

PBP Student Meeting Checklist

A Structured Guide for Conducting Student Meetings Using the
Participation–Barrier–Pathway (PBP) Framework

Created by Ronald G Leblanc

Visit www.RonGLEblanc.com for more information about the PBP framework for assistive
technology

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Participation–Barrier–Pathway (PBP) Student Meeting Checklist

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About this Resource

The **Participation–Barrier–Pathway (PBP) Student Meeting Checklist** is a practical resource designed to support Assistive Technologists, Accessibility Advisors, Disability Service Professionals, and educators in conducting student meetings using the Participation–Barrier–Pathway Framework.

The framework encourages practitioners to begin with participation goals, identify barriers to participation, and collaboratively develop practical pathways toward success.

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About the Participation–Barrier–Pathway Framework

The **Participation–Barrier–Pathway (PBP) Framework** is a practice framework developed by Ronald G. Leblanc to support participation-centred assistive technology practice.

Rather than beginning with diagnosis or technology, the framework encourages practitioners to ask three essential questions:

1. **What is the person trying to accomplish?**
2. **What barriers are preventing participation?**
3. **What pathway will best support meaningful participation?**

The framework emphasizes that technology is only one possible pathway toward participation.

Stay Connected

Additional resources, guides, articles, and future updates are available at:

www.rongleblanc.com

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Helping People Participate Through Technology

Purpose

The Participation–Barrier–Pathway (PBP) Framework begins with a simple question:

"What does this student want to be able to do?"

Rather than beginning with a diagnosis or a piece of technology, this checklist helps Assistive Technologists focus on participation, identify barriers, and explore practical pathways that support success.

1. Participation

Define the Goal

What is the student trying to accomplish?

- ☐ Attend lectures successfully
- ☐ Read course materials
- ☐ Complete written assignments
- ☐ Take notes
- ☐ Complete exams
- ☐ Organize coursework
- ☐ Participate in labs
- ☐ Communicate effectively
- ☐ Manage workload
- ☐ Other:

Questions to Ask

- What are you trying to accomplish?
- What does success look like for you?
- Which course or task is causing the greatest difficulty?
- When do you notice the problem most?

Primary Participation Goal

2. Understand the Context

Before discussing technology, understand the student's learning environment.

- ☐ Program of study
- ☐ Year of study
- ☐ Typical learning activities
- ☐ In-person classes
- ☐ Online classes
- ☐ Hybrid learning
- ☐ Labs or placements
- ☐ Group work
- ☐ Current accommodations

Notes

3. Identify the Barriers

Rather than asking,

"What technology do you need?"

Ask,

"What is getting in the way?"

Reading

- ☐ Slow reading
- ☐ Reading fatigue
- ☐ Comprehension
- ☐ Visual access
- ☐ Digital accessibility

Notes

Writing

- ☐ Getting ideas started
- ☐ Organizing thoughts
- ☐ Typing speed
- ☐ Spelling
- ☐ Grammar

☐ Physical fatigue

Notes

Note-Taking

☐ Keeping up with lectures

☐ Listening while writing

☐ Organization

☐ Reviewing notes

Notes

Executive Function

☐ Time management

☐ Planning

☐ Prioritizing

☐ Task initiation

☐ Maintaining focus

Notes

Communication

- ☐ Speaking
- ☐ Presentations
- ☐ Email
- ☐ Group work
- ☐ Self-advocacy

Notes

Technology

- ☐ Software challenges
- ☐ Device issues
- ☐ Learning new technology
- ☐ Access to equipment

Notes

4. Explore Existing Strategies

What is already working?

☐ Existing accommodations

☐ Personal strategies

☐ Apps

☐ Study habits

☐ Peer supports

☐ Instructor supports

Questions

- What have you already tried?
- What worked?
- What didn't work?
- What do you enjoy using?

Notes

5. Design Possible Pathways

Remember:

Technology is only one possible pathway.

Consider multiple approaches.

Environment

- ☐ Different study location
- ☐ Reduced distractions
- ☐ Lighting
- ☐ Seating
- ☐ Scheduling

Notes

Learning Strategies

- ☐ Different workflow
- ☐ Chunking work
- ☐ Active reading
- ☐ Note-taking methods
- ☐ Planning routines

Notes

Human Supports

- ☐ Instructor
- ☐ Peer support
- ☐ Tutor
- ☐ Accessibility Advisor
- ☐ Learning Skills

Notes

Accommodations

- ☐ Extra time
- ☐ Alternative format
- ☐ Note-taking
- ☐ Flexible attendance
- ☐ Other

Notes

Assistive Technology

Potential tools discussed

- ☐ Text-to-Speech
- ☐ Speech Recognition
- ☐ Screen Reader
- ☐ Reading & Writing Software
- ☐ AI Tools
- ☐ Note-Taking Tools
- ☐ OCR / Scanning
- ☐ Mobile Accessibility
- ☐ Other

Notes

6. Select the Best Pathway

After discussing the options:

Agreed Action Plan

- ☐ Technology trial
- ☐ Training session
- ☐ Accommodation update
- ☐ Referral
- ☐ Follow-up meeting
- ☐ Faculty consultation
- ☐ Resource provided

Notes

7. Implementation Plan

Student Actions

☐☐☐

Staff Actions

☐☐☐

Resources Shared

Follow-Up Date

Reflection

Before ending the meeting, ask yourself:

Participation

- ☐ Is the student's goal clearly defined?

Barriers

- ☐ Do I understand what is preventing participation?

Pathways

- ☐ Have we explored multiple possible solutions—not just technology?

Practicality

- ☐ Is the plan realistic?
- ☐ Does the student understand the next steps?
- ☐ Is follow-up required?

PBP Summary

Participation	Barrier	Pathway
What is the student trying to accomplish?	What is preventing success?	What combination of strategies, supports, accommodations, and technology will best enable participation?

Guiding Principle

Participation comes first. Technology comes second.

The goal of the PBP Framework is not to find the newest or most sophisticated technology. It is to understand the student's participation goals, identify the barriers that matter most, and collaboratively design pathways that are practical, sustainable, and meaningful.