



UNIVERSITY OF
EASTERN FINLAND

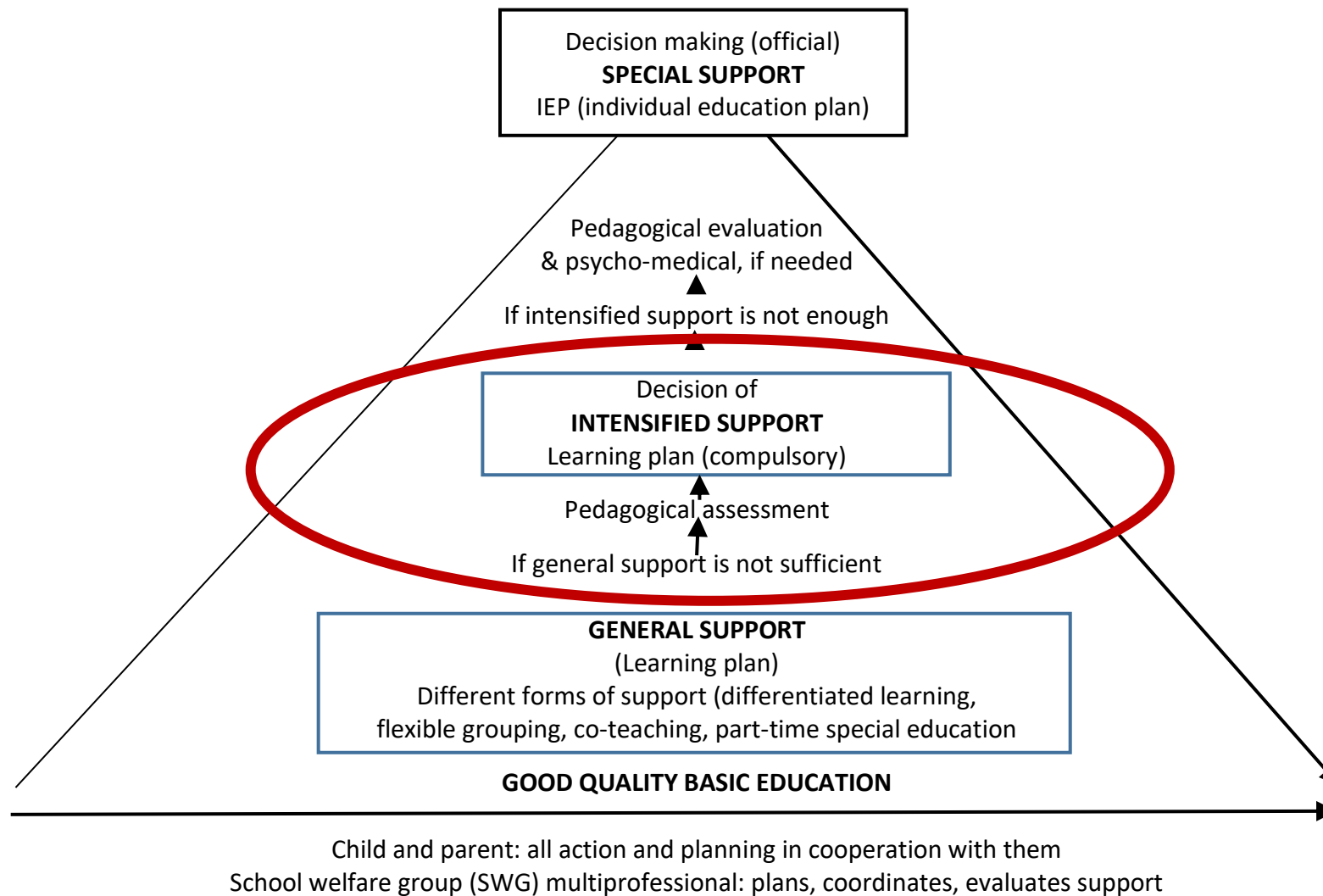
Forms for three-tiered support by the Finnish National Agency for Education

DECIDE RIGHT

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Professor



PEDAGOGICAL ASSESSMENT FORM FOR INTENSIFIED SUPPORT

1. Basic information		
Student's name	Date of birth	Class
School		
Legal guardian's name, contact information and additional information		
Additional contact information		
2. Collaboration and responsibilities		
Description of the learning assessment collaboration between the guardian and the student		
The name and the contact information of the responsible teacher		
Other teachers and professional involved in making the learning assessment		

3. Assessments of student's learning and school attendance

The overall situation of student learning and schooling from the perspectives of the school, the student, and the guardian

General support received by the student and assessment of the effects of different forms of support

Student's strengths and interests, learning skills, and special needs related to learning and schooling

An assessment of the kind of pedagogical, learning environment-related, mentoring, student welfare services or other support arrangements that can support the student

4. Assessment of the need for intensified support

5. Documents used in the preparation of Learning assessment

5.1. The student's pre-school learning plan

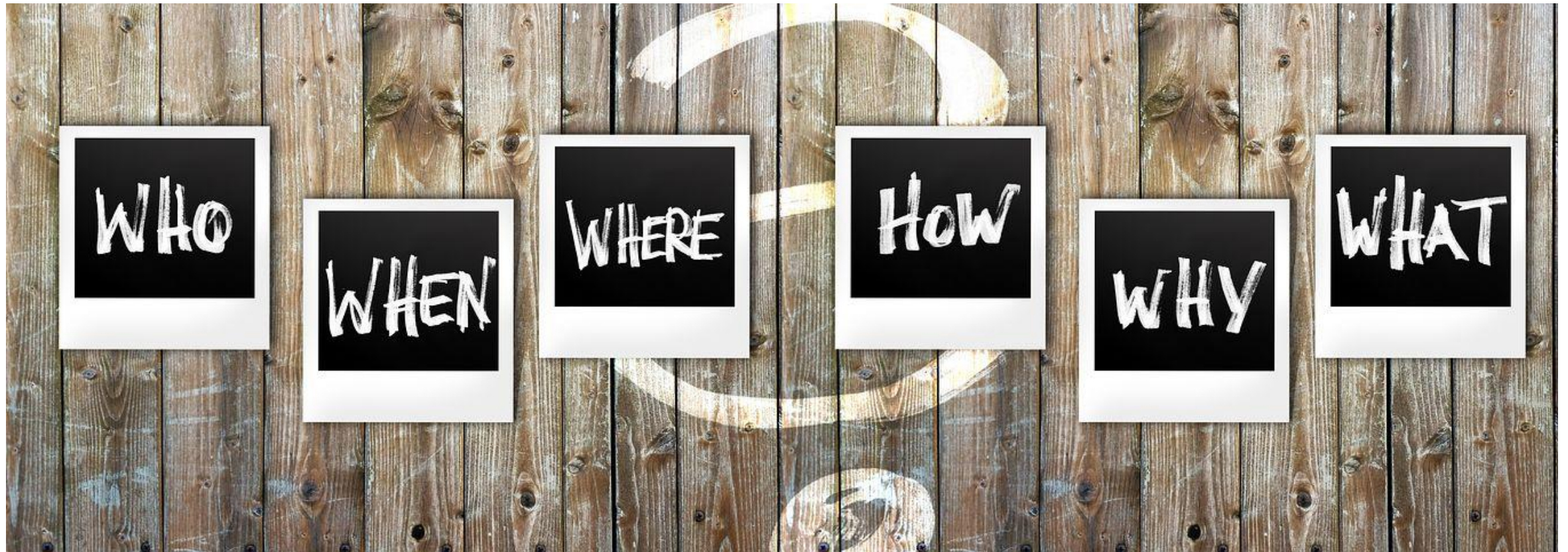
5.2. A possible learning plan developed during general support

5.3. Rehabilitation plan

5.4. Possible statements

6. Learning assessment prepared

Date and the signature of a responsible teacher



PEDAGOGICAL PLAN FORM FOR INTENSIFIED SUPPORT

1. Basic information		
Student's name	Date of birth	Class
School		
Legal guardian's name, contact information and additional information		
Additional contact information		
2. Collaboration and responsibilities		
Description of the learning assessment collaboration between the guardian and the student		
The name and the contact information of the responsible teacher		
Other teachers and professional involved in making the learning assessment		

3. The arrangement of teaching and supportive services

Student's view of his/her goals and the areas of interest

Student's strengths related to schooling, learning skills, and special needs

The goals for the students learning, working and collaboration skills, and school attendance

4. Pedagogical arrangements

Learning environment arrangements

The support arrangements such as flexible grouping, team-teaching, teaching methods, learning methods, and means of communication

Remedial teaching and part-time special education given to the student

Special focus areas of learning in different subjects

The goals and activities for student's guidance

The methods used for evaluation that are appropriate for the student to show his/her know-how

5. Cooperation and services required for special support

Implementing cooperation with the student and the guardian, support provided by the guardian

Support provided by student welfare group and other experts and division of responsibilities between different actors

Organization of interpretation and assistance services, other educational services, aids and rehabilitation services under the special support decision, as well as division of responsibilities between the various actors

6. Monitoring and evaluation times

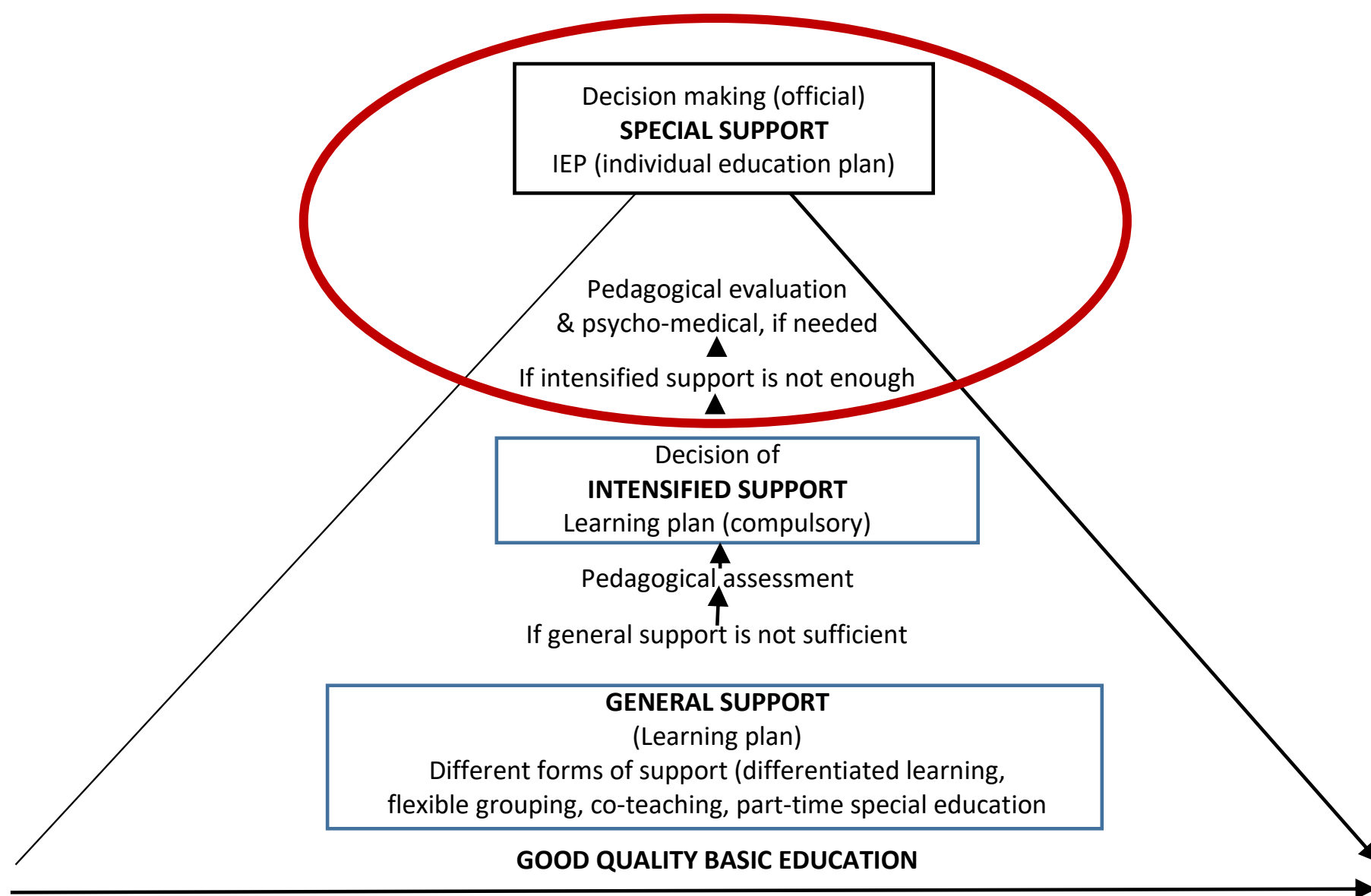
7. Documents used in the preparation of learning plan

- 7.1. Pedagogical assessment
- 7.2. Previous Learning plan
- 7.3. Rehabilitation plan
- 7.4. Possible statements

8. Learning plan prepared

Date and the signature of a responsible teacher





Child and parent: all action and planning in cooperation with them
 School welfare group (SWG) multiprofessional: plans, coordinates, evaluates support

Pedagogical statement form for special support

Basic information		
Student's name	Date of birth	Class
School		
Legal guardian's name, contact information and additional information		
Additional contact information		
2. Collaboration and responsibilities		
Description of the learning statement collaboration between the guardian and the student		
The name and the contact information of the responsible teacher		
Other teachers involved in making the pedagogical statement		
Other teachers and professional involved in making the pedagogical		
Students welfare professionals who have been consulted		

3. Assessment of student learning and school training

A statement from the teachers responsible for teaching the student on the progress of the student's learning

A statement of intensified or special support received by a student in multi-professional cooperation with student welfare professionals

A statement on the overall situation of student's learning and schooling in a multi-professional collaboration with student welfare professionals, and from the perspectives of the student and the guardian

The assessment of the impact of different forms of support

Student's strengths and interests, learning skills and special needs related to learning and schooling

Assessment of what kind of pedagogical, learning environment-related, guidance, student care or other support arrangements should support the student

Assessment and rationale for whether the student needs a personalized curriculum in one or more subjects

4. Assessment of the need for specific support by education provider

5. Documents used in the preparation of pedagogical statement

- 5.1. Learning plan
- 5.2. Previous pedagogical statement
- 5.3. Previous IEP
- 5.4. Rehabilitation plan

6. Possible statements

- 6.1. Psychological statement
- 6.2. Medical statement
- 6.3. Social statement

7. Pedagogical statement prepared

Date and the signature of a responsible teacher



Individual education plan form

(Subject-based education)

1. Basic information		
Student's name	Date of birth	Class
School		
Legal cardina's name, contact information and additional information		
Date and the name of the person making the fist special support decision		
Date and the name of the person reviewing the special support decision		
Date of the beginning of compulsory education Date of the beginning of extended compulsory education		

2. Collaboration and responsibilities

Description of the IEP collaboration between the guardian and the student

The name and the contact information of the responsible teacher

Other teachers and professional involved in making the IEP

3. The arrangement of teaching and supportive services

Student's view of his/her goals and the areas of interest

Student's strengths, learning skills, and special needs

The goals for the students learning, working skills, and school attendance

The goals for the student's development such as socio-emotional and motor skills

Subjects, subject groups, and optional studies that the student studies + weekly studying hours

4. Pedagogical arrangements

Learning environment arrangements

The support arrangements such as flexible grouping, team-teaching, teaching methods, learning methods, and means of communication

Remedial teaching and part-time special education given to the student

Special focus areas of learning in different subjects

The goals and activities for student's guidance

The methods used for evaluation that are appropriate for the student to show his/her know-how

5. Learning arrangements

Arrangement of the student's teaching in regular and / or in a special class

Special education given to the student studying in a mainstream classroom in the form of team-teaching, small group or individual teaching

A mainstream co-operation class designated for the student studying in a special class and a plan for the student's study in this class

Arrangements and responsibilities for the student's school transportation and a plan for the supervised activities and supervision of the student waiting for the transportation

6. Cooperation and services required for special support

Implementing cooperation with the student and the guardian, support provided by the guardian

Support provided by student welfare group and other experts and division of responsibilities between different actors

Organization of interpretation and assistance services, other educational services, aids and rehabilitation services under the special support decision, as well as division of responsibilities between the various actors

Possible participation of the student in the morning and afternoon activities and a description of the cooperation with the organizer of the activity

7. Monitoring and evaluation times

8. Documents used in the preparation of IEP

- 8.1. Learning plan
- 8.2. Previous IEP
- 8.3. Pedagogical statement
- 8.4. Rehabilitation plan
- 8.5. Possible statements

9. IEP prepared

Date and the signature of a responsible teacher



Special support decision based on the pedagogical statement

Special support

1. will be stated, 2. will be continued
2. Will be stopped, student starts to receive intensified support

Primary teaching group

Possible interpretation and assistance services

Other services such as special aids needed by the student or support periods in state special schools

Possible individualized subjects, their addition or decrease

Organization of teaching different from the division of subjects in curriculum

Exempting a student from studying a subject

Other special teaching arrangements decided, such as other arrangements concerning the content or manner of teaching

Decision on extended compulsory education

Studying by the areas of activity