

## Explore Participation Restrictions (Unit 2)

### 1. Groups of children assigned to your perspective:

Go through the characteristics listed for children assigned to your perspective. Are they consistent? Can you develop a summary for your colleagues?

1.1 Are some groups not mentioned that should be considered under this perspective?

1.2 Who is listed as being responsible for these children across the problem-solving cycle?

1.3 Are they consistently assigned to one tier (Three Tier Model, see “exploring support needs”)?

1.4 Do you think this is in the spirit of inclusive education?

### 2. Checking characteristics against definition for participation

Go through the characteristics (1.) as well as the selected domains of participation (4.) in the worksheets and check these against the definition for participation (Module 1). Are there any connections? Are there contradictions? What are your conclusions?

«Participation as being engaged...»

- Behavioural engagement (positive conduct, involvement in learning and academic tasks, participation in school-related activities)
- Emotional engagement (affective reactions such as interest, happiness, identification with teachers and peers)
- Cognitive engagement (self-regulation, flexibility in problem-solving, coping strategies)

... «in typical routines in typical settings...»

... «that are directed towards personally and/or socially meaningful goals.»

*Please fill in worksheet and document your main conclusions and insights on flip chart!*