



# Inclusion Support Recommendations

## Inclusion Supports

Use the *Inclusion Checklist* 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
<b>Routines</b> (e.g. snack, lunch, recess, arrival, departure)	Environmental supports Visual supports Behavior supports	<ul style="list-style-type: none"><li><input type="checkbox"/> Seat the student in areas where they are likely to be successful; consider distracting objects and people</li><li><input type="checkbox"/> Provide activity schedules so that students know what to expect during routines</li><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> Use verbal or gestural cues to help students participate in routines</li></ul>
<b>My Solutions (What will you try?)</b>		
<b>Attention/ Following directions</b>	Visual supports Reinforcement	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide visual supports to increase attention (consider using circle rules, small group rules, or other visuals that clearly define appropriate attention behaviors)</li><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> Provide positive reinforcement for appropriate attention; intermittent reinforcement is the most powerful</li></ul>
<b>My Solutions (What will you try?)</b>		



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<b>Social communication</b>	Simplify language Intentionally teach expressive and receptive language Visual supports Alternate forms of language	<ul style="list-style-type: none"><li><input type="checkbox"/> Use simple language when communicating expectations to students (e.g. “Do this”) and allow for processing time</li><li><input type="checkbox"/> Intentionally teach receptive and expressive language skills including commenting, greeting, and turn-taking in conversation</li><li><input type="checkbox"/> Use visual supports to remind students of appropriate conversation conventions (e.g. taking turns when engaged in conversation)</li><li><input type="checkbox"/> Consider teaching alternate forms of communication as appropriate</li></ul>
<b>My Solutions (What will you try?)</b>		
<b>Play and peer interaction</b>	Environmental supports Visual supports Social supports	<ul style="list-style-type: none"><li><input type="checkbox"/> Seat the student near a peer buddy who is prepared to help them participate in activities</li><li><input type="checkbox"/> Provide preferred toys/activities for the student with disabilities to share with peers</li><li><input type="checkbox"/> Teach the student the names of peers</li><li><input type="checkbox"/> Provide visuals to remind students how to initiate interactions and play together appropriately</li><li><input type="checkbox"/> Teach peers how to engage with students with disabilities and what to expect during interactions to encourage friendships</li></ul>
<b>My Solutions (What will you try?)</b>		



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<b>Group instruction</b>	Visual supports Environmental supports	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide visual supports to increase attention (consider using circle rules, small group rules, or other visuals that clearly define appropriate attention behaviors)</li><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> Provide student positive reinforcement for appropriate attention; intermittent reinforcement is the most powerful</li><li><input type="checkbox"/> Provide visual activity schedules so that students can anticipate the steps of the activity</li><li><input type="checkbox"/> Be mindful of where you seat the student; consider placing them next to a peer buddy and away from distracting people or objects</li></ul>
<b>My Solutions (What will you try?)</b>		
<b>Academic activities</b>	Environmental supports Learning material selection Foundational skills	<ul style="list-style-type: none"><li><input type="checkbox"/> Consider when the student is most likely to be attentive and engaged and plan for the most high-quality academic engagement during those times</li><li><input type="checkbox"/> Provide modified instructions or materials as appropriate to meet the student's learning needs</li><li><input type="checkbox"/> Ensure foundational behavioral and academic skills are mastered before moving on to more complex learning material</li></ul>
<b>My Solutions (What will you try?)</b>		



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<b>Transitioning between activities</b>	Environmental Visual supports	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide a classroom schedule visible and usable by all students</li><li><input type="checkbox"/> Use Individualized student schedules</li><li><input type="checkbox"/> Provide a warning before transitions</li><li><input type="checkbox"/> Use one or more signals for transitions (e.g. bell ring, check schedule icon, etc.)</li></ul>
<b>My Solutions (What will you try?)</b>		
<b>Working independently</b>	Visual supports Communication supports Learning material selection	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide visual supports to clarify expectations during independent work (e.g. task strips, checklists, etc.)</li><li><input type="checkbox"/> Ensure the student has strategies for asking for help when needed; If not, teach these skills</li><li><input type="checkbox"/> 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)</li></ul>
<b>My Solutions (What will you try?)</b>		
<b>Other</b>	Use the ideas above to generate solutions to other issues that are barriers for the student to access the inclusive environment	