



A Neuro-Affirmative Tool for Planning and Tracking
Inclusive Experiences for Autistic Pupils with a
Significant Intellectual Disability



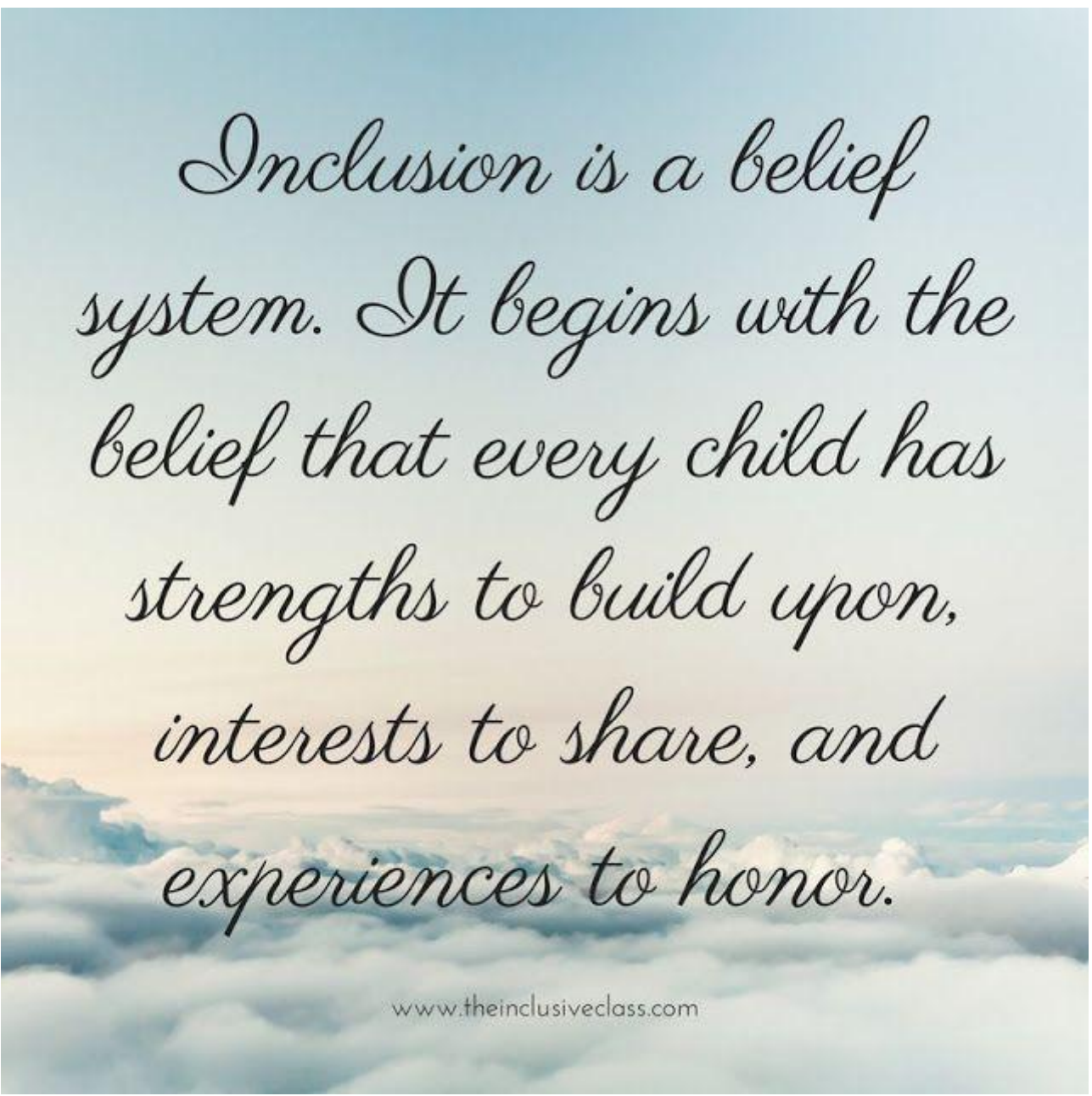
‘Inclusion is not bringing people into what already exists. It is making a new space, a better space for everyone.’

- George Dei

www.LearnAutism.com/autisminclusion
#MOVETOINCLUDE

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Inclusion is a belief system. It begins with the belief that every child has strengths to build upon, interests to share, and experiences to honor.

www.theinclusiveclass.com

A huge thank you to the schools who chose to participate in this doctoral research project.

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Part 1

Mainstream Setting Pre-Requisites

Autism Friendly Mainstream Environment

(Adapted from 'Sensory Audit for Schools and Classrooms' by Autism Education Trust, 2016 and 'Checklist for Autism-Friendly Environments' by Simpson, S., 2015)

This checklist is to support staff to identify how the mainstream environment may be adapted to suit autistic pupils who transition in from the special class for some of the day.

Tick the relevant column to indicate a) what environmental considerations you have addressed b) are unable to address within the intervention time or C) not applicable.

Sensory Good Practice	Have addressed	Unable to address	Not applicable
The room is uncluttered with furniture and materials			
The room has designated areas for specific activities			
There is a calming area / cosy corner in the classroom			
Pupil is seated away from any flickering light coming in through blinds and any reflective surface			
Pupil seat is not facing busy wall displays			
There has been consideration of specific noises that may irritate such as ticking clocks, humming from lights, road noises, building works nearby			
There has been consideration of times of the day where the noise levels are higher			
There are various seating options for pupils – therapy ball, cushion			
Visuals are used to clarify where to stand to wait / queue			
Visuals are used to clarify boundaries for personal space			
Fidget toys are available to use to support focus			
Movement breaks are scheduled in prior / after inclusion			
Movement breaks are scheduled in for whole class during inclusion			

Communication	Have addressed	Unable to address	Not applicable
The room has clear signs to show what different areas are used for			
There are photos to aid recognition of staff /peers			
The pupil's communication system is supported in the classroom?			
The pupil's communication system has been discussed with MS teacher			
The pupil's communication system has been discussed with peers			
An object of reference / photo / pictorial icon is available to request a break or leave			
An object of reference /photo / pictorial schedule is used to indicate sequence of activities			

Developing Peer Awareness and Understanding

Developing awareness of autism in a way that celebrates diversity supports peers to understand autistic pupils who access mainstream environments. With younger pupils, focus on celebrating difference and with older pupils, focus on introducing them to facts about autism and listening to autistic people telling their stories (Droney and Verbiest, 2022). The resources below will support teachers to open up conversations about understanding autism.

Teacher Resources for talking about autism:

The Little book of Autism FAQ's – How to Talk to Your Child about their Diagnosis and Other Conversations by Hartman, D. (2019). London: Jessica Kingsley

<https://asiam.ie/about-autism/>

<https://best-practice.middletownautism.com/>

Other ways to celebrate diversity: (taken from Droney, C. & Verbiest, A. 2022)

Read books about difference	It's Okay to be Different by Todd Parr, What I Like About Me by Allia Zobel-Nolan and Miki Sakamoto, Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt, The Hueys in the New Jumper by Oliver Jeffers, Something Else by Kathryn Cave, Marvellous Me by Lisa Bulard, Tony the Turtle by Valerie Sheehan, Ian's Walk by Laurie Lears, All My Stripes by Shaina Rudolph and Danielle Rover, Jasper and the Magpie by Dan Mayfield
Create a whole class school montage / wall about celebrating difference	Some pupils love dancing, some pupils wear glasses, some pupils dislike maths etc
Play games to highlight uniqueness	<i>Thumbs up, thumbs down</i> - show pictures or call out a range of different foods, hobbies, sports, singers etc. Pupils put thumbs up or down according to preference. <i>Tell me about</i> – have a range of cards with categories on. Pupils select one and share preferences with the class.
Discuss visible and invisible differences	Visible disabilities include being deaf, visually impaired, being a wheelchair user. Invisible disabilities include dyslexia, dyscalculia and autism. You can't always tell if someone is autistic.
Celebrate the strengths associated with autism	Introduce a host of famous people with strengths such as honesty, attention to detail, clear thinking, hyper focus on a topic of interest etc. such as <i>Greta Thunberg, Stephen Wiltshire, Temple Grandin, Chris Packham, Alan Gardner, Dara McAnulty</i>
Set up a school links programme	This is where mainstream peers visit the special classes to learn more about autism.

Video clips for developing peer awareness:

Younger pupils	Older pupils
Amazing things happen https://www.youtube.com/watch?v=RbwRrVw-CRo Max – Video to explain autism to primary kids https://www.youtube.com/watch?v=wc77MksM_2c Autism explained for kids https://www.youtube.com/watch?v=DrrXMO-NrCM Sesame Street – Meet Julia https://www.youtube.com/watch?v=dKCdV20zLMs	Alex – Understanding autism https://www.youtube.com/watch?v=CZYqa9rOkDQ Nick – Video to explain autism to primary kids https://www.youtube.com/watch?v=mtRYKjucDHk Facts about autism for kids https://www.youtube.com/watch?v=dUbsyd8Fnyw&t=83s My autism – by George (upper primary) https://www.youtube.com/watch?v=YIK2yXfrCfw Autism and me – by Rosie https://www.youtube.com/watch?v=ejpWWP1HNGQ

Part 2

Pupil Pre-Requisites

Happiness Indicators

(Adapted from 'The Life Satisfaction Matrix', Lyons. G., 2005)

The Life Satisfaction Matrix can be used to indicate pupils' happiness during activities as determined by their affective behaviour. To determine indicators, as significant adults, who are familiar with the pupil describe and agree on behaviour which demonstrates that the pupil is happy e.g. a murmuring sound, eye contact, rocking. It does not matter what the behaviour is, but there must be agreement amongst adults.

Step one:

One significant adult selects ten activities that the pupil engages in during the day. These activities are then divided into preferred activities, neutral and non-preferred activities.

Step two:

A second adult then repeats step one separately – identifying and ranking the activities.

Step three:

After discussion and agreement on the top five preferred activities, ask each significant adult to describe the behaviours that the pupil engages in during these activities. Describe each behaviour that is identified as indicative of happiness. Record those behaviours upon which there is general agreement.

Step four:

Use these behavioural indicators as a way of assessing whether a pupil is happy during an activity / experience.

Creating Happiness Indicators

Step one:

Identify ten activities.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Divide into preferred, neutral and non-preferred.

Preferred activities	Neutral	Non-Preferred

Step 2:

Repeat above with other significant adult.

Step 3:

Activity	Behaviours exhibited
1.	
2.	
3.	
4.	
5.	

Step 4:

Affective Behaviours which have been Determined to Indicate Happiness

Preferred Items and Activities Inventory

A survey can be used to identify a pupils' preferred items and activities. Ensuring items of interest and preferred activities are an integral part of any inclusive experience or intervention promotes engagement and motivation. This list is not exhaustive so feel free to add further toys / activities in the blank spaces.

Toys		Activities		Sensory		Social Reinforcement	
Cars /trucks / trains		Bubble blowing		Deep pressure		High five	
Puzzles		Painting		Swinging		Hugs	
Dolls		Playing ball		Trampolining		Praise	
Teddies		Art projects		Lifting heavy loads		Smiling	
Blocks		Reading		Rubbing materials		Chants	
Lego		Listening to music		Rocking chair		Talking on the phone	
Toy figures		IPad		Rolling		Time with a Staff member	
Ball		TV programmes		Squeeze balls			
Musical toys		Colouring / Drawing		Rocking self			
Play dough		Cutting / Gluing		Sand timers			
Books		Cooking		Mirrors			
Stickers		Singing					
Wind-up toys		Water play					
Spinning toys		Scooter					
Stacking cups		Video games					
Play food		Board games					
Jigsaws		Dressing up					
Matching pictures		Gardening					

Using Sensory Input to Promote Engagement

(Adapted from 'Finding Reinforcers', Pyramid Educational Consultants UK, 2005)

For some pupils it is difficult to identify their preferences. For these pupils, the starting point is to observe their behaviours when left to their own devices. Whenever sensory strategies are used, it is important to remember that pupils' reaction to sensory input can vary each day and within a day.

Behaviours Observed	The student gazes at lights or out of the window, fixates at rotating objects, looks at his hands or flaps his fingers in front of his eyes		
Type of self-stimulation	<i>Visual</i>		
Spinning discs Spinning toys Sand timers Oil droppers	Snow globes TV /DVD Light up toys Flashing toys Kaleidoscope	Bouncing ball Spinning tops Wind-up toys Sparkling toys Coil toys	

Behaviours Observed	The student vocalises, hums, clicks his tongue, taps furniture or clicks fingers		
Type of self-stimulation	<i>Auditory</i>		
TV / DVD Radio Music Talking books CD Player	Drum Triangle Clackers Bells Whistles Tambourine	Talking toys i.e. furbies Toy piano or keyboard Music boxes Toys that make a noise	

Behaviours Observed	The student touches his own or another persons' body parts, pinches himself, places his finger or objects in his mouth		
Type of self-stimulation	<i>Tactile</i>		
Shower scrunchies Soft toys Puppets Blankets Off cuts of different textures / fabrics	Koosh ball Putty / play dough Vibrating or buzz toys Massager Make up brushes Scrubbing brush Pan scourers	Sand / water play Hand painting Shaving cream activities Talc activities	

Behaviours Observed	The student rocks, bounces or spins his body. He has unusual postures (upside down, head stands), toe walks, holds head on one side or head bangs		
Type of self-stimulation	<i>Vestibular or proprioceptive</i>		
Items that recreate motion Rocking horse Rocking chair Pedal car Spinning office chair Barrels to roll in or on	Therapy ball Hammock Swing Slide Roundabout Trampoline	Action rhymes Vibration toys	

Behaviours Observed	The student smells self, other people, items or equipment		
Type of self-stimulation	<i>Smell</i>		
Items that smell Scented crayons and pens	Aromatherapy oils Playdough Scented candles	Flowers Make a smell-kit	

Part 3

Target Setting

Personal Development

Quality of Life Indicator	Specific Skill domain	Target	Achieved in Special Class Setting	Achieved in Mainstream Setting
Learning skills to be independent	Receptive Language	Respond to own name		
		Follow instruction to do an enjoyable activity in context		
		Follow instruction in routine situation		
		Follow a simple hand signal		
	Following routines	Follow a simple daily routine		
		Work independently on a non-academic activity		
		Follow direction to physically transition to next activity or area		
		Wait for turn to do activity		
		Get into line upon request and wait appropriately		
		Work independently on an academic activity		
		Follow instruction to get and return own materials / resources		
		Sit / stand and wait appropriately during transitions		
	Fine Motor Skills	Open zip lock bags		
		Remove lid of jars / replace		
		Remove wrappers		

Personal Development

Quality of Life Indicator	Specific Skill domain	Target	Achieved in Special Class Setting	Achieved in Mainstream Setting
Taking care of oneself	Eating skills	Eat finger foods		
		Drink from a straw		
		Drink from a cup		
		Feed one-self with a fork or spoon		
		Take lunch / lunchbox to table		
		Clear up after meals / put lunch box away		
	Grooming	Wash hands		
		Dry hands		
	Gross motor skills	Run smoothly		
		Throw ball to another person		
		Roll ball to another person		
		Catch a ball any method		
		Kick ball to another person / at a target		

Personal Development

Quality of Life Indicator	Specific Skill domain	Target	Achieved in Special Class Setting	Achieved in Mainstream Setting
Follow own interest	Requests,	Request by indicating		
		Requests when asked "what do you want?"		
		Request by eye contact		
		Request missing items needed		
		Request help		
	Labelling	Label reinforcing items		
		Spontaneous labelling		
	Spontaneous vocalisations	Spontaneous request (Vocalisation)		
		Spontaneous conversation		
	Play and leisure	Explore toys in the environment		
		Engage in outdoor activities		

Self-Determination

Quality of Life Indicator	Specific Skill domain	Target	Achieved in Special Class Setting	Achieved in Mainstream Setting
Making choices / Decision making	cooperation	Take a reinforcer (preferred item) when offered		
		Take a reinforcer from choice of two items		
Expressing opinion	Requests	Request others to stop an activity		

Interpersonal Relations

Quality of Life Indicator	Specific Skill domain	Target	Achieved in Special Class Setting	Achieved in Mainstream Setting
Contact time with peers	Group Instruction	Sit appropriately during small group instruction without disruptive behaviours		
		Sit appropriately during large group instruction without disruptive behaviours		
		Attend to teacher during small group instruction		
		Attend to peers during small group instruction		
		Follow instructions presented during small group instruction (differentiated if required)		
	labelling	Label common people – staff / peers		
	Play and Leisure	Allow other children to be near and manipulate / touch toys while playing		
		Play interactively with one other peer		
		Play interactively with a variety of peers together		
		Play with toys and talk with peers (labelling, asking for items and actions, making comments)		
		Coordinated play with peers		
		Play interactive motor games		

		Play board games / table-top games (pop-up pirate, connect 4, snap etc.)		
	Social interaction	Maintain appropriate physical behaviour near peers		
		Take preferred items offered by peer		
		Tolerate / respond appropriately to positive physical interaction by peer (high-5, attempt to hold hand)		
		Show interest in the physical and verbal behaviour of peers		
		Look at others to initiate a social interaction		
		Physically approach and attempt to engage with others		
		Listener receptive – follow simple known instructions provided by peer		
		Imitate peers – physical or verbal behaviours		
		Return greeting from others		
		Physically prompt others to do a specific activity		
		Respond to approaches and attempts to interact from peers		
		Sharing – gives up item and allows others to use		

		Ask peer for a single item		
		Ask others to share items		
		Sharing- offer item to others		
		Initiate greeting to others		
		Approach and join peers in an ongoing activity		

Part 4

Prompting to Support

Prompting to Support

To support pupils in achieving inclusion targets, it may be necessary to use a prompt. For this intervention, it is suggested to use the least intrusive before moving to the most intrusive (Westling-Fox, 2009; Lynch Barbera 2007).

Moving from using the most intrusive prompt (1) to using the least intrusive prompt (5) can indicate progression towards achieving a target. For this reason, you are asked to record the type of prompting used during each inclusive experience.

Targets can be deemed to have been achieved where there have been at least three occasions where prompting has been 4, 5 or 6. Many autistic pupils who have learnt a specific skill still require visual supports to stimulate them to carry out instructions or actions.

Prompt Code	Prompt type	Description
6	Non used	Pupil independently makes action / follows request
5	Gesture	Adult / peer makes a generalised body movement that has a clear communicative function.
4	Visual – Photo	Adult / peer shows an object, photo or picture prompt allowing pupils to spend as much time as needed to look at and process.
3	Modelling / Imitation	Adult / peer makes the required movements in order to prompt but may not need to carry out full movement
2	Hand over wrist	Adult guides the pupil towards a stimulus but without over-manipulating the pupil.
1	Hand over hand	Adult makes the pupil carry out the required action to experience the action and effect

It is suggested that all above prompts are paired consistently with a verbal prompt:

Verbal	Reduced language, with main words stressed. If there is a need to repeat, allow at least 8 seconds processing time before repeating exactly the same words.
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Part 5
Pupil Record Template

Target:	Date, Timetabled Session, Duration		Happiness indicator observed? (Y/N)	Support prompt (1,2,3,4,5,6)
Communication / Interaction			Additional / Relevant Notes	
MS teacher	SNA	Peers		
For what purpose...				
By what means...				

Target:	Date, Timetabled Session, Duration		Happiness indicator observed? (Y/N)	Support prompt (1,2,3,4,5,6)
Communication / Interaction			Additional / Relevant Notes	
MS teacher	SNA	Peers		
For what purpose...				
By what means...				

Target:	Date, Timetabled Session, Duration		Happiness indicator observed? (Y/N)	Support prompt (1,2,3,4,5,6)
Communication / Interaction			Additional / Relevant Notes	
MS teacher	SNA	Peers		
For what purpose...				
By what means...				

Target:	Date, Timetabled Session, Duration		Happiness indicator observed? (Y/N)	Support prompt (1,2,3,4,5,6)
Communication / Interaction			Additional / Relevant Notes	
MS teacher	SNA	Peers		
For what purpose...				
By what means...				

Part 6
Collaboration Record Template

Collaborative Meeting Template (print as required)

Date:	Time: _____ to _____
Location:	Organised by:
Present:	

Reflections	Successes /What worked well?	Issues that arose / What needs further attention?
Special Class		
Reflections on any previous inclusive experiences in any Mainstream Setting if applicable:		

Forward Planning (content, time, location):	Strategies and Resources to support inclusive experience	Roles and Responsibilities to support inclusive experience
Special Class:		
Mainstream Setting:		

Please note any additional thoughts / queries to raise / required Professional Learning

Appendices

Appendix 1

Matrix to show alignment of Quality-of-Life Indicators with an Autism Specific Assessment, The Primary Curriculum and The Primary Language Curriculum

Quality of Life Domain (POS: Van Loom et al., 2012)	Quality of Life Indicator (POS: Van Loom et al., 2012)	Specific Skill Domain (ABLLS: Partington, 2010)	Task objective (ABLLS: Partington, 2010)	Primary Curriculum (PC) <i>accessed through 'severe and Profound GLD Guidelines'</i> Primary Language Curriculum (PLC) <i>accessed through 'Additional Support Pathways'</i>
Personal Development	Learning skills to be independent	Cooperation and reinforce effectiveness, Receptive Language, Requests, Follow (classroom) routines, Fine motor skills.	A11: Responds when given an instruction C1: Responds to own name C2: Follow instructions to do an enjoyable action in context. C7: Follow instructions in routine situations C26: Follows hand signals N1: Follows daily routine N2: Works independently on non-academic activities N5: Waits turn to do activities N6: gets into line upon request N7: Work independently on academic activities N8: Get and return own materials N10: Stand and wait appropriately during transitions Z11: Open zip lock bag Z15: Remove lids of jars / Z24 replace Z19: Remove wrappers	PLC: <i>Oral Language: Communicating</i> 1. Engagement, listening and attention – attends to stimuli in the environment <i>Oral Language: Understanding</i> 5. Vocabulary – Recognises named stimuli 6. Demonstration of understanding – identifies cues to support instructions and/or routines PLC: <i>Oral Language: Exploring and Using</i> 7. Requests, questions and interactions – indicates likes, dislikes, wants and needs PC: <i>SPHE: Myself</i> Self-awareness, developing self-confidence, making decisions, taking care of my body, catering for personal care needs
	Taking care of oneself	Eating skills, Grooming, gross motor skills	V1: Eat finger foods V2: Drink from a straw V3: Drink from a cup V4: Feed oneself with a fork and spoon V8: Take lunch to prepared table V9: Clear up after meals W1: Wash hands W2: Dry hands Y3: Run smoothly Y9: Throw ball Y10: Roll a ball to another person Y15: Catch a ball Y20: Kick ball at target	PC: <i>SPHE: Myself</i> Taking care of my body, catering for personal care needs
	Following own interest	Cooperation and reinforce effectiveness, Requests, Labelling, Spontaneous vocalizations, Play and Leisure	F1: Request by indicating F4: Request when asked "what do you want?" F7: Request by eye contact F9: Request missing items needed F10: Requests with head movement or yes/no F12: Requests help F29: Spontaneous request G1: Label reinforcer I7: Spontaneous request (Vocalisation) I9: Spontaneous conversation K1: Explore toys in the environment K3: Engage in outdoor activities	PLC: <i>Oral Language: Understanding</i> 4. Sentence structure and grammar – uses single vocalisations in response to stimuli PLC: <i>Oral Language: Exploring and Using</i> 7. Requests, questions and interactions – indicates likes, dislikes, wants and needs PC: <i>Physical Education</i> <i>Athletics</i> – Running, Games - handling, sending and receiving, kicking, playing Game; <i>Outdoor and adventure activities</i> - walking

Self-Determination	Making choices / decision Making	Cooperation and reinforce effectiveness, Requests	A1: Take reinforcer when offered A2: Take a reinforce from choices of two items	PLC: <i>Oral Language: Exploring and Using</i> 7. Requests, questions and interactions – indicates likes, dislikes, wants and needs
	Expressing opinion	Requests	F15: Request others to stop an activity	PLC: <i>Oral Language: Exploring and Using</i> 7. Requests, questions and interactions – indicates likes, dislikes, wants and needs
Interpersonal Relations	Contact time with peers	Group instruction, Labelling, Play and Leisure, social Interaction,	M1: Sit appropriately in small group	PLC: <i>Oral Language: Communicating</i> 3. Social conventions and awareness of others – tolerates and acknowledges the presence of others; accepts an interaction with another PC: <i>SPHE: Myself</i> Relating to others <i>Physical Education: Athletics</i> – Running; <i>Games</i> – handling, sending and receiving, kicking, playing Game; <i>Outdoor and adventure activities</i> - walking
			M2: Sit appropriately in large group	
			M3: Attend to teacher in group	
			M4: Attend to peers in group	
			M5: Follows group instruction	
			G3: Labels common people	
			K2: Allow others to manipulate toys	
			K8: Play interactively with other students	
			K9: Play interactively with a variety of peers	
			K11: Play with toys and talk with peers	
			K13: Coordinated play with peers	
			K14: Interactive motor games	
			K15: Board games	
			L1: Appropriate near peers	
			L2: Take offered items	
			L3: Tolerate / respond to positive touches by peers	
			L4: Show interest in the behaviour of others	
			L5: Look at others to start an interaction	
			L6: Physically approach and engage with others	
			L8: Listener receptive	
			L9: Imitates peers	
			L10: Returns greetings	
			L11: Physically prompts others to do activity	
			L12: Respond to approaches and attempts to interact from peers	
			L13: Sharing – gives up item	
			L18: Asks peers for items	
			L19: Ask for items to be shared	
			20: Sharing – offers item to others	
			L21: Initiates greetings	
			L20: Joins peers in an activity	

Van Loon, J., Van Hove, G., Schalock, R. and Claes, C. (2012) 'Personal Outcomes Scale: A Scale to Assess an Individuals Quality of Life', Universiteit Gent.

Partington, J. (2010) 'The Assessment of Basic Language and Learning Skills', Behavior Analysts Inc, CA

NCCA (1999) 'Primary Curriculum'

NCCA (2019) 'Primary Language Curriculum'

Appendix 2

Matrix to show alignment of the Inclusive Experiences Interventions with Looking at our Schools, Autism Good Practice Indicators and Individual Educational Plan Guidelines

	Looking at Our Schools 2022 (LAOS)	Preparation for Teaching and Learning – 2022	Autism Good Practice Indicators (AGPG)	Guidelines for the Individualised Planning Process (IEP)*
Planning and Tracking Tool	<i>Teaching and Learning: Learner Outcomes:</i> Pupils enjoy their learning, are motivated to learn. <i>Teaching and Learning: Learner Experiences:</i> Pupils engage purposefully in meaningful learning activities. Pupils grow as learners through respectful interactions and experiences. Pupils experience opportunities to develop the skills and attitudes necessary for life-long learning.	<i>Preparation for Teaching and Learning: The Learning Environment</i> Quality teacher-child and child-child interactions during which...children are actively listened to and valued foster positive relationships. High expectations can be supported by giving time to development of agreed standards, procedures, processes and routines supporting the needs of all children. Alignment between the physical layout of the setting, the needs of the children and the pedagogical approaches intended to support learning is important. <i>Recorded Preparation and Reflection:</i> Recorded preparation should be useful, purposeful and practical. Recorded preparation refers directly to the curriculum, identifying selected learning outcomes which are a guiding preparation. It should provide clarity on the focus of learning for children during a series of learning experiences.	<i>Key Principle 1: Positive inclusive ethos:</i> Peer education programmes are put in place that promote understanding of diversity and inclusion. <i>Key Principle 2: Awareness and understanding of the needs of students with autism:</i> Opportunities are provided to develop mutual understanding and communication between students with autism and their peers. <i>Key Principle 4: Comprehensive identification of strengths and needs:</i> Teachers are actively involved in the identification of individual strengths and needs, setting shared learning objectives, and reviewing and assessing progress in response to changing needs over time. Assessment approaches are in line with the needs of the student and include tools developed specifically for students with autism. <i>Key Principle 6: Development of environments responsive to the needs of students with autism:</i> A range of physical and teaching environmental supports are implemented to meet the diverse needs of students and to promote their participation during the school day. Proactive strategies and interpersonal supports are adopted for students with autism to build positive relationships and a sense of connection and belonging to their class and school. Students in special settings have structured opportunities to engage with their mainstream peers in both classroom and leisure activities in order to share interests and experiences. <i>Key Principle 7: Students have access to a broad curriculum:</i> There is a commitment to preparing students for adulthood, through the holistic development of their daily living skills, problem solving and independence. The emotional wellbeing of students is monitored.	IEP Principles: Individualised and child centred, inclusive, holistic, accessible Development of targets: The team should consider current level of progress, child's specific strength and needs, motivation and interests.
Collaboration	<i>Teaching and Learning: Teachers' collaborative practice:</i> Teachers value and engage in professional collaboration. Teachers work together to devise learning opportunities for pupils across and	<i>Knowledge of the Children and their Prior Learning:</i> Knowledge of the children includes children as learners and can be deepened through observation, information gathering and assessment. Information can be gathered from a variety of sources including the child's current teachers, SNA's. These sources are an integral part of preparation for teaching and learning when they support	<i>Key Principle 1: Positive inclusive ethos:</i> School systems and structures are proactively adjusted to promote social inclusion and participation of students with autism. <i>Key Principle 3: Collaborative practice with well-defined roles for all:</i> Class teachers undertake responsibility for the education of all students and collaborate with support staff to plan interventions that promote meaningful inclusion.	IEP Principles: Collaboration – targets and details must be agreed, comprehensible and available to all those working with the student. Development of targets: Targets set must be specific, agreed, realistic.

	beyond the curriculum. <i>Leadership and Management: Leading teaching and learning:</i> School leaders foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil.	decision making around the next steps of children's learning. <i>Recorded Preparation and Reflection:</i> Recorded preparation should be useful, purposeful and practical. Recorded preparation refers directly to the curriculum, identifying selected learning outcomes which are a guiding preparation. It should provide clarity on the focus of learning for children during a series of learning experiences	Person-centred planning approaches are adopted to promote active participation of students in educational planning and decision making including sharing their views, preferences and making choices. Special needs assistants support inclusion of students by addressing care needs and understanding the implications of autism for participation, independence, social interaction and behaviour.	They should state strategies to use – materials, methods, special organisational equipment, place and time and responsibilities of those implementing each target
Professional development	<i>Teaching and Learning: Teachers' individual practice:</i> The teacher selects and uses preparation and assessment practices that progress pupils' learning. The teacher selects and uses teaching approaches appropriate to the intended learning outcome and to pupils' learning needs. The teacher responds to individual learning needs and differentiates learning and teaching activities as necessary. <i>Teaching and Learning: Teachers' collaborative practice:</i> Teachers value and engage in professional learning. <i>Leadership and Management: Leading teaching and learning:</i> School leaders foster teacher professional development that enriches teachers' and pupils' learning.	<i>Knowledge of the Curriculum:</i> Knowledge of the curriculum includes a knowledge of the underpinning rationale and aims of the approaches to teaching and learning. <i>Knowledge of Pedagogy:</i> Pedagogy shapes teachers' actions, words and judgements. It evolves and is deepened through a reflection upon practice, conversations with colleagues and continuous professional development. An understanding of pedagogical approaches is important in choosing appropriate and engaging learning experiences		

*Although participants are not required to include the implementation of the intervention on a pupil's IEP due to the timescale, the guidelines have been included in matrix to show how the intervention aligns with guidance on setting targets.

Government of Ireland (2022) 'Autism Good Practice Guidelines for School: Indicators of Good Practice'
Department of Education

Inspectorate (2022) Looking at Our School 2022: 'A Quality Framework for Primary Schools and Special Schools'
Department of Education

National Council for Special Education (2006) 'Guidelines on the Individual Education Process'

Government of Ireland (2021) 'Preparation for Teaching and Learning –Guidance for All primary and Special schools'

Appendix 3

Matrix to show alignment of the Inclusive Experience Intervention with the Neurodiversity Movement and Naturalistic Behavioural Developmental Interventions

	Tenets of Neurodiversity (Leadbitter et al., 2021)	Principles of Naturalistic Developmental Behavioural Interventions (Bruinsma, Minjarez, Schreibman and Stahmer, 2020)
Planning and Tracking Tool	Interventions should have an appreciation of the internal sensory and emotional needs that arise from an autistic pupil's experience and not seek to reduce natural coping or self-regulation strategies. Interventions should have an autistic pupil's quality of life at the heart of all decisions with the ability to make choices and exert control being key. Interventions should promote happiness and joy through special interests and preferred activities with social connections and wellbeing naturally occurring throughout an intervention. Interventions should promote the right to communicate "no" during teaching and learning with their voice heard and respected	<i>Nature of Teaching Targets:</i> Meaningful targets Functional targets Developmentally sequenced Creating individualised goals <i>Contexts of Intervention Delivery:</i> Naturalistic setting Arrangement of environment Natural reinforcement Motivation based <i>Instructional Strategies:</i> Prompting and prompt fading
Collaboration		
Professional development	Environmental audit Preferred activities / sensory input Happiness Indicators & wellbeing Quality of Life Indicators	<i>Instructional Strategies:</i> Sharing control/ turn taking Use of natural reinforcement Prompting and prompt fading Modelling Initiating communication and interaction

Bruinsma, Y., Minjarez, M., Schreibman, L. and Stahmer, A. (2020)' Naturalistic Behavioural Developmental Interventions for Autistic Spectrum Disorder', Brookes Publishing Co: Baltimore

Leadbitter, K. (2021) 'Autistic Self-Advocacy and the Neurodiversity Movement: Implications for Autism Early Intervention Research and Practice', Frontiers in Psychology, vol. 12