

The purpose of the study was to survey mainstream teachers to examine their awareness of strategies, in support of encouraging social interaction among children with autism. In addition, mainstream and special education teachers' recommendations were also explored in relation to better execution of evidence-based classroom strategies. Furthermore, identified weaknesses and teachers' suggestions were used to recommend future training and staff development to enable mainstream teachers to provide the best possible programs for enhancement of social interaction among children with autism in inclusive educational setting.

The responses were gathered from 90 teachers from various cities in Czech Republic where 28 were regular teachers and 62 were special education teachers. Data was collected questionnaire. Regular teachers responses were more focused on to explore the awareness and knowledge of strategies to enhance social interaction among children with autism and special education teachers' responses were focused on recommendation for enhancing teachers' awareness and better implementation of strategies in the classroom.