

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.

Levels of Educational Participation	Levels of Integration (Physical) Participation	Levels of Social Participations	Levels of support (Independence)
Competitive <input type="checkbox"/> <ul style="list-style-type: none"> Academic expectations same as for peers, Workload may be adjusted. Evaluations same as peers 	Full <input type="checkbox"/> <ul style="list-style-type: none"> Physically present in age-appropriate regular ed settings for the entire day At time, activity patterns may differ from peers 	Influential <input type="checkbox"/> <ul style="list-style-type: none"> Chooses whether to be involved in social context with typical peers Actively participates in social interactions Influences activities of the social group 	No Support <input type="checkbox"/> <ul style="list-style-type: none"> Able to participate in an activity without human assistance
Active <input type="checkbox"/> <ul style="list-style-type: none"> Academic expectations less than peers Similar content Workload adjusted Academic progress judged by individual standards 	Selective <input type="checkbox"/> <ul style="list-style-type: none"> Physically present in age-appropriate regular ed settings in some but not all of the school day Ed services provided in separate classroom, resource room, community or other settings during the remainder of the day. 	Active <input type="checkbox"/> <ul style="list-style-type: none"> Chooses whether to be involved in social contexts with typical peers Actively participates in social interactions Usually does not directly influence the activities of the social group 	With Set Up <input type="checkbox"/> <ul style="list-style-type: none"> Independent in an activity with human assistance to set up educational materials, AAC or other equipment, or to adjust physical position
Involved <input type="checkbox"/> <ul style="list-style-type: none"> Academic expectations minimal Included in class activities to extent possible Alternative activities used when needed Evaluations by individual standards 	None <input type="checkbox"/> <ul style="list-style-type: 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 the regular peers. 	Involved <input type="checkbox"/> <ul style="list-style-type: none"> Chooses whether to be involved in social contexts with typical peers Participation may be passive No direct influence on group activities 	Full Assistance <input type="checkbox"/> <ul style="list-style-type: none"> Able to participate in an activity with physical or verbal assistance from a teacher, paraprofessional or student peer
None <input type="checkbox"/> <ul style="list-style-type: none"> No academic participation expectations Passive during most learning activities in the regular class No eval of academic progress 		None <input type="checkbox"/> <ul style="list-style-type: none"> Not involved in social interactions with typical peers 	

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