



Building on Success:

Helping students make transitions
from year to year

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For further information, contact:

Learning and Teaching Resources Branch
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6
Telephone: 780-427-2984 in Edmonton or
toll-free in Alberta by dialing 310-0000
Fax: 780-422-0576



A PDF version of this resource is available on the Alberta Education Web site at www.education.gov.ab.ca/k_12/specialneeds/resource.asp

Copies of this resource and the accompanying CD-ROM can be purchased from the Learning Resources Centre. Order online at www.lrc.education.gov.ab.ca/ or telephone 780-427-2767.

The primary audience for this document is:

Teachers	✓
Administrators	
Students	
Parents	

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Introduction to Building a Learner Profile

Throughout a student's time in school, a variety of transitions will occur. From home to school, grade to grade, school to school, school to post-secondary training or employment, students experience changes in expectations, responsibilities and routines. All students will benefit from thoughtful planning for transitions, particularly students with special education needs.

This resource provides sample ideas and templates for creating a Learner Profile that students, teachers and parents can use as part of the transition planning process. The Learner Profile is designed to help students, parents and teachers collect and organize information to develop an individualized student profile to share with future teachers. The information and ideas shared through this profile will help new teachers be more informed as to the student's specific learning strengths, needs and challenges. Teachers will be better able to help build on students' successes from one school year to the next.

These tools can be used throughout the school year when the classroom teacher wants to find out more information about how individual students learn. Many of the tools would make excellent activities at the beginning of the school year when teachers and students are getting to know each other.

The accompanying CD-ROM includes both PDF and Word versions of each tool. Tools can be downloaded and adapted to address the needs of individual students and classroom contexts.

What is a Learner Profile?

A Learner Profile is a student-centred collection of information that demonstrates a student's understanding of how he or she learns and what he or she needs to be successful at school. As much as possible, students should be actively involved in developing and sharing their own profile. The profile might take the form of a booklet, binder or file, with a personalized cover and table of contents.

When gathering and sharing student information, be sensitive to the privacy of students and their families. Information should be relevant to their school experience, nonjudgemental and positive. If students record information that has potential to cause embarrassment to themselves or others, it is the responsibility of the teacher to discuss this possibility and help students make appropriate revisions.

The blackline masters and accompanying teacher notes provide a wide range of tools for gathering and sharing information. The tools include sample letters, inventories, checklists, graphic organizers, questionnaires and lists. Here is an overview of the contents in each section.



Creating a Learner Profile—provides samples for a customized profile, including a sample cover, a sample table of contents, and letters from students to teachers and from teachers to students.

Who I Am—identifies important aspects of the student’s life, including personal preferences, social networks, interests and goals.

I Am a Learner—identifies successful strategies already in use, accommodations needed, students’ understanding of how they learn best, and showcases work samples. The strategies are organized into these sections:

- How I Learn—general overview of successful strategies
- What I Learn—strategies for school subjects, including work samples
- Taking Tests—strategies on all aspects of testing
- Improving My Learning—focuses on a specific skill or learning strategy, such as goal setting or assistive technology for learning.

Moving On from Early Childhood Programs—for children in early childhood programs who are making transitions to Kindergarten, Grade 1 or other ECS programs.

Moving On from Senior High School—for transition to post-secondary training or careers, including strengths, interests, experiences and plans related to career choices.

Parent Support—for sharing parents’ understanding of their child’s strengths, needs, goals, challenges and strategies.

Each teacher will be able to decide how to proceed with preparing the Learner Profile. The following steps may be helpful in planning to create a Learner Profile.

1. Discuss with students the need for making smooth transitions. Remind them of their successes and how their use of learning strategies made success possible. To help students imagine the contents of their profile, ask them to record what they want their new teachers to know about their use of strategies and about themselves as individuals.
2. Discuss with each student what is the most significant information about himself or herself as a person and as a learner. Work together to select tools that will capture that information in a form that will communicate this information best and be understood easily by the new teacher.
3. Contact parents to provide them with samples of the tools for their child and to ask for their assistance in providing the information in these tools.
4. Work with students to complete the requested information on the tools. For some tools, students may need assistance with recording their ideas, with making drawings or taking photographs, and with collecting work samples and reading samples.
5. Provide students with the opportunity to prepare a personalized cover and table of contents. You may want to prepare a common cover with school logo and address that also allows for personalization by the student. See Tool 1: *Learner Profile* and Tool 2: *Sample Table of Contents for Learner Profile* for suggestions.



Here is a sample Learner Profile for a Grade 6 student.

Background

Celeste is a Grade 6 student with special education needs who will be making the transition from elementary to junior high school. Along with her teachers and parents, Celeste has worked on a number of goals in her Individualized Program Plan (IPP). She has had accommodations made for her throughout the year to assist her in being a successful learner. Celeste's parents and teacher used the transition tools to create the following Learner Profile. The tools were organized in a binder and were shared with Celeste's new Grade 7 teachers in late August.

Celeste's Learner Profile

Table of Contents

Tools completed by Celeste

- Letter to Next Year's Teacher
- Interest Inventory
- My Test-smart Attitude
- Goal Setting Organizer
- What Works for Me Inventory
- What Kind of Reader and Writer Am I?
- What Kind of Learner Am I?
- What In-class Assessment Tells Me About My Learning

Tools completed by Celeste's parents

- My Child Through My Eyes
- Questions I Have about My Child's New School
- Goal Setting with My Child
- My Child's Homework Smarts

Tools completed by Celeste's teachers:

- Strategies that Help Me Learn
- My Wishes to You ...







Creating a Learner Profile

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Teacher Notes for *Creating a Learner Profile Tools*

Most of the tools in this section are letters that reach out to parents, students and the new teacher. The tools include sample letters from the student to next year's teacher, and two letters from this year's teacher, one to the parents and one to the student. The section also includes a sample cover and table of contents.

Tool 1: Learner Profile

Customize the cover by adding the school's name and logo. Encourage students to illustrate their hopes and dreams for the new school year, or if preferred, to mount a photograph of themselves. The cover is an opportunity to showcase the best features of the student.

See page 7 for blackline master.

Tool 2: Sample Table of Contents for Learner Profile

Work collaboratively with students to choose what will be included in the Learner Profile. Where possible, help students think about strategies that have been essential to their success during the last year.

See page 8 for blackline master.

Tool 3: Dear Next Year's Teacher

This one-page letter includes sentence starters to introduce the student.

See page 9 for blackline master.

Tool 4: Letter to Next Year's Teacher

This three-page letter is an expanded version of the one-page letter. It includes sentence starters on the student's family, school history, homework habits, favourite subjects, reading habits, recreational activities and goals for next year.

See pages 10–12 for blackline master.

Tool 5: Letter to Next Year's Teacher: Using a Paragraph Planner

Older students may use the paragraph planner to draft a longer and more personal letter to next year's teacher. Suggestions are given for 11 paragraphs.

See pages 13–14 for blackline master.

Tool 6: Dear Parents

A cover letter should be sent home with the transition tools to be included in the Learner Profile. The letter explains who will have access to this information and why it is being requested. The letter may be adapted so that it is appropriate for the students and families in your school.

See page 15 for blackline master.



Tool 7: Dear Student: Letter from Your Teacher

This sample letter offers students your last-minute advice and encouragement. Use the sample to create your own letter that reminds students what they need for success.

See pages 16–17 for blackline master.

See also these tools located in other sections.

Tool 73: Letter to Parents: Let's Stay in Touch (in Parent Support section)

This checklist asks parents to be specific about the best way to communicate with teachers. Parents provide their contact information, and they indicate how and when they want to communicate. Before sending a letter to parents about the Learner Profile, it might be preferable to ask first how parents want to be contacted.

See page 117 for blackline master.

Tool 64: My Wishes to You ... (in Moving On from Early Childhood Programs section)

Three large stars provide space for a teacher, parent or member of support staff to send good wishes for a successful transition to the next school year. This graphic organizer provides enough space for drawings or written comments.

See page 99 for blackline master.





Learner Profile for

I am moving from

_____ at _____ School

to

_____ at _____ School.





Sample Table of Contents for Learner Profile

A. Letter to my new teacher

Letter to Next Year's Teacher

B. Getting to know me

A List About Me
Circle of Support

C. What works for me

What Works for Me Inventory
Strategies that Help Me Learn
Using My Test Smarts
Goal Setting Organizer
How Are My Communication Skills?

D. From my teacher

My Wishes to You ...

E. From my parents

Top Three for My Child





Dear Next Year's Teacher

Date: _____

Dear _____,

My name is _____.

I am in Grade _____ and am _____ years old.

This year I have been working on _____

_____.

I have improved in _____.

I know I have improved because _____

_____.

I have also improved in _____

_____.

My favourite subject is _____ because _____.

My most challenging subject is _____ because _____.

At recess time I enjoy _____

_____.

Books I enjoy reading are _____.

After school I like to _____.

At school teachers can help me by _____.

I can help teachers at school by _____.

At school I try hard to _____.

Next year my goals are _____

_____.

_____.

Sincerely,

(Student Name)





Letter to Next Year's Teacher*

Date _____

Dear _____,

My name is _____.

In September I will be _____ years old.

I have been at _____ School for _____ years.

My Family

I live in _____.

My family's favourite thing to do for fun is _____.

_____.

School History

This year I have really improved in _____.

_____.

because _____.

_____.

I'm still working on _____.

_____.

Homework

My homework record is _____.

I usually do homework _____.

_____ helps me with my homework.

page 1 of 3

* Adapted from Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1999).



Letter to Next Year's Teacher (continued)

The most challenging thing about homework is _____
_____.

I think the best thing about homework is _____
_____.

Subjects at School

At school I'm really good at _____.

My favourite subject at school is _____ because _____
_____.

For example, I really enjoyed when we _____
_____.

My most challenging subject is _____ because _____
_____.

For me, an example of a frustrating or difficult activity is _____
_____ because _____
_____.

I cope with this by _____

_____.

Books

My favourite kinds of books are _____ because _____
_____.

Two books I read by myself this year are _____
_____.

When I read at home I _____
_____.

Next year I am looking forward to reading more books about _____
_____.



Letter to Next Year's Teacher (continued)

Recess

My favourite thing to do at recess is _____
_____.

I like to hang out with _____.

I avoid problems at recess by _____
_____.

Physical Activity

My favourite activity in physical education is _____.

Outside of school I like to be active by _____
_____.

Other Activities

Outside of school I am involved in _____
_____.

My Learning

Teachers can help me learn by _____
_____.

I can take charge of my own learning by _____
_____.

I can help teachers by _____.

Wishes for the New School Year

Three wishes for the next school year are

- _____.
- _____.
- _____.

Yours truly,

(Student Name)

page 3 of 3





Letter to Next Year's Teacher: Using a Paragraph Planner*

<ul style="list-style-type: none">• introduce myself	Paragraph 1 <ul style="list-style-type: none">- age- grade- where I've gone to school- my family
--	--

<ul style="list-style-type: none">• about this school year	Paragraph 2 <ul style="list-style-type: none">- how I've improved- my work habits- new skills I've learned- my homework habits
--	--

<ul style="list-style-type: none">• what I'm really good at doing in school	Paragraph 3
---	--------------------

<ul style="list-style-type: none">• my favourite subjects	Paragraph 4 <ul style="list-style-type: none">- why- example of a favourite activity or topic
---	---

<ul style="list-style-type: none">• my most challenging subject	Paragraph 5 <ul style="list-style-type: none">- why- example of a difficult or frustrating activity- ways I cope with this
---	---

<ul style="list-style-type: none">• my reading habits	Paragraph 6 <ul style="list-style-type: none">- what I like to read- two titles I read this year- how I read at home- what kind of books I look forward to reading
---	--

* Adapted from Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1999).



Letter to Next Year's Teacher: Using a Paragraph Planner (continued)

Paragraph 7

- what I like to do in physical education
- what I like to do in art
- what I like to do on computers

Paragraph 8

- what I like to do outside of school (sports, music lessons, dance, family activities)
- what new activities I am interested in

Paragraph 9

- my ideas for a successful classroom (partner work, games for math, strategies)

Paragraph 10

- how teachers can help me learn
- what I can do to help teachers

Paragraph 11

- my hopes for next school year





Dear Parents

Dear Parents,

Effective planning can help your child make a smoother transition from one school setting to another.

Your child has started work on a Learner Profile to share with his or her new teachers next year. This individualized collection of information, ideas and reflections will showcase your child's strengths, interests, needs and successes.

The enclosed templates can be included in your child's Learner Profile if you decide to participate. This information will help the new teachers learn about your child, recognize his or her strengths, and know what works best to support his or her learning. Our goal is to ensure that strategies and plans that were successful this school year will continue to be in place for your child in the next school.

Choose some of the templates that will work best for you.

Please indicate your preference below and return your response by _____.

I wish to contribute to my child's Learner Profile. I give my permission for my information to be included in my child's Learner Profile and shared with next year's teachers. I will complete and return the completed templates by

_____.

I need more information. Please send samples of templates that have been completed.

I do not wish to contribute at this time.

Sincerely,





Dear Student: Letter from Your Teacher*

SUCCESS SCHOOL

1000 – 100 Avenue
Anyplace, AB T6J 0C9

June 28, 20__

Dear _____,

To make your next school year successful, here are some things you need to do.

Use your strategies. Take your strategies book with you and use your strategies (especially COPS) to help you to be an independent and successful learner. Edit all your written work—good writing is good editing.

Keep a homework agenda. Your new school may have a book all students are expected to use. If not, buy one. Your homework agenda will help you manage your time and keep yourself organized.

Take your personal spelling dictionary with you and use it. Correct spelling helps people understand your writing. Keep a list of personal spelling words in your binder and check them—you know what everyday words give you problems. If you have a problem, ask your teachers about a word you cannot spell, but always try it yourself first.

Make sure you have all the school supplies you need. Buy some erasable pens so you can make editing changes easily. Keep your materials organized in a pencil case and keep your papers organized in a 3-ring binder.

Make technology work for you. Learn to use a calculator and spell checker. Build your keyboarding skills and learn how to use more features in your word processing program.

Set small goals for yourself every day. Find out what a good assignment looks like—what is the criteria for success? Look at other student projects that have earned an A—what would you like to do to get an A? If you don't finish an in-class assignment, check with the teacher to see if you should finish it at home.

Come to class ready to learn. Chat with friends at recess or break, not during class. Contribute to classroom discussion, and listen quietly when teachers and other students are speaking. Ask interesting questions and help others learn. Follow the routines in the class; the teachers designed them so that everyone's needs are considered.

.../2

* Adapted from Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1999).



Dear Student: Letter from Your Teacher (continued)

Make homework a priority. Find a regular time every night (at least 30 minutes) and a quiet place. Study for each unit test for at least three nights. Make the new information you learn your own by using all the study tips we learned this year. Talk about the new ideas you are studying. Find a learning partner and teach him or her the new skill or concept.

Take charge of your own learning from the very first day! Sit close to the front of the class. Ask questions when you don't understand. Let your teachers know what you need. For example, you might need extra time to finish tests or you might need someone to read aloud the test instructions. Your teachers will respect you for taking responsibility for your learning and your success.

Finally, read at home every day. Reading is key to your learning. Use your strategies and always ask yourself "Does this make sense?" Try a variety of different books. Open up your world!

Have a super year.

Your teacher







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Teacher Notes for *Who I Am* Tools

These tools provide a window into the student's world of friends, family, interests, goals and dreams.

Tool 8: I Am!

Students use sentence starters to describe who they are and who they probably aren't.
See page 23 for blackline master.

Tool 9: More on Me

Students use sentence starters to reveal more on who they are, what they like, whom they admire and what they hope for the future.
See page 24 for blackline master.

Tool 10: A List About Me

Students use sentence starters to write about their interests and activities.
See page 25 for blackline master.

Tool 11: 20 Questions About Me

Students answer 20 questions that challenge their imagination, including questions on the perfect meal and what animal they would like to be.
See pages 26–27 for blackline master.

Tool 12: Interest Inventory

Students complete 18 sentence starters on their interests and favourite things.
See page 28 for blackline master.

Tool 13: What Matters to Me

Students draw or write about three activities, three books, three valuable possessions and three role models.
See page 29 for blackline master.

Tool 14: Circle of Support

Students use this graphic organizer to identify their support system at school, in their family and their community.
See page 30 for blackline master.



Tool 15: Circle of Friends

Students complete a web to explore their relationships with friends. Before students use the tool, brainstorm characteristics of a good friend and ask students to record these characteristics in the “Friends are” box.

See page 31 for blackline master.

Tool 16: My Strengths Inventory

Students identify their strengths, including successful experiences, skills, best personal qualities and support systems.

See page 32 for blackline master.

Tool 17: What I Can Do

Younger students draw what they can do now and what they hope to do next year.

See page 33 for blackline master.

Tool 18: Responsibility and Me

Students identify current responsibilities and predict new responsibilities for next year. Before students use the tool, discuss the concept of responsibility and how there may be different responsibilities at school and at home.

See page 34 for blackline master.

Tool 19: My Top Ten List

The top ten list encourages students to think creatively about a specific topic by coming up with ten examples ranked in 1, 2, 3 order. This tool may be adapted for a variety of topics.

Possible Top Ten Lists:

- Books I like
- Activities I enjoy
- Activities I am involved in at school
- Topics I am interested in
- How I prepare for a test
- Strategies that help me learn
- Careers that interest me
- Games I like to play
- Places I have visited
- What I do to relax
- What I do for fun
- Questions I have for next year’s teacher
- What you should know about me
- People in my life
- What inspires me
- What matters most to me

See page 35 for blackline master.

Tool 20: A-B-C Mindset

Students write 26 or more words that are related to a specific topic and that start with a different letter of the alphabet. Challenge students to find at least one word for each letter of the alphabet. The A-B-C Mindset may be adapted for a variety of topics.

Suggested topics include:

- New things I will learn next year
- Learning strategies I will need
- Things I like to do at school
- Topics I am interested in
- What makes me a successful learner

See page 36 for blackline master.



Tool 21: Comparison Chart

This comparison chart helps students recognize similarities and differences between one school setting and another. Students can compare two situations, such as:

- two different grade levels
- two different subject areas
- elementary and junior high school
- riding the yellow school bus and using the public transit system.

See page 37 for blackline master.

Tool 22: Looking Back ... Moving On

Students complete two sentence starters with drawings or written responses. Use this tool to encourage students to consider these questions: What would they like other students and their teachers to remember about them? What are they looking forward to doing in the next grade or school?

See page 38 for blackline master.

Tool 23: K-W-L Chart on My New School

Students list what they already **know** about their new classroom, and then they write questions about what they **want to know**. Finally, students write what they **learned**. This chart may be adapted for other areas of research, including career research by senior high school students.

See page 39 for blackline master.







I Am!

Student Name _____ Date _____

I am _____
_____.

I am not _____
_____.

I like _____
_____.

I don't like _____
_____.

I need _____
_____.

I don't need _____
_____.

I can _____
_____.

I cannot _____
_____.

I am _____
_____!





More on Me

Student Name _____

Date _____

Ten words to describe me

What I like best about school

Three people I admire

Work I want to do when I am an adult

Three things you should know about me

My hopes about my new teacher





A List About Me

Student Name _____ Date _____

1. In school the thing I like to do best is _____
_____.
2. Outside of school the thing I like to do best is _____
_____.
3. If I had a million dollars I would _____
_____.
4. When I grow up I will _____
_____.
5. My favourite animal is _____
_____.
6. The best sport is _____
_____.
7. Next summer I hope to _____
_____.
8. I like to collect _____
_____.
9. My favourite place to be is _____
_____.
10. The best book I ever read was _____
_____.





20 Questions About Me

Student Name _____ Date _____

1. What is my favourite thing to do at school? _____

2. What is my favourite subject? _____

3. What is my favourite activity outside of school? _____

4. What sport do I like to watch? _____

5. What sport do I like to play? _____

6. What would I like to learn more about? _____

7. What kind of books do I like to read? _____

8. What is the best book I ever read? _____

9. How much time do I spend reading for fun every week? _____

10. What is my favourite television show? _____

11. What kind of music do I like? _____



20 Questions About Me (continued)

12. If I could be any animal, what kind of animal would I be? _____

13. What is my idea of the perfect meal? _____

14. Who are my best friends? _____

15. What do I like to do with my friends? _____

16. What makes me smile? _____

17. What makes me laugh? _____

18. What part of the world interests me the most? _____

19. What do I plan to do after high school? _____

20. What kind of career do I want when I'm an adult? _____





Interest Inventory

Student Name _____ Date _____

1. My most interesting subject is _____.
2. My most challenging subject is _____.
3. What I enjoy most about school is _____.
4. What I find most challenging about school is _____
_____.
5. Books I read recently _____
6. Activities I do outside of school _____

7. Three words to describe me _____
8. Careers that interest me _____
9. An ideal job for one day would be _____.
10. My favourite television programs are _____.
11. My favourite Web sites are _____.
12. My questions about next year are _____

_____.
13. School situations that are stressful for me are _____
_____.
14. I deal with stress or frustration by _____
_____.
15. Some interesting places I've been are _____.
16. If I could travel anywhere, I would like to go to _____.
17. If I can't watch television, I like to _____.
18. I would like to learn more about _____
_____.





What Matters to Me*

Student Name _____

Date _____

3 activities that are fun for me

3 favourite books

3 of my most valuable possessions

3 role models in my life

* Adapted from Alberta Learning, *Career and Life Management: Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. 136.

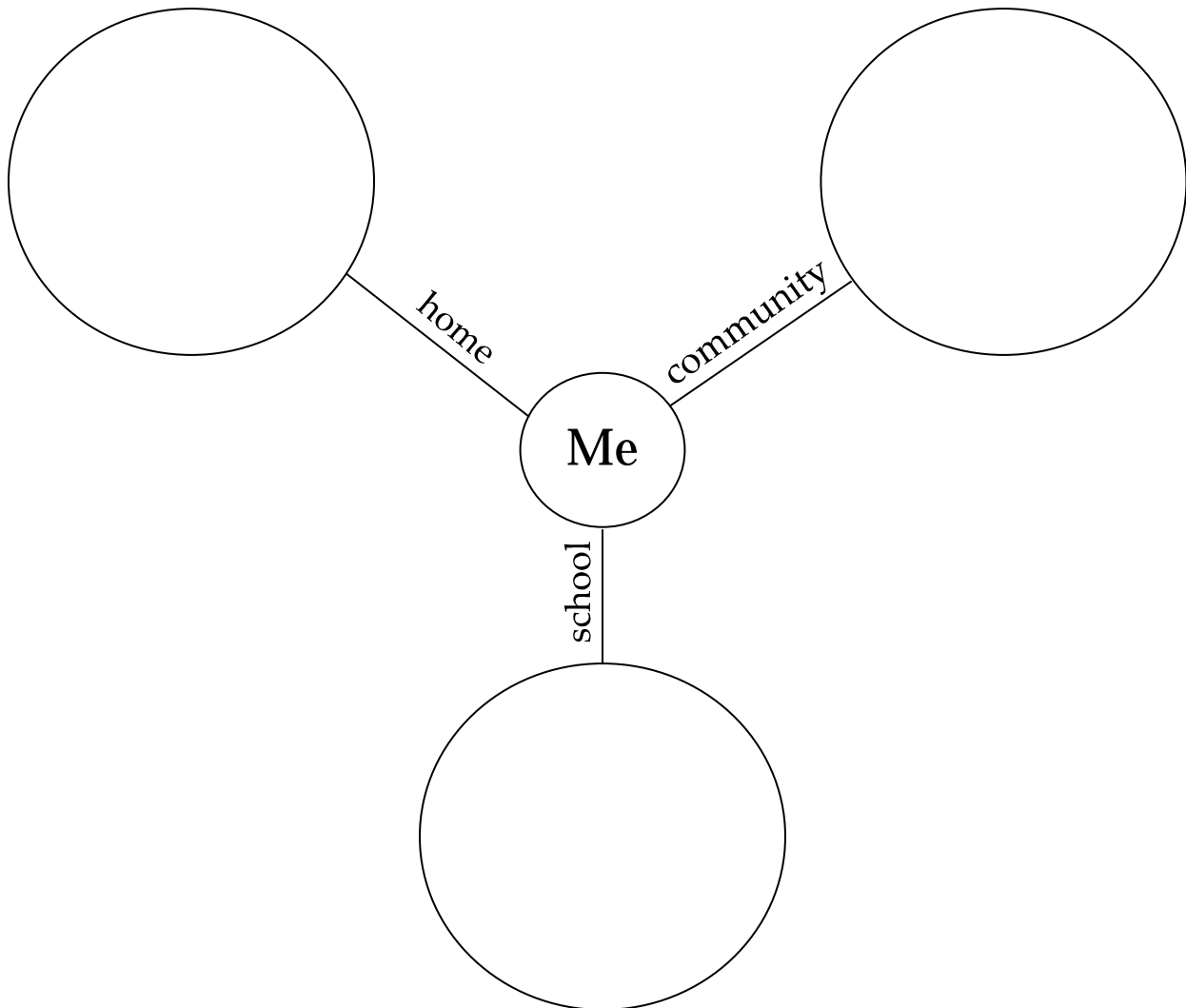




Circle of Support

Student Name _____

Date _____



1. The people who help me at school are _____
_____.
2. The people who help me in my family are _____
_____.
3. The people who help me in my community are _____
_____.



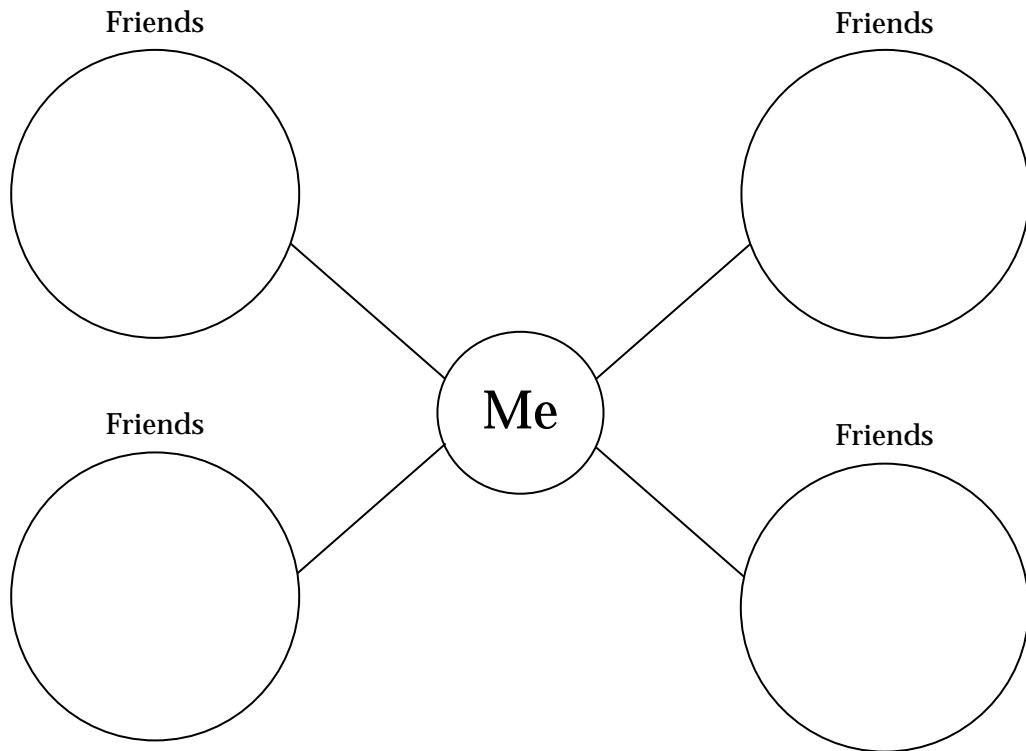


Circle of Friends

Student Name _____

Date _____

Friends are:



1. My friends at school are _____
_____.
2. My friends outside of school are _____
_____.
3. My friends and I enjoy _____
_____.
4. Something my friends would say about me is _____
_____.
5. My friends are important to me because _____
_____.





My Strengths Inventory*

Student Name _____ Date _____

A. List four successful experiences you have had in the last 12 months:

- _____
- _____
- _____
- _____

B. List four everyday things you do well:

- _____
- _____
- _____
- _____

C. List two things you could teach someone else:

- _____
- _____

D. List 10 positive words to describe yourself:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

E. List two things that really matter to you:

- _____
- _____

F. List two things you can do for yourself that will always make you feel good:

- _____
- _____

G. List two people who you can count on for help and support:

- _____
- _____

* Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), p. 84.





What I Can Do

Student Name _____

Date _____

Draw pictures of what you can do this year and what you hope to do next year.

This year at school I can:

--	--	--

This year at home I can:

--	--	--

Next year I hope I can:

--	--	--





Responsibility and Me

Student Name _____

Date _____

What does responsibility mean to you? Think about responsibilities you had this year at school and at home. Then, imagine new responsibilities you may have next year.



School

This year



Home

This year

Next year

Next year





My Top Ten List of

Student Name _____

Date _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





A-B-C Mindset on

Student Name _____ Date _____

Beside each letter of the alphabet, write one or more words that begin with that letter.

A _____

N _____

B _____

O _____

C _____

P _____

D _____

Q _____

E _____

R _____

F _____

S _____

G _____

T _____

H _____

U _____

I _____

V _____

J _____

W _____

K _____

X _____

L _____

Y _____

M _____

Z _____

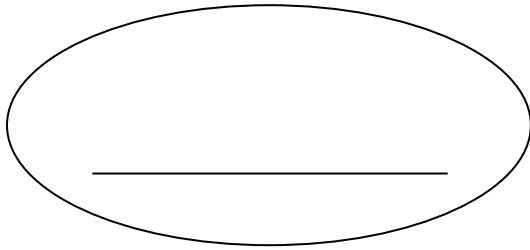




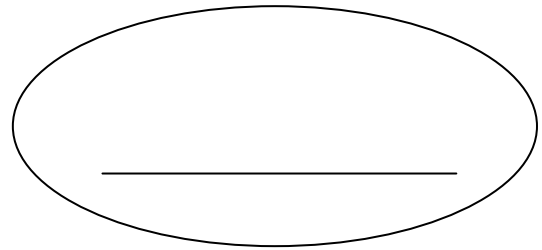
Comparison Chart

Student Name _____

Date _____



and



What will be the same?

What will be different?





Looking Back ... Moving On*

Student Name _____

Date _____

From this school year I would like to be remembered for ...

Next school year, I'm looking forward to ...

* Adapted from Caren Cameron et al., *Recognition Without Rewards* (Winnipeg, MB: Peguis Publishers, 1997), p. 45. Adapted by permission of Portage and Main Press, 1-866-734-8477, www.portageandmainpress.com.





K-W-L Chart on My New School

Student Name _____

Date _____

K	W
What do you already know about next year's classroom? Make a list.	What do you want to know about next year's classroom? Make a list of questions.
L	
List new information you learned about next year's classroom.	







I Am A Learner

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Teacher Notes for *I Am A Learner* Tools

The tools in this section gather specific information on the student's preferred learning strategies. The tools are organized into four sections: *How I Learn* for a general overview; *What I Learn* for specific school subjects; *Taking Tests*; and *Improving My Learning* for specific strategies, such as goal setting, motivation, homework and assistive technology for learning.

How I Learn

These tools provide an overview of learning strategies that work for the student.

Tool 24: Snapshot of My Learning

Students choose a favourite learning activity and present themselves engaged in that activity in a photo or drawing. They write about what they were doing, what they learned and why it was important to them. This tool is suitable for introducing the student as a person and as a learner. See page 47 for blackline master.

Tool 25: How I Learn

Students use this checklist to select descriptions of how they learn best. See page 48 for blackline master.

Tool 26: Think of a Time ...

Students think of a time when they successfully learned something at school or in the community. They reflect on what helped them be successful so that they can use these strategies in the future. See page 49 for blackline master.

Tool 27: What Works for Me Inventory

In this two-page inventory, students answer specific questions on their preferences, including where they like to sit, what pens they like to use and how they take care of themselves to ensure they are ready to learn. See pages 50–51 for blackline master.



What I Learn

These tools provide information on specific school subjects and include annotated work samples.

Tool 28: Strategies that Help Me Learn

Students use this checklist to pick the best strategies for success in reading, writing, spelling, science, social studies and math. They also identify the best strategies for taking tests and organizing their work.

See page 52 for blackline master.

Tool 29: What Kind of Reader and Writer Am I?

In this three-page tool, students use checklists and sentence starters to share their views of reading and writing. In the reading section, topics include reading habits, favourite books, word attack strategies and reading goals. In the writing section, topics include favourite topics and kinds of writing, managing writing blocks, and setting writing goals.

See pages 53–55 for blackline master.

Tool 30: Thinking About Reading

Students indicate their reading habits and rank the kinds of books they like most.

See page 56 for blackline master.

Tool 31: Work Sample Tickets

Work sample tickets are notes that students attach to samples of classroom work. Four tickets are provided, one each for independent work, good quality work, poor quality work that should be reworked, and quality work that has been reworked after feedback from the teacher. Before students use the tickets, review the criteria on each ticket and challenge students to find their own samples. Discuss why it will be helpful for a new teacher to know what a student's best and not-quite-the-best work might look like.

See page 57 for blackline masters.

Tool 32: More Work Sample Tickets

These tickets are similar to other work sample tickets, but they provide additional space for students to write comments. Two tickets are provided, one on what the student wants the new teacher to notice in the work, and one on why the student chose a particular sample.

See page 58 for blackline masters.

Tool 33: Just Right Reading

This work sample ticket is used by a student to show current reading level and interests. The student finds a page of text from a book that he or she likes and can read. The student attaches the *Just Right Reading* ticket to a photocopy of the page of text, circles on the ticket where he or she is in the school year, and writes or dictates a note to the new teacher about what is important about this particular reading passage.

See page 59 for blackline master.



Taking Tests

These tools provide information about all aspects of testing, including attitudes, preparation, test-taking skills, support systems and celebrations.

Tool 34: My Test-smart Attitude

Students consider eight statements about taking tests and check off how frequently these statements apply to them.

See page 60 for blackline master.

Tool 35: Meeting the Challenge of Tests

Students use a checklist to pick out their review strategies, their favourite study tricks, their accommodations and their test-taking strategies.

See page 61 for blackline master.

Tool 36: Using My Test Smarts

Students read the sentences about taking tests and circle yes or no if the sentence applies to skills they use.

See page 62 for blackline master.

Tool 37: How I Feel About Tests

This questionnaire focuses on a student's attitudes and feelings about tests. Students consider their support system, test pleasures and frustrations, and celebrations after the test.

See page 63 for blackline master.

Tool 38: What In-class Assessment Tells Me About My Learning

The teacher and student work together to reflect on in-class assessment and summarize what they say about the student's skills and efforts in reading, writing, spelling and math. This could be done either mid-year or end of the year.

See page 64 for blackline master.

Tool 39: My Report Card

Asking a student to write his or her own report card encourages self-reflection and evaluation. While standard report cards often give marks or standards of achievement, these report cards focus on the student's insight and awareness of his or her progress and effort in a variety of subject areas. Younger students can give details on areas they do well in and areas they need to continue working on. Older students can be more specific in their comments, such as describing strategies they use, topics they have covered and how they feel they performed. Teachers may find it useful to give some specifics under each subject heading to guide students in their judgements.

See page 65 for blackline master.



Improving My Learning

These tools cover a variety of strategies and skills, including goal setting, encouragement, work habits, homework, organizational skills, social skills, communications skills and assistive technology for learning.

Tool 40: Goal Setting Organizer

Students develop a plan for achieving their goals. They consider the goal, their rationale, an action plan and how to evaluate success.

See page 66 for blackline master.

Tool 41: Goal Setting Planner

Students consider past successes and then plan for the future.

See page 67 for blackline master.

Tool 42: Positive Self-talk

Students identify positive self-talk statements and other motivators.

See page 68 for blackline master.

Tool 43: What Encourages Me

Students identify how others motivate them to learn with encouraging words and actions.

See page 69 for blackline master.

Tool 44: My Work Habits and Organizational Skills

In this inventory, students determine how frequently they demonstrate positive work habits.

See page 70 for blackline master.

Tool 45: My Homework Smarts

Students read statements about homework and check off how often the statements apply to them.

See page 71 for blackline master.

Tool 46: What Kind of Learner Am I?

Students read statements about work habits and check off how often the statements apply to them.

See page 72 for blackline master.

Tool 47: Uncovering My Challenges Inventory

Students take an inventory of their strengths and needs in all areas of learning, including work habits, in-class skills and tests.

See page 73 for blackline master.

Tool 48: Getting Along with Others Inventory

In this two-page inventory, students assess their skills for working in class, with partners and in small groups. They also consider their problem-solving skills and their involvement in extracurricular activities.

See pages 74–75 for blackline master.



Tool 49: How Are My Communication Skills?

Students take an inventory of how frequently they demonstrate good communication skills. Topics include tone of voice, taking turns and polite behaviours.

See page 76 for blackline master.

Tool 50: Self-advocacy Checklist

Self-advocacy is an individual's ability to communicate his or her needs. Students use a checklist to note their progress.

See page 77 for blackline master.

Tool 51: Design the Dream Classroom

Interior designing and decorating are activities made popular by reality television shows. This tool gives students an opportunity to be creative by designing their ideal learning environment. Initial discussion should focus on things in the classroom that assist them in their learning, such as organizers, desk placement, elimination of distractions and access to materials. Students can then diagram and write about their design to explain how it would help them be successful.

See page 78 for blackline master.

Tool 52: How Assistive Technology for Learning (ATL) Works for Me

This log provides information about how a student uses ATL in the classroom. It includes questions the student wants to ask new teachers.

See page 79 for blackline master.

Tool 53: Assistive Technology for Learning (ATL) Log

This log provides specific information on the equipment, including ID numbers, warranties and maintenance information. It also includes a back-up plan if the device needs repair and who can support this technology at the school level.

See page 80 for blackline master.

See also these tools located in the *Parent Support* section.

Tool 78: My Child's Homework Smarts

Parents read the statements about homework habits and check off how frequently they feel these statements apply to their child.

See page 122 for blackline master.

Tool 79: My Child's Test Smarts

This questionnaire helps parents identify their child's work habits and attitudes toward taking tests.

See page 123 for blackline master.



Tools 80 and 81: Goal Setting with My Child and Goal Setting with My Child – Sample
Parents identify their child’s five strengths and four areas of need. They also set two goals and describe how they will support these goals. A completed sample is provided for those parents who want some suggestions. This form can be used as part of the Individualized Program Planning (IPP) process at the beginning of the new school year.

See pages 124–125 for blackline master.

The completed parent goal-setting form can be found on pages 126–127.





Snapshot of My Learning

Student Name _____

Date _____

In this picture I am _____.

Three important things I learned from this activity were:

1. _____
2. _____
3. _____

This activity was memorable for me because:





How I Learn

Student Name _____

Date _____

Check one or more answers for each item.

1. I like to learn something new by:

- reading more about it
- hearing someone tell about it
- seeing pictures of it
- trying it out myself

2. To remember something I:

- write about it in my own words
- draw a picture of it
- explain it to someone
- use a memory trick for it
- ask someone to test me on it

3. The learning activities I like the best are:

- small groups
- whole class
- working with a partner
- working by myself
- working on a learning team
- listening
- being in a classroom with students talking
- doing an experiment
- reading a textbook
- doing practice papers
- watching a film or video
- being in a quiet classroom
- playing a learning game

4. I like:

- sharing learning materials
- helping others
- talking in front of the class
- asking questions
- doing homework
- keeping my desk neat





Think of a Time ...*

Student Name _____ Date _____

Think of a time when you successfully learned something at school or in the community. By answering these questions, you may be able to find out how to be more successful in the future.

1. Describe a time you learned something successfully.

2. Why did you choose to learn this particular skill or concept?

3. How did you learn it? What kinds of strategies did you use?

4. What was the most difficult thing about this learning experience?

5. Did someone help you or did you learn this on your own?

6. How long did it take?

7. How did this success make you feel?

8. How did you use what you learned?

* Adapted from Colleen Politano and Anne Davies, *Multi-Age and More* (Winnipeg, MB: Peguis Publishers, 1994), p. 11. Adapted by permission of Portage and Main Press, 1-800-667-9673, www.portageandmainpress.com.





What Works for Me Inventory*

Student Name _____

Date _____

A. How I look after myself

- How much sleep do I need? _____
- What kind of food makes me feel alert? _____
- What snacks are good energy sources? _____
- What times of the day do I need to eat? _____
- What time of the day do I have the most energy? _____
- What time of the day do I have the least energy? _____
- What type of exercise makes me feel energized? _____
- What kinds of activities help me relax? _____

B. Tools that help me learn

- What writing tool works best for me (type of pen or pencil, colour of ink)? _____
- What kind of paper helps me keep organized (wide-ruled, unlined, wide margins, pre-punched)? _____
- What colour paper do I find the easiest to read? _____
- What binder system works for me? _____
- What other supplies help me keep organized (white-out, self-stick removable notes, ruler)? _____
- What calculator works best for me (size, features)? _____
- What spell checker works best for me? _____
- What is my favourite dictionary? _____
- What other reference books help me learn? _____
- What computer programs are helpful to my learning? _____
- Other tools that help me learn _____

C. In the classroom

- What seat in the classroom works best for me? _____
- What do I read best from?
___ chalkboard ___ overhead ___ projector ___ chart paper ___ my own copy
- Does the colour of ink (or chalk) make a difference? _____
- Does the type of print (printed, handwritten, typed) make a difference? _____

* Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 85–86.



What Works for Me Inventory (continued)

D. How I like to follow directions (in 1, 2, 3 order)

- teacher explains aloud
- teacher writes directions on the board
- teacher does example on the board
- teacher asks another student to demonstrate
- teacher asks all students to try a sample at their desks
- I read the directions while the teacher reads them
- I read the directions on my own
- teacher shows me at my desk
- another student explains a second time and answers my questions
- I watch what another student does
- I try it on my own and then check with the teacher
- I try it on my own and then compare with another student

E. Tricks I use to keep myself organized

F. Tricks I use to keep myself focused and on task in class

G. Special things that teachers can do to help me learn





Strategies that Help Me Learn

Student Name _____

Date _____

Reading

- preview new material
- partner reading
- read-around strategy
- taped reading/repeated reading
- visualization strategy
- list of questions
- paired reading
- coding in margins
- preview text structure
- other: _____

Writing

- webbing
- drawing/storyboarding
- keyword outlines
- story frames
- revision checklist
- proofreading symbols
- editing strategies (COPS)
- computer word processing
- graphic organizers
- other: _____

Spelling

- six-step study strategy
- fold-overs
- memory tricks
- personal spelling list
- electronic spell check
- other: _____

Organization

- use a homework agenda
- use coloured duotangs
- post schedule on my desk
- other: _____

Taking tests

- use reader or scribe
- allow extra time
- SCORER strategy
- other: _____

Science and Social Studies

- develop questions
- preview material
- partner reading
- graphic organizers (Venn diagrams, flow charts)
- discuss with partner
- other: _____

Math

- number line on desk
- talking calculator
- photocopies of pages in text to reduce copying
- graph paper to organize written work
- other: _____





What Kind of Reader and Writer Am I?*

Student Name _____

Date _____

Reading

1. I enjoy reading very much
 somewhat
 not too much

2. I read lots of different kinds of books
 a few different kinds of books
 mainly one kind of book

3. I like to read these kinds of books _____

4. I enjoy books that _____

5. On school nights I usually read about _____ minutes
 don't read much

6. On weekends I usually read about _____ minutes
 don't read much

7. When I'm reading,
 I stop and read over parts that I don't understand. always sometimes never
 I think about what might happen next. always sometimes never
 I think about what I've read before in the book. always sometimes never
 I think about my own life and how it's similar to or different from the book. always sometimes never

* Adapted from Rhonda J. Philpott with Sherry Maitson, *The Learning Team: A Guide to Student-Led Conferences* (Don Mills, ON: Addison-Wesley Publishers Limited, 1994), pp. 61-62. Used with permission from Sherry (Maitson) Taylor.



What Kind of Reader and Writer Am I? (continued)

8. When I come to a word that I don't know in a story,

I try to figure out what it means
by thinking about
the sentence that it is in.

always often sometimes never

I look for parts of the word that
I know.

always often sometimes never

I sound it out.

always often sometimes never

I skip it and read ahead.

always often sometimes never

9. I want to improve my reading by _____

_____.

10. I am a _____ reader.

Writing

1. I enjoy writing very much
 somewhat
 not too much

2. I like to write lots of different kinds of writing (stories, poetry, articles)
 a few different kinds of writing
 mainly one kind of writing

3. I like to write about _____

_____.

4. I like to write stories that _____

_____.



What Kind of Reader and Writer Am I? (continued)

5. The things I like best about my writing are _____

_____.
6. If I have a writing block, I overcome it by _____

_____.
7. In my writing I would like to improve my _____

_____.
8. I think I am a _____ writer.





Thinking About Reading*

Student Name _____ Date _____

1. How do you feel about reading (check one)

- Love it! Okay Not so good

2. What kinds of books do you like most? Put in 1, 2, 3 order.

- ____ realistic fiction ____ fantasies ____ mysteries ____ plays
____ sports ____ biographies ____ adventure ____ science
____ poetry ____ how-to books ____ science fiction
____ facts about people, places, things Other _____ (write your own category)

3. Think of a book that you read last year and liked a lot.

What was the title? _____

Who wrote it? _____

What made it so good? _____

4. Is reading hard or easy for you? _____

What makes it easy or hard for you? _____

5. Is reading important to you? Explain why or why not.

* Adapted from *Practical Assessments for Literature-based Reading Classrooms* (p. 26) by Adele Fiderer. Published by Scholastic Professional Books/Scholastic Inc. Copyright © 1995 by Adele Fiderer. All rights reserved. Used by permission. SCHOLASTIC'S Material shall not be published, re-transmitted, broadcast, modified or adapted (rewritten), manipulated, reproduced or otherwise distributed and/or exploited in any way without the prior written authorization of Scholastic Inc.





Work Sample Tickets*

Work Sample #1

This is an example of **independent** daily work.

It shows:

- good effort
- I did it all myself
- self-monitoring.

Student _____

Date _____

Work Sample #2

This is an example of **quality** daily work.

It shows:

- excellent effort
- use of editing strategies
- willingness to make changes and additions.

Student _____

Date _____

Work Sample #3

Oops! This is an example of **poor quality** work that should be redone.

It shows:

- limited effort
- limited use of strategies
- limited self-monitoring
- I can do better than this!

Student _____

Date _____

Work Sample #4

This is an example of **quality** work.

It shows:

- excellent effort
- I received and used feedback from my teacher to make my work better.

Student _____

Date _____

* Adapted from Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1999).





More Work Sample Tickets

In this work sample I would like you to notice:

1. _____

2. _____

3. _____

Student _____ Date _____

This is a really interesting sample of my work because:

Student _____ Date _____





Just Right Reading

Just right reading

This is an example of a book I read at the beginning/middle/end of the year.

I would like you to notice:

Student _____ Date _____

Just right reading

This is an example of a book I read at the beginning/middle/end of the year.

I would like you to notice:

Student _____ Date _____





My Test-smart Attitude*

Student Name _____

Date _____

1. I feel good about getting ready for tests.

always often sometimes rarely or never

2. I know how to study for a test.

always often sometimes rarely or never

3. I make high marks on tests.

always often sometimes rarely or never

4. I feel confident when I am writing tests.

always often sometimes rarely or never

5. It is easy for me to remember information I have learned in class.

always often sometimes rarely or never

6. I can concentrate on the test.

always often sometimes rarely or never

7. I can finish tests within the time limit.

always often sometimes rarely or never

8. I use positive self-talk to encourage myself during tests.

always often sometimes rarely or never

* Adapted with permission from Catherine Walker and Edgar Schmidt, *Smart Tests: Teacher-made Tests that Help Students Learn* (Markham, ON: Pembroke Publishers, 2004), p. 131.





Meeting the Challenge of Tests

Student Name _____ Date _____

1. When I have a test I feel:

- confident nervous discouraged _____

2. To prepare for tests I use these review strategies:

- a study guide and plan in-class review take-home review

3. My favourite study tricks are:

- | | |
|--|--|
| <input type="checkbox"/> highlighting keywords | <input type="checkbox"/> webbing ideas |
| <input type="checkbox"/> making flash cards | <input type="checkbox"/> making up questions |
| <input type="checkbox"/> playing quiz games | <input type="checkbox"/> reviewing worksheets |
| <input type="checkbox"/> writing fill-in-the-blank sentences | <input type="checkbox"/> practising drawings |
| <input type="checkbox"/> creating practice tests | <input type="checkbox"/> teaching someone else |

4. When I take a test, I use these accommodations:

- | | |
|---|--|
| <input type="checkbox"/> ask the teacher questions | <input type="checkbox"/> webbing ideas |
| <input type="checkbox"/> take extra time | <input type="checkbox"/> time reminders |
| <input type="checkbox"/> use a spell checker | <input type="checkbox"/> small amount of writing |
| <input type="checkbox"/> use a computer or word processor | <input type="checkbox"/> a quiet place |
| <input type="checkbox"/> have the test read aloud | <input type="checkbox"/> text-to-speech software |
| | <input type="checkbox"/> speech-to-text software |

5. I use the following test-taking strategies:

- SCORER
 plan use of my time
 positive self-talk





Using My Test Smarts*

Student Name _____

Date _____

Before taking a test

- | | | |
|--|-----|----|
| 1. I review two or three nights before the test. | yes | no |
| 2. I ask my parents for help reviewing for the test. | yes | no |
| 3. I take home my review sheet and other information I need to review. | yes | no |
| 4. I have a good sleep the night before the test. | yes | no |
| 5. I have a healthy breakfast the morning of the test. | yes | no |
| 6. I bring to school all the materials I will need. | yes | no |
| 7. I think positive thoughts to myself. | yes | no |

During a test

- | | | |
|--|-----|----|
| 1. I read and follow the directions carefully. | yes | no |
| 2. I use positive self-talk to encourage myself. | yes | no |
| 3. I use my time well. | yes | no |
| 4. I complete my test on time. | yes | no |
| 5. I give each question my best try. | yes | no |
| 6. I concentrate on the test and keep my focus. | yes | no |
| 7. I understand the directions. | yes | no |
| 8. I understand the questions on the test. | yes | no |
| 9. I have enough time to finish the test. | yes | no |
| 10. I carefully check my work by reading over each question a second time. | yes | no |

* Adapted with permission from Catherine Walker and Edgar Schmidt, *Smart Tests: Teacher-made Tests that Help Students Learn* (Markham, ON: Pembroke Publishers, 2004), p. 115.





How I Feel About Tests*

Student Name _____ Date _____

1. How I feel before a test:

2. What I would need to make higher scores on tests:

3. What frustrates me about tests:

4. What I enjoy doing on a test:

5. How my parents can help me prepare for a test:

6. How my teachers can help me prepare for a test:

7. What would make me feel more comfortable during tests:

8. How I would like to celebrate when I have finished a test:

* Adapted with permission from Catherine Walker and Edgar Schmidt, *Smart Tests: Teacher-made Tests that Help Students Learn* (Markham, ON: Pembroke Publishers, 2004), p. 119.

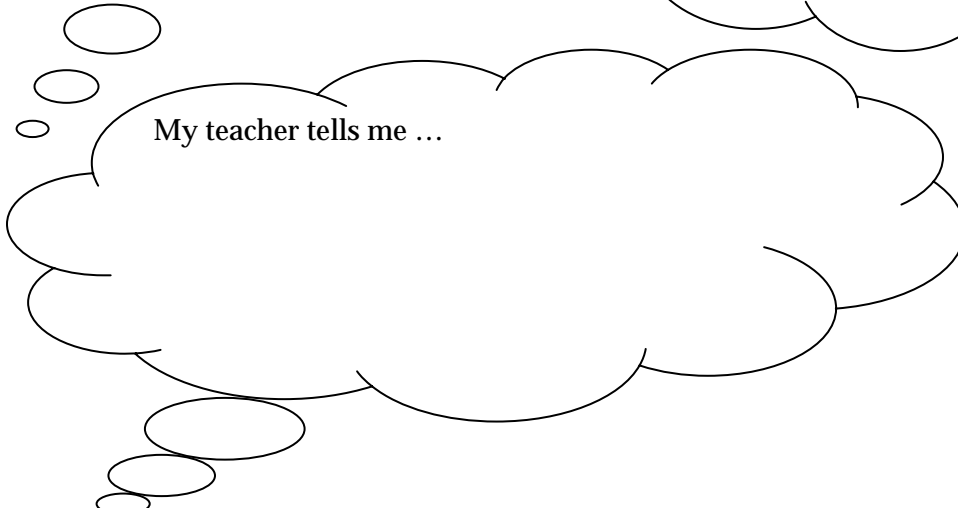
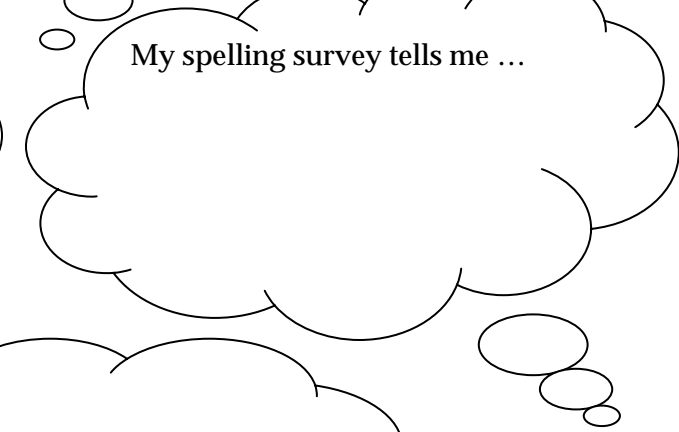
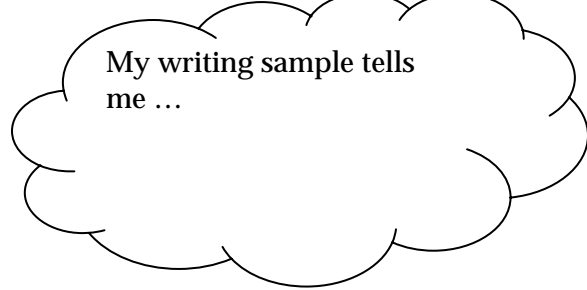
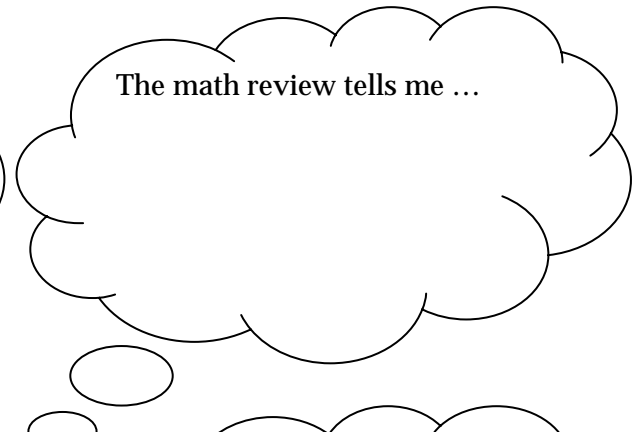
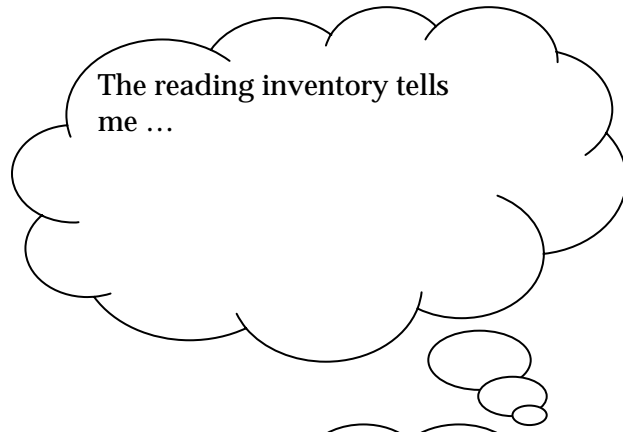




What In-class Assessment Tells Me About My Learning*

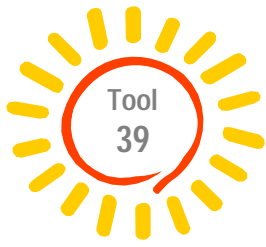
Student Name _____

Date _____



* From Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1999).





My Report Card

Student Name _____

Date _____

Effort E *Excellent*
 OK *Okay*
 NI *Needs improvement*

Subjects (include units, topics or assignments)	How I am doing
Language Arts	Effort:
Mathematics	Effort:
Social Studies	Effort:
Science	Effort:
Health	Effort:
Physical Education	Effort:
Art	Effort:





Goal Setting Organizer*

Student Name _____

Date _____

Goal: My goal is to ...

Rationale: I chose this goal because ...

Action Plan: To reach this goal I will ...

- 1.
- 2.
- 3.

Measurement: How will I know if I am successful?

Evaluation: How would I do this differently in the future?

* Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), p. 87.





Goal Setting Planner

Student Name _____ Date _____

Three things I have done well this year are

1. _____
2. _____
3. _____

Next year I would like to improve in

_____.

I want to do this because _____

_____.

To improve I will

1. _____
2. _____
3. _____

I will know I have improved when _____

_____.





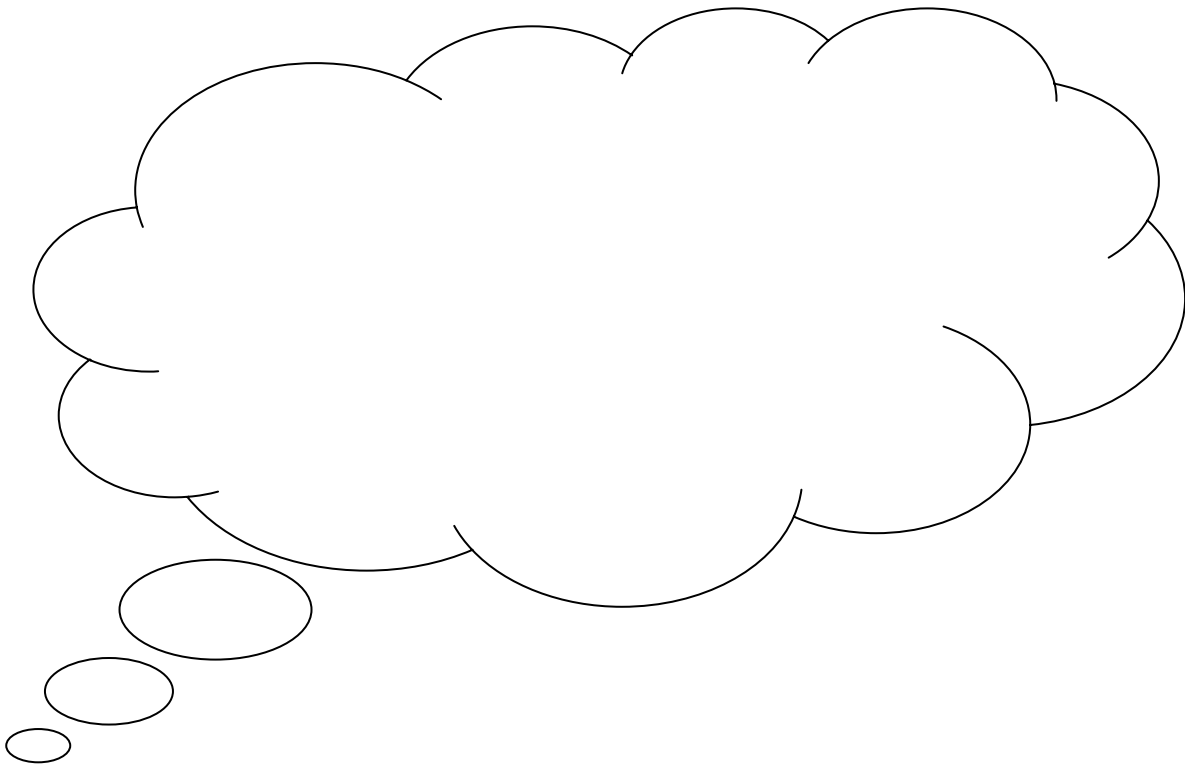
Positive Self-talk

Student Name _____

Date _____

Positive self-talk, such as “I can do it if I try” or “I can use my strategies,” can help you build a more positive picture of yourself as an active and successful learner. What do you say to yourself to feel more confident and capable?

Here is some positive self-talk that I can use



Examples of other kinds of things I can do to motivate myself (e.g., reward myself with breaks or time with a friend)





What Encourages Me

Student Name _____ Date _____

Words of encouragement can motivate people to accept challenges and be enthusiastic about learning. What are some of the compliments and friendly words that people can use to help you feel good about yourself and your learning?

Words of encouragement I like to hear

A large, empty speech bubble shape with a tail pointing towards the bottom left, intended for students to write their favorite words of encouragement.

Other things that teachers can do to encourage me



My Work Habits and Organizational Skills*

Student Name _____

Date _____

1. My notebooks are neat and organized.
 always usually sometimes not yet
2. I complete my assignments on time.
 always usually sometimes not yet
3. I use a homework agenda to keep track of assignments.
 always usually sometimes not yet
4. I ask questions in class if I don't understand.
 always usually sometimes not yet
5. I listen carefully to directions.
 always usually sometimes not yet
6. I come to class with the supplies I need.
 always usually sometimes not yet
7. I ignore distractions and keep working.
 always usually sometimes not yet
8. I complete all my homework every day.
 always usually sometimes not yet
9. My desk is neat and organized.
 always usually sometimes not yet
10. My printing and writing are neat and easy to read.
 always usually sometimes not yet

* Adapted from Don Quinlan and Pauline Quinlan, *Kids in Transition: Resources for Classroom-Based Mentoring Programs* (Markham, ON: Fitzhenry & Whiteside, 1995), p. 38. ©1995 Don Quinlan and Pauline Quinlan, by permission of Fitzhenry & Whiteside Limited.





My Homework Smarts

Student Name _____

Date _____

A. How I feel about homework:

- It's okay I find it hard I find it easy

B. I usually do homework:

- every day when I don't complete my work in class
 a few times a week rarely

Read each statement and check the word that best describes your homework habits.

1. I write my homework in my homework agenda.

- always often sometimes rarely or never

2. I take home the materials I need to complete my homework.

- always often sometimes rarely or never

3. I hand in my assignments on time.

- always often sometimes rarely or never

4. I understand my assignments.

- always often sometimes rarely or never

5. I can complete assignments on my own.

- always often sometimes rarely or never

6. I ask my parents for help with homework when I need it.

- always often sometimes rarely or never

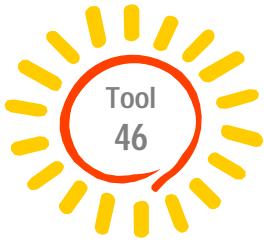
7. I do my homework without complaining.

- always often sometimes rarely or never

8. I am encouraged to do my homework correctly and neatly.

- always often sometimes rarely or never





What Kind of Learner Am I?*

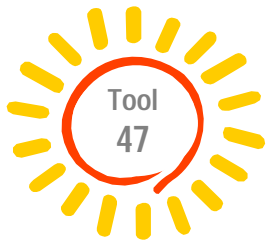
Student Name _____

Date _____

	Always	Sometimes	Never
1. I listen to directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I follow directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I try things for myself before asking for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I work without bothering others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I listen when others are talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I share and take turns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I cooperate with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I clean up after myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I get my work done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I help other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I look after my things and things in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am kind to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Adapted from Rhonda J. Philpott with Sherry Maitson, *The Learning Team: A Guide to Student-Led Conferences* (Don Mills, ON: Addison-Wesley Publishers Limited, 1994), p. 55. Used with permission from Sherry (Maitson) Taylor.





Uncovering My Challenges Inventory*

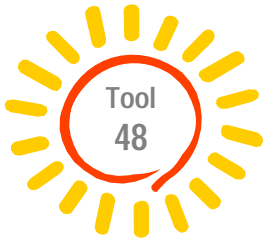
Student Name _____

Date _____

	always	usually	sometimes	not yet
1. I come to school every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I come to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I come to class with the materials I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I come to class prepared (textbook read, assignments complete).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I leave my worries outside the classroom door.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can follow written directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can follow spoken directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I understand the new ideas the teacher presents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can focus my attention in class.				
10. I contribute to class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I take accurate and detailed notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My notebooks are organized and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am clear and concise when writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My written work is accurate, legible and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I finish assignments within time limits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know when and who to ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can sit still for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I stop myself from distracting or chatting with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I remain calm and focused during tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I do well on tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 82–83.





Getting Along with Others Inventory*

Student Name _____

Date _____

In class

	always	usually	sometimes	not yet
• I come to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I bring the books and supplies that I will need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I say hello to other students as I go into the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I answer questions with a few sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• When I start a conversation, I check that other people seem interested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I limit small talk to before and after class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I sit up straight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I take off distracting hoods and hats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I make eye contact with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I show good listening skills by nodding my head and turning to the speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I volunteer at least two answers per class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• If I've missed directions, I look to other students for clues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With partners and in small groups

• I work with a variety of partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I try to make others feel comfortable by making small talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I show that I want to work with others by moving closer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am polite to people I would rather not work with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I listen carefully to directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

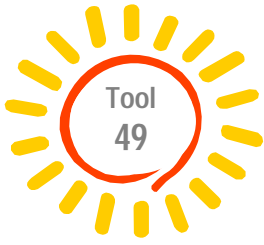
* Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 95–96.



Getting Along with Others Inventory (continued)

	always	usually	sometimes	not yet
• I talk over directions with my partners to make sure we all understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I make a rough plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I check the deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I use a quiet voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I stay with my group and focus on the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I don't complain about the assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I do my share of the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I volunteer ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I show good listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I encourage others to share their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I don't put down other people's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am willing to try new roles, even if I'm uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I support my partners in group presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Solving problems				
• I use all my skills to build a positive working relationship with partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I let partners know when I think we have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am willing to make a new plan and start over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• If necessary, I'll share my concerns with the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Getting connected				
• I participate in at least one extracurricular activity each term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





How Are My Communication Skills?

Student Name _____

Date _____

1. I think before I speak.
 always usually sometimes not yet
2. I wait my turn to speak.
 always usually sometimes not yet
3. I put my hand up when I have something to say.
 always usually sometimes not yet
4. I ask questions when I don't understand what someone has said.
 always usually sometimes not yet
5. I look at the person who is speaking.
 always usually sometimes not yet
6. I speak clearly.
 always usually sometimes not yet
7. People understand what I am saying.
 always usually sometimes not yet
8. I use a polite tone of voice and choose polite words when speaking.
 always usually sometimes not yet
9. I am comfortable stating my opinions.
 always usually sometimes not yet
10. I disagree with others in a polite way.
 always usually sometimes not yet
11. I listen to what others are saying.
 always usually sometimes not yet
12. I invite others to share their thoughts and opinions.
 always usually sometimes not yet
13. I thank people when they have shared information or helped me understand something new.
 always usually sometimes not yet





Self-advocacy Checklist*

Student Name _____

Date _____

- I know what kinds of learning needs I have.
- I can describe my learning needs to my teacher.
- I attend my IPP meetings.
- I let people know what I am thinking at my IPP meetings.
- I ask for help when I need it.
- I ask questions in class.
- I have started to take on more difficult tasks in school.
- I hand in all my homework on time.
- I am proud of myself and don't let others tease me.
- I keep my homework agenda, binder and notebooks organized.
- I have learned new ways to study for tests.
- I make an effort to build good friendships.
- I am learning new strategies that work for me.

* Adapted with permission from Howard Eaton and Leslie Coull, *Transitions to High School: Self-Advocacy Handbook for Students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder* (Vancouver, BC: Eaton Coull Learning Group, Ltd., 2000), p. 57.





Design the Dream Classroom

Student Name _____ Date _____

Now it is your turn to be the designer. Your job is to design your ideal classroom. Draw an outline of what you would put into your classroom. Describe how you would set it up for successful learning. Be creative and keep in mind what helps you learn best!

The three best things about this classroom are:

- _____
- _____
- _____

This classroom would help me be a successful learner because





How Assistive Technology for Learning (ATL) Works for Me

Student Name _____ Date _____

1. How I use assistive technology now: _____

2. Things I like about the assistive technology I use: _____

3. What isn't working for me: _____

4. Other tasks I wish I could use ATL with: _____

5. What I need to do every day to make my assistive technology work: _____

6. What kind of help I need to make my assistive technology work: _____

7. Things I want to tell my new teachers and others about my assistive technology: _____

8. Questions I want to ask my new teachers and others: _____





Assistive Technology for Learning (ATL) Log*

Student Name _____ Date _____

I have a _____. I use it to _____.

ID Information

Serial number _____

Purchased on _____ Warranty good until _____

Purchased from _____

Address _____

Telephone number _____ Customer support phone number _____

Fax number _____

Was a maintenance contract purchased? No Yes If yes, it is in effect until _____.

Maintenance Information

Maintenance and repair record _____

If my device breaks down, my back-up plan is _____

My service provider for this device is _____

Telephone number _____

Support Network

The following people at school can support my use of ATL _____

* Adapted from Minnesota Department of Children, Families & Learning, *Minnesota Assistive Technology Manual, 2003 Edition* (Minneapolis, MN: Division of Special Education, Minnesota Department of Children, Families & Learning, 2003), "AT Log for Transition Planning." Permission to use is granted if credit is maintained.





Moving On from Early Childhood Programs

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Teacher Notes for *Moving On from Early Childhood Programs Tools*

These tools can be used for sharing information on children who are making transitions to Kindergarten, to Grade 1 or to other programs. Completing most of these tools will require one-to-one adult assistance. Although completing these tools may be a learning experience for children, the primary purpose is to gather and record information that will be useful to teachers in the next learning setting.

Tool 54: All About Me

Children identify and draw three important things they would like their new teacher to know about them.

See page 85 for blackline master.

Tool 55: My Friends

This set of four picture frames is an opportunity for children to identify and draw pictures of friends who are important to them. Help the children label each drawing with the name of the friend and any other key information.

See page 86 for blackline master.

Tool 56: Important People in My Life

This graphic organizer is an opportunity for children to identify and draw the important people in their lives. Encourage children to think about who they interact with every day and who cares about them. This activity could provide valuable information about a child's current support system.

See page 87 for blackline master.

Tool 57: My Favourites

This tool provides an interview format with eight questions for finding out about a child's preferences. Topics include colours, snacks, games, toys, songs, books and holidays. After an adult helps them complete the written area, the children draw some of their favourite people and things.

See page 88 for blackline master.

Tool 58: Books and Me

This tool asks children to identify their reading behaviours: what they like to read, where they like to read and who they like to read with. They check the picture box that best matches their experience, and they draw their own pictures in blank boxes. An adult can record their explanations of why they like to read and what books they look forward to reading.

See pages 89–90 for blackline master.



Tool 59: How I Have Fun

This tool asks children to think about how they have fun by themselves, with friends and with their family. They draw pictures of activities they enjoy or dictate sentences describing what they like to do.

See page 91 for blackline master.

Tool 60: Imagine a Great Day at School!

Asking a child about a great day at school can generate valuable information about what kinds of small things can make a big difference. In this four-page tool, children either draw or select pictures of what makes them happy in the school day. Topics include playmates, snacks, recess activities, centres, circle time and stories.

See pages 92-95 for blackline master.

Tool 61: Feeling Better

Children identify actions or words that help them manage strong feelings of sadness, anger, frustration, worry and overexcitement. They will need adult assistance to identify their feelings and supports. Encourage them to think about what people might say to them, what they might say to themselves, and what actions and belongings (such as hugs, music, favourite toys) bring comfort and control.

See page 96 for blackline master.

Tool 62: Feeling Better: My Parents' View

This parent version of Tool 61: *Feeling Better* gathers information from parents about how to support their children when the children are experiencing strong feelings.

See page 97 for blackline master.

Tool 63: What I Can Do

This tool encourages children to identify and draw activities they can do independently now, and then think about what kinds of activities they would like to be able to do in the future.

See page 98 for blackline master.

Tool 64: My Wishes to You ...

Three large stars provide space for a teacher, parent or member of support staff to send good wishes for a successful transition to the next school year.

See page 99 for blackline master.

See also these tools in the *Parent Support* section.

Tool 74: My Child Through My Eyes

Parents describe their child's strengths, talents, needs and challenges. Parents also indicate how their child usually deals with change.

See page 118 for blackline master.



Tool 75: Top Three for My Child

Parents create a profile of their child by identifying three highlights of their child's achievements, goals and challenges. Parents also identify strategies that worked for their family, and propose what they will do to support their child in the new school year.

See page 119 for blackline master.

Tool 76: Greatest Hopes, Deepest Concerns for My Child

This template provides parents with two rectangles where they may write about their highest hopes and deepest concerns for their child. This open-ended strategy helps parents share what is important.

See page 120 for blackline master.



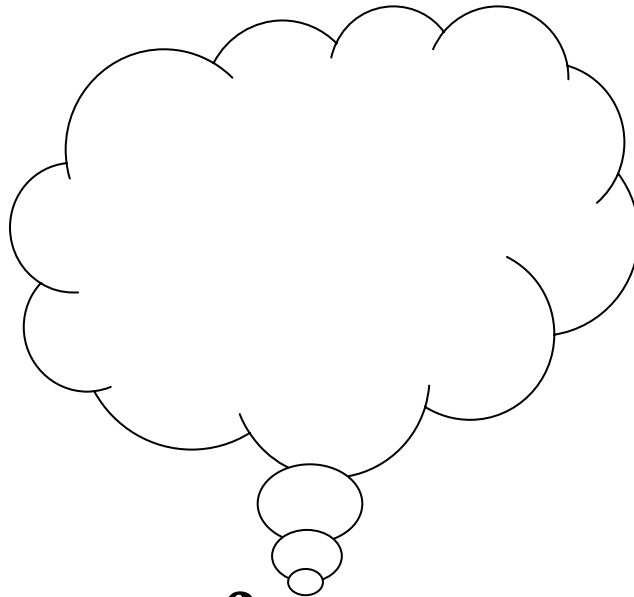




All About Me

Student Name _____

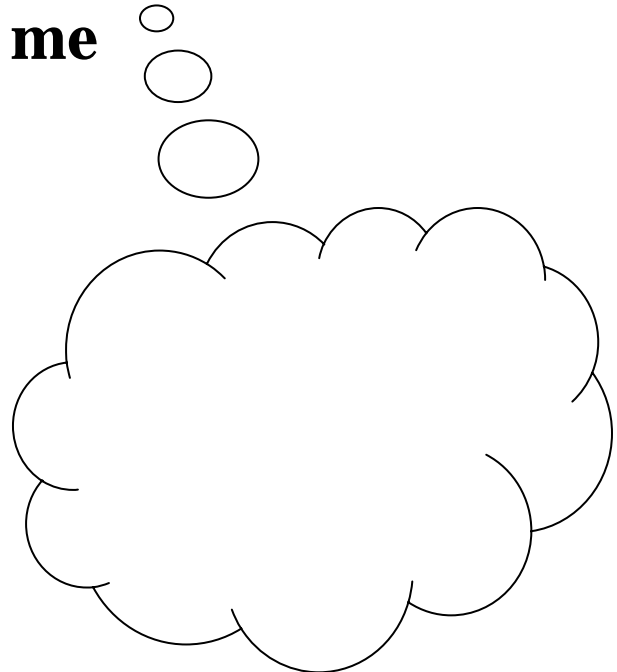
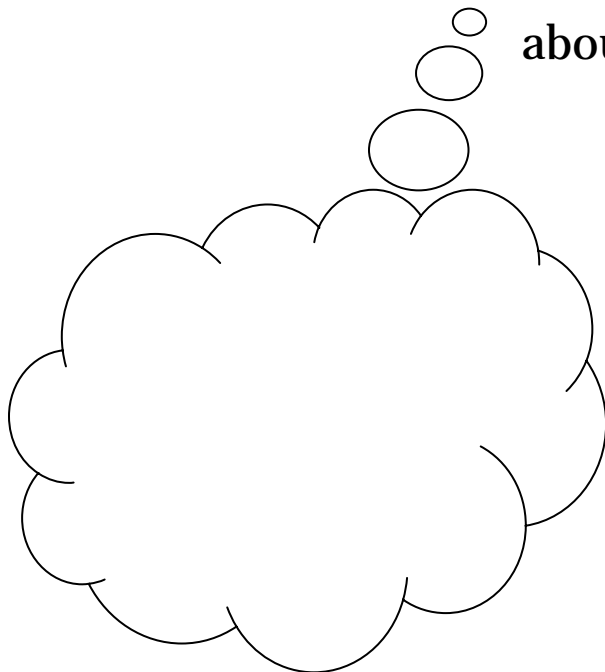
Date _____



3 things

I want my new teacher to know

about **me**

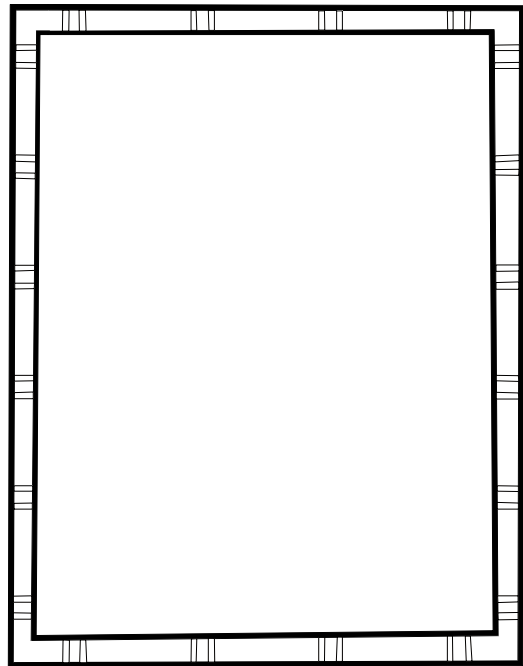
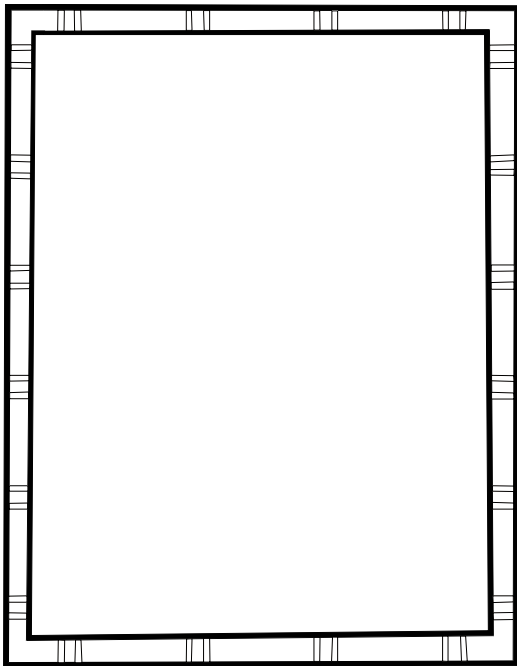
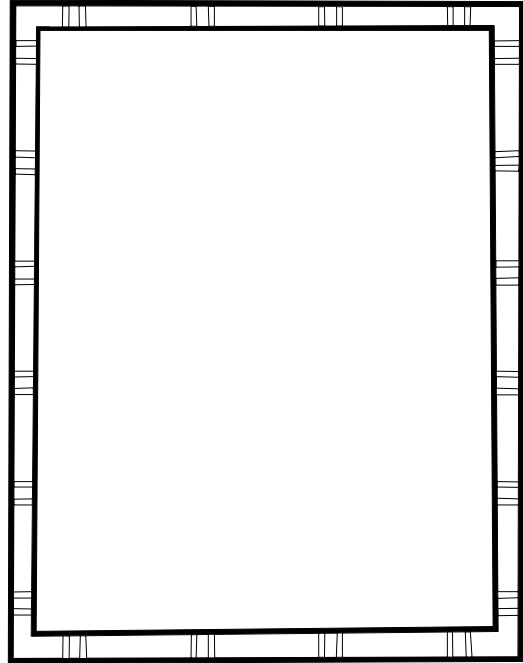
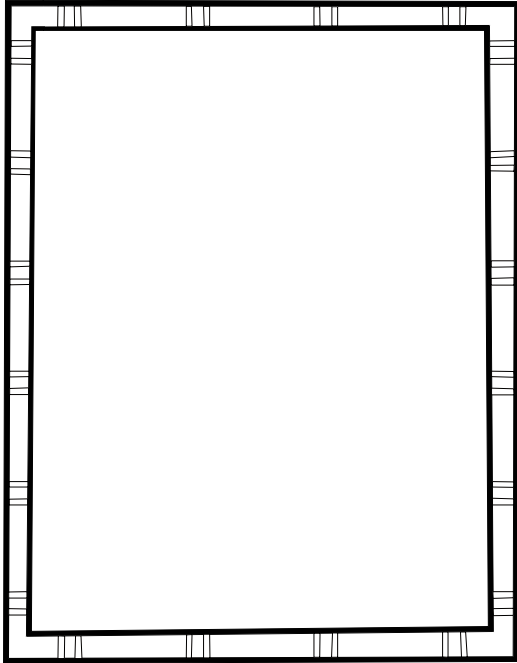




My Friends

Student Name _____

Date _____

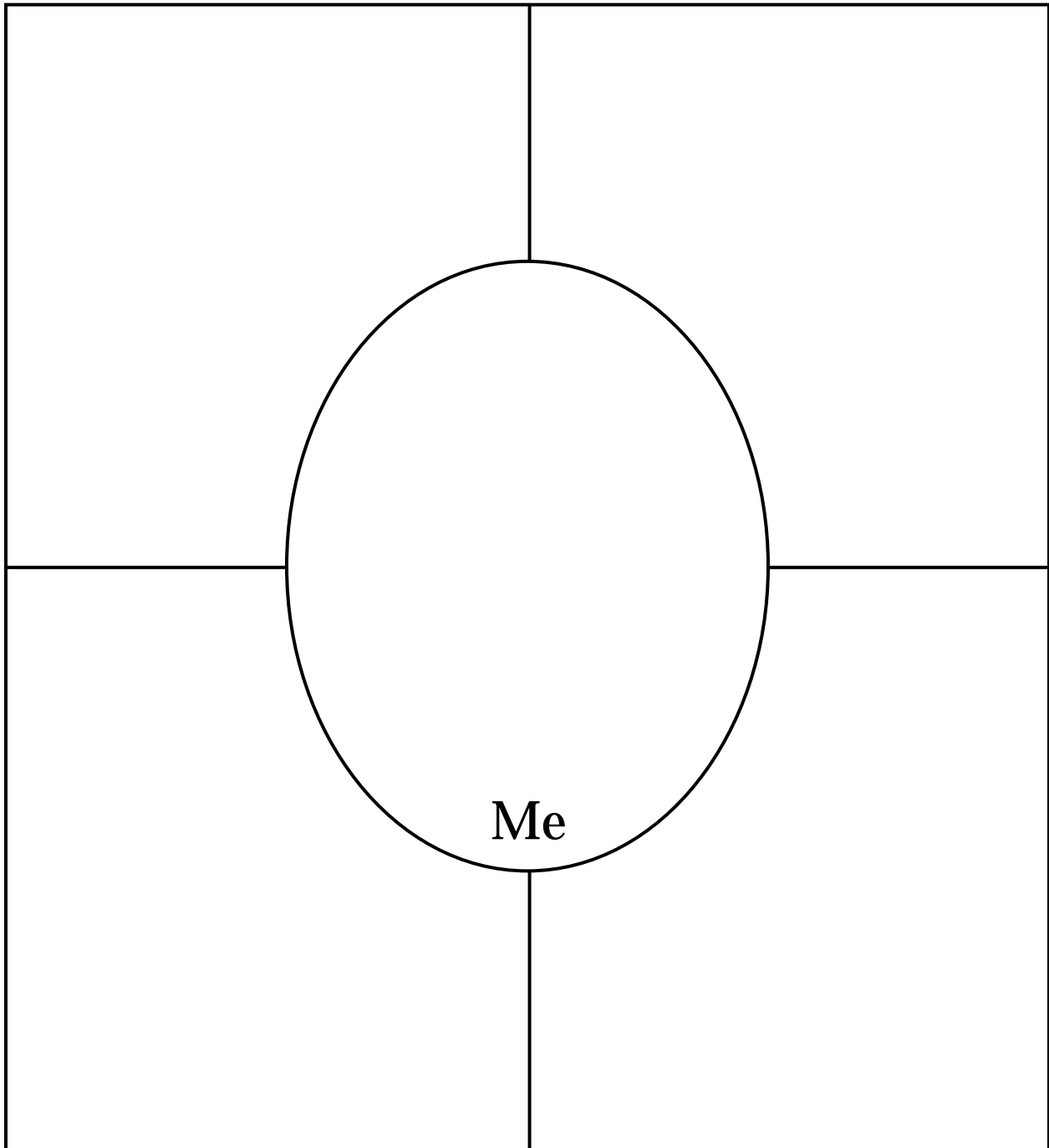




Important People in My Life

Student Name _____

Date _____





My Favourites

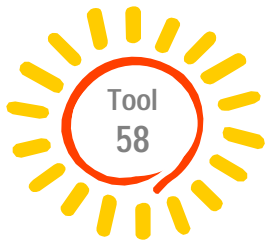
Student Name _____

Date _____

Here is a picture of me with some of my favourite people and things.

1. My favourite colour _____
2. My favourite snack _____
3. My favourite game _____
4. My favourite toy _____
5. My favourite song _____
6. My favourite book _____
7. My favourite holiday _____
8. My favourite thing to learn about _____





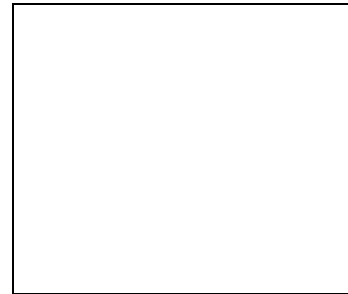
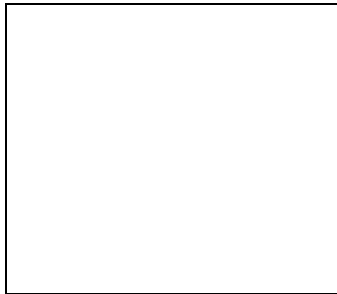
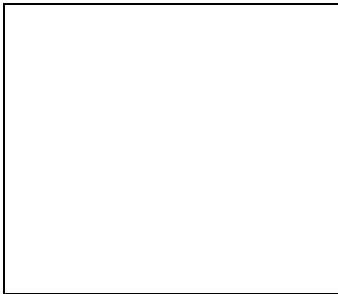
Books and Me

Student Name _____

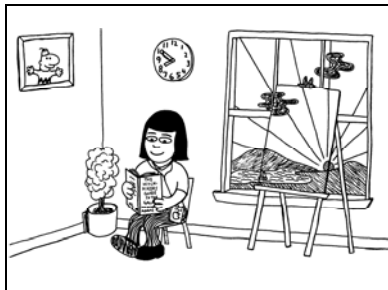
Date _____

I like books:
 a little 😊 a lot! 😊

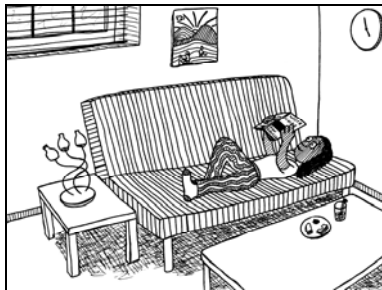
My favourite books are:



Where I like to read:



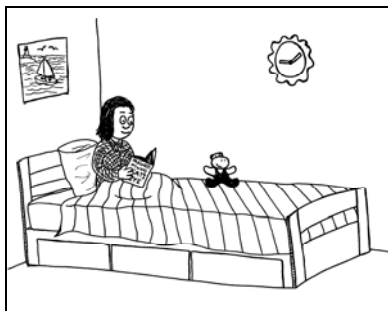
on a chair



on the couch



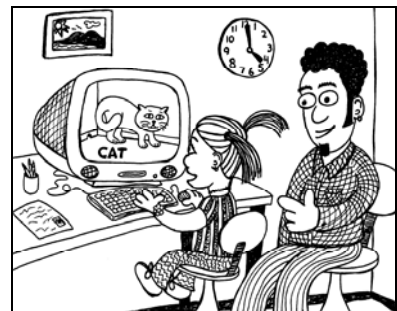
on the floor



in bed



in the car



on the computer



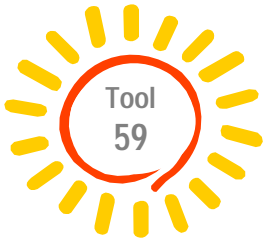
Books and Me (continued)

Who I like to read with:

I like to read because _____

Books I want to read are _____





How I Have Fun

Student Name _____

Date _____

By myself, I have fun:

With my friends, I have fun:

With my family, I have fun:



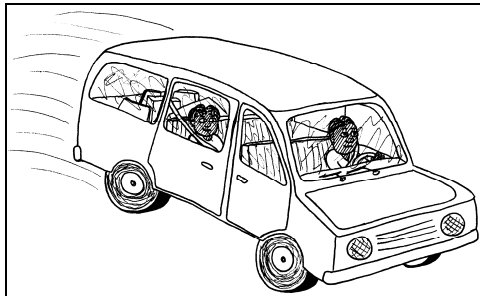


Imagine a Great Day at School!

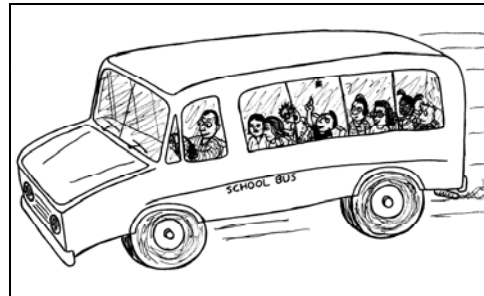
Student Name _____

Date _____

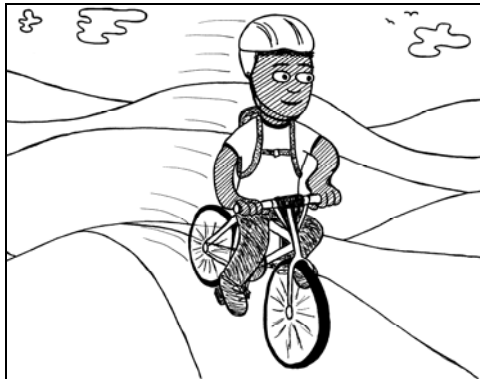
How I would go to school:



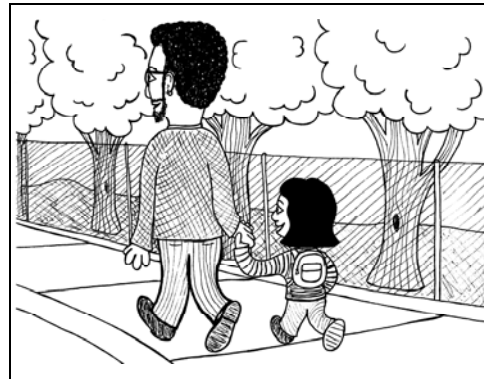
by car



by bus



by bike



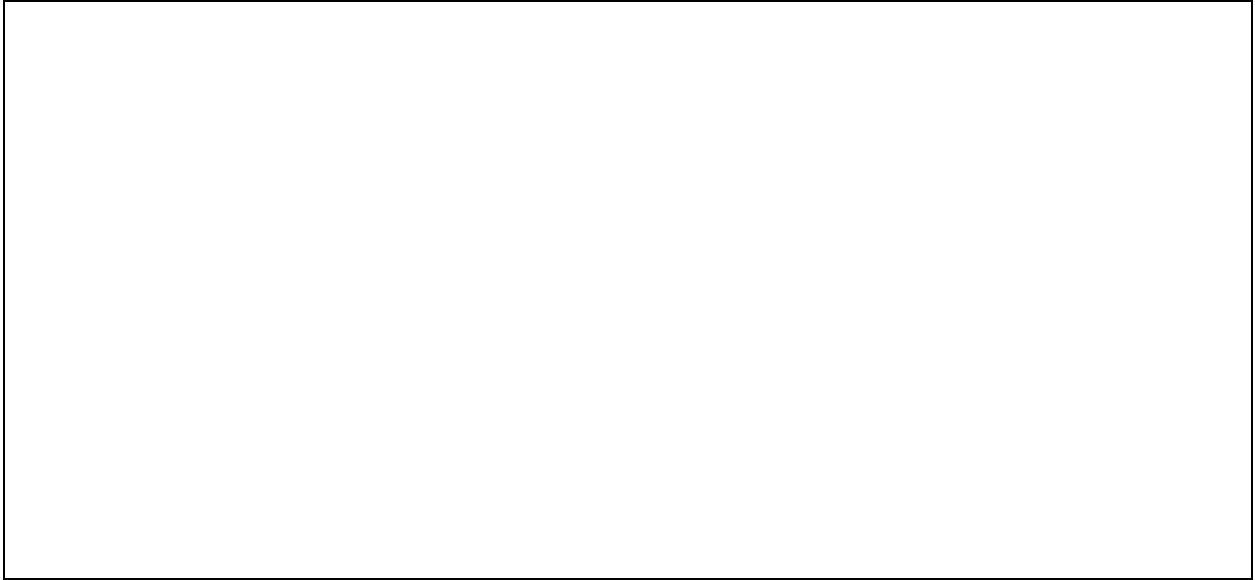
by walking

Who I would play with:

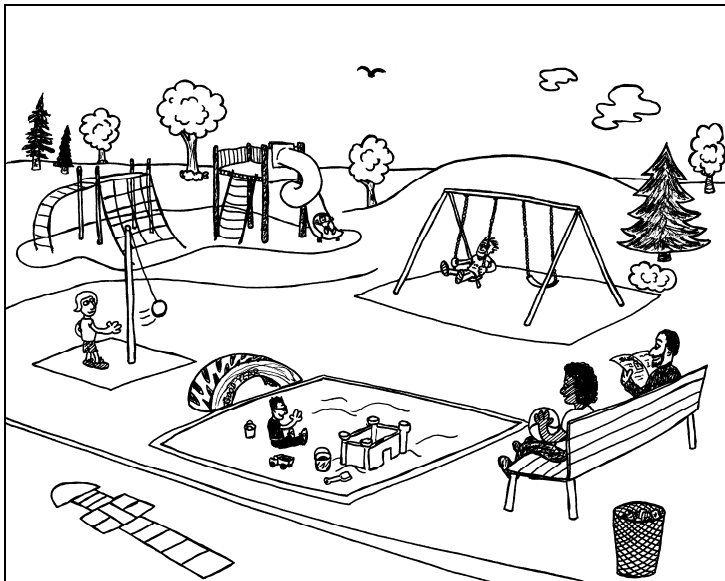


Imagine a Great Day at School! (continued)

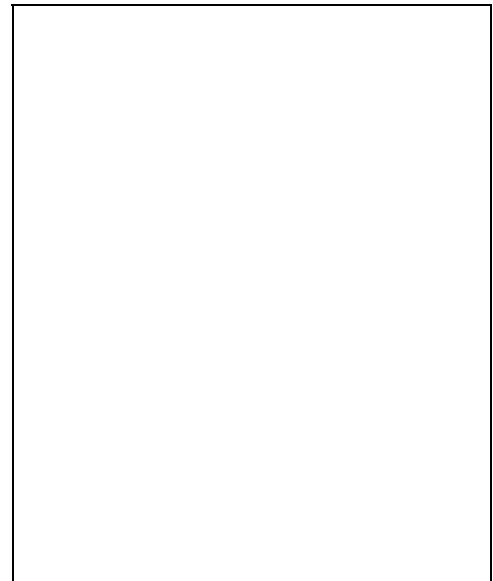
At storytime, we would read about:



At recess, I would:



Circle activity above.



Draw a great activity.



Imagine a Great Day at School! (continued)

For snack, I would have:



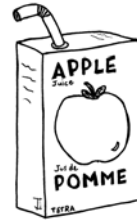
a banana



an apple



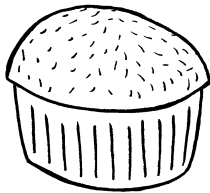
pudding



juice



a cheese stick



a muffin



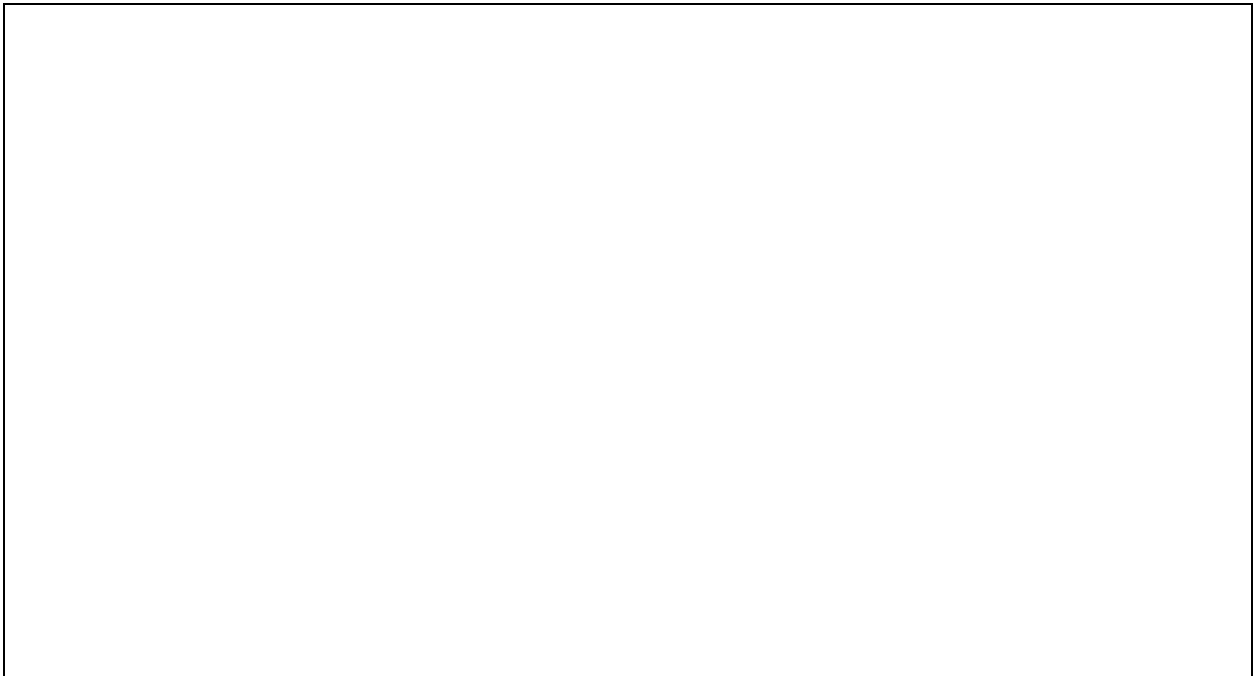
a bagel



fruit leather



At circle time, we would:

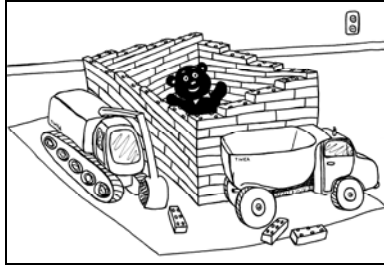


Imagine a Great Day at School! (continued)

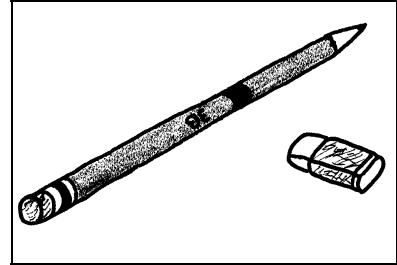
At centre time, I would choose:



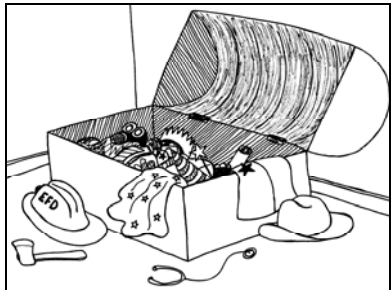
computer



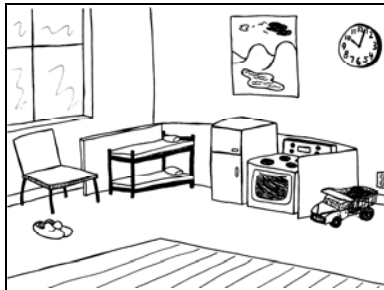
building



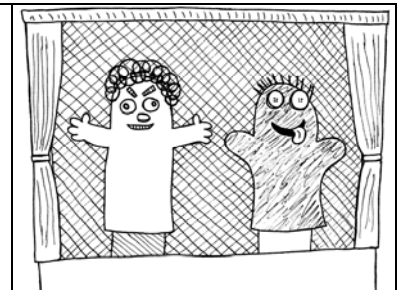
writing



dress-up



house



puppets





Feeling Better

Student Name _____

Date _____

If I'm feeling sad —————> this is what could help me feel better.



If I'm feeling angry —————> this is what could help me feel better.



If I'm feeling frustrated —————> this is what could help me feel better.



If I'm feeling worried —————> this is what could help me feel better.



If I'm feeling overexcited —————> this is what could help me feel calm.





Feeling Better: My Parents' View

Student Name _____ Date _____

If your child is feeling **sad**, what kinds of things might help make him or her feel better?

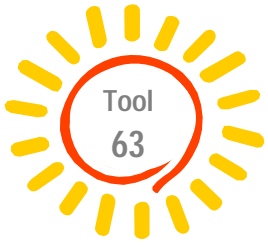
If your child is feeling **angry**, what kinds of things might help make him or her feel calmer?

If your child is feeling **frustrated**, what kinds of things might help him or her feel better?

If your child is feeling **worried** or **anxious**, what kinds of things might help him or her feel more confident?

If your child is feeling **overexcited**, what kinds of things might help him or her calm down?





What I Can Do

Student Name _____

Date _____

Things I can do now	Things I can do when I am older



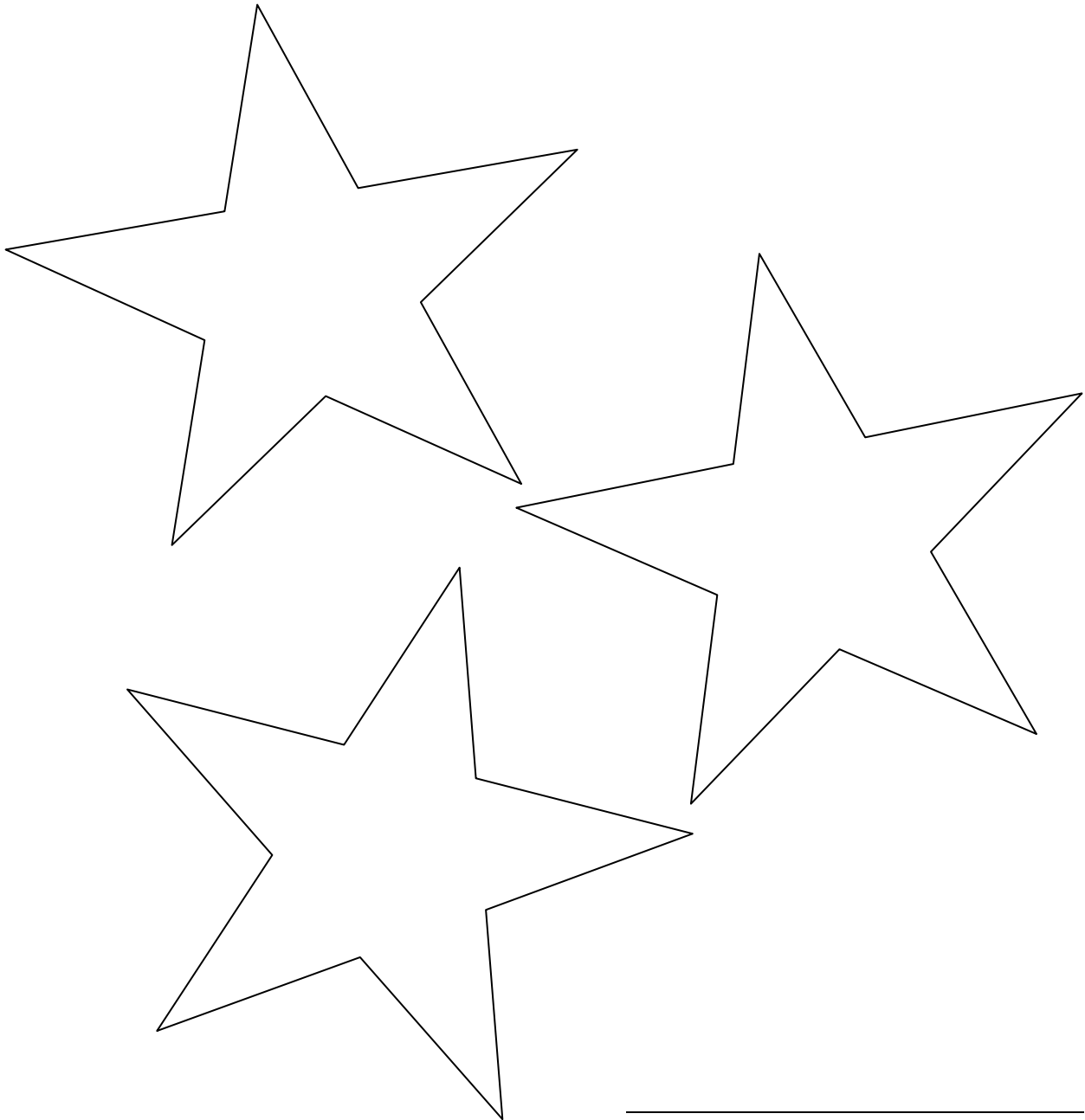


My Wishes to You ...

Student Name _____

Date _____

These are my wishes for your next school year.



Signature







Moving On from Senior High School

Teacher Notes	101
Tool 65: Exploring Career Experiences.....	103
Tool 66: Personal Skills and Experiences.....	104
Tool 67: Creating a Skills Inventory	106
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Tool 70: Developing My Career Goal.....	110
Tool 71: A Ten-step Learning and Career Plan.....	111
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Teacher Notes for *Moving On* from Senior High School Tools

Planning a successful move from senior high school is part of the larger process of career planning, a process that will occur over and over during a student's lifetime. Career planning involves four major steps:

- self-assessment to determine interests, values, skills and abilities
- research on career and school options
- decision making
- action planning.

These tools are arranged in a sequence that follows the four steps of career planning, beginning with self-assessment and leading finally to action planning.

Tool 65: Exploring Career Experiences

To explore potential careers, students identify volunteer opportunities, work experiences and extracurricular activities. This tool is useful in the self-assessment phase of career planning.

See page 103 for blackline master.

Tool 66: Personal Skills and Experiences

Students answer nine questions on their personal skills and experiences.

See pages 104–105 for blackline master.

Tool 67: Creating a Skills Inventory

Based on employment skills identified by the Conference Board of Canada, this checklist includes specific skills in these areas: communications, managing information, using numbers, problem solving, teamwork skills, project management, attitudes and behaviours, responsibility, adaptability, learning goals, and personal safety. Students may use this information to set career goals as well as to write a résumé.

See pages 106–107 for blackline master.

Tool 68: Identifying Career Options

Students examine their personal skills, volunteer experiences, work experiences and extracurricular activities. These activities provide valuable preliminary career experiences.

See page 108 for blackline master.

Tool 69: Post-secondary Research Chart

Students can use this chart to record information about post-secondary programs. They are encouraged to use more than one source to locate information.

See page 109 for blackline master.



Tool 70: Developing My Career Goal

Students answer five questions that guide them through a goal-setting process to identify preliminary career goals.

See page 110 for blackline master.

Tool 71: A Ten-step Learning and Career Plan

Students use this ten-step plan as a structure to ensure they will be ready for the transition to careers or post-secondary education. For each step, students record the date started and the date completed. Encourage students to check the plan regularly to be sure they are making progress toward their career goals.

See pages 111–112 for blackline master.

Tool 72: Transition Checklist

This checklist outlines action steps that a student with special education needs can use when preparing to move to post-secondary education.

See page 113 for blackline master.

See also this tool located in the *Parent Support* section.

Tool 83: My Child's Career Development

Parents are encouraged to examine ways to support their teen's career development. The checklist includes specific tips for guiding student interests, supporting current school programs, helping with work experiences and planning for post-secondary studies.

See page 129 for blackline master.





Exploring Career Experiences*

Student Name _____ Date _____

3 volunteer opportunities in my community that I'd like to try are:

These opportunities would be a good match for my skills and interests because:

3 examples of work experiences that I would like to try are:

These experiences would be a good match for my skills and interests because:

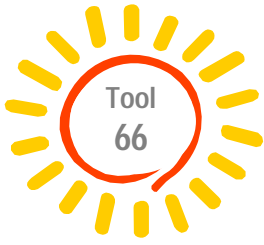
3 examples of extracurricular activities that I would like to try are:

These activities show my skills and interests because:

Volunteering, work experience and extracurricular activities can help me explore career possibilities because:

* Adapted with permission from Alberta Advanced Education, *Planning for Post-Secondary Studies: Grade Nine Student Guide* (Edmonton, AB: Alberta Advanced Education, 2004), p. 7.





Personal Skills and Experiences*

Student Name _____ Date _____

These questions will help you identify skills and experiences that are important in your move to a new school or career.

1. Which **activities, hobbies** and **subjects** interest me? What do I like to do in my spare time?

2. What **experiences** do I have that have given me special skills? What level of skill do I have (e.g., level of dance, level of debating ability, level of first aid)?

3. Which skills are **easiest** for me to learn (e.g., sports skills, musical skills)?

4. Which skills are **difficult** for me to learn, but I enjoy the challenge anyway (e.g., public speaking)?

* Adapted with permission from Alberta Advanced Education, *Planning for Post-Secondary Studies: Grade Nine Parent Guide* (Edmonton, AB: Alberta Advanced Education, 2004), p. 5.



Personal Skills and Experiences (continued)

5. Which family **values** and **beliefs** shape my thinking (e.g., religious, political, community)?

6. What are my **attitudes** about school (e.g., I am excited to get up in the morning and go to school, I smile at people)?

7. What kinds of **work** experiences do I have? What kinds of **volunteer** experiences do I have?

8. What skills have I learned through **work** or **volunteer** experiences?

9. What **knowledge** do I have that can be applied in other work or volunteer situations?





Creating a Skills Inventory*

Student Name _____

Date _____

Taking an inventory of your skills helps you to understand your unique abilities. What kinds of skills do you have? What areas do you need to develop further?

Use this **inventory** as a starting point to:

- ask for feedback from others
- identify your existing skills
- choose new skills to develop
- make a plan to develop those skills
- write a résumé.

Yes **Not Yet** Check "Yes" if you have this skill. Check "Not Yet" if you want to develop this skill.

Communicate with others

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) |
| <input type="checkbox"/> | <input type="checkbox"/> | • write and speak so others pay attention and understand |
| <input type="checkbox"/> | <input type="checkbox"/> | • listen and ask questions to understand and appreciate others' points of view |
| <input type="checkbox"/> | <input type="checkbox"/> | • share information in a variety of ways (e.g., voice, writing, e-mail) |

Manage Information

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | • locate and gather information using appropriate technology |
| <input type="checkbox"/> | <input type="checkbox"/> | • organize information so that it can be easily located |
| <input type="checkbox"/> | <input type="checkbox"/> | • access, analyze and apply knowledge and skills from various disciplines |

Use Numbers

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | • decide how to measure or calculate and determine which figures to use |
| <input type="checkbox"/> | <input type="checkbox"/> | • observe and record data using appropriate methods, tools and technology |
| <input type="checkbox"/> | <input type="checkbox"/> | • make estimates and verify calculations |

Think and Solve Problems

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | • assess situations and identify problems |
| <input type="checkbox"/> | <input type="checkbox"/> | • seek different points of view and evaluate them based on facts |
| <input type="checkbox"/> | <input type="checkbox"/> | • recognize both the human and the technical dimensions of a problem |
| <input type="checkbox"/> | <input type="checkbox"/> | • identify the root cause of a problem |
| <input type="checkbox"/> | <input type="checkbox"/> | • explore possible solutions by being creative and innovative |
| <input type="checkbox"/> | <input type="checkbox"/> | • evaluate solutions to make recommendations or decisions |
| <input type="checkbox"/> | <input type="checkbox"/> | • implement solutions |
| <input type="checkbox"/> | <input type="checkbox"/> | • check to see if a solution works and act on opportunities for improvement |

* Adapted with permission from *Employability Skills 2000+* Brochure 2000 E/F (Ottawa, ON: Conference Board of Canada, 2000).



Creating a Skills Inventory (continued)

Yes Not Yet Check "Yes" if you have this skill. Check "Not Yet" if you want to develop this skill.

Work with Others

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | • understand and work within the dynamics of a group |
| <input type="checkbox"/> | <input type="checkbox"/> | • ensure that a team's purpose and objectives are clear |
| <input type="checkbox"/> | <input type="checkbox"/> | • respect and support the perspectives and contributions of others |
| <input type="checkbox"/> | <input type="checkbox"/> | • accept and provide feedback in a constructive and considerate manner |
| <input type="checkbox"/> | <input type="checkbox"/> | • contribute to a team by sharing information and expertise |
| <input type="checkbox"/> | <input type="checkbox"/> | • lead or support when appropriate and motivate a group for high performance |
| <input type="checkbox"/> | <input type="checkbox"/> | • manage and resolve conflict when appropriate |

Participate in Projects and Tasks

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes |
| <input type="checkbox"/> | <input type="checkbox"/> | • develop a plan, seek feedback, test, revise and implement |
| <input type="checkbox"/> | <input type="checkbox"/> | • select and use appropriate tools and technology for a project or task |
| <input type="checkbox"/> | <input type="checkbox"/> | • monitor the success of a project or task and identify ways to improve it |

Demonstrate Positive Attitudes and Behaviours

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | • have confidence in yourself and your abilities |
| <input type="checkbox"/> | <input type="checkbox"/> | • deal with people, problems and situations with honesty and integrity |
| <input type="checkbox"/> | <input type="checkbox"/> | • recognize your own and other people's good efforts |
| <input type="checkbox"/> | <input type="checkbox"/> | • take care of your personal health |
| <input type="checkbox"/> | <input type="checkbox"/> | • show interest, initiative and effort |

Be Responsible

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | • set goals and priorities balancing school, work and personal life |
| <input type="checkbox"/> | <input type="checkbox"/> | • plan and manage time, money and other resources to achieve goals |
| <input type="checkbox"/> | <input type="checkbox"/> | • assess, weigh and manage risk |
| <input type="checkbox"/> | <input type="checkbox"/> | • account for your own actions and the actions of your group |
| <input type="checkbox"/> | <input type="checkbox"/> | • contribute to your community and be socially responsible |

Be Adaptable

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | • work independently or as part of a team |
| <input type="checkbox"/> | <input type="checkbox"/> | • carry out multiple tasks or projects |
| <input type="checkbox"/> | <input type="checkbox"/> | • identify and suggest alternative ways to achieve goals and get the job done |
| <input type="checkbox"/> | <input type="checkbox"/> | • respond constructively to change |
| <input type="checkbox"/> | <input type="checkbox"/> | • learn from your mistakes and accept feedback |
| <input type="checkbox"/> | <input type="checkbox"/> | • cope with uncertainty |

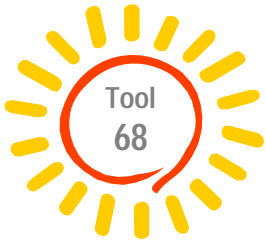
Learn Continuously

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | • assess personal strengths and areas for development |
| <input type="checkbox"/> | <input type="checkbox"/> | • set your own learning goals |
| <input type="checkbox"/> | <input type="checkbox"/> | • identify and access sources and opportunities to achieve your learning goals |

Work Safely

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | • follow health and safety practices and procedures |
|--------------------------|--------------------------|---|





Identifying Career Options*

Student Name _____ Date _____

Identifying career options starts with thinking about your life today. Consider your skills, interests and work experiences to help you answer the question of where to go next.

1. The **personal skills** that will help me explore a variety of career options:

2. **Volunteer** work that I have in my school and community:

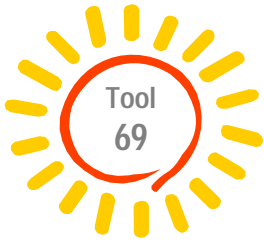
3. **Work experience** that I have:

4. **Extracurricular** activities that I have enjoyed:

5. Volunteering, work experience and extracurricular activities provide **valuable** career experience because:

* Adapted with permission from Alberta Advanced Education, *Planning for Post-Secondary Studies: Grade Twelve Student Guide* (Edmonton, AB: Alberta Advanced Education, 2004), p. 7.





Post-secondary Research Chart

Student Name _____ Date _____

Use this chart to record information you collect on training programs, technical institutes, colleges and universities. Use more than one source to find out about a program: search the Web, ask other people for recommendations, read online school calendars, find print materials and when possible, visit the campuses.

For up-to-date information on post-secondary education and funding, check out Alberta Learning Information Service at www.alis.gov.ab.ca.

What are my academic and career interests?

What schools offer programs related to these interests?

Name of school _____

Web site and contact information _____

Entrance requirements _____

Program length _____

Name of school _____

Web site and contact information _____

Entrance requirements _____

Program length _____

Name of school _____

Web site and contact information _____

Entrance requirements _____

Program length _____

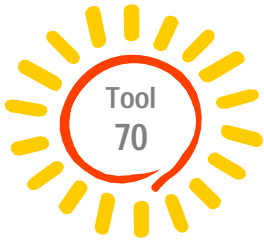
Name of school _____

Web site and contact information _____

Entrance requirements _____

Program length _____





Developing My Career Goal

Student Name _____ Date _____

Senior high school is a time to begin setting career goals. Use this worksheet to consider your current goals and to make an action plan to update those goals.

1. My personal learning or career goal is:

2. What is influencing this goal?

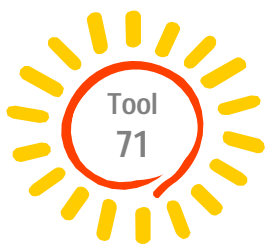
- | | |
|--|--|
| <input type="checkbox"/> new information | <input type="checkbox"/> paid or unpaid work experience |
| <input type="checkbox"/> friends and relatives | <input type="checkbox"/> discovery of new strength or talent |
| <input type="checkbox"/> personal interests | <input type="checkbox"/> other _____ |

3. Minimal education/training needed for my career goal:

4. High school courses and minimum marks required for these post-secondary opportunities:

5. What steps do I need to take to reach my career goal?





A Ten-step Learning and Career Plan*

Student Name _____

Date _____

Use this **Learning and Career Plan** to make a step-by-step action plan for moving to a career or new school. Read the list of ten tasks, and if necessary, add other steps at the end of the list. For each task, record the date started and the date completed. Check your plan regularly to be sure you are making progress toward your goal.

Making a Learning and Career Plan

Task	Reason	Date Started	Date Completed
1. Identify your skills.	<i>Your skills are the key to finding a job that is right for you.</i>	_____	_____
2. Make a list of activities you do each day.	<i>These activities help build the skills you need for the job you want.</i>	_____	_____
3. Research careers you might be interested in and make a list of three or four possibilities.	<i>Knowing the responsibilities, rewards, skills and education involved with different careers will help you narrow down your choices.</i>	_____	_____
4. Match the academic and skills requirement for each career with your own list of skills.	<i>Writing down the requirements will help you identify the suitability of a career and identify areas you need to work on.</i>	_____	_____
5. Consider jobs or volunteer opportunities that could give you some experience with the careers of your choice.	<i>Brainstorming a list of possibilities will help make you ready to take advantage of opportunities.</i>	_____	_____

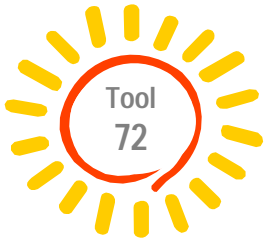
* Adapted with permission from Alberta Advanced Education, *Planning for Post-Secondary Studies: Grade Twelve Student Guide* (Edmonton, AB: Alberta Advanced Education, 2004), pp. 8-9.



A Ten-step Learning and Career Plan (continued)

Task	Reason	Date Started	Date Completed
<p>6. Use community and part-time work experience to gather new skills and strengthen existing skills.</p> <p>Find out if there is a job-shadowing or work experience program at your school.</p>	<p><i>Gaining first-hand experience will give you a better sense of which jobs are the best options for you.</i></p>	<p>_____</p>	<p>_____</p>
<p>7. Update the information you have about the careers several times during the year.</p>	<p><i>Requirements can change from year to year.</i></p>	<p>_____</p>	<p>_____</p>
<p>8. Celebrate your new skills by writing them down in a notebook and sharing them with others.</p>	<p><i>Taking the time to reflect on and enjoy successes will give you the confidence and self-knowledge to work toward career goals.</i></p>	<p>_____</p>	<p>_____</p>
<p>9. Research post-secondary programs related to your career choices.</p>	<p><i>There may be options you have not explored.</i></p>	<p>_____</p>	<p>_____</p>
<p>10. Find out application deadlines for post-secondary programs and scholarships.</p>	<p><i>Many deadlines are early in the year and missing them can be costly.</i></p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	
<p>_____</p>	<p>_____</p>	<p>_____</p>	
<p>_____</p>	<p>_____</p>	<p>_____</p>	
<p>_____</p>	<p>_____</p>	<p>_____</p>	
<p>_____</p>	<p>_____</p>	<p>_____</p>	





Transition Checklist*

Student Name _____

Date _____

Use this checklist to assess your transition plan. Identify what you still need to do to be ready for next year.

I have:	Yes	Not Yet
➤ an updated copy of my most recent educational assessment	<input type="checkbox"/>	<input type="checkbox"/>
➤ a copy of my most recent Individualized Program Plan (IPP)	<input type="checkbox"/>	<input type="checkbox"/>
➤ copies of my transcripts	<input type="checkbox"/>	<input type="checkbox"/>
➤ a copy of my medical information	<input type="checkbox"/>	<input type="checkbox"/>
➤ a record of the assistive technology for learning that has been successful for me	<input type="checkbox"/>	<input type="checkbox"/>
➤ a list of successes and accomplishments at school and in the community	<input type="checkbox"/>	<input type="checkbox"/>
➤ a summary of research on careers	<input type="checkbox"/>	<input type="checkbox"/>
➤ a summary of research on funding and financial assistance	<input type="checkbox"/>	<input type="checkbox"/>
➤ a record of my contact with the special needs offices of the schools we are considering	<input type="checkbox"/>	<input type="checkbox"/>
➤ a set of questions about accommodations available at these schools	<input type="checkbox"/>	<input type="checkbox"/>
➤ notes on my visits to the campuses (electronically or in person) of the schools we are considering.	<input type="checkbox"/>	<input type="checkbox"/>

* Adapted with permission from Calgary Learning Centre (Calgary, AB).







Parent Support

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Teacher Notes for *Parent Support Tools*

These tools give parents opportunities to communicate their goals, ask questions and share important information about their child. To provide a broad view of the student, try to include at least one of the parent tools in the Learner Profile.

Tool 73: Letter to Parents: Let's Stay in Touch

This checklist asks parents to be specific about the best way to communicate with teachers. Parents provide their contact information, and they indicate how and when they want to communicate.

See page 117 for blackline master.

Tool 74: My Child Through My Eyes

Parents describe their child's strengths, talents, needs and challenges. Parents also indicate how their child usually deals with change.

See page 118 for blackline master.

Tool 75: Top Three for My Child

Parents create a profile of their child by identifying three highlights of their child's achievements, goals and challenges. Parents also identify strategies that worked for their family, and propose what they will do to support their child in the new school year.

See page 119 for blackline master.

Tool 76: Greatest Hopes, Deepest Concerns for My Child

This template provides parents with two rectangles where they may write about their greatest hopes and deepest concerns for their child. This open-ended strategy helps parents share what is important to them about the coming school year.

See page 120 for blackline master.

Tool 77: Questions I Have about My Child's New School

Parents record questions to ask their child's new teachers. Suggested topics include schedules, routines, homework, services, extracurricular activities and opportunities for parent involvement. This tool may be adapted for use by students.

See page 121 for blackline master.

Tool 78: My Child's Homework Smarts

Parents read the statements about homework habits and check off how frequently they feel these statements apply to their child.

See page 122 for blackline master.



Tool 79: My Child's Test Smarts

This questionnaire helps parents identify their child's work habits and attitudes toward taking tests.

See page 123 for blackline master.

Tools 80 and 81: Goal Setting with My Child and Goal Setting with My Child – Sample

Parents identify their child's five strengths and five areas of need. They also set two goals and describe how they will support these goals. A completed sample is provided for those parents who want some suggestions. This form can be used as part of the Individualized Program Planning (IPP) process at the beginning of the new school year.

See pages 124–125 for blackline master.

The completed parent goal-setting form can be found on pages 126–127.

Tool 82: Observation Checklist for New Classrooms

This tool provides parents with a checklist to use when visiting a new school. Parents should look for signs of success in instructional organization, student behaviour, room organization and learning resources.

See page 128 for blackline master.

Tool 83: My Child's Career Development

Parents are encouraged to examine ways to support their teen's career development. The checklist includes specific tips for guiding student interests, supporting current school programs, helping with work experiences and planning for post-secondary studies.

See page 129 for blackline master.

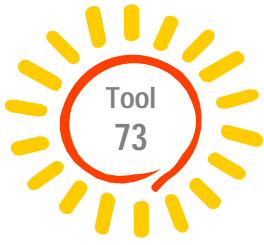
See also this tool located in the *Moving On from Early Childhood Programs* section.

Tool 62: Feeling Better: My Parents' View

This parent version of Tool 61: *Feeling Better* gathers information from parents about how to support their children when the children are experiencing strong feelings.

See page 97 for blackline master.





Letter to Parents: Let's Stay in Touch*

Student Name _____ Date _____

The list below contains ways you and your child's teacher might want to communicate. Please check off the methods that work best for you.

1. Ideally, how much contact do you wish to have with your child's teacher?

- daily
- once a week
- once a month
- once a term
- other (please specify) _____

2. Would you prefer

- to contact your child's teacher?
- the teacher to contact you?
- both?

3. Which methods do you find most valuable?

- written notes
- telephone calls
- school newsletters
- parent/teacher/student meetings
- Individualized Program Planning (IPP) conferences
- student-led conferences
- school council meetings
- classroom observations
- e-mail
- other (please specify) _____

4. Contact information

Name _____

Telephone _____

Cell phone _____

E-mail _____

The best times to contact me are _____ at _____.

* This appendix adapted from Alberta Education, *Individualized Program Plans* (Edmonton, AB: Alberta Education, 1995), p. IPP.17.





My Child Through My Eyes

Student Name _____

Date _____

Three words to describe my child:

My child's strengths and talents:

- _____
- _____
- _____

My child's needs and challenges:

- _____
- _____
- _____

How my child handles change:





Top Three for My Child

Student Name _____

Date _____

Three achievements by my child this year:

1. _____
2. _____
3. _____

Three goals for my child next year:

1. _____
2. _____
3. _____

Three challenges we've faced this year:

1. _____
2. _____
3. _____

Three things that worked well for us this year:

1. _____
2. _____
3. _____

Three things I will do to support my child's school success next year:

1. _____
2. _____
3. _____





Greatest Hopes, Deepest Concerns for My Child

Student Name _____

Date _____

My greatest hopes for my child next year

My deepest concerns for my child next year





Questions I Have about My Child's New School

Student Name _____ Date _____



School schedule



Daily routines



What my child will learn



Teachers



Homework



Services for my child

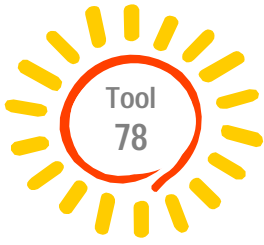


Extracurricular activities



Opportunities for parent involvement





My Child's Homework Smarts

Student Name _____

Date _____

Read each statement and check the appropriate word(s).

My child:

1. has a positive attitude toward homework.

always often sometimes rarely or never

2. brings home school assignments regularly.

always often sometimes rarely or never

3. brings home materials required to complete assignments.

always often sometimes rarely or never

4. writes about homework in an agenda book and brings it home.

always often sometimes rarely or never

5. asks for help with assignments.

always often sometimes rarely or never

6. understands homework assignments.

always often sometimes rarely or never

7. completes homework on his or her own.

always often sometimes rarely or never

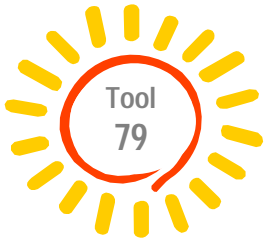
8. makes a plan to complete large assignments over a few nights.

always often sometimes rarely or never

9. completes homework correctly and neatly.

always often sometimes rarely or never





My Child's Test Smarts*

Student Name _____

Date _____

Read each statement and circle *yes* or *not yet*.

My child:

- | | | |
|--|------------|----------------|
| 1. approaches tests confidently and positively. | <i>yes</i> | <i>not yet</i> |
| 2. understands the basic purpose of tests. | <i>yes</i> | <i>not yet</i> |
| 3. talks to me about each test. | <i>yes</i> | <i>not yet</i> |
| 4. asks for assistance when studying for tests. | <i>yes</i> | <i>not yet</i> |
| 5. prepares for tests as part of homework two or three nights before the test. | <i>yes</i> | <i>not yet</i> |
| 6. brings home the necessary information and materials to review for a test. | <i>yes</i> | <i>not yet</i> |
| 7. understands what material will be on each test. | <i>yes</i> | <i>not yet</i> |
| 8. demonstrates a willingness and an interest in preparing for tests. | <i>yes</i> | <i>not yet</i> |
| 9. knows three or four ways to review concepts and skills. | <i>yes</i> | <i>not yet</i> |
| 10. reviews effectively for tests with a classmate. | <i>yes</i> | <i>not yet</i> |
| 11. reviews test results in order to do better next time. | <i>yes</i> | <i>not yet</i> |
| 12. celebrates successful tests. | <i>yes</i> | <i>not yet</i> |

* This appendix adapted with permission from Catherine Walker and Edgar Schmidt, *Smart Tests: Teacher-made Tests that Help Students Learn* (Markham, ON: Pembroke Publishers, 2004), p. 126.





Goal Setting with My Child*

Dear Parents,

Your child's new teachers will need your help to identify your child's strengths and needs, and to set goals for the upcoming school year. Please complete this form so your child's new teachers can use it for planning and discussion at the beginning of the school year.

Thank you.

School _____

Year _____

Student name _____

Our child has these five **strengths**:

1. _____
2. _____
3. _____
4. _____
5. _____

Our child has these five **areas of need**:

1. _____
2. _____
3. _____
4. _____
5. _____

* From Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1999).



Goal Setting with My Child (continued)

Goal One

Our goal for our child in the new school year is:

This is what we will do at home to achieve this goal:

1. _____
2. _____
3. _____

Goal Two

A second goal for our child in the new school year is:

This is what we will do at home to achieve this goal:

1. _____
2. _____
3. _____

- I need more information! Please send home a completed sample of what a family goal sheet might look like.
- I need more ideas. Let's work on this together at our meeting.
- I do not wish to participate in family goal setting this school year.

Please return to school by: _____





Goal Setting with My Child – Sample*

Dear Parents,

Your child's new teachers will need your help to identify your child's strengths and needs, and to set goals for the upcoming school year. Please complete this form so your child's new teachers can use it for planning and discussion at the beginning of the school year.

Thank you.

Success School

Student name Dorie Parker

Our child has these five **strengths**:

1. team member (successful goalie of her soccer team)
2. very helpful around house
3. enjoys school
4. excellent with money
5. good sense of humour

Our child has these four **areas of need**:

1. organizational skills (especially to bring homework back and forth)
2. better control of her temper
3. increase her willingness to read independently
4. needs more confidence in her ability to read

* From Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1999).



Goal Setting with My Child – Sample (continued)

Goal One

Our goal for our child in the new school year is:

To help her find books that she enjoys reading (right to the end!)

This is what we will do at home to achieve this goal:

1. *Make a list of books she's liked in the past and a list of topics she'd like to read about*
2. *Library card—monthly trips to library*
3. *Encourage quiet bedtime reading*

Goal Two

A second goal for our child in the new school year is:

Safe play on the playground

This is what we will do at home to achieve this goal:

1. *Encourage participation in structured noon hour activities*
2. *One month without playground problems earns one lunch at Dairy Queen with mom*
3. *Every morning ask “What do you plan to do at noon?” and then after school discuss “How did noon hour go?”*

Please return to school by: _____





Observation Checklist for New Classrooms

Student Name _____

Date _____

When visiting new classrooms, look for these signs of an effective learning environment.

Instructional organization

- _____ identifiable and consistent routines
- _____ timetable posted
- _____ variety of instructional groupings (e.g., large group, small group, partner, individual)
- _____ strategies and routines to support positive behaviour
- _____ clear expectations when changing from activity to activity and subject to subject
- _____ range of student activities and products to demonstrate learning (e.g., tests, projects, work samples)
- _____ opportunities for student choice

Student behaviour

- _____ students usually on task
- _____ students actively involved in activities
- _____ interaction that encourages
 - respect
 - curiosity
 - self-control
 - persistence
 - self-reliance
 - cooperation
 - problem solving

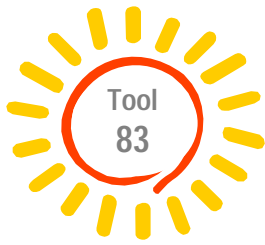
Room organization

- _____ student work displayed
- _____ variety of work spaces available
- _____ supplies and reference materials accessible
- _____ homework clearly posted

Resources

- _____ sample learning strategies available for easy student reference (e.g., posted on wall or on desk)
- _____ reading materials with range of reading levels
- _____ access to computers





My Child's Career Development

Student Name _____ Date _____

Help your teen explore programs that fit his or her needs, skills and interests. Talk about the range of post-secondary opportunities available (e.g., college, university, technical institute, apprenticeship programs). Discuss how your own level of education influenced your career.

Encourage your teen to believe in his or her abilities. Students with confidence are better able to set and reach fulfilling career goals.

What you say and do will influence your teen's future. Use the checklist activity below to reflect on the ways that you are currently providing support for your teen's learning and career development.

Yes	Not Yet	Statement
Discover interests and careers		
<input type="checkbox"/>	<input type="checkbox"/>	I listen to my teen and discuss hopes and dreams.
<input type="checkbox"/>	<input type="checkbox"/>	I help my teen explore talents, strengths and interests.
<input type="checkbox"/>	<input type="checkbox"/>	I provide books about things my teen has an interest in, including biographies, sports, hobbies and discovery subjects.
<input type="checkbox"/>	<input type="checkbox"/>	I set aside time to talk with my teen about goals for the next year and for the next five years.
<input type="checkbox"/>	<input type="checkbox"/>	I have taken steps to help ensure that my teen will have some real experience with his or her chosen career path before graduating from high school.
Support them at school		
<input type="checkbox"/>	<input type="checkbox"/>	I am familiar with my teen's school program and discuss classroom activities, assignments and exam preparation regularly.
<input type="checkbox"/>	<input type="checkbox"/>	I have set aside a quiet place in the house where my teen can study and I have provided appropriate learning materials.
Explore volunteer and part-time work		
<input type="checkbox"/>	<input type="checkbox"/>	I read employment ads with my teen and discuss qualifications.
<input type="checkbox"/>	<input type="checkbox"/>	I support my teen in finding summer employment.
<input type="checkbox"/>	<input type="checkbox"/>	I regularly create opportunities for my teen to assume responsibility.
<input type="checkbox"/>	<input type="checkbox"/>	I help my teen find opportunities for job shadowing.
Plan for post-secondary studies		
<input type="checkbox"/>	<input type="checkbox"/>	I help my teen research which courses he or she should take in a post-secondary institution to work toward career goals.
<input type="checkbox"/>	<input type="checkbox"/>	My teen and I developed a financial plan to pay for post-secondary education.







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Principal writer: Carolyn Thompson, Black Gold Regional Division No. 18

Contributing writers: Dana Antayá-Moore
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Director	Raja Panwar
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