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Inclusion of Children with Autism Spectrum Disorder in Preschool Environment in Cameroon: Play as A Developmental Factor

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Abstract:

In a situation of Autism Spectrum Disorder (ASD), the child must be able to benefit from a setting that promotes his autonomy while reinforcing his sense of belonging and acceptance of others. The study posits the problem of the psycho-affective development of the ASD child in an inclusive pre-school environment, through the play activities set up to achieve his empowerment. The interview guide and the observation grid of an inclusive school was used. As result, school inclusion is a favorable space for the development of these children, with the condition to apply adequate psycho-pedagogical strategies. This can enhance the development of interaction and communication skills, promote a sense of belonging and acceptance among learners and children with ASD throw an adapted play activity.

Keywords: School inclusion; Autism Spectrum Disorder; Psychosocial development; Play activities; Child.

1. Introduction

The pre-school environment is a space that offers material and human conditions favorable to the development of the pre-school child. This means that pedagogical content and strategies to be implemented in the classroom must be appropriate. It's a question of thinking holistically about familiarization with the environment and its impact on the development and fulfillment of all children. This environment must therefore take into account the material and human aspects likely to have an impact on the child's cognitive, affective, social and relational development. In this context, classroom layout criteria, classroom management methods, appropriate pedagogical approaches, different play areas and interventions in areas of activity must take into account the needs of all children, and more specifically the needs of each individual child. This specificity takes into account the child's disability and its particularities.

Children with autism spectrum disorders (ASD) are classified as special-needs children, whose disorders may be long-lasting or permanent. These disorders affect the cognitive, physical, psychological and social spheres, while impacting on daily activities, health and even learning. Some authors (Tchokote and Nguimpéa, 2022; Chaffi and Tchokote, 2021) had already demonstrated that early care of children with ASD could promote their autonomy in cognitive, affective, motor and relational terms. Although the professionals in charge of monitoring these children in these centers encountered difficulties in the exercise of their profession due to their low level of qualification. This disorder affects emotional, cognitive and social development. Families are confronted daily with difficulties related to the reality and needs of the child with ASD (Fourcade et al., 2015; Roper et al, 2014).

The Autism Spectrum Disorders (ASD) is a complex neurodevelopmental disorder that is characterized by impairments in social and communication skills, and by restricted and repetitive behaviors (APA, 2013; Corneau et al.,2014; Vienneau, 2002; Doré et al., 1999). According to DSM-5 (2013), there are five different ASD subtypes, that are: with/without-accompanying intellectual impairment; with Accompanying language impairment; associated with a known medical or genetic condition or environmental factor; associated with another neurodevelopment, mental, or behavioral disorder; with catatonia. ASD is a reality in both emerging and developing countries. The World Health Organization (2010), at the end of the World Autism Journal in Europe, points out that one in 150 children is a carrier of "autism spectrum disorders". Disability is often diagnosed too late, which implies a delay in care and which is extremely dangerous for the future of children with this disability. the statistics published by the Ministry of Public Health in Cameroun shows that, more than 100 000 children are autistic as a whole (Minsanté, 2018).

It is important to note that certain cultural representations put into practice by members of the cultural community of the child with ASD, provide a view of the type of help, follow-up and support reserved for this category of person (Tchokote et al., 2020; Mbassa Menick, 2015; Diop, 2012; Dassa et al. 2009). These representations are linked to the perception of a child's disability as a burden, misfortune or unlucky event (Tchokote, 2021). However, being perceived as a misfortune, the ASD of the child confronts the difficulty of thinking of an effective autonomy of this layer of the population which could be achieved by the contribution of schooling in an inclusive context. The difficulties are experienced on a daily basis by the ASD child's family members, who struggle to face reality and cope with the ASD child's needs of all kinds (Fourcade, Kruck and Rogé, 2015; Roper et al, 2014).

It has been shown that 750,000 children live with ASD in Central Africa, but the real figures are still unknown in Cameroon. 65% of children living with ASD do not have access to school due to the stigmatization and the erroneous belief. These erroneous thoughts are designed around the perceptions of autism as divine punishment for parents. Some practices are also effective, such as the practice of hiding autistic children at home, because of shame. We also note that some schools refuse to teach children with disorder.

All these facts make it difficult to access the school for children with ASD.

As stipulated in article 23 of the International Convention on the Rights of the Child (1989), "the disabled child has the right to benefit from special care, appropriate education and training to enable him or her to lead a full and decent life, in dignity, and to achieve the greatest possible degree of self-reliance and social integration". When the issue of autonomy and social integration is mentioned in the International Convention on the Rights of the Child, it actually aims to improve the quality of life of this category of children. Also, the Convention on the Rights of Persons with Disabilities (UN General Assembly, 2006) recognize the right to inclusive education.

In fact, inclusion in a preschool environment is recognized as likely to contribute to the health of the child, to help him enrich his thinking, to develop basic intellectual qualities, openness to the world, sociability, modes of aesthetic expression, moral habits. it must now be accessible to each one. It is an environment that accentuates the sensory-motor, affective and mental evolution of the child. The biological development and the awakening of the mind of the preschool child are already sufficient to make possible and interesting for him/her activities requiring control of movements and attention. As stated in Sustainable Development Goal (SDG) 4, the aim is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

In this logic, some Localized Unit for School Inclusion (ULIS) exist in order to allow autistic children to follow an education adapted to their needs. It helps to develop a kind of communication that aims to show the importance of considering a psycho-pedagogical support adapted to children with special needs in general and those with ASD in particular. It is possible to consider this support in a preschool context through the implementation of a space dedicated to the Unit for School Inclusion (ULIS). In fact, the Localized Unit for School Inclusion group a few students in a class within a regular school. In this environment, the play is enhanced for builds tolerance, acceptance, and appropriate social-emotional and psychomotor development, which is needed by children with ASD. Within this inclusive school environment, the specific learning is organized to takes into account the school rhythm, the disability, the particular learning and adaptation difficulties, the differences in term of psychomotor and psychosocial development.

In an inclusive school environment, the ASD child's skills must be taken into account, both in terms of individual abilities and deficits (Pelchat and Lefebvre, 2005; Plaisance and Schneider, 2013). This environment must build on the ASD child's abilities to promote learning, interaction, socialization, motor skills, sensory skills, inclusion. These skills can also be found in sensory memory (visual, auditory, tactile, olfactory and gustatory memory), visuo-spatial skills, learning by imitation, and procedural skills for carrying out concrete tasks. The child's interests may be in many other areas, such as music, numbers, etc. (Baghdadli, Rattaz and Ledésert, 2011).

The problem of the study is that of the psycho-affective development of the ASD child in an inclusive pre-school environment, through the play activities set up to achieve his empowerment. So, the question is: how can we promote the development (affective, cognitive, social and relational) of ASD children in an inclusive school environment? And how play activities can contribute to the empowerment of these children living with ASD in the context of Cameroon?

2. Methodology

2.1. Objective

The study follows a clinical approach centered on the human subject, considered in his or her singularity and experience (Muchielli 2009; Douville 2006; Fernandez et Catteeuw 2001). The aim is to grasp the psycho-affective development of ASD children in an inclusive preschool environment through play activities designed to achieve their autonomy.

2.2. Participants

The participants in this research are three personnels met in an inclusive school at Yaoundé-Cameroon (Localized Unit for School Inclusion -ULIS Ngousso). The choice of this school environment is justified by the fact that it allows autistic children to follow an education adapted to their needs. Participants are chosen according to the study's inclusion criteria, which are: to be a specialized educator in an inclusive educational center; to accompany ASD children in their empowerment process; and to agree to participate in the study.

Also, for the ethical considerations, anonymity was respected and participants were given pseudonyms (Pa1, Pa2 and Pa3). Participants signed consent forms after being informed of the purpose of the study (to understand the psycho-emotional development of ASD children in an inclusive environment). However, they were not informed of the nature of our questioning in order to avoid bias in their responses.

2.3. Instruments

The interviews (n=3) were conducted with participants using an open-ended questioning approach. The requirement of a qualitative study enables the sharing of the participant's experiences in an inclusive education situation, and stimulates a reflexive approach among the actors involved in the interview (Smith, Flowers and Larkin, 2009). The data were recorded using a dictaphone and transcribed in full. Participants were informed in advance of its use. Also, through the observation grid, the practices were observed on the play activities implemented, especially during the breaks of the learning sequences.

2.4. Procedure

The study took place at the Ngousso ULIS Center (Yaounde-Cameroon). With the help of the coordinator of the center, the 3 specialized educators were met at the center. We were able to observe their practices for 3 months with regard to the organization of activities in general, and play activities with these children in particular. In other words, the approval of the center's coordinator facilitated the effective meeting of the participants.

2.5. Data analysis

For the interview, the data were analyzed using the technique of thematic content analysis (Bardin, 2013). The aim was to explore the participants' experience and to understand the play activities implemented, which contributed to the psycho-affective development of the ASD child and, in turn, to his effective autonomy. The aim was also to grasp the dynamics at work in the play activities initiated by specialized educator in an inclusive preschool environment likely to foster the harmonious development of ASD children.

For the observation grid, the analysis focused on modalities such as: the learning framework, the types of activities, the level of adhesion of the children to the different activities, the level of interaction of the ASD children, the degree of satisfaction of the children during the practice of these activities.

3. Results

The results are structured around data from the interview with the 3 participants and elements of observation of the play activity practices implemented by the psychoeducators. The interview data are centered around themes related to the practices and daily monitoring of ASD children in psycho-educational settings (ULIS), as well as the psycho-educational approaches practiced when highlighting play activities in children living with ASD.

Framework for psycho-educational practices and care of ASD children

The psycho-educational space of the ULIS de Ngousso is a way of demonstrating a confidence-building approach to the installation of children with ASD. The existing infrastructure (3 classrooms, appropriate psychoeducational materials, a two-seater table and bench, the spatial organization and disposition of learners living with ASD, the existence of two toilets for girls and boys with appropriate shower facilities), facilitates the child's acceptance of the setting. Observations show that the psycho-educational space contains the parameters of a containing framework capable of appeasing the child in a difficult situation. This is perceptible when Pa2 states that:

we have rest areas that allow the child to rest and find stability when fatigue is felt. Also, after certain activities, some children feel tired and can't continue with the planned activities. We are obliged to accompany them for a temporary rest...". As a result, it's easier for the child to appropriate the space and explore the psycho-educational environment harmoniously.

Participant Pa3 reports that the daily follow-up respects the educational program through socialization activities such as exchanges with peers and role-playing. Meditation is also an activity that enables ASD children to learn a time of silence. An early-learning activity that begins with a song keeps the child attentive. Activities related to body image, as well as those known as sports, help to improve the ASD child's psychological health. When it comes to socialization and meditation, attention training plays an important role. As Pa2 points out, socialization at mealtimes is particularly important. He said:

Group meals encourage imitation by children who have difficulty feeding themselves. This helps those who don't know how to do it. Some copy from others. Afterwards, everyone takes part in tidying up the table and cleaning up. These are just some of the activities that the children enjoy, and which they see as games. They enjoy doing it!

Following the observation grid, it was observed that certain psycho-pedagogical strategies were put in place to facilitate the act of learning in children living with ASD. The aim of these strategies is to reinforce the adaptation of children with ASD to an inclusive context through an "actualizing" practice, as advocated by Blanchard-Laville (2001) and Ourghanlian (2009).

The ULIS Center and psycho-educational approaches

The psycho-educational practices observed in the ULIS help to empower children with ASD. These include priming, which enables a child experiencing particular difficulty in performing a task to preview the activity before carrying it out. In addition, incentive strategies facilitate comprehension of task-related instructions through gestural, physical and verbal aids. The layout of the learning space as observed revealed the provisions of a pictorial timetable, which facilitated children's anticipation while increasing predictability.

It is therefore important to note that the inclusive learning environment for children with ASD must also take into account the clarification of time, space, activities and rules. These clarifications help to reinforce the structuring and adaptation of the child with ASD. During learning activities, it has been observed that the task to be carried out by the child is broken down into several steps for its completion. This action, known as chaining, makes it possible to understand the procedure for solving the problem situation and, above all, to learn in order. The child with ASD is sometimes reminded of the task to be performed with the help of gestures.

In inclusive situations, children are sometimes invited to evaluate and correct their own behavior in a strategy called self-management. Following the guidelines of certain activities, tutoring is implemented to better understand the instructions through

the initiation of a binomial creation with the aim of reinforcing socialization in children with ASD.

According to the observation grid, a multi-disciplinary team has been put in place to contribute to the adaptation and development of children with ASD. This includes the expertise of speech therapists, psychomotricians and even general practitioners and pediatricians, who are called upon to provide medical follow-up for children with ASD enrolled in this inclusive school environment. Also, as participant Pa2 points out, parents are made aware of autism in order to explain the autistic behaviors that occur in these children, so that they can better understand the behaviors of children with ASD, and the strategies to be considered in accompanying them at home.

Pedagogical approaches for the implementation of playful activity practices

It is known that autistic individuals acquire information at a slow pace, some special pedagogic approaches have been developed so as to help improve their mental performance. These pedagogical approaches include Applied behavior Analysis (ABA), Picture Exchange Communication System (PECS), Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), and the Makaton learning method.

The ABA method is an approach that helps to understand behavioral based on the principles of respondent and operant conditioning. This involves the application of behavior analysis and principles of learning theory to reduce and eliminate problem behaviors and teach new skills. Some authors show that, the previous conditions and behavior are analyzed and manipulated. Some principles as the positive and negative reinforcement, shaping, and fading are used to increase or reduce target behaviors (Heflin & Simpson, 1998; Lovaas, 1987).

The practice of strengthening a behavior by following it with something that is desired or valued is known as a positive reinforcement. This leads to the improvement of mental performance in autistic children to obtain autonomy. In this situation, skills are broken down into small steps, and the child is given repeated opportunities to learn new skills with reinforcement. According to Heflin and Simpson (1998), Lovaas (1987), the goals of intervention and types of re-enforcers used are tailored to meet the needs of the individual child whose performance is measured by direct observation and data tracking.

The Picture Exchange Communication System (PECS) is an approach that develops expressive communication skills using pictures. According to the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), is structured learning that emphasizes socio-cognitive development of learning through the use of visual prompts or cues in the environment that capitalized on visual processing strengths of children with mental retardation. According to Schopler (1994) there are four major components of structured teaching. These include: physical organization, schedules, work systems and task organization.

The Makaton learning method is a program that uses symbols, signs to enable and support the development of essential communication skills such as attention and listening, recall, and organization of language and expression.

These pedagogical approaches can be used when implementing a learning activity and a play sequence with children with ASD. Observations have shown that participants in the study emphasized certain pedagogical approaches when implementing certain activities with children with ASD. The play activities observed in this context focus on manual activities with creative connotations. These activities take account of autism-related disorders and each child's individual ability to adapt, as participant Pa2 explains. He added:

It's important to know that autistic children sometimes have very short and very limited attention spans. With the communication difficulties and behavioral disturbances that can be observed, these children can be very anxious about not being able to carry out the task required! so we have to take into account the difference of each child [...].

The children's interests are also taken into account, to avoid a lack of motivation in carrying out an activity. Observation has shown that children can feel confident in a new activity, based on the educators' anticipation that they will be able to mobilize their sense organs to grasp the reality of the activity to be carried out. This was achieved through images and photos, as well as the materials that could be used for the activity. As participant Pa1 points out, once the activity is practiced and serves the child's development, diversification of the activity and strong interaction with the child are envisaged to prevent the child from becoming bored. In this sense, observation has enabled us to report on the help provided by specialized educators, advice and manipulative assistance, with the aim of encouraging the child to develop self-confidence and self-esteem, encouraging progress, motivation and a sense of initiative.

Play activities and psycho-affective development in children with ASD

It's a known that play is a privileged mode of interaction for children in general. In addition to enriching experiences in all areas of the child's development, play activities enable the child to experiment with various social roles and identity building. During a child's development, play activities gradually evolve. A distinction is made between sensory, functional, fictional and symbolic play. According to sensory play, it occurs in infants up to the end of the first year, is guided by the search for sensation. Functional play helps the child to use the primary function of the play object in a conventional way. Fictional games call on the child's capacity for imagination and representation through "pretending". These games can help the child to appropriate social rules and prohibitions. Play skills vary from one autistic child to another, regardless of the severity of the disability.

Participating in a play activity therefore requires the mobilization of psychomotor, relational and cognitive skills. However, the cognitive, relational and psychomotor functioning of children with ASD may be impaired, so we need to consider play strategies to

facilitate their development in the affective, cognitive, relational and psychomotor domains. According to Perrin (2011) sensory-motor play is dominant in children with ASD. They invest little in symbolic play, and will need adult support to raise their level of play.

The development of children with ASD is facilitated by the type of learning and play activities they engage in. Some activities develop concentration and creativity (cutting and pasting). Other activities, such as modeling, help children to blossom and develop the pleasure of participating in the activity. Actions linked to mixing colors, superposition and associating elements have also been observed as part of the play activities implemented at the ULIS center, through the painting activity. Participant Pa1 points out that:

the ability of children with ASD to concentrate is also linked to their ability to take part in creative activities such as decorating and cooking, but we must always take into account the child's ability to do so.

Certain sensory games can contribute to the development of children with ASD by helping them to awaken their senses and apprehend objects and people in their environment. These sensory games can include musical activities. Participant Pa3 points out that:

certain play activities support learning and major psychological functions in the areas of language, mathematics, memory, motor skills, social skills and emotions. Sport, too, is adapted to their disability and enables the child to develop motor skills and relate to other children easily!

These observations and experiences from the participants show that the play activities put in place help to reinforce the sense of well-being in children with ASD, although these activities must be thought out and adapted to the child's needs in order to promote his or her development in a holistic way.

Several theories can explain the challenges and difficulties of play in autistic children. In fact, depending on the model used to understand play in autistic children, several theories can provide a complementary understanding of the particular nature of the child's daily play. The model developed by Baron-Cohen, Leslie and Frith (1985) focuses on the theory of mind deficit. This model states that the lack of social adjustment in people with ASD impacts on their ability to represent mental states such as emotions, thought and beliefs. In this sense, play activities that require perception and recognition of the actors involved in the activity are difficult for children living with ASD. According to Frith (1989), the explanation for the behavior of a person living with ASD when faced with play activities can be explained by a deficit in central coherence. According to the author, the major difficulty lies in being able to gather information from various sources and assemble it into a coherent whole that makes sense.

This is explained by the fact that the person living with autism represents the world in fragmentary and sequential form. this sequential representation of the world is based solely on the sensory mode. Another explanatory model focuses on executive function difficulties in people living with ASD (Hughes and Russell, 1993). According to this model, superior functions such as attention, planning, generativity, working memory, mental flexibility and planning are difficult to use. It is these executive function difficulties that help explain the repetitive behavior observed in children with ASD.

Play activities are therefore one of the best ways to care for a child with an ASD. considerable repercussions are therefore observed on children and their family members as a result of the implementation of play activities, which must be adapted to the specificity of the child's case and according to the severity of the difficulty in one of the executive functions. Social skills can be stimulated through play. Harmonious development can be seen in terms of relational, cognitive and psychomotor resources (Perrin, 2011).

In this vein, Pa3 points out that:

Some children who arrived at the beginning of the year found it difficult to make contact with other children, and even with the supervisors. we notice a big difference in each child's abilities. some take a long time to perform an action, while others have difficulty understanding the games being played. when we succeed in pinpointing the child's difficulties, and when we recognize the primacy of the meaning used by the child, we envisage a psycho-pedagogical activity that will enable the majority to express themselves easily. of course, we take into account the specificity of each child, which is why we are constantly looking for clues as to how tasks or activities are being carried out, even when it's a play activity. the aim for us is to see the child enjoying the activity, and to develop his or her emotions and make them perceptible.

Play activities are considered to be major vectors of social integration, helping to reduce behaviors such as boredom, disinterest and lack of action. differentiated learning must therefore be valued in such a context, to facilitate the emergence of the child's resources, which can be directed towards his or her interests, communicative skills, social skills, psychomotor and cognitive skills (Perrin, 2011). This differentiated pedagogy must also take into account the accommodations required for play, the quality of spontaneous play (sensory-motor, functional, fictional and symbolic), and the child's level of socialization in play (isolated play, shared play, role-play). (Perrin, 2011).

For children with ASD, learning to play is useful because, as Perrin (2011, p8) points out:

It involves the implementation of various adaptations designed to arouse the child's interest, facilitate understanding and ultimately enable successful adaptation. These adaptations are implemented in a differentiated way depending on the persons and contexts involved, and are intended to be gradually reduced.

It's also important to use reinforcers to facilitate the acquisitions targeted in a psychoeducational or play activity. But these reinforcers need to be taught to the parents and social environment of autistic children, so that the adaptive behaviors identified can be maintained over the long term.

4. Discussions

It is known that the development of children with ASD in a school learning environment could be enhanced by respecting the difference, diversity, needs and abilities of each learner, while ensuring a school climate free of discrimination (Thomazet, 2006). As such, school is a living environment and a factor that determines and promotes children's mental health and harmonious development (Coudronnière and Mellier, 2016). The psychic space of the classroom in an inclusive education situation must be a containing space capable of offering not only quality education through its pedagogy focused on inclusion, but also capable of offering a space for mentalization and symbolization of the suffering induced by difference.

In this sense, the containing function applied in education, and more specifically in inclusive education, focuses on the recognition and treatment of primitive suffering, offering the possibility of expressing feelings that are difficult to access in the psychic space of the classroom (Blanchard-Laville, 2001; Ourghanlian, 2009). As recommended by Mellier (2005, p. 427), "the function to be contained can thus be defined as the psychic position to be adopted and implemented in the field, in intersubjectivity, to receive and transform very primitive suffering".

The results of the study show that the Localized Unit for School Inclusion (ULIS) promotes the harmonious development of children with ASD through the implementation of psycho-educational approaches in play-based learning situations. Through the learning framework and the types of activities, it has been found the considerable level of adhesion of the children on the different activities, the observable level of interaction of the ASD children, the pleasure and the degree of satisfaction of the children during the practice of these activities. We need to look at how the psycho-pedagogical activities advocated in an inclusive school environment fit in with the parenting practices implemented at home by parents, which are likely to sustain the learning components at all levels (communicative, social, emotional, etc.) induced by professionals.

It also emerges that parents of children with ASD need to reinforce the practices learned by their children in the learning environment. Given that the parent is not sufficiently equipped to adequately accompany the child with special needs, the focus is on the child's capacity and ability to observe adaptive behaviors learned during learning sequences over the long term. Observations have shown that there is no real involvement of parents in the strategies implemented to empower the child with ASD. How then, in a context of inclusive education, can the actors involved in empowering children with ASD (special educators, parents) pool their efforts and contribute holistically to the development of the child with a disability?

For parents of children with ASD, we can suggest that they mark out a specific play area in the home (with a chair, table, box, etc.). The advantage here may be that the child can easily associate this area with play practice. this practice can help to avoid scattered play behavior by facilitating focus and concentration. activities to structure playtime can also be proposed to children at home. in this sense, the parent can use tools to help structure playtime (time- timer, hourglass, timer)

Also, there is a need of requirement of an experiment for the reinforcement of holistic developmental factors in children with ASD, by the implement many localized Unit for School Inclusion (ULIS) in Cameroon. This localized Unit for School Inclusion is a crucial issue, because it will make it possible to consider learning, empowerment, and social interaction activities between children with special needs and other children in the same environment.

Conclusion

In an inclusive education, the diversification of learning and the personalized schooling project must be emphasized, with the aim of socialization based on participation, "living together" and accessibility. To achieve this, the learning environment must be able to provide a framework for the student's well-being in the psychic space of the classroom, through didactic holding. The inclusive school should have a soothing and supportive function, so that anxieties and tensions can be absorbed or reduced in a harmonious way. The need for a mentoring function in inclusive education promotes the development and autonomy of learners (Ourghalian, 2009).

The result of the study shows the psycho-educational practices and daily monitoring of ASD children in a Localized Unit for School Inclusion (ULIS). Some programs activities (socialization activities, meditation, activities related to body image, attention training) facilitate the act of learning in children living with ASD and to empower them. The use of special pedagogic approaches helps improve the mental performance of children with special needs. These special pedagogic approaches are used to facilitate the implementation of type of learning and play activities put in place by specialized educators. it emerges that play activities help to enhance the psychoaffective, psychocognitive and psychomotor development of children with ASD.

Nevertheless, the difficulty arises in maintaining behaviors favorable to the autonomy of these children, in the sense that parents are not sufficiently equipped to pursue the supervision of these children once they are at home. there is therefore a need to set up an adapted program to reinforce parental skills in the accompaniment of these special needs children. this has the advantage that the behaviors learned in the context of inclusive education with its psycho-pedagogical approaches, will be maintained, nurtured and observable in the long term.

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