



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



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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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