

PEDAGOGICAL NARRATIVES ON THE SCHOOL INTEGRATION OF STUDENTS WITH AUTISM

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ABSTRACT

The diachronic problem of educating students with autism is examined based on the individual portfolio of teaching work (Christakis, 2011). The purpose of the study is to understand certain pedagogical parameters that govern the pedagogy of school inclusion for students with autism. The research in the field of special education and training [S.E.T.] is a mixed theoretical and practical one. The research method was designed with the pedagogical tool ‘‘T.I.S.D.I.P. of S.E.T.-ASDs’’ in 20 students. The data were collected using the methodology of observations of special educational needs [SEND] with certain protocols of SET and the methodology of special teaching interventions with small targeted steps and with the help of artificial intelligence. The pedagogical theories were analyzed using the technique of basic theoretical fundamental analysis of teaching principles. They are referred on the Targeted Individual Structured and Didactically Differentiated Inclusive Pedagogical Intervention Program of Special Education and Training with emphasis on Autism Spectrum Disorders [T.I.S.D.I.P. of S.E.T.-ASDs]. The results of the research present the treatment of pedagogical problems in social behavior and academic learning difficulties in students with autism according to the methodological instructions included in the book of the Special Education teacher (Ministry of Education, Pedagogical Institute, 2009).

Keywords: school integration, students with autism, special education and training

1.0 INTRODUCTION

The conceptual perspective of autism in the interdisciplinary field of school inclusion pedagogy examines different perspectives and meanings of Special Education (S.E.) (Happé, 1994; Synodinou, 2011; Sue Fletcher-Watson & Happé, 2019; Drossinou Korea, 2023). Topics that have been identified refer to the history of autism, but also the meaning of autism at the behavioural level, at the biological level, at the cognitive level. The open questions focus on what makes a good theory, at the cognitive level as the primary deficit models, the developmental trajectory models, and the domain-general information processing models. The significance of SE is multidimensional but for students with autistic spectrum disorders [ASDs] its content directly depends on the body that defines the teaching for the students who diagnosed with autism, the selected criteria and the historical period in question (Christakis, 2011).

The current study has recorded in previous research that existing gaps of teaching students with autism according the medical model (World Health Organization [WHO] and World Bank, 2011; American Psychiatric Association, 2013; Madigan, 2022; Autism Europe, 2026) for Special Education and Inclusion. In this context, special training is given meaning as a

broader concept on the teaching, without focuses in the autisms, according the interdisciplinary field of pedagogical action, while special training functions as a normative cultural convention in the community (Christakis, 2000; 2011; 2012; 2013; 2023) .

The "inter through" proposal of special education in the training of children and young people with specificities, such as autism, was recognized by (Law 2817, 2000; Christakis, 2000; 2011) for the first time in Greece (Hellenic Society for the Protection of Autistic Individuals, 2025). According to it, parents and teachers shared the belief that the solution to the problems would arise exclusively through educational programs and the support of paramedical professions around the school community (Stuart, 2018; Devine & Lecce, 2021; Drossinou-Korea, 2023). The diverse views and perspectives on how humans understand others' minds or as known 'theory of mind' (Baron-Cohen et al., 2001; Baron-Cohen, 2001) beyond early childhood into middle childhood and adolescence reflect to the pedagogical theories (Christakis, 2012; Bailey & Baker, 2020). So, it is explored how the neural, cognitive, and social changes of middle childhood and adolescence shape the ongoing development of theory of mind, and how theory of mind helps children to the educative and navigate their lives (Stuart, 2018; Drossinou Korea, 2022; Drossinou Korea et al., 2025). Nevertheless, gaps and limitations in previous research are formalized, which makes the contribution of the present study innovative and unique.

International Initiatives in the 1970s and pioneering educators and researchers (Warnock, 2005; Hornby, 2011) integrated children with disabilities into regular classes. This project was unprecedented for the time, as schools did not have specialized teachers to support the equal integration of students with autism in "regular" schools. The Greek reality in the 1980s was characterized by an intense fear of general education teachers towards students with disabilities in general, and autism in particular (Christakis, 2011; 2000) . The entry of the first special education teachers was alienating and perceived as a threat to the authority of the traditional, authoritarian teacher, provoking fear of losing his power (Drossinou-Korea, 2016; 2020; 2022; 2024 a; 2024 b; 2026).

Theoretical models for school inclusion led to the special classes that operated in the late 1990s in Athens and emerged as support programs (Christakis, 2013; 2023; 2024). These reflected the philosophy and pedagogical principles of decategorization and de-ageing that are included in the Framework for the Analytical Program of Special Education (FAPSE) called in greek, as [PAPEA] (Ministry of Education-Pedagogical Institute, 2009a), in a primitive effort to promote the right to education of students with SEN and disabilities. Thus, general education teachers, without "pretending to be experts", demonstrated willingness, accepted change and formed a welcoming climate for the school inclusion of children with autism (Law 3699, 2008). In the 2020s, the "invasion" of artificial intelligence (European Parliament - Artificial Intelligence, 2026; Drossinou - Korea, & Alexopoulos, 2022; 2023) creates a new landscape of theoretical pedagogical understanding and action in supporting students with autism, part of which is reflected in the individual portfolio of teaching interventions. The transition from special education to inclusive education being its goal and with culture seeks new data to describe what happens in the everyday lives of people with neurodiversity, such as autism.

The individual portfolio of teaching works [I.P.T.Ws] collects data that reflects the pedagogical considerations in the school integration of students with autism with certain pedagogical tools and the teachers record in certain Special Education and Training [S.E.T] protocols. The

narratives are record with the help of artificial intelligence, together with their other observations and self-observations with certain basic skills checklists [BSCLs] on the autism with emphasis the learning readiness, the basic academical skills of reading, writing, mathematical, the social skills. So, in our study, the substitute inclusion teacher is meeting with students with autism five hours a week in the greek language classes. In the context of the voluntary study of school inclusion, the teachers also are keeping individual files using the pedagogical tool T.I.S.D.I.P. of S.E.T.-ASDs and the pedagogical assumptions that accompany it, on the I.P.T.Ws. These are taken from the book for the SET teacher according to the observation methodology of Special Education and Disabilities [S.E.N.Ds] (Ministry of Education - Pedagogical Institute, 2009, b). The I.P.T.Ws. also includes the special pedagogical and teaching methodology with certain intervention steps in the inclusion framework of the student in the general classroom where the structured differentiated pedagogical material is designed and implemented with the three-dimensional cognitive engine (folder or shoebox) (Ministry of Education-Pedagogical Institute, 2009, b). Finally, the paper is focus on theory of mind in the context of neurodiversity, disability, and youth mental health in middle childhood, adolescence reffering also, and students in the university. With the use of assistive technology and with the participatory systematic empirical observation SEN, give as an agenda for future scholarship on the pedagogical considerations of the school integration of students with autism. (Syriopoulou-Delli, & Gkiolnta, 2022; Drossinou Korea, 2021; 2022, b). The I.P.T.Ws. are offering in practice understanding of neuropedagogy based in the fields of developmental, cognitive, clinical psychology and psychiatry, and SET. But, also, the paper is giving new ideas from the contan of narratives in the I.P.T.Ws. as an agenda for future scholarship on the pedagogical new practices of students with autism in the community.

2.0 RESEARCH METHOD

The methodology of this paper is mixed in the field of special education with an emphasis on inclusive training in secondary. It applies the pedagogical tool, which is using the views on the Targeted Individual Structured and Didactically Differentiated Inclusive Pedagogical Intervention Program of Special Education and Training with emphasis on autism spectrum disorders, and called in short [T.I.S.D.I.P. of S.E.T.-ASDs]. The reflection was based on the fact that inclusion cannot be achieved through traditional, random or summary human resource selection processes. It is also recognized that there is no such thing as a leveling "one school for all" in the name of pedagogical school inclusion of students with autism. On the contrary, the need for flexible and intelligently differentiated programs that respond to the needs of each student, with or without autism is emerging everywhere and this is what these paper attempts to capture with the I.P.T.Ws. of the students with autism in gymnasium and lyceum. Ensuring the learning and social access of people with autistic disabilities requires the design of an Individualized Educational Program (IEP) applying the concept of accessibility and universal design (Drossinou-Korea, 2020; 2022; 2023; 2024).

The research method was designed with the pedagogical tool "T.I.S.D.I.P. of S.E.T.-ASDs" for N=20 students [15 boys and 5 girls with an average age of 15.8 years] [Table, 1]. The data were collected using the methodology of observations of special educational needs [SEND] with certain protocols of SET and the methodology of special teaching interventions with small targeted steps. Also, the narratives of school inclusion were recorded with the help of artificial intelligence (Drossinou – Korea & Alexopoulos, 2022; 2023). The pedagogical narratives were

analyzed using the technique of basic theoretical fundamental analysis of teaching principles (Braun, V. & Clarke, V, 2025) and the theories.

Table 1. Data from I.P.T.Ws for N=20 students [15 boys and 5 girls with an average age of 15.8 years] with autisme [grade1]

Numbers	Strudents	Diagnosis from educational services	Emprical observations SET and reading-level skills. They correspond to the particular semester and the grade of high school. In the linear continuum of teaching and inclusion interventions [See [T.I.S.D.I.P.of S.E.T.-ASDs]	School inclusion: The student with autism attends language classes according to the weekly timetable. It corresponds to the particular semester and the grade of high school.
1	boy	Center for Educational and Counseling Support in greek [KESY]	[11 semester - fifth grade of elementary school]	[15th semester-first year of high school].
2	boy	Center for Educational and Counseling Support in greek [KESY]	[11 semester - fifth grade of elementary school]	[15th semester-first year of high school].
3	boy	Center for Educational and Counseling Support in greek [KESY]	[11 semester - fifth grade of elementary school]	[15th semester-first year of high school].
4	boy	Evaluation and Counseling Support in greek [KEDASY]	[11 semester - fifth grade of elementary school]	[16th semester-first year of high school].
5	boy	Evaluation and Counseling Support in greek [KEDASY]	[11 semester - fifth grade of elementary school]	[16th semester-first year of high school].
6	boy	Evaluation and Counseling Support in greek [KEDASY]	[10 semester - fourth grade of elementary school]	[16th semester-first year of high school].
7	boy	Evaluation and Counseling Support in greek [KEDASY]	[10 semester - fourth grade of elementary school]	[16th semester-first year of high school].
8	boy	Evaluation and Counseling Support in greek [KEDASY]	[10 semester - fourth grade of elementary school]	[17th semester-second year of high school].
9	boy	Evaluation and Counseling Support in greek [KEDASY]	[10 semester - fourth grade of elementary school]	[17th semester-second year of high school].

10	boy	Evaluation and Counseling Support in greek [KEDASY]	[10 semester - fourth grade of elementary school]	[17th semester-second year of high school].
11	boy	Center for Educational and Counseling Support in greek [KESY]	[12 semester - fifth grade of elementary school]	[15th semester-first year of high school].
12	boy	Center for Educational and Counseling Support in greek [KESY]	[12 semester - fifth grade of elementary school]	[15th semester-first year of high school].
13	boy	Center for Educational and Counseling Support in greek [KESY]	[12 semester - fifth grade of elementary school]	[15th semester-first year of high school].
14	boy	Center for Educational and Counseling Support in greek [KESY]	[11 semester - fifth grade of elementary school]	[18th semester-second year of high school].
15	boy	Center for Educational and Counseling Support in greek [KESY]	[11 semester - fifth grade of elementary school]	[18th semester-second year of high school].
16	girl	Evaluation and Counseling Support in greek [KEDASY]	[11 semester - fifth grade of elementary school]	[18th semester-second year of high school].
17	girl	Evaluation and Counseling Support in greek [KEDASY]	[9 semester - third grade of elementary school]	[18th semester-second year of high school].
18	girl	Evaluation and Counseling Support in greek [KEDASY]	[9 semester - third grade of elementary school]	[15th semester-first year of high school].
19	girl	Evaluation and Counseling Support in greek [KEDASY]	[11 semester - fifth grade of elementary school]	[15th semester-first year of high school].
20	girl	Evaluation and Counseling Support in greek [KEDASY]	[11 semester - fifth grade of elementary school]	[15th semester-first year of high school].

In our study, the substitute inclusion teacher is meeting with students with autism five hours a week in the greek language classes. In the context of the voluntary study of school inclusion, the teachers also are keeping individual files using the pedagogical tool T.I.S.D.I.P.of S.E.T.-ASDs and the pedagogical assumptions that accompany it, on the I.P.T.Ws. These assumptions are reflected in the logistical infrastructure, social practices, and cultural perceptions in the school community. It is also worth mentioning that this pedagogical tool and the pedagogical narratives are discussed from 2008 to 2026, in undergraduate courses in special education and training at the School of Humanities and Cultural Studies, at the University of the Peloponnese, (Drossinou-Korea, 2020; 2022; 2024; 2026). According to this, the inclusion process is shifted from students with autism to the educational context where the school must adapt to SEN. However, despite the institutional progress of recent years, the question remains open whether modern schools are ready to definitively abandon the traditional logic of uniformity and to “test” the T.I.S.D.I.P.of S.E.T.-ASDs with artificial intelligence in teaching interventions.

For these reasons, the data from the students' individual teaching portfolios were studied using the methodological technique of thematic analysis (TA) of qualitative data applied in special education and health sciences (Braun & Clarke, 2025). The pedagogical narratives in school inclusion are described with emphasis the importance of a reflective and evidence-based inclusion process, while at the same time addressing questions concerning thematic analysis and developments in the interdisciplinary field of SET for ASD. Furthermore, the pedagogical features of T.I.S.D.I.P. of S.E.T.-ASDs are designed to encourage reflective engagement and understanding of the key points of the teaching work and the tasks of the portfolio. Also, in this mixed methodology, we used the following six pedagogical steps because in our opinion these teaching practices are realistically designed and offer enriching views in the learning experience.

First step: The targeted pedagogical view represented by the letter (T:target) in the acronym "[T]-I.S.D.I.P. of S.E.T" is formulated with the phrase "students understand a 10-line text in the language lesson".

Second step: The pedagogical view of individuality represented by the letter (I: individual) in the acronym "T.-[I]-S.D.I.P. of S.E.T." is formulated with the phrase "students read and write 3-4 lines of text without help in the language lesson".

Third step: The pedagogical view of structured and differentiated teaching represented by the letters (S: structured, D: differentiated) in the acronym "T.I.-[S.D.]- I.P. of S.E.T" is formulated with the phrase "students understand a 10-line text, in the language lesson with the help of 5 visual and 5 auditory conceptual facilitators [V.C.Fs.] and [A.C.Fs], with the help of artificial intelligence".

Fourth step: The pedagogical view of inclusive training represented by the letter (E) in the acronym "T.I. S.D.-[I: inclusive]-P. of S.E.-[T:training]" is formulated with the phrase "students understand a 10-line text, in the language lesson with the support of the second teacher in the same class, the philologist – in greek called parallel teaching support teacher".

Fifth step: The pedagogical view of the pedagogical intervention program represented in the acronym in the letters (I: intervention, P: program) in the acronym 'T.I. S.D. –[I.P]-. of S.E.T" is formulated with the phrase "students are supported with a common teaching goal in their class with the presence of a second philologist-pedagogue, three hours according to the weekly timetable of philological lessons".

Sixth step: The pedagogical view of the SET complex in the acronym 'T.I. S.D.I.P.-of – [S.E.T]" is represented in the theoretical models of providing special educational services, distinguishing between special education, special education and special education and education. According to this, "those are supported with special education in the school of attendance with parallel teaching support in their class in language lessons, three hours a week".

The questions on school inclusion come from the narratives and are present by visualizations as a part of teaching work. they are collecting into the I.P.T.Ws. and some of the narratives are choose to transform the oral narratives and dialogues to the images with the students with the help of artificial intelligence. The discussion development is become with four questions about school inclusion, as below:

- a) the parallel teaching interventions
- b) the difficulties in concentrating with the pedagogical tool T.I.S.D.I.P.of S.E.T.-ASDs
- c) the collaboration teacher with the students' mother and
- d) the collaboration between teachers

The texts with the narratives have writtining spontaneously following the oral discussions between the students with ASDs and the support teachers in the general classroom, at a structured individual workstation. The philologist applies the SEN observations methodology for autism and the methodology of teaching interventions in certain subjects of language and literature by creating together with the student a folder with rings into three-dimensional pedagogical material with movable and fixed laminated cards. These contain alphabetic and numerical literacy, virtual literacy and electronic literacy with visual conceptual facilitators [V.C.Fs.] that enhance visual memory and [A.C.Fs.] that enhance auditory and with visualizations of the arguments "for what makes it difficult for them" that enhance working memory. The cards [movable, fixed, electronic] with the visualizations are based on the narratives of the students's experiences that emerge in the discussion and are recorded in the teaching interaction form. Of particular interest are the plasticizations of the visual narratives created by artificial intelligence, because anyone of the students's consent is required regarding the electronic drawing, stating "whether it resembles her or is it someone else's" according to the pedagogical view of individuality 'T.I. S.D.I.P.-of -[S.E.T]-A.S.Ds'.

The techniques of fundamental thematic analysis [TA] (Braun & Clarke, 2025) approached pedagogical views and teaching practices in a holistic way by examining the essential school inclusion. The methodology took into account the following limitations and thematics regarding the inclusion process for autism. The first limitation is created by the monitoring of the class, deviantly and only with the help of the second teacher in the same class, which in Greek legislation has been described as parallel support. Yet another limitation was noted next to the concept of accessibility to learning, which is unclear, when the individual teaching relationship with a specific teaching objective is not highlighted. Finally, another methodological limitation refers to differentiated teaching that is limited only to the logistical infrastructure without being framed by targeted intervention steps, which does not remove the systemic obstacles to the school integration of students with autism.

3.0 RESULTS AND DISCUSSION

The results of the thematic fundamental analysis present data from individual work portfolios. These collected data from 20 students [15 boys and 5 girls with an average age of 15.8 years] and summarized them in the visualization of the narratives see Sophia [fictitious name], who represents students with moderate difficulty in understanding texts, with autism type [1] according to (American Psychiatric Association, 2013). In Table [1], we observe the number of students, the distribution of gender, the grade, the semester of formal and compulsory education according to the linear continuum of inclusive educational interventions that they have received since the first semester of their studies in kindergarten, as well as the last column of table [1] the diagnostic agencies that have certified their autism. These educational services such as the Educational and Counseling Support Center in Greek called [KESY] and the interdisciplinary evaluation and counseling support center in Greek [KEDASY] propose the pedagogy of school inclusion with certain hours of parallel teaching support by an inclusion

teacher. The teaching hours range from three to five hours per week and in specific subjects. With the use of artificial intelligence, the discussions in the parallel teaching support are recorded electronically using the application of spoken language.

The results answer on the questions for the school intergration to the students with autism to Gymnasium and Luceum from the narratives and their visualizations as a part of data from I.P.T.Ws with the help of artificial intelligence, which is transforming into paintings the oral narratives and dialogues with the students. The results discuss four thematical narrative point about the school inclusion, which they are analyse as below:

- a) the parallel teaching interventions
- b) the difficulties in concentrating and the help pedagogical tool T.I.S.D.I.P.of S.E.T.-ASDs
- c) the collaboration teacher with the students's mother and
- d) the collaboration between teachers

3.1 The narrative point of parallel teaching intervention.

From the data with the oral discussions, we ended up with Sofia [fictitious name], who is a student with moderate difficulty in understanding texts, with autism type [1]. The choice of thematic analysis was made because Sofia is a representative sample of the narratives studied for school integration. Also because she is in the first grade of gymnasium in secondary school and in the 16th semester of formal and compulsory education in the linear continuum of inclusive educational interventions that she has received since the first semester in kindergarten. But her reading level according to empirical observation is checked in the first semester of the fifth class, in primary education and in the 11th semester of formal and in the linear continuum. Also, ASD was diagnosed by the Center for Educational and Counseling Support [KESY], which proposed school inclusion pedagogy with the program "parallel teaching support with five hours a week in high school". The visualization of the narrative was carried out with artificial intelligence, translating the spoken text into an image. [see image, 1]. "I am sitting in the general education classroom at the desk with my teacher. Behind it is the shelf where Sofia has placed the folder with the rings and her favorite object, which are her blue headphones, to facilitate the language lesson". The teacher's note from the recording in in "from 12 to 12:15. Sofia does the reading exercises using the folder with the rings in modern Greek literature with a differentiated text of 5 to 7 lines. She strives to succeed and hear the phrase "Bravo! well done, you did it" from her teacher.

Image 1. The visualization of the narrative with analysis on the subject "parallel teaching intervention" with the help of artificial intelligence



3.2 The narrative point of the difficulties in concentrating and the help of pedagogical tool T.I.S.D.I.P.of S.E.T.-ASDs

Despite the fact that the teacher of greek language are calm and smiling and are in the classroom like a shadow behind Sofia. Every time the student has difficulty concentrating during the Literature lesson, she starts saying that she does not like the lesson and repeats more more times without stop 'I don't like it ,I don't like it.....I don't like it'. In this teaching situation, , the teacher takes the help from the the pedagogical tool, which is using the views on the Targeted Individual Structured and Didactically Differentiated Inclusive Pedagogical Intervention Program of Special Education and Training with emphasis on autism spectrum disorders, and called in short [T.I.S.D.I.P. of S.E.T.-ASDs]. On this basis, the teacher has created a suitable adapted pedagogical material in order to attract the attention of the student with autism, transforming a simple folder with rings into a three-dimensional cognitive machine who is giving it to the student. The folder with rings with the fixed, movable electronic cards with the learning readiness activities in the mental skills, which visualize the key words of the text with conceptual facilitators and have created for this teaching goal with the Sofia. It help thw student who is cooperative at the individual desk and stops repeating the same phrase "I don't like it". Also, it help her to concentrate and cooperate by choosing the correct reading cards and to place them on the point where the philologist of the parallel teaching intervention ask from her [see. Image, 2].

Image 2. The visualization of the narrative with analysis on the subject " difficulties in concentrating and help with pedagogical tool [T.I.S.D.I.P. of S.E.T.-ASDs].



3.3 The narrative point of the collaboration teacher with the students's mother

The recall of Sophia's mother's presence at school come in the continuum of the teaching collaboration with the philologist of the parallel intervention emerges, when she is asked to close her eyes and think and describe about her mother. The oral description include into the I.P.T.Ws. So, when teacher ask from the Sofia reads the narrative who has written in her notebook and has record it on the computer with the voice-over application [see Image 3]. "My mom has brown hair and is smiling and calm when she meets my philologist, she holds a notebook in her hand and there she writes my daily schedule. She notes what I do before I go to school in the first grade of high school and after school. She also writes what she thinks about me, the reading and the speech therapy and occupational therapy that I do every Wednesday and Friday. She notes my favorite object, which is my blue headphones, with which I listen to the rock music that I like. While the Lady and my mom are talking, I sit at my desk and leaf through the folder with the rings and the fixed and movable cards from the book, the emotional organization notebook. When they're done, my mom comes over, taps me on the shoulder, and says, "You've made great progress, Sofia!" And then I'm very happy".

Image 3. The visualization of the narrative with analysis on the subject of " the collaboration teacher with the students' mother. "





4.0 CONCLUSION

In the conclusions, comparing the findings with previous relevant pedagogical theories on the subject of school inclusion, the points with the implications of the theoretical and practical ones regarding the limitations of the study are listed. The conclusions discuss the pedagogical considerations necessary for the inclusion of the students' "normalization", with regard to the needs for parallel teaching support (Christakis, 2000;2011;2012; 2013; 2023 a; 2023, b; 2024). It is clear that the individual portfolio of teaching work [I.P.T.Ws] supports the pedagogy of school inclusion and strengthens the teaching work in the specific context of the conventional classroom, where the individual workstation has been created for the students with autism. The visualized understanding of the interactive relationships created in everyday transactions is supported by the pedagogical narratives in the field of SEN, which govern the inclusive framework of the family, the school, and the wider community (Ministry of Education-Pedagogical Institute, 2009, b). The special education teacher functions as a "bridge" where, with the structured program, he/she discreetly, without stigmatizing, encourages autonomy and facilitates mutual acceptance and harmonious coexistence of the students within the school community. Thus, the planning with a common teaching goal follows a flexible path, which presupposes the cooperation of the parallel support teacher, the classroom teachers, the KEDASY advisors, the parents and the student herself, highlighting the holistic support according to the FSEC (Ministry of Education-Pedagogical Institute, 1996, a) and the pedagogical tool T.I.S.D.I.P.of S.E.T.-ASDs.

The first concluding point stems from the fact that in the community space, where the students with autism is active, including lifelong special educational extracurricular services (Autism Europe, 2026; Bailey & Baker, 2020). According to this, theories about the inclusive teaching, like the philologists, can pedagogically understand the SEN, which arise from autism type one (Hellenic Society for the Protection of Autistic People (H.A. f P.As.), 2026)

The second endpoint that emerged refers to the fact that the teaching support teacher can pedagogically address both behavioral and academic learning difficulties, intervening with certain pedagogical tools, SET protocols and with the help of artificial intelligence (European Parliament - Artificial Intelligence, 2026). According to this conclusion, pedagogical considerations are applied for the school integration of the student with autism with the following conditions. The first refers to the organizational axis, to the management of working time, in order to address the difficulty in setting goals, concentration and the sense of time with the executive and executive functions (Fletcher-Watson & Happém, 2019; Baron-Cohen et al. 2011; Baron-Cohen, 2001]. The second condition refers to teaching strategies through the breakdown of objectives into smaller, manageable steps (Christakis, 2013; 2023 a, 2023 b; Bailey & Baker, 2020; Hornby, 2011) using visual programs, with an emphasis on the student's favorite object and favorite color, which are key building blocks in creating three-dimensional cognitive machines with the folder with the help of color coding in the notebooks of lessons and assignments. The third condition refers to parallel teaching support, where the teacher helps the student from the beginning to the end of the lesson, teaches him/her to organize his/her desk and note his/her obligations in his/her diary by visualizing the transitions in the daily work schedule within the classroom (Madigan, 2022; Bailey & Baker, 2020). The fourth condition refers to ergonomic and spatial adaptations in the configuration of an individual workstation within the classroom, where the physical environment with the arrangement of desks is delimited in order to control and limit stimulating stimuli and external distractions. For this reason, it is proposed in the classroom arrangements that the student's desk be placed in the first rows, close to the seat and away from windows, doors or other sources of noise. Structured breaks and provision for short, controlled "motor breaks" are also proposed, such as assigning a small task within the classroom by erasing the board, to relieve hyperactivity in a functional way (Drossinou Korea, 2020; 2024 a; 2024, b].

The fourth endpoint refers to the practical reflection of the pedagogical vision for the intervention program. This conclusion includes socio-emotional factors and students' experiences of frustration, low self-esteem or problems of acceptance by their peer group. Among the pedagogical strategies that supported the school integration of students with autism in the general classroom and were included in the individual portfolio of teaching assignments was the strengthening of social skills through effective controlled group activities (Autism Europe, 2026; Devine & Lecce, 2021; Drossinou-Korea M. &, Avramidi Ath, 2019; Christakis, 2012; Hornby, G., 2011; Happé, 1994). In this conclusion, the implementation of systematic positive reinforcement through rewarding effort and positive behaviors, which focused on what "the student can do" was also effective (Ministry of Education - Pedagogical Institute, 2009 a, b; Christakis, 2013). According to this, psychodynamic pedagogical support was effective (Christakis, 2023; Synodinou, 2017) creating a safe climate where students with autism felt the support teacher as an ally and not as a "controller" of behavior, a fact that is reflected in all the visualized narratives that have been presented.

Finally, the fifth endpoint in this study refers to collaboration with the family and external agencies (Warnock, 2005 a;b) because family interaction is decisive, as shown by the student's narrative and the visualization of relationships with artificial intelligence (Syriopoulou-Delli & Gkiolnta, 2022; Drossinou - Korea, & Alexopoulos, 2022). The pedagogical view of inclusive education, in the acronym T.I.S.D.I.P.of S.E.T.-ASDs, was reinforced with strategies of regular meetings with parents to formulate and implement a common teaching goal of interventions between school and home. In this conclusion, open communication with external therapists was effective, as was the case with the child psychiatrist, the occupational therapist and the harmonization of strategies in taking medication. In conclusion, further study is suggested by exploring other themes included in the data of individual teaching portfolios for students with autism who are supported with parallel teaching support according to inclusive pedagogical parameters in the classroom.

Acronyms

- Auditory conceptual facilitators [A.E.Ds]
- Autism Spectrum Disorders [ASDs]
- Basic Skills Checklists [BSCs].
- Center for Interdisciplinary Assessment and Counseling Support [KEDASY]
- Educational and Counseling Support Center [K.E.S.Y.]
- Framework of the Special Education Curriculum [FSEC]
- Individual Portfolio of Teaching Works [I.P.T.Ws]
- Personalized Education Program (IEP)
- Special Education and Training [SET]
- Special Educational Needs and Disabilities [SEND]
- Targeted individual structured and didactically differentiated inclusive pedagogical intervention program for special education and training with an emphasis on autism spectrum disorders [T.I.S.D.I.P.of S.E.T.-ASDs]
- Visual conceptual facilitators [VCFs]

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