

The Participation Plan

Adapted by Caroline Musselwhite, 2000; from: Beukleman, D. & Mirenda, P. (1998). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults*, (2nd ed.). Paul H. Brookes: Baltimore.

Levels of Regular Classroom Participation

Full = Physically present in age-appropriate regular education settings for the entire school day. At times, activity patterns may differ from peers.

Selective = Physically present in age-appropriate regular education settings in some but not all of the school day. Educational services provided in separate classroom, resource room, community or other settings during the remainder of the school day.

None = Physically excluded from age-appropriate regular education settings all of the school day; may have access to hallways or other settings, but at times separate from regular peers.

Levels of Academic Participation

Competitive = Academic expectations same as for peers, though workload may be adjusted. Evaluations same as peers.

Active = Academic expectations less than peers, but similar content. Workload adjusted. Academic progress judged by individual standards.

Involved = Academic expectations minimal. Student included in class activities to the extent possible. Alternative activities used when needed. Evaluations by individualized standards.

None = No academic participation expectations. Student is passive during most learning activities in the regular class. No evaluation of academic progress.

Levels of Social Participation

Competitive = Chooses whether to be involved in social context w/typical peers. Actively participates in social interactions. Influences activities of the social group.

Active = Chooses whether to be involved in social contexts w/typical peers. Actively participates in social interactions. Usually does not directly influence the activities of the social group.

Involved = Chooses whether to be involved in social contexts w/typical peers. Participation may be passive. No direct influence on group activities.

None = Not involved in social interactions w/typical peers.

Levels of Independence

Complete = Able to participate in an activity without human assistance.

Independent with Set Up = Independent in an activity with human assistance to set up educational materials, AAC or other equipment, or to adjust physical position.

Assisted = Able to participate in an activity with physical or verbal assistance from a teacher, paraprofessional or student peer.

Planning in the Program for Students with Physical Disabilities

Adapted from Regina McBreen, special educator, Springton Lake Middle School, 1997

Placement

1. Student is placed in an academically appropriate level.
2. Student is placed above academically appropriate level for social reasons.

How Work is Completed

1. Work is done independently without support teacher assistance. Note-taker paper is used when necessary.
2. Student is guided through mainstream assignments in the part-time classroom. Re-teaching is frequently necessary.
3. Aide attends class with the student to provide whatever support is necessary. Follow up tutorial help is provided.
4. Direct instruction takes place in the part-time classroom.
5. Organization and study skills are taught in the part-time classroom. Homework, notebooks, long-term assignments, and projects will be monitored.
6. Technology support is provided in the part-time class.

Testing

1. Testing is done in the mainstream classroom without assistance or additional time.
2. Testing is done in the mainstream classroom without assistance. Additional time to complete tests is provided in the part-time classroom if necessary.
3. All testing is done in the part-time class with unlimited time.
4. Student dictates test to a scribe whether in a team center or the part-time class. Time is unlimited.
5. Material to be covered in a test is provided in advance by the mainstream teacher to the support teacher, in order to provide opportunity for drill and reinforcement.
6. Some areas of tests are excluded from grading for special circumstances related to the student's disability.

Grading

1. Grade is reflective of student's performance in a norm-referenced testing situation based on ability compared to peer group.
2. Grade is reflective of student's performance using criterion referenced testing based on student's own ability.
3. Grade is determined by a combination of the above. Student participates in norm-referenced testing; however, some latitude is given in determining the report card grade based on the student's level of disability.
4. Grade in special subject areas is based on criterion referenced testing. Grade will be recorded as Pass/Fail or Audit.