

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 |
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| 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. | | |
| 2. 我可以坐在適合的地方。 I can sit in a place that works well for me. | | |
| 3. 我清楚知道規則及流程。 I am clear about rules and routines. | | |
| 4. 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. | | |
| 5. 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. | | |
| 6. 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. | | |
| 7. 老師會書寫及解釋新學或艱深的詞彙(生字／概念)。 New or difficult vocabulary (words / ideas) is written up and explained. | | |
| 8. 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. | | |
| 9. 我明白問題，而這些問題有助我思考。 I understand questions and they help me to think. | | |
| 10. 有人請我提出意見。 I am asked to offer an idea. | | |
| 11. 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 |
|---|----------------------|----------------------|
| 12. 在回答問題前給我時間思考。 I am given time to think before answering. | | |
| 13. 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. | | |
| 14. 我答錯問題時不會被人取笑。 No-one laughs at me when I get the wrong answer. | | |
| 15. 老師容許我犯錯，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. | | |
| 16. 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. | | |
| 17. 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. | | |
| 18. 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. | | |
| 19. 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. | | |
| 20. 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. | | |
| 21. 我的老師或教學助理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. | | |
| 22. 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. | | |
| 23. 老師准許我運用記事板、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. | | |

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| 24. 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. | | |
| 25. 我可以坐在寧靜和沒有噪音的地方。 I can sit somewhere quiet and noise free. | | |
| 26. 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. | | |
| 27. 老師會將學習內容和功課分拆成小部分，讓我做得更好。 I can be given learning and tasks in small chunks so that I can plan better. | | |
| 28. 我可以有寫作伙伴，或用紙筆以外的方式，來記錄我的寫作構思。 I can have a writing buddy or record my ideas without always having to write them down. | | |
| 29. 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. | | |
| 30. 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. | | |
| 31. 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. | | |