

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

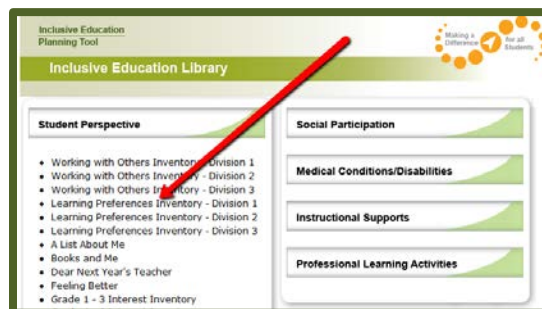
Students are organized by class. Give your class a name, like "Language Arts" or "Français".

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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English Language Arts

Viewing and Representing Info | Student's Name, Grade 2

Viewing | Select the statement that best describes this student.

- Can use information from a wide range of:
 - symbols
 - photos
 - diagrams
 - drawings
 - video images
- Can use information from basic:
 - symbols
 - photos
 - diagrams
 - drawings
 - video images
- Can attend to:
 - specific symbols
 - familiar photos
 - basic drawings
 - simple video images
 - community signs

Save You must make a selection from each section before you can save. Cancel

You may want to download and print the Viewing and Representing Rubric and fill it out manually before entering information here.

- **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.)

English Language Arts

Speaking and Listening Info | Student's Name, Grade 2

Speaking | For each section, select the statement that best describes this student.

Asking Questions

- Asks a range of questions to build understanding including how and why questions.
- With models or prompting, asks basic questions, e.g., what, who, when, where.
- With models or prompting, asks basic questions using either:
 - single words and gestures
 - augmentative or alternative communication systems.

Communicating With Others

- Uses talk and opportunities for conversations to share personal experiences, express preferences, and to communicate with others about something recently learned.
- Uses talk and opportunities for structured conversations to share personal experiences and to express preferences.
- Uses single words and gestures and/or augmentative or alternative communication systems to share personal experiences and to express preferences.

Using Vocabulary

- Uses a variety of descriptive and subject-specific vocabulary appropriate to the context.
- Uses a small range of general and descriptive vocabulary.

Save You must make a selection from each section before you can save. Cancel

You may want to download and print the Speaking and Listening rubric and fill it out manually before entering information here.

- **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.)

English Language Arts

Working With Others Info | Student's Name, Grade 2

For each section, select the statement that best describes this student.

Cooperates With Others

- Works in a variety of partnerships and groups
- Works in assigned partnerships and groups
- Works with an assigned partner or in a group
- Helps others and asks others for help e.g., how do you..., I can help you ...
- With prompts, will ask others for help and will help others
- With adult support, the student can use visuals to ask others for help and help others

Works in groups

- Contributes relevant information and questions to extend group understanding of topics and task
- Contributes some information and questions in group settings
- With adult support, uses pictures to contribute information in a group setting
- Stays on topic during class and group discussions
- With prompts, stays on topic during class and group discussions

Save You must make a selection from each section before you can save. Cancel

You may want to download and print the Working With Others Rubric and fill it out manually before entering information here.

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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.

Student Supports
Social Participation Info | Student's Name, Grade 2

Classroom celebrations [Information Sheet \(PDF\)](#)

Classroom visitors [Information Sheet \(PDF\)](#)

Learning classroom routines [Information Sheet \(PDF\)](#)

Transition between activities [Information Sheet \(PDF\)](#)

School-Wide Activities

Assemblies [Information Sheet \(PDF\)](#)

Boot rooms [Information Sheet \(PDF\)](#)

Bussing [Information Sheet \(PDF\)](#)

Extracurricular activities [Information Sheet \(PDF\)](#)

Field trips [Information Sheet \(PDF\)](#)

Hallways [Information Sheet \(PDF\)](#)

Lockers [Information Sheet \(PDF\)](#)

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

Student Supports
Social Participation Info | Student's Name, Grade 2

Extracurricular activities [Information Sheet \(PDF\)](#)

Field trips [Information Sheet \(PDF\)](#)

Select the statement that best describes this student.

Requires one-to-one assistance to ensure student safety and/or to facilitate appropriate behaviour and social interaction during field trips

Requires frequent (e.g., more than three per field trip) reminders and close adult supervision to demonstrate and maintain appropriate behaviour during field trips

May require occasional (e.g., less than twice a field trip) reminders to demonstrate appropriate behaviour during field trips but generally demonstrates appropriate behaviour on these outings

Hallways [Information Sheet \(PDF\)](#)

Lockers [Information Sheet \(PDF\)](#)

Lunch [Information Sheet \(PDF\)](#)

Moving between classrooms [Information Sheet \(PDF\)](#)

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.

Instructional Supports
Social Participation | Student's Name, Grade 2

Field trips

Select the supports that will most benefit this student. Targeted [Download a PDF of all Supports](#)

Targeted Supports benefit students with more specific needs

Pair individual students with positive peers who can serve as role models and provide support during a field trip.

Provide proximity by positioning yourself (or a volunteer supervisor) nearby individual students who may require support during the field trip.

For students who require more structure and reassurance, develop and review social stories about what will happen during a field trip.

Identify low-key calming activities (e.g., playing with a fidget toy, drawing a picture) that students, who are easily overstimulated, can use on as-needed basis during a field trip.

Work with individual students to develop low-key cues and prompts, such as a hand on your chest to remind them to take a deep breath and calm down.

Provide personalized visual checklists of what to do on the field trip that students can carry with them for reference. These visuals can also include cues for positive self-talk such as "I can do it" or "Keep trying."

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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

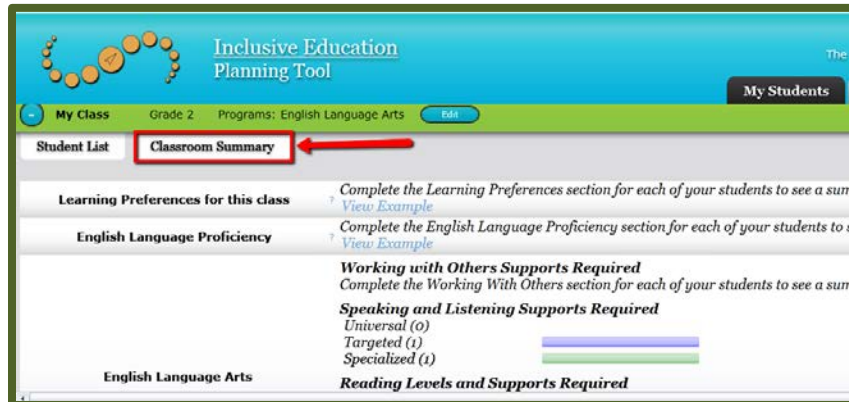
Medical / Disability Supports

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.