

Summary

The habilitation thesis titled "*Innovative Strategies for Curricular Adaptation to Facilitate the School Inclusion of Children with Autism Spectrum Disorder*" synthesizes my scientific, academic, and professional milestones, emphasizing my personal contributions to the domains of Autism Spectrum Disorders (ASD), Augmentative and Alternative Communication (AAC), and inclusive education. Structured in three chapters, the thesis first discusses the trajectory of my academic, scientific, and professional career (Chapter 1), followed by a detailed exploration of ASD, AAC, and inclusive teaching (Chapter 2), highlighting my personal contributions to these knowledge areas. Chapter 3, titled "Future Directions in Academic and Professional Scientific Activities," outlines both immediate and long-term research goals and plans for continuous professional development in my field of expertise.

Chapter 1 details the beginnings and evolution of my career, starting with my initial work in education for non-verbal children with ASD, then detailing the foundational training that sparked my interest in this area. My master's and doctoral studies marked a critical expansion of my theoretical and practical knowledge, culminating in the development of my own method for educational intervention. This chapter also covers my scientific contributions, emphasizing editorial publications and participation in various developmental projects. From the standpoint of research visibility, my work includes 63 publications indexed by Google Scholar with an h-index of 6 and an i10-index of 5, accounting for 279 citations, and by Web of Science with an H-Index of 4, resulting from 10 publications and 37 citations.

Chapter 2, titled "Evidence-Based Strategies for Curricular Adaptation and School Inclusion for Children with Autism Spectrum Disorders," delves into highly relevant and complex topics such as ASD, curricular adaptations, and personalized intervention plans that utilize AAC strategies. This chapter combines my theoretical expertise with practical experience to showcase innovative contributions to the field, reflected through published books and research conducted over nearly two decades. It begins by analysing the complex nature of ASD, exploring not just the disorder's specific aspects but also its impact on the inclusivity of the school environment,

particularly in terms of language development and social communication skills. The findings from my case studies underscore the need for a tailored educational approach for children with ASD, considering the diversity and uniqueness of each case. Central to the discussion is the use of AAC as a crucial tool in enhancing communication for children with ASD. My professional expertise, supported by extensive research, aims to provide a comprehensive view of how various AAC techniques and strategies can be integrated into curriculum design to support school inclusion, enhance academic performance, and develop communication skills in children with ASD. My contributions aim to offer an in-depth understanding of AAC as an essential means of expression for children facing communication challenges, paving the way for broader interaction, and learning opportunities. This chapter also emphasizes the importance of creating an educational environment that fosters the participation and learning of all students, regardless of their abilities or challenges, and offers a detailed look at the factors influencing the successful school integration of children with ASD. The chapter concludes with a contemplative note on the impact of the emerging neurodiversity paradigm and its implications for educational practices and pedagogy.

The final chapter addresses my future professional and personal development plans, setting out short-term and long-term research goals and continuous development plans in my area of expertise, reaffirming my dedication to the field of inclusive education.

In conclusion, the thesis provides a thorough overview of my academic and professional achievements, focusing on inclusive education, ASD, and AAC, and highlights my significant contributions to the advancement of theory and practice in these areas, demonstrating a profound commitment to enhancing the educational quality for children with Special Educational Needs (SEN) generally, and those with ASD specifically.