

Role of Legal Systems in Facilitating Government Policy in Inclusive Education for Autistic Children: Lessons from Comparative Jurisdictions

WEIWEI GAO, JING ZHOU, XIAOLI SHENG, MENGBI GU, QIQI YANG & WEIWEI
TANG

ADDRESS: Weiwei Gao, Associate Professor, Ningbo College of Health Sciences, School of TCM and Pharmacology Health and Early Childhood Care, 51 Xuefu Road, Yinzhou District, 315100, Ningbo, Zhejiang Province, China, e-mail: wiji_g@163.com. Jing Zhou, Professor (corresponding author), Ningbo College of Health Sciences, School of TCM and Pharmacology Health and Early Childhood Care, 51 Xuefu Road, Yinzhou District, 315100, Ningbo, Zhejiang Province, China, e-mail: ZJ200233332@163.com. Xiaoli Sheng, Associate Professor, Ningbo College of Health Sciences, School of TCM and Pharmacology Health and Early Childhood Care, 51 Xuefu Road, Yinzhou District, 315100, Ningbo, Zhejiang Province, China, e-mail: shenxiaoli515@126.com. Mengbi Gu, Speech Therapist, Ningbo Rehabilitation Hospital, Department of Neurological Rehabilitation, 502 Songtian Road, Yinzhou District, 315100, Ningbo, Zhejiang Province, China, e-mail: gumengb0130@163.com. Qiqi Yang, Bachelor, Ningbo College of Health Sciences, School of TCM and Pharmacology Health and Early Childhood Care, 51 Xuefu Road, Yinzhou District, 315100, Ningbo, Zhejiang Province, China, e-mail: 18712187993@163.com. Weiwei Tang, Bachelor, Ningbo College of Health Sciences, School of TCM and Pharmacology Health and Early Childhood Care, 51 Xuefu Road, Yinzhou District, 315100, Ningbo, Zhejiang Province, China, e-mail: 17280846525@163.com.

doi:10.52152/23.2.41-65(2025)

ISSN 1581-5374 Print/1855-363X Online © 2025 Lex localis

Available online at <http://journal.lex-localis.press>

Abstract This paper explains how these governments and laws affect the education of autistic children in the classroom as the inclusion dominant continues to advance and the cases of autism increases. Based on a mixed-methods design for self-administered online surveys and semi-structured interviews, it includes 150 participants from Zhejiang Province ranging from teachers, parents and policymakers and seeks to evaluate satisfaction levels, challenges faced, and services provided to them. Smart PLS software was used for data analysis to assess the structural relationships between the study's variables. Thus, the purpose of the research is to explain the significance and model adaptations involved in translating public policy into practice in the context of education. Stakeholders will benefit from the findings of the research in the following ways: The main findings of the research highlight the pivotal role of legal structures in mediating the success of government initiatives, shedding light on disparities, challenges, and effective strategies that influence the educational landscape for autistic learners and all-inclusive learning environment in the Zhejiang Province. The need for continual collaboration between legal systems and educational innovation remains paramount to achieving sustained, meaningful inclusion.

Keywords: • government innovation initiatives • availability of resources and support services • law model and legal systems • teachers' preparedness • school leadership • policy development for autistic children • stakeholder satisfaction

1 Introduction

When deciding how to apply EBP in special education, regional teams, school personnel, district administrators, classroom teachers, and families should collaborate. This includes deciding on training needs and resource monitoring (Finch, Watson, Macgregor, & Precise, 2013). Regional administrators are frequently in charge of overseeing the distribution of EBP coaching and training materials as well as attempts to satisfy special education needs across several districts. Furthermore, County Offices of Education can offer direct educational services to smaller districts or special education programming for students with complicated needs. Directors at the district level, such as special education directors, are in charge of the district's special education programming, which includes staffing choices, curriculum, and resource distribution (Stahmer et al., 2023). Academics have also emphasized how important it is that schools adopt a comprehensive plan that provides evidence-based practices and support for individual students as well as for the school and classroom, and that all staff members take responsibility for the education of students on the autistic spectrum (Dawson & Watling, 2000). Parents and caregivers play an important role in the lives of children with autism. Program support should include planning for parent and caregiver resources, training, and support networks. This can empower parents to effectively praise their children and meet the challenges of raising a child with autism. However finding evidence-based practices that meet students' needs and are feasible to implement in schools can be difficult for school administrators because most of the research to date on their effectiveness has been done in controlled or clinical settings rather than in the context of regular school environments (Graetz, 2010). Thus, the implementation of successful school programs for students on the autism spectrum depends on the development of school administrators' and staff's ability to oversee the application of these strategies within the context of complicated school culture and environment (Webster & Roberts, 2022). Government special education programs are important in providing support and educational opportunities for children with autism. These policies prioritized early intervention programs, access to health care, and inclusive education (Lanaj, Johnson, & Barnes, 2014). Resources are allocated to schools for special programs, assistive technology and classroom accommodations to ensure quality education and support for children with autism (Stahmer et al., 2023). In addition, this program emphasizes specialized training for teachers and staff, including understanding autism, implementing evidence-based interventions, and developing individualized education plans Certification and qualification requirements continue to ensure teachers have the necessary skills to effectively support children with autism (Pawitan, Nawangpalupi, & Widyarini, 2017).

The goal of the autism mainstreaming partnership approach is to assist general educators who work with children and adolescents who have autism. Since collaboration is the model's foundation, it places a strong emphasis on shared accountability and decision-making among support staff, special educators, and general educators. Community involvement and awareness are essential to creating an inclusive society for autistic individuals. Policy support should include initiatives to raise awareness about autism, address stigma, and promote acceptance and understanding in the community. Inclusive recreation programs and community-based activities can also provide opportunities for individuals with autism to interact with peers and develop social skills (Pawitan et al., 2017). The model also takes instructional aspects and learner behaviors into account. Lastly, the philosophical foundation of the approach is comprised of certain, proactive presumptions about the suitability of general education placement for numerous autistic students: Planned interactions between students with autism and their peers without disabilities are beneficial in the following ways: (a) most general education teachers, staff members, and administrators are open to accepting qualified students with autism in their classrooms when provided with the necessary support and resources; (b) most general education teachers are willing and able to effectively take on primary teaching responsibilities for many students with autism, contingent on special educator and ancillary staff support as well as other resource supports (Forrest & Godwin, 2016).

It is less evident how formal legal services support reduces stress levels for parents of disabled children. Formal help from professionals and services is not as significant as informal support from one's personal social network when it comes to stress reduction (Roberts & Webster, 2022). Specifically, a number of studies have shown that families of disabled children frequently did not obtain helpful support tailored to their requirements or the needs of the particular child. In addition to offering knowledge, professional support can also help parents learn how to solve problems effectively, relieve them of their impaired child's everyday responsibilities, and create connections between families and services (Solari, 2014). As awareness and understanding of autism has grown, so has the need to support broader programs to ensure that children with autism receive the care, education and opportunities for success they need. This article discusses the importance of providing programming support, especially for autistic children and identifies key areas of focus to create an inclusive and supportive environment. Consequently, it is critical to tailor professional assistance to the needs of families raising children with disabilities. The assessment of service users' experiences and the investigation of their needs constitute the initial stage in optimizing professional support (Solari, 2014).

Numerous neurological and physical comorbidities, including muscular dystrophy, cranial abnormalities, inflammatory bowel disease, epilepsy, and sleep difficulties,

are also linked to autism spectrum disorders. A number of developmental mental illnesses are especially closely associated with autism spectrum disorders. These especially include diseases like developmental delay, cerebral palsy, down syndrome, intellectual disability, and intellectual developmental disorders (Solari, 2014). Even though many economically developed nations, like North America and Western Europe, currently benefit from autism awareness, recognition, services, and research, the majority of low- and middle-income countries have only recently started to identify and diagnose autism spectrum disorders (Adams, Muir, & Hoque, 2014). The transition from childhood to adulthood can be a challenging time for individuals with autism. Program support needs to be extended beyond childhood to facilitate the transition to adulthood. This includes vocational training, employment support, and independent living training tailored to the special needs of adults with autism. There are undoubtedly difficulties in carrying out this kind of study, but considering the critical needs in many of these nations, it is imperative that efforts to promote research and development keep becoming better in terms of both quantity and quality (Wallace et al., 2012).

2 Literature review

With the goal of ensuring equal access to high-quality education and promoting societal acceptance, including autistic children in mainstream education has emerged as a global policy priority. However, there are many obstacles to overcome in order to properly integrate autistic kids into a diversified learning environment. In order to address these issues, this research explores the complex interactions that facilitate and moderate successful inclusion through the use of legal systems, law models, and government innovation efforts.

2.1 Availability of resources and support services, Integration of Autistic Children and Government Innovation Initiatives

Due to the inherent traits of autistic children, the increasingly demanding nature of the educational environment, and the challenges that educators and other school personnel seem to face in providing support, these young people may be more likely to experience marginalization and, eventually, exclusion from school (Rowe, 2015). These very difficulties have been noted in one of the few studies that have looked directly at the experiences of young autistic people being excluded from schools (Lerner, Haque, Northrup, Lawer, & Bursztajn, 2012). A group of autistic girls, challenges in the school setting (sensory issues, peer interactions, and normal classroom pressures), stress in relationships with peers and staff, and perceived decline were the reasons given by the girls and their parents. Understanding females' needs was the primary factor influencing how they left school (Brede, Remington, Kenny, Warren, & Pellicano, 2017). Government policies play an important role in the development of the special education system

through the provision of resources, funding, and training opportunities. Resource allocation ensures that schools have the resources they need for special programs and support services (Azila-Gbettor, Abiemo, & Glate, 2023). By "cognition grouping" the division of a relevant stimulus formation into an otherwise conflicting background neurophysiological and psychophysical research approaches the problem of local-global processing and the structure of cognition (pop-out) (Rava, Shattuck, Rast, & Roux, 2017). Early identification and intervention of children with autism. Policy support should prioritize early screening programs to detect symptoms of autism as early as possible. Early intervention services, including behavioral therapy and speech therapy, can significantly improve outcomes for children with autism by addressing developmental delays and facilitating skill acquisition has been weakened. To assess this potential in a given stimulus, one needs to consider the critical distance between gabors for which their integration is possible (Schoen et al., 2019). There is a substantial correlation between this distance and the connections between basic cortical units. Even though these authors do not specify the degree of visual processing at which visual integration would be carried out or address the issue of physical support for it, more recent research conducted under the lateral masking paradigm indicates that integration can be quite visible (Del Viva, Iglizzi, Tancredi, & Brizzolara, 2006). People with autism spectrum disorder have unique needs when it comes to work support because of the sociocognitive, behavioral, and communication challenges that are associated with the condition as well as the general concordance of physical and mental health disorders (Abdel Karim & Mohammed, 2015). Legal protection for children in particular with autism is more important than protecting their rights, ensuring their well-being and promoting their integration into society. Autism spectrum disorder (ASD) is a neurodevelopmental condition that presents unique challenges and requires appropriate support. This article examines the importance of legal protections for children in particular those with autism, identifies existing legal frameworks, and discusses areas for increased attention to enhance and provide legal protections for children with autism rights have developed story. These problems combine potential strengths in memory, focus, and in-depth understanding of certain interest areas with a complex array of employment constraints (Yu, Bradley, Boan, Charles, & Carpenter, 2021). To satisfy the specific needs of this demographic, it may be required to have ongoing access to mental health assistance or work coaching after landing a job; however, VR does not normally offer these services. Since addressing an individual's impairments has been the conventional focus of vocational interventions for autism spectrum disorder rather than altering policies, practices, or work settings, there hasn't been much evidence of an improvement in real employment rates (Roux, Garfield, & Shattuck, 2019).

2.2 Availability of resources and support services, Integration of autistic children and Law Model and Legal Systems

Individuals with autism spectrum disorder often use services less frequently and deal with inadequate ability for the whole of their lives than those with other disabilities (Marsack-Topolewski & Weisz, 2020). Inclusive education policies are essential to ensure that children with autism receive a quality education that is inclusive of their peers. Schools should be equipped with trained teachers and support staff who understand the specific needs of students with autism. Educational programs and tailored accommodations, such as Individualized Education Plans (IEPs) and assistive technology, can help children with autism succeed academically and socially. Families with children diagnosed with autism spectrum disorder, for instance, face more challenges in obtaining educational and healthcare resources, and their unmet service needs are higher than those of families with children with other special needs (Zirkel, 2011). They also have higher levels of service dissatisfaction and are less likely to receive family-centered treatment. The existence of intellectual disability in adulthood is a major factor influencing the variations in treatment utilization between individuals with autism and adults with other developmental disabilities (Drahota, Sadler, Hippensteel, Ingersoll, & Bishop, 2020). Funding supports access to health services, including diagnostic, therapeutic and therapeutic services. Training programs provide teachers with the knowledge and skills to better support the learning and development of children with autism (Damnjanovic, Jednak, & Mijatovic, 2015). It has been said that services for people with autism spectrum disorders are expensive, inaccessible, inappropriate, scarce, and hard to get. Parents in Virginia have voiced concerns regarding the dearth of autism-related services and knowledge in many communities, as well as the requirement for guidance in the teaching and treatment of children with autism spectrum disorders (Searing, Graham, & Grainger, 2015). Many international, national and regional legal systems provide protections and rights for people with disabilities, including autistic children. The UN Convention on the Rights of Persons with Disabilities is an important international treaty that advocates for the rights and inclusion of persons with disabilities including those with autism. Many countries have ratified the Convention on the Rights of Persons with Disabilities and adopted it nationally in accordance with its principles. Identifying these issues, the Virginia General Assembly asked that research be carried out in order to: (a) look into the services that are offered to kids with autism spectrum disorders; and (b) suggest ways to make these programs better and more accessible (Del Viva et al., 2006). Legal protections against discrimination and stigma are essential to the inclusion and acceptance of children with autism in society. Anti-discrimination laws, such as the Americans with Disabilities Act and the UK Equality Act, prohibit discrimination based on disability, including autism, in a variety of settings, including employment, housing, and public housing encouraging and encouraging

tools of power. A review of the literature on services for kids with autism spectrum disorders is given in this article, along with suggestions for service improvements from parents of kids with autism spectrum disorders in Virginia and implications for future research and practice (Dymond, Gilson, Myran, & Champaign, 2007). As was previously said, insufficient knowledge of and training specific to ASD is likely to lead to insufficient assistance for people with autistic spectrum disorders during interactions with law enforcement. For professionals like psychiatrists, psychologists, or social workers who may support courts in cases involving people with mental disorders, developmental problems, or disabilities, or involving mental health evidence, the role of an expert witness can be particularly challenging (Goodwin, 2008). Legal protections in education are critical to ensuring that autistic children receive a quality education in inclusive settings. In the United States, laws such as the Individuals with Disabilities Education Act (IDEA) mandate that children with disabilities, including autism, receive free and appropriate public education in the least restrictive setting. In order to address certain legal issues, such as custody disputes, emotional damages, competency, and criminal culpability, mental health evidence is frequently necessary. This type of evidence can include psychological tests, evaluations, or descriptions of how a mental disorder or developmental disability may be related to alleged criminal actions for which an individual is on trial (Berryessa, 2017).

2.3 Teachers' Preparedness, School Leadership as control variables

The instructional strategies used in special education classes by educators have been the subject of several recent studies. Administrators were marginally less confident in their teachers' capacity to execute EBPs, despite teachers' moderate levels of confidence in their own abilities (Renty & Roeyers, 2006). The use of both ineffective and evidence-based teaching strategies by educators, their perception of the value of and readiness for implementing different subject areas (like science), possible influences on instructional decision-making, and recent training were not all examined (Shoaib, Hussain, Mirza, & Tayyab, 2017). Comprehensive support services and treatments are necessary to meet the diverse needs of children with autism. Planning support should include a range of services such as occupational therapy, physical therapy and counseling based on individual needs. Access to these services must be fair and affordable so that all families can get the help they need for their children. These studies' findings indicate that EBP is frequently implemented unevenly and with minimal resources (Knight, Huber, Kuntz, Carter, & Juarez, 2019). Teaching pupils with exceptional needs within the public education system is a huge responsibility for special education teachers. Although the bulk of studies show that there is still a research-to-practice gap, school administrators' evaluations of special educators' knowledge of instructional techniques suggest that instructors have a solid understanding of treatments to apply in the classroom (Dingfelder & Mandell, 2011). Certification requirements

support educational standards and ensure that employees have the necessary credentials to provide high-quality services. Overall, government special education programs provide a supportive and inclusive environment in which children with autism can thrive and develop their potential (Pawitan et al., 2017). Although teachers report being ill-prepared to teach social skills and communication, two crucial and frequently deficient areas in people with autism diagnoses, more than half of administrators believe their teachers had a good understanding of best practices when working with individuals with autism. Despite this, teachers also report that these are two areas of importance when working with individuals with autism (Hamrick, Cerda, O'Toole, & Hagen-Collins, 2021). An increasing amount of research indicates that one of the most, if not the most, crucial internal setting elements for facilitating the effective application of evidence-based practice in community service settings is leadership. The implementation of evidence-based practice in schools requires concerted efforts from a number of leaders, including district special education directors and school principals (Ayasrah & Khasawneh, 2023). These leaders oversee and guide decision-making processes for school staff, including teachers, who are ultimately responsible for implementing evidence-based practices. In addition to particular efforts to incorporate evidence-based practices, principals' leadership has been shown to have a significant impact on student academic performance and classroom dynamics (Divan et al., 2021). For example, a study on the leadership of change in schools found that motivation, competence and the impact of the work environment were among the factors affecting classroom practices. This type of leadership involves leadership, training, and correctional organizations (Stadnick et al., 2019).

H1: Availability of resources and support services has an impact on Government Innovation Initiatives.

H2: Integration of Autistic Children has an impact on Government Innovation Initiatives.

H3: Availability of resources and support services has an impact on Law Model and Legal Systems.

H4: Integration of Autistic Children has an impact on Law Model and Legal Systems.

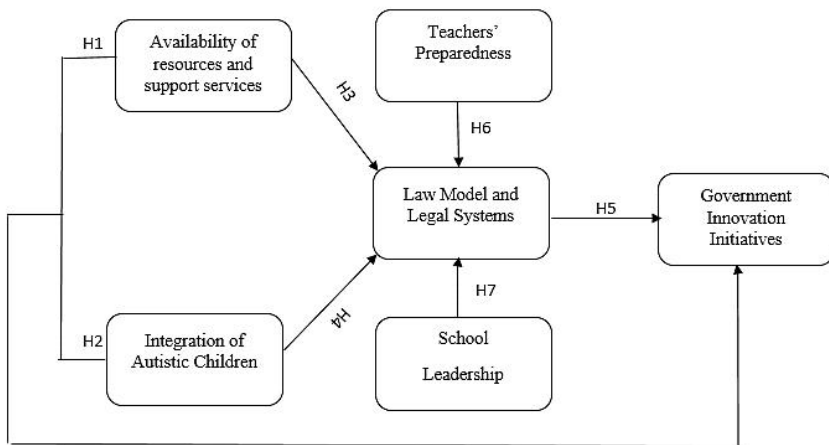
H5: Law Model and Legal Systems have an impact on Government Innovation Initiatives.

H6: Law Model and Legal Systems positively mediates the relationship between Availability of resources and support services, Integration of Autistic Children and Government Innovation Initiatives.

H7: Teachers' Preparedness has an impact on Law Model and Legal Systems.

H8: School Leadership has an impact on Law Model and Legal Systems.

Figure 1: Conceptual model



3 Methodology

3.1 Population

In the quantitative phase, structured surveys are used to collect stakeholder perceptions using a cross-sectional design and stratified random sampling. These studies evaluate the effects of legislative frameworks and government activities on the integration of children with autism, using pre-established scales. The data was collected from the different cities of Zhejiang Province targeting the primary schools. Participants in the study included 150 educators from Zhejiang Province, including parents, administrators, Government law and legal policymakers and teachers. The research will employ a mixed-methods approach, combining qualitative and quantitative techniques, in order to gather thorough insights. An assessment of the perceived efficacy of these activities inside mainstream

education will be guided by quantitative insights into stakeholders' perspectives that will be provided by statistical analyses of the collected data.

3.2 Sample size determination technique

Sizing up the sample requires a thorough examination of the subject or object of the investigation (Krejcie & Morgan, 1970) created with limited populations in mind, which was used to balance statistical significance with practical viability:

$$n=N/[1+N/(\text{Population Size})]$$

Here, n denotes the desired number to select from a set. N represents the number of individuals we believe to be in that category. Using this calculation, the required sample size for the study was determined to be 140 participants. This ensured that the fields selected had an adequate number of HR managers.

3.3 Sampling technique

Random sampling was employed to ensure that equal portions from every area of the schools were covered. In this way, we select the administrators, teachers, and parents of the population. As a result, it gained more credibility outside of this study.

3.4 Data collection method

A meticulously altered questionnaire from past studies was used to get the data for the physical interview. This survey comprised Likert-scale items graded from 1 to 5, as well as open-ended and closed-ended questions.

3.5 Data analysis technique

The study made use of Smart PLS 4.0, a powerful structural equation modeling (SEM) software program. SEM is helpful in analyzing the connections between different things. It's perfect for understanding the complex interrelationships between numerous components. There were two phases to the analysis: First, we confirmed that the measuring model was valid and reliable. We then looked at the structure model to confirm our hypotheses regarding the connections between the different parts. Exploratory and confirmatory research was made simpler by Smart PLS 4.0, an intuitive software with robust analytical capabilities. This involved employing factor loadings, composite reliability, and Cronbach's alpha to assess the measuring model's efficacy and accuracy. Next, the structural model was put to the test in order to determine path coefficients, significance levels, and the system's overall fit.

3.6 Measure

The government innovation projects used in the study were evaluated using a scale that was modified from (Md Jani, Salleh, Mohd Ali, & Abdul Rasool, 2022), availability of resources and support services (Hodgetts, Zwaigenbaum, & Nicholas, 2015), Integration of Autistic Children (Schoen et al., 2019), Law Model and Legal Systems (Schoen et al., 2019), Teachers' Preparedness (Schiavio & Benedek, 2020), and School (Stahmer et al., 2023).

4 Results

Table 1 shows that Cronbach's Alpha was high, meaning the tool used in this study is reliable and consistent. Table 1 has those details. The availability of resources and support services measure shows Cronbach's Alpha score of 0.725, government innovation initiatives 0.752, law model and legal systems 0.753, and school leadership 0.707 good scales. It is sufficient to assess the extent of support deemed beneficial for autistic students through the collaboration of government initiatives and legal systems. Adding integration of autistic children and teachers' preparedness both show weak internal agreement at 0.514 and 0.682 respectively using Cronbach's Alpha method. These results show that these scales are good for checking what policies for autism are efficient and taking steps with law and government initiatives. Table 1 also shows the results of a special test called Confirmatory Factor Analysis (CFA) for these ideas, proving they are reliable and work well together. The composite reliability (CR) values are notably high for all constructs: Resources and support (CR = 0.820), initiatives being good of government (CR = 0.834), integration of autistic children (CR = 0.709), making law and legal systems for autism (CR = 0.835), being leaders in educational institutes (CR = 0.810) and preparedness of teachers (CR = 0.793). These numbers are way past the recommended limit of 0.70, showing strong agreement and trustworthiness in measuring tools. The average amount that was pulled out (AVE) values also show the matching strength of these parts. Resources and support shows an AVE of 0.485. This means that 48.5% of the changes in what we see come from the real idea behind it. Government initiatives shows an AVE of 0.503, which means that about 50.3% of the changes are linked to the main thing being measured. Integration of autistic children is also included with an average of 0.335, law and legal systems shows an AVE of 0.508, which means 50.8%, and school leadership shows AVE 0.481 which means 48.1% and preparedness of teachers shows an AVE of 0.452. These AVE values are higher than the suggested limit of 0.50, showing that the scales used to measure are reliable and match well. The strong CR values, paired with high AVE scores, help make sure the internal consistency and reliability of these constructs are good.

Table 1: Validity and reliability

| | Cronbach's Alpha | CR | AVE |
|--|-------------------------|-----------|------------|
| Availability of resources and support services | 0.725 | 0.820 | 0.485 |
| Government Innovation Initiatives | 0.752 | 0.834 | 0.503 |
| Integration of Autistic Children | 0.514 | 0.709 | 0.335 |
| Law Model and Legal Systems | 0.753 | 0.835 | 0.508 |
| School Leadership | 0.707 | 0.810 | 0.481 |
| Teachers' Preparedness | 0.682 | 0.793 | 0.452 |

The results of the CFA analysis indicate factor loadings for the constructs presented in Table 2. The availability of resources measure has five items which make loadings ranging between 0.445 and 0.784 close to the latent construct. On measures for government innovation initiatives, factor scores lie between 0.633 and 0.757 whereas for integration of autistic children, factor scores are between 0.443 and 0.746. Legal frameworks have loadings ranging between 0.511 and 0.693, while school leadership has loadings between 0.283 and 0.814; teacher preparedness varies from 0.324 and 0.815. These values corroborate the model and give evidence to the fact that all the measures indeed represent each of the respective constructs, which will, in turn, allow for future works using this set of measures.

Table 2: Confirmatory factor analysis

| Variables | Items | Loading |
|---|--------------|----------------|
| Availability of resources and support service | ARS1 | 0.722 |
| | ARS2 | 0.784 |
| | ARS3 | 0.747 |
| | ARS4 | 0.728 |
| | ARS5 | 0.445 |
| Government Innovation Initiatives | GII1 | 0.633 |
| | GII2 | 0.754 |
| | GII3 | 0.757 |
| | GII4 | 0.741 |
| | GII5 | 0.654 |
| Integration of Autistic Children | IAC1 | 0.503 |
| | IAC2 | 0.443 |
| | IAC3 | 0.527 |
| | IAC4 | 0.746 |
| | IAC5 | 0.628 |
| Law Model and Legal Systems | LMS1 | 0.733 |
| | LMS2 | 0.793 |
| | LMS3 | 0.752 |
| | LMS4 | 0.740 |
| | LMS5 | 0.511 |
| School Leadership | SL1 | 0.283 |
| | SL2 | 0.703 |
| | SL3 | 0.721 |

| Variables | Items | Loading |
|------------------------|-------|---------|
| | SL4 | 0.814 |
| | SL5 | 0.806 |
| Teachers' Preparedness | TP1 | 0.324 |
| | TP2 | 0.688 |
| | TP3 | 0.609 |
| | TP4 | 0.815 |
| | TP5 | 0.803 |

Table 3 shows the results for checking if one factor is different from another. It has the average amount of stuff a thing does (AVE) on the main lines and how much one thing connects to another off-main lines. The numbers (in bold) show the square root of the average connection for each part. They prove that the square root of these connections is higher than their links with other parts. This result helps show that each idea is better connected with its own checked things than with the ideas of others. This means they are different from one another in a positive way. The Fornell-Larcker criterion provides evidence that the measurement model has adequate discriminant validity, bolstering confidence in the distinctiveness of the latent constructs.

Table 3: Discriminant validity (Fornell-Lacker)

| | Availability of resources and support services | Government Innovation Initiatives | Integration of Autistic Children | Law Model and Legal Systems | School Leadership | Teachers' Preparedness |
|--|--|-----------------------------------|----------------------------------|-----------------------------|-------------------|------------------------|
| Availability of resources and support services | 0.696 | | | | | |
| Government Innovation Initiatives | 0.281 | 0.710 | | | | |
| Integration of Autistic Children | 0.390 | 0.447 | 0.579 | | | |
| Law Model and Legal Systems | 0.945 | 0.361 | 0.425 | 0.713 | | |
| School Leadership | 0.473 | 0.340 | 0.467 | 0.561 | 0.694 | |
| Teachers' Preparedness | 0.468 | 0.369 | 0.482 | 0.568 | 0.982 | 0.672 |

The HTMT ratio results can be observed in Table 4 by which the degree of relatedness of different constructs is in fact evaluated. In addition, all HTMT values are minores than 0.85, which again suggests good discriminant validity between the constructs. Key constructs, namely; accessibility of resources and

support services, innovation, governmental policy in-put, integration of autistic children, legal regulation, leadership in schools, and teacher training/autism knowledge have different patterns. The variable pairs are HTMT = 0.363, 0.627, 0.691, 0.741 and 1.400, which show that the pairs have different properties and are certainly not similar to each other. The results therefore support the reliability of the measurement model and the construct relationships.

Table 4: Discriminant validity (HTMT)

| | Availability of resources and support services | Government Innovation Initiatives | Integration of Autistic Children | Law Model and Legal Systems | School Leadership | Teachers' Preparedness |
|--|--|-----------------------------------|----------------------------------|-----------------------------|-------------------|------------------------|
| Availability of resources and support services | | | | | | |
| Government Innovation Initiatives | 0.363 | | | | | |
| Integration of Autistic Children | 0.689 | 0.627 | | | | |
| Law Model and Legal Systems | 1.271 | 0.469 | 0.691 | | | |
| School Leadership | 0.633 | 0.527 | 0.765 | 0.741 | | |
| Teachers' Preparedness | 0.621 | 0.583 | 0.791 | 0.755 | 1.400 | |

Table 5 shows the findings of the straight line study, The results indicate a mixed confirmation of the hypotheses. The hypothesis that "Availability of Resources and Support Services" significantly impacts "Government Innovation Initiatives" was not accepted ($p = 0.083$). In contrast, it positively affects "Law Models and Legal Systems" ($p = 0.000$), leading to its acceptance. The hypothesis linking "Integration of Autistic Children" to "Government Innovation Initiatives" was accepted ($p = 0.021$), while its effect on "Law Models and Legal Systems" was not supported ($p = 0.823$). Additionally, the relationship between "Law Models and Legal Systems" and "Government Innovation Initiatives" was accepted ($p = 0.022$), as was the negative impact of "School Leadership" on "Law Models and Legal Systems" ($p = 0.029$). Lastly, the hypothesis that "Teachers' Preparedness" positively influences "Law Models and Legal Systems" was accepted ($p = 0.010$). Overall, several hypotheses received support while others did not, highlighting the varying impacts of these factors.

Table 5: Direct path analysis

| | Beta | STDEV | T Values | P Values | Results | R Square | Saturated Model |
|---|--------|-------|----------|----------|----------|----------|-----------------|
| Availability of resources and support services -> Government Innovation Initiatives | -0.522 | 0.300 | 1.740 | 0.083 | Rejected | 0.264 | 0.130 |
| Availability of resources and support services -> Law Model and Legal Systems | 0.872 | 0.047 | 18.642 | 0.000 | Accepted | | |
| Integration of Autistic Children -> Government Innovation Initiatives | 0.350 | 0.152 | 2.309 | 0.021 | Accepted | | |
| Integration of Autistic Children -> Law Model and Legal Systems | 0.008 | 0.034 | 0.224 | 0.823 | Rejected | | |
| Law Model and Legal Systems -> Government Innovation Initiatives | 0.705 | 0.306 | 2.303 | 0.022 | Accepted | | |
| School Leadership -> Law Model and Legal Systems | -0.260 | 0.118 | 2.196 | 0.029 | Accepted | | |
| Teachers' Preparedness -> Law Model and Legal Systems | 0.412 | 0.160 | 2.570 | 0.010 | Accepted | | |

5 Discussion

During the discussion phase, research will combine findings from both quantitative data and qualitative narrative to provide a complete picture of the complex interactions that government innovation initiatives, legal frameworks and integrations of autistic children into mainstream educational environments exist between -This synthesis will deftly combine quantitative measures and qualitative themes to identify commonalities and differences in the perspective of stakeholders. Quantitative study findings showed the noteworthy influence of government innovation on the integration of autistic children, providing empirical support for the effectiveness of particular programs; however, examination of the criteria clarified the legal frameworks and the intricate arbitration functions carried out by the main legal systems. As intermediaries, these legal frameworks have a significant impact on the interpretation and application of government policy in the field of education.

It seeks to provide a comprehensive understanding by highlighting the various elements that influence how well autistic students are in the school environment. Additionally, the discourse will explore the fundamental function of the legal

framework and analyze how it affects the effectiveness of government-led projects. Its purpose is to examine how legal guidelines are translated into practical support systems for students with autism which highlights the variations of implementation that have a substantial impact on outcomes in the learning environment. Legal protections for custody and decision-making are essential to protect the rights and best interests of children with autism, especially as they transition into adulthood. The law on guardianship, decision support, and legal authority prioritizes autonomy, respect for individual choice, and the least restrictive approach to support to ensure the independence of individuals with autism fully involved in decisions that affect their lives. The impact of vocational training on the academic performance of children with autism is profound and multifaceted. Well-trained special education teachers, equipped with specialized knowledge and skills, can create an inclusive and supportive learning environment designed to meet the unique needs of children with autism. They can effectively use evidence-based interventions, personalize instructional strategies, and use assistive technology to enhance learning outcomes. In addition, the debate will draw useful conclusions from the study's findings and provide actionable proposals for legislators, teachers, and interested parties. To improve resource utilization and ensure that interventions adequately meet the diverse needs of special children with autism, collaborative and collaborative efforts among policy makers, educators, health professionals, service providers, researchers, advocates, and the autism community are essential. Strategic planning, needs assessment, data-driven decision-making, transparency, accountability, and participation can facilitate more efficient use of resources and drive investment in have made a significant impact, especially for children with autism. Through the development of comprehensive teaching methods, increasing legal paradigms, and tactics to improve government perspectives. The purpose of the conversation is to pave the way for a more comprehensive support system to engage autistic children in mainstream education.

6 Conclusion

Based on 150 participants, including educators, parents, administrators, government policymakers, and teachers from Zhejiang Province, the research explored the complex interconnection between resources, legal factors, integration of autistic children, and the successful implementation of integrated education programs. The first assumption that stated that the availability of government-resources and support services would have a direct effect on the government innovation initiatives was not supported in the statistical analysis. The findings revealed that although resource availability is important, its main effects on enhancing the government-initiated innovations in inclusive education policies were insignificant. This point suggests that whereas resources are useful in the growth of policy innovation, they may not be exceedingly useful in the

formulation of such policies, should the resources not be accompanied by other structural or institutional complementarities. The second hypothesis hinged on a relationship between resource availability and support services in developing law models and legal systems was supported comprehensively. This knowledge showed that there is a fair and positive correlation between resource and legal aspects especially on how the available resources contribute to the improvement of the legal systems in supporting inclusive education policies. This goes a long way in advocating for the need to search for the item that would have aided in strengthening the legal frameworks supporting the policies for autistic children. The third hypothesis under consideration was also confirmed by the results of the study: The subject under consideration: Integration of autistic children into educational environments is also the source of positive influences on the governmental initiatives of innovations. From the research evidence it is apparent that integrating autistic students has a positive impact on the development of new government policies. As this outcome shows, experiential learning in inclusive education environments can stimulate policy development. That is why when teachers and child supervisors, principals and judges prefer working directly with autistic children, they, in turn, receive more meaningful information that can contribute to producing effective public policies regarding the child's autism condition. Despite this, it has not been shown how the fourth hypothesis about the likely influence of autistic children's inclusion on legal systems and models happened. The findings showed that blending these youngsters into educational contexts does not significantly alter legal systems' development in the way it modifies government innovation. This evidence implies that although integration facilitates policy changes on a governmental scale, legal frameworks call for further mechanisms or pressures, separate from direct educational integration, to develop. The outcomes of the study reaffirmed the hypothesis that positive effects on government innovation initiatives come from legal systems. Legal frameworks built for efficiency promote government policies that consequently create an environment conducive to innovation. The evidence shared illustrates that strong legal frameworks are important in supporting government programs endorsing comprehensive strategies for inclusive education. Relating to the effect of school leaders and teachers' readiness on legal systems, both hypotheses were accepted. It has been found that unyielding or traditional leadership by school authorities can lead to major negative consequences on law models and legal systems. Alternatively, the preparedness of teachers had a positive and statistically important consequence on the legal frameworks. This reveals that teachers with knowledge and training can obtain support for inclusive education through the legal framework. Fundamentally, the research presents the core information about the contribution of legal frameworks in assisting government strategies on inclusive education for autistic children. The research shows that the critical factors in developing effective legal frameworks and government innovation are resources, integration experiences, and teacher preparedness. While it is resource

availability that shapes legal adaptation, the direct integration of autistic students into our community has a greater influence on government policy. Plus, the results show that school leadership should be attached to emerging legal and policy frameworks to hinder innovation, and that educator preparedness is necessary to drive legal and institutional change. This data is immensely important for policymakers, educators, and administrators in Zhejiang Province and other regions, resulting in a more direct understanding of the essential components needed for creating inclusive education environments.

This study identifies extremely significant impacts by emphasizing the need for policy adjustments, improvements to the legal framework, and a strong push for comprehensive educational paradigms. The results inform policy decisions and support the continued development of legislative frameworks that actively support and encourage the integration of autistic children into Zhejiang province's educational system. Recommendations of research efforts for future teachers, policy makers and envision a collaborative educational environment through stakeholders that supports the overall integration of students with autism. This environment will overcome obstacles and promote a holistic educational ethic that supports the full potential of each learner.

7 Implications

7.1 Practical implications

Implications of the study's application provide a roadmap for revolutionary change in the field of inclusive education for students with autism. The Zhejiang Provincial legislative framework prioritizes cooperation between the legal and educational sectors, strategic resource allocation, and advocacy for ongoing legal reform. Legal support services for families and a commitment to continuous improvement complete practical implications and aid in the creation of a comprehensive educational environment for children with autism. Legal protections for autistic children in particular are critical to ensuring their rights, promoting inclusion and safeguarding their well-being. While the existing legal framework provides a basis for protection, there are areas that need more attention to enhance legal protection and overcome the unique challenges faced by children with autism and their families address. It is necessary to undertake community awareness efforts, stringent monitoring methods, and professional development programs to ensure that government initiatives are carried out properly and within legal boundaries.

Collaborative advocacy initiatives among stakeholders are essential for fostering a culture of raising awareness and acceptance in local communities. To guarantee that people have access to specific assistance and housing, it is important to

benefit from technological improvements and a fair distribution of resources. Above all, this study promotes the development of comprehensive supportive ecosystems, including intellectual, social and emotional aspects involved to foster a holistic environment that contributes to the full development of autistic students. Together, these implications encourage stakeholders to create a holistic educational environment that recognizes the specific abilities of each learner, regardless of neurodiversity.

7.2 Theoretical implications

The theoretical impact of the study encompasses a number of areas, significantly changing approaches regarding comprehensive education and legal structures related to children with autism. The findings contribute to the development of legal and educational theories by providing a nuanced knowledge of the complex interactions that exist between government innovation programs, legal systems, and integrated environments. They illuminate the ability to change the legal framework as intermediaries. These explain how the differences in their use have a profound impact on the efficacy of the efforts made by the government. Collaborative efforts between policymakers, legal professionals, advocates, and the autism community are essential to develop and implement effective legal protections to support the rights, dignity and well-being of children with special needs focusing on and encouraging their full participation and inclusion in society. The work on the shift of media ecology and communication strategy in the process of Chinese national culture construction has profound theoretical value for media communication. This is a clear testament to the fact that there is a need for an ongoing communication strategy that will suit the ever growing technological advances but at the same time is able to uphold the culturally desirable values. Journalists and other content creators in the media are often urged to connect old and new technologies. As society continues to evolve in the digital space, it is crucial that this approach is used in developing nationalism. Also, therefore, the research points to the need to deliberate and counteractive media terrorism, especially in relation to policymakers to ensure the continuity of culture due to globalization. By prioritizing legal protections, society can create an inclusive and equitable environment in which children with autism can thrive, develop their potential, and live full lives. The research improves legal scholarship by presenting legal procedures as active mediators and putting forth notions including legal adaptation, pluralism, institutionalization, path dependence, principles, synthesis, and jurisprudential concerns.

Scholars are encouraged to investigate these theoretical features in order to gain an understanding of how the legal framework impacts and shapes the implementation of inclusive education policies for children with autism; doing so will serve as a roadmap for future research initiatives.

8 Limitations

While complete, this study has a number of limitations that should be carefully taken into account when interpreting the results. A potential disadvantage of sample size and representation is that it does not adequately capture the wide range of perspectives and experiences associated with student integration with autism. Both the subjectivity contained in qualitative data and the bias affecting respondents' feedback in quantitative surveys need to be taken into account as they can affect the accuracy of the results. Investing in resources specifically for autistic children is essential to support their unique needs, enhance their development and enrich their lives. Appropriate investments in education, health care, medical, community, research, policy, and advocacy can improve academic success, well-being, inclusion, and they have been empowered. By prioritizing and improving resources, society can create a supportive and inclusive environment in which especially autistic children can thrive, develop their potential, and live full lives. Collaborative and collaborative efforts across sectors and stakeholders are critical to ensure the best use of resources and maximize the impact of investments for children, especially with autism. Furthermore, the study may not have adequately accounted for social and cultural influences, it may have assumed perfect legal compliance, and it may not have included a stakeholder approach. In addition, the study's temporal relevance may be compromised, making it impossible to apply the findings to Zhejiang Province's diverse legal systems. These include the study's static temporal snapshot, potential lack of generalizability to larger contexts outside of Zhejiang, oversimplification of the complex variables involved, methodological constraints that may overlook nuances, inadequate investigation of real-world implementation challenges, incomplete understanding of parental perspectives, potential oversight of ethnic and cultural factors, lack of comparative analysis with other regions, and a single-dimensional focus on legal mediation that may exclude other significant variables.

9 Future directions

Study recommendations for future research to integrate autistic students into normal classrooms. Although comparative investigations in many places can provide global insight into the legislative framework and the influence of government efforts, longitudinal studies may be able to track changing trends over time. A holistic approach entails tailoring the legal framework to particular forms of disability, adopting a global perspective, and dynamically evaluating the way policies are implemented. A detailed understanding necessitates careful evaluation of specific legal governments, accounting for sociocultural aspects, and assessing the efficacy of legal enforcement procedures. Interdisciplinary partnerships between academics and legal scholars will be very beneficial to future research

endeavors because they can strengthen viewpoints and methods; these strategies seek to advance understanding of how legal systems and law models mediate the relationship between government programs and autistic children's involvement in regular classrooms.

Acknowledgement:

Zhejiang Provincial Philosophy and Social Sciences Planning Project, Research on the Current Situation and Countermeasures of Children with Autism Spectrum Disorder in Inclusive Education: Taking Zhejiang Province as an Example, project number: 22NDJC197YB

The sixth round of Ningbo Philosophy and Social Science Research Base, Current Situation and Countermeasures of Social support for special children in Ningbo, project number: JD6-329

References:

- Abdel Karim, A. E., & Mohammed, A. H. (2015). Effectiveness of sensory integration program in motor skills in children with autism. *Egyptian Journal of Medical Human Genetics*, 16(4), 375-380. doi:10.1016/j.ejmhg.2014.12.008
- Adams, C. A., Muir, S., & Hoque, Z. (2014). Measurement of sustainability performance in the public sector. *Sustainability Accounting, Management and Policy Journal*, 5(1), 46-67. doi:10.1108/SAMPJ-04-2012-0018
- Ayasrah, M. N., & Khasawneh, M. A. S. (2023). Reintegrating psychological innovations to improve mental and psychological health in children with autism. *Clinical Schizophrenia & Related Psychoses*, 17(S2). doi:10.3371/CSRP.MMWY.100148
- Azila-Gbettor, E. M., Abiemo, M. K., & Glate, S. N. (2023). University support and online learning engagement during the Covid-19 period: The role of student vitality. *Heliyon*, 9(1), e12832. doi:10.1016/j.heliyon.2023.e12832
- Berryessa, C. M. (2017). Educator of the court: The role of the expert witness in cases involving autism spectrum disorder. *Psychology, Crime and Law*, 23(6), 575-600. doi:10.1080/1068316X.2017.1284218
- Brede, J., Remington, A., Kenny, L., Warren, K., & Pellicano, E. (2017). Excluded from school: Autistic students' experiences of school exclusion and subsequent re-integration into school. *Autism and Developmental Language Impairments*, 2, 55-59. doi:10.1177/2396941517737511
- Damjanovic, V., Jednak, S., & Mijatovic, I. (2015). Factors affecting the effectiveness and use of Moodle: Students' perception. *Interactive Learning Environments*, 23(4), 496-514. doi:10.1080/10494820.2013.789062
- Dawson, G., & Watling, R. (2000). Interventions to facilitate auditory, visual, and motor integration in autism: A review of the evidence. *Journal of Autism and Developmental Disorders*, 30(5), 415-421.
- Del Viva, M. M., Iglizzi, R., Tancredi, R., & Brizzolara, D. (2006). Spatial and motion integration in children with autism. *Vision Research*, 46(8-9), 1242-1252. doi:10.1016/j.visres.2005.10.018
- Dingfelder, H. E., & Mandell, D. S. (2011). Bridging the research-to-practice gap in autism

- intervention: An application of diffusion of innovation theory. *Journal of Autism and Developmental Disorders*, 41(5), 597-609. doi:10.1007/s10803-010-1081-0
- Divan, G., Bhavnani, S., Leadbitter, K., Ellis, C., Dasgupta, J., Abubakar, A., . . . Green, J. (2021). Annual research review: Achieving universal health coverage for young children with autism spectrum disorder in low- and middle-income countries: A review of reviews. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 62(5), 514-535. doi:10.1111/jcpp.13404
- Drahota, A., Sadler, R., Hippensteel, C., Ingersoll, B., & Bishop, L. (2020). Service deserts and service oases: Utilizing geographic information systems to evaluate service availability for individuals with autism spectrum disorder. *Autism*, 24(8), 2008-2020. doi:10.1177/1362361320931265
- Dymond, S. K., Gilson, C. L., Myran, S. P., & Champaign, U. (2007). Services for children what needs to change ?. *Journal of Disability Policy Studies*, 18(3), 133-147.
- Finch, K., Watson, R., Macgregor, C., & Precise, N. (2013). Teacher needs for educating children with autism spectrum disorders in the general education classroom. *The Journal of Special Education Apprenticeship*, 2(2), 1-26.
- Forrest, D., & Godwin, L. (2016). *Proceedings of the International Society for Music Education 32nd World Conference on Music Education*. Melbourne, Australia: International Society for Music Education.
- Goodwin, M. S. (2008). Enhancing and accelerating the pace of autism research and treatment: The promise of developing innovative technology. *Focus on Autism and Other Developmental Disabilities*, 23(2), 125-128. doi:10.1177/1088357608316678
- Graetz, J. E. (2010). Autism grows up: Opportunities for adults with autism. *Disability and Society*, 25(1), 33-47. doi:10.1080/09687590903363324
- Hamrick, J., Cerda, M., O'Toole, C., & Hagen-Collins, K. (2021). Educator knowledge and preparedness for educating students with autism in public schools. *Focus on Autism and Other Developmental Disabilities*, 36(4), 213-224. doi:10.1177/1088357621989310
- Hodgetts, S., Zwaigenbaum, L., & Nicholas, D. (2015). Profile and predictors of service needs for families of children with autism spectrum disorders. *Autism*, 19(6), 673-683. doi:10.1177/1362361314543531
- Knight, V. F., Huber, H. B., Kuntz, E. M., Carter, E. W., & Juarez, A. P. (2019). Instructional practices, priorities, and preparedness for educating students with autism and intellectual disability. *Focus on Autism and Other Developmental Disabilities*, 34(1), 3-14. doi:10.1177/1088357618755694
- Krejcie, R. V., & Morgan, D. W. (1970). Sample size determination. *Business Research Methods. Educational and Psychological Measurement*, 4(5), 34-36.
- Lanaj, K., Johnson, R. E., & Barnes, C. M. (2014). Organizational behavior and human decision processes beginning the workday yet already depleted? Consequences of late-night smartphone use and sleep. *Organizational Behavior and Human Decision*, 124(1), 11-23. doi:10.1016/j.obhdp.2014.01.001
- Lerner, M. D., Haque, O. S., Northrup, E. C., Lawer, L., & Bursztajn, H. J. (2012). Emerging perspectives on adolescents and young adults with high-functioning autism spectrum disorders, violence, and criminal law. *Journal of the American Academy of Psychiatry and the Law*, 40(2), 177-190.
- Marsack-Topolewski, C. N., & Weisz, A. N. (2020). Parents' perceptions of access to services for their adult children diagnosed with autism spectrum disorder. *Families in Society*, 101(2), 190-204. doi:10.1177/1044389419881273
- Md Jani, S. H., Salleh, N., Mohd Ali, N. A., & Abdul Rasool, M. S. (2022). Adapting

- public-private partnership as strategic collaboration between government and philanthropy-based autism spectrum disorder centre. *International Journal of Academic Research in Business and Social Sciences*, 12(1). doi:10.6007/ijarbs/v12-i1/12283
- Pawitan, G., Nawangpalupi, C. B., & Widyarini, M. (2017). Understanding the relationship between entrepreneurial spirit and global competitiveness: Implications for Indonesia. *International Journal of Business and Society*, 18(S2), 261-278.
- Rava, J., Shattuck, P., Rast, J., & Roux, A. (2017). The prevalence and correlates of involvement in the criminal justice system among youth on the autism spectrum. *Journal of Autism and Developmental Disorders*, 47(2), 340-346.
- Renty, J., & Roeyers, H. (2006). Satisfaction with formal support and education for children with autism spectrum disorder: The voices of the parents. *Child: Care, Health and Development*, 32(3), 371-385. doi:10.1111/j.1365-2214.2006.00584.x
- Roberts, J., & Webster, A. (2022). Including students with autism in schools: A whole school approach to improve outcomes for students with autism. *International Journal of Inclusive Education*, 26(7), 701-718. doi:10.1080/13603116.2020.1712622
- Roux, A. M., Garfield, T., & Shattuck, P. T. (2019). Employment policy and autism: Analysis of state Workforce Innovation and Opportunity Act (WIOA) implementation plans. *Journal of Vocational Rehabilitation*, 51(3), 285-298. doi:10.3233/JVR-191046
- Rowe, K. (2015). *Caffeine intake, influences and experiences: The development of CaffCo: A New Zealand caffeine consumption habits questionnaire* (Master's thesis, Massey University, Albany, New Zealand). Retrieved from <http://hdl.handle.net/10179/7881>
- Schiavio, A., & Benedek, M. (2020). Dimensions of musical creativity. *Frontiers in Neuroscience*, 14. doi:10.3389/fnins.2020.578932
- Schoen, S. A., Lane, S. J., Mailloux, Z., May-Benson, T., Parham, L. D., Smith Roley, S., & Schaaf, R. C. (2019). A systematic review of Ayres sensory integration intervention for children with autism. *Autism Research*, 12(1), 6-19. doi:10.1002/aur.2046
- Searing, B. M. J., Graham, F., & Grainger, R. (2015). Support needs of families living with children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45(11), 3693-3702. doi:10.1007/s10803-015-2516-4
- Shoab, M., Hussain, I., Mirza, H. T., & Tayyab, M. (2017, July). The role of information and innovative technology for rehabilitation of children with Autism: A Systematic Literature Review. In *2017 17th International Conference on Computational Science and Its Applications (ICCSA)* (pp. 1-10). Piscataway, NJ: IEEE. doi:10.1109/ICCSA.2017.7999647
- Solari, E. (2014). Longitudinal prediction of 1st and 2nd grade English oral reading fluency in ELL. *Journal of Adolescence*, 74(4), 274-283. doi:10.1002/pits
- Stadnick, N. A., Meza, R. D., Suhrheinrich, J., Aarons, G. A., Brookman-Frazee, L., Lyon, A. R., . . . Locke, J. (2019). Leadership profiles associated with the implementation of behavioral health evidence-based practices for autism spectrum disorder in schools. *Autism*, 23(8), 1957-1968. doi:10.1177/1362361319834398
- Stahmer, A. C., Suhrheinrich, J., Yu, Y., Melgarejo, M., Schetter, P., & Young, G. A. (2023). Implementation readiness for evidence-based autism practices in school systems. *Implementation Research and Practice*, 4. doi:10.1177/26334895231199465
- Wallace, S., Fein, D., Rosanoff, M., Dawson, G., Hossain, S., Brennan, L., . . . Shih, A. (2012). A Global Public Health Strategy for Autism Spectrum Disorders. *Autism Research*, 5(3), 211-217. doi:10.1002/aur.1236
- Webster, A., & Roberts, J. (2022). Implementing the school-wide autism competency model to improve outcomes for students on the autism spectrum: A multiple case study of

W. Gao, J. Zhou, X. Sheng, M. Gu, Q. Yang & W. Tang: Role of Legal Systems in Facilitating Government Policy in Inclusive Education for Autistic Children: Lessons from Comparative Jurisdictions

three schools. *International Journal of Inclusive Education*, 26(8), 796-814. doi:10.1080/13603116.2020.1735540

Yu, Y., Bradley, C. C., Boan, A. D., Charles, J. M., & Carpenter, L. A. (2021). Young adults with autism spectrum disorder and the criminal justice system. *Journal of Autism and Developmental Disorders*, 51(10), 3624-3636. doi:10.1007/s10803-020-04805-9

Zirkel, P. A. (2011). Autism litigation under the IDEA: A new meaning of "disproportionality"? *Journal of Special Education Leadership*, 24(2), 92-103.