Inclusion Support Recommendations

Use the *Inclusion Rubric* to determine the areas in which an individual student shows strengths in the general education environment and where supports are needed. Use the *Inclusion Support Recommendations* below to encourage a higher-quality inclusive experience with more active engagement in the general education environment for students with Autism and other Developmental Disabilities.

Component of Inclusive Setting	Support Type	Specific Supports	My Solutions *What will you try?*
Routines (e.g. snack, lunch, recess, arrival, departure)	Environmental supports Visual supports Behavior supports	☐ Seat the student in areas where they are likely to be successful; consider distracting objects and people ☐ Provide activity schedules so that students know what to expect during routines ☐ Use visuals to create boundaries and clarify expectations (e.g. a placemat with an outline of a plate and a cup for snack to support students knowing where their space begins and ends) ☐ Use verbal or gestural cues to help students participate in routines	
Attention / Following directions	Visual supports Reinforcement	☐ Provide visual supports to increase attention (consider using circle rules, small group rules, or other visuals that clearly define appropriate attention behaviors) ☐ Add additional visual supports to make it easier to understand expectations (e.g. use child-specific colors or shapes so that students know where to stand/sit) ☐ Provide positive reinforcement for appropriate attention; intermittent reinforcement is the most powerful	

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Social communication	Simplify language Intentionally teach expressive and receptive language Visual supports Alternate forms of language	☐ Use simple language when communicating expectations to students (e.g. "Do this") and allow for processing time ☐ Intentionally teach receptive and expressive language skills including commenting, greeting, and turn-taking in conversation ☐ Use visual supports to remind students of appropriate conversation conventions (e.g. taking turns when engaged in conversation) ☐ Consider teaching alternate forms of communication as appropriate	
Play and peer interaction	Environmental supports Visual supports Social supports	☐ Seat the student near a peer buddy who is prepared to help them participate in activities ☐ Provide preferred toys/activities for the student with disabilities to share with peers ☐ Teach the student the names of peers ☐ Provide visuals to remind students how to initiate interactions and play together appropriately ☐ Teach peers how to engage with students with disabilities and what to expect during interactions to encourage friendships	
Group instruction	Visual supports Environmental supports	☐ Provide visual supports to increase attention (consider using circle rules, small group rules, or other visuals that clearly define appropriate attention behaviors) ☐ Add additional visual supports to make it easier to understand expectations (e.g. use child-specific colors or shapes so that students know where to stand/sit) ☐ Provide student positive reinforcement for appropriate attention; intermittent reinforcement is the most powerful ☐ Provide visual activity schedules so that students can anticipate the steps of the activity ☐ Be mindful of where you seat the student; consider placing them next to a peer buddy and away from distracting people or objects	

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Academic activities	Environmental supports Learning material selection Foundational skills	☐ Consider when the student is most likely to be attentive and engaged and plan for the most high-quality academic engagement during those times ☐ Provide modified instructions or materials as appropriate to meet the student's learning needs ☐ Ensure foundational behavioral and academic skills are mastered before moving on to more complex learning material	
Transitioning between activities	Environmental Visual supports	☐ Provide a classroom schedule visible and usable by all students ☐ Use Individualized student schedules ☐ Provide a warning before transitions ☐ Use one or more signals for transitions (e.g. bell ring, check schedule icon, etc.)	
Working independently	Visual supports Communication supports Learning material selection	☐ Provide visual supports to clarify expectations during independent work (e.g. task strips, checklists, etc.) ☐ Ensure the student has strategies for asking for help when needed; If not, teach these skills ☐ Ensure an appropriate selection of independent work material (these should consist primarily of work that the student has mastered, potentially with a few items of newly learned material, depending on the student's ability to tolerate frustration)	
Other	Use the ideas above to generate solutions to other issues that are barriers for the student to access the inclusive environment		