

Daily Participation Record

Record the number times/minutes the student uses the intervention/activity.

Student: Kristi
 Class: Physics 4a
 Dates: May 1 to May 9
 Completed By: JR

Participation Goal	M	T	W	R	F
Kristi will use her powerchair independently to find a seat with her peers.	yes	yes	yes	yes	yes
Kristi will use her Pegasus Lite to greet the classroom teacher.	yes	yes	No – battery dead	yes	yes
Kristi will use the IntelliKeys & talking word-processor to write labels for the group poster project	yes	No	yes	No	No – short period due to testing
Kristi will answer at least 2 yes/no questions about content using low-tech board.	3	3	2	3	No – short period due to testing

Daily Participation Record

Record the number times/minutes the student uses the intervention/activity.

Student: Fred
 Class: World History
 Dates: April 3 to April 11
 Completed By: Jamie

Participation Goal	M	T	W	R	F
Fred will use his Dynamyte to greet the classroom teacher.	Unable-switch stuck	Unable-switch stuck	yes	yes	yes
Fred will use his switch and the Greek Gods & Goddesses activity during Independent work time.	Unable-switch stuck	Unable-switch stuck	yes	yes	yes
Fred will read aloud in class using his Dynamyte.	Unable-switch stuck	Unable-switch stuck	15 min.	15 min.	20 min.
Fred will answer at least 2 yes-no content related questions.	3	2	2	No – teacher busy	5

Daily Participation Record

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Student: _____

Class: _____

Dates: _____ to _____

Completed By: _____

Participation Goal	M	T	W	R	F

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Participation Goal	M	T	W	R	F

Evaluating Inclusive Practices

Use these tips to make evaluations of special education staff and monitor quality inclusive practices in your school.



Establish a rapport!

Compliment teacher strengths! Don't forget to recognize the accomplishments and celebrate the journey!

Uncover the impact of assesments.



Are student IEPs adjusted to reflect the results of assesments? Do ALL students in your school participate in the statewide assesments?

Look for progressive inclusive practices.



Ask how your special educator has made use of the knowledge gained from in-services or specialized trainings!

Find out how problems are solved.



Problems always arise in education, but how do your teachers eliminate barriers that create problems? Are the plans implemented?



Look for evidence of collaboration!

Check the schedule to see that educators are utilizing shared planning periods and are making curriculum agreements. Is everyone mutually involved?



Make observations daily!

Capitalize on your informal observations! Notice implementation of modifications & accomodations, team teaching practices, and active student participation. Daily observations may reveal solutions to troublesome issues.

Observe instructional practices!



Follow and adhere to your district's evaluation guidelines, but don't hesitate to go beyond! Remember to make several informal as well as formal visits. Always notify teachers of formal visits.



Chat with other educators.

Has the special educator established his or her role? Ask general educators for their input: What works? What doesn't? Do they feel comfortable soliciting the expertise of the special educator? Is everyone's expertise utilized?

Hold educators accountable for legal issues.



Review documentation for legal compliance. Teachers expect your review of up-to-date and complete student records. An IEP should identify the level of support a child needs.

Look for partnerships with families!



Consider checking for documentation of family contact. How has the teacher included families in communications and as an expert resource?

From Here to Activity...

Students that do not write, communicate verbally or comprehend the curriculum at grade level can actively participate, just look and see!

In Biology, student receives the same worksheet as others in lab. Student scribbles on the paper as others label the parts of a plant.



Active Solution: Give students Avery labels with simplified terms i.e. stem, roots, leaves etc. Instruct students to use the stickers to independently label the parts of the plant.



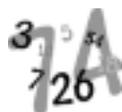
In Health, students create the Food Guide Pyramid. A paraeducator pastes magazine photos onto paper while the student attends therapy.

Active Solution: Mount a switch accessible camera onto the student's wheelchair. Instruct student to photograph foods from each food group during a fieldtrip to the supermarket.

In Astronomy, students study diagrams of constellations. A paraeducator studies the pictures for the student with low vision.



Active Solution: Photocopy constellation diagrams. Outline each with puffy paint. Let students explore tactile maps with their hands as the teacher lectures.



In Math, a paraeducator completes long division problems on a worksheet for the student.

Active Solution: Student uses an IntelliKeys keyboard with MathPad software to set up problems and answers independently.

In History, a paraeducator uses a pencil to fill in the blanks on a test. The student with physical and sensory disabilities sits with a lowered head.



Active Solution: Convert test to multiple-choice format. Create an ABC grid for communication device. Instruct paraeducator to read the questions and choices to student. Student answers A, B or C by pressing a switch.



In Chemistry, students verbally identify solvents and solutes during a review session. The nonverbal student watches and listens.

Active Solution: Add pictures of food items such as soda pop, water, sugar, etc. to an AAC device. Prompt student to press a key and choose a classmate to identify the food item as a solute, solvent or solution during a review.

In Computer Class, a paraeducator moves the mouse and student's hand in a preschool program while others create pages for the school web site.



Active Solution: Create a template of the web page. Prompt student to select text and background colors, use a trackball to draw a picture and type their name with a keyboard.



In Physical Education, the class practices archery outside. A paraeducator shoot hoops in the gym along side a student with disabilities.

Active Solution: Student joins others outside to practice turn-taking, social interaction and learn the names of archery equipment.

How Does Your Classroom Work?

Class: _____ Block: _____ Teacher: _____

Questions to ask	Things to do
<p>Do you have a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus or course outline? <input type="checkbox"/> Lesson plan? <input type="checkbox"/> Vocabulary list? <p>Will students participate in</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative groups? Which lessons? <input type="checkbox"/> Fieldtrips? <input type="checkbox"/> Presentations? <input type="checkbox"/> Research? <p>What choices will students make?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a copy of the class syllabus. <input type="checkbox"/> Photocopy lesson plan. <input type="checkbox"/> Photocopy vocabulary list. <input type="checkbox"/> List any special equipment used: _____ _____
Reading Assignments	
<p>Do students participate in</p> <ul style="list-style-type: none"> <input type="checkbox"/> Silent reading? How often? _____ <input type="checkbox"/> Group reading? How often? _____ <input type="checkbox"/> Reading aloud? How often? _____ <p>Will students be reading from</p> <ul style="list-style-type: none"> <input type="checkbox"/> A textbook? <input type="checkbox"/> Worksheets? <input type="checkbox"/> Novels? <input type="checkbox"/> Other? _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> List all books, poems, novels etc. <input type="checkbox"/> Obtain copies of worksheets. _____ _____ _____
Written Work	
<p>Do students complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets? How often? _____ <input type="checkbox"/> Textbook questions? How often? _____ <input type="checkbox"/> Homework assignments? <input type="checkbox"/> A portfolio? <input type="checkbox"/> Artwork? <p>Will students write</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays? <input type="checkbox"/> Poetry? <input type="checkbox"/> Research papers? 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain copies of all the worksheets. <input type="checkbox"/> Obtain copies of textbook questions. _____ _____ _____
Assessment	
<p>Do students take quizzes? How often? _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> True/False? <input type="checkbox"/> Essay? <input type="checkbox"/> Multiple choice? <input type="checkbox"/> Fill in the Blank? <p>Will the students take tests? How often? _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> True/False? <input type="checkbox"/> Essay? <input type="checkbox"/> Multiple choice? <input type="checkbox"/> Fill in the Blank? 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain copies of quizzes. <input type="checkbox"/> Obtain copies of tests. _____ _____

Y N		Technology	Notes
		If the student is a technology user; Where needed, does the student have the skills necessary to use technology in classroom activities? (i.e. power wheelchair skills, operating an AAC device or the computer, using an alternative keyboard, using his or her switch, etc.)	
		Where needed, does the student use an AAC device to communicate during class time?	
		Does the AAC device operate properly?	
		Is the AAC device programmed with content relevant to current learning activities?	
		Does the student understand the content he or she is communicating?	
		Do the educators understand how the student uses his or her device to communicate?	
		Do the student's peers understand how the student communicates?	
		If the student uses the computer; Do the educators know how to use the software and computer?	
		Is the computer booted up and in the appropriate software program for the student?	
		Is the computer available for the student to use for reading and writing and is someone monitoring his or her work?	
Y N		Social and Communication	
		Does the student have opportunities to greet and communicate with his or her peers?	
		Do the educators speak directly to the student?	
		Does the student ask and answer questions?	
		Do peers understand how this student best communicates?	
Y N		Administrative	
		Do the school's administrators actively participate in solving problems and eliminating barriers to inclusion?	
		Do the school's administrators facilitate communication and collaboration between special education staff and regular education staff?	
		Do the administrators require and facilitate supervision of paraeducators?	
		Does the administration encourage the special education teacher to regularly observe students in the inclusive classroom setting?	

Quality of Inclusion Checklist

Class: _____ Date: _____ Teacher: _____

*Checks in the box marked "Y" for yes indicate high quality inclusive practices.
 Checks in the "N" for no, suggest an area in which improvement may be possible.
 Skip items that do not apply to the student you are observing.

Remember that increasing active participation in the classroom begins one step at a time!

Y N		Physical Presence	Notes
		Does the student arrive to class on time?	
		Have all physical needs been met before class begins? (toileting, feeding, medications, splint/brace adjustments etc.)	_____
		Does the student choose his or her place to sit?	_____
		Do the adults avoid sitting between the student and his or her classmates?	_____
		Does this student's placement support visual or hearing needs?	_____
		Is the student actively participating in the classroom activities rather than merely observing?	_____
		Is the student attentive and not disruptive?	_____
		Does the student leave the classroom at the end of the period and not before?	_____
Y N		Learning Objectives	
		Have the special educator and the classroom teacher established learning objectives together?	
		Does the student understand his or her learning objectives?	_____
		Are the learning objectives connected to the IEP?	_____
		Is an educator asking the student content questions to assess learning each day?	_____
		Are informal assessments used to monitor learning for this student?	_____
		Is the student's involvement in learning activities monitored and facilitated throughout the class period?	_____
		Are modifications (changes what a student is expected to know) provided for this student as needed?	_____
		Are accommodations (changes how a student accesses information or demonstrates learning) provided for this student as needed?	_____
		Do the educators communicate about how the student performed in class each day?	

Student: _____ Week of: _____

Participation Plan

Class	Student	Paraeducator	Classroom Teacher	Learning Specialist	Other

Participation Plan

Class	Student	Paraeducator	Classroom Teacher	Learning Specialist	Other
Homeroom	Transfer from w/c to toilet w/ Minimal Assistance.	Give minimal physical assistance and verbal cues during toilet transfer.	N/A	Check with para and student regarding toilet transfer.	OT - train para on transfer techniques.
Career Skills	I drive chair to class, arrive on time, greet teacher with device. Use headphones and tape in SSR.	Give minimal prompts as needed to student to use device. Set-up headphones and tape during SSR. Charge batteries for AAC device.	Greet Student and give verbal prompts to listen and cooperate as needed. Direct para to facilitate prone stander use. Complete Daily Participation Record.	Check with para, student and classroom teacher regarding prone stander.	
Math	I drive chair to class, arrive on time, greet teacher with device. Use basic shapes and numbers activities on computer to address IEP goals.	Explain the expectations to student. Let student drive wheelchair independently. Set-up IntelliKeys keyboard and software for Student at computer. Request direction from classroom teacher. <i>*at ~ 9:30 start feed</i>	Greet student and give para and student objectives for lesson. Make content decisions for future lessons and forward to AT specialist and Project Participate. Check with paraeducator to supervise computer activities as needed. Complete Daily Participation Record.		AT specialist to collaborate with team to create computer based learning activities.
World History	I drive chair to class, arrive on time, greet teachers with device. Use device to interact socially with peers when appropriate. Use activities on computer. Read aloud with communication device when cued.	Explain the expectations to student. Let student drive wheelchair and interact socially. Set-up IntelliKeys keyboard and software for student at computer. Request direction from classroom teacher.	Greet Student and give verbal prompts to listen and cooperate as needed. Complete Daily Participation Record. Discourage social interactions when inappropriate.	Check with para, student and classroom teacher regarding next day's activities.	AT specialist to collaborate with team to create computer based learning activities.
Physics	I drive chair to class, arrive on time, greet teacher with device.	Ensure student makes it to class with charged batteries in communication device. Take break.	Greet Student and give verbal prompts to listen and cooperate as needed. Complete Daily Participation Record.	Check with para, student and classroom teacher regarding next day's activities.	AT specialist to collaborate with team to create computer based learning activities.
Adaptive PE	I drive chair to class, arrive on time, greet teachers with device. Use prone stander for 20 minutes.	Place student in prone stander for 20 minutes. Complete Daily Participation Record.	Greet student and supervise paraeducator. Complete Daily Participation Record.		OT/PT consult to for transfer and ambulation safety techniques

Project Participate

Directions: Complete this rating for each academic class. This rating is an assessment of performance and NOT ability. Assistance is defined as a HUMAN intervention, which includes hand over hand assistance or when the task is completed by an individual other than the student. Assistance does NOT refer to the use of computers or other adaptive equipment.

PARTICIPATION RATING

Student: _____

Class: _____

Date: _____

1. Does the student interact/communicate with peers?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
2. Does the student pay attention in class?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
3. Does the student answer questions in class?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
4. Does the student ask questions in class?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
5. Does the student read aloud in class?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
6. Does the student read silently in class?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
7. Does the student complete class projects?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
8. Does the student write in class?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
9. Does the student take quizzes or tests?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance
10. Does the student turn in homework?	Never	Occasionally with Assistance	Frequently with Assistance	Occasionally without Assistance	Frequently without Assistance

Completed by: _____

Ten Tips for Caregivers

Teaching students in the inclusive classroom requires teamwork, communication and dedication.

You are your child's expert.



Brag about your child's strengths. Share your tips and tricks that work at home, they will work at school or in the community too. Hold your criticisms and save negative feedback for important issues or concerns.

Develop a Rapport.



Talk with teachers in person! Encourage the teacher to voice concerns, hopes and fears. Ask how you can best help and support the teachers.

Keep the IEP Meaningful.



Remember the IEP is a working document. Focus on a few simple goals which are meaningful for your child. Slowly add more complex goals over time. Write goals that promote active learning in the classroom.

Communicate Expectations.



Tell how your child can participate and that you expect daily participation in the classroom. Model how to provide physical assistance.

Vote!!!



Keep up with public policies and vote for representatives who support the rights and needs of citizens with disabilities.

Thank a Teacher.



Teaching in a diverse and inclusive classroom is challenging. Thank a teacher or therapist for their contributions. The school team benefits from your comments and learns from what they are doing well.

Join a Parent Organization.



Gain emotional support and share ideas and insights with other families. Friends and peers are natural supports for adults too!!

Be Flexible.



Remember that with very little funding, your school must educate all their students. Ask how you can best support the school team. Every small step towards inclusion counts.

Share your story.



Teachers and other providers learn about your child through the stories you share. Often, it's the most interesting way to learn about the student.

Attend Parent-Teacher Conferences.



Reinforce team efforts to keep you well informed. Come to the IEP meetings, and attend all parent-teacher conferences. Contribute to the discussions and share your knowledge with others.

Ten Tips for General Educators

With collaboration and focused efforts, all students can actively participate in the classroom.



Promote socialization!

Seat students with students! Adults sitting with students may discourage peer interactions. Encourage paraeducators or classroom assistants to sit off to the side or away from students.

Share your lessons and plans.

You are not alone. When you share your teaching plans, the special education team can modify the content to meet the needs of students with disabilities.



Speak directly to students!

Resist temptations to talk through paraeducators who accompany students. Direct greetings, explanations and questions to the student.



Vary your instructional methods!

Make learning an active experience for ALL students. Create cooperative learning groups and encourage partner learning. Provide a variety of resource materials, workshop formats, and experiential activities. Have students demonstrate knowledge in a variety of ways.



Get to know your students.

Greet students as they enter the classroom. Saying hello teaches social and communication skills. Ask about their home, pets, or social life.



Ask content questions daily.

When students respond to content questions they are practicing social and communication skills as well as learning the content. Your informal assessments and teaching observations can provide useful insights into possible curriculum modifications.



Expect success!

Expect ALL students to learn and participate in your classroom. Tell students what you expect. Adjust the demands of activities or assignments to match the student's abilities.



Establish learning goals!

Work with the special education team to clarify learning goals for students with IEP's. Check to see that your students are continually working toward their learning objectives. Assess student knowledge no matter their level of ability.



Treat students equally!

Maintain behavior expectations and disciplinary methods for ALL students in your classroom. Share your expectations with other adults.



Share ideas and feelings!

Express your fears and opinions. Phrase concerns in specific terms. Instead of saying, "I don't think this student belongs here!" Try, "How can I make Shakespeare meaningful for this student?"



Ten Tips for Paraeducators

Classroom aides can support teaching, foster student independence, and discourage learned helplessness.

Facilitate peer relationships.



Remind others to communicate directly with the student. Let students choose their own seat or place in the classroom. Give students the space and freedom to socialize and develop friendships.

Let students make mistakes and take risks.



Everyone learns from mistakes. Allow natural consequences to be part of the student's classroom experience.

Give as few prompts as possible.



Foster independence. Fade out hand-over-hand assistance and use it to teach a task, not to complete a task. Resist the temptation to give verbal directions for every aspect of a task.

Multi-task in the classroom.



Use class lectures as an opportunity to program a student's communication device, plan accommodations or modifications, and develop curriculum materials. Time away from the student's side promotes independence.

Watch your voice and volume.



Discussions with other adults or students during instruction can be disruptive to the class. Save important discussions for after class.

Help students create authentic work!



Students learn when they actively participate in assignments. Avoid completing assignments, taking tests, or answering questions for students. Show caregivers their child's genuine work and progress.

Ask for help.



You are not alone. Ask for direction in the classroom. Request assistance with disciplinary issues. Leave decisions about content and curriculum modifications or accommodations to the teacher.

Maintain student dignity!



Assume the student can do it! Be discreet about the student's physical needs. Schedule tube feedings, splint adjustments, stretching exercises and toileting for in between classes.

Let students to make choices.



Give students the ability to control their lives and interact with the environment. Offer choices to the student no matter how insignificant they may seem.

Communicate and consult with caregivers.



Listen to what families have to say and keep them informed. Learn the strategies that work at home and can work at school.

Ten Tips for Special Educators

Collaborate to promote the participation of students with disabilities in the inclusive classroom.



Visit the inclusive classroom.

Assess student progress and participation in the classroom setting. Your lesson modifications, accommodations, and learning goals will be more meaningful.



Define roles and expectations.

Tell classroom teachers your role, and explain how you can help. Specify what you will need to increase student participation. Discuss discipline and behavior expectations.



Use the expertise of others.

Solicit the classroom teacher's participation. Ask for the syllabus, learning objectives, outcome standards, rubrics and any specific content information.

Develop a rapport with teammates.



Talk with classroom teachers in person! Encourage others to voice concerns, hopes and fears. Even a two minute chat between classes can establish collaboration.

Watch your language!



Avoid acronyms or language specific to your field. Good collaboration stems from good communication. Use people-first language.

Invite students to IEP meetings.



Students who attend their own meetings, understand their role and responsibility as active learners. Ask peers, family, friends, and teachers to share their goals and expectations with the student.



Friends are natural supports.

Peers can walk together between classes, record messages on communication devices or assist at lunch.



Bolster student-teacher relationships.

Brag about your student's strengths! Tell the classroom teacher how your student participates. Never apologize for placing a student in an inclusive classroom or promise that a student will "not be a bother."

Supervise Paraeducators.



Give paraeducators explicit instructions. Outline duties in detail. Always follow up and monitor how things are going in the classroom!

Promote active, experiential learning!



Assist in planning cooperative learning groups, centers, partner learning, and project-based lessons. Alternative methods encourage active learning for ALL students.

Ten Tips for Assistive Techies

Collaborate and communicate to promote the use and success of technology in the classroom.

Use it in the classroom.



Technology increases learning and participation when students and teachers have access to it. Create classroom opportunities for the student to communicate, read, and write with peers.

Make sure it works.



Test equipment before delivering it to a classroom. Keep staff supplied with batteries. Make sure people can contact you when things go wrong!

Start with the familiar.



People use equipment they recognize. Try a switch interface that looks like a mouse. Explore accessibility options or books on tape before resorting to complex eyegaze systems and voice recognition.



Keep it simple.

Multiple contraptions may lead to abandonment of the assistive technology. Avoid moving computers from classroom to classroom. Find solutions that require little time and maintenance.



Use existing equipment.

Look in classrooms and storerooms to find assistive equipment. Speak with staff members and administration about your options before buying new equipment.

Upgrade only when necessary!



Focus until you achieve your first goal, then set another goal. It takes valuable time for a student to master a new device. Don't try to keep up with the pace of changing technology.

Work with the team.



Involve the team in the process of selecting equipment. Consult with parents, teachers and paraeducators before programming devices or creating computer-based activities. Ask for their feedback.

Train others in a natural setting.



The natural setting provides authentic problem-solving opportunities which trainees can immediately apply to the classroom, lunchroom or playground environment.

Start small and wait for questions.



Refrain from highlighting every feature of a complex device. Wait for others to master the basic features before introducing advanced details. Limit your use of technical jargon.



Set specific goals.

Apply technology to a specific task or goal. Write goals that align with the IEP and learning objectives, are relevant to the environment and easily understood by the team.

Ten Tips for Therapists

Work together with the classroom team to promote the participation and productivity of students with disabilities.

Write relevant goals and objectives.



Create a few clear goals that apply to multiple classroom or lunchtime activities. Include specific directions for the staff. Continually monitor student participation and adjust procedures accordingly.

Share your expectations.



Tell students and teammates what you expect of them and why. Ask the classroom or special education teacher what they expect in return.

Observe the classroom environment.



Survey teaching styles and classroom activities. Your findings will assist you to create goals and objectives that fit for your students.

Ask for feedback.



When things do not go as planned, ask why. Listen to the suggestions and concerns of other staff members. Use input from those that serve the student on a daily basis to refine your interventions and modifications.

Build a rapport with others.



Have teachers and classroom aides refer to you by your name, not your professional title. Ask to be included in team meetings.

Use as few adaptations as possible.



Multiple contraptions overwhelm the classroom staff. Bring on additional high-tech or low-tech adaptations slowly, and let the staff get used to using it.

Keep your promises.



Deliver the equipment you promise to provide. Show up when you say you will. Always give notice of cancellations.

Try things out in person.



Stay connected.



Busy schedules and packed caseloads make it difficult to keep regular visits to the classroom. Take time to leave a note or a message for the school staff. Keep them updated with the student's progress.

Visit the lunchroom.



Check out the cafeteria during lunch time to discover opportunities for students to practice activities of daily living, socialization and mobility.

Implement new adaptations or techniques in the classroom. Do not delegate this important job. Being there in person enables you to perfect the intervention. Once you have refined the intervention, train the classroom or therapeutic assistant to implement it. Re-evaluate interventions frequently.

Project Participate

ASSISTANCE RATING

Directions: Complete this rating for each academic class. This rating is an assessment of performance and NOT ability. Assistance is defined as a HUMAN intervention, which includes hand over hand assistance or when the task is completed by an individual other than the student. Assistance does NOT refer to the use of computers or other adaptive equipment.

Student: _____

Class: _____

Date: _____

1. How much assistance is given to enable the student to interact/communicate with peers?	Independent	Set-up	Minimum	Moderate	Maximum
2. How much assistance is given to enable the student to pay attention?	Independent	Set-up	Minimum	Moderate	Maximum
3. How much assistance is given to enable the student to answer questions during class?	Independent	Set-up	Minimum	Moderate	Maximum
4. How much assistance is given to enable the student to ask questions during class?	Independent	Set-up	Minimum	Moderate	Maximum
5. How much assistance is given to enable the student to read aloud in class?	Independent	Set-up	Minimum	Moderate	Maximum
6. How much assistance is given to enable the student to participate in silent reading ?	Independent	Set-up	Minimum	Moderate	Maximum
7. How much assistance is given to enable the student to complete class projects?	Independent	Set-up	Minimum	Moderate	Maximum
8. How much assistance is given to enable the student to write in class?	Independent	Set-up	Minimum	Moderate	Maximum
9. How much assistance is given to enable the student to take quizzes or tests?	Independent	Set-up	Minimum	Moderate	Maximum
10. How much assistance is given to enable the student to turn in homework?	Independent	Set-up	Minimum	Moderate	Maximum

Completed by: _____