one parents told "We live in a rural area, and there are no specialized doctors or therapists nearby. We must travel to the city, which is expensive and time-consuming. We cannot afford it, so could not treatment as usual"

Some stakeholders stated social humiliation and careless from doctors due to their social interaction and socialization with other. They emphasized the ethical attention, due to compassion and thoughtful of their situation through doctors and nurses, which banned them from getting suitable identification and cure. And one parent tells, "We went to a hospital, and the doctor told us that our child's disability was a result of our sins. We were shocked and did not want to seek medical help after that."

### **Challenges to Educating the of Inclusive Education for Children with Autism at School**

#### **Lack of Access to Educational Opportunity of Inclusive Education for Children with ASD**

At the time of interview with inclusive education teacher of inclusive school she states that, "Looking at the context of Nepal, the access to education for those children is very miserable. One doesn't feel like speaking about it at any place. But still the realization of parents one after the other and their hard work to aware the concerned authority and social sectors and medias seems very thankful." She states further, "It is through their hard work the children have started going to schools as neuron-typical children. Taking the example of my own school almost 4 children have got chance to join the school and the class along with personal caretakers if necessary and with special planned activities and work based on their own level.

Also, the children who are not ready for the class are given a chance to be prepared with a trained teachers and Montessori concrete equipment where they can learn by feeling and doing adding the system of PECS as their need." So, there are other schools too growing with the concept of inclusive education where children with autism are enrolled to some amount. So there including in the inclusive classroom with others general children is also measurable challenges for the children with autism. Students with autism encounter distinct challenges that impact the effectiveness of inclusive programs. As the incidence of autism rises significantly in modern classrooms, general education teachers confront various obstacles in inclusive environments. In secondary education, the need for creativity and innovative thinking can be especially difficult for students with autism, leading to potential conflicts with general curriculum standards. These students frequently need extra adult assistance in the classroom, which can either be very beneficial or detrimental, depending on the quality of the support they receive.

### **Due to Trained Experts**

After interviewees they responded, lack of the trained expert, special education teachers and paraprofessionals we faced various challenges in school, intuitions and child care center. So much of the children with autism have faced to getting the specialized service that's also hinder of the educational barriers. The educational opportunity in context of Nepal, the government should set a strong rule for the schools with the theme every child has right to education and going to school. Not only this, it must train the teachers and facilitate each school with sufficient manpower. The government should make easy for the diagnosis if autism and provide extra facilities to both children and the teachers as well as parents. So that parents can have easy and positive thoughts to their life and take good care and provide educational opportunity to their children. Once the family has positive thinking and are well economically no doubt the children with autism will have



better access to education. There is no favorable attitude of stakeholders and government policy maker for the children with autism, generally much of the stakeholders thinking about the disadvantage of educating system of these kind of children.

The next barrier is that the organization must contribute something extra like the extra manpower to teach those children, there is not enough manpower and well special education teacher, must afford extra teaching material and also extra space or class with sufficient teaching materials for suitable children with autism. Not only has this had the whole environment seemed different sometimes when these children come up with bad temper. The organization might be viewed or taken as negative or the place where children always cries shout and many more for those who knows nothing about autism and these children.

The head of the specific unit confirmed these goals and highlighted the need to address the negative attitudes in the community regarding inclusion. This stigma had led some parents to withdraw their children from Celandine Academy, Surkhet, as they mistakenly believed that disability could be transmitted.

The headmistress stated, "We want the public to understand that these children are not insane; they have different abilities, not problems. They are human beings like everyone else." The school organizes activities to raise awareness and encourages parents to enroll their children with special needs instead of hiding them. In discussions with special educators and inclusive education teachers at Celandine Academy, Surkhet, they shared their experiences and challenges in providing inclusive education for children with autism, along with the strategies they use to address these issues.

### **Lack of access to educational opportunities**

During an interview with an inclusive education teacher from Celandine Academy, Surkhet, she highlighted the poor access to education for children with disabilities in Nepal. She praised the efforts of parents who raise awareness among authorities and media, noting that, thanks to their hard work, children are starting to attend school alongside their neurotypical peers. In her school, six children have joined classes, often with personal caretakers and individualized activities. For those not ready for regular classes, trained teachers use Montessori materials and the PECS system to help with learning. Creating inclusive environments requires strong leadership to set clear expectations for staff and students. Inclusion is often misunderstood; many school districts place students with disabilities in general classrooms without truly integrating them. Students with autism face unique challenges that complicate inclusive education. As autism prevalence rises, teachers in general education must navigate various obstacles, particularly in secondary education, where creative thinking is essential.

## **Ways to Including Children with Autism in Inclusive/Mainstream Classroom**

### **Enough Human Resources and Stakeholder Attitude**

The educational system in Nepal requires significant improvement to ensure that every child has the right to education. The government should implement strong regulations for schools, invest in training teachers, and provide adequate staffing. Currently, there is a lack of supportive attitudes among stakeholders and policymakers toward children with autism, as many focuses on the perceived challenges of educating them. Inclusive education faces barriers that can negatively affect schools, as teachers report that some parents transfer their children to avoid perceived negative influences from children with autism. Organizations must allocate additional resources, including extra personnel and specialized training for teachers, as well as appropriate teaching materials and space for children with autism. Furthermore, schools can be viewed negatively by those unfamiliar with autism, mainly when children exhibit challenging behaviors.

### **Ways to Mitigate Challenges of Inclusion/Practice of Removing Barriers**

Redefining teacher roles is crucial for effective collaboration and successful inclusion in the classroom. General educators must recognize that the curriculum is not theirs alone to dictate, while special education teachers should not assume that students can only succeed with their direct involvement. All general, unique, and inclusive educators should engage in joint professional development and adopt new roles to foster an understanding that general education is for all students.

Every child has the right to education, and with the proper support, autistic children can achieve success. The primary goal in supporting these children is to promote their independence, addressing parental concerns about who will help them in the future. Additionally, helping autistic children develop social skills contributes to their happiness and integration into society. Parents, teachers, and stakeholders must be informed about autism, and curriculum developers should create flexible educational environments that accommodate these students. Schools must allocate a limited number of seats for autistic children, while the government should provide training and resources to support inclusive education.

### **Making Inclusive Environment in the Inclusive/Mainstream Classroom**

As inclusive practices gain traction in schools with the rising number of students who have learning differences, fostering inclusion in the classroom is crucial. In Celandine Academy, Surkhet, School, staff—including inclusive education teachers and the principal—focus on integrating students with disabilities, such as autism, into daily activities and instructional planning. This integration allows for social interaction among students with various disabilities, including those with Autism with intellectual disabilities and Down syndrome. Every Friday, students participate in creating a video documentary about their extracurricular activities, promoting collaboration between children with autism and their typically developing peers. Inclusive education teachers organize activities like chair races, dance contests, and quizzes to foster participation among all students.

According to Causton—Theoharis & Theoharis, inclusive education provides opportunities for students with disabilities to engage in school life and achieve educational goals (Theoharis (2008)) (p.26). Successful inclusion starts with a clear vision recognizing all students as vital classroom community members. Similarly, Celandine Academy, Surkhet, employs various instructional strategies, such as cooperative learning and differentiated instruction, to enhance inclusion for students with autism. Teachers use specific methodologies to improve communication and social skills, ensuring that children with autism can thrive in an inclusive environment. The classroom should maintain a consistent and predictable structure to support inclusivity. Teachers should engage students in sports and competitions to promote interaction between children with autism and their peers.

Overall, autistic students benefit from inclusive classrooms that focus on social integration, communication, and effective educational practices. In Autism care Nepal Surkhet, and Celandine Academy, Surkhet, students with and without disabilities learn together using the same curriculum, with necessary modifications in assessment for children with autism.

### **Responding to Diversity**

According to the interviewee, Celandine Academy, Surkhet, and Autism care Nepal Surkhet, both institutions firmly commit to creating inclusive environments. However, challenges remain, including attitudinal barriers and a lack of trained personnel. Despite these obstacles, both schools effectively promote motivation and awareness among stakeholders to support inclusion. Celandine Academy, Surkhet, embraces a diverse range of students with special needs, such as those with intellectual disabilities, Down syndrome, hearing impairments, and autism, integrating them into mainstream classrooms. The principal highlights the importance of viewing all students as “our” students, which fosters a positive, inclusive atmosphere conducive to successful outcomes.

General education teachers require administrative support and practical strategies to meet the diverse needs of students. The commitment of all staff to inclusion is vital to ensure that students with disabilities can thrive. Furthermore, national policies are necessary to facilitate access to inclusive education for children with autism in various educational settings.

## **Conclusion**

Based on the analysis of the qualitative data collected through interviews, observations and focused group discussion Inclusive education of students with autism in the research setting does present with opportunities, barriers and challenges for the general and inclusive education teachers who took part in this study. It would be beneficial to address these barriers and challenges, so that the inclusive education can be



improved. The teachers who participated in the study all share one sentiment, that they enjoy inclusion and they would like to have more support when it comes to implementing inclusive practices in their classrooms. The dynamic, dedicated educators I had the opportunity to spend time with enjoy working with students with all type of learners, with disabilities and without disabilities and would like to see the current program improved in order to make it more effective for all stakeholders involved, including teachers, students, the school as a whole and the parents.

The stigma and social discrimination generate main challenges of inclusive education for the children with autism in Nepal. Thought and bad attitude from family society and school personal is also vast issues and with these children to educating inclusive education. To address these barriers, it is crucial to raise public awareness and create an inclusive and accessible learning environment. This can be achieved through public awareness campaigns, education and training for teachers, and the creation of disability-friendly infrastructure. By working together to address these barriers, we can ensure that children with autism could access education and reach their full potential in the inclusive society. Mostly children with autism do not receive appropriate diagnosis and treatment, because of the cultural and familial misconception about the childhood behavior which delays their enrolment in mainstream school. Some do not enroll in school at all due to their disabilities, stopping them from procurement an education system. So, they may not obtain suitable placement and support from the stakeholders and preventing the children with autism from accessing the mainstream education appropriately.

Finally, the study discusses classroom dynamics, barriers to inclusion, and the role of school authorities in promoting positive interactions. To address ongoing challenges, teachers require adequate time for collaboration and training to effectively support all students, particularly as the prevalence of autism increases. And further research is needed to evaluate and enhance inclusion strategies for Basic-level students, as much of the existing literature focuses on elementary-age students. This study will utilize classroom observations and interviews to understand the challenges faced in inclusive settings for students with autism. Identifying these challenges will help provide recommendations for supporting educators in successful inclusion.

### About Author

Raju Acharya is an Asst. Prof. Graduate School of Education, Department of Special Need Education, Mid-West University.

### References

- Best, S. J., Heller, K. W. & Bigge, J. L. (2010). *Teaching individuals with physical or multiple disabilities* (6th.). Boston, MA: Pearson
- Causton-Theoharis, J., & Theoharis, G. (2009). Creating inclusive schools for all students. *Education Digest: Essential Readings Condensed. For Quick Review*, 74(6), 43-47. Retrieved from <http://www.eddigest.com/>
- Constituent Assembly Secretariat (2015). *Constitution of Nepal 2015*. Kathmandu: Government of Nepal
- Costley, K. C. (2013). Ongoing Professional Development: The Prerequisite for and Continuation of Successful Inclusion Meeting the Academic Needs of Special Students in Public Schools. Online Submission. Retrieved from <http://files.eric.ed.gov/fulltext/ED541075.pdf>
- Government of Nepal. (2017). *The act relating to rights of persons with disabilities, 2074 (2017)*. <https://www.lawcommission.gov.np/en/wp-content/uploads/2019/07/The-Act-Relating-to-Rights-of-Persons-with-Disabilities-2074-f.pdf>
- Fuchs, W. W. (2010). Examining teachers' perceived barriers associated with inclusion. *SRATE Journal*, 19(1), 30-35. Retrieved from <http://files.eric.ed.gov/fulltext/EJ948685.pdf>
- Harrison, J., & Hare, D.J. & Hare, D. J. (2004) Brief report: assessment of secondary abnormality in people with autistic spectrum disorders, *Journals of Autism and Developmental Disorders*, 34.

- Hamilton-Jones, B., & Vail, C. O. (2013). Preparing special educators for collaboration in the classroom: Pre-service teachers' beliefs and perspectives. *International Journal of Special Education*, 28(1), 56-68. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1013700.pdf>.)
- Kirk, S., A; Gallagher, J, J and Anastasion, N, J. (2003). *Educating Exceptional Children* (10th Ed.) Houghton Mifflin co.
- Kirk, S., et al, (2012). *Educating exceptional children*. Wadsworth: Cengage Learning.
- Loftin, R.L., Odom, S.L. & Lantz, J. F. (2007). Social interaction and repetitive motor behaviors. *Journal of Autism and Developmental Disorders*, 38, 1124-1135.)
- MoE (2016). *School sector development plan, Nepal, 2016-2023*. Ministry of Education, Government of Nepal
- MoWCSW (2063). *National policy and action plan related to people with disability, 2063*. Ministry of Women, Children and Social Welfare, Government of Nepal
- MoE (1971). *National Education Plan for 1971-1976*. Kathmandu: Ministry of Education, His Majesty's Government of Nepal. <http://moe.gov.np/article/705/inclusive-education.html>
- Peters, S. J. (2007). "Education for All" A historical analysis of international inclusive education policy and individuals with disabilities. *Journal of Disability Policy Studies*, 18-98-108.
- Pradan, J.B. (2015, April) .Vygotsky's theory and its implications in the mathematics classroom. *Journal for Council for Mathematics Education fulcrum*; Kathmandu, Nepal, pp. 22-27.
- Smith, Tom, E.C., Polloway, Edward, A., Patton, James, R., & Dowdy, Carol, A.,(2012 ). *Teaching Students with Special Needs in Inclusive Settings (6<sup>th</sup> ed.)*. New Jersey, Pearson Education Inc., U.S.A.
- UNICEF. (2021). *Nepal country profile*. Retrieved from <https://www.unicef.org/rosa/media/17006/file/Country%20Profile%20-%20Nepal.pdf>
- William, L., Heward., (2013). *Exceptional Children (10<sup>th</sup> ed.)* Pearson Education Inc., a library of Congress, U.S.A.