

Supplementary Materials

Inclusive Education for Autistic Learners in Trinidad and Tobago: Policy, Evidence, and Implementation Capacity

Gabriel Julien

University of the West Indies Global Campus, Trinidad and Tobago

Journal of Educational Research and Practice, 4(2), 261–283 (2026)

<https://doi.org/10.70376/jerp.v4i2.453>

Consolidation note. This single publication file integrates the material described in the article as Supplementary File 1 (Appendices A–D) and Supplementary File 2 (the evidence-matrix workbook). Stable source identifiers and the candidate-level audit trail are retained.

Guide to the supplementary materials

The supplementary materials document the reconstructed corpus and the analytical decisions supporting the structured narrative review. The corpus was reconstructed and verified on 14 July 2026, with scholarly eligibility limited to 2020–2025 and policy, legal, or technical eligibility limited to material published or operative by 31 December 2025, subject to the stated foundational-policy exception.

The corpus comprises 47 distinct candidate records. Thirty-one sources were included as analytical evidence (15 scholarly sources and 16 policy, legal, or technical documents), 16 were excluded or retained only for methodological, clinical-background, historical, or contextual purposes, and no duplicate records were identified.

Document map

Section	Title	Purpose
Appendix A	Search Strategy and Audit Trail	Exact bibliographic strategies, targeted searches, eligibility rules, deduplication, and screening procedures.
Appendix B	Included Evidence Matrix	Source-level characteristics, analytical domains, contributions, appraisal, directness, access status, and source links for S01–S15 and P01–P16.
Appendix C	Exclusion and Non-Analytical Source Log	One principal exclusion reason and evidence role for E01–E16.
Appendix D	Appraisal and Corpus Reconciliation	Appraisal rubric, flow counts, and mathematical reconciliation of all 47 candidates.
References	Supplementary References	Complete references for the candidate corpus and methodological/background sources retained in the audit trail.

Identifier key: S = included scholarly evidence; P = included policy, legal, or technical evidence; E = excluded or non-analytical source. Source links are embedded in Appendix B and Appendix C.

Appendix A. Search Strategy and Audit Trail

Data-status note. This appendix documents the reproducible search framework and the completed reconstructed evidence corpus. Targeted website, repository, scholarly-web, and exact-title searches were completed on 14 July 2026. Eligibility was limited to scholarly evidence published from 2020 to 2025 and policy, legal, or technical documents published or operative by 31 December 2025, subject to the stated foundational-policy exception.

A1. Bibliographic database strategies

Table A1. Bibliographic database strategies

Database/platform	Exact search syntax	Fields and limits
ERIC	("autism spectrum disorder" OR autism OR autistic OR "autistic learner*" OR "autistic student*") AND ("inclusive education" OR inclusion OR "mainstream classroom*" OR "mainstream school*" OR "general education") AND (teacher* OR classroom* OR pedagog* OR assessment OR policy OR "school-based support" OR "professional development" OR "Universal Design for Learning" OR "differentiated instruction" OR "visual support*" OR "assistive technolog*" OR Caribbean OR "Trinidad and Tobago")	Title, abstract and descriptors; English; 2020–2025; school education
Scopus	TITLE-ABS-KEY(("autism spectrum disorder" OR autism OR autistic OR "autistic learner*" OR "autistic student*") AND ("inclusive education" OR inclusion OR "mainstream classroom*" OR "mainstream school*" OR "general education") AND (teacher* OR classroom* OR pedagog* OR assessment OR policy OR "school-based support" OR "professional development" OR "Universal Design for Learning" OR "differentiated instruction" OR "visual support*" OR "assistive technolog*" OR Caribbean OR "Trinidad and Tobago")) AND PUBYEAR > 2019 AND PUBYEAR < 2026 AND (LIMIT-TO(LANGUAGE, "English"))	TITLE-ABS-KEY; English; 2020–2025
Web of Science Core Collection	TS=(("autism spectrum disorder" OR autism OR autistic OR "autistic learner*" OR "autistic student*") AND ("inclusive education" OR inclusion OR "mainstream classroom*" OR "mainstream school*" OR "general education") AND (teacher* OR classroom* OR pedagog* OR assessment OR policy OR "school-based support" OR "professional development" OR "Universal Design for Learning" OR "differentiated instruction" OR "visual support*" OR "assistive technolog*" OR Caribbean OR "Trinidad and Tobago")) AND PY=(2020-2025) AND LA=(English)	Topic; English; 2020–2025
APA PsycINFO via EBSCOhost	TX ("autism spectrum disorder" OR autism OR autistic OR "autistic learner*" OR "autistic student*") AND ("inclusive education" OR inclusion OR "mainstream classroom*" OR "mainstream school*" OR "general education") AND (teacher* OR classroom* OR pedagog* OR assessment OR policy OR "school-based support" OR "professional development" OR "Universal Design for Learning" OR "differentiated instruction" OR "visual support*" OR "assistive technolog*" OR Caribbean OR "Trinidad and Tobago")	Title, abstract and subject terms; English; 2020–2025
Google Scholar	("autism spectrum disorder" OR autistic) ("inclusive education" OR "mainstream classroom" OR "general education") (teacher OR policy OR assessment OR support)	Custom range 2020–2025

A2. Targeted website and supplementary searches

Table A2. Targeted website and supplementary searches

Source/domain	Exact query	Purpose	Search date
Ministry of Education	site:moe.gov.tt inclusive education autism special education policy Trinidad Tobago PDF	Official policy/operational documents	2026-07-14
Government of Trinidad and Tobago	site:gov.tt disability policy inclusive education Trinidad Tobago autism PDF	Official government documents	2026-07-14
Parliament of Trinidad and Tobago	site:tparliament.org disability education autism Trinidad Tobago policy PDF	Reports and ministerial responses	2026-07-14
UWI repository	site:uwispace.sta.uwi.edu autism inclusive education Trinidad Tobago	Repository research	2026-07-14
ERIC domain	site:eric.ed.gov autism Caribbean inclusive education	Regional scholarly records	2026-07-14
UNICEF Eastern Caribbean	site:unicef.org/easterncaribbean inclusive education disability Caribbean report PDF	Regional technical reports	2026-07-14
CARICOM	site:caricom.org inclusive education disability Caribbean policy	Regional policy documents	2026-07-14
General scholarly web	"Trinidad and Tobago" autism school teachers inclusive education journal	Local scholarly evidence	2026-07-14
Exact-title verification	"Accommodations for the inclusion of children with disabilities in Trinidad" Parey	Bibliographic verification	2026-07-14
Exact-title verification	"Connecting the Dots" "Inclusive Education" Canada Trinidad Tobago 2024	Bibliographic verification	2026-07-14

A3. Two-stream eligibility rules

Table A3. Two-stream eligibility rules

Evidence stream	Inclusion rule	Exclusion rule
Scholarly evidence	English; 2020–2025; formal school settings; children/adolescents; ASD-specific educational evidence, or direct Trinidad/Caribbean inclusive-education evidence needed for contextual interpretation.	Clinical-only, adult/postsecondary-only, non-educational, general inclusion without unique ASD or Caribbean contribution, or commentary without a transparent evidence base.
Policy/legal/technical evidence	Official national, regional or international instruments relevant to disability rights, inclusive education, assessment, services, governance or implementation; published or operative by 31 December 2025.	Unstable web pages without substantive policy content, newsletters, promotional material, or documents without educational applicability.
Date exceptions	Foundational or currently operative policies, legislation and regional rights	Older scholarly studies remain background unless a predefined historical

Evidence stream	Inclusion rule	Exclusion rule
	instruments may pre-date 2020 when their continuing relevance is explicitly documented.	exception is justified.
Evidence weighting	Direct ASD school evidence and direct Trinidad/Caribbean implementation evidence receive greatest interpretive weight.	Policy and conceptual sources are not used to claim intervention effectiveness or local prevalence.

A4. Deduplication and screening rules

Table A4. Deduplication and screening rules

Step	Rule
1	Deduplicate first by exact DOI; then by normalized title, first author and publication year.
2	Where duplicate records differ in completeness, retain the record with the abstract, DOI, database identifier and full citation metadata.
3	Screen scholarly records against population, formal-school context, educational focus, evidence type, language and date criteria.
4	Screen policy documents separately for authority, applicability, operative status, implementation content and relevance to Trinidad and Tobago or the Caribbean.
5	Assign exactly one principal exclusion reason to each record excluded after full-text assessment.
6	Retain reporting guidelines and clinical definitions as methodological/background citations but do not count them as analytical evidence.

Appendix B. Included Evidence Matrix

Data-status note. The completed analytical corpus contains 31 sources: 15 scholarly sources and 16 policy, legal, or technical documents. Each source is classified by geography, design or evidence base, population or scope, analytical contribution, appraisal, directness, availability, and any applicable date exception.

Table B1. Included scholarly evidence (S01–S15)

ID	Source and coverage	Design and evidence base	Analytical contribution	Appraisal and access
S01	Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. Geography: International Open source	Conceptual and policy synthesis; Synthesis of international inclusive-education experience Population/scope: Education systems and schools	Domains: Policy and system support; classroom practices; equity Frames inclusion as the removal of barriers to presence, participation and achievement, and emphasizes system-level conditions for equity.	High — Foundational inclusive-education framework Access: Available
S02	Botha, M. (2021). Academic, activist, or advocate? Angry, entangled, and emerging: A critical reflection on autism knowledge production. Geography: International Open source	Conceptual critical reflection; Autism and disability-studies analysis Population/scope: Autistic people and autism scholarship	Domains: Learner framing; equity; research integrity Supports an identity-affirming critique of deficit-oriented autism knowledge and strengthens the review's neurodiversity stance.	Moderate — Autism conceptual evidence; not school-specific Access: Available
S03	Chapman, R. (2021). Neurodiversity and the social ecology of mental functions. Geography: International Open source	Conceptual paper; Theoretical analysis Population/scope: Neurodivergent people	Domains: Learner framing; policy and system support Provides a social-ecological account of neurodiversity that locates functioning in the interaction between persons and environments.	Moderate — Neurodiversity theory; not school-specific Access: Available
S04	Dwyer, P. (2022). The neurodiversity approach(es): What are they and what do they mean for researchers? Geography: International Open source	Conceptual review; Critical synthesis of neurodiversity approaches Population/scope: Autistic and other neurodivergent people	Domains: Learner framing; classroom practices; equity Clarifies neurodiversity approaches and supports context-sensitive, non-deficit interpretation of autistic learners' needs.	High — Direct autism conceptual evidence Access: Available
S05	Fasano, R. M., et al. (2021). A granular perspective on inclusion: Objectively measured interactions of preschoolers with and without autism. Geography: United States Open source	Empirical observational study; Objective measurement of peer interactions Population/scope: Preschool children with and without autism	Domains: Learner-level barriers; social participation; classroom practices Shows that physical placement does not guarantee equivalent peer interaction and supports participation-focused definitions of inclusion.	High — Direct ASD school evidence Access: Available

ID	Source and coverage	Design and evidence base	Analytical contribution	Appraisal and access
S06	Harbin, S. G., et al. (2026; advance online publication 2024). In an imperfect world: Barriers and facilitators to educators' evidence-based practice use for elementary-aged autistic students in inclusive settings. Geography: United States Open source	Qualitative empirical study; Framework-informed interviews with 81 educators Population/scope: Educators serving elementary-aged autistic students	Domains: Teacher preparedness; classroom practices; policy and system support Identifies environmental, resource, training and collaboration factors shaping educators' use of evidence-based practices.	High — Direct ASD inclusive-school evidence Access: Publisher record and abstract available Date note: No; eligible by 2024 online-first publication
S07	Hugh, M. L., et al. (2023). Educators' perspectives on training mechanisms that facilitate evidence-based practice use for autistic students in general education settings. Geography: United States Open source	Mixed-methods empirical study; Educator perspectives on professional learning mechanisms Population/scope: Educators supporting autistic students in general education	Domains: Teacher preparedness; classroom practices; implementation Identifies practice-based training, coaching and implementation supports valued by educators working in general education.	High — Direct ASD inclusive-school evidence Access: Publisher record available
S08	Hume, K., et al. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. Geography: International evidence base Open source	Systematic evidence review; Third-generation review of autism interventions and practices Population/scope: Children, youth and young adults with autism	Domains: Classroom practices; learner support; implementation Provides a broad catalogue of evidence-based practices while requiring school-context and learner-specific interpretation.	High — Direct ASD evidence synthesis Access: Available
S09	Locke, J., et al. (2022). Supporting the inclusion and retention of autistic students: Exploring teachers' and paraeducators' use of evidence-based practices in public elementary schools. Geography: United States Open source	Empirical school implementation study; Teacher and paraeducator evidence-practice use Population/scope: Autistic students in public elementary schools	Domains: Classroom practices; teacher preparedness; implementation Documents uneven evidence-based practice use and highlights the roles of training, role clarity and implementation support.	High — Direct ASD inclusive-school evidence Access: Available
S10	Mason, R. A., et al. (2024). Evidence-based practice in inclusive settings for students with autism: A best-evidence synthesis. Geography: International evidence base Open source	Best-evidence synthesis; Synthesis of interventions implemented in inclusive settings Population/scope: School-aged students with autism	Domains: Classroom practices; learner participation; implementation Synthesizes practices studied specifically in inclusive settings and identifies contextual limitations in implementation evidence.	High — Direct ASD inclusive-school synthesis Access: Publisher record available
S11	Parey, B. (2022). Accommodations for the inclusion of children with disabilities in regular schools in Trinidad: A mixed methods approach. Geography: Trinidad and Tobago Open source	Multiphase mixed-methods study; Interviews, policy and legislative evidence, and integrated analysis Population/scope: Children with disabilities in primary and secondary schools	Domains: Classroom accommodations; policy and system support; participation Provides direct Trinidad evidence that existing environmental accommodations, law and policy do not fully support participation in regular schools.	High — Direct national inclusive-education evidence; not ASD-specific Access: Publisher abstract and bibliographic record available

ID	Source and coverage	Design and evidence base	Analytical contribution	Appraisal and access
S12	Parey, B. (2023). Exploring positive and negative teachers' attitudes towards inclusion of children with disabilities in schools in Trinidad: Implications for teacher education. Geography: Trinidad and Tobago Open source	Qualitative empirical study; Semi-structured interviews with 15 primary and secondary teachers Population/scope: Teachers and children with disabilities in schools	Domains: Teacher preparedness; attitudes; policy and system support Provides direct local evidence on inclusive beliefs, perceived limitations and lack of support, with implications for teacher education.	High — Direct national inclusive-education evidence; not ASD-specific Access: ERIC record and publisher abstract available
S13	Nandlal, S. V., & Miller, T. (2024). Connecting the dots: Inclusive education in Canada and Trinidad and Tobago. Geography: Canada and Trinidad and Tobago Open source	Scoping-informed literature review; Review organized around definitions, policy and school change Population/scope: Inclusive education systems and schools	Domains: Policy and system support; classroom change; teacher capacity Synthesizes policy and practice connections affecting Trinidad and Tobago and identifies persistent gaps in local inclusive-education evidence.	High — Direct national policy and practice context; not ASD-specific Access: Available
S14	Anderson Leachman, K. (2025). Non-teaching stakeholders' experiences with inclusive education in a private school in Jamaica. Geography: Jamaica Open source	Qualitative single-case study; Interviews, focus group discussions and secondary data Population/scope: School leaders, parents, counsellor and educational assistants	Domains: Teacher competence; school leadership; family-school collaboration Offers Caribbean evidence on leadership support, inconsistent teacher competence, educational assistants and parent-related barriers.	Moderate — Regional inclusive-education evidence; not ASD-specific Access: Available
S15	Somma, M., Freer, J., Shuttleworth, M., & Bennett, S. (2024). Inclusive change in Saint Vincent and the Grenadines: A collaborative autoethnography. Geography: Saint Vincent and the Grenadines Open source	Collaborative autoethnography; Collective reflections on a three-year inclusion initiative Population/scope: Educators, schools, students, families and service providers	Domains: Teacher development; policy and system support; collaboration Provides regional implementation insight on barriers, relationships and transformation during movement from segregated to mainstream schooling.	Moderate — Regional implementation evidence; not ASD-specific Access: Available

Publication-year clarification: S06 was available as an advance online publication in 2024 and later assigned to a 2026 journal issue; the online-first date established eligibility within the review window. S14 is reported as a 2025 journal publication to align the matrix with the version cited in the article.

Table B2. Included policy, legal, and technical evidence (P01–P16)

ID	Source and coverage	Design and evidence base	Analytical contribution	Appraisal and access
P01	UNESCO. (2020). Global Education Monitoring Report 2020: Inclusion and education: All means all. Geography: Global Open source	International technical report; Global monitoring and policy synthesis Population/scope: Education systems and learners at risk of exclusion	Domains: Policy and system support; equity; monitoring Establishes participation, equity, governance, teacher support and data as system conditions for meaningful inclusion.	High — Authoritative international policy evidence Access: Available

ID	Source and coverage	Design and evidence base	Analytical contribution	Appraisal and access
P02	United Nations. (2007). Convention on the Rights of Persons with Disabilities. Geography: International Open source	International legal instrument; Normative rights framework, including Article 24 Population/scope: Persons with disabilities	Domains: Rights; policy and system support; participation Provides the binding international rights framework for inclusive education and equal participation.	Moderate — Foundational legal standard; non-empirical Access: Available Date note: Yes—foundational legal instrument
P03	Ministry of Education, Trinidad and Tobago. (2009). Inclusive Education Policy. Geography: Trinidad and Tobago Open source	National education policy; Formal policy commitments and implementation responsibilities Population/scope: Learners at risk of exclusion in the national education system	Domains: Policy and system support; teacher responsibilities; curriculum; monitoring Defines national inclusion commitments and responsibilities against which present implementation can be assessed.	High — Direct national policy Access: Available Date note: Yes—operative foundational national policy
P04	Ministry of Education, Trinidad and Tobago. (2017). Education Policy Paper 2017–2022. Geography: Trinidad and Tobago Open source	National education policy paper; Government strategic policy document Population/scope: National education system	Domains: Policy and system support; legislation; teacher development Documents the need to update inclusive and special-education policies, legislation, curriculum and professional preparation.	Moderate — Direct national policy context Access: Available Date note: Yes—policy operative immediately before the review period
P05	Ministry of Education, Trinidad and Tobago. (2023). Education Policy 2023–2027. Geography: Trinidad and Tobago Open source	Current national education policy; Strategic policy based on stakeholder consultation Population/scope: National education system	Domains: Equity; teacher development; curriculum; learner transition; monitoring Sets current strategic commitments to equitable education, human-resource development, curriculum reform and monitoring.	High — Direct current national policy Access: Available
P06	Government of Trinidad and Tobago. (2018). National Policy on Persons with Disabilities. Geography: Trinidad and Tobago Open source	National disability policy; Rights-based cross-sector policy framework Population/scope: Persons with disabilities	Domains: Rights; policy and system support; accessibility; accountability Provides the national disability-rights framework relevant to educational access, participation and cross-sector coordination.	High — Direct national disability policy Access: Available Date note: Yes—operative national policy
P07	Government of Trinidad and Tobago. (current revised law). Education Act, Chapter 39:01. Geography: Trinidad and Tobago Open source	National legislation; Statutory framework for education governance Population/scope: Education providers and learners	Domains: Policy and system support; governance; legal accountability Defines the statutory education framework and the legal setting within which inclusive provision must be implemented.	Moderate — Direct national legal context; limited ASD specificity Access: Official legal record available Date note: Yes—current legislation

ID	Source and coverage	Design and evidence base	Analytical contribution	Appraisal and access
P08	Government of Trinidad and Tobago. (current revised law). Equal Opportunity Act, Chapter 22:03. Geography: Trinidad and Tobago Open source	National legislation; Statutory equality and non-discrimination framework Population/scope: Persons protected against discrimination	Domains: Rights; policy and system support; accountability Provides the national equality framework relevant to disability discrimination and access to education.	Moderate — Direct national legal context; limited ASD specificity Access: Official legal record available Date note: Yes—current legislation
P09	Ministry of Education, Trinidad and Tobago. (2025). Procedural Guidelines for the Provision of Special Assessment Arrangements (Special Concessions). Geography: Trinidad and Tobago Open source	Operational assessment guidance; Administrative eligibility and accommodation procedures Population/scope: Primary and secondary students with diagnosed disabilities or special educational needs	Domains: Assessment and monitoring; accommodations; equity Provides current operational rules for individualized assessment accommodations in national examinations.	High — Direct national operational guidance Access: Available
P10	Ministry of Education, Trinidad and Tobago. (2022). Special Education Unit FAQ booklet. Geography: Trinidad and Tobago Open source	Operational administrative guidance; Service, referral, placement and support information Population/scope: Students requiring special-education support and their families	Domains: Policy and system support; referral; placement; services Describes national special-education referral, placement and support arrangements from the Ministry's operational perspective.	Moderate — Direct operational context; non-independent evidence Access: Available
P11	United Nations Country Team in Trinidad and Tobago. (2022). Situational Analysis of the Rights of Persons with Disabilities in Trinidad and Tobago: Country Report. Geography: Trinidad and Tobago Open source	National mixed-method situational analysis; Desk review, interviews, focus groups, questionnaire and workshops Population/scope: Persons with disabilities, organisations and public agencies	Domains: Policy and system support; services; education; governance; monitoring Provides the strongest recent national implementation evidence on fragmented services, legal gaps, education barriers, data limitations and accountability.	High — Direct national implementation evidence Access: Available
P12	Parliament of Trinidad and Tobago, Joint Select Committee on Human Rights, Equality and Diversity. (2020). Fifteenth Report on Current Provisions for the Education of Children Who Require Special Education Programmes and Services in Public Primary and Secondary Schools. Geography: Trinidad and Tobago Open source	Parliamentary inquiry report; Stakeholder submissions, hearings and committee findings Population/scope: Children requiring special-education programmes and services	Domains: Policy implementation; service provision; accountability; teacher capacity Documents implementation problems and stakeholder evidence, including concerns relevant to autistic learners and public-school access.	High — Direct national implementation evidence Access: Official report located; intermittent server access

ID	Source and coverage	Design and evidence base	Analytical contribution	Appraisal and access
P13	Ministry of Education, Trinidad and Tobago. (2020). Ministerial Response to the Fifteenth Report on Current Provisions for the Education of Children Who Require Special Education Programmes and Services. Geography: Trinidad and Tobago Open source	Government response to parliamentary report; Formal response to recommendations and implementation issues Population/scope: Children requiring special-education programmes and services	Domains: Policy implementation; accountability; service provision Allows direct comparison between identified implementation deficiencies and the Ministry's stated remedial actions.	High — Direct national implementation response Access: Official response located; intermittent server access
P14	UNICEF. (2021). Generation Unlimited: Well-being of Young People in the Eastern Caribbean. Geography: Eastern Caribbean Open source	Regional situation analysis; Multi-source regional analysis and youth consultations Population/scope: Young people aged 10–24 across Eastern Caribbean SIDS	Domains: Education participation; disability; social inclusion; monitoring Provides regional context on education, participation, disability and data gaps affecting young people in small-island systems.	Moderate — Regional contextual evidence; not ASD-specific Access: Available
P15	UNICEF Eastern Caribbean. (2025). Formative Evaluation of UNICEF's Support to the Education Sector during COVID-19. Geography: Eastern Caribbean, including Trinidad and Tobago Open source	Regional independent evaluation; Document review, key-informant interviews and survey evidence Population/scope: Education systems, learners including children with disabilities, teachers and principals	Domains: System resilience; digital inclusion; teacher training; policy implementation Provides recent regional implementation evidence on equitable access, teacher support, digital learning and system resilience.	Moderate — Regional implementation evidence; not ASD-specific Access: Available
P16	Caribbean Community. (2013). Declaration of Pétion Ville. Geography: Caribbean Community Open source	Regional disability-rights declaration; Ministerial declaration and regional commitments Population/scope: Persons with disabilities in CARICOM member states	Domains: Rights; regional policy; accountability Provides the foundational Caribbean regional commitment to disability inclusion and CRPD implementation.	Moderate — Foundational regional policy; non-empirical Access: Available Date note: Yes—foundational regional policy

Appendix C. Full-Text Exclusion and Non-Analytical Source Log

Data-status note. Each record has one principal reason for exclusion from the analytical corpus or retention only as methodological, clinical-background, historical, or contextual material. Reporting guidelines and clinical definitions may remain cited in the article but are not counted among analytical sources.

Table C1. Excluded and non-analytical sources (E01–E16)

ID	Source and context	Year	Source type / role	Principal reason	Availability and link
E01	Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in reflexive thematic analysis? International	2021	Methodological paper Role: Methods citation only	Methodological guidance only; no substantive evidence on the review questions	Available Open source
E02	Calandri, E., et al. (2025). Teacher emotional competence for inclusive education: A systematic review. International	2025	Systematic review Role: Excluded from analytical corpus	No ASD-specific analysis and limited unique contribution beyond more directly relevant teacher studies	Available Open source
E03	Campbell, M., et al. (2020). Synthesis without meta-analysis (SWiM) in systematic reviews: Reporting guideline. International	2020	Reporting guideline Role: Methods citation only	Methodological reporting guidance only	Available Open source
E04	Evans, W., Gable, R. A., & Habib, A. (2021). Lessons from the past and challenges for the future: Inclusive education for students with unique needs. International	2021	Broad inclusive-education review Role: Excluded from analytical corpus	Insufficient ASD-specific or Caribbean relevance; contribution covered by more direct sources	Available Open source
E05	Llorent, V. J., Núñez-Flores, M., & Kaakinen, M. (2024). Inclusive education by teachers to the development of students' social and emotional competencies in secondary education. International	2024	Empirical general-education study Role: Excluded from analytical corpus	Population and analysis are not ASD-specific	Publisher record available Open source
E06	Lord, C., et al. (2020). Autism spectrum disorder. International	2020	Clinical primer Role: Background citation only	Clinical overview without substantive school-inclusion evidence	Publisher record available Open source
E07	Page, M. J., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. International	2021	Reporting guideline Role: Methods citation only	Methodological reporting guidance only	Available Open source
E08	Rethlefsen, M. L., et al. (2021). PRISMA-S: An extension to the PRISMA Statement for reporting literature searches in systematic reviews. International	2021	Search reporting guideline Role: Methods citation only	Methodological search-reporting guidance only	Available Open source

ID	Source and context	Year	Source type / role	Principal reason	Availability and link
E09	Samsonova, E. V., et al. (2025). Diversity of special educational needs of learners in inclusive school environments. International	2025	General special-education study Role: Excluded from analytical corpus	No ASD-specific analysis and limited Trinidad or Caribbean relevance	Publisher record available Open source
E10	Charran, C., & Seetahal, K. (2018). Education for some? The exploration of inclusive education in Trinidad and Tobago. Trinidad and Tobago	2018	Local policy and practice discussion Role: Historical background only	Outside the 2020–2025 scholarly publication window	Available Open source
E11	Charran, C. (2018). Special education services available in Trinidad and Tobago. Trinidad and Tobago	2018	Parent survey Role: Historical background only	Outside the 2020–2025 scholarly publication window	Available Open source
E12	Johnstone, C. J. (2010). Inclusive education policy implementation: Implications for teacher workforce development in Trinidad and Tobago. Trinidad and Tobago	2010	National teacher survey Role: Historical background only	Outside the 2020–2025 scholarly publication window	Available Open source
E13	Ministry of Education, Trinidad and Tobago. (2022). Education Statistics Digest 2019/2020. Trinidad and Tobago	2022	Administrative statistics Role: Contextual background only	No ASD-specific or sufficiently disaggregated evidence for the analytical questions	Available Open source
E14	Ministry of Education, Trinidad and Tobago. (2022). SSSD Insider, December 2022. Trinidad and Tobago	2022	Internal newsletter Role: Excluded from analytical corpus	Newsletter or anecdotal material without a systematic evidence base	Available Open source
E15	Cipriani College of Labour and Co-Operative Studies. (2022). It is about time for inclusive education in Trinidad and Tobago. Trinidad and Tobago	2022	Opinion or reflective article Role: Excluded from analytical corpus	Opinion-based material without a sufficiently transparent evidence base	Available Open source
E16	Ministry of Education, Trinidad and Tobago. (n.d.). Student Support Services Division. Trinidad and Tobago	n.d.	Dynamic administrative webpage Role: Contextual background only	Dynamic service webpage with insufficient stable analytical or policy content	Available Open source

Appendix D. Appraisal and Corpus Reconciliation

D1. Source appraisal rubric

Appraisal determines interpretive weight rather than automatic inclusion or exclusion by study design. High, Moderate, and Limited refer to relevance and analytical contribution to this review.

Table D1. Source appraisal rubric

Source category	Criteria	High relevance	Moderate relevance	Limited relevance
Empirical/primary	Educational context; design appropriateness; data-source transparency; ASD/school relevance; contribution to domains	Direct ASD or direct Trinidad/Caribbean school evidence with transparent method	Credible but indirect inclusive-education evidence	Unique insight with substantial directness or reporting limitations
Evidence synthesis/review	Scope; search transparency; synthesis logic; recency; ASD-inclusive relevance	Transparent synthesis directly addressing autistic learners in inclusive schools	Relevant synthesis with partial ASD/context fit	Broad synthesis with weak direct contribution
Policy/legal/technical	Institutional authority; policy relevance; implementation clarity; applicability; operative status	Authoritative instrument directly relevant to implementation	Authoritative contextual instrument with indirect relevance	Operational/contextual document with weak analytical detail
Conceptual/theoretical	Conceptual clarity; theoretical relevance; interpretive usefulness	Directly structures the social-relational, neurodiversity or inclusion argument	Clarifies one dimension but is not school-specific	Unique conceptual point with limited connection

D2. Reconstructed-corpus flow and reconciliation

Table D2. Reconstructed-corpus flow and reconciliation (47 – 0 = 47; 47 – 16 = 31; included evidence = 15 scholarly + 16 policy/legal/technical sources)

Metric	Count/status	Audit note
Candidate records identified and logged	47	Completed reconstructed corpus
Duplicate records removed	0	Title, author, year and DOI checked
Unique candidates screened	47	All candidates assigned one decision
Included analytical sources	31	15 scholarly; 16 policy/legal/technical
Excluded or retained as non-analytical	16	Exactly one principal reason per record

Supplementary References

- Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Anderson Leachman, K. (2025). Non-Teaching Stakeholders' Experiences with Inclusive Education in a Private School in Jamaica. *International Journal for Talent Development and Creativity*, 11(1–2), 253–264. <https://doi.org/10.7202/1115432ar>
- Botha, M. (2021). Academic, Activist, or Advocate? Angry, Entangled, and Emerging: A Critical Reflection on Autism Knowledge Production. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.727542>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Calandri, E., Mastrokourou, S., Marchisio, C., Monchietto, A., & Graziano, F. (2025). Teacher Emotional Competence for Inclusive Education: A Systematic Review. *Behavioral Sciences*, 15(3), 359. <https://doi.org/10.3390/bs15030359>
- Campbell, M., McKenzie, J. E., Sowden, A., Katikireddi, S. V., Brennan, S. E., Ellis, S., Hartmann-Boyce, J., Ryan, R., Shepperd, S., Thomas, J., Welch, V., & Thomson, H. (2020). Synthesis without meta-analysis (SWiM) in systematic reviews: reporting guideline. *BMJ*, l6890. <https://doi.org/10.1136/bmj.l6890>
- Caribbean Community (CARICOM). (2013). Declaration of Pétion Ville. Caribbean Community (CARICOM). <https://caricom.org/declaration-of-petion-ville/>
- Chapman, R. (2021). Neurodiversity and the Social Ecology of Mental Functions. *Perspectives on Psychological Science*, 16(6), 1360–1372. <https://doi.org/10.1177/1745691620959833>
- Charran, C. (2018). Special education services available in Trinidad and Tobago. *Texas Education Review*, 7(1), 116–129. <https://doi.org/10.26153/TSW/18>
- Charran, C., & Seetahal, K. (2018). Education for some? The exploration of inclusive education in Trinidad and Tobago. *Texas Education Review*, 7(1), 107–115. <https://doi.org/10.26153/TSW/17>
- Cipriani College of Labour and Co-Operative Studies. (2022). It is about time for inclusive education in Trinidad and Tobago. <https://cclcs.edu.tt/wp-content/uploads/2023/05/June-2022-article-4.pdf>
- Dwyer, P. (2022). The Neurodiversity Approach(es): What Are They and What Do They Mean for Researchers? *Human Development*, 66(2), 73–92. <https://doi.org/10.1159/000523723>
- Government of Trinidad and Tobago. (2017). Education Act, Chapter 39:01 (Revised Laws of Trinidad and Tobago, updated to December 2014). <https://laws.gov.tt/ttdll-web2/revision/list?currentid=986&offset=0&q=educ>
- Equal Opportunity Chap. 22:03: An Act to Prohibit Certain Kinds of Discrimination, to Promote Equality of Opportunity between Persons of Different Status, to Establish an Equal Opportunity Commission and an Equal Opportunity Tribunal and for Matters Conne, Pub. L. Chapter 22:03, Government of the Republic of Trinidad and Tobago (2016). <https://laws.gov.tt/ttdll-web2/revision/list?currentid=164&offset=160&q=>
- Evans, W., Gable, R. A., & Habib, A. (2021). Lessons from the Past and Challenges for the Future: Inclusive Education for Students with Unique Needs. *Education Sciences*, 11(6), 281. <https://doi.org/10.3390/educsci11060281>
- Fasano, R. M., Perry, L. K., Zhang, Y., Vitale, L., Wang, J., Song, C., & Messinger, D. S. (2021). A granular perspective on inclusion: Objectively measured interactions of preschoolers with and without autism. *Autism Research*, 14(8), 1658–1669. <https://doi.org/10.1002/aur.2526>
- Harbin, S. G., Hugh, M. L., Tagavi, D., Bravo, A., Joshi, M., Kiche, S., Michael, O. G., & Locke, J. (2026). In an Imperfect World: Barriers and Facilitators to Educators' Evidence-Based Practice Use for Elementary-Aged Autistic Students in Inclusive Settings. *Journal of Autism and Developmental Disorders*, 56(1), 71–82. <https://doi.org/10.1007/s10803-024-06531-y>
- Hugh, M. L., Pullmann, M. D., Joshi, M., Tagavi, D. M., Ahlers, K., Hernandez, A. M., & Locke, J. (2023). Educators' Perspectives on Training Mechanisms That Facilitate Evidence-Based Practice Use for Autistic Students in General Education Settings: A Mixed-Methods Analysis. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 46(4), 317–334. <https://doi.org/10.1177/08884064231178768>

- Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review. *Journal of Autism and Developmental Disorders*, 51(11), 4013–4032. <https://doi.org/10.1007/s10803-020-04844-2>
- Johnstone, C. J. (2010). INCLUSIVE EDUCATION POLICY IMPLEMENTATION: IMPLICATIONS FOR TEACHER WORKFORCE DEVELOPMENT IN TRINIDAD AND TOBAGO. *INTERNATIONAL JOURNAL OF SPECIAL EDUCATION*, 25.
- Joint Select Committee on Human Rights, E. and D. (2020). Current Provisions for the Education of Children who require Special Education Programmes and Services in Public Primary and Secondary Schools. <https://www.ttparliament.org/wp-content/uploads/2021/11/p11-s5-J-20200325-HRED-R15.pdf>
- Llorent, V. J., Núñez-Flores, M., & Kaakinen, M. (2024). Inclusive education by teachers to the development of the social and emotional competencies of their students in secondary education. *Learning and Instruction*, 91, 101892. <https://doi.org/10.1016/j.learninstruc.2024.101892>
- Locke, J., Hernandez, A. M., Joshi, M., Hugh, M. L., Bravo, A., Osuna, A., & Pullmann, M. D. (2022). Supporting the inclusion and retention of autistic students: Exploring teachers’ and paraeducators’ use of evidence-based practices in public elementary schools. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsy.2022.961219>
- Lord, C., Brugha, T. S., Charman, T., Cusack, J., Dumas, G., Frazier, T., Jones, E. J. H., Jones, R. M., Pickles, A., State, M. W., Taylor, J. L., & Veenstra-VanderWeele, J. (2020). Autism spectrum disorder. *Nature Reviews Disease Primers*, 6(1), 5. <https://doi.org/10.1038/s41572-019-0138-4>
- Mason, R. A., Lory, C., Gregori, E., Gerow, S., Rispoli, M. J., David, M., Kim, S. Y., & Wang, D. (2024). Evidence-Based Practice in Inclusive Settings for Students with Autism: a Best-Evidence Synthesis. *Review Journal of Autism and Developmental Disorders*, 11(3), 564–580. <https://doi.org/10.1007/s40489-022-00352-4>
- Minister of Education. (2017). Education Policy Paper 2017-2022 (White Paper). <https://storage.moe.gov.tt/wpdevelopment/2023/05/Education-Policy-Paper-2017-2022-6453b16ea4013.pdf>
- Minister of Social Development and Family Services. (2018). National Policy on Persons with Disabilities. https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Trinidad-and-Tobago_National-Policy-on-Persons-with-Disabilities-2018.pdf
- Ministry of Education. (2020). The Fifteenth Report of the Joint Select Committee on Human Rights, Equality and Diversity on the Current Provisions for the Education of Children who require Special Education Programmes and Services in Public Primary and Secondary Schools. <https://www.ttparliament.org/wp-content/uploads/2021/11/p11-s5-J-20201005-HRED-R15-MR-MOE.pdf>
- Ministry of Education. (2022a). Education Statistics Digest 2019/2020. <https://storage.moe.gov.tt/corporate/2022/12/2019-2020-EDUCATION-STATISTICS-DIGEST-cdd-1.pdf>
- Ministry of Education. (2022b). Educational Pathways for Students with Special Education Needs: Frequently Asked Questions. Government of the Republic of Trinidad and Tobago. <https://storage.moe.gov.tt/corporate/2022/12/FAQ-booklet-full-1.pdf>
- Ministry of Education. (2022c). SSSD INSIDER: Term I — Academic Year 2022/2023. <https://storage.moe.gov.tt/corporate/2023/01/SSSD-insider-December-2022-pdf.pdf>
- Ministry of Education. (2023a). Education Policy 2023–2027. <https://storage.moe.gov.tt/wpdevelopment/2023/09/Education-Policy-2023-2027.pdf>
- Ministry of Education. (2023b). Student Support Services Division (SSSD) – Ministry of Education. <https://www.moe.gov.tt/student-support-services-division-sssd/>
- Ministry of Education. (2025). Procedural Guidelines for the Provision of Special Assessment Arrangements (Special Concessions). Government of the Republic of Trinidad and Tobago. <https://storage.moe.gov.tt/wpdevelopment/2025/02/Special-Concessions-Procedural-Guidelines-2024-2025.pdf>
- Ministry of Education Trinidad and Tobago. (2009). Inclusive Education Policy. Ministry of Education Trinidad and Tobago. <https://wpuploadstorageaccount.blob.core.windows.net/corporate/2022/04/Inclusive-Education-Policy.pdf>

- Nandlal, S. V., & Miller, T. (2024). Connecting the Dots: Inclusive Education in Canada and Trinidad and Tobago. *Canadian Journal for New Scholars in Education/ Revue Canadienne Des Jeunes Chercheures et Chercheurs En Éducation*, 15(2), 217–229. <https://journalhosting.ucalgary.ca/index.php/cjnse/article/view/79910>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*, 10(1), n71. <https://doi.org/10.1136/bmj.n71>
- Parey, B. (2022). Accommodations for the inclusion of children with disabilities in regular schools in Trinidad: a mixed methods approach. *International Journal of Inclusive Education*, 26(6), 559–575. <https://doi.org/10.1080/13603116.2019.1701719>
- Parey, B. (2023). Exploring positive and negative teachers' attitudes towards inclusion of children with disabilities in schools in Trinidad: implications for teacher education. *International Journal of Inclusive Education*, 27(14), 1544–1558. <https://doi.org/10.1080/13603116.2021.1902004>
- Rethlefsen, M. L., Kirtley, S., Waffenschmidt, S., Ayala, A. P., Moher, D., Page, M. J., Koffel, J. B., Blunt, H., Brigham, T., Chang, S., Clark, J., Conway, A., Couban, R., de Kock, S., Farrah, K., Fehrmann, P., Foster, M., Fowler, S. A., Glanville, J., ... Young, S. (2021). PRISMA-S: an extension to the PRISMA Statement for Reporting Literature Searches in Systematic Reviews. *Systematic Reviews*, 10(1), 39. <https://doi.org/10.1186/s13643-020-01542-z>
- Samsonova, E. V., Shemanov, A. Y., Alekhina, S. V., & Bystrova, Y. A. (2025). Diversity of special educational needs of learners in inclusive school environments. *Clinical Psychology and Special Education*, 14(2), 21–38. <https://doi.org/10.17759/cpse.2025140202>
- Somma, M., Freer, J., Shuttleworth, M., & Bennett, S. (2024). Inclusive Change in Saint Vincent and the Grenadines: A Collaborative Autoethnography. *Exceptionality Education International*, 34(1), 89–111. <https://doi.org/10.5206/eei.v34i1.16932>
- UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and education: All means all*. Paris (Third edit). UNESCO. <https://doi.org/10.54676/JJNK6989>
- UNICEF. (2021). *Generation Unlimited: Well-being of Young People in the Eastern Caribbean*. https://www.unicef.org/easterncaribbean/media/2981/file/GenU_full_report.pdf
- UNICEF. (2025). *Formative Evaluation of UNICEF's Support to the Education Sector in the Framework of the UNICEF ECA COVID-19 Response Plan*. https://www.unicef.org/easterncaribbean/media/5761/file/Evaluation_of_UNICEF_Support_to_the_Education_Sector_during_COVID-19_Report_final.pdf.pdf
- United Nations. (2007). *Convention on the Rights of Persons with Disabilities*. United Nations. https://www.ohchr.org/sites/default/files/Ch_IV_15.pdf
- United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD). (2022). *Situational Analysis of the Rights of Persons with Disabilities in Trinidad and Tobago: Country Report*. https://unprpd.org/new/wp-content/uploads/2023/12/CR_TrinidadandTobago_2021-57e.pdf