

Experiences and Attitudes Towards the Inclusion of Children with Autism Spectrum Disorder

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Abstract

Inclusion of children with Autism Spectrum Disorder (ASD) is a challenge in modern education, and its success depends on the attitudes of teachers, teaching assistants, parents and typically developing students in the classroom. This paper analyzes existing research to identify factors that shape the said stakeholders' perception of inclusion, relying on Bronfenbrenner's ecological theory, which emphasizes the interrelation between the individual and their environment. A narrative synthesis of 34 studies from Croatian and international literature was conducted, selected based on the criteria of relevance, empirical foundation and contextual adaptability. The results show that teachers with more education and experience exhibit more positive attitudes, while assistants are not often professionally trained, and they are rarely involved in lesson planning. Parents support inclusion but are concerned about the lack of adaptations and communication with teachers. Students without disabilities often have neutral or negative attitudes, but peer programs can improve them. In conclusion, improving inclusive practices requires professional development for teachers, clearer definition of assistants' roles and better collaboration among all stakeholders.

Key words: attitudes; different perspectives; education; inclusion; students with ASD

Introduction

The inclusion of children with Autism Spectrum Disorder (ASD) in regular school classrooms has become a key topic in contemporary education, allowing them to participate in social and academic activities within an inclusive, mainstream environment. According to Bronfenbrenner's ecological systems theory (1986), a child's development is shaped by interactions between their personal

characteristics and environment, with the microsystem (family, school, kindergarten) and mesosystem (their interconnections) exerting the strongest influence on development. The exosystem includes the extended family, friends, neighborhood and media, while the macrosystem encompasses cultural values and ideology, which indirectly shape the child's surroundings.

In the past, children with ASD were often placed in specialized institutions for children with intellectual disabilities, based on the assumption that they were uneducable (Bouillet, 2010). Contemporary research has led to a shift in this perception and increased awareness of the harmful effects of segregation (Zrilić, 2011). Children with disabilities who are excluded from mainstream education have fewer opportunities to develop communication and social skills, while their peers simultaneously miss the chance to learn about acceptance and diversity, potentially fostering prejudice.

Contemporary educational systems emphasize the inclusion of children with disabilities, including children with ASD, in mainstream schools and preschool institutions. Through the adaptation of didactic and methodological approaches, efforts are made to ensure their active participation in all aspects of the educational process (Bouillet, 2010). The goal is for students to be active participants in lessons rather than passive recipients of information. However, despite the advantages of inclusion, its implementation presents significant challenges for all stakeholders in the educational process.

This paper analyzes the attitudes and experiences of key actors in inclusion—teachers, professional associates, teaching assistants, parents, and peers—regarding the inclusion of children with ASD into the mainstream school system. A literature review aims to provide a deeper insight into the current situation, identify effective strategies and highlight areas requiring further development. Special emphasis is placed on attitudes, as they can significantly impact the success of inclusion. Attitudes are defined as stable organizations of positive or negative evaluations, emotions and behavioural tendencies toward a person, object or idea (Aronson et al., 2002). Their analysis allows for a better understanding of how key stakeholders perceive inclusion and the factors that influence it.

To avoid bias, the analysis also includes studies that highlight the challenges of inclusion. While some studies emphasize positive outcomes, such as the development of social skills and tolerance among peers, others point to issues such as inadequate teacher preparedness or feelings of exclusion among children with ASD. This diversity of findings underscores the importance of a critical and balanced review of the literature.

This paper explores the attitudes and experiences of teachers, professional associates, teaching assistants, parents and peers regarding the inclusion of students with ASD, the factors that shape these perspectives and the most effective strategies for improving inclusion. The analysis of selected studies provides an overview of existing knowledge and challenges while identifying guidelines for enhancing inclusive practices.

Methodology

This paper provides a comprehensive analysis of research on the attitudes and experiences of teachers, teaching assistants, parents and peers of students with ASD. The review includes a synthesis of key findings from recent and relevant studies retrieved from academic databases, considering both original research and select review articles.

The analysis is based on a narrative synthesis of 33 studies: 11 on teachers' attitudes, 7 on teaching assistants, 9 on parents and 6 on peers of students with ASD. Studies were selected based on the criteria of relevance, empirical foundation and focus on the inclusion of students with ASD. Research employing both qualitative and quantitative methods was included, with special attention given to their methodological characteristics and potential limitations.

Data were analyzed through thematic categorization of the attitudes and experiences of key stakeholders, identifying common patterns, challenges, and recommendations for improving inclusive practices. Results are presented in tabular form to facilitate comparison of the findings and highlight differences among the used research approaches.

This systematic approach enables the identification of key patterns in participants' attitudes and highlights challenges and guidelines for future research and educational practice.

Results

Teachers' experiences and attitudes toward the inclusion of students with ASD

As noted by Kourkoutas and Tsiampoura (2011; as cited in Kourkoutas et al., 2012), children with developmental difficulties who struggle with communication and expressing their needs and expectations within family and educational settings face a heightened risk of rejection. The findings of relevant studies presented below indicate that such risks are present within the education system, not only through exclusion by peers but also through unfavorable attitudes from teachers.

To better understand teachers' attitudes toward the inclusion of students with ASD, the following section provides a list of relevant studies along with a brief overview of their key findings (Table 1).

A review of previous research indicates that teachers' attitudes toward the inclusion of students with ASD vary depending on multiple factors. While some studies report predominantly positive attitudes (Alexandri et al., 2011; 2017; Garrad et al., 2019), others suggest neutral or negative attitudes (Chung et al., 2015; Gómez-Marí et al., 2022). Key predictors include students' behavioural difficulties (Jury et al., 2021b), the level of knowledge and professional training (Gómez-Marí et al., 2022; Wittwer et al., 2023), prior experience in working with students with ASD (Alexandri et al., 2017; Wittwer et al., 2023), teachers' self-efficacy (Russell et al., 2022; Wittwer et al., 2023) and the availability of resources and support (Majoko, 2018; Lindsay et al., 2013).

Table 1
Reviewed Studies on Teachers' Experiences and Attitudes Toward the Inclusion of Students with ASD

Source	Type of Institution	Methodology	Sample Size	Country	Key Findings
Alexandri et al. (2017)	Schools and kindergartens	Quantitative	20 teachers and 38 preschool educators	Greece	Positive attitudes toward inclusion with specialist support. Experience and tenure with ASD are important factors.
Cassady (2011)	Mainstream schools	Quantitative	25	USA	More positive attitudes toward students with ASD than those with emotional-behavioural difficulties.
Chung et al. (2015)	Mainstream schools	Quantitative	234	USA	More negative attitudes toward students with ASD unless trained to work with them.
Garrad et al. (2019)	Primary schools	Quantitative	107	Australia	Teachers' attitudes toward inclusion of students with ASD are positive. No significant practical correlation between experience/training and attitudes.
Gómez-Marí et al. (2022)	Mainstream schools	Systematic review	4,566 teachers from 16 studies	13 countries	Mixed attitudes toward students with ASD: positive, negative and neutral. Key attitude-shaping factors: knowledge, experience, training and gender.
Jury et al. (2021a)	Primary and secondary schools	Quantitative	351	France	Less positive attitudes toward students with ASD among both general teachers and special education teachers.
Jury et al. (2021b)	Primary and secondary schools	Quantitative	1,064	France	Behavioural difficulties are a key factor in teachers' negative attitudes toward the inclusion of students with ASD.
Lindsay et al. (2013)	Primary schools	Qualitative	13	Canada	Lack of ASD knowledge and insufficient resources hinder inclusion.
Majoko (2018)	Primary schools	Qualitative	24	Zimbabwe	Teachers feel insecure due to inadequate preparation but have positive attitudes due to a sense of moral obligation.
Russell et al. (2022)	Primary and secondary schools	Systematic review	3,247 teachers from 13 studies	9 countries	Most studies indicate positive attitudes toward inclusion. Teachers' self-efficacy and students' social and behavioural skills correlate with positive attitudes, while findings on the impact of teacher training are mixed.
Wittwer et al. (2023)	Primary and secondary schools	Quantitative	887 teachers	Germany	Teachers generally have positive attitudes toward inclusion, while their knowledge of autism and self-efficacy assessment are moderate. Women show slightly higher knowledge and confidence, and primary school teachers report higher self-efficacy in working with students with ASD.

Students' behavioural difficulties are most frequently identified as the primary predictor of teachers' negative attitudes toward inclusion (Jury et al., 2021b), with teachers expressing greater concern about challenges related to behaviour management rather than cognitive difficulties (Chung et al., 2015). At the same time, professional training and prior experience working with ASD may have a positive but not always clear-cut impact. While some studies confirm that specialized education improves attitudes (Gómez-Marí et al., 2022; Wittwer et al., 2023), others indicate mixed results (Russell et al., 2022), suggesting that training may increase awareness of challenges but does not necessarily enhance the perceived feasibility of inclusion (Garrad et al., 2019).

Teachers who receive additional training on the nature of ASD and methods for working with such students (Chung et al., 2015; Lindsay et al., 2013; Majoko, 2018) demonstrate more positive attitudes and experiences. Additionally, higher self-efficacy is significantly associated with positive teacher attitudes (Russell et al., 2022; Wittwer et al., 2023), while formal knowledge shows a weaker correlation (Wittwer et al., 2023). The perception of insufficient resources, organizational barriers and lack of professional support negatively impacts teachers' attitudes and hinders the implementation of inclusion (Lindsay et al., 2013; Majoko, 2018).

Although some studies have examined the impact of teachers' age on attitudes toward inclusion, literature reviews indicate that this factor is rarely analyzed. Alexandri et al. (2017) were the only ones to identify a link between younger age and more positive attitudes toward the inclusion of students with ASD, which may suggest positive changes in the initial education of new generations of teachers. Furthermore, cultural and educational contexts play a significant role in shaping attitudes. According to Gómez-Marí et al. (2022), teachers in Western countries, such as the United States, Australia and Indonesia, express more positive attitudes toward inclusion than their counterparts in China, Malaysia, Greece and Turkey, a difference partially attributed to variations in educational systems and resource availability.

In conclusion, teachers' attitudes toward the inclusion of students with ASD are shaped by multiple factors, including professional training, self-efficacy, prior experience, availability of support and resources, and cultural and institutional frameworks. While Cassady (2011) highlights that teachers have more positive attitudes toward students with ASD compared to those with emotional-behavioural difficulties, Jury et al. (2021a) emphasize that both general education teachers and special education teachers are less inclined toward the inclusion of students with ASD. The identified challenges indicate the need for systematic teacher education, the provision of additional resources and adaptations, and the strengthening of institutional support to ensure the successful implementation of inclusion across different educational contexts.

Teaching assistants' experiences and attitudes toward the inclusion of students with ASD

As noted by Morris et al. (2021), teaching assistants play a crucial role in ensuring an inclusive educational environment for students with ASD. Their presence not only

aids in adapting instructional content and providing individualized support but also facilitates social interactions between these students and their peers, thereby reducing the risk of social exclusion and stigmatization.

Table 2 presents studies that examine the experiences and attitudes of teaching assistants toward the inclusion of students with ASD. Following the review of the tabular data, a more detailed analysis of the research findings is provided.

Table 2
Reviewed Studies on Teaching Assistants' Experiences and Attitudes Toward the Inclusion of Students with ASD

Source	Type of Institution	Methodology	Sample Size	Country	Key Findings
Abott et al. (2011)	Mainstream schools and educational institutions	Mixed methods	160 participants, 154 teaching assistants	Northern Ireland	Need for additional training to work with children with ASD, but financial constraints prevented participation.
Corkum et al. (2014)	Primary and secondary schools	Mixed methods	248 participants, 50 teaching assistants	Canada	Teaching assistants are better trained than teachers for working with ASD. Additional training is needed for both groups.
Fisher and Pleasants (2012)	Mainstream and specialized schools	Quantitative	1,867	USA	Teaching assistants often perform teacher tasks with limited involvement in lesson planning. Additional training and greater recognition of their role are needed.
Groman (2022)	Primary schools	Qualitative	5	Israel	Teaching assistants highlight challenges in relationships with students, collaboration with teachers, the need for training and recognition, and the importance of interpersonal skills.
Jurković et al. (2020)	Primary schools	Quantitative	425	Croatia	The perceived knowledge of teaching assistants significantly depends on training and personal motivation for professional development.
Page and Ferrett (2018)	Primary schools	Qualitative	14	Australia, Cook Islands	Positive attitudes toward inclusion, but a need for additional resources and training.
Symes and Humphrey (2011)	Secondary schools	Qualitative	15	England	Factors influencing the effectiveness of ASD inclusion encompass access to expert advice, good communication within the school and a better understanding of student needs by teaching staff.

A review of research on the role of teaching assistants in inclusive education reveals a set of common patterns in their experiences, perceptions of their own role and the challenges they face.

The key challenge highlighted by teaching assistants is the need for additional training, particularly in working with students with ASD. Many feel they lack sufficient knowledge and skills to provide effective support, which hinders the quality of inclusion (Abott et al., 2011; Corkum et al., 2014; Fisher & Pleasants, 2012). Professional development has been identified as crucial for improving inclusive practices, yet financial and organizational constraints often prevent access to additional training (Abott et al., 2011; Corkum et al., 2014). Interestingly, in some studies, teaching assistants rated their preparedness for working with students with ASD higher than teachers did, further emphasizing the need for additional teacher training (Corkum et al., 2014).

The role of teaching assistants encompasses supporting students in learning, socialization and developing independence (Fisher & Pleasants, 2012). However, many are not included in the planning of educational programs, which reduces their effectiveness (Symes & Humphrey, 2011). Additionally, they often face a lack of recognition for their work and are perceived as secondary to teachers (Groman, 2022; Fisher & Pleasants, 2012). The absence of a clearly defined professional role and an ambiguous status within the education system further contribute to feelings of insecurity and frustration (Groman, 2022).

Teaching assistants emphasize that communication between them, teachers, parents and other professionals is essential for successful inclusion. Improved collaboration could significantly enhance the quality of inclusive education (Page & Ferrett, 2018; Symes & Humphrey, 2011). A lack of financial resources for training, materials and hiring additional assistants is also a significant issue, with many assistants highlighting the need for additional resources to improve the effectiveness of their work (Fisher & Pleasants, 2012; Page & Ferrett, 2018).

The motivation of teaching assistants stems from their dedication and care for students, as well as their desire for professional development through specialized courses (Groman, 2022; Jurković et al., 2020). At the same time, they face high expectations from teachers, often taking on tasks beyond their formal responsibilities, which can lead to additional pressure and ambiguities in the division of responsibilities (Fisher & Pleasants, 2012; Page & Ferrett, 2018).

These findings indicate the need for a clearer definition of the role of teaching assistants, increased professional support and better working conditions to ensure a more effective inclusive education system for students with ASD.

Parental experiences and attitudes towards the inclusion of students with ASD in mainstream classrooms

Research indicates that the parents of children with ASD hold diverse attitudes towards inclusion—while some perceive it as an opportunity for their child to develop social

skills, others express concerns about the lack of adaptations and support (Kasari et al., 1999). Since parents play a crucial role in their children’s education, understanding their perceptions can provide valuable insights into the effectiveness of inclusive practices and contribute to the improvement of educational policies and approaches.

To gain a deeper understanding of parental attitudes towards the inclusion of children with ASD, relevant research findings from various countries and educational systems were analyzed. The literature review presented in Table 3 summarizes key findings from studies examining parental experiences and attitudes towards inclusion, as well as the specific challenges and needs emphasized by parents.

Table 3
Reviewed Studies on Parental Experiences and Attitudes Towards the Inclusion of Children with ASD

Source	Type of Institution	Methodology	Sample Size	Country	Key Findings
Abu-Hamour and Muhaibat (2014)	Mainstream schools and centers	Quantitative	148	Jordan	Parents with higher levels of education are more positive about inclusion. Greater challenges with more severe forms of ASD.
Anderson (2020)	Mainstream and special schools, special classrooms within mainstream schools	Quantitative	1,799	Sweden	The main reasons for school absenteeism among students with ASD are emotional difficulties, lack of adequate school adaptations and problems in peer interaction.
Attard and Booth (2023)	Mainstream schools	Mixed methods	72	Malta	Expressed need for school professionals and specialized support.
Azad et al. (2018)	Primary schools	Qualitative	39	USA	Emphasizes the importance of clear communication and collaboration with teachers.
Falkmer et al. (2015)	Mainstream, private and special schools, special classrooms within mainstream schools	Review study	1,518 (from 28 studies)	15 countries	Parents view inclusion through individual, classroom/teacher, school and societal factors. They highlight challenges, support needs and the necessity for clearer information.
Hodges et al. (2020)	Mainstream primary schools	Qualitative	15	Australia	Emphasizes the importance of belonging, consistent support and acceptance in the school environment.
Mathur and Koradia (2018)	Mainstream schools	Quantitative	20	India	Negative attitude towards the quality of educational services in mainstream schools, positive attitude towards the social aspects of inclusion, neutral stance on the mutual benefits of inclusion.
Tucker and Schwartz (2013)	Mainstream schools	Quantitative	135	USA	Parents want to be involved in creating IEPs but often feel excluded.
Wilson et al. (2025)	Mainstream schools	Quantitative	96 parents of children with ASD (out of 185 total)	United Kingdom	Parents with greater knowledge of autism and more positive attitudes towards autism express stronger support for inclusion. Lower perception of stigma correlates with more positive attitudes towards inclusion.

An analysis of research findings on parental attitudes towards the inclusion of children with ASD reveals that parental perspectives are divided and shaped by various factors. While some studies indicate parental support for inclusion due to its positive effects on children's social and academic skills (Abu-Hamour & Muhaidat, 2014), others highlight parental concerns about insufficient school support and stigmatization (Attard & Booth, 2023; Hodges et al., 2020).

Key factors influencing parental attitudes include the quality of school adaptations and support (Attard & Booth, 2023; Wilson et al., 2025), parents' perception of their child's safety and acceptance in the classroom (Hodges et al., 2020), previous experiences with the education system (Mathur & Koradia, 2018), parents' level of awareness about inclusion (Mathur & Koradia, 2018) and their perception of stigmatization (Wilson et al., 2025).

Parents who support inclusion most often emphasize its positive effects on children's development, including improvements in motivation, language, social and behavioural skills (Abu-Hamour & Muhaidat, 2014). On the other hand, many parents express concerns about social isolation, peer rejection and inadequately trained teachers (Attard & Booth, 2023; Hodges et al., 2020).

Anderson's (2020) study further highlights key barriers that students with ASD face in the school environment. According to parents, the primary reasons for absenteeism among children with ASD are psychological and emotional difficulties (e.g., anxiety, stress and sensory overload), the lack of adequate school adaptations and problems in social interactions with peers. Parents emphasized that children frequently miss school due to inflexible teaching methods, with some expressing concerns about insufficient support from teachers and school staff (Anderson, 2020).

Parental perceptions of teachers' role in inclusion also play a significant part in shaping their attitudes. Parents often feel that teachers lack the necessary knowledge and resources for effective inclusion (Attard & Booth, 2023; Tucker & Schwartz, 2013). While most parents stress the importance of continuous collaboration with teachers, they also report challenges in communication and feeling excluded from decision-making regarding their child's education (Azad et al., 2018).

Furthermore, studies show that parents' education level and the severity of their child's condition can influence their attitudes toward inclusion. More educated parents are generally more supportive of inclusion, while parents of children with more severe forms of autism tend to have more negative views (Abu-Hamour & Muhaidat, 2014). Additionally, parental perceptions of stigma can affect their attitudes toward inclusion—parents who perceive less stigmatization tend to express greater optimism about their children's educational opportunities (Wilson et al., 2025).

In conclusion, parental attitudes towards the inclusion of children with ASD are shaped by various factors, including the quality of school support, experiences with teachers, perceptions of their child's safety and acceptance, and their level of awareness about inclusion. While some parents view inclusion as an opportunity for their child's

development, others express concerns about structural and social barriers within the school system. Understanding these perspectives is crucial for improving inclusive education policies and ensuring more effective support for students with ASD.

Experiences and attitudes of neurotypical students towards the inclusion of students with ASD in mainstream classrooms

Although awareness of autism among peers is increasing due to the growing inclusion of autistic children in mainstream schools, research shows that neurotypical students still lack sufficient understanding of autism (Campbell & Barger, 2011; Campbell et al., 2019). This lack of understanding is further confirmed by the findings of studies presented in Table 4.

Table 4
Reviewed Studies on the Experiences and Attitudes of Neurotypical Students Towards the Inclusion of Students with ASD

Source	Type of Institution	Methodology	Sample Size	Country	Key Findings
Cook et al. (2020)	Mainstream schools with and without special classrooms	Quantitative	1,424	United Kingdom	Contact with autistic students can improve attitudes, but only if there is active interaction and personal connection.
Čolić (2015)	Primary schools	Quantitative	123	Serbia	Older girls show more positive attitudes towards inclusion than other students.
Fleva (2014a)	Secondary schools	Quantitative	179	Greece	Adolescents have more positive attitudes towards neurotypical peers than towards peers with AS; information from friends triggers more positive reactions than information from teachers.
Fleva (2014b)	Secondary schools	Quantitative	416	Greece	Imagined contact improves behavioural intentions towards peers with AS but does not affect overall attitudes towards youth with AS.
Mavropoulou and Sideridis (2014)	Primary schools	Quantitative	475	Greece	Contact with students with ASD increases knowledge about autism and promotes positive attitudes.
Silton and Fogel (2012)	Primary schools	Quantitative	158	USA	Peer assistance strategies and emphasizing the strengths of autistic students increase willingness to cooperate but do not change attitudes.

A review of previous research shows that neurotypical students' attitudes towards the inclusion of children with ASD are not uniform and depend on multiple factors, including exposure to autistic students, the type of information they receive, the frequency of interactions, age and gender.

Personal contact with students with ASD has proven to be crucial in shaping attitudes and behavioural intentions. Research indicates that students who had the opportunity

for regular interaction with peers with ASD developed a more accurate understanding of autism and demonstrated more positive attitudes towards inclusion compared to those without such experience (Mavropoulou & Sideridis, 2014). However, merely having students with ASD in a school environment was not sufficient to improve attitudes—the quality of interaction and the level of engagement of neurotypical students were key factors (Cook et al., 2020).

Providing neurotypical students with information about autism can influence their perceptions and behavioural intentions. Presenting peer support strategies and emphasizing the strengths of autistic students led to more positive reactions and a greater willingness to engage in academic cooperation (Silton & Fogel, 2012). Additionally, the way information about autism is conveyed affects students' perceptions—descriptive information highlighting similarities between autistic students and their peers had a greater impact when provided by a friend, while combined information (both descriptive and explanatory) was more effective when delivered by a teacher (Fleva, 2014a).

Students' willingness to engage in social and academic interaction with peers with ASD also depends on age and gender. Girls, especially older ones, showed a greater tendency to participate in social, academic and recreational activities with autistic female peers compared to boys (Čolić, 2015). Younger students, compared to older ones, generally demonstrated more positive attitudes towards peers with ASD (Fleva, 2014a).

The imagined contact method, in which students mentally envision an interaction with peers with ASD, has been found useful for improving willingness to engage in contact but had no effect on overall attitudes towards individuals with autism (Fleva, 2014b). Despite some positive findings, research also highlights the risk of social exclusion for students with ASD. One-third of students in a study expressed unwillingness to participate in certain activities with an autistic peer, suggesting the need for additional education on inclusion (Čolić, 2015). Furthermore, students attending schools with specialized autism centers demonstrated greater sensitivity to bullying of students with ASD, but this did not necessarily translate into concrete prosocial intentions (Cook et al., 2020).

The long-term effects of contact and information about ASD have been shown to depend on age and the type of contact. The study by Mavropoulou and Sideridis (2014) found that students in the contact group (those who had the opportunity to interact with a peer with ASD) acquired a more accurate understanding of autism, but this effect was present only among younger students (fourth and fifth graders). Older students did not show significant improvement in understanding, suggesting the need for additional educational interventions in higher grades.

In conclusion, neurotypical students' attitudes towards the inclusion of students with ASD vary depending on personal contact, access to information, gender, age and the quality of interaction. While structured interactions and educational approaches that emphasize the strengths of students with ASD have shown potential for improving attitudes, research highlights the need for further education and systematic measures to reduce the social exclusion of students with ASD in the school environment.

Discussion

According to Bronfenbrenner's ecological systems theory (1986), the development of students with ASD is shaped by interactions with their environment at different levels—from the direct influence of teachers, assistants and peers (microsystem), through collaboration between schools and parents (mesosystem), to educational policies (exosystem) and broader societal values (macrosystem). In this context, analyzing the attitudes and experiences of teachers, assistants, parents and students is essential for understanding the challenges and opportunities in inclusive education.

To better understand the different perspectives, the discussion will focus on an individual analysis of each group of participants—teachers, assistants, parents and students—with particular attention given to factors such as professional training, prior experience, resource availability and social dynamics within the school environment.

Teachers' experiences and attitudes towards the inclusion of students with ASD

The results of a review of research on teachers' attitudes towards the inclusion of students with ASD reveal significant variability, with different factors identified as shaping their perspectives. While some studies have indicated a positive attitude among teachers towards inclusion (Alexandri et al., 2017; Garrad et al., 2019), others have shown neutral or negative attitudes, particularly in the context of a lack of support and challenges related to managing students' behavioural difficulties (Chung et al., 2015; Gómez-Marí et al., 2022). This review highlights several key variables that influence teachers' attitudes.

Students' behavioural difficulties

Teachers often express concerns about classroom management challenges (Jury et al., 2021b).

Professional training

While education can improve attitudes, some findings suggest it is not always a decisive factor (Garrad et al., 2019; Russell et al., 2022).

Previous experience

Teachers who have experience working with students with ASD are more likely to have positive attitudes (Alexandri et al., 2017; Wittwer et al., 2023).

Teacher self-efficacy

Teachers who feel more competent in working with students with ASD demonstrate more positive attitudes (Russell et al., 2022).

Availability of resources and support

A perceived lack of classroom assistance is often cited as a barrier to inclusion (Lindsay et al., 2013; Majoko, 2018).

Methodological characteristics of the research

An analysis of methodological approaches revealed a dominance of quantitative research, while a relatively small number of studies employed qualitative methods or mixed approaches. For example, studies using systematic reviews (e.g., Gómez-Mari et al., 2022; Russell et al., 2022) provided a broader insight into global trends but were limited to the interpretation of pre-existing data. On the other hand, qualitative studies (Lindsay et al., 2013; Majoko, 2018) offer a deeper understanding of teachers' personal experiences but are conducted on smaller samples, which may reduce their generalizability. These findings suggest the need for mixed-methods research that combines statistical patterns with deeper insights into teachers' perspectives.

Suggestions for future research

Research on teachers' attitudes toward inclusion still does not provide clear answers regarding the influence of *age* and *gender*. While there are indications that younger teachers have more positive attitudes (Alexandri et al., 2017), it remains unknown whether these attitudes change with years of experience. Findings on the role of gender remain inconsistent—some studies suggest that women have more positive attitudes due to social factors (Park & Chitiyo, 2011), while others find no clear connection (Gómez-Mari et al., 2022). Further research is needed to better understand these differences.

Differences between primary and secondary school teachers are also underexplored. Some studies indicate that primary school teachers have a higher self-assessment of their effectiveness in working with students with ASD (Wittwer et al., 2023), while it is assumed that differences in initial teacher education may influence their attitudes toward inclusion (Gómez-Mari et al., 2022). Additional research should examine the actual impact of these factors.

The long-term effects of professional development remain unknown. Although professional training is recognized as essential for inclusion, it is unclear how long its positive impact lasts. Future studies should investigate the durability of changes in teachers' perceptions following professional training.

Implications for educational practice

The findings of this research review highlight the need for practice-oriented teacher education, greater support in managing the behaviour of students with ASD and improved resource support in schools.

Professional training should focus more on concrete strategies for working with students with ASD rather than solely on theoretical concepts.

Teachers need greater support in behaviour management to better handle students' behavioural difficulties, along with improved collaboration with teaching assistants and specialists.

Increasing resources, including additional teaching assistants, adapted instructional materials and individualized education plans, is essential for the successful implementation of inclusion.

Teaching assistants' experiences and attitudes towards the inclusion of students with ASD

Teaching assistants play a crucial role in ensuring the successful inclusion of students with ASD, providing them with support in academic and social interactions and assisting in adapting educational content. A review of research indicates that their experiences and attitudes toward inclusion vary depending on the availability of training, professional role, school support and perceived collaboration with teachers and specialists (Fisher & Pleasants, 2012).

While most teaching assistants recognize the positive aspects of inclusion, such as fostering student independence and reducing social exclusion, many highlight challenges such as a lack of professional training, limited collaboration with teachers and insufficient resources. An analysis of available studies reveals several key themes in their experiences:

Professional training and perceived competence – Teaching assistants often face a lack of specialized training for working with students with ASD, with additional training often being inaccessible due to financial and organizational barriers (Abott et al., 2011; Corkum et al., 2014; Fisher & Pleasants, 2012). Interestingly, some assistants rate their competence higher than that of teachers, which may indicate greater practical exposure or specialized training (Corkum et al., 2014). These findings highlight the need for aligned training for both teachers and assistants to enhance collaboration in inclusion.

Professional Role and Challenges – Although they play a key role in inclusion, assistants are often not involved in lesson planning or decision-making regarding students with ASD (Symes & Humphrey, 2011). A lack of collaboration with teachers can lead to unclear divisions of responsibility and reduced effectiveness (Fisher & Pleasants, 2012; Groman, 2022). Additionally, they are often assigned tasks beyond their formal responsibilities, increasing their workload and pressure (Fisher & Pleasants, 2012; Page & Ferrett, 2018).

Collaboration with teachers and specialists – Effective collaboration between assistants, teachers and specialists is crucial for successful inclusion. Improved communication can enhance working conditions and the effectiveness of inclusive practices (Page & Ferrett, 2018; Symes & Humphrey, 2011). The lack of professional support further complicates their work, underscoring the need for more systematic supervision and assistance (Symes & Humphrey, 2011).

Material conditions and resources – Financial and material constraints are common challenges for teaching assistants. Limited access to educational materials makes individualized work more difficult, while a shortage of qualified assistants further burdens existing staff and reduces the quality of inclusion (Fisher & Pleasants, 2012; Page & Ferrett, 2018; Abott et al., 2011).

Motivation and professional development – Despite the challenges, assistants cite intrinsic motivation and care for students as key reasons for their engagement (Groman,

2022; Jurković et al., 2020). Their long-term motivation depends on opportunities for professional development and recognition of their role. Assistants who have the chance to develop their competencies feel more competent and satisfied, which positively impacts inclusive practices (Page & Ferrett, 2018).

Methodological characteristics of the research

An analysis of methodological approaches in research on the role of teaching assistants reveals a dominance of qualitative studies, while relatively few studies have employed quantitative or mixed methods. Most research is based on teaching assistants' experiences through interviews and case studies, allowing for an in-depth understanding of the challenges they face (Page & Ferrett, 2018; Symes & Humphrey, 2011). However, the qualitative approach often involves a limited number of participants, which may reduce the generalizability of findings to the broader population of teaching assistants.

On the other hand, quantitative studies that have analyzed the attitudes and experiences of assistants (e.g., Fisher & Pleasants, 2012; Groman, 2022) provide a broader overview of trends but do not offer detailed insights into personal experiences and contextual factors influencing their perception of inclusion.

These findings highlight the need for *mixed-methods research*, which would combine statistical analyses of attitudes with deeper qualitative insights, enabling a more comprehensive understanding of the role of teaching assistants in inclusive education.

Suggestions for future research

A review of the literature highlights several underexplored aspects of the role of teaching assistants in the inclusion of students with ASD. The *long-term effects of assistant training* remain unclear—while training programs are recognized as essential for increasing assistants' competencies, it is unknown how long their impact lasts and whether continuous professional development programs are necessary (Abott et al., 2011; Fisher & Pleasants, 2012). *Differences in the role of assistants at different educational levels* have also been insufficiently studied—most research focuses on primary education, while significantly fewer studies examine their responsibilities and challenges in secondary schools (Page & Ferrett, 2018). *Collaboration between assistants, teachers and parents* is another aspect that requires more attention—while research indicates that assistants are often excluded from lesson planning (Symes & Humphrey, 2011), further studies are needed to identify the key factors that enhance collaboration and how their role can be better defined within the school environment. *The psychological well-being of teaching assistants* has also been largely overlooked; research primarily focuses on their professional role, while aspects such as stress, emotional burnout and job satisfaction are often neglected. Future studies should explore the impact of working conditions and institutional support on the well-being of assistants in inclusive settings (Groman, 2022).

These aspects represent important areas for further research, which could contribute to a better understanding of the role of teaching assistants and the improvement of inclusive practices.

Implications for educational practice

It is necessary to develop specialized training programs for teaching assistants that include concrete strategies for working with students with ASD, thereby increasing their competence and effectiveness in an inclusive environment. Additionally, enabling assistants to actively participate in lesson planning and consulting them in decision-making processes related to students would improve collaboration with teachers. *Ensuring adequate resources* within the education system is another crucial aspect of enhancing inclusion. Greater availability of teaching materials, as well as the employment of additional assistants, could significantly reduce staff workload and enable a higher-quality, individualized approach to students. Furthermore, *clearly defining the professional role of assistants and increasing recognition of their contributions* could positively impact their motivation and job satisfaction. There is room for improvement in establishing standardized guidelines and unified work practices, which would ensure consistency in their role and enhance the effectiveness of support for students within the education system.

Parents' experiences and attitudes towards the inclusion of children with ASD

Parents of children with ASD play a crucial role in inclusion, as their perception of educational opportunities and the quality of school support influences the educational choices they make for their children. A review of research shows that parental attitudes are not uniform—while some support inclusion due to its positive effects on their child's social and academic development (Abu-Hamour & Muhaidat, 2014), others express concerns about insufficient school support, stigmatization and challenges in peer interactions (Attard & Booth, 2023; Hodges et al., 2020). The key factors shaping parental attitudes include the quality of school adaptations and support, perceptions of their child's safety and acceptance, prior experiences with the education system, level of awareness about inclusion and perceptions of social stigma (Wilson et al., 2025).

Reasons for Parental Support for Inclusion

Parents who advocate for inclusion often emphasize its positive effects on their child's development, including increased motivation, language and social skills, and the opportunity to learn in a natural environment with peers (Abu-Hamour & Muhaidat, 2014). Studies show that parents with greater knowledge of autism and more positive attitudes towards it are more likely to support inclusion (Wilson et al., 2025). Additionally, parents highlight that inclusion can reduce the stigmatization of children with ASD, improve their opportunities for independence and foster better social interactions (Hodges et al., 2020). However, support for inclusion is often conditional on the perception of quality school support—when parents believe that schools provide adequate resources and adaptations, their inclination towards inclusion increases (Attard & Booth, 2023).

Reasons for parental concerns

Despite recognizing the potential benefits of inclusion, many parents express skepticism and concerns, particularly regarding the lack of professional support in schools.

They often feel that teachers lack sufficient knowledge about ASD and appropriate methods for working with their children (Attard & Booth, 2023; Tucker & Schwartz, 2013). Additionally, parents express concern about social isolation, fearing that their children may be misunderstood or excluded from peer groups (Hodges et al., 2020).

Another significant challenge is the ineffective implementation of school adaptations—many parents report that schools do not provide individualized education plans and that adaptations are often inconsistently applied (Mathur & Koradia, 2018). Communication issues with teachers also contribute to their uncertainty, as parents want to be more actively involved in planning their child's education but often feel excluded from the decision-making process (Azad et al., 2018). Interestingly, research shows that parents of children with more severe forms of ASD are more likely to express negative attitudes towards inclusion, while parents of children with milder forms of ASD tend to be more supportive of inclusive education (Abu-Hamour & Muhaidat, 2014).

The role of educational policies and legislation

At the macrosystem level, parental attitudes towards inclusion are often shaped by legislative and institutional frameworks. While laws protecting the rights of children with ASD have improved access to inclusive education, some parents feel forced to choose inclusion due to the lack of alternative options (Falkmer et al., 2015). Additionally, parents frequently express dissatisfaction with the lack of information about their rights and the available support services they can request from schools (Falkmer et al., 2015). These findings emphasize the importance of improving parental awareness and strengthening school systems regarding inclusive policies and support measures.

Methodological characteristics of the research

Most studies on parental attitudes toward inclusion rely on quantitative methods, including surveys and questionnaires (Abu-Hamour & Muhaidat, 2014; Wilson et al., 2025). Quantitative approaches allow for broader generalization of findings but do not provide deeper insights into parents' personal experiences. On the other hand, qualitative studies (Azad et al., 2018; Hodges et al., 2020) offer a more detailed understanding of the perception of inclusion but are limited by small sample sizes. A review of the literature suggests that future research should adopt mixed-methods approaches, combining quantitative data with qualitative interviews.

Suggestions for future research

Although parental attitudes toward inclusion have already been analyzed, there is still a lack of longitudinal studies tracking changes in their perceptions throughout their child's schooling. Additionally, further research is needed on the impact of socioeconomic status, particularly the financial situation and educational background of parents, on their views of inclusion. Moreover, most existing studies focus on inclusion in primary schools, while the experiences of parents of children with ASD in secondary schools remain significantly underexplored.

Implications for educational practice

For the effective implementation of inclusion, it is essential to focus on key measures that enhance support for students with ASD and strengthen collaboration among all stakeholders. *Improving school support* involves strengthening professional support in schools through additional training for teachers on working with students with ASD and ensuring the consistent implementation of individualized education plans. *Enhancing communication between parents and schools* requires developing systematic strategies for greater parental involvement in educational decision-making, such as regular meetings and consultations. Reducing social stigma can be achieved through the organization of educational workshops for parents, teachers and students to increase awareness of ASD and reduce the stigmatization of children with ASD. *Developing clear inclusive policies* requires ensuring transparent guidelines and resources to help parents better understand their rights and the support available within the school system.

Experiences and attitudes of neurotypical students towards the inclusion of students with ASD

The attitudes and experiences of neurotypical students regarding the inclusion of peers with ASD represent a crucial aspect of inclusive education. A review of research indicates that students' attitudes are not uniform but are shaped by various factors, including personal contact with students with ASD, age, gender, the way autism is explained to them and the level of structured support in school (Cook et al., 2020; Fleva, 2014a; Mavropoulou & Sideridis, 2014). While some studies highlight the positive effects of inclusion, others warn of the risk of social exclusion for students with ASD, particularly if interactions are not actively encouraged and supported by the school and teachers (Cook et al., 2020; Čolić, 2015).

The influence of personal contact on students' attitudes

One of the key factors shaping students' attitudes towards peers with ASD is the frequency and quality of their contact. Research shows that merely having students with ASD in mainstream classrooms is not sufficient to foster positive attitudes—direct, structured and continuous interaction is crucial (Cook et al., 2020; Mavropoulou & Sideridis, 2014). Students who had the opportunity for regular interaction with peers with ASD developed a more accurate understanding of autism and showed more positive attitudes towards inclusion compared to those who lacked such experiences (Mavropoulou & Sideridis, 2014). However, in schools where interaction was not actively encouraged, students with ASD were often socially isolated (Čolić, 2015).

The impact of autism awareness among students

The way students receive information about autism can significantly influence their attitudes and behaviour towards peers with ASD. Research suggests that peer support strategies and emphasizing the strengths of students with ASD increase students' willingness to engage in academic collaboration (Silton & Fogel, 2012). Friends appear to be more effective than teachers in shaping positive attitudes—when students received

information about autism from friends, their reactions were more positive than when the information came from teachers (Fleva, 2014a). Imagined contact (mental exercises involving envisioning an interaction with a peer with ASD) can improve willingness to engage but does not change general attitudes towards individuals with autism (Fleva, 2014b). These findings suggest that schools should implement active, peer-oriented strategies to foster positive attitudes towards students with ASD.

The role of gender and age in students' attitudes

Various studies suggest that students' gender and age may play a role in their attitudes towards the inclusion of peers with ASD. Girls, particularly older ones, tend to have more positive attitudes towards inclusion and are more willing to participate in social and academic interactions with peers with ASD compared to boys (Čolić, 2015). Younger students generally exhibited more positive attitudes towards peers with ASD compared to older students, which may indicate a greater openness among younger children towards inclusive practices (Fleva, 2014a). These findings could be useful in designing educational programs that specifically address age- and gender-related differences in the perception of autism.

Methodological characteristics of the research

A review of the literature shows that research on students' attitudes toward inclusion is predominantly quantitative, relying on surveys and questionnaires (Cook et al., 2020; Fleva, 2014a). This approach allows for broader generalization of findings but may limit a deeper understanding of students' personal experiences. On the other hand, there are relatively few qualitative studies that provide a more detailed insight into students' perceptions, fears and motivations. Future research should adopt mixed-methods approaches, combining quantitative data with interviews and case studies to obtain a more comprehensive picture of students' attitudes toward inclusion.

Suggestions for future research

Studies on inclusive programs primarily focus on short-term changes in students' attitudes, but it is essential to examine how these attitudes develop over a longer period. Most research does not analyze the impact of family financial situations and parental educational levels on students' attitudes toward inclusion. Additionally, further studies are needed to evaluate the effectiveness of school programs aimed at promoting the inclusion of students with ASD.

Implications for educational practice

Simply placing students with ASD in a school environment is not sufficient to foster inclusion—structured encouragement of social interactions among peers is necessary. Implementing peer support and mentorship strategies could improve the attitudes of neurotypical students toward inclusion. Educational content about autism should be age-appropriate, emphasizing similarities and strengths of students with ASD. Since girls and younger students tend to have more positive attitudes, it is crucial to design programs that further encourage older students and boys to actively participate in inclusion efforts.

Research limitations

The main limitation of this review is its reliance on secondary sources and the interpretation of existing studies, which may lead to a selective perception of the issues. Furthermore, a limited number of studies from various countries were included, and variations in educational systems and cultural contexts may influence the findings. Most of the analyzed studies are based on survey methods and self-assessments, which can result in subjective biases in participants' reported attitudes.

Additionally, although key factors shaping attitudes towards inclusion have been identified, longitudinal studies are needed to examine long-term changes in participants' perceptions. Moreover, most research focuses on primary education, while the experiences of students and parents in secondary schools remain underexplored. These limitations highlight the need for further empirical research to provide a deeper understanding of the inclusion of children with ASD in different educational and social contexts.

Conclusion

The findings of this review highlight the complexity of including children with ASD in mainstream schools and identify key factors influencing its success. Teachers' attitudes are shaped by their previous experiences and training, with additional professional education having the potential to positively impact their perception of inclusion. Teaching assistants play a crucial role in supporting students with ASD but often face insufficient training and an unclearly defined professional role. Parents support inclusion but express concerns about inadequate school support and communication with teachers, while neurotypical peers often exhibit neutral or negative attitudes towards students with ASD.

Improving inclusive education requires systematic support through better-structured training programs for teachers and assistants, improved communication between parents and schools, and the development of interventions aimed at fostering positive changes in peers' attitudes. Additionally, it is necessary to establish clear guidelines and standards for inclusion to ensure the consistent implementation of inclusive practices in educational institutions.

Further research should examine the long-term effects of inclusion on students with ASD and develop concrete strategies to address the challenges faced by key stakeholders in the education system.

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Iskustva i stavovi prema inkluziji djece s poremećajem iz autističnoga spektra

Sažetak

Inkluzija djece s poremećajem iz spektra autizma (PSA) izazov je suvremenoga obrazovanja, a njezina uspješnost ovisi o stavovima učitelja, pomoćnika u nastavi, roditelja i učenika urednoga razvoja u razredu. U ovom radu analiziraju se postojeća istraživanja kako bi se utvrdili čimbenici koji oblikuju njihovu percepciju inkluzije, pri čemu se oslanja na Bronfenbrennerovu ekološku teoriju, koja naglašava međuodnos pojedinca i njegova okružja. Provedena je narativna sinteza 34 istraživanja iz hrvatske i međunarodne literature, odabranih prema kriterijima relevantnosti, empirijske utemeljenosti i kontekstualne prilagođenosti. Rezultati pokazuju da učitelji s više edukacije i iskustva iskazuju pozitivnije stavove, dok pomoćnici često nisu stručno osposobljeni i rijetko su uključeni u planiranje nastave. Roditelji podržavaju inkluziju, ali su zabrinuti zbog nedostatka prilagodbi i komunikacije s učiteljima. Učenici bez teškoća često imaju neutralne ili negativne stavove, no vršnjački programi mogu ih poboljšati. Zaključno, unaprjeđenje inkluzivnih praksi zahtijeva stručno usavršavanje učitelja, jasnije definiranje uloge pomoćnika i bolju suradnju svih dionika.

Ključne riječi: inkluzija, obrazovanje, različite perspektive, stavovi, učenici s PSA

Uvod

Inkluzija djece s poremećajem iz spektra autizma (PSA) u redovne školske razrede postala je ključna tema suvremenoga obrazovanja, omogućujući im sudjelovanje u socijalnim i akademskim aktivnostima unutar inkluzivnoga, *mainstream* okružja. Sukladno Bronfenbrennerovoj teoriji ekoloških sustava (1986), djetetov razvoj oblikovan je interakcijama njegovih osobnih karakteristika i okružja, pri čemu mikrosustav (obitelj, škola, vrtić) i mezosustav (njihove međusobne interakcije) imaju najsnažniji utjecaj na razvoj. Egzosustav uključuje širu obitelj, prijatelje, susjedstvo i medije, dok makrosustav obuhvaća kulturne vrijednosti i ideologiju, koje posredno oblikuju djetetovu okolinu.

U prošlosti su djeca s PSA-om često bila usmjeravana u posebne odjele ustanova za djecu sa smanjenim intelektualnim sposobnostima, pod pretpostavkom da ih nije moguće obrazovati (Bouillet, 2010). Suvremena istraživanja dovela su do promjene ove percepcije te povećane svijesti o štetnim posljedicama segregacije (Zrilić, 2011). Djeca s teškoćama koja su isključena iz redovnoga obrazovanja imaju smanjene prilike za razvoj komunikacijskih i socijalnih vještina, dok njihovi vršnjaci istovremeno gube mogućnost učenja o prihvaćanju različitosti, što može potaknuti razvoj predrasuda.

Današnji obrazovni sustavi stavljaju naglasak na inkluziju djece s teškoćama, uključujući djecu s PSA-om, u redovne škole i predškolske ustanove, pri čemu se uz prilagodbu didaktičko-metodičkih pristupa nastoji osigurati njihovo aktivno sudjelovanje u svim aspektima odgojno-obrazovnoga procesa (Bouillet, 2010). Cilj je da učenici budu aktivni sudionici nastave, umjesto pasivnih primatelja informacija. Međutim, unatoč prednostima inkluzije, njezina provedba donosi značajne izazove za sve sudionike odgojno-obrazovnoga procesa.

U ovom radu analiziraju se stavovi i iskustva ključnih aktera inkluzije – učitelja, stručnih suradnika, pomoćnika u nastavi, roditelja i vršnjaka – prema inkluziji djece s PSA-om u redovni školski sustav. Na temelju pregleda literature nastoji se steći dublji uvid u trenutačnu situaciju, prepoznati učinkovite strategije i identificirati područja koja zahtijevaju daljnji razvoj. Poseban naglasak stavljen je na stavove jer oni mogu značajno utjecati na uspjeh inkluzije. Stavovi se definiraju kao stabilne organizacije pozitivnih ili negativnih procjena, emocija i ponašajnih sklonosti prema osobi, objektu ili ideji (Aronson i sur., 2002). Njihova analiza omogućuje bolje razumijevanje percepcije ključnih dionika inkluzije te čimbenika koji na nju utječu.

Kako bi se izbjegla pristranost, u analizu su uključena i istraživanja koja ističu izazove inkluzije. Dok neka studije naglašavaju pozitivne ishode, poput razvoja socijalnih vještina i tolerancije kod vršnjaka, druga upozoravaju na probleme, poput nedostatne pripremljenosti učitelja ili osjećaja isključenosti djece s PSA-om. Ova raznolikost nalaza naglašava važnost kritičkoga i uravnoteženoga prikaza literature.

U ovom radu istražuju se stavovi i iskustva učitelja, stručnih suradnika, pomoćnika u nastavi, roditelja i vršnjaka prema inkluziji učenika s PSA-om, čimbenike koji ih oblikuju te najučinkovitije strategije za njezino unaprjeđenje. Analiza odabranih istraživanja pruža pregled postojećih saznanja i izazova te identificira smjernice za poboljšanje inkluzivne prakse.

Metodologija

Ovim radom pruža se pregledna analiza istraživanja o stavovima i iskustvima učitelja, pomoćnika u nastavi, roditelja i vršnjaka učenika s PSA-om. Pregled uključuje sintezu ključnih nalaza iz recentnih i relevantnih studija pretraženih u akademskim bazama podataka, pri čemu su uz originalna istraživanja u obzir uzeti i neki pregledni radovi.

Analiza se temelji na narativnoj sintezi 33 istraživanja: 11 o stavovima učitelja, 7 o pomoćnicima u nastavi, 9 o roditeljima i 6 o vršnjacima učenika s PSA-om. Studije su odabrane prema kriterijima relevantnosti, empirijske utemeljenosti i fokusa na inkluziju učenika s PSA-om. Uključena su istraživanja koja koriste kvalitativne i kvantitativne metode, a posebna pažnja posvećena je njihovim metodološkim obilježjima i mogućim ograničenjima.

Podatci su analizirani primjenom tematske kategorizacije stavova i iskustava ključnih dionika, čime su identificirani zajednički obrasci, izazovi i preporuke za poboljšanje inkluzivnih praksi. Rezultati su prikazani tablično radi lakše usporedbe nalaza te kako

bi se istaknule razlike među korištenim istraživačkim pristupima.

Ovim sustavnim pristupom omogućeno je prepoznavanje ključnih obrazaca u stavovima sudionika te isticanje izazova i smjernica za buduća istraživanja i obrazovnu praksu.

Rezultati

Iskustva i stavovi učitelja prema inkluziji učenika s PSA-om

Kako navode Kourkoutas i Tsiampoura (2011; prema Kourkoutas i sur., 2012), djeca s teškoćama u razvoju koja imaju teškoće u komunikaciji i izražavanju svojih potreba i očekivanja unutar *obiteljskoga i obrazovnoga okružja* susreću se s rizikom da postanu žrtve odbacivanja. Rezultati relevantnih istraživanja koji su prikazani u nastavku ukazuju da su takvi rizici prisutni u obrazovnom sustavu, ne samo vršnjačkim isključivanjem, već i nepovoljnim stavovima učitelja. Kako bi se bolje razumjeli stavovi učitelja prema inkluziji učenika s PSA-om, u nastavku je prikazan popis relevantnih istraživanja s kratkim pregledom njihovih ključnih nalaza (*Tablica 1*).

Pregled dosadašnjih istraživanja pokazuje da stavovi učitelja prema inkluziji učenika s PSA-om variraju ovisno o višestrukim čimbenicima. Dok neka istraživanja ukazuju na pretežno pozitivan stav (Alexandri i sur., 2011; 2017; Garrad i sur., 2019), druga sugeriraju neutralne ili negativne stavove (Chung i sur., 2015; Gómez-Marí i sur., 2022). Ključni prediktori uključuju bihevioralne teškoće učenika (Jury i sur., 2021b), razinu znanja i stručne obuke (Gómez-Marí i sur., 2022; Wittwer i sur., 2023), prethodno iskustvo u radu s učenicima s PSA-om (Alexandri i sur., 2017; Wittwer i sur., 2023), samoeфикаsnost učitelja (Russell i sur., 2022; Wittwer i sur., 2023) te dostupnost resursa i podrške (Majoko, 2018; Lindsay i sur., 2013).

Bihevioralne teškoće učenika najčešće su identificirane kao glavni prediktor negativnih stavova učitelja prema inkluziji (Jury i sur., 2021b), pri čemu su učitelji izražavali veću zabrinutost zbog izazova povezanih s upravljanjem ponašanjem nego zbog kognitivnih teškoća učenika (Chung i sur., 2015). Istovremeno, stručna obuka i prethodno iskustvo u radu s PSA-om mogu imati pozitivan, ali ne uvijek jednoznačan utjecaj. Dok neka istraživanja potvrđuju da specijalizirana edukacija doprinosi pozitivnijim stavovima (Gómez-Marí i sur., 2022; Wittwer i sur., 2023), druga ukazuju na mješovite rezultate (Russell i sur., 2022), sugerirajući da edukacija može povećati svijest o izazovima, ali ne nužno i poboljšati percepciju izvedivosti inkluzije (Garrad i sur., 2019).

Učitelji koji su dodatno educirani o prirodi PSA i metodama rada s takvim učenicima (Chung i sur., 2015; Lindsay i sur., 2013; Majoko, 2018) pokazuju pozitivnije stavove i iskustva. Također, viša samoeфикаsnost značajno je povezana s pozitivnim stavovima učitelja (Russell i sur., 2022; Wittwer i sur., 2023), dok formalno znanje pokazuje slabiju povezanost (Wittwer i sur., 2023). Percepcija nedostatnih resursa, organizacijskih prepreka i manjka stručne podrške negativno utječe na stavove učitelja i otežava provedbu inkluzije (Lindsay i sur., 2013; Majoko, 2018). Iako su neka istraživanja ispitala utjecaj dobi učitelja na stavove prema inkluziji, pregledi literature pokazuju da se taj faktor rijetko analizira. Alexandri i sur. (2017) jedini su pronašli povezanost mlađe dobi s pozitivnijim stavom prema inkluziji učenika s PSA-om, što može

ukazivati na pozitivne promjene u inicijalnom obrazovanju novih generacija učitelja. Osim toga, kulturni i obrazovni kontekst igraju značajnu ulogu u oblikovanju stavova. Prema Gómez-Marí i sur. (2022), učitelji iz zapadnih zemalja, poput SAD-a, Australije i Indonezije, iskazuju pozitivnije stavove prema inkluziji nego njihovi kolege iz Kine, Malezije, Grčke i Turske, što se djelomično pripisuje razlikama u obrazovnim sustavima i dostupnosti resursa.

Tablica 1

Prikaz istraživanja o iskustvima i stavovima učitelja prema inkluziji učenika s PSA-om

<i>Izvor</i>	<i>Tip ustanove</i>	<i>Metodologija</i>	<i>Veličina uzorka</i>	<i>Država</i>	<i>Ključni nalazi</i>
<i>Alexandri i sur. (2017)</i>	<i>Škole i vrtići</i>	<i>Kvantitativna</i>	<i>20 učitelja i 38 odgojitelja</i>	<i>Grčka</i>	<i>Pozitivni stavovi prema inkluziji uz podršku stručnjaka. Staž i iskustvo s PSA-om važni čimbenici.</i>
<i>Cassady (2011)</i>	<i>Redovne škole</i>	<i>Kvantitativno</i>	<i>25</i>	<i>USA</i>	<i>Pozitivniji stavovi prema učenicima s PSA-om nego učenicima s emocionalno-bihevioralnim teškoćama.</i>
<i>Chung i sur. (2015)</i>	<i>Redovne škole</i>	<i>Kvantitativna</i>	<i>234</i>	<i>SAD</i>	<i>Negativniji stavovi prema učenicima s PSA-om, osim ako su osposobljeni za rad s učenicima s PSA-om.</i>
<i>Garrad i sur. (2019)</i>	<i>Osnovne škole</i>	<i>Kvantitativna</i>	<i>107</i>	<i>Australija</i>	<i>Stavovi učitelja prema inkluziji učenika s PSA-om su pozitivni. Povezanost iskustva i obuke sa stavovima nema praktičnu značajnost.</i>
<i>Gómez-Marí i sur. (2022)</i>	<i>Redovne škole</i>	<i>Sustavni pregled</i>	<i>4566 učitelja iz 16 studija</i>	<i>13 zemalja</i>	<i>Mješoviti stavovi prema učenicima s PSA-om: pozitivni, negativni i neutralni. Važni čimbenici u oblikovanju stava: znanje, iskustvo, obuka i spol.</i>
<i>Jury i sur. (2021a)</i>	<i>Osnovne i srednje škole</i>	<i>Kvantitativna</i>	<i>351</i>	<i>Francuska</i>	<i>Manje pozitivni stavovi prema učenicima s PSA-om i kod učitelja u primarnom obrazovanju i kod učitelja djece s teškoćama.</i>
<i>Jury i sur. (2021b)</i>	<i>Osnovne i srednje škole</i>	<i>Kvantitativna</i>	<i>1064</i>	<i>Francuska</i>	<i>Bihevioralne teškoće ključni su čimbenik negativnih stavova učitelja prema inkluziji učenika s PSA-om.</i>
<i>Lindsay i sur. (2013)</i>	<i>Osnovne škole</i>	<i>Kvalitativna</i>	<i>13</i>	<i>Kanada</i>	<i>Nedovoljno znanje o PSA-u i nedostatak resursa otežavaju inkluziju.</i>
<i>Majoko (2018)</i>	<i>Osnovne škole</i>	<i>Kvalitativna</i>	<i>24</i>	<i>Zimbabve</i>	<i>Učitelji osjećaju nesigurnost zbog neadekvatne pripreme, no imaju pozitivne stavove zbog moralne obveze.</i>
<i>Russel i sur. (2022)</i>	<i>Osnovne i srednje škole</i>	<i>Sustavni pregled</i>	<i>3247 učitelja iz 13 studija</i>	<i>9 zemalja</i>	<i>Većina studija pokazuje pozitivne stavove prema inkluziji. Samoefikasnost učitelja te društvene i ponašajne vještine učenika s ASP-om povezane su s pozitivnim stavovima, dok su nalazi utjecaju obuke učitelja mješoviti.</i>
<i>Wittwer i sur. (2023)</i>	<i>Osnovne i srednje škole</i>	<i>Kvantitativna</i>	<i>887 učitelja</i>	<i>Njemačka</i>	<i>Učitelji općenito imaju pozitivne stavove o inkluziji, dok je njihovo znanje o autizmu i samoprocjena učinkovitosti umjerena. Žene pokazuju nešto više znanja i samopouzdanja, dok učitelji osnovnih škola imaju višu samoprocjenu učinkovitosti u radu s učenicima s PSA-om.</i>

Zaključno, stavovi učitelja prema inkluziji učenika s PSA-om oblikovani su višestrukim čimbenicima, uključujući stručnu obuku, samoeфикаsnost, prethodno iskustvo, dostupnost podrške i resursa te kulturni i institucionalni okvir. Dok Cassady (2011) ističe da učitelji imaju pozitivnije stavove prema učenicima s PSA-om u usporedbi s učenicima s emocionalno-bihevioralnim teškoćama, Jury i sur. (2021a) naglašavaju da su i učitelji u primarnom obrazovanju i učitelji djece s teškoćama manje skloni inkluziji učenika s PSA-om. Identificirani izazovi upućuju na potrebu za sustavnom edukacijom učitelja, osiguravanjem dodatnih resursa i prilagodbi te jačanjem institucionalne podrške kako bi inkluzija bila uspješno provedena u različitim obrazovnim kontekstima.

Iskustva i stavovi pomoćnika u nastavi prema inkluziji učenika s PSA-om

Kako navode Morris i sur. (2021), pomoćnici u nastavi imaju ključnu ulogu u osiguravanju inkluzivnoga obrazovnog okruženja za učenike s PSA-om. Njihova prisutnost ne samo da pomaže u prilagodbi nastavnoga sadržaja i pružanju individualizirane podrške, već i olakšava socijalnu interakciju ovih učenika s vršnjacima, smanjujući tako rizik od socijalne isključenosti i stigmatizacije. U *Tablici 2* prikazana su istraživanja koja se bave iskustvima i stavovima pomoćnika u nastavi prema inkluziji učenika s PSA-om. Nakon pregleda tabličnih podataka, slijedi detaljnija analiza rezultata istraživanja.

Pregled istraživanja o ulozi pomoćnika u nastavi u inkluzivnom obrazovanju pokazuje niz zajedničkih obrazaca u njihovim iskustvima, percepciji vlastite uloge i izazovima s kojima se suočavaju.

Ključni izazov koji pomoćnici ističu jest potreba za dodatnim obrazovanjem, posebno u radu s učenicima s PSA-om. Mnogi smatraju da nemaju dovoljno znanja i vještina za učinkovitu podršku, što otežava kvalitetnu inkluziju (Abott i sur., 2011; Corkum i sur., 2014; Fisher i Pleasants, 2012). Profesionalno usavršavanje pokazalo se ključnim za poboljšanje inkluzivnih praksi, no financijska i organizacijska ograničenja često onemogućuju pristup dodatnim edukacijama (Abott i sur., 2011; Corkum i sur., 2014). Zanimljivo je da su pomoćnici u nekim studijama procijenili svoju osposobljenost za rad s učenicima s PSA-om višom od učitelja, što dodatno naglašava potrebu za dodatnim osposobljavanjem nastavnoga osoblja (Corkum i sur., 2014).

Uloga pomoćnika u nastavi obuhvaća podršku učenicima u učenju, socijalizaciji i razvoju samostalnosti (Fisher i Pleasants, 2012), no mnogi nisu uključeni u planiranje obrazovnih programa, što smanjuje njihovu učinkovitost (Symes i Humphrey, 2011). Osim toga, često se suočavaju s nedostatkom priznanja za svoj rad i percepcijom da su sekundarni u odnosu na učitelje (Groman, 2022; Fisher i Pleasants, 2012). Nedostatak jasne profesionalne uloge i neodređeni status u obrazovnom sustavu dodatno doprinose osjećaju nesigurnosti i frustracije (Groman, 2022).

Pomoćnici naglašavaju da je komunikacija između njih, učitelja, roditelja i drugih stručnjaka ključna za uspjeh inkluzije. Poboljšana suradnja mogla bi značajno unaprijediti kvalitetu inkluzivnoga obrazovanja (Page i Ferrett, 2018; Symes i Humphrey, 2011). Nedostatak financijskih sredstava za edukaciju, materijale i zapošljavanje dodatnih

pomoćnika također predstavlja značajan problem, a mnogi su pomoćnici istaknuli potrebu za dodatnim resursima kako bi poboljšali učinkovitost svojega rada (Fisher i Pleasants, 2012; Page i Ferrett, 2018).

Tablica 2

Prikaz istraživanja o iskustvima i stavovima pomoćnika prema inkluziji učenika s PSA

Izvor	Tip ustanove	Metodologija	Veličina uzorka	Država	Ključni nalazi
Abott i sur. (2011)	Redovne škole i odgojno-obrazovne ustanove	Mješovita	160 sudionika 154 pomoćnika	Sjeverna Irska	Potreba za dodatnom obukom za rad s djecom s PSA-om, no zbog nedostatnih finansijskih resursa nisu je mogli pothati.
Corkum i sur. (2014)	Osnovne i srednje škole	Mješovita	248 sudionika 50 pomoćnika	Kanada	Pomoćnici bolje educirani od učitelja za rad s PSA-om. Potreba za dodatnim edukacijama za obje grupe.
Fisher i Pleasants (2012)	Redovne i specijalizirane škole	Kvantitativna	1867	SAD	Pomoćnici često obavljaju zadatke učitelja, uz nedovoljnu uključenost u planiranje. Potrebna im je dodatna edukacija i veće priznanje njihove uloge.
Groman (2022)	Osnovna škola	Kvalitativna	5	Izrael	Pomoćnici ukazuju na izazove u odnosima s učenicima, suradnji s nastavnicima, potrebom za obukom i priznanjem te važnost interpersonalnih vještina.
Jurković i sur. (2020)	Osnovne škole	Kvantitativna	425	Hrvatska	Percepcija znanja pomoćnika značajno ovisi o edukaciji i osobnoj motivaciji za usavršavanje.
Page & Ferrett (2018)	Osnovne škole	Kvalitativna	14	Australija, Cookovi otoci	Positivni stavovi prema inkluziji, ali potreba za dodatnim resursima i edukacijom.
Symes & Humphrey (2011)	Srednje škole	Kvalitativna	15	Engleska	Faktori koji utječu na učinkovitost inkluzije učenika s PSA-om uključuju pristup stručnim savjetima, dobru komunikaciju u školi i bolje razumijevanje potreba učenika od strane nastavnoga osoblja.

Motivacija pomoćnika temelji se na njihovoj posvećenosti i brizi za učenike, ali i na želji za profesionalnim razvojem sudjelovanjem na specijaliziranim tečajevima (Groman, 2022; Jurković i sur., 2020). Istovremeno, suočavaju se s visokim očekivanjima učitelja, često preuzimajući zadatke izvan svojih formalnih odgovornosti, što može dovesti do dodatnoga pritiska i nejasnoća u podjeli odgovornosti (Fisher i Pleasants, 2012; Page i Ferrett, 2018).

Ovi nalazi upućuju na potrebu za jasnijim definiranjem uloge pomoćnika, povećanom stručnom podrškom i boljim uvjetima rada kako bi se osigurao učinkovitiji sustav inkluzivnoga obrazovanja za učenike s PSA-om.

Iskustva i stavovi roditelja prema inkluziji učenika s PSA-om u redovite razredne odjele

Istraživanja pokazuju da roditelji djece s PSA-om imaju različite stavove prema inkluziji – dok je neki vide kao priliku za razvoj socijalnih vještina svojega djeteta, drugi izražavaju zabrinutost zbog nedostatka prilagodbi i podrške (Kasari i sur., 1999). Budući da roditelji igraju ključnu ulogu u obrazovanju svoje djece, razumijevanje njihovih percepcija može pružiti dragocjene uvide u učinkovitost inkluzivnih praksi te doprinijeti unaprjeđenju obrazovnih politika i pristupa. S ciljem dubljega razumijevanja roditeljskih stavova o inkluziji djece s PSA-om, analizirani su rezultati relevantnih istraživanja provedenih u različitim zemljama i obrazovnim sustavima. Pregled literature prikazan u *Tablici 3* donosi ključne nalaze istraživanja koja se bave iskustvima i stavovima roditelja prema inkluziji te specifičnih izazova i potreba koje roditelji naglašavaju.

Analiza rezultata istraživanja o stavovima roditelja prema inkluziji djece s PSA-om pokazuje da su stavovi roditelja podijeljeni i oblikovani raznim čimbenicima. Dok neka istraživanja ukazuju na podršku roditelja inkluziji zbog njezinih pozitivnih učinaka na socijalne i akademske vještine djece (Abu-Hamour i Muhaidat, 2014), druga sugeriraju zabrinutost roditelja zbog nedostatne školske podrške i stigmatizacije (Attard i Booth, 2023; Hodges i sur., 2020).

Ključni čimbenici koji oblikuju roditeljske stavove uključuju kvalitetu školskih prilagodbi i podrške (Attard i Booth, 2023; Wilson i sur., 2025), percepciju sigurnosti i prihvaćenosti djece u razredu (Hodges i sur., 2020), prethodna iskustva s obrazovnim sustavom (Mathur i Koradia, 2018), razinu informiranosti roditelja o inkluziji (Mathur i Koradia, 2018) te percepciju stigmatizacije (Wilson i sur., 2025).

Roditelji koji podržavaju inkluziju najčešće ističu njezine pozitivne učinke na razvoj djece, uključujući poboljšanje motivacije, jezičnih, socijalnih i ponašajnih vještina (Abu-Hamour i Muhaidat, 2014). S druge strane, mnogi roditelji izražavaju zabrinutost zbog socijalne izolacije, vršnjačkoga neprihvatanja i nedovoljno educiranih učitelja (Attard i Booth, 2023; Hodges i sur., 2020).

Istraživanje Anderson (2020) dodatno naglašava ključne prepreke s kojima se učenici s PSA-om suočavaju u školskom okruženju. Prema roditeljima, glavni razlozi školskih izostanaka djece s PSA-om su psihološke i emocionalne poteškoće (npr. anksioznost, stres i senzorna preopterećenost), nedostatak adekvatnih školskih prilagodbi te problemi u socijalnoj interakciji s vršnjacima. Roditelji su istaknuli da djeca često izostaju iz škole zbog neprilagođenih nastavnih metoda, a neki su izrazili zabrinutost zbog neodgovarajuće podrške učitelja i školskoga osoblja (Anderson, 2020).

Percepcija roditelja o ulozi učitelja u inkluziji također igra važnu ulogu u oblikovanju njihovih stavova. Roditelji često smatraju da učitelji nemaju dovoljno znanja i resursa za učinkovitu inkluziju (Attard i Booth, 2023; Tucker i Schwartz, 2013). Većina roditelja naglašava važnost kontinuirane suradnje s učiteljima, ali ujedno ističe probleme u komunikaciji i nedovoljnu uključenost u proces donošenja odluka o obrazovanju njihove djece (Azad i sur., 2018).

Tablica 3

Prikaz istraživanja o iskustvima i stavovima roditelja djece s PSA-om prema inkluziji

Izvor	Tip ustanove	Metodologija	Veličina uzorka	Država	Ključni nalazi
Abu-Hamour i Muhaidat (2014)	Redovne škole i centri	Kvantitativna	148	Jordan	Roditelji s višom razinom obrazovanja pozitivniji su prema inkluziji. Veći izazovi kod težih oblika PSA.
Anderson (2020)	Redovne i specijalne škole, posebni razredi unutar redovnih škola	Kvantitativna	1799	Švedska	Glavni razlozi školskih izostanaka učenika s PSA-om su emocionalne poteškoće, nedostatak adekvatnih školskih prilagodbi i problemi u interakciji s vršnjacima.
Attard & Booth (2023)	Redovne škole	Mješovita	72	Malta	Iskazivanje potrebe za školskim stručnjacima i specijalističkom podrškom.
Azad i sur. (2018)	Osnovne škole	Kvalitativna	39	SAD	Naglašava se važnost jasne komunikacije i suradnje s učiteljima.
Falkmer i sur. (2015)	Redovne, privatne i specijalne škole, posebni razredi unutar redovne škole	Pregledni rad	1518 (iz 28 istraživanja)	15 zemalja	Roditelji inkluziju vide u individualnim, učioničkim/učitelj, školskim i društvenim faktorima. Naglašavaju izazove, podršku i potrebu za jasnijim informacijama.
Hodges i sur. (2020)	Redovne osnovne škole	Kvalitativna	15	Australija	Naglašava se važnost pripadnosti, dosljedne podrške i prihvaćanja u školskom okružju.
Mathur i Koradia (2018)	Redovne škole	Kvantitativna	20	Indija	Negativan stav prema kvaliteti obrazovnih usluga u redovnim školama, pozitivan stav prema društvenim aspektima inkluzije, neutralan stav prema međusobnim koristima inkluzije
Tucker i Schwartz (2013)	Redovne škole	Kvantitativna	135	SAD	Roditelji žele biti uključeni u kreiranje IEP-a, ali često osjećaju isključenost.
Wilson i sur. (2025)	Redovne škole	Kvantitativna	96 roditelja djece s PSA-om (od ukupno 185)	Velika Britanija	Roditelji s većim znanjem o autizmu i pozitivnijim stavovima prema autizmu izražavaju veću podršku inkluziji. Manja percepcija stigme - pozitivniji stavovi prema inkluziji.

Osim toga, istraživanja pokazuju da obrazovanje roditelja i vrsta teškoće mogu utjecati na njihove stavove prema inkluziji – obrazovaniji roditelji češće podržavaju inkluziju, dok su roditelji djece s težim oblicima autizma skloniji negativnim stavovima (Abu-Hamour i Muhaidat, 2014). Također, percepcija stigme može utjecati na roditeljske stavove o inkluziji, pri čemu roditelji koji percipiraju manje stigmatizacije izražavaju veći optimizam u pogledu obrazovnih mogućnosti svoje djece (Wilson i sur., 2025).

Zaključno, stavovi roditelja prema inkluziji djece s PSA-om oblikovani su nizom čimbenika, uključujući kvalitetu školske podrške, iskustva s učiteljima, percepciju sigurnosti i prihvaćenosti djeteta te razinu informiranosti o inkluziji. Dok dio roditelja inkluziju vidi kao priliku za razvoj svojega djeteta, drugi izražavaju zabrinutost zbog

strukturalnih i socijalnih prepreka u školskom sustavu. Razumijevanje ovih stavova ključno je za unaprjeđenje inkluzivnih obrazovnih politika i osiguravanje učinkovitije podrške učenicima s PSA-om.

Iskustva i stavovi učenika bez teškoća prema inkluziji učenika s PSA-om u redovite razredne odjele

Iako svijest o autizmu među vršnjacima raste zbog sve većega uključivanja autistične djece u redovne škole, istraživanja pokazuju da tipični učenici i dalje nemaju dovoljno razumijevanja autizma (Campbell i Barger, 2011; Campbell i sur., 2019). Ovaj nedostatak razumijevanja potvrđuju i nalazi istraživanja prikazanih u Tablici 4.

Tablica 4

Prikaz istraživanja o iskustvima i stavovima učenika bez teškoća prema inkluziji učenika s PSA-om

Izvor	Tip ustanove	Metodologija	Veličina uzorka	Država	Ključni nalazi
Cook i sur. (2020)	Redovne škole bez i sa specijalnim razredima	Kvantitativna	1424	Velika Britanija	Kontakt s učenicima s autizmom može poboljšati stavove, ali samo ako postoji aktivna interakcija i osobna povezanost.
Čolić (2015)	Osnovne škole	Kvantitativna	123	Srbija	Starije djevojčice pokazuju pozitivnije stavove prema inkluziji od drugih učenika.
Fleva (2014a)	Srednje škole	Kvantitativna	179	Grčka	Adolescenti imaju pozitivnije stavove prema neurotipičnim vršnjacima nego prema vršnjaku s AS-om; informacije koje im prenose prijatelji izazivaju pozitivnije reakcije od informacija koje im prenose učitelji.
Fleva (2014b)	Srednje škole	Kvantitativna	416	Grčka	Zamišljeni kontakt poboljšava biheioralne namjere prema vršnjaku s AS-om, ali ne utječe na stavove prema mladima s AS-om općenito.
Mavropoulou i Sideridis (2014)	Osnovne škole	Kvantitativna	475	Grčka	Kontakt s učenicima s PSA-om povećava znanje o autizmu i potiče pozitivne stavove.
Silton i Fogel (2012)	Osnovne škole	Kvantitativna	158	SAD	Strategije vršnjačke pomoći i naglašavanje snaga učenika s autizmom povećavaju spremnost za suradnju, ali ne mijenjaju stavove.

Pregled dosadašnjih istraživanja pokazuje da stavovi neurotipičnih učenika prema inkluziji djece s PSA-om nisu jednoznačni i ovise o višestrukim čimbenicima, uključujući izloženost učenicima s autizmom, vrstu informacija koje primaju, učestalost interakcija, dob te spol učenika.

Osobni kontakt s učenicima s PSA-om pokazao se ključnim za oblikovanje stavova i ponašajnih intencija. Istraživanja pokazuju da su učenici koji su imali priliku za redovitu interakciju s vršnjacima s PSA-om razvili preciznije razumijevanje autizma

i pokazali pozitivnije stavove prema inkluziji u odnosu na one koji nisu imali takvo iskustvo (Mavropoulou i Sideridis, 2014). No, sam boravak učenika s PSA-om u školskom okruženju nije bio dovoljan za poboljšanje stavova – ključna je bila kvaliteta interakcije i razina uključenosti učenika bez teškoća (Cook i sur., 2020).

Informiranje neurotipičnih učenika o autizmu može utjecati na njihove percepcije i ponašajne intencije. Prikaz strategija vršnjačke pomoći te naglasak na snagama učenika s autizmom potaknuli su pozitivnije reakcije i veću spremnost na akademsku suradnju (Silton i Fogel, 2012). Također, način na koji se informacije o autizmu prenose utječe na percepciju učenika – deskriptivne informacije o sličnostima između učenika s autizmom i njihovih vršnjaka pokazale su veći učinak kada ih je pružio prijatelj, dok su kombinirane informacije (deskriptivne i eksplanatorne) bile učinkovitije kada ih je prenio učitelj (Fleva, 2014a).

Spremnost učenika za socijalnu i akademsku interakciju s vršnjacima s PSA-om ovisi i o dobi i spolu. Djevojčice, osobito starije, pokazale su veću sklonost sudjelovanju u socijalnim, akademskim i rekreativnim aktivnostima s vršnjakinjama s autizmom u odnosu na dječake (Čolić, 2015). Mlađi učenici, u usporedbi sa starijima, općenito su pokazali pozitivnije stavove prema vršnjacima s PSA-om (Fleva, 2014a).

Metoda zamišljenoga kontakta, pri kojoj učenici mentalno zamišljaju interakciju s vršnjacima s PSA-om, pokazala se korisnom za poboljšanje spremnosti na kontakt, ali nije imala učinak na opće stavove prema osobama s autizmom (Fleva, 2014b). Unatoč pojedinim pozitivnim nalazima, istraživanja ukazuju i na rizik od socijalne isključenosti učenika s PSA-om. Trećina učenika u jednom istraživanju izrazila je nespremnost za sudjelovanje u pojedinim aktivnostima s učenikom s autizmom, što sugerira potrebu za dodatnom edukacijom o inkluziji (Čolić, 2015). Nadalje, učenici koji su pohađali škole sa specijaliziranim centrima za autizam pokazali su veću osjetljivost na vršnjačko nasilje učenika s PSA, no to se nije nužno odrazilo na konkretne prosocijalne intencije (Cook i sur., 2020).

Dugoročni efekti kontakta i informiranja o PSA-u pokazali su se ovisnima o dobi i vrsti kontakta. Istraživanje Mavropoulou i Sideridis (2014) pokazalo je da su učenici kontaktne skupine (oni koji su imali priliku za interakciju s učenikom s PSA-om) stekli preciznije znanje o autizmu, no taj je učinak bio prisutan samo kod mlađih učenika (učenici četvrtih i petih razreda). Stariji učenici nisu pokazali značajan napredak u razumijevanju, što sugerira potrebu za dodatnim edukativnim intervencijama u starijim razredima.

Zaključno, stavovi neurotipičnih učenika prema inkluziji učenika s PSA-om variraju ovisno o osobnom kontaktu, dostupnosti informacija, spolu, dobi i kvaliteti interakcije. Dok su strukturirane interakcije i edukativni pristupi koji naglašavaju snage učenika s PSA-om pokazali potencijal za poboljšanje stavova, istraživanja ukazuju na potrebu za daljnjom edukacijom i sustavnim mjerama kako bi se smanjila socijalna isključenost učenika s PSA-om u školskom okruženju.

Rasprava

Prema Bronfenbrennerovoj teoriji ekoloških sustava (1986), razvoj učenika s PSA-om oblikovan je interakcijama s okolinom na različitim razinama – od izravnoga utjecaja učitelja, pomoćnika i vršnjaka (mikrosustav), preko suradnje između škole i roditelja (mezosustav) do obrazovnih politika (egzosustav) i širih društvenih vrijednosti (makrosustav). U ovom kontekstu, analiza stavova i iskustava učitelja, pomoćnika, roditelja i učenika ključna je za razumijevanje izazova i mogućnosti u inkluzivnom obrazovanju.

Kako bi se bolje razumjele različite perspektive, rasprava će se usmjeriti na pojedinačnu analizu svake skupine sudionika – učitelja, pomoćnika, roditelja i učenika – pri čemu će se posebna pozornost posvetiti čimbenicima poput stručne obuke, prethodnoga iskustva, dostupnosti resursa i socijalne dinamike u školskom okruženju.

Iskustva i stavovi učitelja prema inkluziji učenika s PSA-om

Rezultati pregleda istraživanja o stavovima učitelja prema inkluziji učenika s PSA-om pokazuju značajnu varijabilnost, pri čemu su identificirani različiti čimbenici koji oblikuju njihove stavove. Dok su neka istraživanja ukazala na pozitivan stav učitelja prema inkluziji (Alexandri i sur., 2017; Garrad i sur., 2019), druga su pokazala neutralne ili negativne stavove, osobito u kontekstu nedostatka podrške i suočavanja s bihevioralnim teškoćama učenika (Chung i sur., 2015; Gómez-Marí i sur., 2022). U ovom pregledu istaknuto je nekoliko ključnih varijabli koje utječu na stavove učitelja.

Bihevioralne teškoće učenika

Učitelji često izražavaju zabrinutost zbog poteškoća u upravljanju učionicom (Jury i sur., 2021b).

Stručna obuka

Iako edukacija može poboljšati stavove, neki rezultati sugeriraju da nije uvijek presudan faktor (Garrad i sur., 2019; Russell i sur., 2022).

Prethodno iskustvo

Učitelji koji su imali iskustva s učenicima s PSA-om češće pokazuju pozitivnije stavove (Alexandri i sur., 2017; Wittwer i sur., 2023).

Samoeфикаsnost učitelja

Učitelji koji se osjećaju kompetentnijima za rad s učenicima s PSA-om pokazuju više pozitivnih stavova (Russell i sur., 2022).

Dostupnost resursa i podrške

Percipirani nedostatak pomoći u učionici često se navodi kao prepreka inkluziji (Lindsay i sur., 2013; Majoko, 2018).

Metodološka obilježja istraživanja

Analiza metodoloških pristupa pokazala je dominaciju kvantitativnih istraživanja, dok je relativno mali broj studija koristio kvalitativne metode ili mješovite pristupe.

Primjerice, istraživanja koja su koristila sustavne preglede (npr. Gómez-Marí i sur., 2022; Russell i sur., 2022) omogućila su širi uvid u globalne trendove, ali su ograničena na interpretaciju već postojećih podataka. S druge strane, kvalitativne studije (Lindsay i sur., 2013; Majoko, 2018) omogućuju dublje razumijevanje osobnih iskustava učitelja, ali se provode na manjim uzorcima, što može smanjiti njihovu generalizaciju. Ovi nalazi upućuju na potrebu za mješovitim metodama istraživanja koje bi kombinirale statističke obrasce s dubljim uvidima u učiteljske perspektive.

Prijedlozi za buduća istraživanja

Istraživanja o stavovima učitelja prema inkluziji još uvijek ne pružaju jasne odgovore o *utjecaju dobi i spola*. Dok postoje indikacije da mlađi učitelji imaju pozitivnije stavove (Alexandri i sur., 2017), nije poznato mijenjaju li se oni s godinama iskustva. Rezultati o ulozi spola ostaju neujednačeni – neka istraživanja sugeriraju da žene imaju pozitivnije stavove zbog društvenih faktora (Park i Chitiyo, 2011), dok druga ne nalaze jasnu povezanost (Gómez-Mari i sur., 2022). Potrebna su daljnja istraživanja kako bi se ove razlike bolje razumjele.

Razlike između osnovnoškolskih i srednjoškolskih učitelja također su slabo istražene. Neka istraživanja pokazuju da učitelji osnovnih škola imaju višu samoprocjenu učinkovitosti u radu s učenicima s PSA-om (Wittwer i sur., 2023), dok se pretpostavlja da razlike u inicijalnom obrazovanju mogu utjecati na njihove stavove prema inkluziji (Gómez-Mari i sur., 2022). Dodatna istraživanja trebala bi ispitati stvarni utjecaj ovih faktora.

Dugoročni učinci profesionalnoga usavršavanja ostaju nepoznati. Iako su stručne edukacije prepoznate kao ključne za inkluziju, nije jasno koliko dugo traje njihov pozitivan učinak. Buduće studije trebale bi ispitati trajnost promjena u percepciji učitelja nakon stručnoga usavršavanja.

Implikacije za obrazovnu praksu

Nalazi ovoga pregleda istraživanja naglašavaju *potrebu za praktično usmjerenom edukacijom učitelja*, većom podrškom u upravljanju ponašanjem učenika s PSA-om te poboljšanjem resursne podrške u školama.

Stručna obuka treba se više fokusirati na konkretne strategije rada s učenicima s PSA-om, a ne samo na teorijske koncepte.

Učitelji trebaju veću podršku u upravljanju ponašanjem kako bi se lakše nosili s bihevioralnim teškoćama učenika, uz bolju suradnju s pomoćnicima i stručnjacima.

Povećanje resursa koji se odnosi na veći broj pomoćnika, prilagođene nastavne materijale i individualizirane obrazovne planove ključno je za uspješnu provedbu inkluzije.

Iskustva i stavovi pomoćnika u nastavi prema inkluziji učenika s PSA-om

Pomoćnici u nastavi imaju ključnu ulogu u osiguravanju uspješne inkluzije učenika s PSA-om, pružajući im podršku u akademskim i socijalnim interakcijama te pomažući

u prilagodbi nastavnih sadržaja. Pregled istraživanja pokazuje da njihova iskustva i stavovi prema inkluziji variraju ovisno o dostupnosti edukacije, profesionalnoj ulozi, podršci škole i percepciji suradnje s učiteljima i stručnjacima (Fisher i Pleasants, 2012).

Većina pomoćnika prepoznaje pozitivne aspekte inkluzije, poput poticanja samostalnosti učenika i smanjenja socijalne isključenosti, no mnogi ističu izazove poput nedostatka stručne obuke, ograničene suradnje s učiteljima i nedovoljnih resursa. Analiza dostupnih istraživanja pokazuje nekoliko ključnih tema u njihovim iskustvima.

Stručna obuka i percepcija kompetentnosti - Pomoćnici u nastavi često se suočavaju s nedostatkom specifične edukacije za rad s učenicima s PSA-om, pri čemu su dodatne obuke često nedostupne zbog financijskih i organizacijskih prepreka (Abott i sur., 2011; Corkum i sur., 2014; Fisher i Pleasants, 2012). Zanimljivo je da neki pomoćnici procjenjuju svoju kompetentnost višom od učitelja, što može ukazivati na veću praktičnu izloženost ili specijalizirane treninge (Corkum i sur., 2014). Ovi nalazi ističu potrebu za usklađenom edukacijom učitelja i pomoćnika radi učinkovitije suradnje u inkluziji.

Profesionalna uloga i izazovi - Iako igraju ključnu ulogu u inkluziji, pomoćnici često nisu uključeni u planiranje nastave i donošenje odluka o učenicima s PSA-om (Symes i Humphrey, 2011). Nedostatak suradnje s učiteljima može dovesti do nejasne podjele odgovornosti i smanjene učinkovitosti (Fisher i Pleasants, 2012; Groman, 2022). Također, često im se povjeravaju zadatci izvan njihovih formalnih odgovornosti, što povećava pritisak (Fisher i Pleasants, 2012; Page i Ferrett, 2018).

Suradnja s učiteljima i stručnjacima - Kvalitetna suradnja između pomoćnika, učitelja i stručnjaka ključna je za uspješnu inkluziju. Bolja komunikacija može poboljšati radne uvjete i učinkovitost inkluzivnih praksi (Page i Ferrett, 2018; Symes i Humphrey, 2011). Nedostatak stručne podrške dodatno otežava njihov rad, što upućuje na potrebu za sustavnijom supervizijom i podrškom (Symes i Humphrey, 2011).

Materijalni uvjeti i resursi - Financijski i materijalni nedostaci česta su prepreka za pomoćnike. Ograničen pristup edukacijskim materijalima otežava individualizirani rad, a manjak kvalificiranih pomoćnika dodatno opterećuje postojeće osoblje i smanjuje kvalitetu inkluzije (Fisher i Pleasants, 2012; Page i Ferrett, 2018; Abott i sur., 2011).

Motivacija i profesionalni razvoj - Unatoč izazovima, pomoćnici ističu unutarnju motivaciju i brigu za učenike kao ključne razloge za svoj angažman (Groman, 2022; Jurković i sur., 2020). Njihova dugoročna motivacija ovisi o mogućnostima stručnoga usavršavanja i priznavanju njihove uloge. Pomoćnici koji imaju priliku za razvoj kompetencija osjećaju se kompetentnije i zadovoljnije, što pozitivno utječe na inkluzivne prakse (Page i Ferrett, 2018).

Metodološke karakteristike istraživanja

Analiza metodoloških pristupa istraživanjima o ulozi pomoćnika u nastavi pokazuje dominaciju kvalitativnih istraživanja, dok je relativno mali broj studija koristio kvantitativne ili mješovite metode. Većina istraživanja temelji se na iskustvima pomoćnika primjenom intervjuja i studija slučaja, što omogućuje dubinsko razumijevanje izazova s kojima se

suočavaju (Page i Ferrett, 2018; Symes i Humphrey, 2011). Međutim, kvalitativni pristup često uključuje ograničen broj sudionika, što može smanjiti mogućnost generalizacije nalaza na širu populaciju pomoćnika u nastavi. S druge strane, kvantitativne studije u kojima su se analizirali stavove i iskustva pomoćnika (npr. Fisher i Pleasants, 2012; Groman, 2022) pružaju širi pregled trendova, ali ne daju detaljne uvide u osobna iskustva i kontekstualne faktore koji utječu na njihovu percepciju inkluzije.

Ovi nalazi upućuju na potrebu za mješovitim metodama istraživanja koje bi kombinirale statističke analize stavova s dubljim kvalitativnim uvidima, omogućujući sveobuhvatnije razumijevanje uloge pomoćnika u inkluzivnom obrazovanju.

Prijedlozi za buduća istraživanja

Pregled literature ukazuje na nekoliko nedovoljno istraženih aspekata uloge pomoćnika u inkluziji učenika s PSA-om.

Dugoročni učinci edukacije pomoćnika još uvijek nisu jasni – iako su obuke prepoznate kao ključne za povećanje kompetencija pomoćnika, ne zna se koliko dugo traje njihov učinak i jesu li potrebni kontinuirani programi usavršavanja (Abott i sur., 2011; Fisher i Pleasants, 2012).

Razlike u ulozi pomoćnika na različitim obrazovnim razinama također su nedovoljno istražene – većina studija fokusira se na osnovno obrazovanje, dok je u srednjim školama znatno manje istraživanja o njihovim odgovornostima i izazovima (Page i Ferrett, 2018).

Suradnja pomoćnika s učiteljima i roditeljima još je jedan aspekt koji zahtijeva više pozornosti. Iako istraživanja pokazuju da pomoćnici često nisu uključeni u planiranje nastave (Symes i Humphrey, 2011), potrebno je ispitati koji su ključni faktori koji poboljšavaju suradnju i kako bolje definirati njihovu ulogu unutar škole.

Psihološka dobrobit pomoćnika također je slabo istražena – fokus je uglavnom na njihovoj profesionalnoj ulozi, dok su stres, emocionalno sagorijevanje i zadovoljstvo poslom često zanemareni. Buduće studije trebale bi ispitati utjecaj radnih uvjeta i institucionalne podrške na dobrobit pomoćnika u inkluziji (Groman, 2022).

Ovi aspekti predstavljaju važna područja za daljnja istraživanja koja bi mogla pridonijeti boljem razumijevanju uloge pomoćnika i poboljšanju inkluzivnih praksi.

Implikacije za obrazovnu praksu

Potrebno je razviti *specijalizirane edukacijske programe* za pomoćnike u nastavi koji bi sadržavali konkretne strategije rada s učenicima s PSA-om, čime bi se povećala njihova kompetentnost i učinkovitost u inkluzivnom okruženju. Također, ključno je omogućiti aktivno sudjelovanje pomoćnika u planiranju nastave i konzultirati ih pri donošenju odluka koje se odnose na učenike, čime bi se poboljšala suradnja s učiteljima.

Osiguravanje adekvatnih resursa u obrazovnom sustavu predstavlja još jedan važan aspekt unaprjeđenja inkluzije. Bolja dostupnost nastavnih materijala, kao i zapošljavanje dodatnih pomoćnika, može značajno smanjiti opterećenje osoblja i omogućiti kvalitetniji individualizirani pristup učenicima.

Uz to, *jasnije definiranje profesionalne uloge pomoćnika te veće priznavanje njihovoga doprinosa* moglo bi pozitivno utjecati na njihovu motivaciju i zadovoljstvo poslom. Prostor za poboljšanje postoji u uspostavljanju standardiziranih smjernica i unificiranih praksi rada, čime bi se osigurala dosljednost u njihovom djelovanju i povećala učinkovitost podrške učenicima unutar obrazovnoga sustava.

Iskustva i stavovi roditelja djece s PSA-om prema inkluziji

Roditelji djece s PSA-om imaju ključnu ulogu u inkluziji jer njihova percepcija obrazovnih mogućnosti i kvalitete školske podrške utječe na obrazovne izbore koje donose za svoju djecu. Pregled istraživanja pokazuje da stavovi roditelja nisu jednoznačni – dok neki podržavaju inkluziju zbog njezinih pozitivnih učinaka na socijalni i akademski razvoj djeteta (Abu-Hamour i Muhaidat, 2014), drugi izražavaju zabrinutost zbog nedostatne školske podrške, stigmatizacije i izazova u interakciji s vršnjacima (Attard i Booth, 2023; Hodges i sur., 2020). Glavni čimbenici koji oblikuju roditeljske stavove uključuju kvalitetu školskih prilagodbi i podrške, percepciju sigurnosti i prihvaćenosti djeteta, prethodna iskustva s obrazovnim sustavom, razinu informiranosti o inkluziji te percepciju društvene stigme (Wilson i sur., 2025).

Razlozi podrške roditelja inkluziji

Roditelji koji zagovaraju inkluziju često ističu njezine pozitivne učinke na razvoj djece, uključujući poboljšanje motivacije, jezičnih i socijalnih vještina te priliku za učenje u prirodnom okruženju s vršnjacima (Abu-Hamour i Muhaidat, 2014). Studije pokazuju da roditelji koji imaju veće znanje o autizmu i pozitivnije stavove prema njemu izražavaju veću podršku inkluziji (Wilson i sur., 2025). Također, roditelji naglašavaju da inkluzija može smanjiti stigmatizaciju djece s PSA-om, poboljšati njihove prilike za neovisnost i pružiti im bolje socijalne interakcije (Hodges i sur., 2020). Međutim, podrška inkluziji često je uvjetovana percepcijom kvalitetne podrške u školi – kada roditelji procjenjuju da škola pruža adekvatne resurse i prilagodbe, njihova sklonost inkluziji raste (Attard i Booth, 2023).

Razlozi zabrinutosti roditelja

Unatoč prepoznavanju potencijalnih koristi inkluzije, mnogi roditelji izražavaju skepticizam i zabrinutost, osobito zbog nedostatka stručne podrške u školama. Često smatraju da učitelji nemaju dovoljno znanja o PSA-u ni odgovarajuće metode za rad s njihovom djecom (Attard i Booth, 2023; Tucker & Schwartz, 2013). Također, prisutan je strah od socijalne izolacije jer roditelji brinu da bi njihova djeca mogla biti neshvaćena ili isključena iz vršnjačke zajednice (Hodges i sur., 2020). Dodatni izazov predstavlja neučinkovita provedba školskih prilagodbi jer mnogi roditelji navode kako škole ne osiguravaju individualizirane obrazovne planove te da se prilagodbe često ne provode dosljedno (Mathur i Koradia, 2018). Problemi u komunikaciji s učiteljima također doprinose njihovoj nesigurnosti jer roditelji žele biti aktivnije uključeni u planiranje obrazovanja svoje djece, no često se osjećaju isključeno iz procesa donošenja odluka (Azad i sur., 2018). Zanimljivo je da istraživanja pokazuju kako roditelji djece s težim

oblicima PSA češće izražavaju negativne stavove prema inkluziji, dok su roditelji djece s blažim oblicima PSA skloniji podržavati inkluzivno obrazovanje (Abu-Hamour i Muhaidat, 2014).

Uloga obrazovnih politika i zakonodavstva

Na razini makrosustava, roditeljski stavovi prema inkluziji često su oblikovani zakonodavnim i institucionalnim okvirima. Dok zakoni koji štite prava djece s PSA-om omogućuju veći pristup inkluzivnom obrazovanju, neki roditelji smatraju da su primorani odabrati inkluziju zbog nedostatka alternativnih opcija (Falkmer i sur., 2015). Također, roditelji često izražavaju nezadovoljstvo nedovoljnom informiranošću o svojim pravima i mogućnostima podrške koje mogu zatražiti od škola (Falkmer i sur., 2015). Ovi rezultati naglašavaju važnost poboljšanja informiranja roditelja i školskih sustava o inkluzivnim politikama i podrškama.

Metodološka obilježja istraživanja

Većina istraživanja stavova roditelja prema inkluziji temelji se na kvantitativnim metodama, uključujući ankete i upitnike (Abu-Hamour i Muhaidat, 2014; Wilson i sur., 2025). Kvantitativni pristupi omogućuju širu generalizaciju nalaza, ali ne daju dublji uvid u osobna iskustva roditelja. S druge strane, kvalitativne studije (Azad i sur., 2018; Hodges i sur., 2020) pružaju detaljniji uvid u percepciju inkluzije, ali su ograničene malim uzorcima. Pregled literature sugerira da bi buduća istraživanja trebala koristiti mješovite metode, kombinirajući kvantitativne podatke s kvalitativnim intervjuima.

Prijedlozi za buduća istraživanja

Iako su roditeljski stavovi o inkluziji već analizirani, još uvijek nedostaju istraživanja koja bi pratila *dugoročne promjene* u njihovoj percepciji tijekom djetetova školovanja. Također, potrebno je provesti daljnja istraživanja o *utjecaju socioekonomskoga statusa*, posebice financijske situacije i obrazovne razine roditelja, na njihovo viđenje inkluzije. Osim toga, većina dosadašnjih studija usmjerena je na inkluziju u osnovnim školama, dok su iskustva roditelja djece s PSA *u srednjim školama* znatno manje istražena.

Implikacije za obrazovnu praksu

Za učinkovitu provedbu inkluzije potrebno je usmjeriti se na ključne mjere koje poboljšavaju podršku učenicima s PSA-om i jačaju suradnju svih dionika. *Poboljšanje školske podrške* uključuje jačanje stručne podrške u školama kroz dodatnu edukaciju učitelja o radu s učenicima s PSA-om te osiguravanje dosljedne provedbe individualiziranih obrazovnih planova. *Jačanje komunikacije između roditelja i škole* podrazumijeva razvijanje sustavnih strategija za bolju uključenost roditelja u obrazovne odluke, primjerice provedbom redovitih sastanaka i konzultacija. *Smanjenje društvene stigme* može se postići organizacijom edukativnih radionica za roditelje, učitelje i učenike kako bi se povećala svijest o PSA-u i smanjila stigmatizacija djece s PSA-om. *Razvoj jasnih inkluzivnih politika* zahtijeva osiguravanje transparentnih smjernica i resursa koji bi roditeljima pomogli da bolje razumiju prava i podršku dostupnu u školskom sustavu.

Iskustva i stavovi učenika bez teškoća prema inkluziji učenika s PSA-om

Stavovi i iskustva neurotipičnih učenika prema inkluziji vršnjaka s poremećajem iz spektra autizma (PSA) predstavljaju važan aspekt inkluzivnoga obrazovanja. Pregled istraživanja pokazuje da stavovi učenika nisu jednoznačni, već su oblikovani nizom čimbenika, uključujući osobni kontakt s učenicima s PSA-om, dob, spol, način na koji im se autizam objašnjava te razinu strukturirane podrške u školi (Cook i sur., 2020; Fleva, 2014a; Mavropoulou i Sideridis, 2014). Neka istraživanja ukazuju na pozitivne efekte inkluzije, no druge studije upozoravaju na rizik socijalne isključenosti učenika s PSA-om, osobito ako interakcije aktivno ne potiču i podržavaju škola i učitelji (Cook i sur., 2020; Čolić, 2015).

Utjecaj osobnoga kontakta na stavove učenika

Jedan od ključnih čimbenika koji oblikuje stavove učenika prema vršnjacima s PSA-om jest učestalost i kvaliteta kontakta s njima. Istraživanja pokazuju da sam boravak učenika s PSA-om u redovnim razredima nije dovoljan za razvijanje pozitivnih stavova – ključno je da postoji direktna, strukturirana i kontinuirana interakcija (Cook i sur., 2020; Mavropoulou i Sideridis, 2014). Učenici koji su imali priliku redovite interakcije s vršnjacima s PSA-om razvili su preciznije razumijevanje autizma i pokazali pozitivnije stavove prema inkluziji u odnosu na učenike koji nisu imali takvo iskustvo (Mavropoulou i Sideridis, 2014). Međutim, u školama gdje nije bilo aktivnih poticaja za interakciju, učenici s PSA-om često su ostajali socijalno izolirani (Čolić, 2015).

Utjecaj informiranja učenika o autizmu

Načini na koje se učenicima prenose informacije o autizmu mogu značajno utjecati na njihove stavove i ponašanje prema vršnjacima s PSA-om. Istraživanja pokazuju da strategije vršnjačke pomoći i naglašavanje snaga učenika s PSA-om povećavaju spremnost učenika na akademsku suradnju (Silton i Fogel, 2012). *Prijatelji su učinkovitiji u oblikovanju pozitivnih stavova* od učitelja – kada su učenici dobili informacije o autizmu od prijatelja, njihove su reakcije bile pozitivnije nego kada su informacije dolazile od učitelja (Fleva, 2014a). *Zamišljeni kontakt* (mentalne vježbe zamišljanja interakcije s vršnjakom s PSA-om) može poboljšati spremnost na kontakt, ali ne mijenja opće stavove prema osobama s autizmom (Fleva, 2014b). Ovi nalazi sugeriraju da bi škole trebale koristiti aktivne i vršnjački orijentirane strategije za poticanje pozitivnih stavova prema učenicima s PSA-om.

Utjecaj spola i dobi na stavove učenika

Različita istraživanja ukazuju na to da spol i dob učenika mogu igrati ulogu u njihovom odnosu prema inkluziji učenika s PSA-om. Djevojčice, osobito starije, pokazuju pozitivnije stavove prema inkluziji i veću spremnost na sudjelovanje u socijalnim i akademskim interakcijama s vršnjacima s PSA-om u odnosu na dječake (Čolić, 2015). Mlađi učenici općenito su pokazali pozitivnije stavove prema učenicima s PSA-om u usporedbi sa

starijima, što može ukazivati na veću otvorenost mlađe djece za inkluzivne prakse (Fleva, 2014a). Ovi nalazi mogu biti korisni pri oblikovanju edukativnih programa koji bi ciljano adresirali dobne i rodne razlike u percepciji autizma.

Metodološka obilježja istraživanja

Pregled literature pokazuje da su istraživanja o stavovima učenika prema inkluziji dominantno kvantitativna i temelje se na upitnicima i anketama (Cook i sur., 2020; Fleva, 2014a). Ovaj pristup omogućuje širu generalizaciju nalaza, ali može ograničiti dublje razumijevanje osobnih iskustava učenika. S druge strane, relativno je malo kvalitativnih studija koje bi omogućile detaljniji uvid u percepcije učenika, njihove strahove i motivaciju. Buduća istraživanja trebala bi koristiti mješovite metode, kombinirajući kvantitativne podatke s intervjuima i studijama slučaja kako bi se dobila cjelovitija slika odnosa učenika prema inkluziji.

Prijedlozi za buduća istraživanja

Istraživanja o inkluzivnim programima uglavnom se usmjeravaju na kratkoročne promjene stavova učenika, no potrebno je ispitati *kako se ti stavovi razvijaju tijekom duljega razdoblja*. Većina studija ne analizira *utjecaj financijske situacije obitelji i obrazovne razine roditelja* na stavove učenika prema inkluziji. Također, nužno je provesti dodatna istraživanja kako bi se ispitala *učinkovitost školskih programa usmjerenih na promicanje inkluzije* učenika s PSA-om.

Implikacije za obrazovnu praksu

Sam boravak učenika s PSA-om u školskom okruženju nije dovoljan za poticanje inkluzije, već je potrebno *strukturirano poticanje socijalnih interakcija među vršnjacima*. Uvođenje strategija poput *vršnjačke podrške i mentorstva* moglo bi poboljšati stavove učenika bez teškoća prema inkluziji. *Edukativni sadržaji o autizmu trebali bi biti prilagođeni dobi učenika*, s naglaskom na sličnostima i jačim stranama učenika s PSA-om. Budući da djevojčice i mlađi učenici pokazuju sklonost pozitivnijim stavovima, važno je osmisliti *programe koji bi dodatno potaknuli starije učenike i dječake* na aktivno sudjelovanje u inkluziji.

Ograničenja istraživanja

Glavno ograničenje ovoga pregleda jest oslanjanje na sekundarne izvore i interpretaciju postojećih istraživanja, što može dovesti do selektivne percepcije problema. Nadalje, uključen je ograničen broj studija iz različitih zemalja, pri čemu varijacije u obrazovnim sustavima i kulturnim kontekstima mogu utjecati na nalaze. Većina analiziranih istraživanja temelji se na anketnim metodama i samoprocjenama, što može rezultirati subjektivnim pristranostima u iskazanim stavovima sudionika.

Dodatno, iako su identificirani ključni čimbenici koji oblikuju stavove prema inkluziji, potrebna su longitudinalna istraživanja kojima bi se ispitale dugoročne promjene u percepciji sudionika. Također, većina istraživanja usredotočena je na osnovno

obrazovanje, dok su iskustva učenika i roditelja u srednjim školama slabije istražena. Ova ograničenja upućuju na potrebu za daljnjim empirijskim istraživanjima koja bi omogućila dublje razumijevanje inkluzije djece s PSA-om u različitim obrazovnim i društvenim kontekstima.

Zaključak

Rezultati ovoga pregleda naglašavaju složenost inkluzije djece s PSA-om u redovne škole te ukazuju na ključne čimbenike koji utječu na njezinu uspješnost. Stavovi učitelja oblikovani su njihovim prethodnim iskustvom i edukacijom, pri čemu dodatna stručna obuka može pozitivno utjecati na njihovu percepciju inkluzije. Pomoćnici u nastavi igraju važnu ulogu u podršci učenicima s PSA-om, no često se suočavaju s nedovoljnom stručnošću i nejasno definiranom profesionalnom ulogom. Roditelji podržavaju inkluziju, ali su zabrinuti zbog neadekvatne školske podrške i komunikacije s učiteljima, dok vršnjaci bez teškoća često iskazuju neutralne ili negativne stavove prema učenicima s PSA-om.

Unaprjeđenje inkluzivnoga obrazovanja zahtijeva sustavnu podršku kroz bolje strukturiranu edukaciju učitelja i pomoćnika, poboljšanu komunikaciju između roditelja i škole te osmišljavanje intervencija usmjerenih na pozitivne promjene u stavovima vršnjaka. Također, potrebno je razviti jasne smjernice i standarde za inkluziju kako bi se osigurala dosljedna primjena inkluzivnih praksi u obrazovnim institucijama. Daljnja istraživanja trebala bi ispitati dugoročne učinke inkluzije na učenike s PSA-om, kao i razviti konkretne strategije za smanjenje izazova s kojima se suočavaju ključni dionici obrazovnoga sustava.