Participation Plan in Classroom Settings Worksheet

Student:_____ **Date of Planning Meeting:**_____

Directions: complete the participation plan for each content/activity area throughout a student's schedule. (1) list content area; (2) circle current level of participation in each content area; (3) discuss as a group, priorities for each content area and in each participation area; acknowledge that we all desire for all 4 participation areas to improve, however, finding a focus is important for student progress and planning for resources including people, peer buddies and technology; (4) come to compromise on each item, putting a star next to the first priority; if needed, you can write a 2nd, 3rd and 4th next to the other areas in order of priority. (print as many as these forms as needed)

Participation Plan for _____ (content area)

- **Academic Participation**
  - Competitive
  - Active
  - Involved
  - None

- **Regular Classroom (Inclusion) Participation**
  - Full
  - Selective
  - None

- **Social Participation**
  - Influencial
  - Active
  - Involved
  - None

- **Independence**
  - Complete
  - With Setup
  - Fully Assisted

Planning for Technology

Directions: for the above content area, make a list of the type of academic and social class activities that occur during that class time. Content Area activities are things such as listening to the teacher lecture, completing a worksheet, writing a journal, homework, etc. For each activity, list the instructional grouping since this may have an impact on the type of technology that can be utilized. Next, list the instructional or assistive tool(s) to be used.

Content Area Activity	Grouping (check one)				Technology Tool to Use
	Large Group	Small Group	Pair	One on One	
(examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)					(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)

The Participation Plan

Adapted by Caroline Musselwhite, 2000; from: Beukelman, D. & Mirenda, P. (2005). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults, (3rd ed.). Paul H. Brookes: Baltimore, MD, USA.*

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

Influencial = 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.