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AND EDUCATIONAL ENGINEERING



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UNIVERSITÉ DE YAOUN.DÉ I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
HUMAINES, SOCIALES ET ÉDUCATIVES

UNITÉ DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
DE L'ÉDUCATION ET DE L'INGÉNIERIE
ÉDUCATIVE

INCLUSION STRATEGIES FOR MENTALLY DISABLED PERSONS AND PROCESS OF ADAPTATION OF AUTISTIC CHILDREN:

Case study of Centre psycho pedagogique Einstein

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Option: Professional Psychologist in Mental Handicap

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DEDICATION

I dedicate this work to my late mother Kila Marceline and my step mother Mummy Honorine who are resting with the Lord

APPRECIATION

We first of all thank DR IGOUI MOUNANG Gilbert for giving us his time by directing this work despite his many occupations. Above all we thank him for introducing us to the universe of research and producing our first research work.

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LIST OF ABBREVIATIONS, INITIALS AND ACRONYMS

CRPD: Convention on the Rights of Persons with Disabilities

WHO: World Health Organization

NGO: Non-Governmental Organization

DSM: Diagnostic Statistic Manual

TOM Theory of the mind

ASD: Autism Spectrum Disorder

NDD: Neuro developmental disorder

APA: AMERICAN PSYCHOLOGIST Association

PWD: People With Disabilities

ICIDH: International classification of impairment disability and handicap

ICFD: International Classification of the Function of the Function of Disability

SED: Special Education Needs

UNO: united nation Organisation

MINESEC: Ministry of Secondary Education

MINAS: Ministry of secondary education

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ABSTRACT

Our studies are on “inclusion strategies to mentally disabled persons and process of adaptation of autistic children” this topic is found in the field of special education and more specially in mental handicap, mental abilities and counsel and gives out the problem of the quality of the adaptability of children with autism. The general objective of our work here is to bring out the contribution of inclusion strategies toward the adaptation of autistic children which the theoretical framework we had to show bring out what has been done so far. With these we brought our research question which was to guide our research so, it took the following format: does inclusion strategies for mentally disabled person contribute to the process of adaptation of children with autism, so, with this our research hypotheses which we worked with was the one of Inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism. To prove this our hypotheses we had to use a qualitative method as our method of research. In this we had to choose a sample of studies which brought us to choose 3 subjects which we tested our hypotheses on them. This observation took place in Institut psycho pedagogique Einstein which The subjects were subjected to do an observation of a period of over two month in their inclusive environment which we had to put them in condition and so also the strategies which the teachers used on the teacher to bring a process of the adaptation of the autistic children. During this research we discovered the self-evaluation of the child which we discovered it depended on the relation between the autistic child and the educator who has to use the strategies on the autistic children. This is so because given that this autistic children being different from the other children they need to be treated as such by the educators.

Key words: inclusion strategies, disability, adaptation, adaptation, process of adaptation and autism

RESUME

Nos études portent sur « les stratégies d'inclusion des personnes handicapées mentales et les processus d'adaptation des enfants autistes » ce thème se retrouve dans le domaine de l'éducation spécialisée et plus particulièrement dans le handicap mental, les capacités mentales et le conseil et pose le problème de la qualité de l'adaptabilité des enfants autistes. L'objectif général de notre travail ici est de faire ressortir l'apport des stratégies d'inclusion à l'adaptation des enfants autistes dont le cadre théorique que nous avons eu à montrer et ressortir ce qui a été fait jusqu'à présent. Avec ceux-ci, nous apportons des questions pour guider notre recherche, elle a donc pris le format suivant : les stratégies d'inclusion pour les personnes handicapées mentales contribuent-elles au processus d'adaptation des enfants avec autisme ? Donc, avec cela, nos hypothèses de recherche avec lesquelles nous avons travaillé étaient celles des stratégies d'inclusion pour les personnes handicapées mentales qui contribuent au processus d'adaptation des enfants autistes. Pour prouver nos hypothèses, nous avons dû utiliser une méthode qualitative comme méthode de recherche. En cela, nous avons dû choisir un échantillon d'études qui nous a amenés à choisir 3 sujets sur lesquels nous avons testé nos hypothèses. Cette observation a eu lieu à l'institut psychopédagogique Einstein où les sujets ont été soumis à une observation d'une période de plus de deux mois dans leur milieu inclusif qu'il fallait les mettre en condition ainsi que les stratégies que les enseignants utilisaient sur les enfants autistes pour leurs apporter une meilleure qualité d'adaptation. Au cours de cette recherche nous avons découvert l'auto-évaluation de l'enfant dont nous avons découvert qu'elle dépendait de la relation entre l'enfant autiste et l'éducateur qui doit utiliser les stratégies sur les enfants autistes. En effet, étant donné que ces enfants autistes sont différents des autres enfants, ils doivent être traités comme tels par les éducateurs.

Mots clés : stratégies d'inclusion, handicap, adaptation, processus d'adaptation et autisme

**FIRST PART:
THEORETICAL FRAMEWORK**

**CHAPTER 1 :
PROBLEMATIC OF STUDY**

INTRODUCTION

Our research is born or was inspired from our internship done at the psycho-educative center which is also as a remediation center. During this time, we spent there we discovered this child who had a perturbation in three domains which were abnormalities in their social interaction (reciprocate in socialization), abnormalities in communication (verbal and non-verbal), restraint Interest and adaptation precisely on their educational perspective. Given that our studies will be carried out on child autism in the domain of disability we have a family of intellectually or rather mentally disabled children. Major concern here is autism spectrum disorder. Autism spectrum disorder is defined as a neuro-developmental disorder characterised by altered verbal and non-verbal language development, social Impairment and repetitive behaviour DSM-5 (2013). To evaluate in the domain of disability inclusion has been and will always be one of the major preoccupations of special educators. The term here could be understood here as bringing a sense of belonging of individuals irrespective of their race, health, cultural background and disabilities. Given that Africa and Cameroon in particular being stormed by so many characteristic of developing countries, statistics of the UN that over 700000 people live with autism in Cameroon voxAfrica (2021). The adaptation of this children here in our work will touch the societal evolution on the education sector. Given that this children suffering from autism spectrum disorder are not to be left out, we are force to talk on how this children will adapt to the fast changing society. The here is not the one of looking for solutions elsewhere but given that the inclusion strategies are already there our take now is to analyse the adaptation of the autistic child in the society. Given that educationist do not spontaneously adhere to inclusive education reforms; they often suspicious of attempt of change (Tardif and Lessard 2002). to continue it is also Important to see how other people manage the problem of the adaptation of mentally disabled persons and autistic in particular through inclusive strategies. Since the first identified by Kanner in 1943, the knowledge and understanding of autism has grown and it is now recognised as a neurodevelopmental disorder that Impair the child's ability to communicate, interact or relate to other people and the world around them (Batten,2005; Willis 2006). With this we are tempted to ask ourselves the question of if the child with autism spectrum disorder takes his adaptability from the educative environment.

1.1.Context and justification of research

In the cause of the follow up of children with mental health the strategies are always diversified across the world. From the view point we will discover the occidental world is seen to be more advance in matters arising from disability. This is so because the psychological and sociocultural background. The advancement of follow up depends on the quality of development of the view point of these places. Given that this development does not depend only on the adults so, the development of a particular place must always start from the base and the base here are the children. Given that many difficulties are being exposed in the society such as economic, political and social, children have great chances of vulnerability.

As an objective of bringing our humble contribution on the follow up of vulnerable children. We are going base ourselves on children having mental disability in particular children with autism spectrum disorder (ASD). So, it will consist of measuring the level of their vulnerability which will. This will help in determining their needs and what they need given their level of their disability. All this refer the factors that determine their vulnerability.

Autism spectrum disorder being part of mental disorder which is as old as history, still exist in our human communities. Children with this disability which can be congenital, neurodevelopmental in consequence puts them in vulnerable situations. Autism spectrum disorder has its roots from the XXth century. This autism spectrum disorder or autism was considered as infant schizophrenia, it is only in the 1940s that Leo Kanner and Hans Asperger changed the way this child were seen and found reasons in removing the view people had of them as infant schizophrenic children. Leo Kanner American psychiatrist with German origin affirmed that some of the children were not like others but had another disorder. At this point Kanner described this children were suffering from autism characterized by repetitive action, stereotyped behaviors, don't talk, and do not communicate. Hans Asperger, for him, uses the same term; he says they have an intellectual superiority compared to infant autism. Given that autistic children don't need medicine for growth but instead they need education which will help in their development. According to some research carried out by vox Africa (2022) autist children in Cameroon are considered, as not always considered to be children like others but their deference is taken for witchcraft in Cameroon so, a campaign in (January 2021) was organized in which a door to door

campaign to create awareness for parents to educate or rather send their children to school was organized. This efforts being done by the Cameroonian government cannot be underestimated but there is still much to be done on the quality of life of this autistic children.

More so, each society his way of taking care of this situations as the can but. This in order to create awareness of this worry of mentally disabled children and children in particular so, after the first world war we had the creation of the UNO which under it was created an organ called the UNICEF (1946) and others this organ was concerned with the education of children. These organs were created so as to promote the wellbeing of children but of children presenting all forms of disability in particular mentally handicap children. All these will be centered more on the educative domain. These organs were created not only for the promotion but to urge each society on how handle situation concerning the taking care of children. This is so to permit the respect of their right so as to give more benefits to these children who represent the future.

Given autistic children presenting issues of vulnerability which is due to the change and evolution of the society we live in. So, this doesn't permit us to neglect them but act as their guide through this changing environment so, accompanying them through their own process of change which make their leaving living in the society more comfortable. So when in a family or a community a child of this nature (autistic child) is born some dispositions has to be taken into consideration before the child is presented to the world. This is so to help them fight these vulnerable factors which may act against them.

In continuation this initiative here is to solve the issue of the exclusion and stigmatization of autistic children in Cameroon. Making as objective the full integration of children leaving with this disability. This is so because in Cameroon the environment here is not completely adequate for this children so gives them unequal rights with those of other children with other children said to be normal so,

Autism spectrum disorder being a major societal ill has been studies to know its frequency in the world. So, according to the WHO 1/100 children are born with autism spectrum disorder. This statistic varies geographically because, it will depend on the availability of early diagnosis which is an important cause with this, the number of autistic children will reduce due to early diagnoses. We

mentioned that the frequency of children born with autism spectrum disorder depend on the state of the geographical location. Because we have realized that the frequency is higher in under developed and in developing countries. This is so because in African countries there is lack of a good early diagnose which will high up the number of autistic children found in the continent. This may be caused by technological advancement which makes families not to be aware of the of the disorder and seek or be referred to an appropriate, better and adequate knowledge in the education sector which will help solve this problem. Such weak knowledge makes the awareness and also pause similar challenges. So give that Cameroon being a country in Africa has the same problem. Cameroon having a frequency of autism stated according to the world health organization as out of every 10,000 children at least 6 are autistic and so makes it convertible to give an estimate of 600,000 per 10 million people so, after all these we can see how high the level of children with ASD has increased in the cause of time given that till date the early diagnosis and educational intervention is still very poor.

Given all this facts if we talk about the quality of life of autistic children we must always know it will always get it origin from the vulnerability of the autistic child now given the changes which are occurring in this our developing world there is a great reason for specialize educators to know how to tackle this matter which make autistic children vulnerable in the society today. So with all this educational implication not only school but the society at large must participate in the elimination of this bad consequence of the disorder. To this the follow up being an important aspect in the life an autistic person so, the follow up here will be on the educational a familiar domain.

- The society: this is so because in this the process of follow there is the society which make part of the life of the ADS child and so should be the first to take part in the follow up of the child. This is so because when a child is diagnosing with ASD it is the society which must welcome him a look for ways in which he will adapt given his situation. To continue given that
- The family: given it the owner of the child and are obligated to understand the childs situation and even give him a home to leave in and consequently they are first in the education of the child, which in consequent will guarantee his wellbeing and the quality of his adaptation to the society he leaves in.

In the care and support of people with PDD and more particularly autistic children, in Cameroon, three components can be observed which act simultaneously and in complementarity: the medical and health component, the social component, and the school component. The first represents hospital and health services in general and mainly psychiatry, neuropsychiatry, speech therapy and psycho-motricity services. These services are responsible for screening and aspects of comorbidities resulting from the disease and, to a certain extent, rehabilitation. In this task, they are assisted by psychologists. The second component represents the social component and is intended to be the mediator between the family in difficulty and the interveners. Represented by the Ministry of Social Affairs, it directs, manages, clarifies and coordinates activities around the care of children suffering from autism, which is understood here as a child suffering from a severe handicap. He welcomes the parent or any other applicant, directs him to the appropriate services, he regulates the activity of the school and medical-sanitary component through laws, charters, training sessions and awareness days on the disturbance as well as any other actions it undertakes. It works in partnership with the Ministries in charge of National Education, whose actions and companies it coordinates. The third component and which is not the least is the school component. In Cameroon, the integration of children with special educational needs is not a matter of charity but a constitutional right of all children and a duty of the Cameroonian State, which thus aligns itself with international requirements in terms of human rights. disabled, including the right to education (UN CRPD, Article 24). Decree No. 90/1516 of November 26, 1990 setting the terms of application of Law No. 83/013 of July 21, 1983 relating to the protection of disabled persons, which includes provisions on assistance with education of this target, not including age exemption, resumption of class and financial support. It is in this order that the signing of two (02) joint circular letters by the Ministry of Social Affairs (MINAS.) and the Ministry of Secondary Education (MINESEC) respectively on August 2, 2005 and August 14, 2007, aiming to facilitate the admission of disabled pupils and pupils born of disabled parents to public secondary schools and their participation in official examinations. This law also stipulates a promotion of school integration as well as equality of all children in access to education, without taking into account their mental, physical or even intellectual capacities. Such an initiative is also provided for in an article of the law of 13 April 2010 relating to the protection and promotion of disabled people, which defines special education as that which "consists of initiating the physically, sensory,

mentally and with multiple disabilities to appropriate methods of communication in order to allow them access to normal schooling, and later, to vocational training". It is this legal and also legitimate basis that governs and frames the operation of the third components.

The first represent a type of class reserved only for children who are sick, autistic, or suffering from other disabilities which may be motor, intellectual (Down's Syndrome) etc., these schools are mainly exclusive and only admit children with septic disorders or deficiencies are also referred to as segregated schools or classes. The peculiarity of the second type of class or school is the fact that they are mixed in their functioning. An integrative approach is advocated. We think that for children who need to learn how to live, it was better to put them with other children who are certainly different from them but who on the other hand will bring them a lot. Concretely, these are integration classes in which children with autism or disabilities in general are enrolled and share

1.2.The formulation and bringing of the problem

1.2.1. The theoretical findings

The autistic child who was first of all known as a child suffering from child schizophrenia here makes it a difficulty to situate them in a social society and determine for them a better experience in the society this is so because the child being in a state of disability here is subjected to some limitations which can be familiar, in school and in different social gatherings. So, in consequent gives the child a lot of difficulties and complication in the day today leaving of the society.

The complication we are talking about here is the one which is manifested by the environment in which the autistic child leaves. so this shown through beliefs, judgment and sometimes a wayward negative look etc. this is so to bring the person suffering from autism. This is so because the stigmatization started with Eugene Bleuler's use of the schizophrenic which made the society not to see them as children different from others.

The society being at the source of the way children with autism are being perceived because they are there is not an autistic child but there is a spectrum which will vary in term of symptoms, skills and the level of impairment which will make the individual will ASD when diagnose will

experience (DSM-5; APA, 2013) So this in turn makes the society as modified as it is today the child with ASD. So to give the evolution of the environment or even the society for a proper life style of the a ASD child the principle of restructuring education will be implemented and it will be done under three ways which are; making an activity attractive, structuring the space, time and activities (Jullien Perrin 2011). With all these it is important for child with disability to ensure that they are valued and their dignity and rights are being respected and that they find an environment which is welcoming and to them (UN disability strategy, p 01 2022) still in the continuation given that there is a principle of social reciprocity and the autistic child In order to adapt his behavior to that of the environment he has to mold his behavior in such a way that when met with contextual problem of this our present society the child is to adapt (Baououin Forgeot 2020). So there is type of social response given the need of the autistic child to belong with all

1.2.2. The empirical finding

Our research is born or was inspired from internship done at the psycho-educative center which is also as a remediation center. During this time we spent there we discovered this children who had a perturbation in three domain which where abnormalities in their social interaction (reciprocate in socialization), abnormalities in communication (verbal and non-verbal), restraint Interest and adaptation precisely on their educational perspective .Given that our studies will be carried out on child autism In the domain of disability we have a family of intellectually or rather mentally disabled children. Major concern here is autism spectrum disorder. Autism spectrum disorder is defined as a neurodevelopmental disorder characterized by altered verbal and non-verbal language development, social Impairment and repetitive behavior DSM-5 (2013). To evaluate in the domain of disability inclusion has been and will always be one of the major preoccupations of special educators. The term here could be understood here as bringing a sense of belonging of individuals irrespective of their race, health, cultural background and disabilities. Given that Africa and Cameroon in particular being stormed by so many characteristic of developing countries , statistics of the UN that over 700000 people leave with autism in Cameroon voxAfrica(2021) . the adaptation of this children here in our work will touch the societal evolution on the education sector . Given that this children suffering from autism spectrum disorder are not to be left out, we are force to talk on how this children will adapt to the fast changing society. The here is not the

one of looking for solutions elsewhere but given that the inclusion strategies are already there our take now is to analyse the adaptation of the autistic child in the society. Given that educationists do not spontaneously adhere to inclusive education reforms ; they are often suspicious of attempts of change (Tardif and Lessard 2002) . to continue it is also important to see how other people manage the problem of the adaptation of mentally disabled persons and autistic in particular through inclusive strategies. Since the first identified by Kanner in 1943, the knowledge and understanding of autism has grown and it is now recognized as a neurodevelopmental disorder that impairs the child's ability to communicate, interact or relate to other people and the world around them (Battin,2005; Willis 2006) .

According to the DSM IV it is seen that there has been an evolution on the concept of autism with the DSM IV we see that it is a spectrum which means, that the children are differing in the manifestation of their symptoms. Adaptability here is the inability to meet developmental and socio cultural standards for personal independence and social responsibility (APA,2013,DSM IV, page 33) through educative follow up .

Given that in education all children have the right to education and to a good social and are supposed to meet an environment which suits them. In every educational milieu there is a pedagogic way of teaching so as involving the said normal children and children with disability so given our interest is much more on mentally disabled persons in particular autistic children. Autistic children in their way of perceiving the world is much more deferent to the one of neurotypical child that is, the world to an autistic person is more of detail than global.

Traditionally autism is seen as a psychiatric disorder but as a consequence of the development of the term witchcraft, many children in our African and Cameroonian settings are mostly taken for children who have witch and some even go as far as saying a curse was placed on this children. Many children with autism are kept behind doors and chained for life. So others are brought up in isolation, mental hospitals and others in some custodial institutions. This is so given some measures are not taken to make these children participate in active life given their different perception of the world of the world is not mostly considered in mainstream schools. Given that these children manifest characteristics of communication, social, cognitive and sensory impairment their welfare in mainstream schools are not usually considered. What is seen is first of all the learning which

lacks a type of collaboration which at the end make the learning a segregated learning. This is so because CWA segregated and so given that that teachers see all disabilities and most look for a way to include everyone in the education process without removing exclusion. The educative system and the way the children and the inclusive learning is not adjusted depending on the environment which is changing. The curriculum should be made in such a way which promotes an education and a society which is modified for all.

More so, given that autistic children seem to view more detailed what is global they turn to see the detail part of it what is represented so as a result the society which does not understand this their perception of things is sometimes not able to be modified in other for the child to adapt. So in children with ASD atypical sensory development proceeded social communicative symptoms, sensory hypo-responsiveness predicted subsequent lower level of joint attention and language development

To some teacher it is difficult for them to teach student with disability and control their behavior at the same time and so general teachers do not see this inclusive approach as a good one cause they think it will be a good thing they are provided with resources and personnel and so given the expensive side of mainstream schools in Africa they cannot keep with standard way of an inclusive class. Given that in each class an inclusive school it is supposed to be made up of three main personnel's which is made up of the normal teacher, the special educationist and a psychologist specialized in the disability which is faced by the child. This is so because the capacities of these teachers in inclusive settings are sometimes very low and so they see they are not able to organize the educational background to suit the one the children so. So they have less strategies which will help them to organize this children feel belonging in the educational sector.

Given that the theoretical findings have some loop holes we had to do a field work which we discovered that children in this center have issues of adapting with the educational environment and so they are being subjected to the way of learning which does not hold to their various state of disability. And so from the theoretical and empirical findings we bring the scientific problem which is, **The lack of quality of adaptation of children living with autism.**

1.2.3. General research question

Our general research question is the following: does inclusion strategies for mentally disabled persons contribute to the adaptation of children with autism?

1.3.2: The specific research question

This specific research question is going to help us to answer our general research question

- Can the use visual aids contribute to the process of adaptation of children with autism?
- Can the provision of sensory breaks contribute to the process of adaptation of children with autism?
- Can the fostering of social interaction contribute to the process of adaptation of children with autism?
- Can providing predictable routine contribute to the process of adaptation of children with autism?

1.3.The research hypotheses

At this point we are going to give some provisional answers which will be tested. This will be tested as we advance in our research so, in this part we are going to have one general hypothesis and four specific hypotheses'

1.3.1. The general hypotheses

Inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism.

1.3.2. The specific hypotheses

- RH1: the use visual aids contribute to the process of adaptation of children with autism

- RH2 the provision of sensory breaks contribute to the process of adaptation of children with autism
- RH3 the fostering of social interaction contribute to the process of adaptation of children with autism
- RH4 Providing predictable routine contribute to the process of adaptation of children with autism

1.4.General objectives of research

The general objective here is what we want to achieve at the end of our research which will give us one general objective and three other specific objectives.

1.4.1. The general objective

Our general objective of research is to show how inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism

1.4.2. The specific objectives

- To show the use visual aids contribute to the process of adaptation of children with autism
- To show the provision of sensory breaks contribute to the process of adaptation of children with autism
- To show the fostering of social interaction contribute to the process of adaptation of children with autism
- To show Providing predictable routine contribute to the process of adaptation of children with autism

1.5.The Interest of the research

As times goes so new research are done and so as time go research is supposed to evaluate and so with this change the research we do have to give an importance to the present and also serve as a

stepping stone as it is said the only permanent thing is change and so interest of this research is first of all for the future scientific community.

To the social workers in handicapology

this research will help those working in the field of special education and specifically on the various handicaps so to help them know the realities of the field when it concerns one of their population of studies. Moore so, it will act as a guide for handicapologist to know the needs of autistic children

To science and the world of research

This research first and foremost will contribute to the increase in the knowledge and so the improvement of research on autism so to add a plus to what have been done so far. As a consequence will improve on the living conditions of autistic children in the world and Cameroon in particular

1.6.Delimitation of the study

To delimit is: “to assign limits” is also to circumscribe a study. Indeed it is a question of determining the extremities or the borders of our study on the spatio-temporal plan and thematically.

-On the spatio-temporet plan

This is to describe the geographical framework of our study. We would have liked to extend our research to all the reception centers for children with disabilities in the central region to make our results more reliable. But given the various financial and time obstacles we will limit ourselves to institut psychopedagogique Einstein

This study spanned the academic year 2022-2023 It began with a pre-survey and documentary research.

-Thematically

As part of this study, we are interested in the role of inclusion strategies to mental disabled persons and the adaptation for autistic children. In short, this chapter has allowed us to formulate our research problem, specify our research hypotheses, and define the objectives and interest of the study.

CHAPTER 2 : LITERATURE REVIEW AND THEORIES

2.1. Notional approach

2.1.1. Inclusion

Given that our domain of work is special education we are obliged to take inclusion in some perspective or rather give this term a point of focus which will guide us in our research. When we talk about an inclusive society we connect it through an inclusive education which will serve as a guide towards inclusion. That is why when talking of inclusion we are tempted to separate it into two major domains. Inclusion is considered as a situation when individuals have a sense of belonging to a group and at the same time and sometimes perceive themselves to be distinguished and unique individuals (Webren S.Jansen, Sabine Otten, Karen I. Van Der Zee And Lise Jans, 2014) to support this view of the definition of inclusion we have three major movements which we have to do when attempting to define the term of inclusion.

Social inclusion

Social inclusion is defined by the UNO as a process of improving the terms of participation in the society, particularly for people who are disadvantaged through enhancing opportunities, access to resource, voice and respect for rights. So really bring this social inclusion we have to go from the beginning linking it with its history. And it starts with exclusion to inclusion

- Social exclusion

Social exclusion which is considered to be a multidimensional phenomenon not limited to material deprivation which poverty is one of the important dimensions of exclusion to the basics of social exclusion which does not only depend not only in one dimension but to the scholars who agree universally that it is a situation which describes a state of (John W. McArthur, and Izumi Ohno October 29, 2019) limit of participation in economic, social, political and cultural life and most important leaving such a state and sustaining it (John W. McArthur, and Izumi Ohno October 29, 2019). This term of social exclusion was used for the first time by the secretary general for state for social action, René Lenoir (1974), which he used for certain situations of " the mentally and the physically handicapped, suicidal people, aged invalids, abused children, drug addicts, delinquents, single parents, multi-problem households, marginal, asocial persons and other social misfits " (

Dan Alman,2021). From exclusion came the principle of inclusion which was formed the following ways.

Social inclusion here which arise from the concern from social exclusion which here promotes and improve here the terms of participation in the society for people who disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through their resources their opportunities, access to resources, voice and respect for rights (John W. McArthur, and Izumi Ohno October 29, 2019). So in the process of promoting social inclusion it was important to first of all tackle the one of social exclusion which acts as a barrier to the participation of people in the society.

It is important to note that in the process of fostering social inclusion people will not still leave together because social inclusion does not necessarily mean the togetherness of the people in the society. But it is a mixture of this two which will really promote social unity because without social integrations. We are left only with the opportunity in the participation of the people. So when we have to examine social inclusion we move from the exclusion to inclusion from there in order to promote unity we join both integration and inclusion.

2.1.2 Social inclusion and educative inclusion

The term inclusive education comes as a result of a clear relation with an inclusive society. We therefore cannot talk of an inclusive society without talking about social exclusion, disadvantages and poverty from where it takes its roots (Terzi 2014) there is always a contrast in the definition of inclusive education the term here can vary from the educational inclusion, the education of children with disability in mainstream schools to the inclusion in the social community which is promoted by government and the society these to respond to the diversity of learners and individuals (Florian 2008) this is why it is important to start with the development of the term of social inclusion.

We live in a society so there are rules and there are social circles which we belong to so this society sometimes show signs of inflicting people with social pressure which is justified by the fact that, we have different characters and show different weak points . so the society uses it against them. So we live in a world which controls us and not us controlling the world we live in so,

we are bound to leave according to the laws of this world (Dan alman, 2013,p 1) . So, to leave in this world we have to look for ways to adapt ourselves so inclusion here is taken from the sociological standpoint

When we talk about social inclusion we identify its origin from a political struggle which was aimed at giving opportunity, participation and solidarity of all in every aspect of life (Norwich,2010) . here social inclusion here serves as an antidote to social exclusion which limit many individuals in their community work and in their different works of life, talking about inclusion on the sociological aspect it is taken as a complement of historians, philosophers, psychologist, economist and natural science to better understand the concept of social inclusion. That is why Dan Alman (2013) sociology as a discipline on itself turn to consider this in two facets which are the one of equality and inequality, social integration and stratification, social mobility as it relates to the concept of social inclusion and exclusion. This is so to state that sociology goes ahead or surpasses economic and natural. This is so because at this point social inclusion is considered across time and space in this it is realistic showing how humans which are made up of marginalized men and women in the society try to create a status quo for themselves.

Inclusion on an anthropological perspective

On the anthropological domain which inclusion appears to be a rare topic of discussion or debate? This is so because anthropology when it concerns inclusion is much more involved in the process of development as progress instigated by interventions such as reforms knowledge transfer, modernization, planning and investment (Nicky RM Pouw and Joyeeta G, 2017) . We understand that inclusion in anthropology is a way of creating a balance in development of countries. So, it is involved in the marginalized colonial and still developing countries who are still growing in this process of inclusion. So on the anthropological domain inclusion is seen in a perspective of an inclusive development. So anthropological inclusion is explained in three main areas;

- land grabs

In a historical way over the years there have been extortion of farm lands from the indigenious people which resulted to the precurization of rural livelihood which is being researched in term of land grabs. So in this we see the exclusion of people with the role of working as laborers in their

own lands so here inclusion and exclusion here is seen as the marginalization of people to the point of taking over their economy and their land.

- Security

On this point it focuses on the part of the right of the government of each country giving the same opportunity in the domain of the good governance regardless of their race, religion, Creed's and most importantly making everyone a citizen.

- Corporate development

Here it is all about economic development which takes over the social development and so knowing that the social has to do with the human in his essence which is the one of socializing. Therefore we turn to see a society which there is no harmony between both sides to make up a socio-economic society. Therefore inclusion here comes as a result of the type of neo-liberationist which gives inequality, marginalization and limitation in participation of individuals in the society.

Although inclusion in anthropology is a rare, it is important to note that concerning this in/exclusion and lack of power relations are center topics of anthropology but it focused itself through a type of developmental inclusion.

2.1.3 The history of inclusion

The history of inclusion is sometimes closely related to the one of special education which is our profession of studies. And so, this two terms being closely related cannot still have a connection until date that notwithstanding this was to bring the integrations of people with special needs or better still the integrations of children with a disability. It is only in 1970 that there was a provision for children categorized as “Mentally handicap” this was passed from health authorities to local authorities (Barthon and amstrong 2008: 9) that is why in Europe at this time there were certain major changes in the education which was the one of improving on the special education needs . so this made the education of people with special needs which made them excel in the domain of education which makes SEN people who were formally considered before the law of 1970 as “uneducable” this which had to bring the concept of integration which means which brings belonging given integration here means physical placement of people with special needs . This

brought the people with special education people who are now active in the inclusive education sector. So law of 1970 is to make SEN people to adapt to this schools which means it is not the school to help them but they help themselves to the educative sector all this given that they are now part of this same education system since the objective here is to attend normalization. This is so because, this people with SEN are no more considered in the educative environment as those who “cannot do” but as those who can adapt to certain situations in order to attain their objectives

So to continue the parents activism in the 1960s which went along with challenging the court for denying children with special need the right to education made this idea or again led to the expansion to the right of children with special needs

2.1.4. The models of inclusion

Inclusion on itself have so many models of inclusion and not under estimating this models because each model has its own strength and weaknesses so we have three main types of inclusive models that were developed specially for children with special needs. There are generally three major models of inclusion. It is important to note that these models of inclusion are developed during the teaching process developed by (Ferm Dinsdale 2022) three major inclusion models which are considered to teach children with mental disability. That is the full inclusion model, the partial inclusion model and the mainstream.

- **The full inclusion model:** in this model we believe all students no matter their disability whether visible or invisible are supposed to work in one classroom alongside their peers in this case the class size is bigger compared to the one of a normal classroom.
- **The partial inclusion model:** the partial inclusion model here is goes a bit similar to the full inclusion model which makes all the children with disability and other children with special needs work in a safe environment but here with the partial inclusion model there is a type of break from the mainstream school to the meeting with the specialist who are responsible of giving support to the children because here it is believed the children don't only work in reaction to the teaching but most importantly the support being given to them by the specialist.

- **Mainstreaming:** here the children start their academic or their educational journey in a type of specialized center which may be different from the one the mainstream school. That is to say children with special needs will be kept in the specialized center where they will receive special follow up or support before they go to the mainstream

This are some other models of inclusion which also intervene in the domain of education

Inclusion as a philosophy

To begin involving inclusion and philosophy touching each can be defended because given that philosophy as a discipline comprise of so many disciplines and give value to them. Philosophy and inclusion here are related given that philosophy being part of many disciplines also study social science, philosophical ethics, political science and morals (Hans Radder, 2015). Given the study of all this disciplines and their closeness to inclusion gives us a better view of the impact this disciplines or topics have for philosophy. This is so because for sometimes now, this discipline has been trying to draw the voice of the voiceless by so doing it brought or rather developed some modes of communication which really helped in the finding and giving some rights to those considered to be in special needs thereby including them into the educative sector and the society as a whole (Justin E.H.Smith, 2015)

To continue Sander Peirce being one of the founders of the American school of thought which is the one of pragmatism says for inclusion to be complete we must go out of realty and touch what is real. This so because he supports the fact that children with special needs communicate through signs and so, teachers in mainstream school must use this as an advantage. Still in this light the pragmatism here will be used to bring back the children into consciousness so, here we see how philosophical schools of thought try to bring the children in developing a type of pragmatic pedagogy which will letter contribute to the growth of inclusion especially in mainstream schools. In this Charles Sander Peirce philosophy brought inclusive learning in the fact that he reconciled the child with special needs together with his environment. Given that when the child manipulates his environment he is able to achieve his Goals by eliminating doubt in his mind (revista

inclusion,2020) and at the same time reconciling the child with the environment through instrumentalization of the children through pragmatism.

Inclusion on judicial perspective

When we talk about inclusion on a juridical view we must of all start with the different school of thought that draws this Inclusion to be inscribe on a juridical plan. On this so it is very much important to start with this school of thoughts who are the exclusive and inclusive legal positivist. In this Dworkins argued that morality has it grounds and play an essential role when it concerns law and so, and so some moral standards have to be part of the law. In the inclusive positivist way there argued that moral standards are necessarily part of the law. But to exclusive positivist who believe that there is no moral standard when it concerns law and so they said that law should be authoritative (Danny Priel, 2005) On the part of the inclusive positivist they believed that there are no limits when it concerns law but for the inclusive positivist who really believed that law can be adapted depending on the situation of the case which is at hand. But given this principle which does not please the exclusive positivist who believes that judges when taking decisions must not consider any moral standard of the situation. (Danny Priel, 2005) So inclusion here being part of morality to an ILP the criteria of moral standards will be considered when but for an ELP the fact that authority makes law the legal standards are not considered when it concerns inclusion.

Given that inclusion is considered as a moral principle of everyday life so by this principle which really brings us the two principle from which juridical inclusion takes it roots from.

2.1.5. Barriers to inclusion

One of the salient features of the debate is the recognition that there are many barriers to inclusion. For instance, in advanced capitalist societies, there is a culture of competitiveness, effectiveness, achievement, and performativity that informs the ways in which the major social problems are conceived (Stamou, 2008). Those values that underpin our society and education have negative outcomes with regard to inclusion. As Barton (1997) highlights, there is a predominant ‘set of values which celebrate individualism thereby making the possibilities of cooperation, collaboration and difference, at an institutional and individual level, less desirable or possible’ (op. cit.: 239).

It seems that we become atomized individuals who need to develop skills to survive in a rapidly changing world. This ignores what is fundamental to our human condition — plurality and the fact that we inhabit a world together — we are not isolated individuals. As a result, our thinking about whom we should interact with and how to behave towards our neighbor seems to have changed radically. Crucially, a new discourse and concepts by which we both think about and evaluate education have appeared such as ‘quality’, ‘accountability’, ‘effectiveness’ and ‘targets’ (Barton, 1997).

Inclusion and disability

The term of inclusion is mostly used in the professional domain which transmit a message of social cohesion, social participation and social intervention which is opposite with social exclusion which gives a different perspective Arie Rimmerman (2013), people with disability being the minority in the society sometimes have unequal participation with others in the society and even more in the educational sector which sometimes does not give them the chance to express themselves. Given the article 28 of the CRPD which states the right of people with disability and gives them the right to a better standard of living and social protection Arie Rimmerrman (2013) given that we are centered on the educative part given that this social inclusion strategies by the CRPD gives us the social right of persons with special needs.

1. States parties recognize the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability.
2. States parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures: (a) To ensure equal access by persons with disabilities to clean water services, and to ensure access to appropriate and afford- able services, devices and other assistance for disability-related needs; (b) To ensure

access by persons with disabilities, in particular women and girls with disabilities and older persons with disabilities, to social protection programs and poverty reduction programs;

To ensure access by persons with disabilities and their families living in situations of poverty to assistance from the State with Social Inclusion of People with Disabilities

To continue without inclusion which passes through social?

2.2 Handicap or Disability

2.2.1. History of Handicap

The WHO through Philip woods together with his team produced the ICIDH which is the classification of impairments and disabilities (WHO, 1980) The etymological definition of disability from an English origin in the XVII century which was connected to a luck game which “ hand in cap “ which in the XVIII century the term was hand in cap “ hand i’ cap” . in the 1930 the term of handicap at that time was synonym of deficiency and incapacity

Disability according to the WHO is constitute all that restrict limitation activities and restrictive participation by someone because of any alteration in substantial, durable or definitive of so many functions which can be psychic, physical, sensory, mental and cognitive (law 2005-102 of 11\02\05 article 14) . The notion of disability also takes into consideration the social of the subject so this gives us a better notion of disability not being only a state but is a situation that is why they always talk of a “handicap situation” which has an origin of psychic, mental, sensory or cognitive. So one of the most acceptable definition of the handicap is the one which include environmental notions, this definition is more of individualistic which attribute the cause to Alteration of functions.

- Impairment: here when we talk of impairment it is any loss of a psychological. Physiological or eve anatomical structure of the body. must of the time it is more of physiological
- Disability: here it is referred to as any restriction which can result from an impairment and can be either partially, total of the ability which someone will be able to performed

any activity like a “said normal” human being for an example we have the inability to for an amputated person to climb the stair case,

- Disadvantage: this is will always result from disability which in consequent will keep the individual from performing social duties which is attached to factors like age, gender, social background, cultural background

So in the year 2001 the WHO the who published the ICF which was to modernize the approach which was brought by the ICIDH which made the term Handicap to be translated to English which is disability . so this version addressed the notion of disability more on the differed and complete way than the ICIDH . this is so because the environmental and personal factors were taken as one f the factors that can influence disability either by decreasing or increasing the level of the situation disability. Thus, the CIF articulation the following components

- Body functions and structures : this is considered to be an impairment, here we talks about the physiological lack or loss of a body function or a body part which will because of these cause a problem of the body structure
- limitation in activities : this is the loss of the capacity to perform certain task which can be as the consequence of an impairment and will contribute to the difficulties a person encounters in performing a certain task
- restriction in participation : thus correspond to a situation one may encounter in a real life situation and so as a consequent an individual can be restrictive situation such at participation in social activities , school, work and family
- Environment factors : this one will refer to the physical, social and cultural environment in which the person involves
- Personal factors: this refers to the factors unique to the individual such as his identity and personality

2.2.2. The models of disability

There are variety models of disability that exist but at our level we are going to bring out the major models. This is so because a particular model of disability will relate to the society in which this model is applied. Some people do deny the fact that they are disabled persons but they do accept the fact that they have an impairment. So, it is important to bring out models which will help in

the adaptation of this concept of disability in each setting and on each setting and situation that is encountered by an individual in a particular society so this models include;

The Medical model

The medical model here sees disability here as what belong to the individual and so I suppose to be remedied with. This is so because it is carried by one individual and sometimes some people perceive disability as as being a “personal problem” for an individual marno L and Lantao S. letsosa (2018). In the medical view of disability the person with a disability will only serve as a burden to his family because being just part of his life share in the burden of his disability. So as disabled persons they know they are

The Social Model of Disability

In the social model disability here is taken as a socially constructed phenomenon. This is so because beyond the physical, social, psychic and mental disability is the society and it view towards the society. This is so because disability in this model is seen as something that exist in the person body so some consequences are being created which will lead to the social problems of disability which is mostly created by the society (Goering,2015 June) generally people found under this model are generally undervalued. It is good to note that this model was created by the British disability movement in the 1960 to th1970. This social model had to give a limitation to the medical model which considered disability as an illness with a cure. This model which is mostly considered as the minority model which bring out the social view of disability which is beyond the medical view of disability (Goering,2015 June). Given that that the social model is also meant to question the norms of the society to people with disability it had to contribute on the development and the drafting of the united nation conventional right for people with disability (CRPD). So, the CRPD used this model in other to create a free world for the disabled persons and remove the barriers that will not leave them not to adapt.

The Human Right Model

This model has been mostly taken for the social model. But there is so much difference between both of them in the way there are being applied and seen. Here in this type of model it is presented

as the model which looks as how the institution are being treated in regards to their disability. This model is usually taken for the social model of disability but Anna and Becket, bring a different view of distinguishing between the social model and the human right model. Degener (2017) highlights a number of important differences between them. Firstly, while the social model helps people to understand the underlying social factors that shape our understanding of disability, the human rights model moves beyond explanation, offering a theoretical framework for disability policy that emphasizes the human dignity of PWDs (Degener 2017:43). Secondly, the human rights model incorporates both first and second generation human rights, in the sense that ‘it encompasses both sets of human rights, civil and political as well as economic, social and cultural rights’ (Degener 2017:44). Thirdly, while the social model mostly fails to appreciate the reality of pain and suffering in the lives of some PWDs, the human rights model respects the fact that some PWDs are indeed confronted by such challenging life situations and argues that such factors should be taken into account in the development of relevant social justice theories (Degener 2017:47). Fourthly, while the social model does not pay adequate attention to the importance of identity politics, the human rights model ‘offers room for minority and cultural identification’ (Degener 2017:49). Fifthly, while the social model is mostly critical of public health policies that advocate the prevention of impairment, the human rights model recognizes the fact that properly formulated prevention policy may be regarded as an instance of human rights protection for PWDs (Degener 2017:52). Lastly, while the social model can helpfully explain why so many PWDs are living in poverty, the human rights model offers constructive proposals for improving the life situation of PWDs (Degener 2017:54). To Anna and Lawson (2020) the human right model here serves as the model which tries to look at the laws and the institution and so see how far the laws and the technologies of the government prevent the marginalization and the sometimes the stigmatization of the people with disability in the society which sometimes bring the non-respect of the CRPD convention laws,

The Identity model

The model of disability is likely connected to the social model which gives a person a type of affirmation that is why this model is also called the (affirmative model). This model tapes itself from the social model because it beliefs that disability is built from the society and it is the society

which determines our disability. This model goes beyond the political and the social model which the one of involving the institutions and the societal norms but gives us how this terms of affirmation model shapes the existence of an identity model (Retief, M. & Letšosa, R., 2018) so at point it gives the Individualistic ways of disability

The cultural model of disability

According to Marno Retief and Rantoa Letšosa (2020) this model was first of all developed in north America by some scholars in order to bring answers to the question of how tis model differs from the social model and the medical model. So, as a result of these research they had to develop the cultural model of disability as the one which shows the participation and the relationships between the disabled persons and the non- disabled persons. In this model disability is taken a deficit and a deficiency which led to the limitation to participation and led to creation of minorities in the society

The types of disability

Physical disability

A physical disability is defined as the limitation of certain physical functions of an individual. Physical activity is decreased and/or participation restricted, due to an organic disorder or chronic disease. Thus, physical disability includes a wide variety of disabilities: visual disability, hearing disability, disabling diseases (allergy, multiple sclerosis, etc.) and motor disability.

Motor disability represents all disorders resulting in partial or total impairment of motor skills: difficulties in moving, in changing position or remaining static, in performing certain gestures. To Banenjel (2021) this type of disability can be caused either from a prenatal cause (during the pregnancy) during the process of giving birth, 28 days after birth and during the child wood period that is at two years old.

Social disability

Social disability here is the act of limiting one from a social participation and integrations into the society. It takes it roots from the handicapped situation of the person ability (Banenjel, 2021).

There are many more rupees of situations which will put someone in a situation of experiencing a social handicap; a refugee who experience situations due to immigration, street children, orphans, and so on and so forth.

Mental handicap

Mental disability refers to an impairment of cognitive abilities, which can manifest itself during learning, organization, abstraction or argumentation. The relationship between the person living with a disability and their environment influences the degree of the disability. The interaction between the person and his environment can therefore be favorable or unfavorable. The name which was changed and instead intellectual disability. When giving level of mental retardation it is done in the following manner; light mental retardation (QI 50-70), mild mental retardation (35 and 49), severe mental retardation (20 and 34) and the profound (less than twenty) . So given this the remediation is going to depend on the level of the child (Banenjel,2021) . Given we have many types of mental disability in our field of special education like autism, down syndrome, ADHD etc. So we are going to base ourselves on studying ASD (Autism Spectrum Disorder).

2.3. Autism Spectrum Disorder (ASD)

The term Autism Spectrum Disorder (ASD) refers to a group of neurodevelopmental impairments conditions characterized by uncommon atypical development in the domains of social communication, social interaction, adaptive behavior plus presence of restricted and repetitive response patterns behavior, communication, and socialization (Tobing & Glenwick, 2002; Shu, 2009). The term “spectrum” includes is used to denote the wide range of symptoms, skills and levels of impairments in functioning that individuals diagnosed with ASD can experience (DSM-5; APA, 2013).

Both Kanner (1943) and Asperger (1944) published clinical studies which contained the first detailed reports of autistic symptoms and behaviour patterns. In addition to redefining autism as a neurodevelopmental disorder, as opposed to a childhood form of schizophrenia (Bleuler, 1911), Kanner’s and subsequently Asperger’s clinical insights formed the basis for scientific studies in the conceptualization, definition and detection of autism-based disorders. Kanner (1943) published an article entitled "Autistic Disturbances of Affective Contact", in which he described the cases of

eleven children with autism who exhibited similar impairments and responses to social stimuli, presenting specific features across all children including, preoccupation with objects, repetitive behaviors, insistence on consistency, and deficiencies of language, among other behaviors. Kanner (1943) explained that children with autism seemed unable to relate to others, with specific social deficits involving children's failure to recognize and react to a caregiver when being picked up, or by children's inability to use language for the purpose of social communication. Kanner (1943) also observed that the initial group of 11 children reacted to loud noises and moving objects with horror, and with repetitious utterances. He interpreted these reactions to indicate that these children had an obsessive desire to maintain sameness in their environment.

The spectrum of clinical conditions labeled "autism" soon expanded beyond Kanner's first description. In 1944, Hans Asperger described a group of 4 children he also called 'autistic', but who seemed to have high non-verbal intelligence quotients and who used a large vocabulary correctly during conversations. In addition to the marked difficulties in social interaction, Asperger also noted other features present in these cases. Asperger (1944) described autistic children as possessing impaired nonverbal social skills, idiosyncratic, communication, egocentric obsessions and special interests, intellectualization of affect, gaucheness and poor body awareness, and behavioral problems. Unlike Kanner, Asperger (1979) argued that speech and language skills early in life were apparently normal, and that the condition was not able to be recognized before 36 months of age. Furthermore, Asperger (1944, 1979) specified that the core diagnostic features of this syndrome were: social impairment (i.e., poor empathy, failure to develop friendship), motor clumsiness, all absorbing interests, and language/communication impairments (i.e., impoverished imaginative play, idiosyncratic language). Kanner (1943) presented three diagnostic criteria pertaining to deficits in reciprocal social interactions; atypical development and use of language; repetitive and ritualized behaviors; and a narrow range of interests as the core features in individuals with ASD. The high similarity between this set of diagnostic criteria have led to the suggestion that both Kanner and Asperger were describing the same condition but had focused their investigations on two different sub-types of autism.

There are three types of ASD that need our support , so there are levels of support which are the level 1, the second level and the third level which brings us to the to the (DSM 2013) . That is

knowing this levels helps the specialist or pedopsychiatrist to prescribe an appropriate therapy that will be applied by the therapist or technician all these to improve on their on their strengths and improve their social, language and behavior skills. So the different levels fall thus ASD level 1 it is currently the lowest classification in this level there is a lack or complete stop in the their social interaction and lack of organization and planning then we have the ASD level 2 this is the mid-level which requires substantial support and in this level most common trouble like verbal communication and restrictive interest, inhibiting frequent, and also having repetitive actions. The third level of the spectrum here in more severe than the other levels and so this level requires substantial support. so this signs associated are associated with level 1 and level 2 are still present but are more severe and so, need accompanied because they are more complicated that the other two and mostly have the trouble of in social interaction and repetitive action

2.3.1. The evolution of autism diagnoses criteria by the Diagnosis and Statistic manual for mental disorder (DSM)

This discourse on how autism spectrum disorder should be addressed is made to identify the diagnostic and classification of autism over time. So many countries and researchers have always relied on the statistic manual for mental disorder (DSM) which has had some major changes in the various years concerning the diagnosis criteria of autism spectrum disorder.

Autism was first introduced as a distinct disorder of early childhood in the third edition of the DSM (APA, 1980), and was referred to as “Infantile Autism” (IA). The DMS-III (APA, 1980) presented six diagnostic criteria for IA and required that the child show early and pervasive evidence on all of the following diagnostic criteria: 1) pervasive lack of 12 responsiveness to other people; 2) gross deficits in language development; 3) peculiar speech patterns, if speech is present at all; 4) bizarre responses to the environment; and 5) an absence of delusions, hallucinations, loosening of associations, and incoherence as in schizophrenia; and 6) early onset (prior to thirty months) of criterion 1-5 impairments. These early DSM criteria, whilst representing formal recognition of the existence of autism, were also criticized because they primarily accounted for children exhibiting symptomatology close to birth, causing poor identification of the subgroup of children who experienced a loss of skills after some years of normal development (Volkmar, Cohen, & Paul, 1986; Wing, 1981). This diagnostic limitation was addressed in the DSM-III-R

(APA, 1987) which maintained the IA diagnosis for children with early-onset neurological impairment and introduced the additional label of Regressive Autism (RA) to account for those cases in which deterioration of functional skill was evident. This inclusion of two diagnoses was significant as it provided the first acknowledgement that autism was not a single condition (APA, 1987). However, the DSM-III-R (APA, 1987) was also criticized because the diagnostic criteria for IA and RA were considered to be too narrow to account for the full range of symptoms/behaviors shown by children with autism, especially those who were high functioning.

The DSM-IV/DSM-IV-TR (APA, 1994/2000) sought to rectify this limitation by introducing a broad classification (i.e., Pervasive Developmental Disorder) which encompassed five specific diagnoses (i.e., Autistic Disorder, Pervasive Developmental Disorder-Not Otherwise Specified, Asperger's Disorder, Rett's Disorder, and Childhood Disintegrative Disorder). The DSM-IV/DSM-IV-TR formally introduced the diagnosis of Asperger's Syndrome as the diagnosis that would account for individuals with age-appropriate language and intelligence but atypical socialisation and adaptive skills.

The DSM-IV-TR (APA, 2000) used the "triad of impairment model" as the basis for establishing the diagnostic criteria for autism disorder. That model, which was developed by 13

Wing and Gould (1979), argued that autism could be identified by evidence of delayed development in reciprocal social interaction [i.e., poor eye contact and inability to engage in joint attention] (Hobson & Lee, 1999; Wimpory, Hobson, Williams, & Nash, 2000) (Criterion A); language and functional communication [i.e., poor person-to-person non-verbal communication of literal speech, and language comprehension difficulties] (Wimpory, et al., 2000) (Criterion B); as well as the presence of restricted and repetitive behaviors, interests and activities [i.e., hand flapping, complex and simple tics, and repetitive use of objects] (Canitano & Scandurra, 2011) (Criterion C). For an individual to receive a diagnosis of Autistic Disorder, a total of at least two items from the section on impairment in social interaction had to be selected. One item or more for the section on impairment in communication had to be identified. A minimum of one item from the section on restricted, repetitive and stereotyped patterns of behavior, interests and activities needed to be identified. Furthermore, symptoms will have to be present during the early

developmental period, at approximately three years old or younger. These areas comprised social interactions, language used in social communication, and symbolic or imaginative play.

The DSM-IV-TR (APA, 2000) has been credited with advancing the diagnostic field by aiding differentiation of subgroups via provision of specific diagnostic labels (Wimpory et al., 2000), including Asperger's Disorder to account for cases of high-functioning autism (Wimpory et al., 2000), and expanding the diagnostic criteria within the autism label to capture the intra-label heterogeneity discussed in the research (Canitano & Scandurra, 2011). Further, the DSM-IV-TR (APA, 2000) contributed to creation of the "autism spectrum" via provision of three related diagnoses (i.e., Autistic Disorder, Asperger's Syndrome and PDD-NOS). However, clinical researchers argued that the DSM-IV-TR (APA, 2000) required substantial revision because it did not effectively capture the wide range of variation in symptoms which represented the autism spectrum, nor did it include the full constellation of 14 difficulties (e.g., hypersensitivity to sensory stimuli in the environment, restricted diet, and poor sleeping patterns) which disrupt daily functioning and require clinical attention (Schuler & Fletcher, 2002; Tidmarsh & Volkmar, 2003)

Etiology of autism spectrum disorder

The issue on the causes of autism has raised much worries in the world of research both our days and and before. This is so because it ranges from biological to psychological and from psychological to biological so it causes a lot of argument in the scientific world to show the etiology of autism in either ways (Susan E. and beth sheidley,2001). This is so since the research made by Leo Kanner

The attribution of the autism as children with social lacks was somehow supported by Leo kanner (1943) given the social lack experienced by these children. This so because given they have problems of socialization the origin here was found to come from the parents who were suspected to be the cause of this anti-social behavior which is being shown by autistic children. So, Kanner saw this lack at the level of the bond which is being created between the mother and the father. So he had to say this antisocial behavior comes because the child is naturally born with the innate disability to establish emotional bond Fennel Brian (2014) that is why Kanner had really concentrate more on the social cause of autism and so brought the term "refrigerator mothers"

which was a term used by Leo Kanner (1943). This showed how absent this bond between the mother and the child is.

The same point of view was later taken by Bruno Bettelheim (1967) who has the same view of things he says the cause of an anti-social behavior in children with autism is the fact that they are born in a type of toxic family (Fennel Brian, 2014). To Bettelheim he had to compare the autistic child to a prisoner given that in prison it is not easy to develop the social characteristics of a prisoner because in prison one is always cut out of reality and so cannot really be social. To him it is also the case with a prisoner. Being a student of Freud's school of thought being psychoanalysis decides states the cause to be more psychic and so says that biological abnormalities are caused by the toxic bond which is established between the child and the parents in particular the mother (Sean Cohmer, 2014)

To develop more, some take the causes of autism to be more genetic. This is so because, given some researches that were done it was discovered that autism is one of the neurodevelopmental disorders (NDD) that are mostly hereditary among other HDD's this is so because studies have shown it is very probable that monozygotic twin are genetically probable of having ASD. The risk here is given at 76% (G Bradley Schaefer, 2016). This is also provable due to family studies which shows some couple with ASD children and so given the genetic consequence the other children likely turn to be autistic children.

2.4. Adaptation

Given that adaptation is considered to be a type of modification or the way organism of manage to exist under a particular environment. So the way of adapting here depends on us and way we understands the environments and in our domain it consist of how individuals use special; educational plan n order to improve on the academic improvement of children with special need given that we are much more concerned with children with special needs we are going to be looking at adaptation in a humanistic-educational perspective. So in this order specialist can adapt curriculum in order to attain the goals needed for a proper academic performance. In our domain this will be done through a curriculum adaptation and so this will be done with the use of materials and the modification of instructions (Science education, 2017). To continue we are going to bring

out the concept of adaptation according to three disciplines which will be anthropology , psychology and sociology.

2.4.1. The adaptation to anthropology

anthropology being a discipline which studies human species and it's immediate ancestors by studying the present, past and future of the whole Human Condition. Given that anthropology is much concerned with the issue of adaptation it is important for us to give a view of adaptation according to anthropology. The concept of adaptation according to anthropology , show adaptation as a biological phenomenon so , he approaches adaptation in a different way that is anthropology sees adaptation as a process by which organisms cope read environmental stresses . Anthropology sees adaptation as a process which permits man to cook read some environmental difficulties . To support the concept of adaptation in anthropology revisit Cameron M. Smith (Portland State University, 2012) to him given that the aspects of life so as people to adjust their behavior in order to adapt to the new ways air conditions of living. Daddy's there are some aspects of life which change and cause us to adapt change given that new conditions are being created when the change is being made. So some important authors in anthropology, expands more on this concept of adaptation .

Bronislaw Malinowski: Malinowski is considered one of the founders of modern anthropology, and his fieldwork in the Trobriand Islands of Melanesia was groundbreaking. Malinowski's approach to adaptation emphasized the importance of understanding the cultural context in which individuals live and the ways in which they adapt to their environment. Malinowski emphasized the importance of understanding the cultural context in which individuals live and the ways in which their cultural practices and institutions are shaped by that context. He believed that cultural practices and institutions cannot be understood in isolation from their cultural context, and that adaptation involves a complex interplay between individuals and their environment. Malinowski's approach to adaptation helped to shift the focus of anthropology away from evolutionary theories of adaptation and towards a more nuanced understanding of the ways in which individuals adapt to their environment through culture. His approach remains influential in anthropology today, and continues to shape the ways in which anthropologists think about adaptation and cultural change

Clifford Geertz: Geertz is known for his interpretive approach to anthropology, which focuses on understanding the meanings that individuals attribute to their experiences. Geertz's approach to adaptation emphasized the symbolic and cultural dimensions of adaptation, and the ways in which individuals use cultural symbols and practices to adapt to their environment.

Clifford Geertz was an American anthropologist who is well-known for his interpretive approach to anthropology. Geertz's approach emphasized the role of culture in shaping human experience and behavior, and his understanding of adaptation was informed by this approach.

Geertz saw adaptation as a process of cultural construction in response to environmental challenges. According to Geertz, human beings do not simply react to their environment, but rather construct meaning and value around their experiences, which in turn shapes their behavior. These constructions of meaning are shaped by cultural symbols, practices, and institutions, and are constantly evolving in response to changing environmental conditions. Geertz argued that adaptation is not a one-time event, but rather an ongoing process of cultural construction and reconstruction. He believed that cultural practices and institutions are constantly adapting to changing environmental conditions, as individuals seek to create meaning and value around their experiences. Geertz's approach to adaptation emphasized the importance of understanding the symbolic and cultural dimensions of human experience and behavior. He believed that by understanding the ways in which individuals construct meaning and value around their experiences, anthropologists can gain a deeper understanding of the complex processes of adaptation and cultural change.

Marvin Harris: Harris was a cultural materialist who emphasized the role of material conditions, such as technology and ecology, in shaping cultural practices and beliefs. Harris's approach to adaptation emphasized the ways in which cultural practices and beliefs are shaped by the material conditions in which individuals live, and the ways in which individuals adapt to those conditions. Marvin Harris was an American anthropologist who is well-known for his cultural materialist approach to anthropology. Harris's approach emphasized the role of material and ecological factors in shaping human behavior and culture, and his understanding of adaptation was informed by this approach. According to Harris, adaptation involves the ways in which individuals use their environment and resources to meet their basic needs, such as food, shelter, and clothing. Harris

believed that human societies are shaped by their material conditions, such as the availability of resources and the technology used to exploit them. He argued that cultural practices and institutions are shaped by these material conditions, and that the primary goal of cultural practices is to ensure the survival and reproduction of the individual and the group. Harris saw adaptation as a rational process, in which individuals make choices about how to use their resources to meet their needs. He believed that cultural practices and institutions are shaped by these choices, and that they evolve over time in response to changing environmental conditions and the availability of resources. Harris's approach to adaptation emphasized the importance of understanding the material and ecological factors that shape human behavior and culture. He believed that by understanding these factors, anthropologists can gain a deeper understanding of the complex processes of adaptation and cultural change, and can develop mor

Roy Rappaport: Rappaport was a cultural ecologist who emphasized the importance of understanding the relationships between humans and their environment. Rappaport's appro

2.4.2 The sociological view of adaptation

Sociology in his view of adaptation sees adaptation as a capacity to relate and compromise and also cooperate with the environment and others all these accommodating thoughts and behavior. To Emile Durkheim one of the most popular sociologists he says it is the process by which human beings create and internal organization internally in order to adapt to new norms and norms that exist already Venelin Terziev (2019) . For Durkheim given the individual in the society by citizenship is attached to some norms and has duties to his nation we turn to see that this adaptations are designed by the norms. So, to Emile Durkheim adaptation is a public morality shared by everyone in the society that is why he keeps affirming that it is the laws which makes up the adaptation of any individual to environmental and social state of a particular place.

2.4.3 The psychologist view of adaptation

Psychologists have different perspectives on adaptation, but in general, adaptation refers to the ability of individuals to adjust and cope with changes in their environment or circumstances. To Jean Piaget we are born already with an existing knowledge but the fact that the knowledge is not

in an order gives a problem. So to Piaget the child is to adapt in any new environment if he passes through the process of adaptation and assimilation.

Some psychologists view adaptation as a process of learning and change. For example, Jean Piaget's theory of cognitive development describes how children adapt to their environment through a process of assimilation and accommodation. According to Piaget, children initially assimilate new information into their existing schemas (mental frameworks), but they may need to accommodate their schemas to fit new information. This process of assimilation and accommodation allows individuals to adapt to new situations and experiences.

Other psychologists view adaptation as a response to stress or adversity. Richard Lazarus's theory of stress and coping, for example, emphasizes the role of cognitive appraisal in shaping emotional and physiological responses to stress. According to Lazarus, individuals who appraise a situation as a threat are more likely to experience negative emotions and physiological responses, while those who appraise a situation as a challenge are more likely to experience positive emotions and physiological responses.

The view of adaptation according to Eric Ericson the process of adaptation refers to the process by which individuals adapt to the challenges and conflict of each stages of development this is so because he tries to bring the stages of development on how it leads to adaptation. According to Eric Ericson very a successful adaptation requires a balance between the individual in order to adapt to the environment and so

2.5 The process of adaptation

Given that we are more in the domain of education which touches our domain our domain which is the one of special education we turn to take the cognitive approaches of piaget more into consideration. This so because Piaget plays a big role when it concerns cognitive adaptation and so gives us the process of adaptation. Given that our attempt is to create a type of educational adaptation, we are going to show how the theory of Jean Piaget go toward educational adaptation.

The way normal children thing and solve issues is not the same way children with intellectual abilities solve their problems so, Piaget on his development of adaptation process he talks about

two process which is the one of assimilation and accommodation and so this two process are very important for adaptation to take place (hamidreza B. bormanaki and Yasin khoshhal, 2017). To continue we must separate them in sections.

1. Adaptation

As the term suggests this concept refers to the human being's adjustment to the new environment. It can be defined as "changing one's cognitive structure or one's environment (or both to some degree) in order to better understand the environment" (Cook & Cook, 2005, p. 5-7). According to the Piaget, in the process of adaptation or adjustment two basic processes are involved, namely; assimilation and accommodation. These two basic processes or in other words, pre-requisites are important for adaptation to take place.

B. Assimilation

According to Pritchard and Wollard (2010) assimilation is the collecting and classifying of new information. Schema has a paramount importance in this process and this is a notional representation of what an individual knows (or can do) and consists of discrete items of knowledge which are linked to each other by the common theme of the schema. When new information is encountered, for example, a car with no roof, a car painted with flowers, this is added to the existing schema; in other words, it is assimilated. However, it will only be assimilated if it does not contradict something already established as an integral part of what exists. In this process, we may have to distort the new information to make it fit. For example; the first time many children see a skunk, they call it a "kitty." In this process they try to match the new experiences with an existing schema for identifying animals (Woolfolk, Winne, & Perry, 2003). As we can infer from this example, scheme plays a paramount role in the process of assimilation and without which the process encounter with some of the problems. Sometimes the existing schemata are not in accordance with incoming information, so in this situation, the process will be changed to accommodate new information in the process of accommodation.

C. Accommodation

"Accommodation refers to the process of changing internal structures of knowledge in order to have consistency with external reality" (Yang, 2010, p. 203). In the process of accommodation

existing schemata should be changed to accommodate and include incoming and new information. In this process we modify old schemes or create new ones to better fit assimilated information. (Cook & Cook, 2005). For example, sucking through straw may require some accommodation if the straw is of different size or length than the type we are accustomed to. There are also times when neither assimilation nor accommodation is used. For example, when we encounter something that is very unfamiliar, we actually ignore it (Woolfolk, Winne, & Perry, 2003). For example, in listening to the conversation when we haven't had any experience and knowledge of the language of that conversation. So in this situation we probably ignore the conversation and prefer not to use the processes of assimilation and accommodation. To make a distinction between assimilation and accommodation, Wadsworth (1996 as cited in Aloqaili, A.S., 2011), claims that accommodation deals with development (a qualitative change) and assimilation deals with growth (a quantitative change); together these processes account for intellectual adaptation and the development of intellectual structures. On the other hand, Rubin (1997 as cited in Aloqaili, A.S., 2011) asserts that, in spite of the importance of both assimilation and accommodation as a cognitive process development, children should be aware of making balance between these two processes. Therefore, balancing between assimilation and accommodation is the function of the third cognitive mechanism, which is equilibrium. A brief explanation of equilibrium is provided below.

D. Equilibration

Equilibration is one of the hypothetical constructs used by Piaget to explain part of his theory of cognitive development. As the name suggest, the process of equilibration requires the balance between assimilation and accommodation. According to Gallagher (1977 as cited in Fajemidagra) equilibrium is the core of Piaget's theory of cognitive development which must be well perused. Piaget (1977 as cited in Fajemidagra) contends that equilibration should be regarded as a process, the search for a better state of equilibrium. The type of equilibrium state which Piaget refers to is not the physical type but a psychological equilibrium state. According to Flavel (1963 as cited in Fajemidagra) equilibrium states are composed or organized systems of actions (e.g. sensory motor, perceptual and concrete operations) whose attributes as systems are describable in equilibrium terms. The use of the term "equilibration" as self-regulation or auto regulation stems from Piaget's constant focus on the analogy between biological and cognitive adaptation. Admittedly, both of

which require the two poles of assimilation and accommodation tending toward harmony through successive equilibrations. According to Piaget (1964 as cited in Fajemidagra) equilibration is an active and dynamic process. It is a process of self-regulation. It is a model of an equilibrated "system" where a transformation in one direction is compensated for by a transformation in the other direction. Kaipus and his colleagues (1977 as cited in Fajemidagra) have attempted to operationally define equilibration within the realm of learning and instruction in science. They explain that reflection, restructuring of tasks, and learning from others contributes to the formation of new reasoning.

The concept of strategy

A strategy is a word with meaning and all of them are relevant and useful to those who are in charge of setting up strategies in order to setup goals either for a long term and short term use to authors like (Alfred D.chandler, Jr., 1962) which is the classic study of the relationship between an organization's structure and defined strategy as the determination of the basic long-term goals and objectives of a particular plan of action. In the concept of strategy we realize that it mostly takes its roots from a business orientation.

The concept of strategy has undergone significant development over time. Originally, the term "strategy" was used primarily in a military context, referring to the art of planning and directing military operations to achieve specific objectives. However, as the world became more complex and competitive, the concept of strategy evolved to encompass a broader range of activities and contexts.

In the business world, strategy is now used to refer to the process of identifying goals and objectives, and developing a plan to achieve them. This may involve analyzing market trends, identifying opportunities and threats, and developing tactics to gain a competitive advantage. The concept of strategy is also used in fields such as politics, sports, and personal development, where it may refer to the process of identifying goals and developing a plan to achieve success.

Recently, the concept of strategy has been influenced by developments in fields such as psychology, neuroscience, and behavioral economics. For example, research on decision-making

processes and cognitive biases has led to a greater understanding of how individuals and organizations make strategic choices.

Personal contributions to the research

On the part of our contribution we had to observe some inclusion strategies which are used for mentally disabled people because we discovered that this strategies were separated into what is done on the daily life of the autistic children. On the development of this strategies we had to break the inclusive activities into some strategies which we evaluated as being inclusive strategies. We at the beginning had to analyze this strategies by taking into consideration the activities which are done by the educators in order to develop this inclusion strategies.

Inclusion strategies for mentally disabled persons in particular to autistic persons.

Use visual aids: Autistic children often respond well to visual aids, such as pictures, diagrams, and charts. These can be used to help them understand instructions, routines, and concepts. On the part of the visual aids which are mostly communication tools here we discover the strategies used by educators to develop communication in students.

Sensory breaks: Many autistic children are sensitive to sensory stimuli, such as noise, light, and touch. Providing sensory breaks can help them to regulate their sensory input and reduce stress. This is a time that allows the child to relax after being the activities in a classroom setting which will bring the child to participate in activities that will instead rest his gives the child a type of self regulation and self control during activities and most importantly makes him to have a brain rest.

social interaction: Many autistic children struggle with social interaction. Providing opportunities for social interaction, such as structured play, can help them to develop social skills and build relationships with their peers.

2.6 The theoretical Background of the work

2.6.1 The social motivation theory

The theory of social motivation in autism was first proposed by a group of researchers led by Dr. Tony Charman in the early 2000s. The theory suggests that individuals with autism have a reduced motivation to engage in social interaction, which contributes to their social communication challenges.

According to the theory, individuals with autism may have a reduced sensitivity to social rewards, such as social approval or praise, which makes social interaction less motivating for them. This, in turn, can lead to reduced social engagement, which can further exacerbate social communication difficulties.

The theory of social motivation in autism has since been supported by a growing body of research, and has led to the development of interventions aimed at increasing social motivation in individuals with autism. These interventions often involve the use of social rewards, such as praise or tokens, to increase the motivation to engage in social interaction, and have shown promising results in improving social communication skills in individuals with autism.

The Social Motivation Theory proposes that a lack of social motivation is the primary deficit in autism. This theory suggests that autistic individuals do not find social stimuli to be inherently rewarding, which leads to a reduced motivation to engage in social interactions. As a result, they may struggle to develop typical social skills and to adapt to social situations. Given this so because there is a push and a pull that dictate certain behaviors that people inhibit and activities that they perform in society. Here the motivation here varies according to the stimuli which are around the autistic child. Human being having certain Research has shown that autistic individuals often display reduced interest in social stimuli, such as faces and social cues. Additionally, studies have found that interventions that focus on increasing social motivation, such as reinforcing social interactions with rewards, can be effective in improving social skills in autistic individuals.

However, while the Social Motivation Theory provides a useful framework for understanding social deficits in autism, it is important to consider other factors that may contribute to social difficulties in autistic individuals. For example, some research suggests that deficits in social

cognition, such as difficulty understanding the mental states of others, may also contribute to social difficulties in autism. Additionally, sensory processing differences and other co-occurring conditions can also impact social functioning in autistic individuals.

The theory of Self-regulation

Self-regulation refers to the ability of an organism to maintain a stable internal environment despite changes in the external environment. In the context of autism, self-regulation can refer to the ability of individuals with autism to regulate their own emotions, behavior, and sensory experiences. This theory is made to discover the internal needs of the children and by so students learn by setting goals for the present and future through cognitive, behavioral and motivational way in this self-regulation we assess it in three major strategies which are; **self- determination, self-assessment** and **self-support** and this three strategies are made through observation (Garyfalia Charitaki et al,2019). More so, it is the self-regulation that contribute to the development of ASD in the school setting and the society in general

This theory which is developed by Albert Bandura in the year 1991 some behaviors like choice task done are influenced by self-regulation but Some researchers and clinicians have suggested that difficulties with self-regulation may underlie many of the symptoms of autism, such as repetitive behaviors, sensory sensitivities, and social communication challenges(Garyfalia Charitaki et al,2019). Therefore, interventions aimed at improving auto-regulation may be beneficial for individuals with autism.

There are several approaches to improving self-regulation in individuals with autism, including sensory integration therapy, cognitive-behavioral therapy, and mindfulness practices. These approaches aim to help individuals with autism better understand and manage their own emotions and sensory experiences, leading to improved self-regulation and overall well-being.

**SECOND PART:
METHODOLOGY AND EMPIRICAL
FRAME WORK OF STUDY**

CHAPTER 3 : RESEARCH METHODOLOGY

3.1. Recall of the general research question

Our general research question is the following: does an inclusion strategy for mentally disabled persons contribute to the adaptation of children with autism?

3.2: The specific research question

This specific research question is going to help us to answer our general research question

- Can the use visual aids contribute to the process of adaptation of children with autism?
- Can the provision of sensory breaks contribute to the process of adaptation of children with autism?
- Can the fostering of social interaction contribute to the process of adaptation of children with autism?
- Can providing predictable routine contribute to the process of adaptation of children with autism?

3.3. General objectives of research

The general objective here is what we want to achieve at the end of our research which will give us one general objective and three other specific objectives.

Our general objective of research is to show how inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism

3.3.1. Specific objectives

- To show how the use visual aids contribute to the process of adaptation of children with autism
- To show how the provision of sensory breaks contribute to the process of adaptation of children with autism

- To show the fostering of social interaction contribute to the process of adaptation of children with autism
- To show how Providing predictable routine contribute to the process of adaptation of children with autism

3.4. Recall of the research hypotheses

The research hypotheses here is the provisional answers which will be tested which can also be a prediction of the relationship between the variables. The research hypothesis is a tentative solution to a problem which exist according to Anapama Ayanand (2018) *“a hypothesis is a statement of the researcher’s expectation or prediction about relationship among study variable. The researcher question identifies the study concept and ask how the concept might be related a hypotheses is the predicted answer”* given that it objective is to give a predictable answer so in our work we are going to give for specific hypotheses.

3.4.1 The general hypotheses

According to Anapama Ayanand (2018) the research process begins and ends with a research hypotheses because it is the core of the procedure of research and so as a consequence gives a relationship between the variables in the research process. So, given our point of focus which is our research, we bring out the general hypotheses as inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism

It is constituted of two variables which are the independent variables (IV) and the dependent variable (DV)

According to De Landshere (1969) the independent variable is the variable which relates the cause and the effect. Also called the experimentary variable, the stimulus variable or the active variable, it can be easily manipulated by the researcher so as to explain the observed phenomenon which has been observed.

In our research we have an independent variable which will act as a stimulus to our research. This variable will be easily used by the researcher to bring out the modalities which are the following:

visual aids, sensory breaks, social interaction and predictable routines. In this modalities are going to be brought from it indicators as seen below.

Given that our independent variable of studies is inclusion strategies. It has all together four modalities which are

Modality1: visual aids

Indicators

Structure of activities and routine

Center of interest

- Activity schedule
- Contingency map
- Cue cards
- Social narratives
- Symbol exchange
- Modality2 sensory breaks

Indicator

Sensory stimulation

Center of interest

- Music
- Dance
- Play ball
- Sport
- Modality3 social interaction

Indicators

Emotional exchange

Center of interest

- Role play
- Practice play
- Emotional skill
- Problem solving skill

the dependent variable which the study variable is the one of: the process of adaptation of children with autism which will act like the phenomenon we are observing while manipulating the independent variable.

- Modality 1
Adaptation to the physical environment

Indicators

Adaptation to the physical environment in the educational site

Center of interest

- Exploring the play space
- The use of didactic materials
- Modality 2:
Adaptation to the social environment in the educational site

Indicator:

Adaptation to the social environment

Center of interest:

- Participating in group activities
- Communication with teachers
- Communication with pairs

The logical structure of the General hypothesis

this structure of the logical general hypothesis brings us the research hypothesis

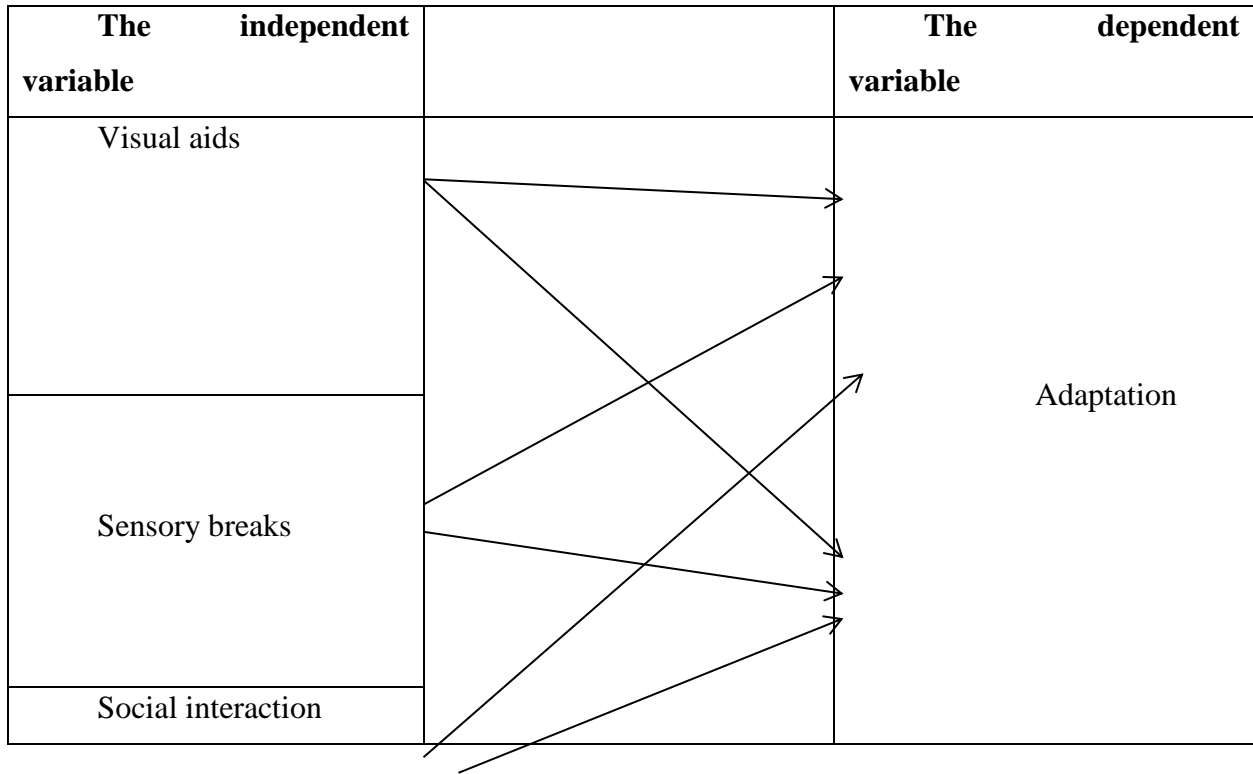


Table 1: the operationalization of the general hypotheses

Research question	Secondary question of research	General hypotheses	Variable of research hypotheses	Indicators of the independent variable of RH	Centre of interest
Does inclusion strategies for mentally disabled persons contribute to the adaptation of children with autism?	Can the use visual aids contribute to the process of adaptation of children with autism?	Inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism	Visual aids	<ul style="list-style-type: none"> - Activity schedule - Contingency map - Cue cards - Social narratives - Symbol exchange 	<ul style="list-style-type: none"> - Activity schedule - Contingency map - Cue cards - Social narratives - Symbol exchange
	Can the fostering of social interaction contribute to the process of adaptation of children with autism?		Provision of sensory breaks	<ul style="list-style-type: none"> - Music - Dance - Play ball - Sport 	<ul style="list-style-type: none"> - Music - Dance - Play ball - Sport
	Can the fostering of social interaction contribute to the process of adaptation of children with autism?			Fostering of social interaction	<ul style="list-style-type: none"> - Role play - Practice play - Emotional skill - Problem solving skill

Table 2: The synoptic table

General hypotheses	Independent variable	Modalities	Indicators	Center of interest
Inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism	Inclusion strategies	H1 the use visual aids contribute to the process of adaptation of children with autism	Structure activities and routine	<ul style="list-style-type: none"> - Activity schedule - Contingency map <li style="padding-left: 20px;">- Cue cards - Social narratives - Symbol exchange
		H2 Sensory breaks contribute to the process of adaptation	Sensory stimulation	<ul style="list-style-type: none"> - Music - Dance - Play ball - Sport
		H3 Can the fostering of social interaction contribute to the process of adaptation of children with autism	Emotional exchange	<ul style="list-style-type: none"> - Role play - Practice play - Emotional skill - Problem solving skill

Presentation of the center

The Einstein Center is a psychopedagogical center that takes care of and accompanies children with special and normal needs (minority). It implements educational actions to enable learning in children with learning disabilities.

Created in 2001, the Einstein Center was initially a consultation office for children with specific needs. After 7 years of operation, the cabinet once will be transformed into a psychopedagogical center in 2007; questioned the number of its learners, which continued to grow. The center is now an establishment under the supervision of the Ministries of Basic Education and Social Affairs.

The Einstein Center is located in the economic capital of Cameroon; central region; department of Mfoundi, district of Yaoundé 6; Nkolbikok district behind transformer (uphill MATGENIE national park)

The founder of the center is Mrs. KATIHABWA, born NJONKOU MARIANNE GISELE. She is a special education teacher and family therapist. The center is under the direction of Mrs. Payou Zenabou Zita, a teacher with a lot of experience in the educational care of children suffering from TND.

The teaching team is made up of:

- From a psychologist
- From a pediatrician
- A speech therapist
- From a psychomotrician
- Two specialized educators
- Social workers
- Teachers

3.5. Definition of the study population

The population of studies refers to the set of elements having one or more characteristics such as which distinguish them from other elements and on which the litigation arises (Anger, 1992-238), it means the set of individuals having in them the same characteristics on which us as researchers we can conduct our studies. From this population of studies researchers will bring out their result from what they got from the research that was conducted. Generally it is seen as a group of individuals who have the same characteristics as concerning our topic of research. Taking into account all the explanation above we are interested on children with Autism are enrolled in an inclusive educative and psycho-pedagogic center region precisely in Yaounde these which made us to study this children who express the same characteristics so given our main objective here which is to study the quality of adaptation in this children with autism in an inclusive educational institute or center.

3.5.1. The target population

The target population according to (Louise Barnbee & Son Ngiem, 2018) The target is a group of individuals which researchers conduct on this individuals and draw conclusions from. The characteristic of choosing this targeted population is based on the literature and the practices, the objectives of the study and the contextual information of the studies.

This target population is the one which the researcher is going to or will generalize his result our result from. In the part of our studies we are going to study children with autism in a psycho-pedagogic institute of a quarter in mellen presicely montè du parque in the centre region (Yaounde)

This is so because given the vast nature of this population which we will have to concentrate in a particular sector which will help us in the generalization of the result.

3.6. Definition of sample

Given here that the sample here always represents a method which is the one of the characteristically representation of the population of research or the target population. So, in the context of our research, the representativeness is not really important since our research is qualitative and does not necessarily need a representative nature. This is so because the qualitative method gives us the feelings of participant and most especially knowing the innermost behavior of the participants and makes thing is more of empirical and pragmatic than ideological (rahman.MS, 2016)

Given the time this type of research takes it is on the part of the researcher to determine his participants given that everyone cannot be chosen to participate this is so because the participation depends on the purpose of the research which is made and most importantly on the researchers discretion (musarrat shaneen, 2021). This is so because many researchers turn to face difficulties because the choice of sampling was wrongly made. That is the answers given by the participant must be reliable in order to make interpretation very simple. This will be done by the researcher providing every detail that was given to him by his participant. This is so because the result will also be affected by the way the sampling is being made and so, so the selection of a right type of sampling technic will be very important.

So given our research we are going to use a non-probability sampling given that we have some knowledge about our population. That is we knowing the characteristics of the population, we are studying .the peculiar thing about this method of research is the fact that all the sample have equal chance of being selected to carry out studies on them. Given that we are in a qualitative and using a non-probability type of research, That is why in our research we are going to be using the reasoning sampling method which in this method here the sampling will be restrain we shall be carrying our research on (03) subject or cases.

3.7. Choice of method of data analyses

3.7.1 Observation as a research tool

We choose observation as our first tool because the children being the center of our work we were Observation considered to be one of the most used and important methods in social sciences and at the same time one of the most diverse. Observation here permits us not to enter directly into illusion but it gives us the facts about our research by linking the researcher directly. So when talking about observation we distinguish two types observation

- **The participant type of observation**

in this type of observation, the observer tries to be one with his environment and also to appropriate the population life style. this when the participant merges in the group and tries to bring out some characteristics of the population. The idea here is to reach the objectives of research without being a burden to the group whom the researcher is carrying out research on.

- **Non participant observation**

Here the observer observes without the human interaction into the field. Here is not really connected to the realities of the field. Here the researcher adjust their roles depending on the requirement or the objectives that where set at the beginning of the research.

So no matter the type of research the observer has to the observer has to be objective in his research no matter the type of research he is using subjective because the observer in his research has to set objectives which will guide him and not

As concerning our research we are going to do a participative observation , that is before even giving a statues of participant observation to our research we have to give the methodology which is will guide our work , which here we are seeing it as the one of giving a social experience to our work. in other words it consist of merging with the observed still in the respect of the liberties of the participants in order not to be an agent of distraction of the participant which at the end can participate to the abnormal behavioral change of the participant of our research. their free expression. The purpose of these interviews is to detect in the verbal disco of the participants the modalities of the strategies used by them to deal with burn gut. Thus, the elements that reflect the resilience of the worker will be identified in their speech topics to be covered. The order is not imposed. The interviewee is invited to develop a theme which It includes an interview plan with a starting instruction and a grid is proposed to him. He must speak freely. The interviewer's

mission is to let the person speak and to follow up gradually. A case study The semi-directive interview is one of the methods that allows to collect the data in a qualitative research. It is a technique for collecting information that can center the discourse of the people interviewed around defined themes that are clearly recorded in an interview guide. One of its characteristics is the fact of enclosing the discourse of the interviewee in predefined questions, or in one of the f The interview allows "direct contact between the researcher and the interlocutors, emphasizes Quivy and Campenhoudt (2006, p .174). In general, the semi-dif interview makes it possible to collect information such as facts and verifications of facts, opinions and points of view, analyses, proposals, reactions to the evaluators' hypotheses and conclusions. It therefore seemed more appropriate to us to choose this tool for the following reasons: it is a tool

which allows the researcher to create subjective data in complete freedom, the interlocutor to qualify his remarks and allows us to have a maximum of 'objectivity. Our interview guide, found in years, contains questions developed and grouped by research hypotheses. We have listed the theoretical elements in connection with the questions in order to facilitate the work of analysis and to always have the theoretical elements in mind. This tool was a real support for us during our interviews and contributed to their smooth running. For the interviews, we followed this guide Our interviews took place at the institut psychopedagogique Einstein. They were conducted by ourselves. We have agreed with these employers on the time and the day in order to allow them to be focused on the theme without being preoccupied with another obligation.

They were made for two days in quiet places so as not to be interrupted. Some interviews were carried out in different offices, others in meeting rooms and still others in the company's infirmary. During the interview we evoked the theme then, the sub-theme on which the subject had to express himself. And as his speech evolved, we made use of reminders to orient his remarks, according to our research objectives, and to lead him to provide us with more exhaustive explanations or information. We listened to the helper without interrupting her, being attentive to her story by taking notes from time to time. During the listening, we avoided replacing ourselves with the caregiver by keeping our empathetic neutrality and our calm, in order to have a better appreciation of the situation.

The duration of our interviews varied between fifteen and twenty-six minutes. Overall we had a relaxed atmosphere and the interviewees seemed at ease in the interview. Once the content of the interview guide was covered in its entirety, we proceeded to the closing procedures. To close the interview, we thank the caregiver for her availability and her collaborative effort. Then we asked her if she has anything else to add; this detail was taken into account in writing or by recording.

3.8. Analyses and technic of result

After the different articulation which constituted an instrument of data collection which as a consequence of using this type of data collection instrument we had to choose the qualitative analyses of our result. Which made us not focus on the calculation but to orientate ourselves towards psychological analyses of our result through the observation we made Which through our point of focus observed some phenomenon which made our research more tangible.

3.8.1 The techniques of analyses of results

To analyze the our data collected which is a qualitative one we used the content analyses

What we mean by content analyses technic consist of the method which looks on what was said during the interview what they said, trying to make it as objective as possible and very reliable this is so for Berenson (1952) it is defined it is defined as “*as a technique of research for objective description, systematic, and qualitative oof the content manifested from communication*” this means our analyses we are going to base ourselves on the an objective analyses of our qualitative results. The survey material collected during observations, group interviews or individual interviews: behaviors, words, gestures, what is not said and what is implied.

Bardin (1977, p.43), argues that “*content analysis is a set of communication analysis techniques*”. For this author, the procedure generally includes the transformation of an oral discourse into text, then the construction of an analytical instrument to study the meaning of the remarks. In these analyses we made to take the analyses from a communicational perspective which brings us to bring out the elements which are necessary for the uses of the research. These techniques generally have a problem the incomplete analyses.

**CHAPTER 4:
PRESENTATION OF RESULTS AND AND
ANALYSIS OF DATA**

In this chapter we are going to present the result of our studies and also the analyses of content which will depend on every case which will drive us to the syntheses of categorical analyses obtained. The origin of this chapter is from the participative observation we made and also the interview we carried out with the educators of the center.

4.1 The presentation of the studied cases

In this part we are going to present the cases of our studies, this presentation will be based on the various reactions to the various inclusive strategies of the various

Table 3: Observation grid to test the inclusion strategies which influence adaptation of children with autism

structure of activities and routine	Fair	Poor	Good	Excellent
How do they react to their activity schedule?				
How do you handle issues with contingency map?				
How do the children react to social narratives?				

Sensory breaks	Fair1	Poor2	Good3	Excellent4
How does the child relate to the sport activities?				
Does dance really contribute to the educational growth of the child?				
Do you observe any form of adaptability to sports?				

Social interaction	Fair1	Poor 2	Good 3	Excellent4
How does the child react to role play ?				
Evaluation of the child's development of emotional skills?				

How do the children reaction when faced with problem solving?				

➤ **case 1:**

As being seven also seven years is in initiation 2 she is an autistic child who seems to be quiet. The child given that the educational background is not that brought because he had the From the observation made, the subject's learning capacity is not that developed because he also always seeks to be touched when he is on the learning process. Given that autistic subject have some comorbidities sometimes which differentiates them from each other has a phobic disorder which makes him learn because he likes when he is played with the love that the children have for them already at the center it is true that it is the love there that we ask for we are looking for the love there that the children are looking for I am not saying that they do not have this love there when they are with the family, but not everyone has the kindness to live with these people autistic children and children with Down syndrome because most of the time and others the love that the children have for them already at the center it is true that it is the love there that we ask for we are looking for the love there that the children are looking for I am not saying that they do not have this love there when they are with the family, but not everyone has the kindness to live with these people autistic children

The environmental conditions of the subject

The subjects sitting position is very strategic given the fact that he seats at the last bench of the class when we asked observed we realized to position of his sit depended on his company he had in class given that he is seating with his friend which for one reason really appreciates his company. So seated with his friend, made the teacher to maintain his seat because, he really love playing with this his particular friend who is also autistic. Given this his friendly attraction makes our subject to develop a good social interaction with his peers.

Given this friendship he developed with this friend makes us to realize another thing in this attachment to the acts very much in the his behavioral changes of our subject this is So because, the child is very quiet and sometimes develops the attitude of interacting with his peers. So, the

comorbidities which he has developed which is the one of the development of phobic attitude which has made the child to inhibit it when he is playing with his friends. Because he really feels included in the activities when he sees his friend doing that same activities.

Our subject always need emotional touch in order to carry an activity which is given to him and this is mostly shown through the touches which for him emotional exchange which is done between him and any of the persons needs him to perform an activity for him and through this to bring him to learn some new skills. Like other autistic children he attracted to images with strong colors and images which are familiar to him which will bring him a strong emotional attachment. This is seen when he sees the proprietress of the center having had the image of the proprietress many times is not still new in his mind so. Between him and any of the persons needs him to perform an activity for him and through this to bring him to learn some new skills. Like other autistic children he attracted to images with strong colors and images which are familiar to him which will bring him a strong emotional attachment. This is seen when he sees the proprietress of the center having had the image of the proprietress many times is not still new in his mind so.

Table 4: Observation grid to test the inclusion strategies which influence adaptation of children with autism

		Scores
Visual aids	How do they react to their activity schedule?	5/15
	how do you handle issues with contingency map	
	How do the children react to social narratives?	
Sensory breaks	How does the child relate to the sport activities?	7/15
	Does dance really contribute to the educational growth of the child?	
	Do you observe any form of adaptability to sports?	
	How does the child react to role play?	9/15
	Evaluation of the child's development of emotional skills?	

Social interaction		
	How do the children reaction when faced with problem solving?	

➤ **Case 2 :**

The second case is the one of a 7 years old with autism spectrum disorder he is in the class of initiation two so, after the encounter with the children through the observation that was done. this is case being seven years old also an autistic child who seem to have problems with anxiety this is so because when subject is stressed he turn to develop his stereotypical signs which is most of the time expressed though aggression which he shows to his friends and the educator present to calm him down . given this it is always important for the educator to allow him be and take him outside for him to feel a bit free before he joins his friends. The subject has a problem of really adapting to the social changes around him which made us more interested in the research conducted.

• **The environmental conditions of the subject**

The subject here is the one who even by the sitting position in class gives us the idea of the close monitoring which the teachers want to keep on him given the fact that he is seated on the first bench of the class given, We realized that he is bullied and often realize given this his state the teacher has to put him on the first bench which given the fact that falls to every provocation by his pairs

He is not so playful this so because he gives much importance to the details around him but for his pairs he does not show any interest on the play activity but gives more joy when he comes in contact with is teacher which he so much appreciates the social connection which is established between him and the teacher.

On the time of the physical adaptation of the child he has formed a type of repeated type of activity with him at times which are precise. That I he knows when it is time to do the activities that where scheduled. This is so because the teachers in charge understanding our subject have made some plays which the child has to adapt to the plays which they have formed in order for the child to given from. So given the particularities he has with his classmate he is being taken differently from

the differently from his pairs given that he is so calm compared to his peers. Given that is so reserved the organization of his activity. Given this his activities are structured in depending on time and the atmosphere in his part there is a lot of patience that is given to him by the teacher in charge of initiation. This so because he is being though with the visual aids which permit him to adapt to the didactic material which is being presented to him by the various educators with color which by observation makes some importance in his process of adaptation still this colors given more importance in this educative process, it is given as the faster way for him to understand give that he gives more attention to the details around him that is why the educators use the colors to have his attention which will really bring him to learn and even know how to use the Didactic materials which are provided for him . But given this his reserved attitude is very reserved and he is so much opened to play activities which develop a wide range of his understanding.

		Scores
Visual aids	How do they react to their activity schedule?	6/15
	how do you handle issues with contingency map	
	How do the children react to social narratives?	
Sensory breaks	How does the child relate to the sport activities?	7/15
	does dance really contribute to the educational growth of the child?	
	Do you observe any form of adaptability to sports?	
Social interaction	How does the child react to role play ?	9/15
	Evaluation of the child's development of emotional skills?	
	How do the children reaction when faced with problem solving?	

➤ **Case 3 :**

The third subject is an autistic child of seven years who is in a class of initiation 2 the child who is more very afraid of his environment is very playful and interacts more in the contact of his teachers. Also, have who is also autistic but has a developed intellectual capacity which makes him given that he makes efforts to communicate by repeating what is said to him by the educator. Given his stereotype behavior which is more of a beautiful musical melody which comes out of his mouth when he is on his comfort zone intention of the child the intelligence of the child to understand what message you are trying to convey the teacher..... they are going to do what he is playing ball who is playing ball themaster it goes with the images and with these images as I have more people I am over 2 years old now a week in mathematics we can say why madam national the week has how many days 7 days

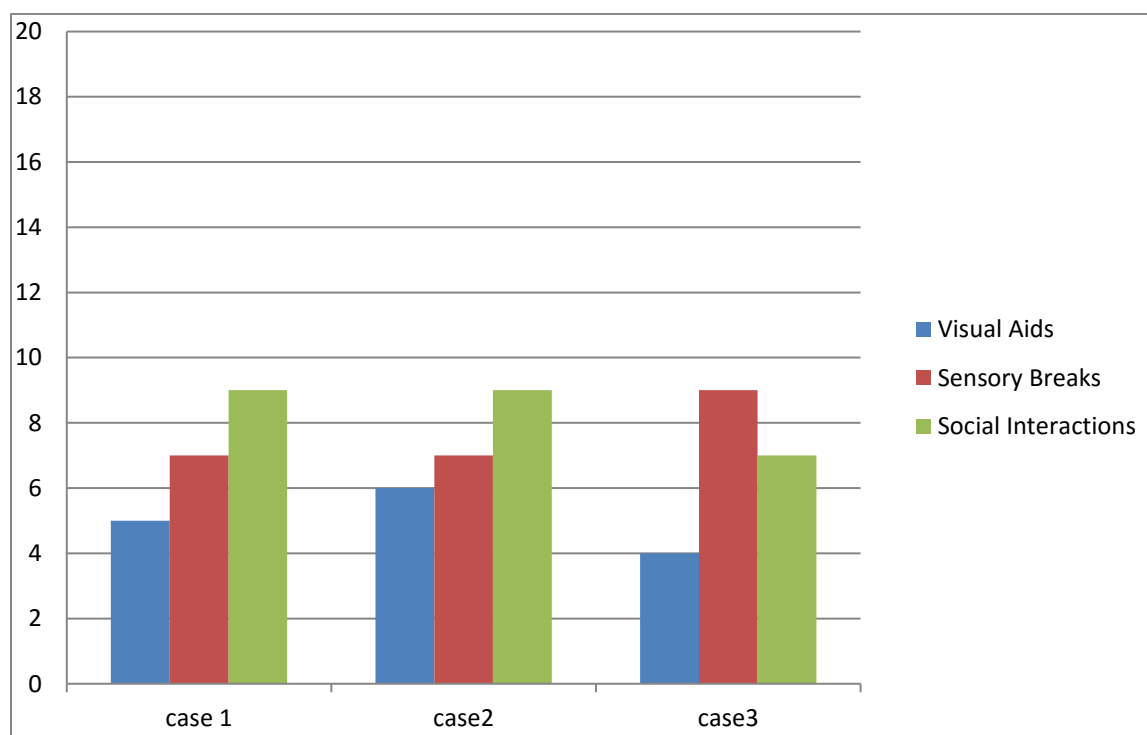
The center was very welcoming and the children also but other thing with fascinated me was the welcome was not only from the teachers but the children given their disability were able to greet us in a welcoming manner not looking as us like strangers. This is so because the teachers had made and inculcated a habit on the children which was the one of greeting.

To continue the way of even developing even if it is considered minor a social skill on the child the subject tries to be social through the repetitive action done by the teacher in order to put in him the habit of greeting. Given the communicative barriers experienced by this children he always try to greet his teacher this is so because every morning they had the habit of greeting their teachers “ bonjour” this was done in a loud and slow manner for the children to be able to pronounce audibly an well. Even some autistic children were capable of greeting in the morning even though it was not perfect but they tried their best in a way they could

What really marveled me was the way the behavioral art is being treated as regard to the his keep up in the center method was applied to this children given that they were instruments which were present for work with the children so it was easy to apply all expertise that are being thought in school and as for the expertise to be learned the center is really a well-structured for this with children with difficulties.

		Scores
Visual aids	How do they react to their activity schedule?	4/15
	how do you handle issues with contingency map?	
	How do the children react to social narratives?	
Sensory breaks	How does the child relate to the sport activities?	9/15
	does dance really contribute to the educational growth of the child?	
	Do you observe any form of adaptability to sports?	
Social interaction	How does the child react to role play ?	7/15
	Evaluation of the child's development of emotional skills?	
	How do the children reaction when faced with problem solving??	

The chart of Adaptability



THE INTERVIEW GUIDE OF THE EDUCATORS FROM THE INSTITUT PSYCHOPEDAGOGIQUE ENSTEINE

The interview guide which we passed was for the educators of the centre psychopedagogique Einstein given that this was taken for our second tool concedering that the children have links to the educators who share the same educative environment with them. We were permitted to carry out interview on the educators by the director of the center herself in the name of,

Visual aids

- On the part of the activity schedule

As concerning the activity schedule it was said that the activities in this center are organized according to the handicap of the child which means this activities are adapted to how each and every child reacts in the center “ *you can see children with autism of the age limit you said who are agressive towards the others we will try as much because each child as I told you have their particularities here we try to adapt the strategies to suit everyone no matter their level of disability or behavioral manifestations which bring us to the fact that they do not have the same profile*” here we see the activity schedule is taken in consideration by the eduactors based on the behavioral exhibition of the autistic children which for them is very different to the one of their peers

- Contingency map

Contingency map which has to do here with decision making of the children which here is more of the way the educators give it to them. This is so because the children in this center are given a type morality of taking care of each other and so the children from there take as example from the observation they see from their friend around them which bring them to an understanding of the decision making or rather contingency map. To better summaries the educators put this attitude in them by using a type of positive technique which is the one of making the children to understand the fact of each of them being one another keeper “*the training on the children about decision making starts here in our center and this autonomy in decision making as I will call it is very tedious because to do it we first of all have to put in the children mind that they are each other’s keeper which from there the process starts. We bring a type of positive way of decision making which will always pass though love first before even going to the part of autonomy they first work*

on first of all taking the decisions towards others” here we see that the children here are more of concerned on concentrating their decision making on the children which will really bring them to a better understanding of even taking decisions for themselves and by themselves

- On the symbol exchange

In the the case of symbols and how this are being used is used to make the children in the center feel in type of secured environment given that each symbol in this environment symbolize something to the child. By the symbol we mean the emotions that are being brought from the child. From what the educator told us that each color symbolized something in the center and it is the message which is being passed by the educators to children. The educators in this sense put much value in the materialization of the environment given that it must symbolize something to the children that is why one of the interviewed participants say “ *every material and every object in this our center has a meaning or symbolize something that is why when you enter our school environment you are welcomed by the beautiful colors which we use as symbols of attraction and make their homes different from the school setting this is why some parents are shocked at home that their child id able to recognize some colors at home. More importantly we always try to make these colors to be the strong ones because this is our task of even communicating some object to them and in turn they can bring it to us”*

- On the social narratives

On this point of the social narratives what we mean are the social stories given that this social stories help so much the development of the social life of the child. In this process, most of the time, because most of the autistic children do not communicate this social stories are shown to them in form of drawings which will better help the child to recognition of the stories which is being transmitted by the educator. “*children with autism experience some problems with communication that is why we always try as much as possible to the children understand through the images that are being represented on the book which the story is found”* . because it is done in an orderly manner why will really permit the child to follow the stages of each part of the story and understand the message which is being transmitted in that particular story which is being narrated by communication and signs to the learner.

Sensory breaks

- **On the children reaction during sport activities**

Given that some of this autistic children have problems of psychomotor skills which really give them some issues adapting to the suppose environment the children here are organized sport activities which really increase their psychomotor skills. This children here during sport activities it really bring them to adapt to their environment both social and physical “ *I am myself in charge of sport in this center and I will first of all tell you that sport is life that is why we organize sport every Friday with a focus on the psychomotor development of the children with autism as you can see we have some children here who cannot grab things firmly we believe they have a problem with their muscles that is why during sports we try to really develop this aspect during our sport activity. Also, during this activity we try as much as to accompany it with some sounds which you will realize will really develop the communicative abilities of the subject*”. So we realize during this sport activities accompanying it with sounds like music will really make the autistic child to develop some communicative activities.

- **On the dancing activities**

Still like dance this children through the dance activity which is essential for children to develop some lacks which the children have so , in this case the children here are very excited and so it contribute more on the social, physical and behavioral part on the child. “like I said on sport the children here will at the same time during the dancing activities work psycho motor skills and the lacking which the lack from what sport gives them. “ *this dance we use here as on of our inclusion strategy is a continuation of what we do during sport but the difference is here we have more of the emotions which contribute also to the additional abilities we are developing in this children.*” Dancing here which is done with the close follow up of the educators which is very much loved by the children is very much important for the physical environmental adaptation of this children with autism.

Theme 3 : Social interaction

- **The reaction of the children during the playing**

In the center there is always a time for them to play which makes them to know each other during this playing which makes them to develop some habits which will really bring them to really understand their peers and a the same time it permit them to know each other given that they are

in the same play ground which at the same time will foster some development in them in them of their on . “ *it is something normal which gives us advantage in the social interaction and integrating this children with autism because given that this children have special needs but they do observe other children in the play environment and consequently they develop the playing spirit also in them which does not bring them so much in a different view point as compared to the child who is considered to be normal*”. so considering fact that this children have special need they are also considered to be in lacks so their play environment is adapted in such a way which will permit the children to learn how to know each other in the cause of their social interaction through playing with each other.

- **The development of the emotional skills**

Given the time these children have spent with the educators is enough for them to develop some emotional skills through the part that these children are really subjected to the habit of taking care of one another which in this process the children learn here to understand one another through the way they show their emotional skills. The children here are made to learn that taking care of each other is the best way of making their emotional skills to be revealed. “ *in this center we are a family that is why in this center we teach the children to be their own brother’s keeper because it is very important for every child to know how to to transmit his emotions towards his brother or sister before thinking of how to satisfy himself it. this is so because this is emotional transmittion must pass through a person to another . that is why here you will see the children on the point of view of transferring emotions they do it by helping each other that is why you will see an autistic child even help another child when he is facing some difficulties*” the children here are very much concerned when comes to transferring emotions through the development of their emotional skills.

- **The reaction of the children to role playing activities**

As concerning the role play which consist of the child trying to the part of the person. In this exercise which is mostly practiced in the center which the main reason is passing the societal messages which must also be made known to the children given that it is an educational setting. In this center you will see this exercise during their classes when the educator trying to transmit a message or an information the educator has to show it through the acting by the children which

will make them to better understand lessons “the *children here are in special needs but they are also citizens of Cameroon given that they also have the right to know what is happening around them. You were here when we were doing some acting on the theme on Cholera with the message of trying to instigate in them the fact the something exist like cholera which is caused by poor sanitary conditions which will bring them to also learn also during this role play they learn how to know the sufferings of others and also to take the place of this persons. But I must say when we do this activity their communicational skills are developed by this means.*” The role play here is a type of activity which puts the child in condition which makes the child to learn some certain environmental ills and so this is done in a type of repetitive way which makes the children to take the rhythm.

- **How the child react to problem solving**

In the center the educators depend on the part of the children developing abilities of solving problems by themselves here the children. Children here are trained which goes with the other trainings the children have been receiving in the center this is so because given that the school which use the Motesoriane pedagogy which is an alternative pedagogy. The children are left to create knowledge on them and letter it is just checked and corrected by the teacher this is so because the pedagogy believes that children can be able to create knowledge by themselves. “*When you talk about decision making I see all what is done by our institute given that this school is under Montessori Cameroon. And so the pedagogy here is alternative which is the children are meant to create knowledge and so we come in , in the part of decision making it is linked to all what I am telling you now.*” With this we realize that in this center they do use a type of classical pedagogy because they believe on the autonomy of the children which will guide them towards making good decisions

**CHAPTER 5:
INTERPRETATION OF THE RESULT,
DISCUSSION AND SUGGESTION**

In the interpretation of the result the researcher makes the work comprehensive and to make sense out of the research work in this definition it is important to understand that in this chapter we shall be presenting the verification of our hypotheses which is discussed in our work. After doing this we are going to move to the interpretation of our result and there after we are going to give some suggestion which is going to make the research not to be locked but to affect the development of science. All these will be centered on the problem we have at hand.

5.1 Interpretation based on the observation of the autistic children and the interview on the Educators

When we started we stated being interested. in th is research we used the of theme of “ inclusion strategies ” which we were to manipulate in other to observe a particular phenomenon which was to be used by us in other to really bring our research to have certain degree of significance in the work of special educators. In the cause of this research we realized that we can bring out this theme of inclusion, to bring a better quality to the work of a special educator in the society. In this particular phenomenon was to show the adaptability of the child with autism. We discovered that the child here needs more of the stimulants which will permit him to adapt himself in the educational environment so the child here with the help of the educator has the help of the educator must have some connection in order to permit the child to access adaptability and so this is so because given that the theory of social motivation state that the child is born with an innate motivation in him bu.t due to the stereotypes which are present in the child he is not able to adapt well in an environment which ask more from him which is the one of being like neurotypical children.

5.2 Inclusion

Inclusion here being considered as a situation when individuals have a sense of belonging to a group and the same time sometimes perceive themselves to be distingue and unique individuals (Webren S .Jansen and Al) . In the literature we see inclusion which turns more to be the education for all which children with intellectual disability are also involved so . In the process of exploring this term which we had to bring them into strategies in order to check which of the strategies in our field of special education brings us to the adaptability of autistic children. In the process of exploring we had some notions which were closely related to the adaptation of the children which brought us to the notions of visual aids, sensory breaks and social interaction.

5.3 Visual aids and Adaptability

In the cause of the visual aids of that the way activities are being scheduled will always depend of the Handicap of the child given that the child is an individual and have his specific needs. So, with all this given the way activities are organized for the children should always think of the level of

the disability which the child is submitted to. The social motivation theory which state the inborn ability of this children as concerning motivation and in this motivation also draw us to the capacity to adapt but now given that . In this case given the stereotypes of the child in relation to the activities which hidens the autistic child and the educators which has to be a bond whose objective is to guide the child to a better understanding of the situations. Therefore there's a type of bond which has to be created between the child and the educator which will act as being the objective which will lead to the educational adaptation of the children.

Moving through this concept we realize that this concept is has some limitations in point where the educator has to know the child has to be able to predict the wants of the child given that in the child the TOM is not developed as compared to the educator who has the ability to really connect with the autistic child and even know the wants of the child. This is so because autistic children often display no interest about some social stimuli's so, give this situation there is a type of conditioning which must always be given to the child which they fail because during this work we realize that our case 1 which we realized he is always loved to be given some emotional lacks which is experienced by the child it's more advisable for educators to use this motivation as point of focus which will help to bring the child back to the educational environment. This so because when looking at the chart we realized that for all cases the bar which concerns their visual aids are down which is due to the lack of adaptation do not cross (7.5) which is half of the objective which is wanted from them as concerning Adaptability when using inclusion strategies.

5.4 Sensory Breaks and adaptation

Given that every child is supposed to have some breaks after doing so activities we realized that this children are very much pleased and really take into consideration the activity in this activity it is more of a stimulant type of strategy which is used by the educators . Giving this type of activities of which must be given an accent given that children are much interested in it and so it is used as and object towards the child's Adaptability. During this activity the child will obviously brings out the motivation which he has in him considering that the child has an innate motivation which permit him to develop some educational adaptive behaviors give that the environment is a type of conditional one which is made for children with autism so, it is without escape that they adhere to the conditions. This so because the autistic children who just need preferable stimuli's to bring

out the motivation in them and as a result will make them to adapt more in the environment .given that when the educator sets the child and n a more conditioning environment which will bring comfort the child liberates himself.

Given the result we collected the bar of the sensory breaks brings us to understand the fact that sensory breaks here permit the child to open himself of in other to bring this children to really understand in their own way what is done in inside school or a mainstream school. Given that in the chart for sensory breaks case 1 and case 2 are more in a more adaptable solution. So, given the fact that this autistic children. Have problems which the TOM and also given the score of the children on sensory breaks this point must be used to really alert the children so this sensory breaks by educators are mostly used as a relaxation break of the children but on a more important and practical note it is to be used to bring up the children in their search for adaptation.

5.5 Social interaction

Given that social interaction is one of the main points when we talk of the adaptability without talking about social interaction this is so because some autistic children who experience difficulties in the domain of social interaction, so it is important given this difficulties. So in the social interaction we still find out they have some interest in the activities which are under our clause of social interaction. As for the observation during the social interaction we realized the. Golden are to learn how to adapt to some social realities and so it is was done through activities like role playing, development of emotional skills and playing activities

- Role playing

This consisted of the child taking the part of another person in this exercise which was made through acting we realize the children had most of the highest scores which will make the child to understand the other person and also make the child to develop some adaptive behaviors with his peers this so because the 1 case and the second case developed more on the point of the social adaptation because their imitation of this activities to Foster their social interaction was well received by them any time the educator had to do a role exchange activity.

5.6 On the social motivation

In the case 1 was such in a position where he had to be pushed by some emotional stimuli before he did not task we gave to him in this process. That is during activities he always wanted to be touched and also cajoled before he had to do what was require from him by the educator . In this we understood that it is very much important to leave the children to show their motivational desires which from there now we understand what is to be done by the educator.

During this the subject really took the activity serious and other activities this so because when the child is understood he leaves his motivational desires to adapt come out so the educator can better know how to control the situation using a better strategy with objective of adapting the child to an educational environment . From this we felled that even our presence put the child in a situation where he could better work or do what is required to him Even when there is no action .this so because the schedule in the activities makes it in such a way that the child is being repeated one and the same activity for him to Take an adaptive behavior towards that same activity.

On the part of the social motivation we realized that during activities which were taking place when it is taken in a playful way which a stimulation the motivation in the children develop more compared to just giving them an activity to do without really concentrating on the stimulation part of the work. In this process we really discovered the child really needs some a stimulant which can be social to really bring out their adaptive capacities.

Generally on the point of using the social motivation which helped us to know the way to handle our subjects we realized in the start that they were in a state which the time of learning and a transition between the programs but with the strategic intervention the subjects were able adapt to the situation which makes the subjects to be aware of the activities and their impacts

The development of self-determination

From the research we conducted on the field we realized from the beginning that this autistic children that were chosen as our subjects for research we realized that this children from the beginning of the research these children developed self-determination through this activities which were meant as an object of adaptation to the children. We realize in our research that on the [part

of visual aids which have to do with the activity organization of the center during this the children did not develop much adaptive behaviors during this activity. This was so because we realized the activities that are conducted here mostly did not give the children some interest that is why most of them during the learning session which is part of their activity schedule did not make them to show any sign of interest and even the one of self-determination.

The development of self-assessment

On this part, this children did not really concerntrate in as much as the work done on them is on the part of self-assessment. This do because on the part of desision makingwhich we got from our result we realised that this children being Emotionally covered by the educators to take decisions is equal as being self-determined as a consequence when looking at the result we realize they had a really low mark on this part because all the three subjects scored mostly a fair mark which was the lowest on our observation scale.

Development of Self-support

On the part of self-support we realize that this children here sometimes cannot control their anti-social behaviors due to their stereotypes behaviors which they have and so this makes them in some cases not to control their stereotypes behaviors in some activities but we realised that during activities which had to do with playing the children were very much relaxed and also delpped signs of self-control which at that point eliminate their anti-social behaviors in the educational environment. This is so because on the observation scale we realised that on the part of sessory breacks we realised the children are much more relaxed and they do not really have much worries on this part.

Discussion of result

The general objective here is to show inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism. We have the principal hypothesis as: inclusion strategies for mentally disabled persons contribute to the process of adaptation of children with autism. So inspiring ourselves from other works that have been done by other authors that have

conducted works on adaptation of autistic children which brings so much importance to mentally disabled children

A child who is adapted on the educational environment

- organize programs in the child's mind (cause the when this strategies are well organized by the educators to the children I make the autistic children to have a type of organized mind)
- The full esteem of self (develops competence, global esteem of self and knowledge of capacities)
- The external perception of wellbeing (the quality of life and social perception)

In this three points that are being presented for mentally disabled the

5.6 The suggestions

In this part we are going to show the setbacks of the of the inclusion strategies which influence the adaptation of autistic children. All this with objective of changing the conditions which are given to the children in the school setting. In this it is a way of really bringing this strategies to the inclusion and specialized school to which has to make them to insist more on the psycho-educative which was made by special educators. Our research is supposed to bring and give more light to the public authorities and the authorities in charge.

- **To the public educator's in charge of special education and education in Cameroon**

We are suggesting to the public authorities from the ministry of basic education to create some programs which are responsible of making the curriculum of education special education schools to concentrate on what the children are interested in. Because the children being very different from the others and concentrate more on the programs which will put the children on play environments depending on the level of their disability. This is so because the children here are very interested in playful activities.

So the suggestion is a close collaboration between the special educators and the ministry of basic education to build a more better program which because the children are closely related and know the children better than the ministry who draw the program of learning. So the Ministry has do an evaluation of the yearly performance of the children which will help in the evaluation of the

teaching technics which are given to the children. The teaching programs should be made with an originality to the mentally disabled children which is using their the teaching Technics which will help them to adapt to the educational environment and not using a typed of mixed technics.

- **To the UNICEF and to the NGO**

We call on the NGO's and the UNICEF in the use of inclusion which are original to the mentally disabled persons.

We ask the NGO's to better use the special educators to better which are better place in making Technics depending on the level disability of the children. This is so because when normal teaching Technics are used on the children they have no effect but when adapted Technics are used on them given that when using this Technics by the educators they, knowing the stimulation that is needed by the children in order to better are motivated.

- **To the school administration**

The school administration have to be aware of the needs and also know how to use the Technics which are used by the educators knowing that the educators are very much included in the process of educators but given that they still sometimes use the normal teaching Technics forgetting that this children have specific needs and do not see or even interpret things the way neurotypical children do. So, given this all this reasons they have to use the point of interest of these children as a focus of making them to adapt better to the educational Technics.

CONCLUSION

From what we discussed throughout our research we asked ourselves a question in the introduction on the problem of our research which was the one to know if the educational or educative environment participates on the adaptation of the child. From the research we conducted we realized everything starts in the school environment before crossing to the society this is because children with mental disability not having the same way of life as the said normal child has to start his adaptation through educative technics which are going to guide the autistic child in the society in general.

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APPENDICES

Visual aids	Fair1	Poor2	Good3	Excellent4
How do they react to their activity schedule?			√	
how do you handle issues with contingency map?	√			
How do the children react to social narratives?		√		

Sensory breaks	Fair1	Poor2	Good3	Excellent4
How does the child relate to the sport activities?	√			
does dance really contribute to the educational growth of the child?		√		
Do you observe any form of adaptability to sports?				√

Social interaction	Fair1	Poor 2	Good3	Excellent4
How does the child react to role play ?				√
Evaluation of the child's development of emotional skills?			√	
How do the children reaction when faced with problem solving?		√		

Cas 1

structure of activities and routine	Fair1	Poor2	Good3	Excellent4
How do they react to their activity schedule?			√	
how do you handle issues with contingency map?	√			
How do the children react to social narratives?		√		

Sensory breaks	Fair1	Poor2	Good3	Excellent4
How does the child relate to the sport activities?	√			
does dance really contribute to the educational growth of the child?		√		
Do you observe any form of adaptability to sports?				√

Social interaction	Fair1	Poor 2	Good3	Excellent4
How does the child react to role play ?				√
Evaluation of the child's development of emotional skills?			√	
How do the children reaction when faced with problem solving?		√		

Case 2

Visual aids	Fair1	Poor2	Good3	Excellent4
How do they react to their activity schedule?			√	
how do you handle issues with contingency map?	√			
How do the children react to social narratives?		√		

Sensory breaks	Fair1	Poor2	Good3	Excellent4
How does the child relate to the sport activities?	√			
does dance really contribute to the educational growth of the child?		√		
Do you observe any form of adaptability to sports?				√

Social interaction	Fair1	Poor 2	Good3	Excellent4
How does the child react to role play ?				√
Evaluation of the child's development of emotional skills?			√	
How do the children reaction when faced with problem solving?		√		

INTERVIEW GUIDE

Dear Sir/Madam, we are conducting a study as a part of our university research on; “ inclusion strategies for mentally disabled persons and process of adaptation for autistic children”. We kindly ask you to answer this interview guide in all sincerity and we assure you of the confidentiality of the information we will obtain from you, according to the code of the profession of educational psychologist.

0-Socio-demographic information of the participant

-Date and place of interview

-Time and start.....

-Age of respondent.....

-Education level.....

-Profession.....

During this interview I would like to discuss with you certain events related to the way autism is being handled by you . So, i will as fast as possible, go through a set of themes that I will propose to you. But in the meantime, tell me a little about the children and their autistic problems.

.....

0-Theme 0: Brief History of the participant

.....

I would now like us to discuss the following themes that I will propose to you.

Theme 1: visual aids (information des activitee)

Sub-theme1: how do u make their activity schedule?

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Sub-thème2: how do you handle issues with contingency map ?(decition making)

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Sub-thème 3: how do the children respond to symbol exchange ? (utilization des symbole visual pour amener les besoin et desire)

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Sub-Theme4: how do the children react to social narratives ? (social stories)

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Theme :2 Sensory breaks

Sub-theme 1 : what are do you observe on the child during sport activities?

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Sub-theme 2 : does dance really contribute to the educational growth of the child?

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Sub-theme3 : How do you use sport as a way of educating this children ?

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Theme 3 : social interaction

Sub-theme1 : How does the child react to role play ?

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Sub-theme2 : how do the children develop emortional skills?

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Sub-theme3 : what is the children reaction when faced with problem solving?

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REPUBLIQUE DU CAMEROUN

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UNIVERSITE DE YAOUNDE I

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THE FACULTY OF EDUCATION

DEPARTMENT OF SPECIALIZED
EDUCATION

Le Doyen
The Dean

N° 331/23/UYI/VDSSE/

AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que **LUKONG SANGNYUY Edson**, Matricule : 21V3646 est inscrit en Master II à la Faculté des Sciences de l'Education, Département d'Education Spécialisée Filière : Handicap Mental., Option : Psychologue professionnel en handicap mental.

L'intéressé doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Il travaille sous la direction du Dr IGOUI MOUNANG Gilbert Son sujet est intitulé: « *Inclusion strategy for mentally disabled people and process of adaptation of autistic children* ».

Je vous saurai gré de bien vouloir le recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le 12 JAN 2023

Pour le Doyen et par ordre



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