

The rights of students with AS I) to enter mainstream settings have been strongly advocated. However, past research has shown that inclusion might prove challenging for them, leading to isolation from mainstream peers. This study focuses on how the interviewee-teachers in the Czech Republic operate to provide opportunities for meaningful and sustainable social inclusion for learners with ASD. What knowledge they share to help these students socialize, and how they respond to challenges. In this study, two different approaches providing skills and techniques to develop genuine social interaction are considered. Firstly, the individually-based approach, where the student is taught how to develop social skills. Secondly, the child-to-child approach which aims to give guidance to classmates. This is a case-study in two urban primary schools in Prague. Five teachers were selected using a convenience sampling strategy within the purposeful sampling. Semi-structured interviews with open-ended questions, participant observations and field-notes were used to combine multiple sources when collecting data. The research questions evolved as the study progressed. The data verifies that in general interviewee-teachers recognise benefits in social interaction. They see positive advances in both the individual's perspective and note improvement in peers' awareness and learning. As a result, they fulfil an important role in mediating the interaction of students in their classrooms. However, there are some lapses on how teachers work on an individual basis to help the child with ASD to achieve social inclusion. Challenges which might hamper the implementation of social interaction are also faced by the participants: issues encountered when cooperating with other people, ineffective tutoring support which they allege is difficult to put into practice, limitations in time and resources.