

TOURING THE INCLUSIVE EDUCATION PLANNING TOOL: GETTING STARTED

Teachers may choose to work through the planning tool a number of ways. The following step-by-step instructions offer one route teachers may use to build a learner profile for individual students. When all or most of the individual learner profiles are complete, a class profile can be viewed and downloaded.

To begin:

Add Students: The first step is to add the names of all students in your class. (You can always return to this screen to add additional students at a later date.)

Edit Class Information

Class name:

Grade: [Is this a multi-grade class?](#)

Programs: English Language Arts
 Français langue première
 French Language Arts

Student Names: Add one per line

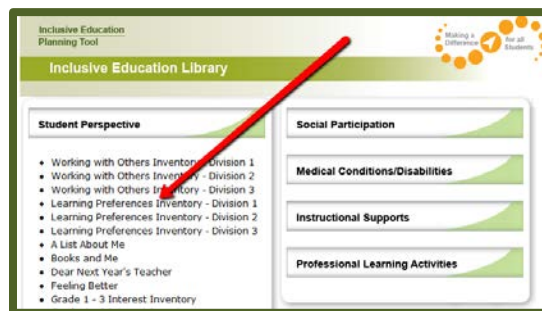
Students are organized by class. Give your class a name, like "Language Arts" or "Français".

Select the grade for the student or group of students you're entering. This can be edited later.

Select the Programs of Study that you will be using with these students

Student Information: Once you have added your students' names, you can begin to complete learner profiles for individual students. Click on the student's name you wish to work on and complete the following sections of the learner profile for this student:

- **Learning Preferences.** Go to the Library section "Student Perspectives" and download the *Learning Preferences Inventory* to gather information about the student's learning preferences.



Learning Preferences Inventory

Inclusive Education Planning Tool

Division 1: Learning Preferences Inventory

Directions for Students:
 Think about how you work with others. For each of the statements below, check whether it describes your behaviour most of the time, some of the time, or not often.

	Most of the time	Some of the time	Not often
1. I like to work with a partner.			
2. I like to work in a group.			
3. It helps me understand if I can talk with classmates about what I'm learning.			
4. I like to listen to what my classmates have to say.			
5. I like to help my classmates when they are learning.			
6. Hearing what others have to say helps me to think.			
7. I think out loud to remember what I am learning.			

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Enter summary of learning preferences information gather in the Learning Preferences section of the tool.

Learning Preferences Info | Student's Name, Grade 2

A teacher may choose to use this inventory several different ways, such as:

- an interview with an adult
- an observation checklist
- a self-reflection tool for students to complete independently

Working with others preferences -- Select --

Work alone with time to think -- Select --

Make and use pictures to learn -- Select --

Talk about new ideas and information -- Select --

Move and try things out -- Select --

HELP
You need to download and print the [Learning Preferences Inventory](#) and fill it out manually before entering information here.

Save You must make a selection for each item before you can save. Cancel

- **Student Perspective.** Go to the Library section “Student Perspectives” and choose one or more inventories or questionnaires to download and to use to gather information from your students. You may also gather data other ways such as student interviews, journal writing or other checklists or inventories. Summarize this information in the Student Perspectives section of the tool.

Student Perspective Info | Student's Name, Grade 2

You need to print the Working With Others inventory and work with the student to complete. Enter the results in the box below.

Typically, this student prefers to work with others: -- Select --

Summarize information gathered from the student to inform classroom planning.

Optional

Save You must make a selection for each item before you can save. Cancel

- **Parent Perspective.** Go to the Library section “Parent Perspectives” and choose one or more inventories or questionnaires to download and use to gather information from your students’ parents. You may also gather data other ways such as interviews, or other checklists or inventories. Summarize this information in the Parent Perspectives section of the tool.

Parent Perspective Info | Student's Name, Grade 2

Summarize information gathered from parents to help inform planning for their child.

Save Cancel

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- **English Language Arts**

Reading. Identify whether or not the student is reading at grade-level. If not, complete a reading assessment to determine grade level equivalent. For information on recommended reading assessments and a sample Reading Level Record, go the Library section “Language Arts Assessments, Reading”. Select the student’s reading level grade equivalent from the drop down menu. If the student is reading below grade level there will be a drop-down menu to record the name of the reading assessment used to obtain the reading level.

- **Writing.** Collect a writing sample from the student. Open the Writing rubric and select the statements that best describes the student’s writing sample. (To help you record classroom observations, a print copy of this rubric can be downloaded from the Library.)

- **Viewing and representing.** Open the Viewing and Representing rubric and select the statements that best describe what you observed about this student in the classroom. (To help you record classroom observations, a print copy of this rubric can be downloaded from the Library.)

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- **Speaking and Listening.** Open the Speaking and Listening rubric and select the statements that best describe what you observed about this student in the classroom. (To help you record classroom observations, a print copy of this rubric can be downloaded from the Library.)

- **Working with Others.** Open the Working with Others rubric and select the statements that best describe what you observed about this student in the classroom. (To help you record classroom observations, a print copy of this rubric can be downloaded from the Library.)

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- **Instructional supports** will be recommended based on the information you have entered. *Instructional supports are collections of teaching strategies and routines and learning resources and materials that are designed to create successful learning experiences for an individual student or a group of students.*

Select Supports: Click on the Instructional Supports button at the top of the screen. Select the specific supports you think will best align with this student's strengths and needs. At any time, you can return to this section and select additional supports.



- **English Language Proficiency.** Check “No” if this student’s home language is English. Check “yes” if this student is learning English as an additional language. If yes is checked, then use the English as Second Language Proficiency Benchmarks (<http://www.learnalberta.ca/content/eslapb/index.html>) to identify the student’s current language proficiency levels in Speaking, Listening, Reading and Writing. Use the drop down menu to record these levels.

ENGLISH LANGUAGE PROFICIENCY | Student's Name 2, Grade 2

Is this student learning English as a new language?

No
 Yes

Indicate the student's english language proficiency in:

Reading	Level 1
Writing	Level 2
Listening	Level 3
Speaking	Level 4

For help in determining your student's english language proficiency visit the [ESL Benchmarks website](#).

You must complete selections before you can save.

- **Accommodations for Assessment.** Refer to the student’s cumulative file to determine if this student has previously had accommodations on the Provincial Achievement Tests (PATs) for Grade 3 or 6. If “yes”, use the dropdown menu to record which accommodations were required and are currently used throughout the year for summative tests.

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- If the student has not used accommodations for PATS in the past but is now using them for summative tests throughout the school year, use the dropdown menu to record which accommodations are required.

Accommodations for Assessment Info | Student's Name, Grade 2

Accommodations for Reading

- CD version
- Large print version
- Braille version
- Reader
- Sign language interpreter

Accommodations for Writing

- Additional writing time
- Scribe
- Taped response

Save Cancel

- **Medical/Disability Supports.** Refer to the student's cumulative file to determine if this student has a confirmed diagnosis of specific medical conditions and/or disabilities. If "Yes", choose the condition or disability from the list.

Student Supports

Medical / Disability Info | Student's Name, Grade 2

Does this student have a confirmed diagnosis of a medical condition, disability or disorder?
A confirmed diagnosis should be supported by assessment reports and/or information on file.

Yes No

<input type="checkbox"/> Allergies	Information Sheet (PDF)
<input type="checkbox"/> Anxiety Disorders	Information Sheet (PDF)
<input type="checkbox"/> Asperger Syndrome	Information Sheet (PDF)
<input type="checkbox"/> Asthma	Information Sheet (PDF)
<input type="checkbox"/> Attention Deficit / Hyperactivity Disorder (AD/HD)	Information Sheet (PDF)
<input type="checkbox"/> Autism Spectrum Disorders	Information Sheet (PDF)
<input type="checkbox"/> Blindness	Information Sheet (PDF)
<input type="checkbox"/> Cerebral Palsy	Information Sheet (PDF)
<input type="checkbox"/> Conduct Disorder	Information Sheet (PDF)

Save Cancel

You can then select specific supports from the generated list that you think will best meet this student's needs. To download a copy of all supports related to a specific medical condition or disability, go to the Library.

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- **Social Participation.** If the student requires support for successful social participation, complete this section of the learner profile. Identify up to five areas in which support is required.

Then select the statement that best describes the student's current behavior in relation to this context.

The tool will then generate a list of potential supports. Use the checkboxes to select which of the supports you think will most benefit this student.

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- **Reports:** Click on the Reports button along the top of the screen. From here you can choose to print a basic or customized report. A basic report includes the learner profile as well as the selected instructional supports. In a customized report you can select the specific areas you wish to include in the report.

All Classes > Student's Name

Student Info Instructional Supports Reports

Basic Report Selections Customized Report Selections

Include these sections in my report for this student:

Student Info

- Learning Preferences Information
- Student Perspective: Learning With Others Preferences
- Student Perspective: Likes and Dislikes
- Parent Perspective Comments

English Language Proficiency

- English Language Proficiency

English Language Arts

Accommodations for Assessment

- Reading Accommodations
- Writing Accommodations

Medical / Disability Supports

- Selected Medical / Disability Supports
- Notes for Medical / Disability Supports
- Effectiveness of Medical / Disability Supports

Social Participation Supports

- Selected Social Participation Supports
- Notes for Social Participation Supports
- Effectiveness of Social Participation Supports

After you have made your selections, select the “Create my report” button at the bottom of the screen. It will prompt you to save this file.

All Classes > Student's Name

- Selected Viewing and Representing Supports
- Notes for Viewing and Representing Supports
- Effectiveness of Viewing and Representing Supports
- Selected Writing Supports
- Notes for Writing Supports
- Effectiveness of Writing Supports
- Reading Accommodations
- Writing Accommodations
- Selected Medical / Disability Supports
- Notes for Medical / Disability Supports
- Effectiveness of Medical / Disability Supports
- Selected Social Participation Supports
- Notes for Social Participation Supports
- Effectiveness of Social Participation Supports
- Summary of Support Effectiveness

Accommodations for Assessment

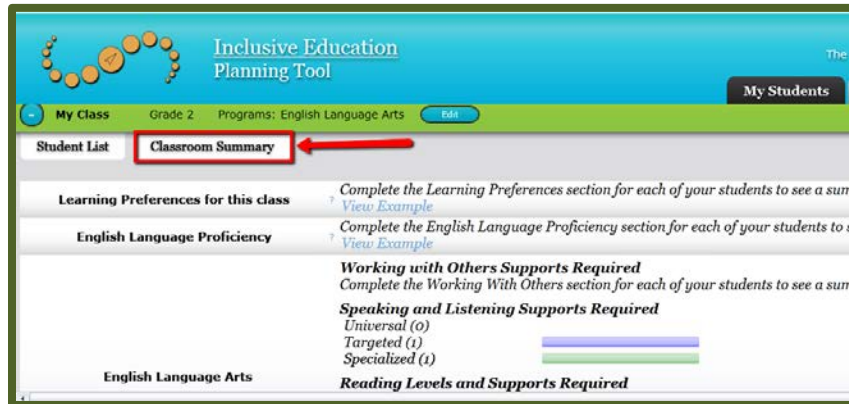
Medical / Disability Supports

Social Participation Supports

Create My Report

- **Class Profile:** Once you have completed learner profiles for all or most students in your classroom, you can view a class summary. Click the Classroom Summary tab along the top of the screen. This will give you a quick visual summary of your students:
 - Learning preferences
 - Reading levels
 - Writing levels
 - English Language proficiency levels
 - Accommodations for Assessment required
 - Number of Medical/Disability Supports required
 - Number of Social Participation Supports required

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There will be a “Create a Class Summary” button at the bottom of the screen that can be used to print a copy of the class summary.