

Membership & Participation Screening Indicators*

Assign the appropriate Rating to each Screening Indicator:

3 = Always 2= Most of the time 1= Some of the time 0=Never or Infrequently

SCREENING INDICATORS:	RATING:
The student...	
Attends core content area classes (i.e., Tier 1 general education).	
Transitions between classes with other students, arriving and leaving at the same time.	
Is acknowledged by teacher in the same way as classmates.	
Participates in general routines (e.g., Pledge of Allegiance, lunch count, jobs, errands, eating lunch) and instructional routines (e.g., whole-class discussions, small groups, when called on by teacher) in typical locations using adapted materials, communication aids, etc. as needed.	
Completes assignments and other work products (with adaptations and modifications) as students without disabilities do.	
SUMMARY SCORE =	

Risk Assessment based on Summary Score:

Score	Assessment	Action to be taken
10 or above	LOW RISK:	
6 - 9	AT RISK:	Administer the full set of indicators with an action plan to be monitored every 2 weeks until the score is above 10
0 - 5	HIGH RISK:	Administer the full set of indicators and develop an action plan with weekly monitoring until the score is above 6

***NOTE: This tool has not been validated as a screener. It has been *drafted* by Michael McSheehan based on professional judgement and a need in the field.

*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 AAC* (p.418). Baltimore: Paul H. Brookes Publishing Co; adapted by permission.