AutismCRC

Removing educational barriers in Australian schools for autistic students:

Current trends, gaps, and recommendations for educational research, inclusive policy, and educational practice

Supplementary Material

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Autism CRC

Autism CRC is the independent national source of evidence for best practice in relation to autism across the lifespan and the spectrum.

We provide the national capacity to develop and deliver evidence-based outcomes through our unique collaboration with autistic people, families, professionals, services providers, researchers, and government. Together, we are addressing agreed needs and co-producing outputs with these stakeholders for the benefit of the community.

Autism CRC was established in 2013 as the world's first national, cooperative research effort focused on autism under the Australian Government's Cooperative Research Centres (CRC) Program. We receive funding from a number of sources, including the Australian Government. Autism CRC is no longer part of, or associated with, the CRC Program.

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A note on terminology

We recognise that when referring to individuals on the autism spectrum, there is no one term that suits all people. In our published material and other work, we use the terms 'autistic person', 'person on the autism spectrum' or 'person on the spectrum'. The term 'autistic person' uses identity first language, which reflects the belief that being autistic is a core part of a person's identity.

Autism Spectrum Disorder (ASD) is diagnostic terminology used by the healthcare sector and is used in the context of a person being 'diagnosed with Autism Spectrum Disorder'.

Where we are citing others, we have amended their terminology where possible, but had to keep to the original terminology when citing policy title or publication titles.

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1. Scoping review search details and method

1.1 Inclusion criteria

The inclusion criteria for the scoping reviews were:

Publication types: Peer-reviewed journal articles, conference proceedings, theses, books, and book sections – ensuring a broad representation of research publications.

Research methodologies: Quantitative, qualitative, and mixed methods- ensuring a broad representation of research publications.

Publication year 2012-2022 (inclusive) - to capture research published over the last 10 years since the original Autism CRC Educational Needs Analysis was conducted.

Language: English.

Education setting: Mainstream, regular, inclusive, specialised (where relevant) to ensure broadest representation of educational research across a wide range of contexts.

School level: Early years (preschool, early childhood), elementary (primary), secondary, middle school, high school - ensuring inclusion of a wide range of educational year levels that may influence enablers and barriers for different aged learners.

Furthermore, the scoping reviews focused on both national and international research to help ensure a broad representation of geographical contexts both nationally and internationally.

Due to the focus on education four key databases were searched:
- EBSCOHost
- PsychInfo
- ERIC
- Academic Search

In addition, where applicable hand and ancestry searches were completed.

Initial search terms were advised by members of the team including autism community partners and autistic consultants. However, the search string/s and parameters for each theme were developed iteratively to ensure they were reflective of the focus of the theme and to ensure the team could identify a broad range of primary research linked to the theme. As part of this process, two autistic research assistants on the research team were consulted as searches progressed to help ensure a broad range of research could be captured from an autistic perspective.

Each member of the scoping review research team led several different searches related to the different themes that had been identified. Research questions relevant to the individual themes were identified and exclusion and inclusion criteria were established. An initial search involved examining the titles and abstracts of research papers to be examined and exclusions were made based on the individual criteria for each scoping review. To further assess eligibility, a further full text review of each document was conducted across the findings, discussion, and conclusion to ensure eligibility.

1.2   Data extraction and synthesis

To map the data across each theme, relevant information from each publication was extracted into a spreadsheet for further analysis, checking and independent review. Publication information that was extracted included:

- author/s
- year of publication
- title
- country/context
- relevant areas, key words
- method/research design
- participants
- research aims and questions
- research methodology
- key findings (qualitative or quantitative or both)
- recommendations
- limitations/weaknesses
- links to other scoping review themes.

At least one other member of the team independently reviewed and checked the records for duplicates. While some articles could cover topics linked to more than one theme a decision was made by the team which theme was the focus of the article and the article was recorded in that theme. Links to other topics were identified when the article was recorded in the spreadsheets.

Once each scoping review was completed and the data set was cleaned, a summary table of key information for each theme/sub theme was produced. Using descriptive coding and thematic analysis (Arksey & O'Malley, 2005, Peters et al., 2020), this summary document included key themes identified across the theme or subthemes in relation to:

- the research findings
- conceptual/methodological limitations
- gaps
- future research priorities.

In addition, summary documents included a final list of references used for the scoping review theme/subthemes.

1.3　Information in the literature review tables

Details of the literature that was included in this review and the topics they considered are summarised in the following sections. The tables report the number of empirical research studies and reviews identified, along with their location and research approach (i.e., qualitative research, quantitative research, or mixed methods). It is important to note there were articles that had relevance and overlap to more than one theme in the scoping reviews. In this situation the theme that was considered the best fit for the article and the focus of the research was selected and the article was only counted once with links to other themes noted as part of the mapping process. When reviewing the literature, articles that were identified as providing insight into other themes within this report were identified in the column titled "linked themes".

More detail of what is summarised in the table include the:
- topics covered
- number of articles reviewed
- country where the empirical research took place (i.e., those in which data was collected from participants or relevant stakeholders)
- number of articles that were reviews of other research
- country where authors of reviews were located
- methods used to conduct the research are also reported. Studies used a variety of methods, including those which focusing on gaining numerical data and analysing this statistically (i.e., quantitative methods), those that encourage verbal or written responses to questions and/or surveys (e.g., qualitative methods), and those that used a mixture of both.

2. Theme 1: Academic and learning considerations

2.1 Search terms and mapping summary of the literature

Theme 1 searches incorporated the perspectives of different stakeholder groups, including educators, allied health professionals, parents, and autistic students. Multiple searches were conducted, and the terms used in conjunction to ("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum") for different searches. Details are provided in Table S1.

Table S1: Academic and Learning Search Terms

Theme 1 search terms
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum") AND
(view OR perspective OR experience OR attitude OR perception)
"academic skill*" OR "academic performance" OR "academic ability" OR "learn*" OR "math*" OR "science" OR "reading" OR "writing" OR "literacy" OR "numeracy") NOT college or university or higher education.
(teachers OR educators OR "school professionals" OR "education professionals") AND (view OR perspective OR experience OR attitude OR perception OR opinion OR feelings OR thoughts)
(parents OR carers OR families OR caregivers OR mothers OR fathers) AND (view OR perspective OR experience OR attitude OR perception OR opinion OR feelings OR thoughts)
(enable* OR facilitat* OR support OR accommodat* OR promote)
(barrier OR exclu* OR block OR obstacle OR limit* OR obstruct* OR prevent)
(embodied learning or embodied education or embodied pedagogy or embodied cognition or embodied) AND (schoolteacher or teacher or educator or instructor or parent) AND (school or education or primary school or elementary school or secondary school or middle school or high school)
twice exceptional NOT (college or university or higher education)
(Gifted or giftedness or talent or talented) NOT (college or university or higher education)
strengths
interests
(technology in education or technology in classroom) AND (schoolteacher or teacher or educator or instructor) AND (school or education or primary school or elementary school or secondary school or middle school or high school)
(school or education or primary school or elementary school or secondary school or middle school or high school) AND transitions NOT (university or college or higher education)

In total 132 articles were included for review. Details of the literature that was included in this review and the topics they considered are summarised in Table S2.

Table S2: Mapping Summary of Academic Related Literature

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes
Literacy	**Total k = 55**							
Reading focus (k = 42)	k = 37	k = 5	Empirical articles USA k = 27 UK k = 3 Canada k = 2 Singapore k = 1 **Reviews** USA k = 2 Ireland k = 1	Australia articles k = 4 **Reviews** k = 2	k = 20	k = 10	k = 7	Identity
Writing focus (k = 13)	k = 11	k = 2	Empirical articles USA k = 8 Canada k = 1 Greece k = 1 **Reviews** USA k = 2	Australia articles k = 1	k = 9	k = 2	k = 0	Identity Technology
STEM	**Total k = 26**							
STEM focus	k = 1	k = 0	USA k = 1	k = 0	k = 0	k = 1	k = 0	No records
Science focus (k = 6)	k = 5	k = 1	USA k = 4 UK k = 1 **Reviews** USA k = 1	k = 0	k = 0	k = 1	k = 4	Complex needs Literacy Technology
Maths focus (k = 19)	k = 14	k = 5	USA k = 11 UK k = 1 Indonesia k = 1 **Reviews** USA k = 3 Malaysia k = 2	Australia k = 1	k = 8	k = 4	k = 2	Inclusive policy Academic needs Complex needs Self-concept Technology Thriving None
Other academic related literature Total k = 51								
Languages	k = 1	k = 0	Poland k = 1	k = 0	k = 0	k = 1	k = 0	No records
Music	k = 1	k = 0	USA k = 1	k = 0	k = 0	k = 1	k = 0	No records
General academic needs (k = 20)	k = 18	k = 2	USA k = 10 India k = 1 UK k = 3 **Reviews** USA k = 2	Australia k = 4	k = 2	k = 11	k = 5	Bullying Communication Complex needs General Academic needs Geographical influences Social communication Social skills Technology Transitions Wellbeing

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes
Giftedness/ Twice exceptional (k = 7)	k =6	k = 1	USA k = 4 UK k = 1 **Review** USA k = 1	USA & Australia k = 1	k = 0	k = 4	k = 2	Inclusive policy Academic needs Agency Quality of life Student voice Wellbeing
Transitions	k = 8	k = 1	USA k = 1 Ireland k = 2 England k = 1 France k = 1	Australia k = 3	k = 0	k = 4	k = 4	Inclusive policy, Academic needs Complex needs. Family context Identity Quality of life Self-determination Students' voice Wellbeing
Technology (k = 13)	k = 10	k = 3	USA k = 5 Netherlands k = 1 **Reviews** USA k = 2 USA, UK k = 1	Australia k = 4	k = 1	k = 7	k = 2	Inclusive Policy Academic Needs Complex/Co- existing Needs Environment Family Context Wellbeing

2.2 Scoping review literature

2.2.1 Empirical articles

2.1.2.1 Literacy

2.2.1.1.1 Literacy – reading focus

Accardo, A. L., & Finnegan, E. G. (2019). Teaching reading comprehension to learners with autism spectrum disorder: Discrepancies between teacher and research-recommended practices. *Autism: The International Journal of Research and Practice*, *23*(1), 236-246. http://dx.doi.org/10.1177/1362361317730744

Arciuli, J., Stevens, K., Trembath, D., & Simpson, I. C. (2013). The relationship between parent report of adaptive behavior and direct assessment of reading ability in children with autism spectrum disorder. *Journal of Speech, Language, and Hearing Research*, *56*(6), 1837-1844. https://doi.org/10.1044/1092-4388(2013/12-0034)

Arnold, S., & Reed, P. (2016). Reading assessments for students with ASD: A survey of summative reading assessments used in special educational schools in the UK. *British Journal of Special Education*, *43*(2), 122-141. http://dx.doi.org/10.1111/1467-8578.12127

Bean, A. F., Perez, B. I., Dynia, J. M., Kaderavek, J. N., & Justice, L. M. (2020). Book-reading engagement in children with autism and language impairment: Associations with emergent-literacy skills. *Journal of Autism and Developmental Disorders*, *50*, 1018-1030. https://doi.org/10.1007/s10803-019-04306-4

Bishop, K., & Isbester, K. (2016). Teaching reading: Junior secondary ASD students and the Australian curriculum: English. *Literacy Learning: The Middle Years*, *24*(3), 53-62. https://doi.org/10.3316/informit.360416007272959

Braun, G., Austin, C., & Ledbetter-Cho, K. (2017). Intensive intervention practice guide: Explicit instruction in reading comprehension for students with autism spectrum disorder. *Office of Special Education Programs, US Department of Education*. https://files.eric.ed.gov/fulltext/ED578103.pdf

Breit-Smith, A., Busch, J. D., Dinnesen, M. S., & Guo, Y. (2017). Interactive book reading with expository science texts in preschool special education classrooms. *TEACHING Exceptional Children*, *49*(3), 185-193. https://doi.org/10.1177/0040059916685056

Burke, L., Hsieh, W.-Y., Lopez-Reyna, N., & Servilio, K. (2016). Teaching reading comprehension to students with autism spectrum disorders in social studies classrooms: Middle school teacher perceptions. *Journal of the American Academy of Special Education Professionals*, 60-78. https://files.eric.ed.gov/fulltext/EJ1129751.pdf

Carnahan, C. R., & Williamson, P. S. (2013). Does compare-contrast text structure help students with autism spectrum disorder comprehend science text? *Exceptional Children*, *79*(3), 347-363. https://doi.org/10.1177/001440291307900302

Chang, Y. C., Menzies, H. M., & Osipova, A. (2020). Reading comprehension instruction for students with autism spectrum disorder. *The Reading Teacher*, *74*(3), 255-264. https://doi.org/10.1002/trtr.1929

Chatenoud, C., Turcotte, C., & Aldama, R. (2020). Effects of three combined reading instruction devices on the reading achievement of adolescents with mild intellectual disability. *Education and Training in Autism and Developmental Disabilities*, *55*(4), 409-423. https://www.jstor.org/stable/10.2307/27077933

Cravalho, D. A., Jimenez, Z., Shhub, A., & Solis, M. (2020). How grades 4 to 8 teachers can deliver intensive vocabulary and reading comprehension interventions to students with high-functioning autism spectrum disorder. *Beyond Behavior*, *29*(1), 31-41. https://doi.org/10.1177/1074295620907110

El Zein, F., Solis, M., Lang, R., & Kim, M. K. (2016). Embedding perseverative interest of a child with autism in text may result in improved reading comprehension: A pilot study. *Developmental Neurorehabilitation*, *19*(3), 141-145. https://doi.org/10.3109/17518423.2014.915893

Elangovan, S., & Chia, N. K. H. (2013). An inter-correlational study of the reading components in profiling and generating a cognitive equation for the reading performance of students with autism. *International Journal of Special Education*, *28*(2), 17-35. https://files.eric.ed.gov/fulltext/EJ1023230.pdf

Fleury, V. P., Whalon, K., Gilmore, C., Wang, X., & Marks, R. (2021). Building comprehension skills of young children with autism one storybook at a time. *Language, Speech, and Hearing Services in Schools*, *52*(1), 153-164. https://doi.org/doi:10.1044/2020_LSHSS-20-00026

Flores, M. M., Nelson, C., Hinton, V., Franklin, T. M., Strozier, S. D., Terry, L., & Franklin, S. (2013). Teaching reading comprehension and language skills to students with autism spectrum disorders and developmental disabilities using direct instruction. *Education and Training in Autism and Developmental Disabilities*, 41-48. https://www.jstor.org/stable/23879885

Grindle, C., Kurzeja, O., Tyler, E., Saville, M., Hughes, J. C., Hastings, R. P., & Brown, F. J. (2020). Teaching children with autism reading comprehension skills using online reading instruction: Preliminary evaluation of Headsprout Reading Comprehension®. *Journal of International Special Needs Education*, *23*(1), 1-12. https://files.eric.ed.gov/fulltext/EJ1263357.pdf

Henry, A. R., & Solari, E. J. (2020). Targeting oral language and listening comprehension development for students with autism spectrum disorder: A school-based pilot study. *Journal of Autism and Developmental Disorders*, *50*, 3763-3776. https://doi.org/10.1007/s10803-020-04434-2

Henry, A. R., & Solari, E. J. (2022). Developing social knowledge to support reading comprehension in elementary students with ASD. *TEACHING Exceptional Children*, *54*(4), 306-314. http://dx.doi.org/10.1177/00400599211022021

Henry, A. R., Solari, E. J., & McIntyre, N. S. (2021). Preliminary effects of a pilot listening comprehension intervention on the narrative abilities of children with ASD. *Journal of Research in Special Educational Needs*, *21*(4), 293-301. http://dx.doi.org/10.1111/1471-3802.12527

Justice, L. M., Chen, J., Jiang, H., Tambyraja, S., & Logan, J. (2020). Early-literacy intervention conducted by caregivers of children with language impairment: Implementation patterns using survival analysis. *Journal of Autism and Developmental Disorders*, *50*, 1668-1682. https://doi.org/10.1007/s10803-019-03925-1

Kim, S. Y., Rispoli, M., Lory, C., Gregori, E., & Brodhead, M. T. (2018). The effects of a shared reading intervention on narrative story comprehension and task engagement of students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *48*, 3608-3622. https://doi.org/10.1007/s10803-018-3633-7

Knight, E., Blacher, J., & Eisenhower, A. (2019). Predicting reading comprehension in young children with autism spectrum disorder. *School Psychology*, *34*(2), 168. https://dx.doi.org/10.1037/spq0000277

Lanter, E., Watson, L. R., Erickson, K. A., & Freeman, D. (2012). Emergent literacy in children with autism: An exploration of developmental and contextual dynamic processes. *Language, Speech, and Hearing Services in Schools*, *43*, 308–324. https://doi.org/10.1044/0161-1461(2012/10-0083)

Lucas, R., & Norbury, C. F. (2018). The home literacy environment of school-aged children with autism spectrum disorders. *Journal of Research in Reading*, *41*(1), 197-219. https://doi.org/10.1111/1467-9817.12119

Marshall, B., & Myers, C. (2021). Does embedding restricted interests of students with autism in text improve reading comprehension? *Developmental Neurorehabilitation*, *24*(5), 347-354. https://doi.org/10.1080/17518423.2021.1898486

McIntyre, N. S., Solari, E. J., Gonzales, J. E., Solomon, M., Lerro, L. E., Novotny, S., Oswald, T. M., & Mundy, P. C. (2017). The scope and nature of reading comprehension impairments in school-aged children with higher-functioning autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *47*, 2838-2860. https://doi.org/10.1007/s10803-017-3209-y

McIntyre, N. S., Tomaszewski, B., Hume, K. A., & Odom, S. L. (2021). Stability of literacy profiles of adolescents with autism spectrum disorder and associations with stakeholder perceptions of appropriate high school support needs. *Language, Speech, and Hearing Services in Schools*, *52*(1), 209-224. https://doi.org/10.1044/2020_LSHSS-20-00016

Mucchetti, C. A. (2013). Adapted shared reading at school for minimally verbal students with autism. *Autism: The International Journal of Research and Practice*, *17*(3), 358-372. http://dx.doi.org/10.1177/1362361312470495

Mulé, C. M., Volpe, R. J., Fefer, S., Leslie, L. K., & Luiselli, J. (2015). Comparative effectiveness of two sight-word reading interventions for a student with autism spectrum disorder. *Journal of Behavioral Education*, *24*(3), 304-316. https://doi.org/10.1007/s10864-015-9220-5

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Quan, J. L. (2014). *Reading achievement for students with autism and students with learning disability: A comprehensive examination of five key areas of reading* [Doctoral dissertation, California State University]. https://www.proquest.com/dissertations-theses/reading-achievement-students-with-autism-learning/docview/1629047203/se-2

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Williamson, P., Carnahan, C. R., & Jacobs, J. A. (2012). Reading comprehension profiles of high-functioning students on the autism spectrum: A grounded theory. *Exceptional Children*, *78*(4), 449-469. https://doi.org/10.1177/001440291207800404

2.2.1.1.2. Literacy – writing focus

Asaro-Saddler, K., Arcidiacono, M. B., & Morris Deyoe, M. (2017). Instructional practice for students with autism spectrum and related disorders: Exploring the teaching of writing in two self-contained classrooms. *Reading & Writing Quarterly*, *33*(2), 171-186. https://doi.org/10.1080/10573569.2016.1145561

Asaro-Saddler, K., Knox, H. M., Meredith, H., & Akhmedjanova, D. (2015). Using technology to support students with autism spectrum disorders in the writing process: A pilot study. *Insights into Learning Disabilities*, *12*(2), 103-119. https://files.eric.ed.gov/fulltext/EJ1088270.pdf

Bishop, A. E., Sawyer, M., Alber-Morgan, S. R., & Boggs, M. (2015). Effects of a graphic organizer training package on the persuasive writing of middle school students with autism. *Education and Training in Autism and Developmental Disabilities*, 290-302. https://www.jstor.org/stable/24827511

Boisvert-Hamelin, M.-E., & Odier-Guedj, D. (2021). The meaning of writing for teenagers with autism spectrum disorder: Exploring their motives for writing in and out of school. *Inclusion*, *9*(1), 17-30. https://doi.org/10.1352/2326-6988-9.1.17

Hilvert, E., Davidson, D., & Scott, C. M. (2019). An in-depth analysis of expository writing in children with and without autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *49*, 3412-3425. https://doi.org/10.1007/s10803-019-04057-2

Launder, S. M., Miller, K. M., & Wood, J. (2022). Examining the impact of virtual procedural facilitator training on opinion writing of elementary school-age students with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities*, *57*(2), 216-228. https://www.proquest.com/scholarly-journals/examining-impact-virtual-procedural-facilitator/docview/2667879145/se-2?accountid=13380

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Ozdowska, A., Wyeth, P., Carrington, S., & Ashburner, J. (2021). Using assistive technology with SRSD to support students on the autism spectrum with persuasive writing. *British Journal of Educational Technology*, *52*(2), 934-959. https://doi.org/10.1111/bjet.13063

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2.1.2.2 STEM

2.2.1.2.1. STEM focus

Gobbo, K., Shmulsky, S., & Bower, M. (2018). Strategies for teaching stem subjects to college students with autism spectrum disorder. *Journal of College Science Teaching*, *47*(6), 12-17. https://doi.org//10.2505/4/jcst18_047_06_12

2.2.1.2.2. STEM – science focus

Apanasionok, M. M., Neil, J., Watkins, R. C., Grindle, C. F., & Hastings, R. P. (2020). Teaching science to students with developmental disabilities using the early science curriculum. *Support for Learning*, *35*(4), 493-505. https://doi.org/10.1111/1467-9604.12329

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Knight, V. F., Collins, B., Spriggs, A. D., Sartini, E., & MacDonald, M. J. (2018). Scripted and unscripted science lessons for children with autism and intellectual disability. *Journal of Autism and Developmental Disorders*, *48*, 2542-2557. https://doi.org/10.1007/s10803-018-3514-0

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2.2.1.2.3. STEM – math focus

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2.1.2.3 Languages

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2.1.2.4 Music

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2.1.2.6   Giftedness/twice exceptional

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2.1.2.7   Transitions

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Stack, K., Symonds, J. E., & Kinsella, W. (2020). Student and parent perspectives of the transition from primary to secondary school for students with autism spectrum disorder. *Frontiers in Education*, *5*, 551574. https://doi.org/10.3389/feduc.2020.551574

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2.1.2.8   Technology

Correia, A.-P., & Halabi, A. L. (2021). Tablet devices in the classroom: Their instructional role with children on the autism spectrum. *Journal of Educational Technology Systems*, *50*(2), 273-293. https://doi.org/10.1177/00472395211047930

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Stone, B. G., Mills, K. A., & Saggers, B. (2019). Online multiplayer games for the social interactions of children with autism spectrum disorder: A resource for inclusive education. *International Journal of Inclusive Education*, *23*(2), 209-228. https://doi.org/10.1080/13603116.2018.1426051

Wang, X., Laffey, J., Xing, W., Galyen, K., & Stichter, J. (2017). Fostering verbal and non-verbal social interactions in a 3d collaborative virtual learning environment: A case study of youth with autism spectrum disorders learning social competence in iSocial. *Educational Technology Research and Development*, *65*(4), 1015-1039. https://doi.org/10.1007/s11423-017-9512-7

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2.2.2 Reviews

2.2.2.1 Literacy

2.2.2.1.1. Literacy – reading focus

Arciuli, J., & Bailey, B. (2021). The promise of comprehensive early reading instruction for children with autism and recommendations for future directions. *Language, Speech, and Hearing Services in Schools*, *52*(1), 225-238. https://doi.org/10.1044/2020_LSHSS-20-00019

Bailey, B., & Arciuli, J. (2022). Literacy instruction for autistic children who speak languages other than English. *Autism*, *26*(2), 389-405. https://doi.org/10.1177/13623613211025422

Finnegan, E., & Mazin, A. L. (2016). Strategies for increasing reading comprehension skills in students with autism spectrum disorder: A review of the literature. *Education and Treatment of Children*, 187-219. https://www.jstor.org/stable/44684103

Roycroft, H. (2015). Autism spectrum disorder and reading comprehension: Challenges and implications in the primary school. *REACH: Journal of Inclusive Education in Ireland*, *29*(1), 55-65. https://www.reachjournal.ie/index.php/reach/article/download/53/192

Wheat, A. (2018). Effective reading comprehension strategies for students with high-functioning autism spectrum disorder. *Texas Association for Literacy Education Yearbook*, *5*, 68-71. https://files.eric.ed.gov/fulltext/EJ1290859.pdf

2.2.2.1.2. Literacy – writing focus

Accardo, A. L., Finnegan, E. G., Kuder, S. J., & Bomgardner, E. M. (2020). Writing interventions for individuals with autism spectrum disorder: A research synthesis. *Journal of Autism and Developmental Disorders*, *50*, 1988-2006. https://doi.org/10.1007/s10803-019-03955-9

Asaro-Saddler, K. (2016). Using evidence-based practices to teach writing to children with autism spectrum disorders. *Preventing School Failure: Alternative Education for Children and Youth*, *60*(1), 79-85. https://doi.org/10.1080/1045988X.2014.981793

2.2.2.2 STEM

2.2.2.2.1. STEM – science focus

Taylor, J. C., Rizzo, K. L., Hwang, J., & Hill, D. (2020). A review of research on science instruction for students with autism spectrum disorder. *School Science and Mathematics*, *120*(2), 116-125. https://doi.org/10.1111/ssm.12388

2.2.2.2.2. STEM – math focus

Bowman, J. A., McDonnell, J., Ryan, J. H., & Fudge-Coleman, O. (2019). Effective mathematics instruction for students with moderate and severe disabilities: A review of the literature. *Focus on Autism and Other Developmental Disabilities*, *34*(4), 195-204. https://doi.org/10.1177/1088357619827932

Chin, H., Chew, C. M., & Suseelan, M. (2022). Mathematics learning from concrete to abstract (1968-2021): A bibliometric analysis. *Participatory Educational Research*, *9*(4), 445-468. https://doi.org/10.17275/per.22.99.9.4

King, S. A., Lemons, C. J., & Davidson, K. A. (2016). Math interventions for students with autism spectrum disorder: A best-evidence synthesis. *Exceptional Children*, *82*(4), 443-462. https://doi.org/10.1177/0014402915625066

Siregar, N. C., Rosli, R., Maat, S. M., Alias, A., Toran, H., Mottan, K., & Nor, S. M. (2020). The impacts of mathematics instructional strategy on students with autism: A systematic literature review. *European Journal of Educational Research*, *9*(2), 729-741. https://doi.org/10.12973/eu-jer.9.2.729

Zhang, J., Rispoli, M., Xin, Y. P., & Sulu, M. D. (2022). *Mathematics interventions for secondary students with autism spectrum disorder: A review of research quality.* Indiana STEM Education Conference, Indiana, USA. https://doi.org/10.5703/1288284317462

2.2.2.3 General academic needs

Fleury, V. P., Hedges, S., Hume, K., Browder, D. M., Thompson, J. L., Fallin, K., El Zein, F., Reutebuch, C. K., & Vaughn, S. (2014). Addressing the academic needs of adolescents with autism spectrum disorder in secondary education. *Remedial and Special Education*, *35*(2), 68-79. https://doi.org/10.1177/0741932513518823

Spencer, V. G., Evmenova, A. S., Boon, R. T., & Hayes-Harris, L. (2014). Review of research-based interventions for students with autism spectrum disorders in content area instruction: Implications and considerations for classroom practice. *Education and Training in Autism and Developmental Disabilities*, 331-353. http://www.jstor.org/stable/23881252

2.2.2.4 Giftedness/twice exceptional

Gelbar, N. W., Cascio, A. A., Madaus, J. W., & Reis, S. M. (2022). A systematic review of the research on gifted individuals with autism spectrum disorder. *Gifted Child Quarterly*, *66*(4), 266-276. https://doi.org/10.1177/00169862211061876

2.2.2.5 Transitions

Nuske, H. J., McGhee Hassrick, E., Bronstein, B., Hauptman, L., Aponte, C., Levato, L., Stahmer, A., Mandell, D. S., Mundy, P., Kasari, C., & Smith, T. (2019). Broken bridges—new school transitions for students with autism spectrum disorder: A systematic review on difficulties and strategies for success. *Autism*, *23*(2), 306-325. https://doi.org/10.1177/1362361318754529

2.2.2.6 Technology

Aspiranti, K. B., Larwin, K. H., & Schade, B. P. (2020). iPads/tablets and students with autism: A meta-analysis of academic effects. *Assistive Technology*, *32*(1), 23-30. https://doi.org/10.1080/10400435.2018.1463575

Glaser, N. J., & Schmidt, M. (2020). Usage considerations of 3D collaborative virtual learning environments to promote development and transfer of knowledge and skills for individuals with autism. *Technology, Knowledge and Learning*, *25*(2), 315-322. https://doi.org/10.1007/s10758-018-9369-9

Kim, S. Y., Rispoli, M., Mason, R. A., Lory, C., Gregori, E., Roberts, C. A., Whitford, D., & David, M. (2022). A systematic quality review of technology-aided reading interventions for students with autism spectrum disorder. *Remedial and Special Education*, *43*(6), 404-420. https://doi.org/10.1177/07419325211063612

3. Theme 2: Built environment and learning space design considerations

3.1 Search terms and mapping summary of the literature

Multiple searches were conducted, and the terms used in conjunction to ("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum") for different searches. Details are provided in Table S3.

Table S3: Built Environment and Learning Space Design Search Terms

Theme 2 search terms
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum") AND
(learning space design or classroom) AND (student or pupil or child or adolescent or teen) AND (school or education or primary school or elementary school or secondary school or middle school or high school)
(built environment or physical environment or building) AND (student or pupil or child or adolescent or teen) AND (school or education or primary school or elementary school or secondary school or middle school or high school)
(learning space design or classroom) AND (schoolteacher or teacher or educator or instructor or parent) AND (school or education or primary school or elementary school or secondary school or middle school or high school)
(built environment or physical environment or building) AND (schoolteacher or teacher or educator or instructor or parent) AND (school or education or primary school or elementary school or secondary school or middle school or high school)

In total 65 articles were included for review. Details of the literature that was included in this review and the topics they considered are summarised in Table S4.

Table S4: Mapping Summary of Built Environment and Learning Space Design and Refurbishment Literature

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes
	Total k = 65							
Built environment	k = 41	See below	USA k = 8 Egypt k = 4 UK k = 8 N Ireland k = 1 Iran, UK k = 1 New Zealand k = 2 Sweden k = 2 Belgium k = 1 Canada k = 1 Malaysia k = 1 Norway k = 1 Poland k = 1	Australia k = 9 USA, Aust k = 1	k = 3	k = 32	k = 6	Inclusive Policy Academic Needs Complex/ Co-existing Needs Environment Family Context Identity Intersectionality Wellbeing
Learning space design	k = 10	See below	USA k = 5 UK k = 1 Ireland k = 1 Scotland k = 1	Australia k = 2	k = 0	k = 9	k = 1	Inclusive Policy Academic Needs Complex/Co-existing Needs Wellbeing
Built environment and learning space design	k = 9		USA k = 4 UK k = 1 India, USA k = 1	Australia k = 3	k = 0	k = 8	k =1	Inclusive Policy Academic Needs Complex/ Co-existing Needs Environment Family Context Identity Intersectionality Wellbeing
Reviews – both topics (incl. 2 scoping reviews)		**Reviews** k =5	**Reviews** New Zealand k = 1 USA, UK, Italy, Egypt k = 1 Netherlands, Belgium k = 1	**Reviews** k = 2 • Australia & Sweden • USA, UK, Australia, Egypt, Ireland, Sweden				Inclusive Policy Academic Needs Complex/ Co-existing Needs Environment Family Context Identity Intersectionality Wellbeing

3.2 Scoping review literature

3.2.1 Empirical articles

3.1.2.1 Built environment

Altenmüller-Lewis, U. (2017). Designing schools for students on the spectrum. *The Design Journal*, *20*(sup1), S2215-S2229. https://doi.org/10.1080/14606925.2017.1352738

Cassidy, M. K. (2018). *Neurodiversity in the workplace: Architecture for autism* [Master's thesis, University of Cincinnati]. OhioLink Electronic Theses and Dissertations Center. https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=ucin1525170488990925&disposition=inline

Clouse, J. R., Wood-Nartker, J., & Rice, F. A. (2020). Designing beyond the Americans With Disabilities Act (ADA): Creating an autism-friendly vocational center. *HERD: Health Environments Research & Design Journal*, *13*(3), 215-229. https://doi.org/10.1177/1937586719888502

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3.1.2.2　Learning space design

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3.2.2 Reviews

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Removing educational barriers in Australian schools for autistic students
Supplementary material

4. Theme 3: Wellbeing considerations

4.1 Search terms and mapping summary of the literature

Multiple searches were conducted, and the terms used in conjunction to ("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum"). Details are provided in Table S5.

Table S5: Wellbeing Search Terms

Theme 3 search terms
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum") not college or university or higher education or postsecondary education or undergraduate AND
mental health or wellbeing or depression or anxiety
belonging or connectedness
Interoception
metacognition
self-regulation
bullying
(social-emotional or social emotional or socioemotional) AND competenc*
(social-emotional or social emotional or socioemotional) AND needs
(social-emotional or social emotional or socioemotional) AND need*
(social-emotional OR social emotional OR socioemotional) AND competence
(social-emotional OR social emotional OR socioemotional) AND need
emotional self-regulation
("emotional self-regulation" OR "emotional self regulation")
trauma or traumatic
teacher burnout OR educator burnout or Special education burnout
parent burnout OR father burnout or mother burnout or carer burnout

In total 212 articles were included for review. Details of the literature that was included in this review and the topics they considered are summarised in Table S6.

Table S6: Mapping Summary of Wellbeing Literature

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes
Wellbeing and general wellbeing (k = 48)	k = 33	k = 15	Empirical studies USA k = 17 UK k = 5 France, Canada k = 1 Canada k = 1 China k = 1 Taiwan k = 1 Not avail k = 1 **Reviews** USA k = 5 UK k = 4 Ireland k = 1 Japan k = 1 Switzerland k = 1 Canada, USA, & Germany k = 1	Australia k = 6 **Reviews** Australia k = 2	k = 11	k = 20	k = 2	Inclusive policy & practice Academic needs Complex needs Co-occurring considerations Family considerations Gender/sexual identity Identity Self-injurious behaviour Transition
Mental health (k = 20) e.g., anxiety depression psychiatric conditions	k = 20	k = 0	USA k = 6 UK k = 4 Canada k = 1 Singapore k = 1 Greece k = 1	Australia k = 7	k = 10	k = 7	k = 3	Inclusive policy Complex needs Co-occurring considerations (behavioural) Social relationships
Social relationships/ social emotional competence (k = 28)	k = 27	k = 1	USA k = 20 Greece k = 1 Ireland k = 1 Norway k = 1 Spain k = 1 UK k = 1 **Review** USA k = 1	Australia k = 2	k = 4	k = 19	k = 4	Inclusive policy Inclusive practices Academic Autistic Identity Complex needs Culture Environment Identity Learning space design Mental health Sexuality Technology Wellbeing
School belonging/ connectedness (k = 18)	k = 18	k = 0	UK k = 3 USA k = 4 N Ireland k = 1 Canada k = 2	Australia k = 8	k = 2	k = 12	k = 4	Identity Inclusive policy Inclusive practice
Masking/ camouflaging (k = 9)	k = 8	k = 1	UK k = 7 Ireland k = 1 **Review** UK k = 1	k = 0	k = 0	k = 8	k = 0	Family context Social relationships Wellbeing.
Bullying/ cyberbullying/ victimisation (k = 4)	k = 4	k = 0	USA k = 1	Australia k = 3	k = 1	k = 2	k = 1	Identity Inclusive policy
Self-regulation (k = 2)	k = 2	k = 0	USA k = 1 Scotland k = 1	k = 0	k = 2	k = 0	k = 0	Academic

Interoception (k = 1)	k = 1	k = 0	USA k = 1	k = 0	k = 0	k = 0	k = 0	Not recorded
Trauma (k = 10)	k = 6	k = 4	USA k = 4 Canada k = 1 **Reviews** USA k = 3	Australia k = 1 **Reviews** k = 1	k = 1	k = 3	k = 2	Not recorded
Sleep (k = 37**)**	k = 34	k = 3	USA k = 11 New Zealand k = 3 Israel k = 3 China k = 2 Canada k = 1 Germany k = 1 Ireland k = 1 Japan k = 1 Taiwan k = 1 UK k = 1 **Reviews** USA k = 1 UK k = 1	Australia k = 9 **Reviews** Australia k = 1	k = 29	k = 2	k = 3	
Teacher burnout (k = 11)	k = 11	k = 0	USA k = 8 France k = 1 France, Canada k = 2	k = 0	k = 10	k = 0	k = 1	Not recorded
Parent burnout (k = 5)	k = 5	k = 0	Turkey k = 3 China k = 1 USA k = 1	k = 0	k = 5	k = 0	k = 0	Not recorded
Thriving (k = 16)	k = 12	k = 4	USA k = 2 UK k = 2 Canada k = 1 Finland k = 1 Sweden k = 1 **Reviews** UK k = 2	Australia k = 5 **Reviews** Australia k = 1 USA, Aust k = 1	k = 4	k = 5	k = 3	Inclusive policy Academic needs Agency Embodied learning Quality of life Self-concept Student voice Wellbeing
Self-determination (k = 3)	k = 3	k = 0	USA k = 3	k = 0	k = 1	k = 1	k = 1	Inclusive policy Academic needs Autonomy Complex needs Self-determination

4.2 Scoping review literature

4.2.1 Empirical articles

4.1.2.1 Wellbeing and general wellbeing

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4.2.2.2   Social relationships

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4.2.2.4   Trauma

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4.2.2.5   Sleep

McConachie, H., Livingstone, N., Morris, C., Beresford, B., Le Couteur, A., Gringras, P., Garland, D., Jones, G., Macdonald, G., Williams, K., & Parr, J. R. (2018). Parents suggest which indicators of progress and outcomes should be measured in young children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *48*(4), 1041-1051. https://doi.org/10.1007/s10803-017-3282-2

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Jones, T. W. (2013). Equally cursed and blessed: Do gifted and talented children experience poorer mental health and psychological well-being? *Educational and Child Psychology*, *30*(2), 44-66. https://doi.org/10.53841/bpsecp.2013.30.2.44

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5. Theme 4: Co-occurring considerations

5.1 Search terms and mapping summary of the literature

Multiple searches were conducted, and the terms used in conjunction with ("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum"). Details are provided in Table S7.

Table S7: Co-occurring Considerations Search Terms

Theme 4 search terms
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum") not college or university or higher education or postsecondary education or undergraduate AND
(Student OR Pupil OR learner OR child* OR adolesc* OR teen) AND (co-exist* or co-occur* or relate* OR accompan* OR overlap* or "secondary manifestation*") AND (identif* OR view* or perce* OR experien* OR feel OR believe OR consider OR attitudes) AND (school or education or "primary school" OR "high school" OR learning OR academic)
("co-existing condition" OR co-morbid* or co-occur* OR related OR accompany OR "Secondary manifestation") AND (student* OR Learn* OR pupil OR child* or adolescent) AND (views or Perception OR perceive OR feel OR believe OR consider OR attitude) AND (education OR school OR "primary school" OR "high school" OR academic)
("co-existing condition" OR co-morbid* or co-occur* OR related OR accompany OR "Secondary manifestation") AND (School OR educat* OR learning OR academic)
("co-existing condition" OR co-morbid* or co-occur* OR related OR accompany OR "Secondary manifestation") AND (Teachers OR Educators OR school professionals OR education professionals) AND (views or Perception OR perceive OR feel OR believe OR consider OR attitude) AND (education OR school OR "primary school" OR "high school" OR academic)
(Co-occur* OR comorbid* OR co-exist*) AND (student OR Pupil or learner) AND (views OR opinions OR perceptions OR beliefs)
(Co-occur* OR comorbid* OR co-exist*) AND (student OR Pupil or learner)
("challenging behaviours OR "behavioural difficulties" OR "withdrawn behaviours' OR "disruptive behaviours" OR "inappropriate behaviours") AND (school OR education OR classroom OR "primary school" OR "high school")
("complex communication needs" or "limited literacy" or "limited communication" OR "minimally verbal" OR "Non verbal") AND (Student* OR pupil OR learner OR child OR adolescent) AND (school OR classroom OR education OR "primary school" OR "high school")
(juvenile justice or juvenile delinquency or juvenile offenders or youth offenders or crime)
(student or pupil or child or adolescent or teen) AND (school or education or primary school or elementary school or secondary school or middle school or high school) AND (suspension or exclusion or expulsion) NOT (university or college or higher education)
(suspension or exclusion or expulsion)
Demand avoidance and autism and school
Meltdown
Shutdown
Dysregulation
School attendance
Sleep and school

In total 174 articles were included for review. Details of the literature that was included in this review and the topics they considered are summarised in Table S8.

Table S8: Mapping Summary of Co-occurring Considerations Literature

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author		National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes
Co-existing conditions (k = 17) search term found articles with dual diagnoses e.g., ADHD anxiety blindness intellectual disability psychiatric conditions	k = 17	k = 0	USA France Norway Spain Sweden Turkey UK: Scotland Ireland	k = 6 k = 1 k = 2 k = 2 k =1 k =1 k =1 k =1	Australia k = 2	k = 11	k = 2	k = 4	Academic Needs Behaviour Environment Wellbeing
Intellectual disability (k = 10)	k = 10	k = 0	USA UK France Sweden	k = 3 k = 3 k =1 k = 1	Australia k = 2	k = 2	k = 2	k = 6	Academic Needs Complex/ Co-existing Needs
Communication (k = 27) complex communication needs e.g., augmentative alternative communication complex communication limited communication limited literacy minimally verbal non-verbal	k = 26	k = 1	USA UK Canada, Israel Cyprus Finland Sweden **Review** USA	k = 13 k = 7 k = 1 k = 1 k = 1 k = 1 k = 1	Australia k = 1 USA, Aust k = 1	k = 16	k = 3	k = 7	Inclusive Policy Behaviour Complex/ Co-existing Needs Identity Intersectionality Wellbeing

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes

Behavioural experiences (k = 120)
 	
e.g.,
absence
aggression
anxiety
attendance
"can't do school"
challenging
  behaviours
demand
  avoidance
disruptive
  behaviour
dysregulation,
  meltdown,
  shutdown
engagement
escape
avoidance
exclusion
functional
  behaviour
hurt others
juvenile justice
self-injurious
  behaviours
socially
  appropriate
suspension
	k = 99	k = 21	USA k = 50
			UK k = 22
			Netherlands k = 4
			Japan k = 4
			Sweden k = 2
			New Zealand
			               k = 2
			Canada k =1
			Finland k = 1
			France k = 1
			N Ireland k = 1
			Norway k = 1
			Qatar k = 1
			Singapore k = 1
			
			Reviews
			USA k = 14
			UK k = 3
			Ireland k = 1
			Italy k = 1
			Sweden k = 1
				Australia
				k = 6
				
				USA, Aust
				k = 1
				
				Australia,
				Netherlands
				k = 1
				
				Reviews
				k = 1
					k = 60	k = 18	k = 21	Complex/ Co-existing Needs
								Identity
								Wellbeing
								Some
								  Intersectionality
								  & Inclusive
								  Policy
								
								Reviews
								Inclusive Policy
								Behaviour
								Complex/ Co-
								  existing Needs
								Identity
								Intersectionality
								Wellbeing

5.2　Scoping review literature

5.2.1　Empirical articles

5.1.2.1　Co-existing conditions

Aasen, G., & Nærland, T. (2014). Enhancing activity by means of tactile symbols: A study of a heterogeneous group of pupils with congenital blindness, intellectual disability and autism spectrum disorder. *Journal of Intellectual Disabilities*, *18*(1), 61-75. https://doi.org/10.1177/1744629514522142

Armstrong, K., DeLoatche, K. J., Preece, K. K., & Agazzi, H. (2014). Combining parent–child interaction therapy and visual supports for the treatment of challenging behavior in a child with autism and intellectual disabilities and comorbid epilepsy. *Clinical Case Studies*, *14*(1), 3-14. https://doi.org/10.1177/1534650114531451

Backner, W., Clark, E., Jenson, W., Gardner, M., & Kahn, J. (2013). An investigation of psychiatric comorbidity and symptom awareness among male adolescents with autism spectrum disorders. *International Journal of School & Educational Psychology*, *1*(4), 259-268. https://doi.org/10.1080/21683603.2013.845737

Berenguer, C., Roselló, B., Colomer, C., Baixauli, I., & Miranda, A. (2018). Children with autism and attention deficit hyperactivity disorder. Relationships between symptoms and executive function, theory of mind, and behavioral problems. *Research in Developmental Disabilities*, *83*, 260-269. https://doi.org/10.1016/j.ridd.2018.10.001

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Kahveci, G., & Ataman, A. (2017). The effect of conjoint behavioral consultation program related teaching on problem behavior and communication/social skills with a blind and autistic child. *Journal of Education and Learning*, *6*(4), 372. https://doi.org/10.5539/jel.v6n4p372

Leader, G., Flynn, C., O'Rourke, N., Coyne, R., Caher, A., & Mannion, A. (2021). Comorbid psychopathology, challenging behavior, sensory issues, adaptive behavior and quality of life in children and adolescents with autism spectrum disorder. *Developmental Neurorehabilitation*, *24*(6), 397-407. https://doi.org/10.1080/17518423.2021.1898058

Llanes, E., Blacher, J., Stavropoulos, K., & Eisenhower, A. (2020). Parent and teacher reports of comorbid anxiety and ADHD symptoms in children with ASD. *Journal of Autism and Developmental Disorders*, *50*(5), 1520-1531. https://doi.org/10.1007/s10803-018-3701-z

Posserud, M., Hysing, M., Helland, W., Gillberg, C., & Lundervold, A. J. (2018). Autism traits: The importance of "co-morbid" problems for impairment and contact with services. Data from the bergen child study. *Research in Developmental Disabilities*, *72*, 275-283. https://doi.org/10.1016/j.ridd.2016.01.002

Ros-Demarize, R., & Graziano, P. A. (2021). Initial feasibility and efficacy of the summer treatment program (stp-prek) for preschoolers with autism spectrum disorder and comorbid externalizing behavior problems. *Journal of Early Intervention*, *43*(1), 60-79. https://doi.org/10.1177/1053815120917452

Rosello, R., Martinez-Raga, J., Tomas, J. M., Mira, A., & Cortese, S. (2023). Cognitive and behavioral profiles in children with autism spectrum disorder with and without attention-deficit /hyperactivity disorder. *Child and Adolescent Mental Health*, *28*(2), 269-276. https://doi.org/10.1111/camh.12562

Rosen, T. E., Spaulding, C. J., Gates, J. A., & Lerner, M. D. (2019). Autism severity, co-occurring psychopathology, and intellectual functioning predict supportive school services for youth with autism spectrum disorder. *Autism*, *23*(7), 1805-1816. https://doi.org/10.1177/1362361318809690

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Scott, J. A., & Hansen, S. G. (2020). Working with dual diagnoses: A survey of teachers serving deaf or hard of hearing children who have autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *50*(5), 1539-1552. https://doi.org/10.1007/s10803-018-3707-6

Thomas, S., Sciberras, E., Lycett, K., Papadopoulos, N., & Rinehart, N. (2018). Physical functioning, emotional, and behavioral problems in children with ADHD and comorbid ASD: A cross-sectional study. *Journal of Attention Disorders*, *22*(10), 1002-1007. https://doi.org/10.1177/1087054715587096

5.1.2.2 Intellectual disability

Boyd, B. A., Woodard, C. R., & Bodfish, J. W. (2013). Feasibility of exposure response prevention to treat repetitive behaviors of children with autism and an intellectual disability: A brief report. *Autism*, *17*(2), 196-204. https://doi.org/10.1177/1362361311414066

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Howell, M., Bradshaw, J., & Langdon, P. E. (2022). 'There isn't a checklist in the world that's got that on it': Special needs teachers' opinions on the assessment and teaching priorities of pupils on the autism spectrum. *Journal of Intellectual Disabilities*, *26*(1), 211-226. https://doi.org/10.1177/1744629520972901

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MacFarland, M. C., & Fisher, M. H. (2021). Peer-mediated social skill generalization for adolescents with autism spectrum disorder and intellectual disability. *Exceptionality*, *29*(2), 114-132. https://doi.org/10.1080/09362835.2019.1579722

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5.2.2.2.2. Meltdown, shutdown, and dysregulation

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6. Theme 5: Identity considerations

6.1 Search terms and mapping summary of the literature

Multiple searches were conducted, and the terms used in conjunction with ("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum"). Details are provided in Table S9.

Table S9: Identity Search Terms

Theme 5 search terms
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum")
first nations people AND education or school or learning or teaching or classroom or education system
aborigin* AND autism
[cald OR identity]
[*cultural* OR [*lingusitic* AND *divers*]
[view OR perspective OR experience OR attitude OR perception] AND [cald OR cultural* OR lingusitic* OR divers*]
CALD OR *cultural* OR *lingusitic* AND *divers*
CALD OR cultural* OR lingusitic* OR divers*
School AND (CALD OR cultural* divers* OR lingusitic* divers*) NOT (health OR nursing)
autis* AND CALD
autis* AND [All Fields: cald OR All Fields: cultural* OR All Fields: lingusitic* OR All Fields: divers*]
("autistic child" OR "autistic children" OR "child with autism" OR "children with autism") AND (CALD OR cultural* OR lingusitic* OR divers*)
(cald or culturally and linguistically diverse)
('cultural influence' OR 'cultural influence on learning' OR 'cultural influence on education")
school AND ('cultural influence' OR 'cultural influence on learning' OR 'cultural influence on education") AND Australia NOT (university OR universities OR college OR colleges)
autis* AND ('cultural influence' OR 'cultural influence on learning' OR 'cultural influence on education")
('cultural influence' OR 'cultural influence on learning' OR 'cultural influence on education")
children or adolescents or youth or child or teenager AND sexual orientation or gender identity or gender expression or transgender LGBT or gender diverse or non-binary or queer or sexual/ity
(masking OR camouflaging)
(school or education or primary school or elementary school or secondary school or middle school or high school) AND self-determination NOT (university or college or higher education)
(student or pupil or child or adolescent or teen) AND (school or education or primary school or elementary school or secondary school or middle school or high school) AND agency NOT (university or college or higher education)
(school or education or primary school or elementary school or secondary school or middle school or high school) AND (self-concept or self-worth or self perception or self esteem) NOT (university or college or higher education)
(school or education or primary school or elementary school or secondary school or middle school or high school) AND student voice NOT (university or college or higher education)

In total 183 articles were included for review. Details of the literature that was included in this review and the topics they considered are summarised in Table S10.

Table S10: Identity Mapping Summary of the Literature

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes
Aboriginal and Torres Strait Islander (k = 35)	k = 22	Reviews k = 9 Aust Govt resource k = 3 Conference proceedings USA, k = 1	Canada k = 3 Canada, UK k = 2 USA k = 1 Taiwan k = 1 **Reviews** USA k = 1 Canada, USA, Australia, NZ k = 1 New Zealand k = 2	Australia k = 15 **Reviews** Australia k = 5	k = 1	k = 17	k = 4	Inclusive policy & practice Academic needs Complex needs Co-occurring considerations Family context Intersectionality Learning space design Marginality Wellbeing
Cultural influences (k = 43)	k = 37	k = 6	USA k = 12 Canada k = 1 Pakistan k = 1 UK k = 3 Singapore k = 1 Indonesia k = 1 Taiwan k = 1 Brunei k = 1 **Reviews** USA k = 3 UK k = 1	Australia k = 16 Made up of the following: Australia only k = 13 Australia, Cook Islands k = 1 Australia, Austria, France, Czech Republic k = 1 Australia, Lebanon, Sweden k = 1 **Reviews** Australia k = 2	k = 6	k = 26	k = 5	Inclusive policy and practice Academic needs CALD Complex needs Family context First Nations Learning space design Wellbeing
Cultural and linguistically diverse (CALD) learners (k = 37)	k = 30	k = 7	USA k = 18 UK k = 1 Canada k = 1 Saudi Arabia k = 1 **Reviews** USA k = 5 Singapore k = 1	Australia k = 9 **Reviews** Australia k = 1	k = 4	k = 20	k = 6	Inclusive policies and practices Academic needs Culture Family context Wellbeing
Autistic identity (k = 13)	k = 12	k = 1	USA k = 6 UK k = 3 USA, UK k = 1 Canada k = 1 **Reviews** UK k = 1	Australia k = 1	k = 3	k = 8	k = 1	Mostly unreported Belonging Intercultural communication Language acquisition Languages Transition Wellbeing

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes

Gender/ sexuality identity (k = 55)	k = 46	k = 9	USA k = 23
			UK k = 5
			Canada k = 3
			Netherlands
			              k = 4
			Finland k = 1
			Singapore k = 1
			Taiwan k = 1
			Turkey k = 1
			
			Reviews
			USA k = 2
			UK k = 2
			Mexico k = 1
			Portugal k = 1
			Italy k = 1
			Canada k = 1
			Netherlands
			              k = 1
				Australia
				k = 7
					k = 29	k = 12	k = 5	Not reported

6.2   Scoping review literature

6.2.1   Empirical articles

6.1.2.1   Aboriginal and Torres Strait Islander

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mental health in transgender adolescents. *Journal of Clinical Child & Adolescent Psychology*, 1-18. https://doi.org/10.1080/15374416.2021.1916940

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6.2.2   Reviews

6.2.2.1   Aboriginal and Torres Strait Islander

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Bevan-Brown, J. (2013). Including people with disabilities: An indigenous perspective. *International Journal of Inclusive Education*, *17*(6), 571-583. https://doi.org/10.1080/13603116.2012.694483

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Shochet, I. M., Orr, J. A., Kelly, R. L., Wurfl, A. M., Saggers, B. R., & Carrington, S. B. (2020). Psychosocial resources developed and trialled for indigenous people with autism spectrum disorder and their caregivers: A systematic review and catalogue. *International Journal for Equity in Health*, *19*(1), 134. https://doi.org/10.1186/s12939-020-01247-8

Simpson, H. A. (2021). Forming strong cultural identities in an intersecting space of indigeneity and autism in Canada, the United States, Australia, and New Zealand, *AlterNative: An International Journal of Indigenous Peoples*, *17*(3), 416-424. https://search.informit.org/doi/10.3316/informit.096475857611277

6.2.2.1.1.   Australian Government resources

Department of Social Services. (2017). *Australian Government plan to improve outcomes for Aboriginal and Torres Strait Islander people with disability*. Australian Government. https://www.dss.gov.au/disability-and-carers-supporting-people-with-disability-resources-supporting-people-with-disability/australian-government-plan-to-improve-outcomes-for-aboriginal-and-torres-strait-islander-people-with-disability

National Health and Medical Research Council (NHMRC). (2018). *Ethical conduct in research with Aboriginal and Torres Strait Islander peoples and communities: Guidelines for researchers and*

stakeholders (IND2). Commonwealth of Australia. https://www.nhmrc.gov.au/about-us/resources/ethical-conduct-research-aboriginal-and-torres-strait-islander-peoples-and-communities

National Workforce Centre for Child Mental Health (NWC). (2021). Working with Aboriginal and Torres Strait Islander families and children living with disability [Tipsheets]. *Emerging Minds*.

6.2.2.1.2.   Conference proceedings

Sampson, D. G. E., Spector, J. M. E., Ifenthaler, D. E., & Isaias, P. E. (2013). Proceedings of the International Association for Development of the Information Society (IADIS) International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA) (Fort Worth, Texas, October 22-24, 2013).

6.2.2.2   Cultural influences

Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, *34*(2), 165-181. https://doi.org/10.1080/02615479.2014.977244

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6.2.2.3   Cultural and linguistically diverse (CALD) learners

Bal, A., & Trainor, A. A. (2016). Culturally responsive experimental intervention studies: The development of a rubric for paradigm expansion. *Review of Educational Research*, *86*(2), 319-359. https://doi.org/10.3102/0034654315585004

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Pedler, M. (2019). Teachers can positively influence diverse learners' engagement in literacy. *Practical Literacy: The Early and Primary Years*, *24*(1), 4-5. https://search.informit.org/doi/10.3316/informit.123039214034481

Shorey, S., Ng, E. D., Haugan, G., & Law, E. (2020). The parenting experiences and needs of Asian primary caregivers of children with autism: A meta-synthesis. *Autism: The International Journal of Research & Practice*, *24*(3), 591-604. https://doi.org/10.1177/1362361319886513

Steinbrenner, J. R., McIntyre, N., Rentschler, L. F., Pearson, J. N., Luelmo, P., Jaramillo, M. E., Boyd, B. A., Wong, C., Nowell, S. W., Odom, S. L., & Hume, K. A. (2022). Patterns in reporting and participant inclusion related to race and ethnicity in autism intervention literature: Data from a large-scale systematic review of evidence-based practices. *Autism: The International Journal of Research & Practice*, *26*(8), 2026-2040. https://doi.org/10.1177/13623613211072593

Wu, H.-Y., & Chu, S.-Y. (2012). Self-determination of young children with special needs from culturally and linguistically diverse backgrounds. *Preventing School Failure: Alternative Education for Children and Youth*, *56*(3), 149-156. https://doi.org/10.1080/1045988X.2011.619221

6.2.2.4   Autistic identity

Botha, M., & Gillespie-Lynch, K. (2022). Come as you are: Examining autistic identity development and the neurodiversity movement through an intersectional lens. *Human Development*, *66*(2), 93-112. https://doi.org/10.1159/000524123

6.2.2.5   Gender/sexuality identity

André, T. G., Valdez-Montero, C., Márquez-Vega, M. A., Ahumada-Cortez, J. G., & Gámez-Medina, M. E. (2020). Communication on sexuality between parents and adolescents with autism spectrum disorder: A systematic review. *Sexuality and Disability*, *38*(2), 217-229. https://doi.org/10.1007/s11195-020-09628-1

Borges, L., & Riggi, G. (2021). Gender incongruence: A longitudinal perspective from childhood throughout adolescence. *European Psychiatry*, *64*(S1), S817-S817. https://doi.org/10.1192/j.eurpsy.2021.2159

Glidden, D., Bouman, W. P., Jones, B. A., & Arcelus, J. (2016). Gender dysphoria and autism spectrum disorder: A systematic review of the literature. *Sexual Medicine Reviews*, *4*(1), 3-14. https://doi.org/10.1016/j.sxmr.2015.10.003

Maggio, M. G., Calatozzo, P., Cerasa, A., Pioggia, G., Quartarone, A., & Calabro, R. S. (2022). Sex and sexuality in autism spectrum disorders: A scoping review on a neglected but fundamental issue. *Brain Science*, *12*(11). https://doi.org/10.3390/brainsci12111427

Manjra, I. I., & Masic, U. (2022). Gender diversity and autism spectrum conditions in children and adolescents: A narrative review of the methodologies used by quantitative studies. *Journal of Clinical Psychology*, *78*(4), 485-502. https://doi.org/10.1002/jclp.23249

Oates, M., & Bean, A. (2023). Intersecting effects of sex/gender and autism on structural language: A scoping review. *Autism*. https://doi.org/10.1177/13623613221151095

Øien, R. A., Cicchetti, D. V., & Nordahl-Hansen, A. (2018). Gender dysphoria, sexuality and autism spectrum disorders: A systematic map review. *Journal of Autism and Developmental Disorders*, *48*, 4028-4037. https://doi.org/10.1007/s10803-018-3686-7

Picard-Pageau, W., & Morales, E. (2022). Interventions on sexuality for adolescents with autism spectrum disorder: A systematic review. *Sexuality and Disability*, *40*(3), 599-622. https://doi.org/10.1007/s11195-022-09737-z

van der Miesen, A. I., Hurley, H., & De Vries, A. L. (2016). Gender dysphoria and autism spectrum disorder: A narrative review. *International Review of Psychiatry*, *28*(1), 70-80. https://doi.org/10.3109/09540261.2015.1111199

7. Theme 6: Family and community considerations

7.1 Search terms and mapping summary of the literature

Multiple searches were conducted, and the terms used in conjunction to ("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum"). Details are provided Table S11.

Table S11: Family and Community Considerations Search Terms

Theme 6 search terms
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC" OR "students on the autism" OR "students on the spectrum")
(sibling OR "sibling relationship") AND (view OR perspective OR experience OR attitude OR perception
"sibling well*"
sibling*
(("autism" OR "asd" OR "autism spectrum disorder" OR "autistic")) AND sibling* relationship*
sibling* relationship* NOT adult*
autis* AND sibling* AND (wellbeing OR well-being OR well being)
("autism" OR "asd" OR "autism spectrum disorder" OR "autistic") AND sibling* relationship* AND Australia*
All Fields:autis* AND All Fields:sibling* AND [All Fields:wellbeing OR All Fields:well-being OR All Fields:"well being"]
[All Fields:autis* OR All Fields:asd] AND All Fields:sibling* relationship*
"family wellbeing" OR "family relationships" OR "quality of life" NOT Any field contains the term/s "university" OR "college"
"family wellbeing" OR "family relationships" OR "quality of life" NOT Any field contains the term/s "university" OR "college" NOT adult
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASD") AND ("family wellbeing" OR "family relationships" OR "quality of life")
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASD") AND ("family wellbeing" OR "family relationships" OR "quality of life") NOT (university OR college OR adult) Limiters - Language: English
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASD") AND ("family well-being" OR "family wellbeing") NOT (university OR college OR adult) Limiters - Language: English
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASD") AND ("family wellbeing" OR "family relationships" OR "quality of life") NOT (university OR college OR adult) Limiters - Language: English
autis* OR asd AND family AND well-being OR wellbeing OR well being
family AND well-being OR wellbeing OR well being
autis* OR asd AND family relationships
autis? OR asd AND "quality"
autis? OR asd AND quality [no quotations]
autis? OR asd AND quality NOT adult OR university
"autistic students" OR "students with autism" OR "students with ASD" OR "student with ASD" AND "extended family"

"extended family"
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASD") AND "extended family"
(autis* OR ASD) AND ("extended family" OR "extended families")
(autis* OR ASD) AND ("extended family" OR "extended families") NOT adult*
rural

In total 80 articles were included for review. Details of the literature that was mapped and the topics covered are summarised in Table S12.

Table S12: Mapping Summary of Family and Community Related Articles

Topic	Total Number of Empirical Articles	Reviews	International: country of lead author	National (i.e., Australia): country of lead author	Number using Quantitative approaches	Number of studies using Qualitative approaches	Number of studies using Mixed Methods	Links to other themes
Family considerations (k = 14)	k = 12	k = 2	USA k = 6 UK k = 3 Canada k = 1 **Reviews** USA k = 2	Australia k = 2	k = 7	k = 4	k = 1	Academic needs Ethnicity Learning space design SES Transitions Wellbeing
Extended family considerations (k = 10)	k = 9	k = 1	USA k = 2 USA, Saudi Arabia k = 1 USA, Palestine k = 1 China k = 1 France k = 1 UAE k = 1 UK k = 1 **Review** USA k = 1	Australia k = 1	k = 2	k = 6	k = 1	Inclusive policy & practice Cultural influences
Siblings (k = 18)	k = 16	k = 2	UK k = 3 USA k = 2 USA, Palestine k = 1 Canada k = 1 Italy k = 1 **Review** UK k = 1	Australia only k = 7 USA & Australia k = 1 **Review** Australia k = 1	k = 2	k = 11	k = 3	Extended family Family context NDIS Cultural influences
Geographic/ socio-economic influences (k = 38)	k = 34	k = 4	USA k = 23 Canada k = 2 Zimbabwe k = 2 Zambia k = 1 Taiwan k = 2 Nepal k = 1 England k = 1 **Reviews** USA k = 3	Australia k = 2 **Review** Australia k = 1	k = 6	k = 16	k = 12	Academic needs Complex needs Family context Quality of life Self-determination Socioeconomic status Technology Transitions Wellbeing

7.2 Scoping review literature

7.2.1 Empirical articles

7.1.2.1 Family considerations

Botterill, S., Cottam, S., Fowke, A., & Theodore, K. (2019). "It put control back onto my family situation": Family experiences of positive behaviour support. *Advances in Mental Health & Intellectual Disabilities*, *13*(3/4), 91-101. https://doi.org/10.1108/AMHID-11-2018-0049

Bradshaw, J., Gillespie, S., McCracken, C., King, B. H., McCracken, J. T., Johnson, C. R., Lecavalier, L., Smith, T., Swiezy, N., Bearss, K., Sikich, L., Donnelly, C., Hollander, E., McDougle, C. J., & Scahill, L. (2021). Predictors of caregiver strain for parents of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *51*(9), 3039-3049. http://dx.doi.org/10.1007/s10803-020-04625-x

Burnham Riosa, P., Ensor, R., Jichici, B., & Davy, B. (2022). How my life is unique: Sibling perspectives of autism. *Autism*, *0*(0), 13623613221142385. https://doi.org/10.1177/13623613221142385

Gibson, A. N., Kaplan, S., & Vardell, E. (2017). A survey of information source preferences of parents of individuals with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *47*(7), 2189-2204. http://dx.doi.org/10.1007/s10803-017-3127-z

Green, S. A., & Carter, A. S. (2014). Predictors and course of daily living skills development in toddlers with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *44*(2), 256-263. http://dx.doi.org/10.1007/s10803-011-1275-0

Ivey-Hatz, J., & Frederick, K. (2014). Importance of quality of life issues: A pilot comparison of teachers and parents of children with autism spectrum disorders. *Journal of the American Academy of Special Education Professionals*, 25-38. https://files.eric.ed.gov/fulltext/EJ1134795.pdf

Leigh, S., Hayden, C., Paige, M., Warren, H., Javiera, C., Kerrie, D., Nicole, B., Peta, R., & Nicole, R. (2016). *Friends pay tribute to mum in murder-suicide case: A small catholic school community in Sydney's north is in mourning tonight after the murder-suicide deaths of two students with autism and their parents,* 7.30 Report, ABC1. https://search.informit.org/doi/10.3316/TVNEWS.TSM201610180129

Martin, N., & Peacock, B. (2020). Continuing the education of autistic pupils while focusing on family wellbeing during the coronavirus pandemic. *Good Autism Practice*, *21*(2), 5-10. https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eue&AN=147031513&site=ehost-live&scope=site&custid=qut

Mire, S. S., Tolar, T. D., Brewton, C. M., Raff, N. S., & McKee, S. L. (2018). Validating the revised illness perception questionnaire as a measure of parent perceptions of autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *48*(5), 1761-1779. http://dx.doi.org/10.1007/s10803-017-3442-4

Shivers, C. M., Sonnier-Netto, L., & Lee, G. K. (2019). Needs and experiences of family caregivers of individuals with autism spectrum disorders across the lifespan. *Journal of Policy & Practice in Intellectual Disabilities*, *16*(1), 21-29. https://doi.org/10.1111/jppi.12272

Sideropoulos, V., Dukes, D., Hanley, M., Palikara, O., Rhodes, S., Riby, D. M., Samson, A. C., & Van Herwegen, J. (2022). The impact of COVID-19 on anxiety and worries for families of individuals with special education needs and disabilities in the UK. *Journal of Autism and Developmental Disorders*, *52*(6), 2656-2669. https://doi.org/10.1007/s10803-021-05168-5

Wicks, R., Paynter, J., & Adams, D. (2021). Exploring the predictors of family outcomes of early intervention for children on the autism spectrum: An Australian cohort study. *Journal of Early Intervention*, *43*(1), 3-23. https://doi.org/10.1177/1053815119883413

7.1.2.2   Extended family considerations

Alotaibi, B. M. (2019). *Understanding the experiences of Saudi Arabian mothers of children with autism in the United States* (Publication Number 13809026) [Doctoral dissertation, Wayne State University]. ProQuest Dissertations Publishing. Michigan, United States. https://www.proquest.com/docview/2275500407#

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7.2.2 Reviews

7.2.2.1 Family considerations

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Schertz, H. H., Reichow, B., Tan, P., Vaiouli, P., & Yildirim, E. (2012). Interventions for toddlers with autism spectrum disorders: An evaluation of research evidence. *Journal of Early Intervention*, *34*(3), 166-189. http://dx.doi.org/10.1177/1053815112470721

7.2.2.2 Extended family considerations

Ravindran, N., & Myers, B. J. (2012). Cultural influences on perceptions of health, illness, and disability: A review and focus on autism. *Journal of Child and Family Studies*, *21*(2), 311-319. http://dx.doi.org/10.1007/s10826-011-9477-9

7.2.2.3 Siblings

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Wolff, B., Magiati, I., Roberts, R., Pellicano, E., & Glasson, E. J. (2022). Risk and resilience factors impacting the mental health and wellbeing of siblings of individuals with neurodevelopmental conditions: A mixed methods systematic review. *Clinical Psychology Review*, *98*, 102217. https://doi.org/https://doi.org/10.1016/j.cpr.2022.102217

7.2.2.4 Geographic/ socio-economic influences

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Ravindran, N., & Myers, B. J. (2012). Cultural influences on perceptions of health, illness, and disability: A review and focus on autism. *Journal of Child and Family Studies*, *21*(2), 311-319. http://dx.doi.org/10.1007/s10826-011-9477-9

Suppo, J., & Floyd, K. (2012). Parent training for families who have children with autism: A review of the literature. *Rural Special Education Quarterly*, *31*(2), 12-26. https://doi.org/10.1177/875687051203100203

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8. Theme 7: Inclusive practices

8.1 Search terms and mapping summary of the literature

Multiple searches were conducted, information regarding different searches and terms used are provided in Table S13.

Table S13: Inclusive Practices Search Terms

Theme 7 search terms
autism, autistic, school, inclusion, experience, parents, students, teachers, educators, inclusive
(autistic OR autism OR ASD OR ASC) AND (student OR pupil OR child* OR adolesc* OR teen*) AND (view OR perspective OR experience OR attitude OR perception OR opinion OR feelings OR thoughts) AND (inclusive OR mainstream OR regular OR traditional) AND (school OR education OR "primary school" OR "elementary school" OR "secondary school" OR "middle school" OR "high school")
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC") AND (views OR perspectives OR experiences OR attitudes OR perceptions) AND (educational OR learning OR academic OR social) AND (inclusion OR participation OR engagement OR access OR belonging OR success)
(autistic OR autism OR ASD OR ASC) AND (student OR pupil OR child* OR adolesc* OR teen*) AND (view OR perspective OR experience OR attitude OR perception OR opinion OR feelings OR thoughts) AND (inclusive OR mainstream OR regular OR traditional) AND (school OR education OR "primary school" OR "elementary school" OR "secondary school" OR "middle school" OR "high school")
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC") AND (views OR perspectives OR experiences OR attitudes OR perceptions) AND (educational OR learning OR academic OR social) AND (inclusion OR participation OR engagement OR access OR belonging OR success)
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC") AND (views OR perspectives OR experiences OR attitudes OR perceptions) AND (educational OR learning OR academic OR social) AND (inclusion OR participation OR engagement OR access OR belonging OR success)
autistic OR autism OR ASD OR ASC) AND (student OR pupil OR child* OR adolesc* OR teen*) AND (view OR perspective OR experience OR attitude OR perception OR opinion OR feelings OR thoughts) AND (inclusive OR mainstream OR regular OR traditional) AND (school OR education OR "primary school" OR "elementary school" OR "secondary school" OR "middle school" OR "high school")
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC") AND (views OR perspectives OR experiences OR attitudes OR perceptions) AND (educational OR learning OR academic OR social) AND (inclusion OR participation OR engagement OR access OR belonging OR success)
(autistic OR autism OR ASD OR ASC) AND (student OR pupil OR child* OR adolesc* OR teen*) AND (view OR perspective OR experience OR attitude OR perception OR opinion OR feelings OR thoughts) AND (inclusive OR mainstream OR regular OR traditional) AND (school OR education OR "primary school" OR "elementary school" OR "secondary school" OR "middle school" OR "high school")
("autistic students" OR "students with autism" OR "students with ASD" OR "student with ASC") AND (views OR perspectives OR experiences OR attitudes OR perceptions) AND (educational OR learning OR academic OR social) AND (inclusion OR participation OR engagement OR access OR belonging OR success)

In total 74 articles were included for review.

After eliminating duplicates and exclusions, 74 articles were included for review. Details of the literature that was "mapped" for each of the topics covered are summarised in Table S14.

Table S14: Mapping Summary of Inclusive Practices Related Literature

Topic	Total number of Articles	International	National	Quant	Qual	Mixed methods	Linked themes
Student perspectives	k = 21	UK k= 11 USA k =4 Canada/France k = 1 Sweden k =1	Australia k = 4	k = 1	k = 16	k = 4	Environment Identity Wellbeing
Parent perspectives	k = 17	Scotland k =1 South Africa k =1	Australia k =15	k= 4	k = 11	k = 2	Academic Needs
Educator perspectives	k = 22	UK k = 4 USA k = 3 Ireland k = 2 Sweden k = 1 Zimbabwe k = 1 Canada k = 1	Australia k = 10	k = 1	k = 19	k = 2	Not reported
Multiple stakeholder perspectives	k = 5	UK k = 3 USA k =1	Australia k =1	k = 0	k = 5	k = 0	Not reported
Reviews	k = 9	UK k = 2 Ireland k = 1 Sweden k = 1	Australia k = 3 Australia, New Zealand k = 1 Sweden, Australia k = 1				Intersectionality Wellbeing

8.2 Scoping review literature

8.2.1 Empirical articles

8.1.2.1 Student perspectives

Aubineau, M., & Blicharska, T. (2020). High-functioning autistic students speak about their experience of inclusion in mainstream secondary schools. *School Mental Health*, *12*(3), 537-555. https://doi.org/10.1007/s12310-020-09364-z

Bottema-Beutel, K., Cuda, J., Kim, S. Y., Crowley, S., & Scanlon, D. (2020). High school experiences and support recommendations of autistic youth. *Journal of Autism and Developmental Disorders*, *50*(9), 3397-3412. https://doi.org/10.1007/s10803-019-04261-0

Brownlow, C., Lawson, W., Pillay, Y., Mahony, J., & Abawi, D. (2021). "Just ask me": The importance of respectful relationships within schools. *Frontiers in Psychology*, *12*, 678264. https://doi.org/10.3389/fpsyg.2021.678264

Calder, L., Hill, V., & Pellicano, E. (2013). 'Sometimes I want to play by myself': Understanding what friendship means to children with autism in mainstream primary schools. *Autism*, *17*(3), 296-316. https://doi.org/10.1177/1362361312467866

Cook, A., Ogden, J., & Winstone, N. (2018). Friendship motivations, challenges and the role of masking for girls with autism in contrasting school settings. *European Journal of Special Needs Education*, *33*(3), 302-315. https://doi.org/10.1080/08856257.2017.1312797

Crompton, C. J., Hallett, S., Axbey, H., McAuliffe, C., & Cebula, K. (2022). 'Someone like-minded in a big place': Autistic young adults' attitudes towards autistic peer support in mainstream education. *Autism*, *27*(1), 76-91. https://doi.org/10.1177/13623613221081189

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Dillon, G. V., Underwood, J. D. M., & Freemantle, L. J. (2016). Autism and the U.K. secondary school experience. *Focus on Autism and Other Developmental Disabilities*, *31*(3), 221-230. https://doi.org/10.1177/1088357614539833

Falkmer, M., Granlund, M., Nilholm, C., & Falkmer, T. (2012). From my perspective – perceived participation in mainstream schools in students with autism spectrum conditions. *Developmental Neurorehabilitation*, *15*(3), 191-201. https://doi.org/10.3109/17518423.2012.671382

Goodall, C. (2018). 'I felt closed in and like I couldn't breathe': A qualitative study exploring the mainstream educational experiences of autistic young people. *Autism & Developmental Language Impairments*, *3*, 239694151880440. https://doi.org/10.1177/2396941518804407

Goodall, C. (2019). 'There is more flexibility to meet my needs': Educational experiences of autistic young people in mainstream and alternative education provision. *Support for Learning*, *34*(1), 4-33. https://doi.org/10.1111/1467-9604.12236

Holmes, S. C. (2022). Inclusion, autism spectrum, students' experiences. *International Journal of Developmental Disabilities*, 1-15. https://doi.org/10.1080/20473869.2022.2056403

Lamb, P., Firbank, D., & Aldous, D. (2016). Capturing the world of physical education through the eyes of children with autism spectrum disorders. *Sport, Education and Society*, *21*(5), 698-722. https://doi.org/10.1080/13573322.2014.941794

Mesa, S., & Hamilton, L. G. (2022). "We are different, that's a fact, but they treat us like we're different-er": Understandings of autism and adolescent identity development. *Advances in Autism*, *8*(3), 217-231. https://doi.org/10.1108/AIA-12-2020-0071

O'Hagan, S., Bond, C., & Hebron, J. (2022). Autistic girls and emotionally based school avoidance: Supportive factors for successful re-engagement in mainstream high school. *International Journal of Inclusive Education*, 1-17. https://doi.org/10.1080/13603116.2022.2049378

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9. Nationwide analysis of inclusive education policy

9.1 Selection criteria and mapping summary of policy documents

The search for inclusive education policy and strategy documents spanned years 2018-2023. Five inclusion criteria for selecting the documents included are presented in Table S15.

Table S15: Key Criteria Applied for Selecting Inclusive Education Policy Documents

	Key criteria applied for selection of documents
1	Had been published on the websites of Education Departments of states and territories in Australia
2	Included the word "policy" or "framework" or "charter" or "strategic" or plan" or "framework" or "directions" in their name
3	Included the word "education" or "inclusive education" or "inclusion" in their name
4	Included the word "disability" in their name
5	Included in the word "students" in their name

After exclusions, 22 documents were reviewed nationally across the six states and two territories of Australia. More details of the documents that were "mapped" are described and summarised in Table S16.

Table S16: Mapping Summary of Inclusive Policy Documents

State/territory	Documents	Number of Documents
Australian Capital Territory	• Strengthening Inclusive Education in ACT Public Schools: Discussion paper (November 2022). • Students with disability – meeting their educational needs procedure and hydrotherapy pools procedure (2022) • Students with a Disability Meeting their Educational Needs Policy (2022)	3
New South Wales	• Disability Strategy: A living document – improving outcomes for children and young people, and their families (2019) • Inclusive Education Policy for students with disability (October 2022; policy document and easy read version) • Inclusive Education Statement for students with disability (October 2022)	3
Northern Territory	• Framework for Inclusion 2019-2029 (brochure and A3 summary)	1
Queensland	• Department of Education Strategic Plan 2021-2025 • Equity and Excellence Strategy 2023 • Every Student with Disability Succeeding Plan 2021-2025 • Inclusive education policy v1.3 (10 June 2021)	4
South Australia	• Children and students with disability policy (July 2020) • Principles of inclusion for children and students with disability in education and care (November 2021) • State Disability Inclusion Plan 2019-2023	3
Tasmania	• Accessible Island: Tasmania's Disability Framework for Action 2018-2021 • Department of Education Strategic Plan 2022-2024.	2
Victoria	• Students with Disability Policy (July 2021) • Supported Inclusion Schools: Operational Manual (April 2021) • Victorian Autism Education Strategy (Dec 2020)	3
Western Australia	• Disability Access and Inclusion Plan 2018-2023 • Equity and Inclusion Charter: People and Services Committee (2021) • Every student, every classroom, every da - Strategic directions for public schools 2020-2024	3

The steps for the review of inclusive education policy and strategy across the states and territories, in accordance with the dimensions of the UNESCO Policy Review Framework, are summarised in Table S17.

Table S17: Summary of Steps Taken for Reviewing Inclusive Education Policy and Strategy of the Australian States and Territories

Step	Explanation
Step 1	Evidence from the documents (Table S16) for each state and territory were recorded in an excel spreadsheet for each dimension using the four defining features. Regular meetings occurred between members of the team to discuss the dimensions, features of each dimension in the framework and the evidence that was recorded in each spreadsheet for the dimensions.
Step 2	This step involved each member of the team analysing the evidence from step one and reporting on strengths, weaknesses, and recommendations for each state and territory across the four dimensions. These findings were documented in an excel spreadsheet. Regular meetings occurred between team members to discuss and debate analysis process and interpretation using the UNESCO framework. Some features of dimensions were not used as there was little evidence in step one.
Step 3	The third step was used to report on step one and two. The team agreed to use the terms strengths, concerns, level of progress, and recommendations to report on the review and analysis of each state and territory in Australia. Level of progress comments were selected from Annex 2 in the review framework (UNESCO, 2017).
Step 4	The team created a visual map to represent how each state and territory is progressing for each feature in the dimensions of Concepts, Policy Statements, Structures and Systems, and Practices. Letters with colours represent the level of progress: **N = No evidence of progress found, D = Discussions ➔ P = Planning ➔ A = Actions.** Under each Table for each dimension, a summary paragraph considering strengths, progress and recommendations drawing on the findings for each state and territory was written.

9.2   9.2 Inclusive education policy documents

9.2.1   Australian Capital Territory

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9.2.2   New South Wales

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- Easy read version: https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education/Inclusive-Education-Statement_Easy-Read.pdf

9.2.3 Northern Territory

Department of Education. (n.d.). *Framework for inclusion 2019-2029*. Northern Territory Government. https://education.nt.gov.au/publications/framework-for-inclusion-2019-2029

- Brochure PDF: https://education.nt.gov.au/__data/assets/pdf_file/0010/662779/Framework-for-inclusion-brochure.pdf
- A3 Summary PDF: https://education.nt.gov.au/__data/assets/pdf_file/0009/662778/A3-Summary.pdf

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Department of Education. (n.d.). *Every student with disability succeeding plan 2021-2025.* Queensland Government. https://education.qld.gov.au/student/Documents/every-student-with-disability-succeeding-plan.pdf

Department of Education. (2021). *Inclusive education policy (version 1.3)*. Queensland Government. https://ppr.qed.qld.gov.au/attachment/inclusive-education-policy.pdf

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Department of Education. (2023). Equity and Excellence Strategy. Queensland Government. https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/equity-and-excellence

9.2.5 South Australia

Department for Education. (n.d.). *State disability inclusion plan 2019-2023*. Government of South Australia. https://inclusive.sa.gov.au/__data/assets/pdf_file/0007/95335/State-Disability-Inclusion-Plan-Inclusive-SA.pdf

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9.2.8   Western Australia

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Department of Education. (2021, July 1). *Equity and inclusion charter: People and services committee, version 2*. Government of Western Australia. https://www.education.wa.edu.au/dl/x1p863d

Our values

Inclusion
Valuing lived experience

Innovation
Solutions for long term challenges

Evidence
Truth in practice

Independence
Integrity through autonomy

Cooperation
Capturing opportunities together

AutismCRC

Independent national source of evidence for best practice

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