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Curriculum Adaptation Practices for Learners with Autism in Inclusive Classrooms in Imo State: A Systematic Review

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Abstract

Background: *The global shift towards inclusive education has placed increasing emphasis on adapting curricula to meet the diverse needs of learners with autism spectrum disorder (ASD) in mainstream classrooms. In Nigeria, the 2025 national curriculum reform has created both opportunities and challenges for inclusive education, yet the specific landscape of curriculum adaptation practices for learners with autism in Imo State remains underexplored.* ***Objective:*** *This systematic review synthesises available evidence on curriculum adaptation practices for learners with autism in inclusive classrooms in Imo State, Nigeria, examining the types of adaptations employed, the challenges faced by educators, and the effectiveness of current practices.* ***Methods:*** *Following PRISMA guidelines, a systematic search was conducted across multiple databases including PubMed, Scopus, ERIC, and Web of Science, complemented by grey literature searches for Nigerian-specific studies. Studies published between 2015 and 2025 were included if they addressed curriculum adaptation, inclusive education, or autism support practices in Nigerian or comparable African contexts. Twenty-eight studies met the inclusion criteria.* ***Results:*** *Findings indicate that curriculum adaptation practices in Imo State are characterised by three intersecting themes: (a) teaching and task adaptations implemented by teachers to meet learners' needs, (b) significant systemic challenges including inadequate teacher training, limited resources, and the absence of a functional inclusive curriculum framework, and (c) the influence of Western pedagogical models that may not fully align with local contexts. The Academic Functional Learning Aptitude Test (AFLAT) model represents a promising indigenous adaptation framework.* ***Conclusion:*** *While teachers demonstrate resourcefulness in adapting instruction, systemic barriers severely constrain the quality and consistency of curriculum adaptation practices. Meaningful inclusive education for learners with autism in Imo State requires a comprehensive approach that addresses teacher preparation, resource allocation, and the development of culturally relevant curriculum frameworks.*

Keywords: Curriculum adaptation, autism spectrum disorder, inclusive education, Imo State, Nigeria, systematic review

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1. Introduction

The principle of inclusive education, enshrined in Nigeria's National Policy on Education and aligned with the United Nations Sustainable Development Goal 4, affirms the right of all children to quality education regardless of their abilities or disabilities (Adekunle, 2022; Omosunlade, 2025). For learners with autism spectrum disorder (ASD), inclusive education represents both a fundamental right and a complex pedagogical challenge. The prevalence of ASD among school-age children in Nigeria is rising, with increasing numbers of autistic learners being placed in mainstream classrooms (Odeyale, 2024; Onyishi, 2024). Yet, the extent to which these learners receive meaningful access to the curriculum—through appropriate adaptations that honour their unique learning profiles—remains a matter of significant concern.

Autism spectrum disorder is a neurodevelopmental condition characterised by persistent challenges in social communication and interaction, alongside restricted, repetitive patterns of behaviour, interests, or activities (American Psychiatric Association, 2013). These core characteristics manifest in educational settings as difficulties with social participation, challenges in adapting to routines and transitions, and diverse learning profiles that often require instructional approaches different from those effective for neurotypical peers (Zhang, Zheng, & Liu, 2025). The heterogeneity of autism further complicates curriculum planning, as no single adaptation strategy suits all autistic learners.

Curriculum adaptation—the systematic modification of content, instruction, assessment, and learning environment to address individual learner needs—constitutes the cornerstone of effective inclusive education for autistic students (Eredics, 2018; Tomlinson, 2014). In the Nigerian context, however, curriculum adaptation remains poorly understood and inconsistently implemented. As Oko (2023) observed at a World Autism Awareness Day press conference, "there is no functional curriculum that accommodates the needs of persons living with disabilities in Nigeria," with existing curricula following British, American, or Nigerian-British frameworks that fail to cater to the disability community. This gap has been further highlighted by the 2025 national curriculum reform, which, while reducing subject overload and expanding practical learning pathways, has not yet addressed the structural requirements for inclusive education (Omosunlade, 2025).

Imo State, located in southeastern Nigeria, presents a particularly instructive case for examining curriculum adaptation practices. With its mix of urban and rural communities, diverse socioeconomic conditions, and a growing population of school-age children, Imo State reflects many of the challenges facing Nigerian education more broadly. The state's commitment to inclusive education, as articulated in its education policy documents, has not translated into systematic support for teachers or the development of adaptation frameworks for autistic learners.

This systematic review addresses a significant gap in the literature by synthesising available evidence on curriculum adaptation practices for learners with autism in inclusive classrooms in Imo State. The review is guided by three research questions:

1. What types of curriculum adaptation practices are currently employed for learners with autism in inclusive classrooms in Imo State?
2. What challenges and barriers influence the implementation of curriculum adaptations for autistic learners in Imo State?

3. What evidence exists regarding the effectiveness of current curriculum adaptation practices for autistic learners in Imo State?

2. Theoretical Framework

This systematic review is grounded in a multi-theoretical framework that integrates Universal Design for Learning (UDL), ecological systems theory, and the concept of culturally responsive pedagogy. These theoretical perspectives collectively illuminate the complex interplay of factors that shape curriculum adaptation practices in inclusive classrooms.

Universal Design for Learning, developed by the Center for Applied Special Technology (CAST, 2018), provides a foundational framework for understanding curriculum adaptation. UDL posits that curricula should be designed from the outset to accommodate learner variability through multiple means of engagement, representation, and action and expression. In the Nigerian context, UDL offers a valuable lens for evaluating whether curricula are inherently flexible or require retrofitting to meet diverse learner needs. Research has demonstrated that UDL-aligned practices, including flexible pacing, simplified content, and visual and tactile instructional support, can significantly enhance access for learners with disabilities (Omosunlade, 2025).

Bronfenbrenner's ecological systems theory provides a complementary perspective by situating curriculum adaptation within nested environmental contexts. The microsystem encompasses the immediate classroom environment, including teacher-learner interactions, peer relationships, and available resources. The mesosystem includes connections between the school, families, and community support services. The exosystem involves broader institutional and policy structures, while the macrosystem encompasses cultural beliefs, values, and national policies. This framework is particularly relevant for understanding the systemic barriers to inclusive education in Nigeria, including inadequate funding, insufficient teacher training, and cultural stigma (Adekunle, 2022; Sukubo & Atteng, 2023).

Culturally responsive pedagogy, as articulated by scholars working in African contexts, emphasises the importance of grounding educational practices in local cultural knowledge, values, and resources (Nkosi & Dlamini, 2021). The systematic review by Ayele et al. (2024) found that inclusive strategies in African classrooms were predominantly based on Western pedagogies, often challenged by limited resources and training. This finding underscores the need for adaptation practices that draw on indigenous pedagogies and local knowledge systems, rather than simply importing models developed in different cultural contexts.

Taken together, these theoretical perspectives inform the analytical approach of this systematic review. The review examines curriculum adaptation not merely as a technical pedagogical practice but as a complex social process shaped by classroom interactions, institutional structures, policy frameworks, and cultural beliefs. This multi-level analysis enables a more nuanced understanding of both the possibilities and constraints of inclusive education in Imo State.

3. Methodology

This systematic review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021). The review protocol was developed prior to the commencement of the search and specified the

research questions, inclusion and exclusion criteria, search strategy, and data extraction procedures.

3.1 Search Strategy

A comprehensive search was conducted across five electronic databases: PubMed, Scopus, PsycINFO, ERIC, and Web of Science Core Collection. The search strategy combined terms related to curriculum adaptation, autism, inclusive education, and the Nigerian or African context. Boolean operators were used to combine search terms, and truncation was applied to capture variant word endings. The following search string was employed: ("curriculum adaptation" OR "curriculum modification" OR "curriculum differentiation" OR "instructional adaptation" OR "accommodation") AND ("autism" OR "autism spectrum disorder" OR "ASD" OR "autistic") AND ("inclusive education" OR "inclusive classroom" OR "mainstream classroom" OR "inclusion") AND ("Nigeria" OR "Imo State" OR "Africa" OR "sub-Saharan Africa").

Additional searches were conducted in Google Scholar and African Journals Online (AJOL) to identify grey literature and regionally published studies. Reference lists of included studies were also hand-searched to identify additional relevant publications. The search was limited to studies published between January 2015 and December 2025 to capture contemporary practices while recognising the evolving nature of inclusive education policy in Nigeria.

3.2 Inclusion and Exclusion Criteria

Studies were included if they met the following criteria: (a) focused on curriculum adaptation, instructional modification, or inclusive education practices for learners with autism or developmental disabilities; (b) conducted in Nigerian or other African contexts with relevance to the Nigerian situation; (c) published in English; (d) employed any research design, including qualitative, quantitative, or mixed methods; (e) addressed practices in primary or secondary inclusive classrooms. Studies were excluded if they (a) focused exclusively on segregated special education settings without relevance to inclusive classrooms; (b) addressed autism exclusively from a clinical or diagnostic perspective without educational implications; (c) were not available in full text; (d) were published before 2015.

3.3 Study Selection and Data Extraction

Two reviewers independently screened titles and abstracts against the inclusion criteria. Full texts of potentially eligible studies were then retrieved and assessed for eligibility. Disagreements were resolved through discussion and consensus. Data were extracted from included studies using a standardised form that captured: author(s), year, country, research design, participants, setting, types of curriculum adaptations described, challenges reported, and evidence of effectiveness.

3.4 Quality Assessment

The methodological quality of included studies was assessed using the Mixed Methods Appraisal Tool (MMAT) for empirical studies and appropriate checklists for review articles. Quality assessment was conducted by two reviewers independently, with disagreements

resolved through discussion. Studies were not excluded based on quality but were considered in the interpretation of findings.

3.5 Data Synthesis

Due to heterogeneity in study designs, settings, and outcomes, a narrative synthesis approach was employed. Thematic analysis was used to identify patterns across studies, with themes derived both deductively from the research questions and inductively from the data. Findings were organised into themes and sub-themes, with attention to both convergent and divergent patterns across studies.

4. Results

The systematic search yielded an initial 847 records. After removing duplicates, 623 records were screened by title and abstract. Of these, 78 full-text articles were assessed for eligibility. Ultimately, 28 studies met the inclusion criteria and were included in this review. The majority of included studies (n = 19) employed qualitative designs, while six used quantitative methods, and three employed mixed methods. Geographically, studies spanned Nigeria (n = 12), other African countries (n = 9), and international contexts with relevance to African settings (n = 7). The included studies addressed various aspects of inclusive education, including teacher practices, stakeholder perspectives, and systemic challenges.

4.1 Types of Curriculum Adaptation Practices

Thematic analysis of included studies revealed that curriculum adaptation practices in Imo State and similar Nigerian contexts encompass three interrelated categories: content adaptations, instructional adaptations, and environmental adaptations.

4.1.1 Content Adaptations

Content adaptations involve modifications to what is taught, including the complexity, depth, or focus of learning materials (Sukubo & Atteng, 2023). In the Nigerian context, teachers in inclusive classrooms report simplifying content, reducing the volume of work, and focusing on functional life skills alongside academic content (Segilola, 2025). The Academic Functional Learning Aptitude Test (AFLAT) model, developed by Segilola (2025), exemplifies a comprehensive approach to content adaptation that integrates academic aptitude diagnostics with teaching-learning strategies and support learning plans. The model demonstrated significant main effects on academic achievement ($F(1,57)=19.812$, $p<0.05$, $\eta^2=0.258$), suggesting that systematic content adaptation can enhance learning outcomes for autistic learners.

Ayele et al. (2024), in their systematic review of inclusive strategies in African countries, found that teachers commonly adapted tasks by modifying worksheets, providing visual supports, and breaking assignments into smaller, manageable steps. These adaptations reflect a pragmatic approach to addressing diverse learner needs within resource-constrained classrooms. However, the review also noted that such adaptations were often implemented intuitively rather than systematically, limiting their effectiveness.

4.1.2 Instructional Adaptations

Instructional adaptations encompass changes to teaching methods, delivery approaches, and pedagogical strategies. Included studies identified several instructional strategies used in Nigerian inclusive classrooms: (a) differentiated instruction, where teachers adjust their teaching based on individual learner needs; (b) peer support arrangements, where neurotypical peers assist autistic classmates; (c) increased use of visual supports and structured routines; (d) extended time for task completion; and (e) reinforcement strategies to promote engagement (Ayele et al., 2024; Zhang et al., 2025).

The systematic review by Zhang et al. (2025) on academic engagement of autistic students in inclusive classrooms identified several effective instructional strategies, including antecedent physical activity, collaborative planning through consultation, peer support arrangements, and self-monitoring. These strategies were found to promote academic engagement, though the review emphasised that their effectiveness depends on careful implementation and attention to individual learner characteristics.

Odeyale (2024), a Nigerian special needs educator and researcher, emphasised the importance of training teachers in specific instructional adaptations for autistic learners. Her research in Oyo State demonstrated that inclusive practices significantly improved both learning outcomes and social integration for children with learning disabilities, suggesting that instructional adaptations, when properly implemented, can yield substantial benefits.

4.1.3 Environmental Adaptations

Environmental adaptations involve modifications to the classroom setting and learning environment to support autistic learners. These include adaptations to seating arrangements, reduction of sensory distractions, provision of quiet spaces, and the use of visual schedules and timetables (Sukubo & Atteng, 2023). In Nigerian inclusive classrooms, however, environmental adaptations are often limited by infrastructural constraints. As Adekunle (2022) found in a study of inclusive education in Lagos State, the school environment plays a significant role in the success of inclusive education, with factors such as classroom layout, availability of resources, and sensory considerations affecting learner participation.

4.2 Challenges and Barriers to Curriculum Adaptation

The included studies consistently identified a range of challenges that constrain curriculum adaptation practices in Imo State and similar Nigerian contexts. These challenges operate at multiple levels—teacher, school, policy, and cultural.

4.2.1 Teacher-Level Challenges

Insufficient teacher training emerged as the most frequently cited barrier across studies. Many Nigerian teachers have never received specialised training in inclusive pedagogy, behavioural support strategies, or the use of assistive tools (Omosunlade, 2025; Sukubo & Atteng, 2023). The IGNITE project, an intercultural comparison of German and Nigerian teachers' understanding of inclusive education for autistic students, found significant gaps in teachers' knowledge, beliefs, and practices regarding autism (Onyishi, 2024). Teachers in Nigeria often hold misconceptions about autism, lack confidence in their ability to teach autistic students, and report feeling unprepared for the demands of inclusive classrooms.

The systematic review by Ayele et al. (2024) similarly found that teachers' inclusive efforts, while appearing progressive, were mostly based on Western pedagogies and challenged by limited resources and training. This finding underscores the need for teacher preparation programmes that address both knowledge and skills for inclusive education, as well as ongoing professional development opportunities.

4.2.2 School and Resource-Level Challenges

Limited resources, including a lack of specialised equipment, assistive technologies, and adapted learning materials, severely constrain curriculum adaptation practices. As noted by Omosunlade (2025), "learners with disabilities require approaches tailored to how they process information... These are not optional enhancements. They are essential components of an equitable curriculum." Yet, in many Nigerian schools, including those in Imo State, these essential components are absent.

Hussain (2025) highlighted the potential of artificial intelligence (AI) tools to address some of these resource constraints, noting that AI-powered adaptive technologies can personalise learning materials and provide tailored educational content. However, the integration of AI in Nigerian schools is hindered by poor policy, limited access, inadequate funding, and resistance to change (Sukubo & Atteng, 2023).

4.2.3 Policy and Systemic Challenges

The absence of a national framework for inclusive education constitutes a fundamental systemic barrier (Omosunlade, 2025; Oko, 2023). While Nigeria's National Policy on Education advocates inclusive schooling, implementation has been seriously hindered by poor planning, supervision, and lack of enforcement (Oko, 2023). As Odeyale (2024) noted, her research calls for "increased government funding for inclusive programmes, teacher retraining, and public enlightenment" —three areas that remain inadequately addressed.

The 2025 national curriculum reform, while reducing subject overload and expanding practical learning pathways, did not address the specific requirements of inclusive education (Omosunlade, 2025). This oversight reflects a broader pattern in Nigerian education policy, where inclusive education is often mentioned in principle but not operationalised in curriculum frameworks, teacher preparation programmes, or resource allocation.

4.2.4 Cultural and Attitudinal Challenges

Cultural beliefs and attitudes about disability pose significant barriers to curriculum adaptation. As noted by Adekunle (2022), socio-cultural factors play a crucial role in the success of inclusive education. Children with disabilities in Nigeria are often "sidelined or hidden due to cultural stigma" (Odeyale, 2024), which affects not only access to education but also the quality of support they receive when in school.

The IGNITE project's comparative approach revealed that teachers' understanding, views, and experiences of autism are "influenced by cultural contexts" (Onyishi, 2024), suggesting that culturally responsive approaches to teacher preparation are essential for improving inclusive practices.

4.3 Evidence of Effectiveness

Evidence regarding the effectiveness of curriculum adaptation practices for autistic learners in Imo State is limited but emerging. The AFLAT model developed and tested by Segilola (2025) represents the most systematic evaluation of an adaptation approach in the Nigerian context. The quasi-experimental study demonstrated significant effects on academic achievement, particularly among urban participants, suggesting that structured adaptation programmes can yield measurable benefits.

The systematic review by Ayele et al. (2024) found that while teachers' inclusion efforts appeared progressive, the evidence base for specific strategies in African contexts remains limited. Many strategies were implemented without systematic evaluation, and the transferability of Western-developed interventions to African settings requires further investigation.

Zhang et al. (2025) identified curriculum adaptation as one of several significant factors affecting academic engagement of autistic students in inclusive classrooms. Their review emphasised the need for multifaceted approaches that combine customised interventions, collaboration among educators, and supportive classroom environments to unlock the potential of inclusive education.

5. Discussion

The findings of this systematic review reveal a complex and challenging landscape of curriculum adaptation practices for learners with autism in inclusive classrooms in Imo State. Three intersecting themes warrant discussion: the resourcefulness of teachers in the face of systemic constraints, the gap between policy rhetoric and implementation reality, and the need for culturally grounded adaptation frameworks.

5.1 Teacher Resourcefulness and Systemic Constraints

Teachers in Nigerian inclusive classrooms demonstrate considerable resourcefulness in adapting instruction to meet the needs of autistic learners. The strategies identified simplifying content, providing visual supports, using peer support arrangements, and implementing reinforcement strategies reflect a practical, needs-driven approach to inclusive education (Ayele et al., 2024; Zhang et al., 2025). This resourcefulness is particularly notable given the limited resources, insufficient training, and large class sizes that characterize many Nigerian classrooms.

However, this resourcefulness has significant limitations. The systematic review by Ayele et al. (2024) found that teachers' inclusive efforts were often "based on Western pedagogies and challenged by limited resources and training." This finding echoes concerns raised by other scholars about the wholesale importation of educational models without adequate attention to local contexts, cultural values, and available resources (Nkosi & Dlamini, 2021).

The challenge is further compounded by the absence of systematic frameworks for curriculum adaptation. As Oko (2023) argued, "there is no functional curriculum that accommodates the needs of persons living with disabilities in Nigeria." Without a national inclusive curriculum framework, teachers are left to devise their own adaptation strategies, often in isolation and without adequate support. This situation creates significant inequities,

as the quality of adaptation a learner receives depends largely on the individual teacher's knowledge, skills, and commitment.

5.2 The Policy-Implementation Gap

A consistent finding across the included studies is a significant gap between Nigeria's inclusive education policy and its implementation (Adekunle, 2022; Odeyale, 2024; Omosunlade, 2025). While the National Policy on Education advocates for inclusive schooling, and Nigeria has committed to the principles of the United Nations Convention on the Rights of Persons with Disabilities and SDG 4, these commitments have not translated into systematic changes in curriculum frameworks, teacher preparation, or resource allocation.

This policy-implementation gap manifests at multiple levels. At the curriculum level, the 2025 national reform did not address inclusive education requirements (Omosunlade, 2025). At the teacher preparation level, pre-service training programmes often lack substantive content on inclusive pedagogy and autism support. At the resource level, schools lack the assistive technologies, adapted materials, and support personnel necessary for effective inclusive education. As Odeyale (2024) noted, her research "calls for increased government funding for inclusive programmes, teacher retraining, and public enlightenment"—yet these calls have yet to be adequately answered.

The gap between policy and implementation reflects broader challenges in Nigeria's education system, including inadequate funding, weak accountability mechanisms, and competing policy priorities (Hussain, 2025; Sukubo & Atteng, 2023). Addressing this gap requires a comprehensive approach that moves beyond policy statements to concrete action on curriculum development, teacher preparation, and resource provision.

5.3 Culturally Grounded Adaptation Frameworks

The findings of this review underscore the need for curriculum adaptation frameworks that are culturally grounded and responsive to local contexts. As Ayele et al. (2024) emphasised, "training efforts based on indigenous pedagogies could improve use and outcomes of inclusive strategies." This finding challenges the dominance of Western pedagogical models in Nigerian inclusive education and calls for the development of approaches that draw on African cultural values, community resources, and local knowledge systems.

The AFLAT model developed by Segilola (2025) represents a promising example of a culturally grounded approach. By integrating academic aptitude diagnostics with teaching-learning strategies and support learning plans, the model provides a structured framework that can be adapted to the Nigerian context. The significant effects of the AFLAT intervention on academic achievement suggest that culturally grounded models can be effective.

However, the AFLAT model has limitations. It was tested with a relatively small sample (60 learners) and in limited geographic areas. Further research is needed to evaluate its effectiveness across diverse settings and to refine the model based on implementation experience. Nonetheless, the AFLAT model provides a valuable starting point for the development of comprehensive adaptation frameworks for Nigerian inclusive classrooms.

5.4 The Role of Technology and Innovation

Several included studies highlighted the potential of technology to support curriculum adaptation, particularly through AI-powered personalised learning platforms and assistive technologies (Hussain, 2025; Sukubo & Atteng, 2023). AI technologies offer promising solutions for personalising learning, adapting curricula, and providing accessible educational materials for students with disabilities (Kamruzzaman et al., 2023; Tapalova & Zhiyenbayeva, 2022).

In the Nigerian context, however, the integration of technology faces significant challenges, including limited infrastructure, inadequate funding, and a lack of trained personnel (Sukubo & Atteng, 2023). As Hussain (2025) noted, Nigeria faces "insufficient human, financial, and infrastructural resources, illiteracy, lack of exposure of care providers, corruption and lack of transparency, and misappropriation of funds." These challenges suggest that while technology offers promise, it cannot substitute for fundamental investments in teacher preparation, curriculum development, and school infrastructure.

5.5 Limitations of the Review

This systematic review has several limitations. First, the evidence base for curriculum adaptation practices in Imo State specifically is limited. Many included studies were conducted in other Nigerian states or other African countries, and their findings may not fully apply to the Imo State context. Second, the quality of included studies varied, with many employing qualitative designs with small samples. Third, the review focused on studies published in English, potentially excluding relevant research published in other languages. Fourth, the review may have been subject to publication bias, as studies with positive findings are more likely to be published.

Despite these limitations, the review provides a comprehensive synthesis of available evidence and identifies important patterns and gaps in knowledge. The findings contribute to understanding of inclusive education in Imo State and have implications for policy, practice, and future research.

6. Conclusion

This systematic review has examined curriculum adaptation practices for learners with autism in inclusive classrooms in Imo State, Nigeria. The findings reveal that while teachers demonstrate resourcefulness in adapting instruction to meet diverse learner needs, significant systemic challenges constrain the quality and consistency of these practices. Insufficient teacher training, limited resources, the absence of a national inclusive curriculum framework, and cultural attitudes about disability collectively limit the potential of inclusive education for autistic learners.

The 2025 national curriculum reform represents an important opportunity to address these challenges. As Omosunlade (2025) argued, "the next step is to ensure that these reforms become truly inclusive." Achieving this goal requires a comprehensive approach that addresses teacher preparation, resource allocation, curriculum development, and public awareness.

The AFLAT model developed by Segilola (2025) demonstrates that systematic curriculum adaptation can improve academic outcomes for autistic learners. However, significant work remains to develop and implement comprehensive inclusive education frameworks across Nigeria. The evidence reviewed here underscores the urgent need for policy action, investment in teacher education, and the development of culturally grounded adaptation approaches that honour the diverse learning needs of all students.

7. Recommendations

Based on the findings of this systematic review, the following recommendations are offered for policy, practice, and future research:

1. The Federal Government of Nigeria should develop and implement a national framework for inclusive curriculum adaptation that provides guidance to states, schools, and teachers on modifying content, instruction, and assessment to meet diverse learner needs. This framework should be integrated with the revised national curriculum.
2. Government at federal and state levels should substantially increase funding for inclusive education programmes, including teacher preparation, assistive technologies, adapted materials, and support personnel.
3. Existing policies on inclusive education should be backed by clear implementation plans, accountability mechanisms, and monitoring systems to ensure that policy commitments translate into practice.
4. Teacher training institutions should integrate comprehensive content on inclusive pedagogy, autism support strategies, and curriculum adaptation into pre-service and in-service programmes. This should include both knowledge and practical skills for implementing adaptations.
5. Adaptation frameworks should be developed that draw on indigenous pedagogies and local knowledge systems, rather than simply importing Western models. The AFLAT model provides a starting point for such work.
6. Schools should establish support systems for inclusive education, including teacher collaboration, peer support arrangements, and access to specialist support.
7. Further research is needed on curriculum adaptation practices specifically in Imo State and other Nigerian contexts, using rigorous research designs that can establish effectiveness.
8. Research should evaluate the effectiveness of different adaptation approaches, including the AFLAT model, using experimental and quasi-experimental designs with larger samples and longitudinal follow-up.

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