Towards Inclusive Education: Parental Perspectives on Autism Inclusion in Schools in Morocco

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Abstract

School inclusion for autistic children in Morocco is a crucial issue for ensuring educational equity. Despite the efforts made in recent years in the field of autism, many challenges remain.

The aim of this study is to investigate the educational experiences of parents of children with autism in Moroccan schools. It focuses specifically on parents of autistic children attending school in the two regions: Casablanca-Settat and Rabat-salé-kenitra, with a view to adapting educational programs to promote better social integration in more inclusive school environments.

This study adopts a mixed-methods research approach, combining qualitative and quantitative methods, including semi-structured interviews with parents of autistic children, questionnaires to assess their satisfaction, and direct observations of children in the school context, aiming to provide an in-depth understanding of school inclusion for autistic children in Morocco.

The results indicate a significant demand for adapting teaching methods for autistic children, as well as increased communication with the teaching team and better social integration. In addition, the level of acceptance of autism in Moroccan society is generally considered to be average or low, underlining the need for better care for autistic children.

It is recommended that autism awareness programs be strengthened in schools to promote better understanding and acceptance within the educational community.

Keywords: inclusive education, pedagogical approaches, school environment, social integration

1. Introduction

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder manifested by deficits in social communication, restricted interests and repetitive behaviors. (Hodges et al., 2020)

Autism is a complex and heterogeneous condition, and its expression varies from one individual to another. It is currently recognized as an autism spectrum disorder (ASD), encompassing clinical manifestations ranging from mild to severe. (American Psychiatric Association, 2013).

According to World Health Organization (WHO) estimates for 2021, around 1 in 160 children worldwide is estimated to have an autism spectrum disorder (ASD). However, it is important to note that these figures may vary from country to country due to differences in data collection methods and diagnostic criteria (WHO, 2021). In its latest edition, the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) uses a global approach to classifying autism spectrum disorder (ASD), bringing together what were once considered separate clinical entities, such as Asperger's Disorder, Autistic Disorder and Pervasive Developmental Disorder Not Otherwise Specified. (Fernandez et al., 2017).

Le DSM-5 introduced the concept of the dyad of impairment, recognizing that individuals with ASD often exhibit deficits in both social communication and restricted and repetitive behaviors. This framework helps understand the challenges individuals with ASD may face. Social communication deficits include difficulties in social interactions, nonverbal communication, and relationship development, while restricted and repetitive behaviors may manifest as

rigid routines, narrow interests, and stereotyped behaviors.

By introducing this dyad of impairment, the DSM-5 provides a crucial clinical guide for identifying and understandingthe core features of ASD, informing intervention and support approaches for affected individuals.

Autism care is a multidisciplinary field that encompasses a wide range of interventions to support individuals with thisneurodevelopmental disorder.

Scientific research continues to contribute to a better understanding of autism and improved educational and therapeutic management strategies for people affected by this disorder. Increased awareness of autism and early identification are essential factors in enabling early intervention and improved quality of life for autistic individuals and their families. (American Psychiatric Association,2013)

American Academy of Pediatrics (AAP) guidelines stress the importance of early and intensive intervention, with an emphasis on behavioral and educational interventions.

2. Literature Review

In the Moroccan educational context, inclusion is a fundamental concept that goes beyond the mere presence of students in regular classrooms. It embodies a profound commitment to equity, diversity, and individualized support for all learners, regardless of their backgrounds, abilities, or specific needs. Educational inclusion in Morocco is defined by universal access to quality education, the celebration of learner diversity, the creation of inclusive and respectful school environments, and collaboration among all stakeholders involved in the educational process. The ultimate goal of this approach is to ensure that every student has the opportunity to succeed academically, socially, and emotionally, fostering a sense of belonging and self-esteem within the educational community.

We acknowledge the importance of contextualizing educational inclusion in Morocco by highlighting the historical evolution of educating learners with ASD. Historically, faced with challenges such as stigma and lack of specialized support, education for individuals with ASD has gradually shifted towards more inclusive practices. This change, influenced by international factors, advocacy efforts, and government policies, reflects a growing commitment to providing equitable access to quality education for all learners, regardless of their specific needs. The manuscript revision integrates this historical perspective to provide a comprehensive understanding of the context of educational inclusion in Morocco.

Educational interventions play a fundamental role in the school inclusion of autistic children, offering support tailored to their specific needs. According to a study by Kasari et al (2013), interventions such as Applied Behavior Analysis (ABA), Pictogram Enhanced Communication (PECS) and Cognitive Behavioral Therapy (CBT) have shown positive effects on the development of social, communication and behavioral skills in children with autism. (Kasari, et al., 2013).

While educational strategies such as PECS are crucial for improving communication and interaction skills in children with ASD, it's important to recognize the significance of sensory support in their education. In addition to traditional methods, low-sensory environments and sensory rooms can play a vital role in creating an optimal educational environment. These spaces provide children with the opportunity to regulate their sensory experiences, manage sensory overload, and fully engage in their learning. Integrating these features into educational programs for children with ASD can enhance their overall well-being and their ability to actively participate in their education.The problems associated with educating children with autism are a complex challenge for educators and parents alike"(Jebur, et al., 2022).

Enrolling autistic children in mainstream schools is a crucial aspect of educational inclusion. It is the subject of controversy among researchers, education professionals and community groups alike. (Poirier et al., 2005)

The problem of integrating autistic children into mainstream classes lies in the lack of resources and support, difficulties in communication and social interaction, and the need for specific pedagogical adaptations. (Mirenda, 2003).

Various studies on teachers' perceptions of the integration of students with autism spectrum disorder (ASD) into mainstream schools come to a common conclusion. These studies indicate that communication and social interaction difficulties among these students could hinder their integration into the mainstream classroom under current conditions of reception and inclusion policies. In addition, the results show that teachers feel helpless in the face of the large numberof students with special needs in their classrooms (Stack, Symonds, & Kinsella, 2021).

The literature reports three types of schooling for children with PDD: school integration, school inclusion and

mainstreaming. Integration is strongly linked to the concept of repair, implying a punctual passage from an environmentof segregation to one of normalization.

The idea of schooling children with disabilities is the fruit of a long process that has its roots in the education of the "wild child" of Aveyron, undertaken by Jean Itard, in contrast to the nihilistic educational approach expressed at the time by Philippe Pinel. (Santana et al., 2020).

In practice, this means that the inclusion of learners with ASD in mainstream schools in Morocco is based on values of equality, respect, and recognition of the dignity of each individual. This approach acknowledges that every child, regardless of their differences, has the right to quality education and the opportunity to fully participate in school and social life.

Today, many countries recognize the importance of providing educational opportunities for autistic children within mainstream schools.

This approach has several major advantages: it aims to enable autistic children to take an active part in school life, developtheir social skills, and integrate into typical environments.

Including students with autism in the mainstream classroom can help reduce the stigma associated with autism, while enabling students to learn to communicate appropriately with one another. (Corneau et al., 2014)

Including students with ASD in school improves understanding of their characteristics as manifested in behavior consistent with diagnosis. (de Lajonquière, 2020)

Several studies also emphasize that social inclusion is essential for the overall development of students with autism. They note that interactions with typically developed peers provide autistic students with opportunities for social learning, self-expression and active participation in school life. (Travers et al., 2010).

Three specific interventions for increasing independence in people with ASD have been examined: daily living skills training, social skills training and self-management training (Humeet al., 2009). Current conditions offer great flexibility in schooling arrangements, thanks to the cooperation of all those involved, rigorous monitoring of school inclusion projects and effective collaboration between parents and professionals (Hameury et al., 2006).

However, the schooling of children with ASD presents various challenges, including the specific educational needs of the students, the difficulties and needs of the parents and professionals involved, and the disparities between ministerial orientations and the reality on the ground (Milan et al., 2023). The inclusion of children with ASD in mainstream schools presents complex challenges, ranging from social interaction to communication, cognitive inflexibility, and sensory sensitivities. These challenges require a comprehensive approach that recognizes the diversity of students' needs and promotes an inclusive educational environment for their development.

To achieve this, it is essential that educators receive appropriate training to better understand the specific needs of children with autism, in order to facilitate their learning and create an inclusive and supportive learning environment. Additional supports may be required, such as educational assistants, individualized inclusion plans and rehabilitation services, to help autistic children overcome the difficulties they may face, other devices and environments may also be necessary to support autistic children in their education. This can include augmentative and alternative communication devices, assistive technologies, low-sensory environments such as sensory rooms, as well as other environmental and technological adaptations to meet the specific needs of autistic children.

The importance of an inclusive school climate, where all students are encouraged to cooperate and support their peers. Teachers play a crucial role in creating this positive environment, promoting positive interactions between students and ensuring that students with ASD are meaningfully integrated into classroom social activities (White et al., 2020). Despite the significant advances that have been made in the enrolment of autistic children in mainstream schools, more needs to be done to ensure true inclusion, enabling every autistic child to benefit from adequate support and quality education to reach their full potential. There are still challenges to be met, such as the generalization of the skills acquired in real, natural contexts, and the long-term sustainability of the positive effects. (CAPPE et al., 2021)

The inclusion of special-needs pupils in school is made possible by collaboration between different stakeholders, taking into account the complexity of the situation and the individual needs of the child (Geurtset al., 2022).

What's more, research has shown that including students with ASD in school improves understanding of their characteristics as manifested in their behavior, in line with the diagnosis.

School inclusion for autistic children in Morocco is an emerging issue in the field of education. Although progress

has been made in our country, obstacles still persist.

Raising awareness of autism, training teachers and implementing inclusive education policies are essential factors in ensuring quality, equitable education for all children, whatever their differences.

Furthermore, parents who are actively involved in their children's school life, such as helping with homework, communicating with teachers and attending school meetings, have children who generally achieve better academic results. Moreover, parental involvement is associated with better motivation in children to succeed academically (Baker et al., 2008).

Everyday life offers an environment rich in informal learning opportunities for children, especially those with special needs such as children with atypical development or disabilities (Dunst et al., 2000), daily life can present challenges and obstacles for children with special needs, particularly those with atypical development or disabilities. These challenges may include difficulties related to accessing inclusive environments, navigating complex social interactions, requiring support and accommodations, as well as facing barriers to autonomy and social participation.

In the context of school inclusion for children with autism, it presents a variety of challenges, including educational and social ones. Studies, such as that conducted by (Kasari et al., 2012) highlight the challenge of adapting teaching methods to meet the individual needs of children with autism in inclusive environments. Communication difficulties, a crucial aspect of inclusion, are addressed by research such as that by (Humphrey and Lewis, 2008) highlighting the need for effective communication between teachers, peers and children with autism. In addition, research indicates that insufficient awareness among teaching staff is a major obstacle to successful integration (Simpson et al., 2009). In addition, the need for specialized training for teachers and the lack of appropriate resources in schools have been highlighted in studies such as that by Hebron and Humphrey (Crane et al., 2016). These challenges underscore the importance of individualized educational strategies, awareness and ongoing training to create truly inclusive educational environments for children with autism.

Studies have shown that the success of school inclusion for children with autism depends largely on collaboration between teachers, parents and healthcare professionals (McLeskey et al., 2002). This collaboration strengthens the individualization of educational approaches, creating an environment more conducive to the learning and development of autistic childrenwithin inclusive educational contexts.

This article aims to explore the experiences and challenges faced by parents of autistic children in relation to educational provision within schools in Morocco. It focuses in particular on parents of autistic children attending schools in 2 regions of Morocco, with the aim of adapting educational programs to foster better social integration within more inclusive schoolenvironments.

Through this study, we will attempt to answer the following questions:

- What are the experiences of parents of autistic children regarding educational provision within school in Morocco?

- What challenges do parents face when including their autistic children in elementary school in the Casablanca-Settatregion?

- What are parents' perceptions of the quality of educational provision for their autistic children in mainstream schools?

3. Method

3.1 Study Design and Environment

This study adopts a research approach combining qualitative and quantitative methods to address our problematic on the educational inclusion of autistic children in elementary school in Morocco and explore parents' experiences.

We selected parents in the Casablanca-Settat and Rabat-salé-kénitra regions to obtain data on their perceptions and the challenges they face in providing educational care for their children. We took into account criteria such as children's age, level of education, diagnosis and other relevant factors to broaden the scope of the results.

These regions were chosen because they represent diverse socio-economic backgrounds and educational settings, offering insights into both urban and rural contexts.

Additionally, these regions have significant population densities, which may highlight unique challenges or effective practices that could inform educational policies and practices across the country. We took into account criteria such as children's age, level of education, diagnosis, and other relevant factors to broaden the scope of the results and

ensure acomprehensive understanding of the issues related to educational inclusion for autistic children in Morocco.

3.2 Instruments

3.2.1 Interviews

We followed a pre-established interview guide, taking care to establish a climate of trust with parents in order to collect data carefully.

These interviews enabled us to discover the experiences of parents of autistic children attending elementary school in the Casablanca-Settat region and the challenges they face in the process of school inclusion for their children, as well as their perceptions of the quality of the educational approaches offered while remaining open and letting participants express themselves freely about their concerns.

3.2.2 Questionnaires

On the other hand, the use of questionnaires enabled us to measure parents' level of satisfaction with the educational services offered, as well as to learn about the challenges encountered in the inclusion process.

In summary, the qualitative methodology will provide an in-depth understanding of parents' perceptions and lived realities regarding their children's educational inclusion, while the quantitative questionnaires will complement this approach by providing quantifiable data that can be used to support the qualitative findings.

Using these two instruments, the study will seek to obtain a comprehensive and nuanced perspective on the school inclusion of autistic children in Morocco, thus contributing to the improvement of educational practices for better social and educational integration for these children.

3.2.3 Direct Observations

We completed our study by observing autistic children in the school context, in order to gather additional information on their social interactions and their adaptation to the school environment.

Direct observations can also reveal specific behaviors of autistic children that might not be reported as accurately by the other instruments used.

4. Results

In this section, we will present the results of each question from the questionnaire. For each question, we analyzed the responses and summarized them to highlight the trends and key findings.
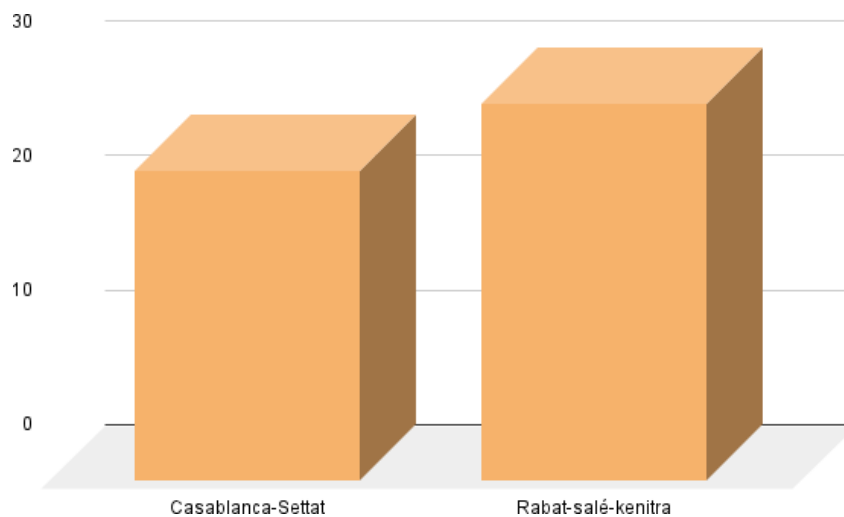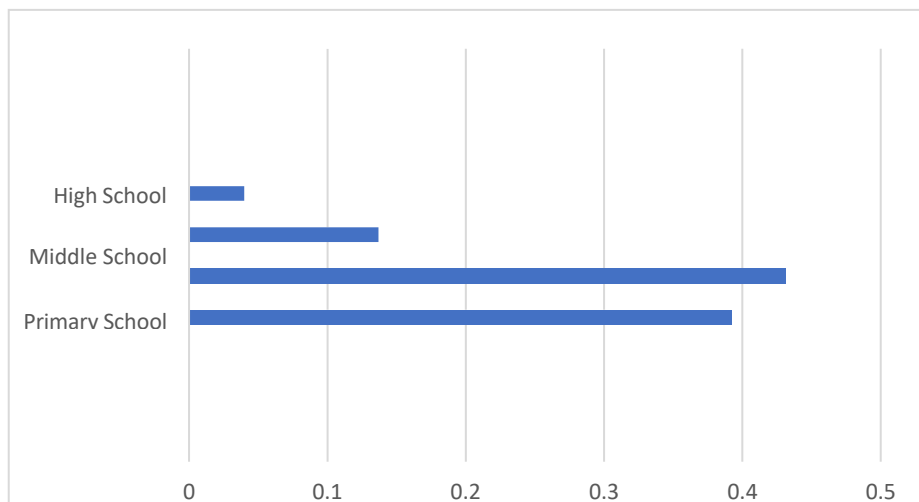

Figure 1. What is Your Region of Residence in Morocco?

The graph shows the responses to the questionnaire, with 23 participants from Casablanca-Settat and 28 from the Rabat- Salé-Kénitra region.
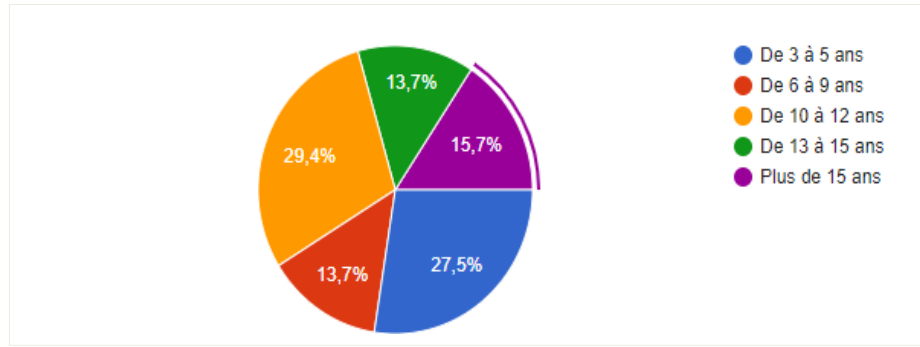
Figure 2. How Old is Your Autistic Child or One You Are Close to?

The 10-12 age group predominates, perhaps suggesting a particular prevalence of autism in this age group.


Figure 3. What Is the Educational Level of Your Autistic Child?

The graph shows a marked trend in the educational level of autistic children, with a high percentage having an educational level at primary school, closely followed by those at nursery school.
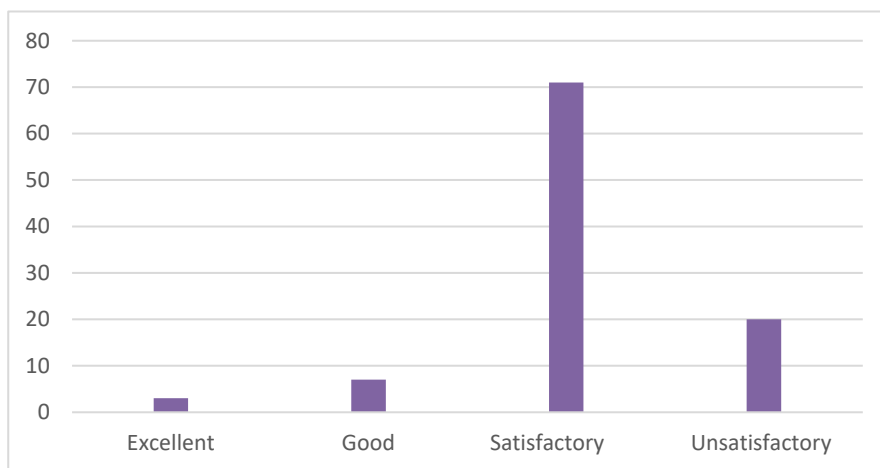

Figure 4. How Would You Rate the Quality of Teaching and Educational Support Received by Your Autistic Child at School?

The graph reveals a marked predominance of responses attributing an "satisfactory" rating to the quality of teaching and pedagogical support for autistic children at school.
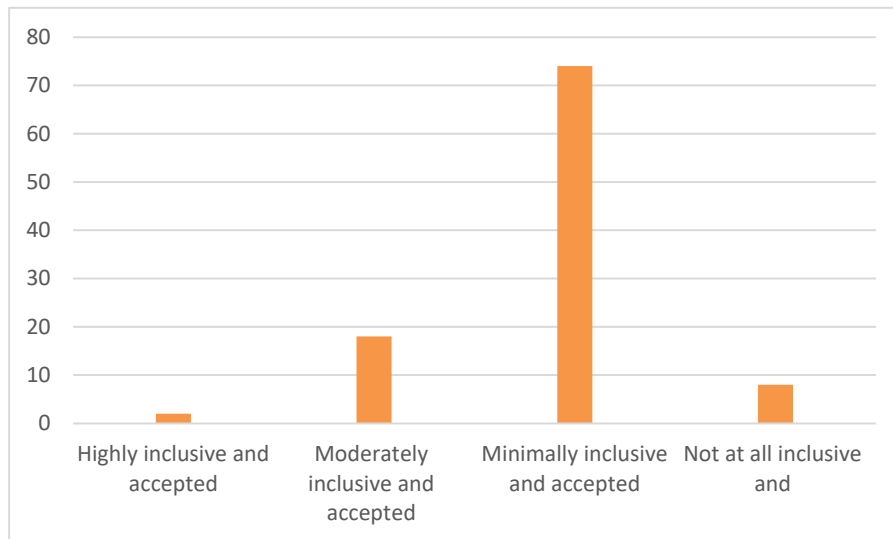
Figure 5. How Included and Accepted Does Your Autistic Child Feel by Their Peers in the Classroom?

The graph highlights a significant predominance of responses indicating that parents feel their autistic child feels "not very included and accepted" among classmates.
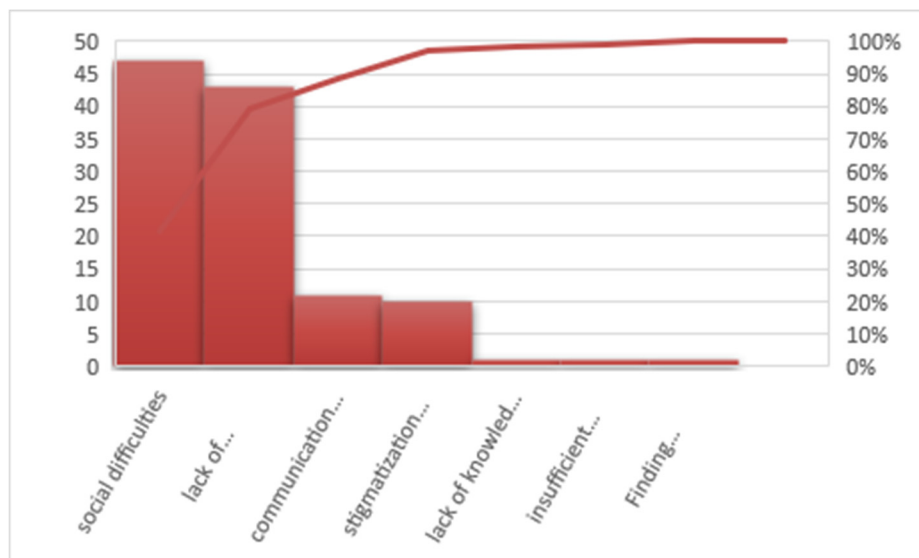

Figure 6. What Are the Main Challenges You Face When Including Your Autistic Child in School?

The graph highlights that the largest percentage of responses identified "lack of educational support" and "communication difficulties" as the main challenges when integrating autistic children into school.
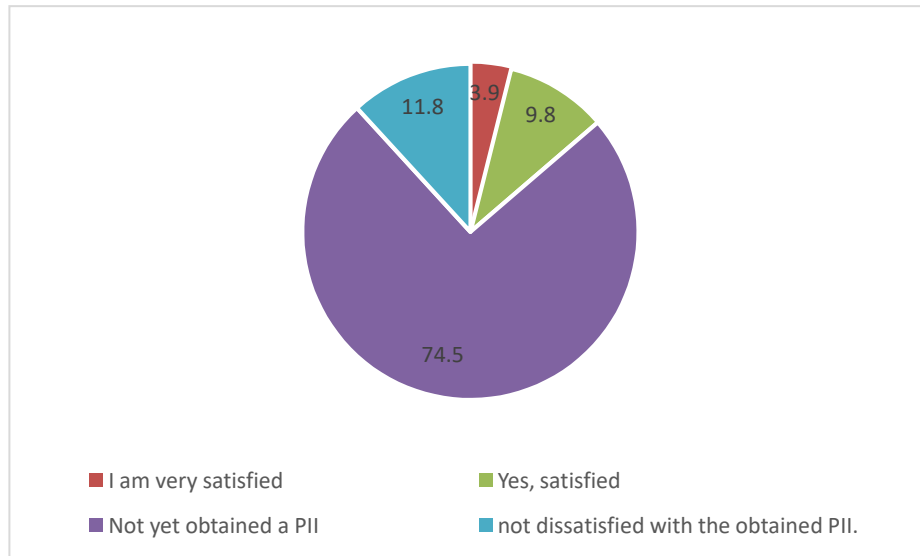
Figure 7. Have You Benefited from an Individualized Inclusion Plan (IIP)for Your Autistic Child? If Yes, Are You Satisfied with It?

The graph shows that the highest percentage of responses was "no, not yet obtained" regarding the benefit of an Individualized Inclusion Plan (IIP) for children with autism.
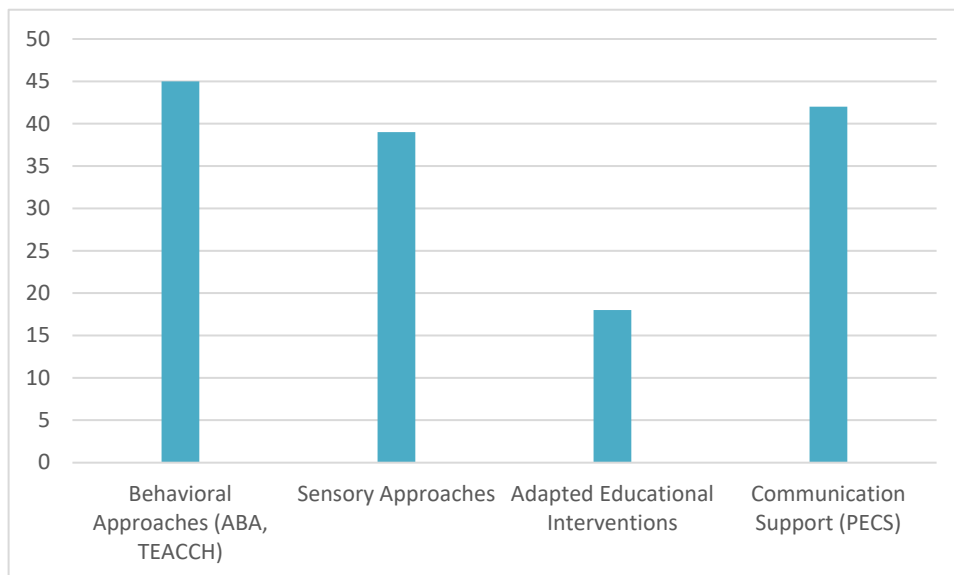
Figure 8. What Types of Educational Interventions Have Been Offered to Your Autistic Child to Help with Their Learning and Development?

The graph reveals that the types of educational intervention most frequently offered to children with autism are "behavioral approaches" such as ABA (Applied Behavior Analysis), "TEACCH", etc., as well as "sensory approaches" and "PECs" (Picture Exchange Communication Systems).
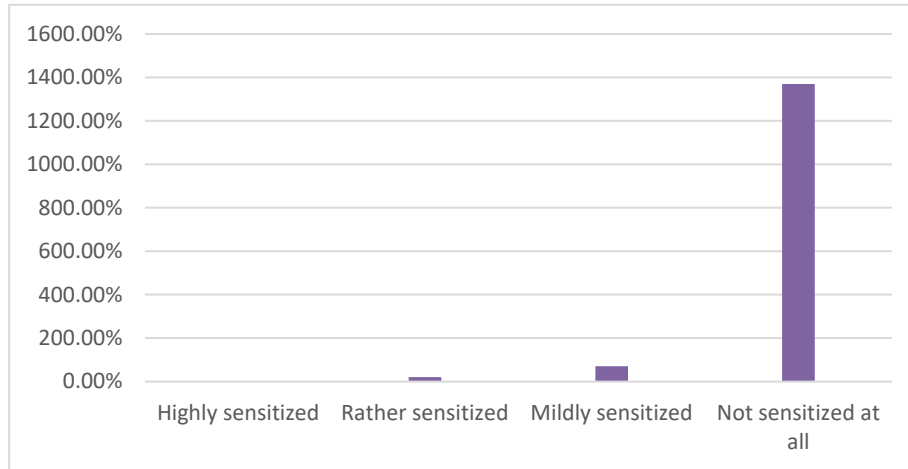
Figure 9. How Do You Assess the Level of Awareness of Teachers and Educational Staff about Autism?

The graph highlights a marked predominance of responses indicating that teachers' and educational staff's level ofautism awareness is "low awareness".
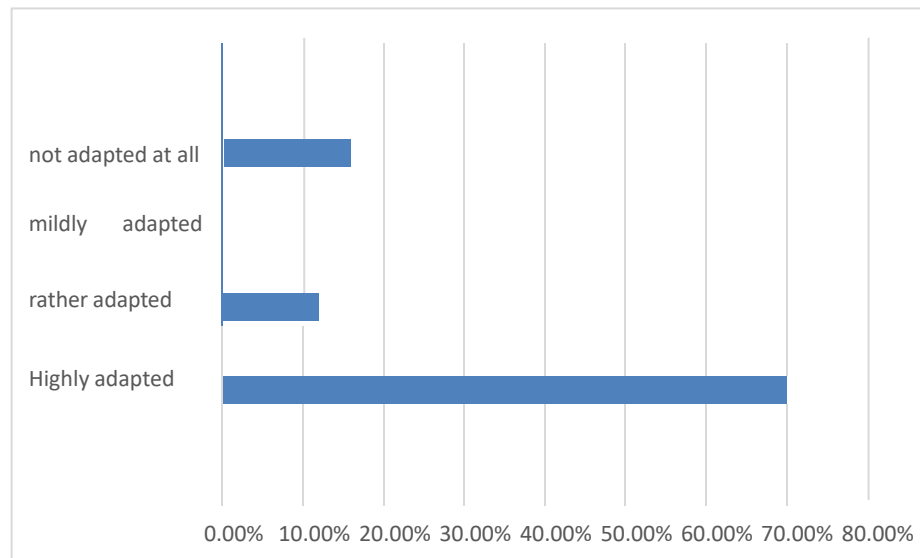

Figure 10. To What Extent Are Teaching Methods and Educational Resourcesadapted to the Specific Needs of Your Autistic Child?

The graph highlights a significant percentage of responses indicating that teaching methods and educational resources are "poorly adapted" to the specific needs of children with autism.
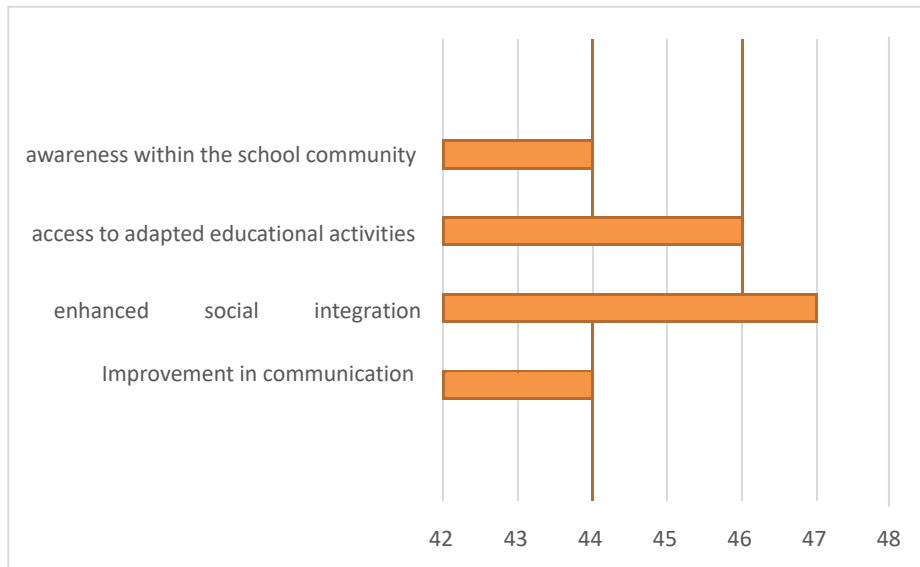
Figure 11. What Are Your Expectations Regarding the EducationalInclusion of Your Autistic Child?

The graph suggests that the majority of respondents have high expectations in terms of school integration for their autistic child. Key expectations include "better social integration", access to "adapted educational activities", as well as"improved communication" and "awareness of the school community".
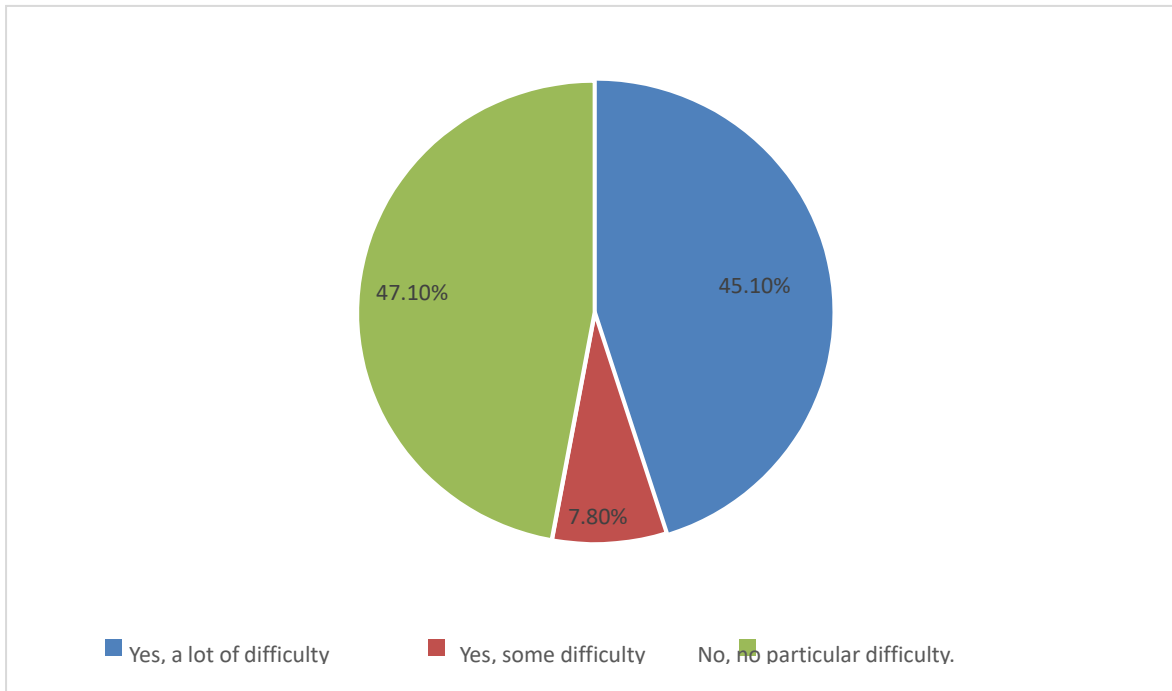
**Figure 12.** Have You Had Difficulty Obtaining Rehabilitation Servicesor Additional Supports for Your Autistic Child?

The graph shows that the largest percentage of responses were in the "no, no difficulty" category in obtaining rehabilitation services or additional aids for autistic children. However, a significant proportion report "a lot of difficulty".
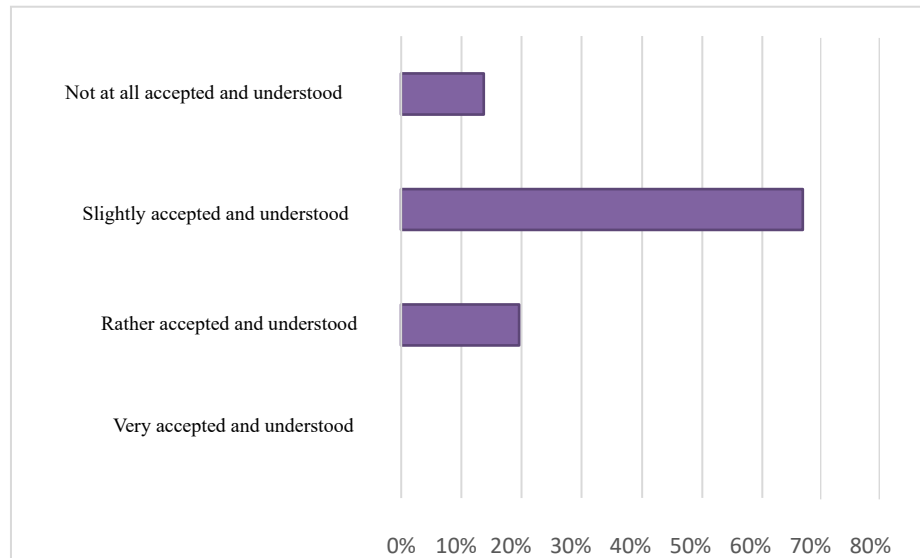
Figure 13. How Do You Perceive the Level of Acceptance and Understanding of Autism in Moroccan Society?

The general perception among respondents suggests that the level of acceptance and understanding of autism in Moroccan society is perceived as "little accepted and understood".
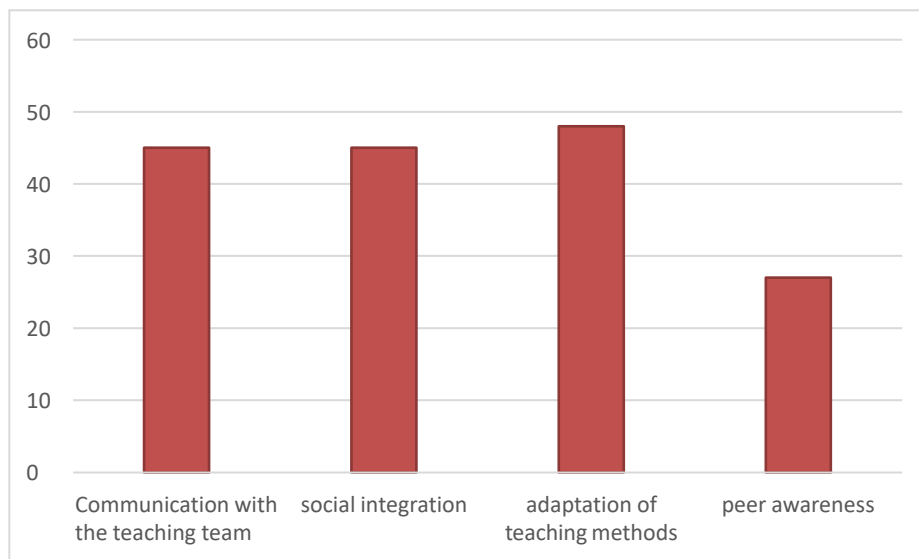
Figure 14. Are There Specific Aspects of the Educational Care of Your Autistic Child That You Would Like to See Improved?

The graph shows that the highest percentage of responses concerned "adapting teaching methods". An equal percentage of responses concerned "communication with the teaching team" and "social integration".

5. Discussion

The results highlight various areas where improvements are needed to enhance the educational support provided to autistic children. Parents expressed a desire for better adaptation of teaching methods, improved communication with the teaching team, and increased social integration for their children. These findings underscore the importance of addressing these specific areas to optimize the educational experience and outcomes of children with autism. By focusing on these aspects, educators and policymakers can work towards creating more inclusive and supportive

environments that meet the diverse needs of autistic children, ultimately fostering their academic, social, and emotional development.

According to the study conducted by Ashbaugh, Koegel, and Koegel (2017), titled "Increasing Social Integration for College Students with Autism Spectrum Disorder" and published in the Behavioral Development Bulletin, the implementation of a structured social planning intervention led to significant improvements in social integration among college students with Autism Spectrum Disorder (ASD). This intervention involved weekly meetings to plan social activities tailored to the interests of the students with ASD, enhance organizational skills, and target specific social skills. Additionally, each participant was paired with a peer mentor for support during social activities. The results indicated a notable increase in community-based social events, extracurricular activities, and peer interactions following the intervention. Moreover, participants experienced enhancements in academic performance and overall satisfaction with their college experience. These findings highlight the effectiveness of specialized interventions in facilitating social integration and academic success for college students with ASD.

The discussion provides a comprehensive analysis of the results of the study on the school inclusion of autistic children in two regions of Morocco. It highlights several key points regarding the educational inclusion of autistic children in the country.

Firstly, the results underscore the crucial importance of autism awareness for genuine school inclusion. Parents emphasized the significance of raising public awareness about autism to promote better understanding and acceptance of autistic children in Moroccan society. This would help reduce the stigma associated with autism and facilitate better social integration of autistic children in mainstream schools.

Secondly, parents expressed satisfaction with the teaching and educational support their autistic children received at school. However, they also reported specific challenges, including communication and social interaction difficulties, which can hinder their children's inclusion in regular classrooms. Therefore, it is essential to train teachers to better understand the specific needs of autistic children and to adapt teaching methods accordingly.

Thirdly, the study revealed that while some parents benefited from an Individualized Inclusion Plan (IIP) for their autistic children, their satisfaction levels varied. This underscores the importance of providing high-quality, personalized IIPs for each autistic child to ensure effective educational care.

In terms of educational interventions, parents reported various approaches offered to help their autistic children in learning and development. It is crucial to continue exploring and implementing effective educational approaches to meet the specific needs of autistic children and promote their inclusion in school.

The study also highlighted the importance of teachers' perceptions of autism. Increased awareness of autism among teachers and educational staff is essential to creating open, welcoming, and inclusive educational environments for all children.

Lastly, the study results underscored certain challenges in accessing rehabilitation services and additional supports for autistic children. Therefore, it is crucial to strengthen support systems and facilitate access to the services needed to ensure comprehensive educational care for every autistic child.

In conclusion, the findings of this study offer valuable insights into the educational inclusion of autistic children in two regions of Morocco. The collected data provide a better understanding of the experiences and challenges faced by parents, emphasizing the importance of continuing to promote inclusive school environments tailored to the specific needs of autistic children. These findings can serve as a basis for developing more effective educational strategies and policies aimed at fully supporting the school inclusion of autistic children in Morocco.

The findings of this study on the school inclusion of autistic children in Morocco offer important insights that can be compared to previous research conducted in other contexts. The challenges reported by parents, such as communication difficulties, social interaction barriers, and the need for specific teacher training, reflect common themes in previous literature on autism and school inclusion. Additionally, the variations in the quality and effectiveness of individualized inclusion plans reported by some parents correspond to the disparities observed in the implementation of these plans in other studies. Furthermore, the results regarding educational interventions and support strategies for autistic children also align with previous findings on the importance of individualized educational programs and adapted teaching methods. Together, these findings underscore the need to leverage existing knowledge on autism and inclusive education while taking into account the specificities of each national context.

To address the mentioned issues, it is recommended to:

- o Revise and standardize the presentation of citations in the text to ensure consistency.

- o Expand paragraphs to deepen the discussion and improve text fluency.

- o Review the study title to accurately reflect the content, focusing on inclusion rather than integration.

- o Broaden autism awareness in Moroccan society through national campaigns.

- o Implement specialized training programs for teachers on autism.

- o Enhance communication and collaboration among stakeholders involved in the educational care of autisticchildren.

- o Improve access to rehabilitation services and additional supports for autistic children.

- o Continue supporting research on effective educational interventions for autistic children.

- o Include autistic children in the decision-making process regarding their educational care.

By adopting these recommendations, it is possible to strengthen the school inclusion of autistic children in Morocco andprovide them with a quality education, thereby promoting their personal fulfillment and social integration.

6. Conclusion

Following the discussion of the results of the study on the school inclusion of children with autism in the Casablanca- Settat region, several perspectives and recommendations can be formulated to improve the educational care of childrenwith autism in Morocco.

Raising Awareness of Autism: Nationwide autism awareness campaigns are essential to promote a better understanding and acceptance of autism in Moroccan society. This will help reduce the stigma associated with autism and promote more effective inclusion of autistic children in mainstream schools.

Developing Training Programs for Teachers: The results of the study underline the importance of training teachers to better understand the specific needs of children with autism and adapt their teaching methods accordingly. Specialized training programs on autism should be developed and integrated into initial and in-service teacher training.

Fostering Collaboration Between Parents and Professionals: It is crucial to establish close communication and collaboration between parents, teachers, healthcare professionals, and others involved in the educational care of autistic children. This will enable us to better respond to the individual needs of each child and ensure comprehensive, coherentcare.

Improving Access to Rehabilitation and Support Services: Families need easier access to rehabilitation services and complementary support, such as speech therapists, psychologists, and occupational therapists. Comprehensive, multidisciplinary care is essential to promote the overall development of children with autism.

Promoting Research into Educational Interventions: It is important to continue supporting research into effective educational interventions for children with autism. Innovative, evidence-based approaches need to be developed and implemented to meet the specific needs of autistic children and promote their inclusion in school.

Involving Children with Autism in Decision-Making: It is crucial to include children with autism in decision-making concerning their educational care. Their perspectives and voices must be heard and taken into account to ensure a trulychild-centered approach.

The care of children with autism is a complex subject that aims to provide comprehensive support tailored to the specific needs of each child. It encompasses a combination of educational, therapeutic, and medical interventions to foster the child's overall development and improve social, communicative, and behavioral skills to help them thrive in their environment.

In addition, the care of autistic children may also include drug treatments to manage certain symptoms or health problemslinked to autism spectrum disorder for the child's well-being.

Early detection plays a crucial role in the care of autistic children. The earlier children receive care adapted to their needs, the greater the chances of improving their overall development, thus promoting their social and educational inclusion.

Educational interventions play a central role in the care of autistic children, offering solutions adapted to the particular challenges they face in their learning and development. They aim to promote school inclusion by adapting educational environments and teaching methods to meet the individual needs of each child.

The classification of autism spectrum disorders (ASD) used by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) reflects an improved understanding of autism, which in turn promotes effective educational care andthe adaptation of school programs to meet the specific needs of these children.

Regarding the importance of teachers' perspectives, it is indeed crucial to consider not only the perspectives and attitudes of teachers but also those of society as a whole in the context of Morocco. Teachers' understanding, acceptance, and support play a significant role in facilitating the inclusion and success of autistic children in schools. Additionally, societal attitudes and perceptions towards autism can influence the level of support and acceptance that autistic individuals receive within their communities and educational settings. Therefore, promoting positive attitudes, awareness, and acceptance of autism at both the individual and societal levels is essential for creating inclusive environments and fostering the well-being of autistic children in Morocco.

In conclusion, this study highlights the importance of creating inclusive school environments to encourage the development of autistic children in Morocco. It emphasizes the significance of promoting open, welcoming, and inclusive school environments for all children, regardless of their differences. Based on the results of this research, concrete steps can be taken to improve the inclusion of autistic children in Moroccan schools, offering them a quality education that fosters their personal development and facilitates their social integration.

Progress in the educational inclusion of autistic children in mainstream schools in Morocco is undeniable, but obstacles still persist, both in terms of teachers' perceptions and the special needs of pupils and their parents. The results obtained will enable education officials, educators, health professionals, and parents to develop effective inclusion strategies and programs better adapted to the specific needs of these autistic children, supporting them in their educational journey and contributing to increasing public awareness of autism and promoting a better understanding and acceptance of autistic children in Moroccan society.

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