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Abstract

This study analyses the barriers and facilitators for the educational inclusion of students with ASD from the perspective of their teachers. A qualitative methodology was applied, specifically a multiple case study from which 24 in-depth interviews were conducted with teachers who had worked previously with students with ASD. The participants were Spanish teachers from different educational stages (from early childhood education to baccalaureate) and with different roles (ordinary classroom teachers and support teachers). The results show that collaboration among teachers, their attitudes, the way of understanding the supports, the creation of collaboration between students and the organisation of both the school and the classroom are important for the inclusion of students with ASD. The analyses and discussion of the facilitators for the inclusion of these students are especially relevant, since they provide useful guidance for teachers who want to respond to the right of these students to an inclusive education.

Introduction

The advances in the right of all students to inclusive education without exclusion has become an international challenge (UNESCO, 2015). However, the data about the progress made and the long way to go in response to this challenge (UNESCO, 2020a) show the need to double the effort from all education systems. The analysis of the reality regarding this right highlights, once again, the groups of students in situations of special vulnerability, including students with disabilities (UNESCO, 2020a). Among the latter, those with Autism Spectrum Disorder (ASD) constitute one of the groups of students whose inclusion concerns teachers the most, especially when they have more support needs (Cassimos et al., 2015; Humphrey & Symes, 2013). Due to this situation, the families of ASD students face multiple dilemmas when making decisions about their schooling (Marshall & Goodall, 2015).

According to the UNESCO (2017), inclusion is “a process that helps to overcome barriers limiting the presence, participation and achievement of learners” (p.7). There are three main elements in this definition: the consideration of inclusion as a process, three key interrelated dimensions (presence, participation and achievement) and the unavoidable duty of revising the existing barriers (in this case, in schools) and implementing processes to face them.

The present study is especially focused on the analysis of the barriers that hinder such process, as well as on those factors that facilitate it. Barriers and facilitators are sides or poles of a dialectical and multifaceted construct, in the same way as inclusion and exclusion (Booth & Ainscow, 2016; Echeita, 2020). Where can these barriers be found? As was stated by Booth & Ainscow (2016), barriers can be found in the different levels or dimensions of schools, acting interdependently: in their cultures (values, agreed or disagreed principles within the educational community, etc.), in their policies (decisions related to the organisation of the school, ways of organising the supports, etc.) and in the teaching

practices, that is, actions aimed at promoting the learning and participation of students in the classroom, with the latter being understood from the perspective of emotional and social well-being (Simón et al., 2019).

As was pointed out by the IBE-UNESCO (2016), it is necessary to collect, collate and evaluate evidence about the existing barriers in order to plan for improvements in policy and practice. In this process, gathering the voices of those involved (teachers, families and students) is fundamental (Ainscow 2020; Messiou, 2019).

The present study analyses the barriers and facilitators that, from the perspective of teachers who work with ASD students in ordinary schools, can limit or facilitate the inclusion of these students. Such analysis was guided by the perspectives of both the tutoring teachers who have ASD students in their classrooms and support teachers. The experience of these professionals is of great value and a source of inspiration to other schools that face the challenge of reaching all students, and not only those students with ASD. These learnings provide clear essentials for teacher training, especially for addressing the needs of students with ASD in mainstream settings.

Inclusion and ASD students

According to Ravet (2018), approaches to autism in schools tend to be eclectic and highly individualised, which can make autism education demanding and the inclusion of children with autism complex. Although some studies have found teachers with mostly positive attitudes toward the inclusion of these students (Cassimos et al., 2015; Park & Chitiyo, 2011), they also recognise that it is necessary to tackle different factors that are holding their right to an inclusive education. However, some authors have shown doubts from teachers about the right schooling place of students according to their support needs (Segall & Campbell, 2014). The concerns of teachers can be organised around factors related to the ASD students themselves, the teacher and the school, the classmates and the families.

Regarding the concerns related to the students themselves, communication difficulties have been highlighted; teachers are concerned about the lack of skills in this sense, the fact that they cannot express themselves correctly and the fact that they cannot establish a proper communication with these students (Larcombe et al., 2019; Makin et al., 2017). In this framework, teachers emphasise their lack of social skills as a difficulty to inclusion (Humphrey & Symes, 2013). However, and despite the fact that this is considered as an aspect that must be tackled, it is still poorly developed in schools (Frederickson et al., 2010). In some cases, it is considered that parents must teach social skills to their children and that schools do not have time for that (Schultz et al., 2016) or that it is not the responsibility of the latter (Lindsay et al., 2014). Teachers are also worried that they may not be properly trained from previous stages (Makin et al., 2017).

With respect to teachers themselves, they constantly perceive a lack of preparation (Makin et al., 2017; Ravet, 2018). To a great extent, the wrong attitudes and conceptions of teachers toward ASD students are linked to a lack of knowledge about how to communicate with them and understand their behaviour (Eldar et al., 2010; Johansson, 2014; Majoko, 2015; Segall & Campbell, 2012), about how to act in the face of certain situations (Lindsay et al., 2013; Ravet, 2018) or about how to manage the classroom (Lindsay et al., 2014). Likewise, they highlight, as a barrier, the lack of time to provide an individualised response to the students (Humphrey & Symes, 2013; McGillicuddy and O'Donnell, 2014).

Another important aspect that reflects the conceptions of teachers toward inclusion, with relevant implications, is that some teachers consider ASD students to be the responsibility of the counselling team, as was reported in a study conducted with teachers of secondary education (Emam & Farrell, 2009). This is a characteristic aspect of the traditional view linked to the medical model regarding the educational response (Echeita & Fernández, 2017). This consideration that the responsibility of educating these students must lie in

"specialised" professionals, rather than in the teachers of the regular classroom, has been highlighted by support teachers and counselling team members (Johansson, 2014; Olsen et al., 2019). In this regard, they point out, as a barrier, the lack of collaboration between the educational agents (Eldar et al., 2010). The fact that not all teachers are involved is another relevant aspect mentioned by teachers (McGillicuddy & O'Donnell, 2014), considering that the collaboration between teachers is necessary to ensure a quality response for all the students of the classroom (Simón et al., 2021).

In this line, improving and enhancing the communication and collaboration between specialists and ordinary classroom teachers is a fundamental element to promote the proper functioning of inclusive classroom. The following are some of the actions that specialists could implement: frequent formal meetings for planning and follow-up, daily informal meetings, observation sessions and feedback on how to improve the educational processes in the classroom, specific training for ordinary classroom teachers, etc. (Evans & Weiss, 2014). Counselling teams stress on the importance of planning the course in advance, providing a clear description of the responsibilities and the role of the different professionals in the educational process. Regarding schools, as an essential step, they highlight the creation of an inclusive culture in the schools (Frederickson et al., 2010), where the management team must play a central role (Eldar et al., 2010). Other authors report on the existing ratio in the classrooms as a great barrier to provide the attention required by each student (Emam & Farrel, 2009; Lindsay et al., 2014; McGillicuddy & O'Donnell, 2014).

With respect to classmates, teachers are concerned about their lack of understanding and acceptance (McGillicuddy & O'Donnell, 2014), as well as isolation and, especially, bullying (Humphrey & Symes, 2013; Majoko, 2015).

Moreover, teachers also highlight other aspects related to the families, as they influence their actions. In some cases, it is pointed out, as a difficulty, that parents are not

realistic regarding the capacities of their children, have unreal expectations about them or do not dedicate enough time to their educational process (Eldar et al., 2010; Schultz et al., 2016). All these aspects show the importance of reviewing the conceptions of teachers about the families, the role they grant them and the consideration of these as an important resource for the teacher (Simón & Barrios, 2019). Although the families can be a strong source of support for teachers, they also need support. However, some teachers regret to have neither training nor time to help them, for example, to support their children (Brede et al., 2017; Symes & Humphrey, 2011). In this line, different authors have demonstrated that this process can be positively influenced by the existence of a good school-family relationship, bidirectional communication between these agents (Larcombe et al., 2019; Lindsay et al., 2014; Makin, et al., 2017; Symes & Humphrey, 2011) and the involvement of the family in the educational process (Schultz, et al., 2016). In fact, counselling teams insist in the importance of involving the families and make them feel as part of the decision-making process (Eldar et al., 2010). Consequently, teachers consider, as facilitators of the inclusion process, to have good training (Majoko, 2015; Segall & Campbell, 2012, 2014), to know the support required by the students, to recognise, value and build up from their strengths (Lindsay et al., 2014), to understand their needs (Makin et al., 2017) and to establish a trust relationship with them (Brede et al., 2017; Lindsay et al., 2013). They also recognise the efficacy of using active teaching methodologies (Frederickson, et al., 2010). Another aspect they consider to be fundamental is the availability of resources and supports, understanding it systemically at the school level (McGillicuddy & O'Donnell, 2014) and provided by the collaborative work between teachers (Lindsay et al., 2014).

Researchers also highlight the importance of another fundamental node in the support network that must be built, i.e., support among students (Emam & Farrell, 2009; Lindsay et al., 2014; Mamas et al., 2020), which requires educating the classmates (McGillicuddy &

O'Donnell, 2014), being vigilant and acting in the face of bullying, and preventing the latter or generating opportunities to build positive relationships in the classroom (Frederickson, et al., 2010). Support among students can be set as a pedagogical strategy based on peer learning. This type of learning deliberately promotes pedagogical support among students; thus, in different moments, some students learn while teaching their classmates and other students learn thanks to the pedagogical help they receive (Durán, 2018). Peer learning includes cooperative learning, tutoring among peers and all those strategies that are founded on cooperation. The review conducted by Durán (2018) concludes that there is enough evidence to assert that cooperative learning activities promote the academic success and social development of vulnerable students. Similarly, Muñoz-Martínez et al. (2020) state that cooperative learning encourages students to accept each other's differences and improves both the quality and quantity of their relationships.

Regarding students with ASD, different studies confirm that peer support has positive effects on their academic and social learning (Bowman-Perrott, 2009; Carter et al., 2017; Olson et al., 2015). In this line, McCurdy and Cole (2014) concluded that peer support interventions are effective in reducing the off-task behaviour of students with ASD to a level similar to that of their classroom peers.

However, we must also take into account the importance of generating relationship opportunities with others and the creation of networks among peers, beyond the space of the classroom. Different authors point out the relevance of building friendship relationships and the access to behavioural models of children in their age range as a way of creating opportunities for the educational inclusion of students with ASD, which in turn improves their social skills (Gutiérrez et al., 2007; Liesa et al., 2017). This requires the participation of all students in all the activities of the school. In some cases, participation is limited, such as in extracurricular activities in which both academic and social learnings can be generated, as

stated by Agran et al. (2017): “for students with intellectual and developmental disabilities it is believed that involvement in these activities is essential for developing skills that will improve post-school success, including establishing friendships, increasing community engagement and improving their overall quality of life” (p. 11). Similarly, recess time or breaks become perfect scenarios to promote the social development of students with educational needs (Nabors et al., 2001).

The main aim was to identify and explore which facilitators are perceived by teachers of students with ASD in their process of educational inclusion. The questions that guided the study were the following: How do teachers perceive the inclusion of students with ASD? What methodological and classroom organisation strategies facilitate the learning and participation of students with ASD? What supports do ordinary classroom teachers identify as important for the inclusion of those students? What is the role of collaboration between students, families and professionals in the creation of inclusive environments?

Method

In this article, we focused on the voices of teachers of students with ASD. We employed a multiple- case-study approach (Stake, 1995). This method was chosen to permit us to intensively analyse a specific phenomenon in several distinct cases. Our aim was to identify and explore which facilitators are perceived by teachers of ASD students in their process of educational inclusion. To this end, we conducted in-depth interviews with teachers who taught students with ASD, both ordinary classroom teachers and teachers of specific classrooms with ASD students.

Context

In Spain, learners with ASD can be schooled in three different modalities. Firstly, they can go to mainstream schools (either schools with some type of specialised assistance, known as preferential schools, or simply regular mainstream schools), where these learners

can attend the mainstream classroom at all times or use the mainstream classroom in combination with a resource classroom (which is called differently depending on the region). Secondly, they can choose a combined schooling (special school and mainstream school). Lastly, the third option is full-time education in a special school (Tomás & Grau, 2016).

The present study is focused on mainstream schools with learners with ASD. All the schools that participated in this study had an ASD classroom (resource classroom) as the main resource to attend to the needs of these learners, although the students spent over 50% of the time in the mainstream classroom.

Participants

For the selection of participant teachers, a convenience and criteria purposive sampling was employed. We contacted two organisations of people with ASD and asked them to provide us the contact details of families of children and young people with ASD whose schools met the following criteria: a) preferential schools for learners with ASD, that is, children with a diagnosis of ASD issued by the Specific Team of Serious Developmental Disorders –which is part of the public counselling network of the Community of Madrid– and considerable support needs; b) their students spent more than 50% of their school hours in the ordinary classroom.

A total of seventeen students were selected. Once the families were identified, they were informed about the project and they provided the contact details of the management team of their schools to the research team. The authors contacted the schools to ask them to participate in the study, specifying that it would involve carrying out interviews with the teachers of both the ordinary classroom and the ASD classroom of these students. The schools contacted their teachers (those of the regular classroom and those of the resource classroom).

Twenty-four (24) teachers voluntarily agreed to participate. Of these, nine were support teachers of the ASD classroom (therapeutic pedagogy teachers, hearing and language teachers and integrators) and fifteen were ordinary classroom teachers. All the schools had experience in the inclusion of students with ASD, with over three years of experience with the specific classroom for ASD students in all cases. Table 1 presents a detailed description of the type of school and characteristics of the participating teachers.

Table 1

Characteristics of the participants.

Data Collection Instruments And Procedure

A total of 24 in-depth, semi-structured, individual interviews were carried out by 5 researchers. Each recorded interview lasted approximately 90 minutes and was subsequently transcribed. We created a semi-structured and in-depth interview script with questions intended to analyse the beliefs of teachers of students with ASD about those aspects that facilitated their educational inclusion. In the interviews, four topics were discussed regarding all members of the educational community: (1) collaboration, (2) attitudes, (3) organisation, and (4) strategies. Some of the questions addressed for each issue were as follows:

- Does the school provide opportunities (activities, ways of organising the classroom, etc.) for the students with ASD to participate in different activities with their peers?
Which opportunities?
- What kind of supports were determinant for the development of a quality inclusive education for the students?
- Can the students participate in all the activities that are organised in the school, both in and outside the classroom?
- Is there collaboration between the ordinary classroom teachers and the professionals of the ASD classroom? If so, how is such collaboration?

Data Analysis

The transcripts of the interviews were initially analysed for an in-depth reading of the data. Inductive codes were then established, in order to make sense of the information collected. In this way, we developed an inductive coding system that facilitated the compression of the gathered data (Miles & Huberman, 1994). Table 2 shows the codes and subcodes that were used:

Table 2*Codes and Subcodes.*

Finally, all these codes and categories were incorporated into Nvivo 12 software to facilitate the handling of the information. To ensure the rigour of the analysis, all the information was analysed simultaneously by the two authors of the article and contrasted later with the third author. Moreover, all the interviewees used the same question guide to perform the interviews (Braun and Clarke, 2008).

Ethical Aspects

Active and written consent was obtained from all participants. All participants were requested to sign an informed consent in order to protect their rights, stating that participation in the study was voluntary, and that their privacy and confidentiality would be respected and guaranteed at all times. Transcriptions of the interviews were sent to all the participants so that they could verify them and make any necessary changes.

The real names of the participants do not appear in the results. The study was approved by the Ethics Committee of the University.

Results And Discussion

The results and discussion are grouped into three main themes: collaboration, attitudes and educational actions beyond the classroom. Both collaboration and attitudes were

specified according to the educational community agents involved: teachers, families and students.

Collaboration

Collaboration Between The Teachers Of The Ordinary And ASD Classrooms

Classroom Organization. The participants pointed out that the collaborative work of the teachers of the ordinary and ASD classrooms facilitates the creation of an inclusive school. Different collaboration areas were identified. Here we find the value of collaboration for the organisation of the educational scenario; it is a collaboration that takes place before carrying out the educational activity:

We worked with the tutor, so that he could do it later... It was more at the methodological level. It was all about methodology, time management and organisation of the materials, which was a little messy in the class. We were really lucky in this sense, because they were all collaborating teachers. PA3TR5P2M

Different studies highlight the value of the collaboration among teachers in the creation of an inclusive school (Harris et al., 2018), and specifically between ordinary classroom teachers and specialist teachers for the development of the curriculum (Domingo et al., 2016; Fernández-Blázquez & Echeita, 2018).

Personal Resources Or Supports In The Ordinary Classroom. Apart from collaborating in these aspects, the participants pointed out, as a facilitating element, the value of the work of support teachers in the ordinary classroom. Such work was considered a positive factor when it was aimed at the organisation of routines, socialisation or elements linked to the teaching of more curricular aspects, which is in line with previous studies (Clark & Crandall, 2009; Fernández-Blázquez & Echeita, 2018). This fact implies the perception by teachers of the work carried out inside the classroom as fundamental, as stated by one of the participants:

In the classroom, we can see many things, including what he or some of his classmates can improve. In this sense, we worked on those aspects, but the group required only little improvements; the student goes in the bus with one of his classmates, and he only talked about one topic, so we talked to him and explained that he tends to drive the conversation to his comfort zone, and supported him to make the effort to come out of it. PATR4CM

Collaboration between classroom teachers and support teachers has also been presented as valuable in previous studies (Simón et al., 2021), as well as the establishment of such collaboration from the characteristics of each student (Ravet, 2018). According to one of the participants, collaboration for the support of the teaching-learning process “depends, to some extent, on the characteristics of each student”:

Curricular support also depends to some extent, on the characteristics of each student. In this specific case, curricular support was provided both in his classroom and in the resource classroom. In his classroom, the explanations of the teachers were supported. That is, the support was mainly provided inside. It was a little bit like a parallel explanation: the teacher explained a content and gave a task to do; at that point, I saw whether or not he understood the explanation. I helped him checking on him to see whether or not he understood. If he did not understand, I explained it again to him; if he did, I helped him with whatever task he was doing. PA2TR5P2M

Collaboration Among Students

Peer Collaboration. The participants identified collaboration among students as a facilitator in the development of an inclusive school. Some participants underscored that such collaboration must be promoted by the teachers:

A child who works alongside a classmate will work better, regardless of their needs. I believe that, as a tutor, I must create situations, and I’m talking about equality:

situations and activities where everyone can reach what we wish for them, each with their own strengths and limitations, but ensuring that they are all part of a final product. It is fundamental to carry out activities where they depend on each other, so that they realise that they can all contribute something and that the leader is not always the one with the greatest knowledge, since having more knowledge or greater capacities does not make a person more valuable than another. PTR3CM

Previous studies also report on the need to promote and create peer support (Emam & Farrell, 2009; Frederickson et al., 2010; Lindsay et al., 2014). To establish a peer support relationship it is fundamental for support to be reciprocal and that those involved in such relationship live the experience of helping and being helped at different moments (Durán, 2018). In this sense, it is worth quoting the reflection of a teacher who stated that they were “training little therapists”. From this approach on peer support, we find a limited perspective about peer cooperation, in which the help is always provided in the same direction and in which certain children are not given the chance to help their classmates:

We are really training little therapists. They learn how to use the pictograms and what that child needs at a specific moment; for instance, he says “he is throwing a tantrum and he needs his ball; that calms him down” or “I think he needs to go to the bathroom and that’s why...”. PTR2CV

Collaboration With The Family. Frequent, bidirectional and close contact in different formal ways (e.g., meetings) and informal ways (e.g., mobile applications), empathy and the availability of teachers to inform the families about the aspects related to the day-to-day life of their children was identified as a facilitator by the participants. This relevance attributed by the participants to the relationship with the families is in line with previous findings (Makin et al., 2017; Larcombe et al., 2019). Some interviewees also identified the importance of agreeing

on the educational objectives, which has also been highlighted in other studies (Eldar et al., 2010).

With the families we have a lot of contact, interaction, empathy, and so, depending on each family, we have to work on different objectives. Indeed, the families are fundamental, that is, if we do not work with the families it is very difficult to work with the student, because, in the end, the student lives with his/her family. Thus, depending on how the family is, the intervention will be more or less direct, or apply one approach or another, and for that, we must know each family. PA4TR5P2M

Collaboration can also be observed from the more personalised accompaniment processes conducted by the teachers with the families, e.g., related to the expectations or perceptions about the development of their children. These accompaniment processes can contribute to the matching of the expectations of the families about the development of their children. The mismatching of the expectations has been identified as a difficulty in previous studies (Schultz et al, 2016; Eldar et al, 2010). In this research, one participant family had the chance to see the learning process of their girl along with all the students through photographs. Such photographs raised fears and concerns in these parents regarding the educational process of their daughter. This fact generated an exchange between the mother and the teacher, which allowed reflecting on the achievements attained by her daughter.

Attitudes Toward Inclusion

Attitudes Of The Teachers Toward Inclusion

Attitudes Of Teachers Regarding Inclusion. The attitudes of teachers toward inclusion were identified by the interviewees as fundamental. Teachers' attitudes are the basis for the involvement of the teachers of the ordinary classroom in the educational response to the students with ASD (Cassimos et al., 2015; Park & Chitiyo, 2011). For instance, the participants stated that their attitudes influence students toward inclusion:

With respect to the classmates, when the tutor transmits a positive attitude toward the children, students respond in the same way; similarly, when such attitude is negative, their response is also negative. PATR3PV

Keeping contact with students with ASD is pointed out in the literature as a valuable aspect in the transformation of attitudes (Segall & Campbell, 2012; Somma and Bennet, 2020). In this regard, one participant identified the contact with students with ASD as a fundamental experience to get involved in their educational response:

Some teachers may not be familiar with that situation, or would never come to face it, since we are not a specialised school, or for whatever reason. However, this school is highly sensitised, open and willing to know, learn and grow, because that is our day-to-day life, and that requires maximum collaboration. PTR2PV

Teacher training. Linked to this idea of contact, there are also new needs that emerge among teachers in the educational response to students with ASD. In this case, teachers highlight continuous training as an essential element to respond to the challenges of inclusion (Majoko, 2015). This need could be due to the perception of a lack of training (Makin et al., 2017; Ravet, 2018). The described idea appears to be associated with an attitude of openness to training:

Every time we get a new child we are in constant training, even if they have the same disability, as they are all different. It really leads us to be constantly training and searching for information and different ways of working [...], with the aim of getting good results and adapting the classroom. PTR2CV

Attitudes Of Students Toward Inclusion

The Attitudes Of The Classmates. The attitudes of the classmates play a very important role in the development of an inclusive school. The participants identified potential difficulties in the establishment of relationships. These ideas are in line with previous studies,

which underscore the lack of understanding and acceptance by the peers (McGillicuddy & O'Donnell, 2014; Majoko, 2015):

Throughout his academic journey, A.X. found more difficulties with his classmates, due to his way of interacting. In this regard, the direct intervention with the students was needed. We held meetings with his classmates, he explained what was going on... It was wonderful, because the rest of the students became more sensitive, understood him better and started coming to the resource classroom, and I'm in constant contact with them. PA3TR5P2M

Peer Training To Understand Diversity. The idea of teaching the rest of the students about diversity was highlighted by the participants, in agreement with previous studies (Lindsay et al., 2014), with a particular focus on giving a positive image of peers with disabilities (Di Maggio et al., 2021):

There were many conflicts, because he wanted to be all the time with his classmates, but he didn't know how to interact with them, and they didn't know the characteristics of this child. They said things like: "he is very annoying and we don't want to be with him..." All this child got was rejection. The first and second trimester, the counsellor gave a sensitisation training to the class, in the absence of this child, who was in the ASD classroom during that time. His classmates ended up crying after the speech and said that they wanted to apologise to him for the bad way in which they treated him, that they now understood why he behaved like that... The initiative and speech of the counsellor was beautiful. Then, this child came back to the classroom and everybody apologised to him. The next day, some children said that they felt horrible because they didn't know the difficulties that this child had. PA3TR5P2M

Students' mutual knowledge (knowing each other) comes from sharing previous experiences together. This is of great value in the development of positive attitudes of

students toward their classmates, as well as teachers toward students. Keeping contact with students with ASD facilitates the development of positive attitudes (Segall & Campbell, 2012).

Activities Beyond The Classroom

The explicit and purposeful participation of students in different school activities that are carried out beyond the classroom was identified by the interviewees as a valuable aspect. These situations were identified by the teachers in different educational scenarios: recess time, time between classes, the routes into and out of the school and trips, among others. They are identified as situations of great potential to improve the social skills of students with ASD and to contribute to favouring the relationships among students, which is in agreement with previous studies (Gutiérrez et al., 2007; Liesa et al., 2017; Nabors et al., 2001).

I believe that, in this high school, the time in the cafeteria and in the bus is as important as the recess time. That is, in all those spaces that are less regulated, more open, more chaotic. I want them to be comfortable. I want them to find their place in the school yard; I walk around to check on them, to see if they are alone or with a group of peers. From there, I begin to develop their protocol; for instance, if this kid is alone, let's sign him up for a workshop; if he is with other students, that's fine; if he gets lost in the way in and out, let's talk to the driver, because he might want a fixed pick-up point. The same goes for the cafeteria; I check if he eats well or not...

PA4TR5P2M

Conclusions

In this study, we aimed to contribute to understanding the advances in the development of the right to inclusive education. To this end, we gathered the voices of teachers (those from the ordinary classroom and those considered "support teachers") from regular schools that welcome students with ASD and which had a history of commitment to

the development of more inclusive policies, cultures and practices (Booth & Ainscow, 2015). This study allowed *visiting their reality* and perceiving their *pedagogical touch* (Korsgaard et al., 2018). Therefore, the obtained results are useful to every teacher who wishes to create an inclusive school. In agreement with the consideration of inclusive education as a process (UNESCO, 2017), this investigation identified strategies and resources that facilitate the learning and participation of students with ASD, as well as barriers that must be tackled to advance in this regard. Although these facilitators and barriers may vary among schools, the aim of this article is to show that it is possible to create classrooms that respond to the right of all students to an inclusive education, and that the key is to assume that this is a constant process of revision and improvement. As is shown by the obtained results, teachers are the drivers of inclusion. As stated by Ainscow & West (2006) and Korsgaard et al. (2018) there is extensive knowledge within the classrooms, which we aimed to demonstrate in this study, with the hope that others can learn from it. The limitations and future research lines of this study are related to the logic of amplitude and depth, respectively. Regarding amplitude, we highlighted the importance of gathering the voices of professionals committed to the development of more inclusive practices; however, we also identified the need to *expand the listening* to the voices of teachers who do not have such experience. This raises a possible future research line: to explore how to reach teachers with no experience in inclusive education in order to contribute to the transformation of their practice.

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