9.

4

融合學習量表﹙學生﹚

Inclusion Learning Checklist (Student)

|  |  |  |
| --- | --- | --- |
| **全班活動 Whole class work****以下對我有幫助…… “It helps me when…”** | **是****Y** | **否****N** |
| 1. 我可以獲得有助我輕鬆作出計劃的資源。I can have resources that help me to plan easily.
 |  |  |
| 1. 我可以坐在適合的位置。I can sit in a place that works well for me.
 |  |  |
| 1. 我清楚知道規則及流程。I am clear about rules and routines.
 |  |  |
| 1. 我清楚知道要做甚麼來達至課堂目標。I am clear about what I have to do about lesson objectives.
 |  |  |
| 1. 有視像化的時間表來提醒我接下來的活動。Visual timetables are available to help me know what is coming next.
 |  |  |
| 1. 有視像化的計劃表來幫助我組織和計劃工作。Visual planners are available to help me structure and plan my work.
 |  |  |
| 1. 老師會書寫及解釋新學或艱深的詞彙﹙字詞／概念﹚。New or difficult vocabulary (words / ideas) is written up and explained.
 |  |  |
| 1. 我的老師查看我是否清楚自己需要做甚麼。My teacher checks to see if I understand what I have to do.
 |  |  |
| 1. 我明白問題，而這些問題有助我思考。I understand questions and they help me to think.
 |  |  |
| 1. 有人請我提出意見。I am asked to offer an idea.
 |  |  |
| 1. 我明白有多少件事情要做，和有多少時間去完成。I understand how many things I have to do and how much time I have to do them.
 |  |  |

|  |  |  |
| --- | --- | --- |
| **個別及小組活動 Independent and group work****以下對我有幫助…… “It helps me when…”** | **是****Y** | **否****N** |
| 1. 在回答問題前給我時間思考。I am given time to think before answering.
 |  |  |
| 1. 我可以和伙伴／同學討論來刺激我不斷思考。I am able to talk to a partner / buddy to get my thinking going.
 |  |  |
| 1. 我答錯問題時不會被人取笑。No-one laughs at me when I get the wrong answer.
 |  |  |
| 1. 容許我犯錯，而有人會幫助我計劃下一步。I am able to make mistakes and someone helps me plan the next steps.
 |  |  |
| 1. 老師採納我的意見，並以此為基礎加以發揮。Teachers use my ideas and build on them.
 |  |  |
| 1. 我可以利用記事貼、螢光筆和其他工具來幫助思考、計劃和行事。I am able to use post-it-notes, highlighter pens and other equipment to help me think, plan and do.
 |  |  |
| 1. 我可以選擇跟有好點子和做得好的人坐在一起。I can choose to sit with someone who will have good ideas and who works well.
 |  |  |
| 1. 我可以利用卡片或其他物件來回答問題，而不用經常使用文字表達。

I can answer questions by using cards or other things that mean I don’t always have to use words. |  |  |
| 1. 我可以利用故事板、寫作框架或腦圖來幫助我構思。I can use a story board, a writing frame or a mind map to help me plan my ideas.
 |  |  |
| 1. 我的老師或其他成人在上課前向我講解課堂的要點。My teacher or another adult talks me through main ideas before the lesson starts.
 |  |  |
| 1. 我有視像化的計劃表，來幫助我由思考活動進入實踐的階段。I have a visual planner to help me move from a thinking activity to a doing activity.
 |  |  |
| 1. 准許我運用記事板、筆記本或用耳筒聆聽提示，來幫助我記住我需要做的事情。I am allowed a memory board, a notepad or a listening prompt using headphones to help me remember what I need to do.
 |  |  |

9.

4

9.

4

|  |  |  |
| --- | --- | --- |
| **個別及小組活動 Independent and group work****以下對我有幫助…… “It helps me when…”** | **是****Y** | **否****N** |
| 1. 我可以有多一點的時間去完成工作。

I can have a bit more time to finish my work. |  |  |
| 1. 我可以坐在寧靜和沒有噪音的地方。I can sit somewhere quiet and noise free.
 |  |  |
| 1. 我有詞彙圖和視像化的計劃表來幫助我獨立工作。I can have word maps and visual planners to help me do my work on my own.
 |  |  |
| 1. 將學習內容和功課分拆成小部分，讓我計劃得更好。I can be given learning and tasks in small chunks so that I can plan better.
 |  |  |
| 1. 我可以有寫作伙伴，或用紙筆以外的方式，來記錄我的構思。I can have a writing buddy or record my ideas without always having to write them down.
 |  |  |
| 1. 我可以與不同的同學一起完成不同的工作。I can work with different groups of children for different tasks.
 |  |  |
| 1. 我有需要時能用手提或平板電腦把構思記下來。I can use a laptop or tablet to record my ideas when I need.
 |  |  |
| 1. 我的老師向我示範如何改善我的作業。My teacher shows me how to improve my work.
 |  |  |