Membership and Participation Indicators*

Student Name: _____   Completed By: _____

Date: _____   Position: _____

MEMBERSHIP					
Indicator	**All of the time**	**Most of the time**	**Some of the time**	**None of the time**	**N/A**
Attends the general education classroom	3	2	1	0	N/A
Follows the same schedule as classmates	3	2	1	0	N/A
Attends core content area classes	3	2	1	0	N/A
Attends recess	3	2	1	0	N/A
Attends lunch	3	2	1	0	N/A
Attends specials/fine arts	3	2	1	0	N/A
Attends assemblies	3	2	1	0	N/A
Attends field trips	3	2	1	0	N/A
Has own desk	3	2	1	0	N/A
Has a communication mode/device	3	2	1	0	N/A
Has a textbook for academic/subject area (as applicable)	3	2	1	0	N/A
Has the same (adapted) materials/handouts as classmates	3	2	1	0	N/A
Has the same (adapted) technology as classmates	3	2	1	0	N/A
Homework is assigned	3	2	1	0	N/A
Has a homework folder for turning in assignments	3	2	1	0	N/A
Is on the attendance list; class list	3	2	1	0	N/A
Has a mailbox, cubby, locker	3	2	1	0	N/A
Gets a class job	3	2	1	0	N/A
Is acknowledged by the teacher in the same way as classmates	3	2	1	0	N/A
Is acknowledged by peers	3	2	1	0	N/A
* NOTE: The scale will need to be revised if N/A was selected. **TOTAL:** ___ / 60 OR _____ %					

*Adapted from: McSheehan, M., Sonnenmeier, R.M., & Jorgensen, C.M. (2009). Membership, participation, and learning in the general education classroom for students with autism spectrum disorders who use AAC. In D.R. Beukelman & J. Reichle (Series Eds.) & P. Mirenda & T. Iacono (Vol. Eds.), Augmentative and alternative communication series: Autism spectrum disorders and AAAC (p.418). Baltimore: Paul H. Brookes Publishing Co; adapted by permission.

Membership and Participation Indicators*

PARTICIPATION					
Indicator	**All of the time**	**Most of the time**	**Some of the time**	**None of the time**	**N/A**
Participates in classroom and school routines (e.g., Pledge of Allegiance, lunch count, jobs, errands, eating lunch) in typical locations	3	2	1	0	N/A
Participates in school plays, field trips, and community service activities	3	2	1	0	N/A
Transitions between classes with other students, arriving and leaving at the same time	3	2	1	0	N/A
Completes assignments and other work products (with adaptations and modifications) as students without disabilities do	3	2	1	0	N/A
Participates in classroom activities that are curriculum-based tasks in which age appropriate, general education peers are involved.	3	2	1	0	N/A
Communicates in a way that is appropriate for his/her communication level, with appropriate content (e.g., vocabulary) and mode (e.g., speech output, writing) needed for participation in instructional routines:					
Whole-class discussions: brainstorming, calling out answers, taking notes, engaging in social side talk	3	2	1	0	N/A
At the board: writing answers, drawing figures	3	2	1	0	N/A
In small groups: commenting to classmates, sharing information, taking notes, socializing	3	2	1	0	N/A
When called on by the teacher: sharing information	3	2	1	0	N/A
In non-academic activities: transitions, lunch, recess, brain-breaks	3	2	1	0	N/A
* NOTE: The scale will need to be revised if N/A was selected.	**TOTAL:** ___ / 30 OR ____ %				

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LEARNING					
Indicator	**All of the time**	**Most of the time**	**Some of the time**	**None of the time**	**N/A**
Standards-based IEP Goals	3	2	1	0	N/A
Standards-based Assignments	3	2	1	0	N/A
Communication to Demonstrate Learning	3	2	1	0	N/A
Standards-based Assessments	3	2	1	0	N/A
Standards-based Grading	3	2	1	0	N/A
Opportunities to Learn Beyond the IEP	3	2	1	0	N/A
* NOTE: The scale will need to be revised if N/A was selected. **TOTAL: _____/18 or _____%**					

LEARNING REFLECTION QUESTIONS

1) **To what extent are the IEP goals standards-based?**
   a. Determine the number of standards-based goals out of the number of total IEP goals (fraction or percentage)
   b. Reflect and discuss.
2) **To what extent is this student given standards-based assignments on which we can judge the student's participation with, current performance in and progress in the general curriculum?**
   a. For each content area or class, examine the number of assignments given to all students, the number given to this student, and the number completed by the student.
   b. Reflect and discuss.
3) **To what extent does this student have the necessary communication mode or communication supports for demonstrating learning in each content area?** (e.g., reading, math, writing, science, social studies)
   a. For each class or subject area, complete a rating of *sufficiency* (e.g., vocab is sufficient to demonstrate learning; communication supports allow the student to reply in a variety of modes – speech output, write, print, etc.).
   b. Reflect and discuss.
4) **To what extent is there Standards-based Assessments of learning? Does the team have an agreed-upon approach to assessing demonstration of standards-based learning?**
5) **To what extent is there Standards-based Grading of learning? Does the team have an agreed-upon approach to grading demonstration of standards-based learning?**
6) **To what extent does the student have opportunities to learn beyond the IEP goals? Is the student given well supported opportunities to engage in learning of grade-matched standards?**

7) **How is the team adjusting and exploring ways to move supports from *modifications* to *accommodations*?**

8) As a result of team discussion of the previous items,
   a. How do team members view the **student's current performance or proficiency** in each content area/class?
   b. How might team members **adjust the supports to increase both opportunities for learning as well as demonstration of learning**?

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