Strategies for Inclusion Collaboration by Margaret P. Weiss

Environmental and Curricular Modifications
- Availability of appropriately trained support personnel
- In-service training
- Implementation of appropriate instructional methods
- Availability of paraeducators
- Adequate teacher planning time
- Reduced class size

Attitudinal and Social Support
- School administration has positive attitude toward inclusion
- Administrative support for those working to include students with autism spectrum disorders
- Dissemination of information about autism spectrum disorders
- Use of curricula and experiences to facilitate understanding and sensitivity toward students with autism spectrum disorders
- Social interaction training for students with autism spectrum disorders

Coordinated Team Commitment
- Clear definition of roles for service delivery personnel
- Effective Communication
- Shared decision making

Recurrent Evaluation of Inclusion Practices
- Evaluation appropriate supplemental aides and services
- Evidence of benefit from participation and education
- Student demonstration of appropriate participation

Home-School Collaboration
- Meaningful participation
- Suitable administrative supports
- School’s willingness to listen