

Operation Guide  
on  
The Whole School Approach  
to  
Integrated Education

**Education Bureau**

**The Government of the Hong Kong Special Administrative Region**

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Remark : The content of this Guide (the 2<sup>nd</sup>. Edition) is enriched and revised -

\* Newly inserted content

# Revised content

## **Introduction**

Since the 1970s, the Government of the Hong Kong Special Administrative Region has been providing support for ordinary schools in catering for students with special educational needs (SEN). From September 1997, we promoted the Whole School Approach to Integrated Education as advocated by the United Nations Educational, Scientific and Cultural Organization, to enhance the quality of local integrated education.

With the enactment of the Disability Discrimination Ordinance (DDO) in 1996, the Equal Opportunities Commission issued the Code of Practice on Education under the DDO in 2001 to facilitate public understanding of the rationale behind the DDO and the rights and responsibilities of the parties concerned. Guidelines on the procedures and the system for promoting equal opportunities are provided. The Code also provides practical guidance on how to comply with the DDO.

The Education Bureau (EDB) prepares this Operation Guide to provide guiding principles and practicable strategies for schools. It aims to empower all ordinary schools to provide high quality educational services through catering for student diversity and SEN. The objective is to develop the potentials of every student, to promote mutual respect of individual differences among teachers and students and to cultivate an inclusive school culture.

# Chapter 1 An Overview on the Development of Integrated Education

After the enactment of the DDO in Hong Kong, EDB issued Circular No. 14/2001 and Circular No. 33/2003 respectively in 2001 and 2003 to all schools to inform them about the publication of the Code of Practice on Education as well as the principles governing equal opportunities. The two circulars are available at the following websites :

<http://www.edb.gov.hk/UtilityManager/circular/upload/ADMC/AD01014E.PDF> and  
<http://www.edb.gov.hk/UtilityManager/circular/upload/embc/EMBC03033E.pdf>.

Under the prevailing government policy, children with severe or multiple disabilities attend special schools where they are provided with intensive support services. Other students with SEN are placed in ordinary schools where they can learn with their peers for the full benefits of education. Parents can apply for admission to primary schools for their children through the current school places allocation system. Schools are advised to implement the Whole School approach to integrated education to cater for student differences effectively and enhance the effectiveness of education as a whole.

## Accepting Differences & Removing Barriers to Learning

One of the aims of integrated education is to help all students/teachers/parents recognize, accept and respect individual differences, and even celebrate differences. This serves as a driving force for personal growth and the development of an inclusive society. Given the diverse student needs in all regular classrooms, teachers can no longer adopt one single teaching approach for all students, nor can they expect all students to attain the same academic standard. All schools should adopt various accommodation measures to facilitate the development of students' multiple intelligence.

Barriers to learning include people's **attitude** (e.g. teachers'/students' discrimination against people with disabilities, giving-up attitude or low expectation); **facilities** (e.g. lack of school access facilities and assistive technology for participation in learning and other activities); and

**opportunities** (e.g. insufficient opportunities for students to take part in various school activities). In reality, students with SEN do have their own strengths and schools should help them develop their strengths. Teachers should make use of student diversity with a view to creating an interactive environment for collaborative learning to foster students' understanding of one another's strengths, mutual respect and appreciation.

Therefore, the targets and beneficiary of integrated education are not only the students with SEN but all students, all school staff, parents, the school-sponsoring bodies and even the whole society.

## **Chapter 2 Individual Differences, Special Educational Needs and the 3-Tier Support Model**

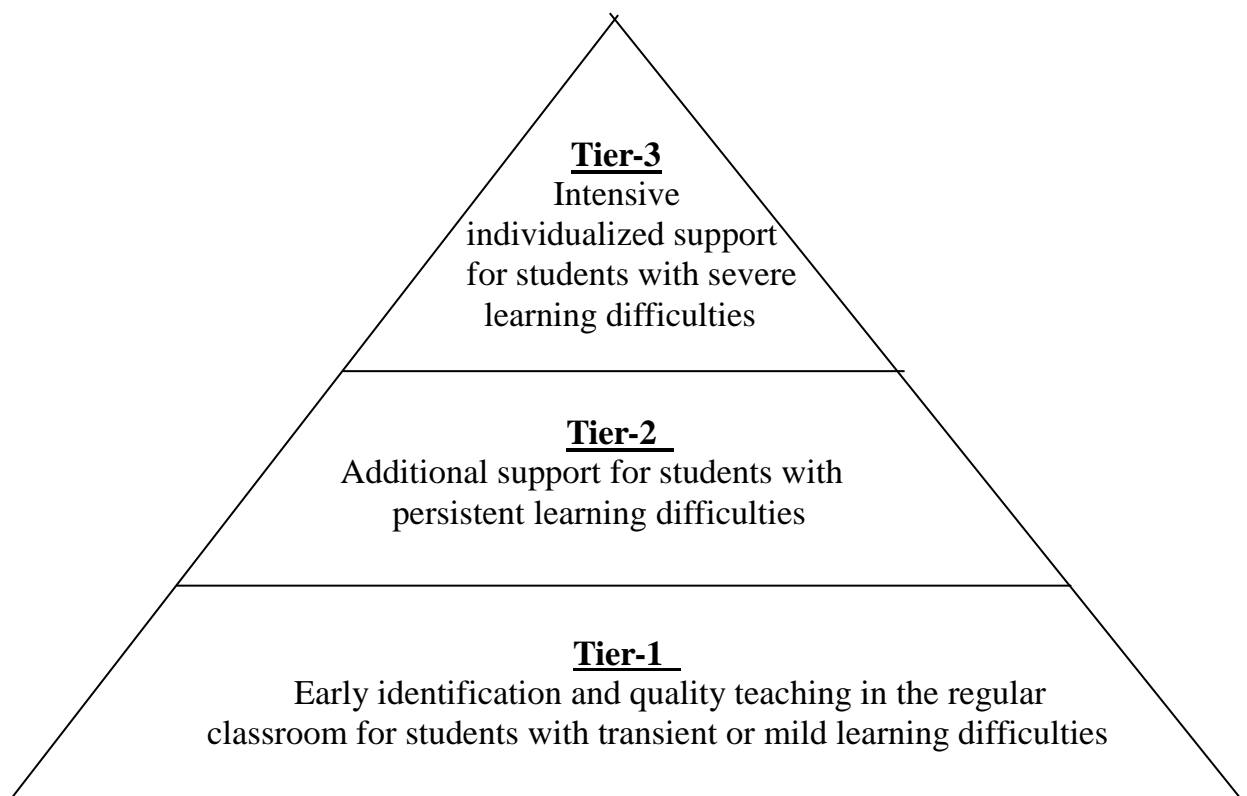
### **2.1 Individual Differences & Special Educational Needs**

All students have individual needs. Disability is only one of the many sources of individual needs in contemporary classrooms. Through adopting the Whole School Approach, schools can cater for students with diverse needs in a more comprehensive manner.

### **2.2 The 3-Tier Support Model**

Among students with the same type of disability, their need and the degree of support required may differ from one person to another. Schools should adopt a 3-tier support model in order to provide appropriate support to each student.

#### 3-Tier Support Model





## 2.3 Special Educational Needs and Intervention Strategies

### (1) Specific Learning Difficulties (SpLD)

SpLD in reading and writing, also known as dyslexia, is the most common type of SpLD. Students with SpLD, despite having normal intelligence and having received formal instructions, are unable to read, spell and dictate words accurately and fluently. Generally speaking, they display the following characteristics:

- do better in oral than written expression;
- cannot read with fluency; mispronounce words or forget the pronunciation;
- cannot spell words even after making considerable effort;
- omit or add unnecessary strokes to the Chinese characters when copying;
- reverse letters or characters or write the “mirror images” of letters or characters; and
- tire easily and need to make greater effort in completing reading and writing assignments.

In supporting the students with SpLD, teachers are advised to adopt diversified teaching strategies such as:

- break tasks into small steps to suit the pace and learning capabilities of the student;
- adopt the multi-sensory approach such as highlighting certain parts or strokes of words with coloured pens;
- structure the tasks and grade the curriculum materials in accordance with the level of difficulty;
- teach students various learning skills such as identifying salient points, getting to know key words, etc;
- help students develop the habit of reading, such as by making arrangements for daily/weekly paired-reading

sessions;

- strengthen their writing ability by introducing the “6 Ws” method, using mind-mapping, spidergrams, flowcharts and tree diagrams, etc;
- adjust the level of difficulty of the learning materials such as by replacing difficult words with simpler ones; help students develop the habit of self-review in order to reduce writing errors;
- provide assessment accommodation; reduce the amount of materials for dictation, inform students of the marking scheme in advance, allow extra time for tests and examinations etc;
- administer homework accommodation, e.g. assign appropriate homework in accordance with the student’s ability, reduce assignments which require a lot of copying, enlarge the writing grid; and
- encourage the use of computers and information technology to facilitate students’ learning such as using word processing to replace pen and paper.

## (2) Intellectual Disability

In comparison with their peers, the global development of students with intellectual disability is delayed and they have marked disabilities in cognitive functioning in the following areas:

- weak in abstract and logical thinking;
- weak in memory;
- have short attention span and are easily distracted;
- have weak language expression, limited vocabulary, or articulation defects;
- weak in gross motor and eye-hand co-ordination which affect their daily self-care; and

- have weak social skills.

In supporting students with intellectual disability, teachers should focus more on essential life skills, and employ diversified teaching strategies to enhance the effectiveness of instruction. For example, they may use real objects and gestures as aids to supplement verbal instructions, or provide visual cues to facilitate students' understanding of abstract concepts, etc., so that these students can participate in learning in the regular classroom.

### (3) Autism Spectrum Disorders (ASD)

Usually, children display autistic symptoms before the age of three. These children show marked disabilities in social development, language communication and behaviour adjustment.

- Social development : These children live in their own world. They are weak in interpreting verbal messages and facial expressions and do not consider things from other people's perspective. Therefore, it is necessary to support them in cultivating friendship with their peers and grasping simple rules of social interaction;
- Language communication : They are slow in verbal development and their speech is monotonous, repetitive or echolalic. Thus the teacher should give them simple, explicit and direct instructions and explain every step of the learning task so that the students can follow more easily; and
- Behaviour adjustment : These students often insist on following certain routines, e.g. taking buses of the same route or taking the same seat, or refusing to change certain daily habits. Teachers can assist them to accept changes, e.g. by informing them of changes well in advance to prevent undue anxiety. Rehearsals for the change can also be arranged as required.

Since students with autism usually need clear instructions for accomplishing tasks, the teachers can help by providing them with an overview of the procedures. With regard to their difficulty in processing multiple instructions simultaneously, it is better to give them one instruction at a time. Pictures and symbols can also be used to enhance their

understanding of the instructions.

#### (4) Attention Deficit/Hyperactivity Disorder

Students usually have the following three characteristics :

- Inattention : They are often distracted by irrelevant signs and sounds. They also fail to work in a systematic way or pay attention to details. Moreover, they often make careless mistakes;
- Hyperactivity : They cannot remain seated in class and usually keep fidgeting or fiddling with objects around them; and
- Impulsivity : They lack patience, are impulsive and often act without considering the consequences. They blurt out answers before the questions are completed. Moreover, they often interrupt others, cannot remain in line with the queue, and are unable to follow through the instructions.

In teaching these students, the teachers :

- may let them sit in the front row or an appropriate place where teacher could easily attend to them, and remind them to keep their desks tidy so as to minimize the source of distraction;
- should give clear and specific instructions and give one instruction at a time; repeat the instructions if necessary so as to ensure students' reception and understanding;
- may address the students by their names before speaking to them in order to establish eye-contact and draw their attention; may ask the students to repeat the salient points of the instructions in order to ensure that they understand the instructions;
- may make prior behavioural goal and agreement with the students on the visual cues in class to avoid interruption to the teaching. For example, the teacher may show a yellow card for warning, or award the students with a star-shaped sticker for good behaviour;
- may ask the students to run an errand so as to allow a break from remaining in seat for too long. These can

take the form of asking the students to distribute worksheets, exercise books, etc., or invite the students to help the teacher when using the computer or showing slides during the lesson;

- establish clear-cut rules and award schemes for guiding the behaviour of the students;
- make good use of peer influence : arrange the students to sit next to a conscientious classmate who may remind the students to be attentive when necessary;
- help the students develop self-control by recording the number of times the students have acted impulsively, evaluating their own ways of solving problems;
- may teach emotion management skills, e.g. teaching the students to take a deep breath when getting angry, count numbers in descending order, or stop and think, etc.;
- avoid direct conflict with the students when they lose their temper; make prior agreement with the students that whenever they are about to throw tantrums, they can go to the corner or leave the classroom in order to calm down; the teacher should reason with the students only after they have calmed down; and
- keep in close contact with the students' parents for consistent behaviour management at home and school; and monitor the students' reaction to medication so that the parents can provide feedback to the doctor.

## (5) Physical Disability

Cerebral palsy, epilepsy, spina bifida, muscular dystrophy and developmental co-ordination disorder are common types of physical disabilities which affect students' motor co-ordination, speech, writing and daily activities.

Schools may help these students by:

- Providing lifts, toilets and wheelchair access;
- Providing more space for them to move around, to park their

wheelchairs and place their crutches; and

- Helping them carry heavy objects or providing them with appropriate assistive tools.

#### (6) Visual Impairment (VI)

Visual impairment (VI) refers to the visual acuity, of 6/18 or below, taking measurement from the eye with better vision upon wearing spectacles or after refractive correction surgery. Visual impairment can be classified as mild low vision, moderate low vision, severe low vision or total loss of vision.

Schools should take into account that:

- Students with VI have weak perception of lighting, distance, volume and colour. Spacing and lighting condition of a classroom should be adjusted according to the degree of VI of the students. Generally speaking, classrooms with light-coloured walls and floor, matched with darker coloured doors, chairs, desks and handrails, will be preferred;
- Use doors with various colour tones to differentiate rooms with different functions, such as classrooms, laboratories and washrooms;
- Tactile guide paths, Braille signs and hazard warning tiles should be installed wherever appropriate to establish a barrier-free school environment;
- Allow students to use assistive tools for students with VI, including Braille book, audio tapes, magnifying glass, word magnifier and computer, etc. in accordance with the students' residual visual functions;
- Provide a seat that facilitates entrance or exit of the classroom and use of assistive tools for students with VI;
- Provide adjustable inclining desktops and larger desktops; and
- Students with VI should be notified of any changes in the setting of the classrooms beforehand, or inform them as

soon as possible.

## (7) Hearing Impairment (HI)

There are three major types of hearing impairment, namely conductive, sensorineural, and mixed. The level of impairment can be further classified into mild, moderate, moderately severe, severe and profound.

Characteristics of students with HI are as follows :

- When conversing in a noisy environment or listening to someone who speaks softly, they cannot fully comprehend the contents of the conversations;
- They may not hear the speakers clearly during classroom discussions if the speakers are not directly within sight;
- They may find it difficult to listen to audio-tapes or watch television programmes which have no subtitles; and
- Without the hearing aids, they may only hear conversations within close distance and they need to rely on lip-reading.

For daily contacts with these students :

- Teachers should try to stand and speak in front of the students so as to provide visual cues like lip-reading, facial expression and gestures. It is not necessary for teachers to raise their voice, slow down the speech or exaggerate the lip movements;
- Since the students may not have the confidence to raise questions for fear of inaccurate pronunciation or weak expressive skills, the teacher should help them improve their self image, enhance their social skills, grasp effective learning techniques, develop the habit of reading and writing; and
- Teachers may provide the students with learning materials before the lesson, so that they may have a better grasp of the contents beforehand.

## (8) Speech and Language Impairments (SLI)

There are four common types of speech and language difficulties :

- Defective articulation - substitution or omission of sounds or other error patterns that cause unclear speech. For example, “seem” is mispronounced as “deem”, and “tall” as “call”, etc;
- Language problems - inability to understand and/or use language at an age-appropriate level;
- Fluency problems (commonly known as stuttering) - difficulty in initiation of speech or interruption of the speech flow; and
- Voice problems - including hoarseness, loss of voice, inappropriate pitch or volume control, hypernasality or hyponasality during speech acts.

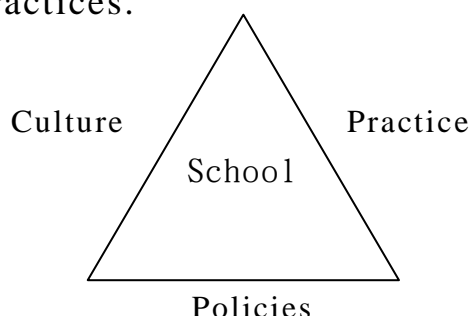
In helping students with SLI, teachers should note that :

- Other students should not be allowed to laugh at these students’ speech and language problems;
- When students misarticulate certain sounds, teachers may demonstrate the correct pronunciation and encourage them to imitate;
- For students with difficulties in organizing and expressing their thoughts, teachers may use story grammar (e.g. time, characters, place, initiating events, internal response, attempt, consequence and reaction) or guiding questions to enhance their expressive skills; and
- For students with fluency problems, teachers should not hurry the students.



## Chapter 3      The Whole School Approach

Whole School Approach entails three inter-connected dimensions of a school, namely school policies, culture and practices.



### Domains of School Development

- ⇒ (1) Management & Organization
- ⇒ (2) Learning & Teaching
- ⇒ (3) Student Support & School Ethos
- ⇒ (4) Student Performance

### Characteristics of the Whole School Approach

Whole School Consensus : All staff of the school acknowledge the responsibility of establishing an inclusive environment to cater for the needs of all students;

Curriculum Accommodation: The school curriculum can be adapted and/or expanded to cater for different needs;

Differentiated Teaching : Diversified teaching techniques and assistive equipment to cater for students' diverse learning needs;

Peer Support : Learning groups, peer tutoring and circles of friends are strategically organized;

Teacher Collaboration : Teachers work together and support each other;

Classroom Support : Specialists collaborate with teachers in improving the learning environment, e.g. arrange team teaching for the benefit of all students; and

Assessment Accommodation : Assessment methods are adapted to facilitate students' demonstration of their learning outcome.

### **3.1 Inclusive Policy**

“An educationally inclusive school is one in which the learning and teaching achievement, attitudes and well being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties.” (*OFSTED, 2000*)

### **3.2 Inclusive Culture**

Establishing inclusive values in the school is the key to success, for examples :

- Everyone in the school is valued and students' understanding of and respect for individual differences is promoted through various programmes;
- Teaching staff appreciate students' capabilities from different perspectives and do not expect all students to follow one single learning style or to attain the same academic level; and
- Teaching staff believe that every student has unique potentials and the school should provide room for the students to fully develop their multiple intelligence.

Successful schools have demonstrated that the key is to foster school staff's care and love for students. Some schools seek to nurture students' respect for individual differences through moral and civic education programmes. They organize activities through the Parent-Teacher Associations to promote a caring school ethos. For real life examples of integrated education, please refer to Appendix 1.

### **3.3 Inclusive Practices**

Flexible deployment of various resources and co-ordination of the 3-tier Support Model serve to facilitate early identification and early support for students according to

their SEN (details in Chapters 4 -10).

Schools may refer to “Catering for Student Differences ~ Indicators for Inclusion”\* for developing inclusive practices. It can be downloaded at:

[http://www.edb.gov.hk/FileManager/EN/Content\\_7385/indicators-082008\\_e.pdf](http://www.edb.gov.hk/FileManager/EN/Content_7385/indicators-082008_e.pdf)

This is a tool for school development, aiming at enhancing the school’s capacity in catering for learner differences and providing quality education for all. It

- can assist schools in setting targets and defining observable success criteria for school self-evaluation and school development;
- facilitates continuous improvement in developing inclusive policies, culture and practices in schools; and
- is concerned with the learning and participation of all students, not only those with SEN.

Teachers may refer to the contents of these Indicators for in-depth self-evaluation on the four school development domains for continuing school improvement. The purpose is to facilitate full participation of students in school activities and to enhance learning effectiveness.

With the illustrations below, it is hoped that schools will have a better understanding of the relationship between the Indicators for Inclusion and the Performance Indicators for Hong Kong Schools. As a result, schools could cover different levels and areas of concern more comprehensively in the process of preparing school development plans and conducting school self-evaluation.

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Note\* “Catering for Student Differences ~ Indicators for Inclusion” was prepared by EDB with reference to UK’s experience in developing inclusive culture, policies, and practices at schools, and edited according to the four domains of the Hong Kong Quality Assurance Framework.

## *Catering for Student Differences ~ Indicators for Inclusion*

### *Examples*

Area	Performance Indicator	Examples of Inclusive culture, policies and practices
<b>Domain I Management and Organization</b>		
1. School Management	1.1 Planning	<ul style="list-style-type: none"> <li>Setting up a Student Support Team (SST)</li> <li>Adopting the Whole School Approach to catering for student diversity</li> </ul>
	1.2 Implementation	<ul style="list-style-type: none"> <li>Keeping a register of students with SEN</li> <li>Assigning duties to members of the SST</li> <li>Co-ordinating all support measures by the SST</li> <li>Using flexibly various grants, e.g. Capacity Enhancement Grant, Student Guidance Grant and Learning Support Grant etc.</li> <li>Setting up a resource library and a catalogue of resources</li> </ul>
	1.3 Evaluation	<ul style="list-style-type: none"> <li>Evaluating the school's effectiveness in catering for student diversity</li> </ul>
2. Professional Leadership	2.1 Leadership and Monitoring	<ul style="list-style-type: none"> <li>Including "Catering for student diversity" as one of the school development goals</li> </ul>
	2.2 Collaboration and Support	<ul style="list-style-type: none"> <li>Scheduling regular SST meetings</li> <li>Collaborating with relevant professionals</li> </ul>
	2.3 Professional Development	<ul style="list-style-type: none"> <li>Arranging teachers to attend special education courses systematically</li> <li>Arranging peer lesson observation and joint lesson preparation by teachers</li> </ul>
<b>Domain II Learning and Teaching</b>		
3. Curriculum and Assessment	3.1 Curriculum Organisation	<ul style="list-style-type: none"> <li>Catering for diversity by organizing group teaching and designing Individual Education Plans, etc</li> </ul>
	3.2 Curriculum Implementation	<ul style="list-style-type: none"> <li>Arranging curriculum accommodation, joint lesson preparation etc.</li> </ul>
	3.3 Performance Assessment	<ul style="list-style-type: none"> <li>Providing assessment accommodation</li> </ul>
	3.4 Curriculum Evaluation	<ul style="list-style-type: none"> <li>Modifying teaching according to the diverse needs of students</li> <li>Evaluating Individual Education Plans</li> </ul>
4. Student Learning and Teaching	4.1 Learning Process	<ul style="list-style-type: none"> <li>Training student's study skills and habit</li> </ul>
	4.2 Learning Performance	<ul style="list-style-type: none"> <li>Keeping Student Progress Records</li> <li>Keeping Individual Education Plan Records</li> <li>Developing student's multiple intelligence</li> </ul>
	4.3 Teaching Organisation	<ul style="list-style-type: none"> <li>Arranging collaborative learning and peer tutoring</li> </ul>
	4.4 Teaching Process	<ul style="list-style-type: none"> <li>Carrying out collaborative teaching; adopting a multi-sensory approach to teaching etc.</li> </ul>
	4.5 Feedback and Follow-up	<ul style="list-style-type: none"> <li>Encouraging independent learning through evaluating the learning process with students</li> <li>Encouraging parents to train students at home</li> <li>Encouraging student's positive behaviour and enhancing learning motivation through award schemes</li> </ul>
<b>Domain III Student Support and School Ethos</b>		
5. Student Support	5.1 Support for Student Development	<ul style="list-style-type: none"> <li>Cultivating a caring school culture; organizing peer support programmes, etc.</li> <li>Facilitating the participation of students with different abilities for development of their potentials</li> <li>Organizing activities to enhance students' awareness and respect for individual differences</li> <li>Identifying the SEN of new students as early as possible</li> </ul>
	5.2 School Climate	<ul style="list-style-type: none"> <li>Training up student ambassadors and peer tutors</li> <li>Organizing pastoral care activities or training young leaders in promoting inclusive school ethos</li> </ul>
6. Partnership	6.1 Home-School Cooperation	<ul style="list-style-type: none"> <li>Inviting parents to IEP meetings; organizing parent-volunteers activities</li> </ul>
	6.2 Links with External Organisations	<ul style="list-style-type: none"> <li>Seeking professional support and community resources if necessary</li> </ul>
<b>Domain IV Student Performance</b>		
7. Attitude and Behaviour	7.1 Affective Development and Attitude	<ul style="list-style-type: none"> <li>Students have positive self-image</li> </ul>
	7.2 Social Development	<ul style="list-style-type: none"> <li>Learning social skills through participation in 'circle of friends'</li> </ul>
8. Participation and Achievement	8.1 Academic Performance	<ul style="list-style-type: none"> <li>Enhancing students' learning motivation</li> </ul>
	8.2 Non-academic Performance	<ul style="list-style-type: none"> <li>Enhancing students' self-esteem and confidence</li> </ul>

### 3.4 School Development and Accountability

Under the School Development & Accountability Framework, the school management is responsible for leading the staff in the planning, implementation, monitoring and evaluation of the support measures for students with SEN. For example :

Stakeholders of the school	Planning	Implementation & Monitoring	Evaluation
School Management Committee	<ul style="list-style-type: none"> <li>• formulating policies to cater for SEN</li> <li>• incorporating the SEN policies and measures into the school's Triennial School Development Plan and Annual School Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>• plans for continuing professional development of teachers</li> <li>• School self-evaluation</li> </ul>	Overall planning for school improvement based on the evaluation results
Head of school & Student Support Team		<p>Enhancing the collaboration of the Student Support Team members, for example:</p> <ul style="list-style-type: none"> <li>• regular meetings chaired by the school head or deputy school head</li> <li>• use of screening tools for early identification of students' learning difficulties and needs for support</li> <li>• compiling a student support register</li> <li>• administering curriculum and assessment accommodation</li> <li>• diversified teaching</li> </ul>	<ul style="list-style-type: none"> <li>• reviewing the effectiveness of the various support measures</li> <li>• modifying the support measures according to the evaluation results</li> </ul>

		<p>approaches</p> <ul style="list-style-type: none"> <li>• peer tutoring</li> <li>• defining success criteria</li> <li>• arranging for teacher's continuing professional development</li> </ul>	
Teachers, other staff (e.g. student counsellors) and parents		<ul style="list-style-type: none"> <li>• defining individualized success criteria</li> <li>• administering curriculum accommodation</li> <li>• diversified teaching approaches</li> <li>• training study habit and skills</li> </ul>	<ul style="list-style-type: none"> <li>• measuring students' progress against the success criteria</li> <li>• making adjustment if necessary</li> </ul>

## **Chapter 4 Early Identification & Intervention**

### **4.1 Assessment Services provided by the Department of Health & Hospital Authority**

Children from birth to the age of five suspected to have health, developmental and behavioural problems are assessed by the Maternal and Child Health Centres of the Department of Health (DH). Those who require further assessment are served by the Child Assessment Services (CAS) provided by either the DH or the Hospital Authority (HA).

Pre-school children who have been assessed by the Child Assessment Centres (CAC) may receive support services either through the special child care centres, early education & training centres or the integrated programme in child care centres. When these children are ready to enter primary one, upon obtaining consent from their parents, their assessment results are transferred by the pre-school training services to the school concerned so that the teachers may have timely understanding of the students' needs and offer appropriate support. Where necessary, teachers can refer the students to relevant specialists through the Student Support Team (SST) for follow-up.

For students attending government and aided primary and secondary schools who are suspected to have learning-related difficulties such as reading and writing problems, intellectual impairment, speech and language impairment, and hearing impairment, etc., assessments are provided by educational psychology, speech therapy and audiological services of Education Bureau (EDB) or school-based educational psychology service and speech therapy services funded by EDB. Children with multiple developmental problems such as attention deficits, physical disability, visual impairment and autism spectrum disorders can approach the CAS under the Department of Health or the Hospital Authority for service.

For information on the assessment services for school-aged children assessment, reference can be made to the following leaflet "Government Assessment Services for School-aged Children":

[http://www.edb.gov.hk/FileManager/TC/Content\\_2555/dev%20disorder%20leaflet-chi.pdf](http://www.edb.gov.hk/FileManager/TC/Content_2555/dev%20disorder%20leaflet-chi.pdf)

## **4.2 Early Identification and Intervention for Primary One Students with Learning Difficulties**

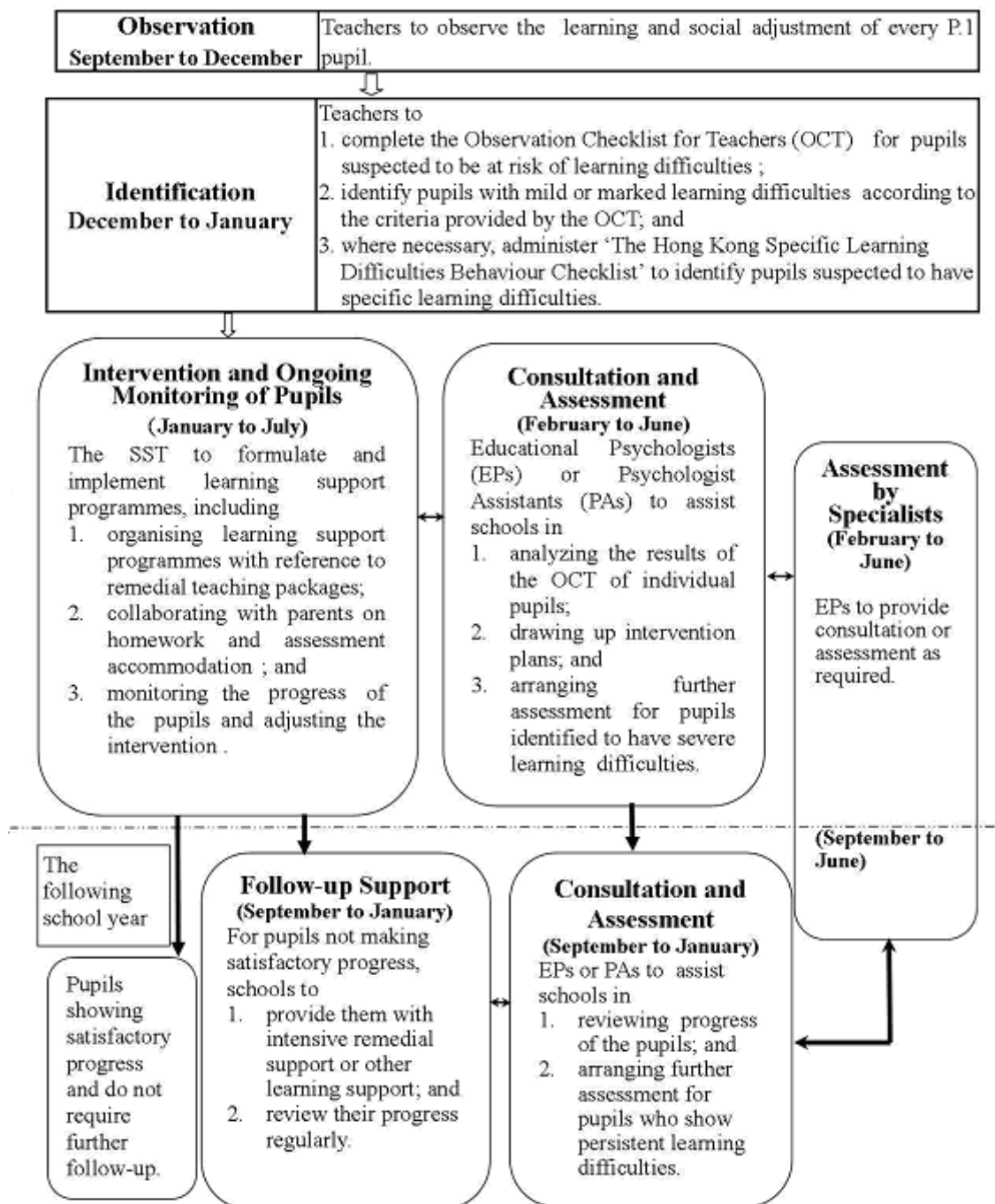
All public primary schools conduct the “Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils” on an annual basis. At the commencement of the new school year, teachers observe primary one pupils’ learning performance, social adjustment and self-care ability through classroom interaction, monitoring of homework and individual interviews etc. During the period from December to January, teachers are to complete the Observation Checklist for Teachers (OCT) in order to identify pupils at risk of learning difficulties. Schools are advised to introduce the programme to parents of primary one pupils and distribute the leaflet to parents during the orientation meetings held in August or September. School should encourage parents to observe their children’s learning progress and behaviour adjustment and bring up their concerns to the teachers should their children encounter any difficulties.

Should the teacher notice difficulties in learning, communication or social adjustment in a pupil, they should first discuss with the parents, then make use of the OCT to better understand the nature of these difficulties, and provide early support. Where necessary, teachers can discuss with the designated members of the staff to determine if the pupil should be referred for specialist assessment.



# The Early Identification & Intervention of Learning Difficulties Programme for Primary One Pupils

## Annual Workflow



*For details and relevant information of this Programme, please refer to the website of Hong Kong Education City at <http://www.hkedcity.net/specialed/eii>*

Teachers can refer to the table below for details of the assessing agents/specialists for the different types of special educational needs.

<b>Special Educational Needs</b>	<b>Assessment Organization / Specialist</b>
Specific Learning Difficulties (dyslexia)	Educational Psychologist (EP) or Clinical Psychologist (CP)
Intellectual Disability	EP, CP or Child Assessment Service of the Department of Health/Hospital Authority
Autism Spectrum Disorders	Psychiatrist or Child Assessment Service of the Department of Health/Hospital Authority
Attention Deficit / Hyperactivity Disorders	Psychiatrist or Child Assessment Service of the Department of Health/Hospital Authority
Physical Disability	Medical Doctors
Visual Impairment	Ophthalmologist, or the General Eye and Low Vision Centre of the Hong Kong Society for the Blind
Hearing Impairment	Audiologists
Speech and Language Impairment	Speech Therapist

## 4.3 Screening Tools for Learning Difficulties

### **Primary school**

EDB has developed the norm-referenced Hong Kong Specific Learning Difficulties Behaviour Checklist (For Primary School Pupils) to facilitate early identification of students with specific learning difficulties (SpLD) by teachers.

In case the primary pupils demonstrates speech and language impairment, teachers may use the Observation Checklist for Teachers (for primary school pupils with speech and language problems) to identify the speech and language problems of pupils.

Where necessary, the student support team can refer pupils for further specialist assessments through the established procedures.

### **Secondary school**

For S.1 students newly admitted to secondary school, teachers can make use of various opportunities to observe the strengths and weaknesses of the students in learning. Teachers can also make reference to students' previous academic record and other assessment results including the specialist assessment reports transferred from the primary schools (parental consent required), and the results in the Pre-Secondary One Hong Kong Attainment Test, to find out if the students may have any learning difficulties.

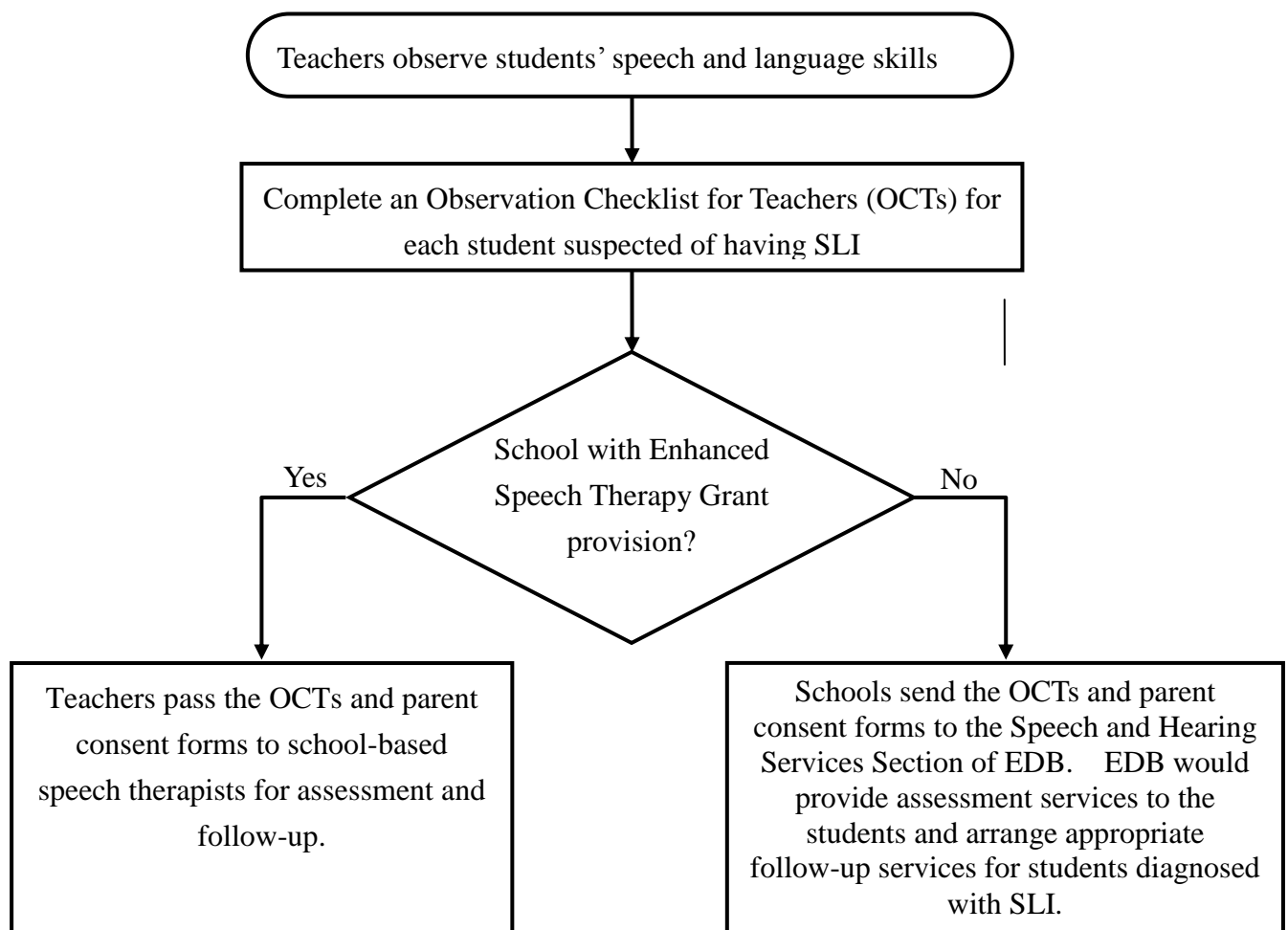
For students suspected to have SpLD, teachers may make use of norm-referenced screening tools, such as the Hong Kong Test of Chinese Reading and Writing Abilities Assessment for Secondary School Students (for use by teachers) (2008) and the Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students (BCL-JS) (2009) for initial screening of specific learning difficulties. For students suspected to have speech & language impairment, teachers may use the "Teachers' Observation Checklist for Identifying Speech and Language Impaired Students in Secondary Schools" (Chinese version only) for identifying students' speech and language problems.

In respect of speech therapy services, EDB has devised the

Observation Checklist for Teachers (for Primary Schools) [http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/primary/speech\\_OCT\\_ps.pdf](http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/primary/speech_OCT_ps.pdf) (Chinese version only) and the Observation Checklist for Teachers (Secondary School) [http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/secondary/speech\\_OCT\\_ss.pdf](http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/secondary/speech_OCT_ss.pdf) (Chinese version only) for identifying speech and language difficulties, so that early support may be provided for them. Teachers may initially understand, analyse and record students' difficulties through daily observation and the checklists. If symptoms of speech and language impairments are identified by the teachers, the school should refer these students to the school-based speech therapist or to the Speech and Hearing Services Section of EDB for assessment and follow-up. For details, please refer to the “Flowchart for Referral of Students with Speech and Language Impairments (SLI)” below. Schools should keep the assessment reports of students properly. Subject teachers are welcome to read the reports to learn about the assessment results and the recommendations. For enquiries concerning the assessment reports, teachers may contact the speech therapist concerned directly.

Teachers may use these tools for preliminary identification of the learning difficulties, and speech and language difficulties of students, in order to provide early support for students with mild or transient learning difficulties in the regular classroom or provide guidance and accommodation to students with speech and language difficulties (tier-1 support). In case the student's learning difficulties persist, teachers may discuss the case with the SST for possible assessment by specialists and consider if enhanced support (tier-2 support) is required. If necessary, schools may refer the case to the aforesaid assessment organizations / specialists for professional assessments.

## **Referral of Students with Speech and Language Impairments (SLI)**



### **4.4 Follow-up Support**

#### **Professional Assessment**

- (1) When teachers have identified students with learning difficulties who need specialist assessment or consultation service, the schools may contact the school-based educational psychologists or refer the students to EDB. If parents suspect that the children may have learning, emotional or behavioural difficulties, teachers and pastoral care staff should follow up and, if necessary, refer them to educational psychologists for further assessment and follow-up service;
- (2) Consent from parents must be obtained prior to making referrals. Referral letters must be signed by heads of schools and include the personal particulars of the students concerned, the family and developmental

background, development of the case, behaviour analysis, support given and its effectiveness, reasons for referral and services required;

- (3) If it is necessary to refer students to the Educational Psychology Services Section of EDB, the referral form at Appendix 2 should be used by the student guidance personnel serving primary schools; secondary school social workers may either use the referral forms of respective social service organizations, or adapt the form at Appendix 2 for use;
- (4) Before making a referral, class teachers and the teachers concerned should gain an understanding of the students' adjustment problems and collect relevant information such as students' scores in dictation and tests, behaviour in class and extra-curricular activities. Then pastoral care/class teachers may interview the parents to understand their concerns while informing them of their children's academic and social adjustment. They may also offer advice and resources to address the parents' concerns;
- (5) Generally speaking, the specialists assess students' SEN through various means such as interviewing parents, teachers and students, conducting class observation, using questionnaires and administering individual student assessment;
- (6) As for students assessed to have SpLD, the educational psychologists (EPs) provide parents with a Summary of Assessment Findings to help parents understand the students' difficulties and educational needs. EPs also prepare assessment reports for the schools and the contents usually include assessment results and recommended follow-up actions. Parents /guardians may apply for a copy of this report under the Personal Data (Privacy) Ordinance;
- (7) Some students may have already received assessment provided by CAC or the Student Health Service. As a routine, these organizations forward the assessment summary to the respective schools for follow-up actions; and
- (8) When supporting students referred by the CAC for

follow-up, the school should seek to understand the case by approaching the parents and the teachers to obtain information about the students' learning and behaviour, so that support services can be provided in accordance with the students' needs. When further professional assessment or support is required, teachers may make referrals by following the procedures mentioned above.

### **Follow-up actions further to professional assessment**

- (1) The schools should first hold a Student Support Team meeting to co-ordinate the deployment of various resources and to formulate support plans. Teachers may refer to the sample in Appendix 3;
- (2) Through case conferences, educational psychologists (EPs) explain to teachers and parents the students' SEN and help them draw up support plans, EPs may refer the students to other organizations for services if necessary;
- (3) School personnel need to keep concise records of the consensus reached at the meetings. Copies of the records should be distributed to the participants, preferably including parents. These records should also be circulated among teachers concerned. Schools may refer to the suggested record format in Appendix 4;
- (4) At the beginning of a new school year, new teachers of the student concerned are advised to go through the student's assessment reports for better understanding of his/her SEN. Through case conferences, previous and new teachers of the student together set targets and formulate support strategies. On-going review on the progress should be conducted by the Student Support Team. Both internal and external resources should be co-ordinated to enhance the effectiveness of student support;
- (5) If students with severe or multiple disabilities cannot adapt to ordinary school life even intensive support is provided, they can be referred to the Special Education Support 2 Section of EDB for special school placement subject to the recommendation of specialists and parents' consent (refer to Parents Guide on Whole School Approach to Integrated Education for parents'.

choice on schools for their children).

- (6) Schools should transfer relevant information of the students with SEN (e.g. medical reports, assessment reports, learning records, support strategies) to the new schools concerned after obtaining parental consent. Schools are also advised to complete the recommendation form on special arrangements for Primary Six students in respect of the Pre-Secondary One Hong Kong Attainment Tests, so that the secondary schools may make appropriate arrangements. For details, please refer to the EDB Circular Memorandum entitled “Transfer of Information of Students with SEN” ( <http://www.edb.gov.hk> ); and
- (7) Teachers may refer to the “Understanding and Helping Students with Special Educational Needs ~ A Guide to Teaching” in providing support for students in learning, curriculum, assessment and social adjustment. ( <http://www.edb.gov.hk> )

[Path: Website of Education Bureau> Special Education > Special Education Resource Centre> Understanding and Help Students with Special Educational Needs ~ A Guide to Teaching]

For information on professional support provided by EDB and other organizations, please refer to Appendix 5.



## Chapter 5 Student Support Team

Schools are advised to set up a Student Support Team (SST) or designate an existing functional group to plan, implement and review student support services.

Schools need to understand how students' learning and adaptation are affected by their disabilities. Students may not be assumed that they have learning difficulties because of the impact of their disabilities. Schools provide support programmes and assistive facilities according to students' abilities and needs, so that they can learn in the least restrictive environment. In the course of planning, implementing and reviewing the support measures, schools should communicate and collaborate with parents, so as to provide the most appropriate support for the students.

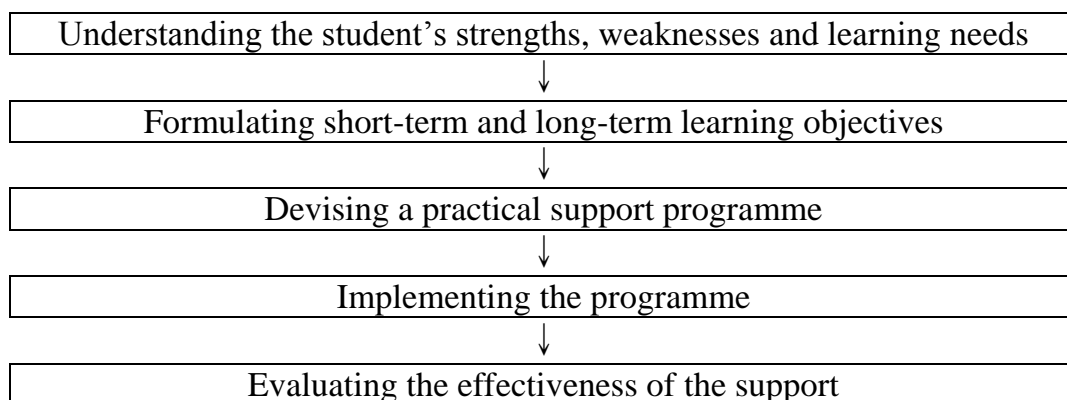
### 5.1 Constituents of SST

The SST may consist of the following members:

- Principal, vice principal or senior teacher as Co-ordinator;
- Class teachers and subject teachers of the students with SEN; and
- Curriculum development leaders, guidance teachers, school social workers; and if necessary, invite parents and EDB support officers/specialists to attend relevant meetings.

### 5.2 Main duties of the SST

- (1) To draw up support programmes and monitor the progress of the students according to the following procedures :



Please refer to Chapters 2, 6 and 7 for various intervention strategies

and support measures.

- (2) To keep a Student Support Register on the basic student data, learning progress and support measures for facilitating regular review. Please refer to Appendix 6 for a sample of the Student Support Register;
- (3) To provide necessary aids and equipment for students with SEN as early as possible. For instance, schools should install the necessary equipment for students with physical disability, hearing impairment and visual impairment right at the beginning of the school year. At the same time, schools should consider the school environment, including the design of the school premises and accessibility of the classrooms and toilets for these students; and
- (4) To keep assessment reports and relevant information of students systematically. Relevant school personnel, such as subject teachers, student guidance personnel or school social workers, are informed to access to this information when necessary. The SST are required to formulate appropriate guidelines and procedures for teachers and school personnel concerned to access to this information, so that they can understand the development of students and formulate relevant support measures for them.
- (5) To inform the parents concerned of the school contact persons for engaging in home-school communication and co-operation. Schools are required to inform parents of the support measures and their children's progress in schools. Please refer to Chapter 8 for the details of home-school co-operation.

### **5.3 Handling of Student Data**

For supporting students with SEN, SST is required to input student data into the Special Education Management Information System (SEMIS) of the Education Bureau (EDB). In tandem, to ensure that students with SEN will continue to receive suitable support upon their change of schools, schools have to transfer relevant information of these students to the recipient schools as early as possible to facilitate the schools to understand the students' specific needs and plan appropriate

support services for them. In this regard, schools should abide by the Personal Data (Privacy) Ordinance are required to obtain parents' prior consent for processing a student's SEN information as above. Please refer to Appendix 7 for handling Personal Data (Privacy).

With a view to streamlining the administrative procedure for smooth and timely transfer of information, the parental consent form (Appendix 8(i)) has been revised for use of all primary and secondary schools. Such consent is valid throughout the student's study in primary and secondary schools unless the parents withdraw such consent in writing. In this connection, a statement on the collection of personal information has been included in the parental consent form. The rights to request access and correction of the data as provided under the Personal Data (Privacy) Ordinance and/or withdraw the consent should be explained to the parents concerned. Upon signing of the revised parental consent form, the SST is required to register the parental consent status at SEMIS. In case of change in the consent status in future, the SST should update the relevant information at SEMIS promptly.

Subject to the parental consent obtained for transferring SEN information, the SST should send hard copies of the relevant information of their students with SEN (e.g. medical reports, assessment reports, succinct learning records and teaching strategy suggestions, etc.), together with the duly signed parental consent form under the enhanced arrangement, to the recipient schools within one month as far as practicable. For those P6 students promoted to S1 in secondary schools, such information should be sent to the recipient schools before mid-August. The sample letter (Appendix 8(ii)) is attached for reference.

Starting from 2013, for P6 students with SEN whose parental consent has been obtained using the revised consent form, basic SEN information of the students, i.e. their SEN type and tier of support required, will be transmitted through

SEMIS to the secondary schools where they are allocated through SSPA within seven working days after the SSPA allocation results are announced each year. This is to facilitate the recipient schools to plan support services for the students as appropriate. For those students who do not register with the schools they are allocated through SSPA, EDB will check their schooling status through the annual Enrolment Survey conducted in September every year and transmit their SEN information to the recipient schools through SEMIS in November.

Students admitted to S1 may be required to take the Pre-Secondary One Hong Kong Attainment Test (Pre-S1 HKAT) in the secondary schools where they are allocated. The proforma (Appendix 8(iii)) informing the secondary schools of the special arrangements made for the students with SEN to take the Pre-S1 HKAT should be completed and given to the parents concerned on or before the date of announcement of the SSPA results.

The SST should refer to the action list (Appendix 8(iv)) and the EDB Circular No. 9/2013 - Transfer of Information of Students with Special Educational Needs for the details of enhanced arrangement.

## **5.4 Deployment of Resources**

Schools should make good use of both internal and community resources, including the teaching staff, parents, other professionals, volunteers, facilities and community services. The SST may flexibly deploy additional funding from EDB to cater for individual differences and SEN by recruiting teaching/guidance assistants or purchasing professional services.

To enhance the support for teachers, the SST should build up resources to facilitate teachers to understand the special educational needs of students and formulate appropriate teaching strategies in the classroom. Besides, schools may establish a resource bank on the intranet for teachers' access.

EDB has been collaborating with the post-secondary institutes to develop various resource packages for teachers and parents to support students with SEN. Please refer to Appendix 9 for details.

## **5.5 Teacher Professional Development**

To enhance the effectiveness of the SST, the team should include teachers with SEN qualifications. Schools should encourage the SST members and other teachers to receive specific training geared towards the particular SEN of students in the school, resulting in the enhancement of professional capacity of the team.

EDB has put in place a teacher professional development framework on integrated education in the 2007/2008 school year. It is expected that in 5 years, at least 10% of teachers in a school will have completed the 30-hour basic course; at least three teachers will have completed the 90-hour advanced course; at least one Chinese language teacher and one English language teacher will have completed the thematic course on specific learning difficulties; and for other types of SEN that individual schools may have to cater for, at least one teacher should complete the related thematic course. For details, please refer to the EDB Circular No. 13/2007 which can be downloaded from the EDB webpage at <http://www.edb.gov.hk/UtilityManager/circular/upload/EDBC/EDBC07013E.pdf>

## **Chapter 6 Curriculum Accommodation and Differentiated Teaching Strategies**

According to paragraph 14 of the Code of Practice on Education (related to the Disability Discrimination Ordinance), educational establishments should actively observe whether students have difficulty in following the curriculum because of their disabilities. If so, accommodation should be considered in the form of tailoring the curriculum to meet the individual needs of the student. This means that the contents of and the teaching methods used in some of the subjects of the particular student may need to be adjusted.

Most of the students with SEN are capable of following the mainstream school curriculum. Teachers are advised to provide curriculum accommodation in accordance with the individual needs of the students in order to remove barriers to learning.

For students with severe learning difficulties, Individual Education Plans should be provided to develop students' multiple intelligence, so that students may make learning progress, have a sense of achievement and develop their potentials in academic and non-academic areas.

Schools are advised to provide students with appropriate support through a 3-tier support model.

### **6.1 Tier-1 : Quality Teaching**

Schools may refer to the “Catering for Student Diversity ~ Measures and Actions” under section 4.3 of Booklet 4 on “Basic Education Curriculum Guide - Building on Strengths” (2002) for quality teaching. The salient points are as follows:

- (1) Catering for Student Differences does not mean narrowing the differences among students. Rather, it is to find out the factors related to their poor performance and to help them learn better;

- (2) Enhancement of a student's learning motivation starts with the development of the student's positive self-image. The most effective way of boosting a student's self-esteem is to encourage him/her to develop their potentials and recognize their strengths and capabilities in different areas like sports and practical skills;
- (3) Teachers may employ a wide range of resources (such as magazines, characters, computers) in teaching rather than solely focusing on teaching with textbooks. Teachers can also help the student acquire wide learning experience so as to develop the student's multiple intelligence and potentials (particularly of those academic low achievers);
- (4) Schools may apply different modes of assessment to identify students' strengths, and devise suitable curriculum and teaching strategies for students based on the assessment results. If there are wide differences among students, the school should not apply standard assessment exercises to all. This is because frequent failures and lack of due recognition of personal efforts will adversely affect the students' morale; and
- (5) Effective learning and teaching strategies may include modifying the teaching approaches from the learners' perspective, cross-grade grouping, adjustment of the pace of learning, teaching in accordance with students' capabilities, and differentiated homework arrangements. *(For details, please refer to "Meaningful Homework - Consolidating Learning, Deepening Understanding and Constructing Knowledge" in Booklet 8 of "Basic Education Curriculum Guide Building on Strengths" (2002) and making use of information technologies as tools for learning).*  
(Refer to : <http://www.edb.gov.hk/index.aspx?nodeid=2400&langno=1> )

## 6.2 Tier-2 : Additional Support

Teachers may consider adopting the following strategies:

### (1) Small Group Learning

Some schools may group together students with similar learning needs and those sharing at least one common learning target. The common learning targets and strategies may be recorded in the education plans of these small groups;

**(2) Collaborative Teaching**

Collaborative teaching involves a teaching team formed by two or more teachers who prepare the lessons as well as teach the students together. This approach enables teachers to provide students with prompt support tailored to their needs. Common models consist of One-Teaching-One-Assisting, Co-teaching and Station-Teaching. Schools may select a few subjects for co-teaching and co-teaching sessions may constitute part or all lessons of these subjects;

**(3) Co-operative Learning**

Co-operative learning is to achieve group success through mutual support in each group. Competent students may act as “peer tutors”, so that they may develop leadership skills and sharpen their sensitivity to others’ needs. On the other hand, less able students may also be assigned the responsibilities within their ability level, so that they can play an active role in the group and make due contributions;

**(4) Whole Language Approach**

Things in our daily life such as students’ work, newspapers, magazines, advertisement and slogans can be adapted as learning materials to make learning more relevant to daily life. This strategy is particularly good for teaching writing skills. Teachers may encourage students to choose their favourite topics and express their creativity as far as possible. If students have difficulties in verbal expression, they may express through alternative means such as drawings, comics and homophones. This helps to avoid students’ frustration due to failure;

**(5) Differentiated Teaching**

Teacher should consider students’ learning abilities, interests and learning characteristics to provide them with systemic accommodations on teaching content, learning process and outcomes. The common 12 kinds of differentiation are listed as below :

Content : Students work on various aspects of the same subject matter;



- Interest : Design of classroom activities reflects students' own interests/experiences;
- Pace : Students work through materials at varying speeds; work is presented at varying rates;
- Sequence: Teaching content and classroom activities are broken down into a series of progressive learning tasks. When students come across difficulties at a task, the teacher may break down the task into smaller steps for them and make the students learn effectively;
- Level : Students work on similar concepts at different levels to reflect their own previous achievements,
- Access : Material is presented to students through varying modes, such as visual, aural, tactile, and various medium, etc.. For example, to enhance students' memory on the constituents of word through tactile means by writing words on sand. For the enhancement of students' comprehensive power on knowledge and skills, cognitive development and memory, teacher can use different materials, figures, IT, symbols, languages, etc.. These materials can also arouse students' interest and attention.
- Response: Students respond to similar activities in varying ways. Those responses may be the planned outcomes conducted by teachers or students' spontaneous ones;
- Structure : Work is presented in small, developmental steps or in conceptually related chunks; subject specific or integrated;
- Teaching: The ratio of teaching time to students' responses  
Time is 1:1; or extra time is allowed for further support;
- Teaching : Didactic, investigative or discursive modes  
Style may be adopted in teaching;
- Learning : Students' learning may be through listening,  
Style exploring and problem-solving;

Grouping : Students can be arranged into various grouping in learning, such as individual, pairs, groups, class, subject department or whole school.

**(6) Peer Tutoring**

Teachers may collaborate with guidance personnel in organizing learning groups or peer circles, so that students with different abilities may better understand each other, learn together, and help each other;

**(7) Develop Study Skills and Self-learning Abilities**

Teachers may teach students to organize the contents, objectives and priority of learning in a strategic way. These may include time management, note-taking, reading skills and examination skills etc. Moreover, teachers may also apply information technology to enhance students' motivation in learning and guide the students to learn at their own pace. This will facilitate the development of study skills and self-learning abilities; and

**(9) Teaching Resources**

EDB has been providing schools with various additional resources, such as teaching guidelines and packages, to support students with persistent learning difficulties. For details, please refer to Appendix 9. Teachers may refer to the exemplars contained in these guidelines and packages, and use them to provide learning support and diverse teaching activities for students, and remove barriers to their learning;

### **6.3 Tier-3 : Intensive Individualized Support**

Teachers may also draw up an “Individual Education Plan” for students.

- The target students are those assessed to be in need of intensive individualized support, after thorough discussion with parents and professionals in the SST;
- The focus may include behavioural/social skills, or basic language and mathematics learning; therefore,
  - it can take the form of **individual behaviour management plans** to help students with autism spectrum

disorders or attention-deficit/hyperactivity disorders ; or

- it can take the form of **individual learning plans** that focus on academic subjects. The contents should be derived from the syllabus of the regular class with differentiated activities and teaching materials which provide alternatives for the target students;
- Plans (at least parts of them) should usually be conducted in regular class settings; and
- Individual class teachers and subject teachers can always devise such differentiated teaching strategies and curriculum accommodation based on their expertise.

### **Long-term / short-term plans**

- Long-term / Annual Plan – establish long-term education goals, having regard to the expectations of parents, students and schools, and post-education options; and
- Short-term Plan – including short-term learning objectives, relevant teaching strategies, success criteria, and dates of review.

### **How to devise the plan**

- Plans should contain only the major short-term targets, strategies and dates of achieving the targets;
- Use simple and straight-forward words when devising the plans;
- Teachers should consider adopting diverse teaching strategies by employing suitable equipment and teaching materials (e.g. information and telecommunication technology);
- Plans should concentrate on up to three or four major individual targets so that the plans are tailored for individual needs of students and according to the priority of needs;
- Establish success criteria;
- In summary, plans should be:  
“**SMART**” i.e. **S**pecific

**Measurable**  
**Achievable**  
**Relevant**  
**Time-bound**

- Before the targets, add some positive phrases like “Classmate A will be able to achieve...at the end of the school term”;
- In addition to individual or group tutoring, schools may also consider:
  - Using different types of or additional learning materials or equipment;
  - Introducing group or individual peer support to enhance mutual support among students with similar needs; and
  - Strengthening the participation of parents and experts in drawing up support plans and monitoring the effectiveness of the plans.

### **Conducting “Individual Education Plans” ( IEP )**

- Progress of IEP should be recorded in the daily/weekly teaching plans prepared by teachers for classes, irrespective of whether the plans involve both teachers and students or students alone;
- Targets should be broken down into smaller steps so that students, parents and teachers can easily recognize the learning outcome;
- All personnel within the school who have contacted with the students should be informed of the individual targets and implement the strategic plans; and
- To ensure consistency in carrying out the plans, new personnel should be provided with relevant information of the plans when the students study in another class or school.

Please refer to samples of “IEP” at Appendix 10.

### **Monitoring and Reviewing IEPs**

- IEPs should be reviewed regularly;

- Effectiveness of IEPs should be assessed at least twice a year;
- Parents' opinions towards the learning progress of their children should be included in the review;
- Schools should involve students in drawing up and reviewing the learning targets as far as possible;
- Despite the regular reviews conducted on IEPs, teachers are still required to monitor the effectiveness of their teaching strategies adopted in class teaching and ensure that the students are able to understand the additional or different teaching contents provided by teachers during lessons;
- If the student shows satisfactory progress after two reviews have been conducted, teachers may prolong the interval between reviews. If the students consistently show satisfactory progress, it may imply that they no longer need any intensive individualized support; and
- Schools should keep proper records of IEPs and the related reviews.

## **Different Ways of Measuring Student Progress**

### **For example**

- whether the gap between the classmates and his/her academic performance has been narrowed/widened;
- though the student's progress is still behind that of the majority in class, whether the student's performance is close to that of other classmates at the same baseline when joining the same support group;
- whether the student's progress is similar to or better than his/her previous performance;
- whether the student still needs tailor-made learning programme after receiving remedial support; and
- whether there is any improvement in behaviour, social or inter-personal skills.

## **6.4 Illustration of 3-Tiered Support**

If a student receiving Tier-2 support for a certain period

of time does not show any progress, schools may liaise with the educational psychologist concerned to formulate Tier-3 support and devise an IEP for the student.

When the student consistently shows satisfactory progress, the SST can restore the Tier-2 support after discussing with the parents and student concerned.

The following examples are for common cases:

### **Example 1: Support for students with AD/HD**

#### Measures for Tier-1 Support

- let the students sit in the front row and remind them to keep their desks tidy so as to minimize the source of distraction;
- may touch the students' shoulders or knock slightly on their desks to arouse their attention when they are unattentive during lessons;
- should give clear and specific instructions; repeat the instructions if necessary so as to ensure the students' understanding;
- keep eye-contact to draw the students' attention while talking to them; may ask them to repeat the salient points of the instructions in order to ensure that they understand the instructions;
- find out the students' strengths and let them participate in sports activities to exhaust their energy;
- break down the homework into small independent tasks and let the students complete them step by step;
- let the students extend their potentials through co-operative learning and project learning.

When the students do not show improvement in the above Tier-1 support measures, the SST should discuss with the teachers concerned to escalate to Tier-2 support while Tier-1 support measures are still provided concurrently.

#### Measures for Tier-2 Support

- Draw up behaviour contracts with the students to let them develop self-control skills and ways to express

their feelings. The class monitors may assist in monitoring the students' progress;

- establish an award scheme for reinforcing the students' positive behaviours;
- let the students join the behaviour support groups to develop self-control skills, e.g. take a deep breath when getting angry, relax, count numbers in a descending order, stop and think, take a wider view, drink a glass of water, and stay in the corner or leave the classroom in order to calm themselves down whenever they are about to throw tantrums. The teacher should reason with the students only after they have calmed down;
- keep in close contact with the students' parents for consistent behaviour management at home and school; and discuss with parents on the students' reaction to medication; and
- apply peer pressure properly; arrange the nearby students to remind them to write their school diary and hand in their homework properly.

### Measures for Tier-3 Support

If the students still show serious attention deficit, the school may provide more intensive individualized support measures and formulate IEPs for them. Please refer to the sample IEPs at [Appendix 10\(ii\)](#).

When the students show satisfactory progress consistently, the support measures provided can be restored to Tier-2.

### **Example 2: Support for students with ASD**

#### Measures for Tier-1 Support

- As many students with ASD have strong abilities on visual identification, teachers may adopt thinking tools and organizers such as mind maps and concept maps to help consolidate their learning;
- Use simple, clear and concise instructions. If necessary, repeat the instructions to ensure that they understand the instructions; or

- Employ various assessment methods, e.g., let the students demonstrate their strengths and enhance their self-esteem through project learning.

When there is no improvement and the students with ASD cannot get along or have frequent conflicts with peers, the SST should consider providing Tier-2 support. Concurrently, Tier-1 support measures are still provided.

### Measures for Tier-2 Support

- Draw up behaviour contract with the students for their improvement of self-control and ways of expressing emotions. The class monitors may assist in monitoring the students' progress;
- Enhance students' social and communication skills through small group training and appropriate feedback;
- Assign the students with ASD to be peer tutors and assist the lower form students to solve the problems in mathematics. This can demonstrate their strengths and reinforce the skills learnt in their social skills training groups; or
- Co-teaching may be adopted in science laboratory lessons. The teaching assistant may help the students to collaborate with others in a small group.

### Measures for Tier-3 Support

If the students still have frequent conflicts with other students after the provision of Tier-2 support for a period of time, the SST should discuss with the parents and students concerned to escalate to Tier-3 support and formulate IEPs for them. Please refer to the relevant sample IEPs at Appendix 10(iii).

When the students consistently show satisfactory progress, the support measures can be restored to Tier-2.



### **Example 3: Support for students with ID**

As the students with ID always show significant difficulties in learning, support measures from Tier-1 to Tier-3 are provided after the SST's deliberation.

#### **Measures for Tier-1 Support**

- Employ diversified teaching strategies to help the students understand abstract instructions to enhance the effectiveness of teaching. For example, using real objects and gestures as aids to supplement verbal instructions and provide visual cues, etc.;
- Help the students concentrate through seating arrangement, e.g. arrange the students to sit near the teachers and away from doors or windows;
- Praise the students in the lessons in order to enhance their self-image, initiative and motivation to learn.

#### **Measures for Tier-2 Support**

- Find out the core content that is closely related to the students' daily life for teaching in each subject through curriculum tailoring, so as to increase their participation in classroom learning;
- Make use of multi-sensory teaching, such as visual, auditory and tactile means, etc. to help students understand the content;
- Help students consolidate what they have learnt in lessons with appropriate homework accommodation and remediation after school;
- Employ diverse question types, provide appropriate prompts to aid the understanding of the questions, and allow different ways of answering so that the objectives of assessments are achieved;
- Provide the students with remedial support groups, such as social skills training group, speech therapy and

paired reading scheme, etc.

### Measures for Tier-3 Support

If the students cannot grasp the basic content of some subjects, or show inadequacy in self-care skills and social skills, the SST should consult the EP and discuss with the parents and students concerned for formulating relevant IEPs. Please refer to the relevant sample IEP at Appendix 10(iv). At the same time, the support measures of both Tier-1 and 2 should to be provided continuously.

## **Chapter 7      Assessment Accommodation**

Section 17.1 of “The Code of Practice on Education” related to the DDO (The Disability Discrimination Ordinance) states, “Educational establishments should ensure that their assessment mechanisms do not discriminate against students with disabilities. Teachers are advised to use a number of assessment methods in order to allow students, including those with disabilities, to display their competencies”; Section 17.3 states, “Educational establishments should critically review their assessment methods adopted to ensure that they serve the purpose of the assessment”; and Section 17.4 states, “Sometimes the curriculum for students with disabilities is tailored in order to meet their individual needs.....The content as well as the method of assessment should also be adjusted having regard to the tailored curriculum.”

### **7.1 Formative Assessment**

Assessment is an indispensable part of the learning and teaching process. Formative assessment refers to the ongoing assessment of pupils' learning and progress throughout the course. It can also help teachers adjust teaching methods or contents and formulate the learning targets in accordance with students' performance. Schools may formulate various assessment accommodations to address the needs of individual students instead of adopting one type of assessment for overall students. The assessment accommodations designed for individual students including oral test and examination, project learning, learning profiles, presentation with pictures or charts instead of written presentation, students taking assessment to each other or self-assessment etc. can be adopted to collect the evidence of students' learning outcomes. As a result, students' learning motivation is sustained by success experience in the learning process. Hence, the daily formative assessment in school may vary widely according to the individual needs of students. For example, dictations can be so individualized as to enhance the student's understanding of his own progress (that is, for self-comparison).

## **7.2 School Internal Summative Assessment**

Summative assessment is used for measuring what a student has learned at the end of the learning and teaching process, and let the student know how much has been achieved and the difference compared with other students (compared to the achievement of others). It can be conducted in the middle or at the end of the school year. Therefore, the accommodation for summative assessment should be conscientious and follow the principle of fairness. Schools may not adopt multiple test papers as the assessment accommodation because the assessment objective and content should not be altered. For example, schools should not read the test papers to the students in language subject examinations, nor allow students to apply spell-check function during writing skills examination. Schools should not reduce the difficulty level of the examination paper by providing words for students to choose from. Such practices are direct alterations to the content and objectives of the assessment. If schools have made such alterations, they should indicate the difference on the student report card, and hence their examination results are not comparable to that of other students.

Some forms of assessment accommodation are suggested below:

### **(1) Design of examination papers**

- For comprehension-type questions, teachers should place respective parts of questions and answers on the same page or place them on two separate sheets in juxtaposition to facilitate reading; and
- If the assessment aims at testing understanding instead of language skills, use simple and concise words in questioning, so that students can comprehend the questions easily.

### **(2) Time arrangement**

- Students with dyslexia or intellectual disability may be given extra time in the examinations;
- For students with hearing impairment, intellectual impairment, autism spectrum disorder or speech and language impairment who have difficulties in

processing information, if the assessment involves receptive and expressive communication skills, the teacher should adjust the speed of playing the audiotapes. The teacher should also find out if the student's difficulties are due to cognitive problems or just communication difficulties; and

- In oral examination, longer response time may be allowed for students with communication difficulties and allowance should be given to misarticulation of words.

### (3) Exemption for parts of the examination papers

- For instance, teachers may exempt students with severe and profound hearing impairment from listening comprehension examinations or Putonghua examinations; exempt students with physical disabilities from physical education assessment; or do not count the dictation scores of students with dyslexia; and
- If part of the examination paper is exempted, schools may project students' total marks based on the parts tested; but the teacher needs to note that the proportion of the exempted parts should not be excessive.

### (4) Other special arrangement

- General special examination arrangements include the provision of technical aids, appropriate examination settings, seating arrangement, allowance of extra time for taking the examination and intermission.

Regarding the suggestions on school internal assessment accommodation for students with SEN, please refer to the document on special arrangement on school internal assessment for students with SEN (Chinese version only) available at the Education Bureau's website:

[http://www.edb.gov.hk/FileManager/TC/Content\\_3296/SpecialExamArrangement\\_04012011.pdf](http://www.edb.gov.hk/FileManager/TC/Content_3296/SpecialExamArrangement_04012011.pdf)

### **7.3 Public Examinations**

Schools should pay attention to the correspondence issued from the Hong Kong Examination and Assessment Authority (HKEAA) regarding the deadline of application for sitting the examinations and special arrangements for the candidates with special needs. During the application, schools should attach the valid documents with professionals' recommendations, including the up-to-date documents issued from the Hospital Authority, Department of Health, Education Bureau, registered doctors or specialists (such as audiologists, speech therapists or educational psychologists) to certify the candidates requiring special needs. The school is also required to submit the relevant reference, if any, on the past special arrangements of the examination made for the students. For details, please refer to the HKEAA leaflet on Providing Services to Candidates with Special Needs. This leaflet can be accessed through the HKEAA website: [http://www.hkeaa.edu.hk/en/Candidates/Special\\_Needs\\_Candidates/](http://www.hkeaa.edu.hk/en/Candidates/Special_Needs_Candidates/)

### **7.4 Parent Participation**

- (1) The school should consult both the teachers and the parents in full details on the special examination arrangements to be made;
- (2) Through the SST meetings, the specialists, teachers concerned and student's parents can make joint decisions and conduct regular reviews on the special examination arrangements to be made for the student during internal examinations. The resolutions and suggestions should be documented for the reference of the departments concerned; and
- (3) The school should take notice of the special examination arrangements for students with SEN sitting for public examinations as provided by the Hong Kong Examinations and Assessments Authority and inform parents of the relevant procedures so that they can collect the required information at an early stage.

Schools should apply for assessment accommodation for

the student in need before they sit for the public examination. For details, please visit the webpage of the HKEAA for the information contained in “Providing Services to Candidates with Special Needs” and “Providing Services to Candidates with Specific Learning Disabilities”. (<http://www.hkeaa.edu.hk>)  
[ Path : web page of HKEAA > HKCEE > Services to Special Needs Candidates ]

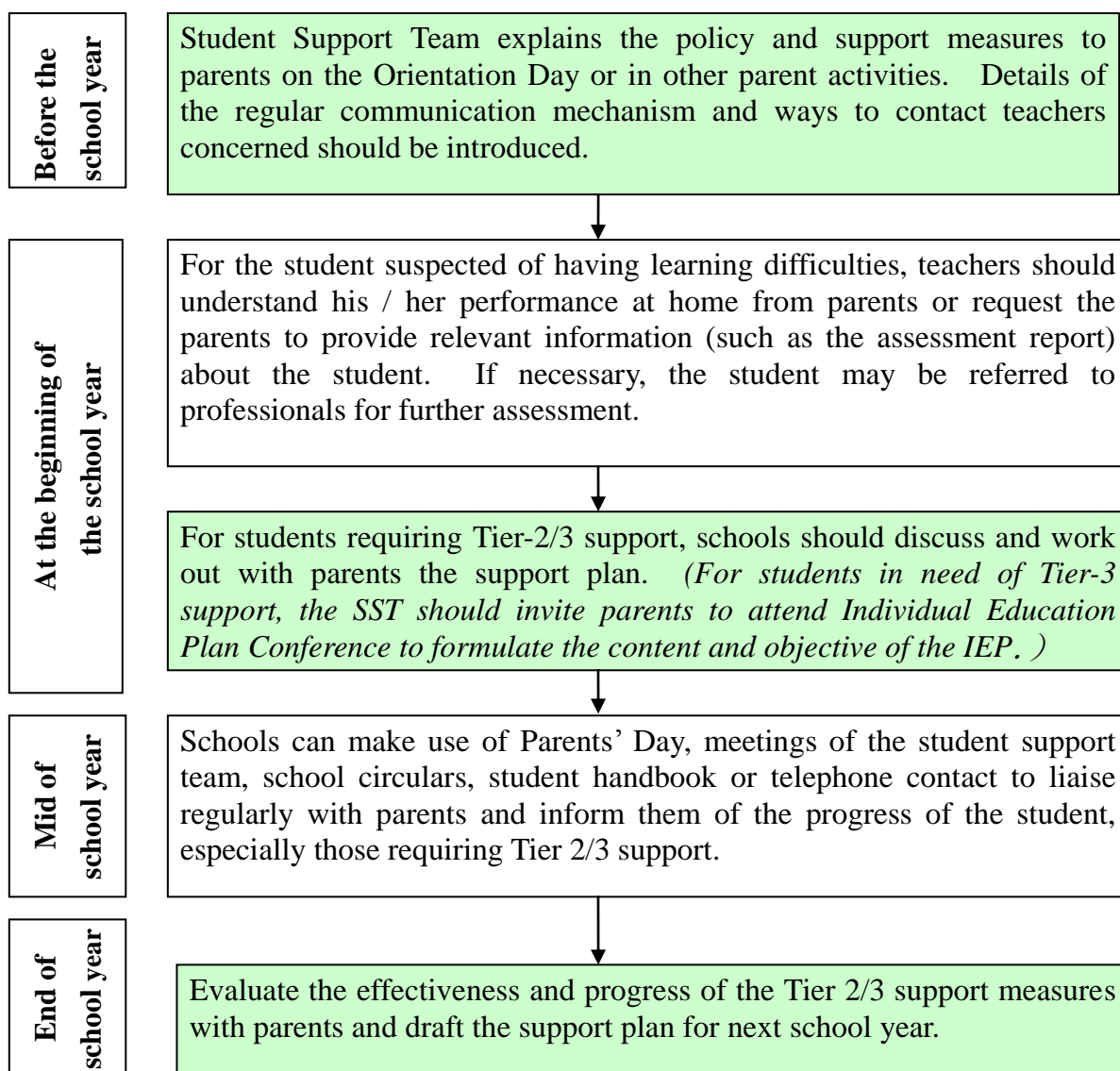
## **7.5 On-going Reviews**

- (1) Schools should review the accommodation measures from time to time. For example, a Primary One pupil may require someone to read aloud the questions at one time. However, this pupil may not require such assistance in the long run; and
- (2) Secondary school teachers should progressively bring in line the school-based assessment accommodation approaches with those permitted in public examinations (under the principles of fairness and justice) about one year before the students attend the public examinations, in order to help them gradually get accustomed to the changes.

## Chapter 8 Home-School Co-operation

### 8.1 Regular communication mechanism between schools and parents

Schools and parents should try to understand each other's roles and responsibilities in the implementation of Integrated Education and proactively engage in home-school communication and co-operation for appropriate support to students with SEN. Schools should establish a regular communication mechanism with parents to let them understand the SEN of their children, encourage them to take part in the planning of intervention programmes, evaluate the progress and the effectiveness and provide similar support for the students at home. Please refer to the flow-chart below for the regular communication mechanism between schools and parents:





## 8.2 Facilitating Student and Parent Participation

Schools should involve parents and students in the entire process of the support programme. Through such participation, parents and students would feel that their views are heard and respected. This would enhance the effectiveness of support programme. Teachers may consider the following suggestions :

- (1) Teachers should take the initiative to explain to the parents about the school support policies and measures for students with SEN, so as to avoid unnecessary worries and misunderstanding;
- (2) When discussing with parents on the support measures for students with learning difficulties, teachers may adopt an understanding attitude to solve the problem together as well as encourage parents to express their opinion and worries openly;
- (3) To learn from parents the needs of a student, teachers should gather information or documents such as the student's previous learning records, school reports, medical record and assessment reports from the specialist(s) etc;
- (4) The interview should be held at an appropriate venue and time, to avoid embarrassing the students/parents and upkeep the principle of confidentiality;
- (5) Having identified the crux of the problem, teachers should prepare the intervention plan, including curriculum and teaching accommodations, in collaboration with parents and relevant teachers;
- (6) Keep parents informed of the communication mechanism and contact methods between schools and parents, including class teachers, guidance teachers and social workers, as the basis of mutual collaboration; and
- (7) With regard to the quantity and quality of homework, teachers could try to understand how students handle their homework, so that accommodation can flexibly be provided. For details of the principles and strategies of setting homework, please refer to the leaflet "Whole School Approach - Principles and Strategies for Setting Homework" prepared by the Education Bureau. (Available at the homepage of the EDB: <http://www.edb.gov.hk/>)

【Path : web page of the Education Bureau > Special Education > Special Education Resource Centre > Publication & Reports > Information Sheets on Homework and Assessment Policies (Homework Setting)】

### 8.3 Mediation Mechanism

EDB has established a 3-tier mediation mechanism to assist schools and parents in settling disputes, and to safeguard equal opportunities in education for students with disabilities. The arrangement is as follows:

- (1) School-based Complaint Procedure: parents and schools resolve a dispute through negotiation at school level;
- (2) Mediation Mechanism of EDB: if the parents and schools fail to reach a settlement, the case can be put up to the corresponding Regional Education Office (REO) of EDB. The REO officers will arrange a mediation meeting for the two parties to work out a solution to the dispute;
- (3) Case Study Group: if the dispute cannot be resolved, EDB will approach the Advisory Panel on Mediation Mechanism under DDO to form a Case Study Group. The Group will review the case in an objective and fair manner, and will put forward a mediation proposal to EDB.

Over the past years, there has been little dispute over equal opportunities and the few cases were settled through negotiation between the parents and schools. Please refer to Appendix 11 for details of the mediation mechanism.

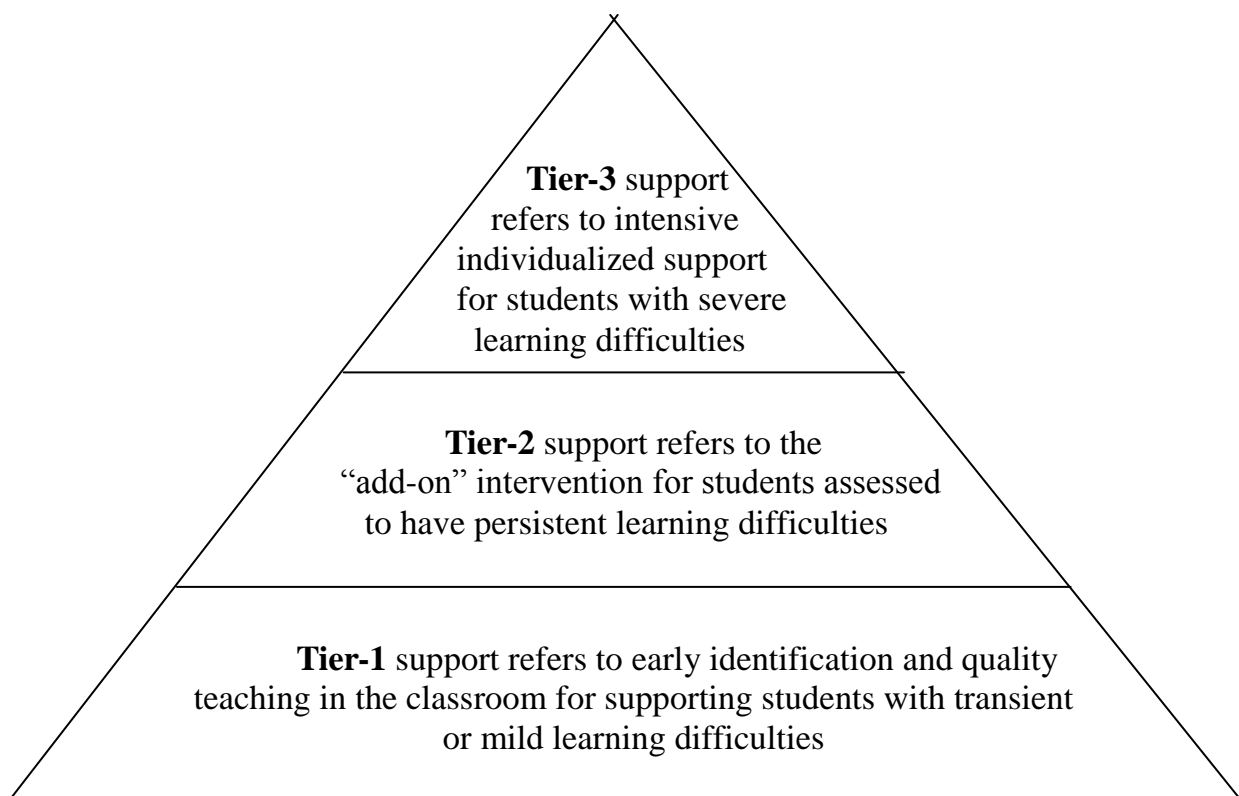
### 8.4 School Transparency

In order to enhance the school transparency, the school should inform its stakeholders, including parents, the support measures for students with SEN. The school is required to report its SEN policies, additional resources and support measures on Integrated Education in its Annual School Report. Please refer to Appendix 12 for details. The school should upload such information of SEN support onto the school website and the School Profile for public access.

## Chapter 9 Use of Resources

### 9.1 Flexible Deployment of Resources

In order to provide appropriate support to cater for students with SEN, schools are advised to adopt the following 3-tier support model:



<b>Tier-1 support</b>	Schools can use the screening tools developed by EDB for early identification of students’ learning difficulties. Basic resources such as the Capacity Enhancement Grant, additional teachers for language teaching, curriculum development and student guidance personnel/social worker may be deployed. Teachers should also pursue continuing professional development for quality teaching in the classroom and early intervention of learning difficulties.
<b>Tier-2 support</b>	Schools can use the additional resources to provide support services to the students assessed to have persistent learning difficulties. The resources for primary schools include Intensive Remedial Teaching Programme, Learning Support Grant

	<p>and Enhanced Speech Therapy Grant. For secondary schools, the resources include additional teachers for schools with a large intake of Territory Band 3 and bottom 10% junior secondary students starting from the 2006/07 school year and the Learning Support Grant for Secondary School since the 2008/09 school year.</p> <p>Schools can flexibly and strategically deploy these additional resources for supporting students with persistent learning difficulties in classroom learning through, for example, curriculum adaptation and tailored exercises, assessment accommodation, small group learning, pull-out remedial programmes or study skills training etc. Schools should assign a Student Support Team to plan and co-ordinate the implementation of the Whole School Approach to student support.</p>
<b>Tier-3 support</b>	<p>It targets at a relatively small number of students who need highly intensive support. The support measures for both primary and secondary schools include the “Whole School Approach to Integrated Education Programme” and the Learning Support Grant (basic provision of \$120,000 for the first 1-6 students requiring intensive individual support, and \$20,000 per student for the seventh and more students).</p>

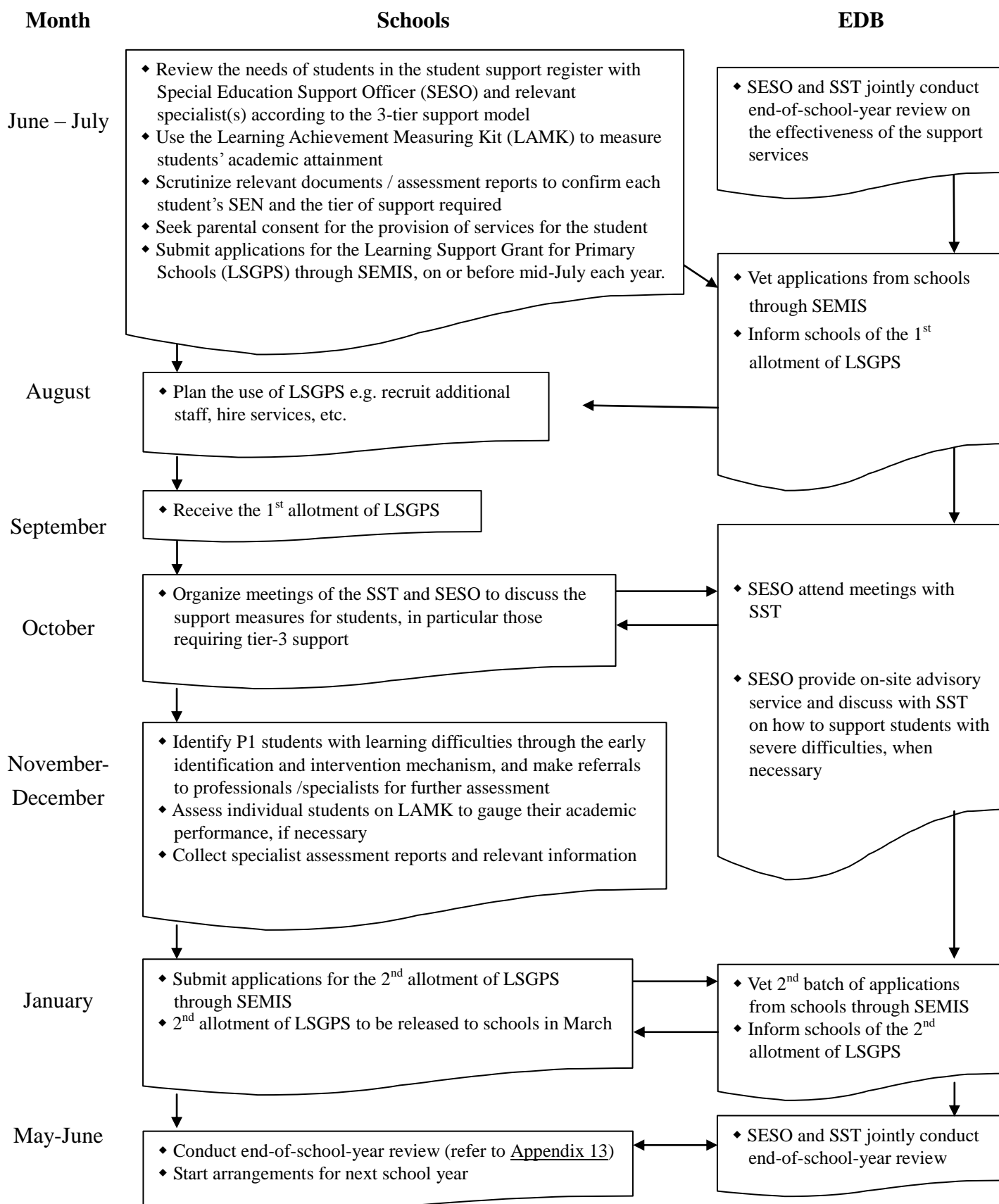
Currently, EDB provides various funding and services for both primary and secondary schools which have students with SEN. Schools can flexibly and strategically deploy the various grants to provide more comprehensive services for the students through the 3-tier support model.

In fact, it is essential to develop an inclusive school culture through the joint efforts of school personnel, students and parents. This kind of comprehensive student support is more valuable than monetary resources.

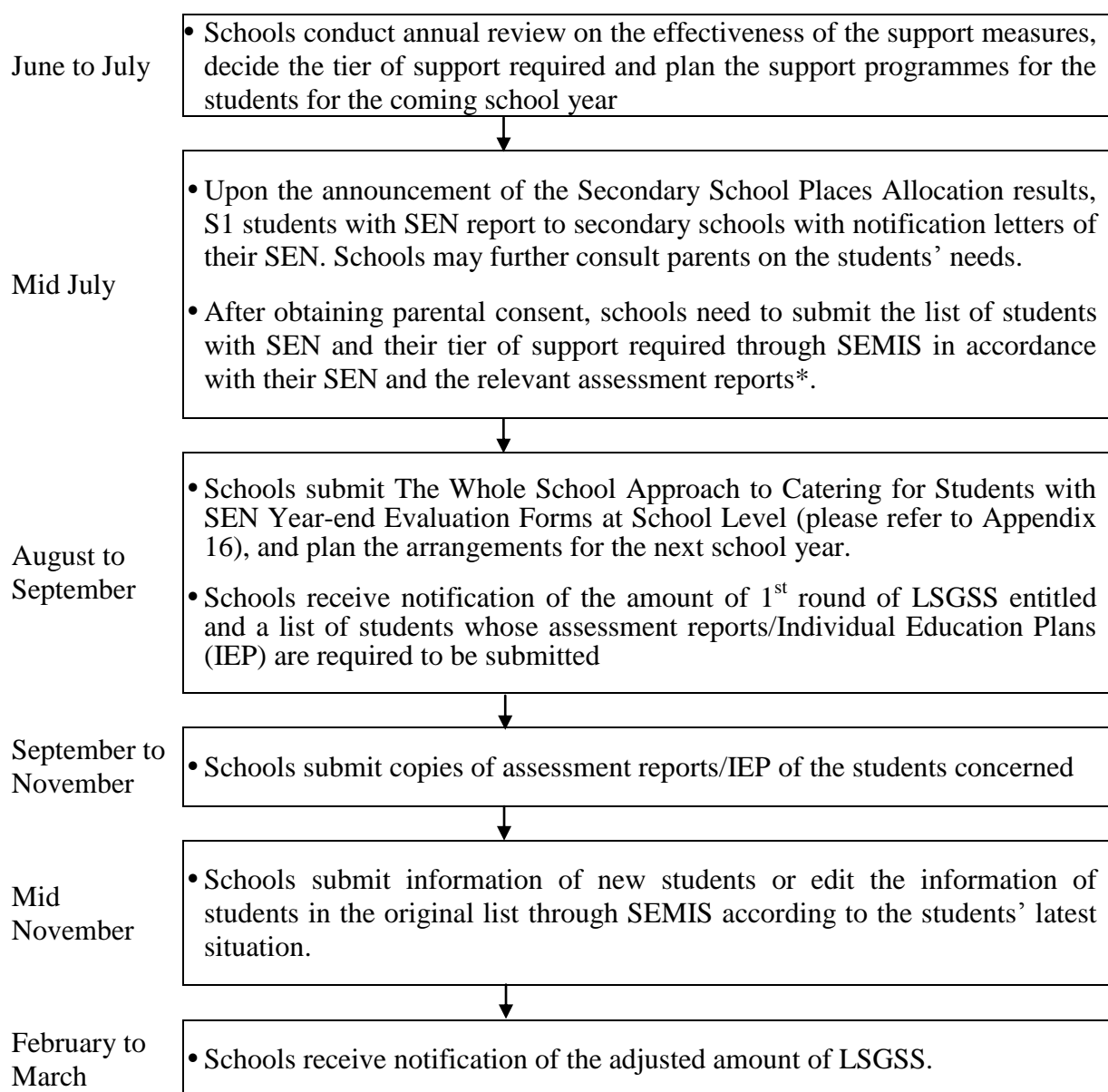
Over the past decade, many successful cases showed that schools could cater for students with SEN more effectively through tapping the resources available in the community and the school (including parents, volunteers and students, etc.), as well as systematic enhancement of teachers’ professional capacity.

## 9.2 Procedures of School Applications for the Learning Support Grant

### ( 1 ) Primary Schools



## ( 2 ) Secondary Schools



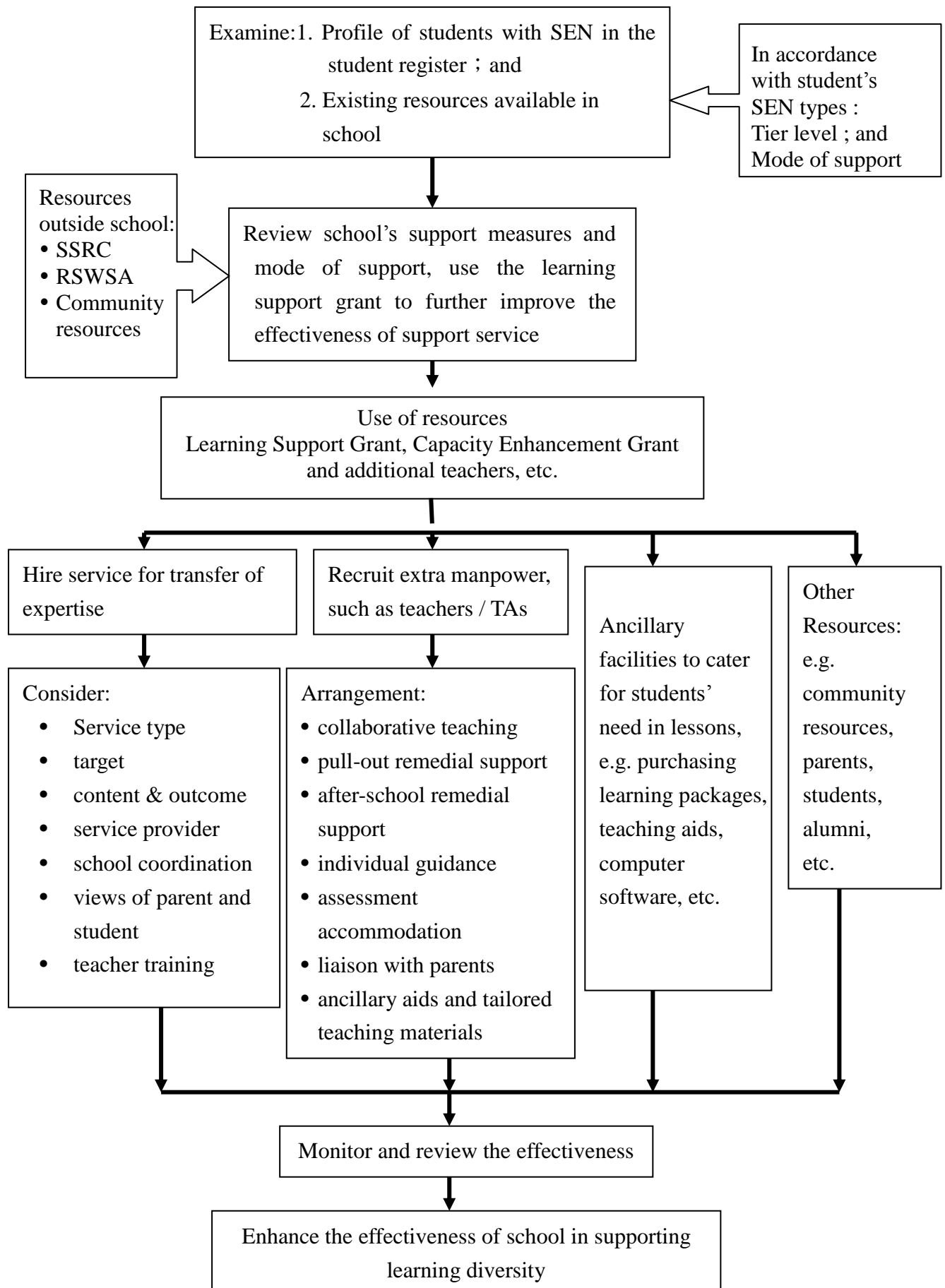
Please note the following :

- As the LSGSS has been subsumed in the Direct Subsidy Scheme (DSS) unit subsidy, schools participating in the DSS do not required to submit application.
- Schools with junior secondary classes operating on a per capita subvention mode do not need to apply for LSGSS for the classes concerned because the LSGSS will be subsumed in the respective unit subsidy.
- Schools participating in the Integrated Education Programme will automatically phase out from the Programme if they apply for the LSGSS. EDB will contact individual schools to discuss the migration arrangements.

\* Schools need to collect relevant information of the students who are suspected to have SEN and submit them to educational psychologists/ specialists for further assessment (The assessments are generally completed within nine months).

### **9.3 Effective Use of Resources**

For planning and providing comprehensive support measures to students with SEN, schools should review and streamline their resources by deploying various grants and additional allocations, such as the Learning Support Grant, Capacity Enhancement Grant, and additional teachers, etc. Schools should also establish a mechanism to monitor and review the effectiveness of the support measures so as to enhance their effectiveness. Please refer to the flow-chart below and Appendix 15 for details.





## Chapter 10 Regular Progress Review

### 10.1 Interim/Year-end Review

In order to set targets for further improvement, schools should conduct regular interim and/or annual reviews. This aims to keep on improving the operation of the Whole School Approach and provide more comprehensive support for the students through synergy effect.

At the end of each school year, schools are required to review the student progress and collect the comments and suggestions of parents on the school support measures for the students with SEN. Schools may gather and compare the students' overall performance and review the effectiveness of all support measures so as to formulate the support mode for the next year. Please refer to Appendix 13 or Appendix 14 (for primary school and secondary school respectively) for the content of evaluation on individual student.

### 10.2 School Self-evaluation

Under the School Development & Accountability Framework, schools are required to conduct regular school self-evaluation. Schools need to define success criteria for the planned inclusive practices to facilitate regular review and improvement of the support measures. Schools may refer to EDB's "Performance Indicators for Hong Kong Schools" and the "Catering for Student Differences ~ Indicators for Inclusion". (website: [http:// www.edb.gov.hk/](http://www.edb.gov.hk/) )

[Path: Website of Education Bureau > *Kindergarten, Primary and Secondary Education* > *Quality Assurance for Schools* > *Performance Indicators and School Self-evaluation Tools*]; or

[Path: Website of Education Bureau > > *Special Education* > *Support Services* > *Support Services in Ordinary Schools* > " *Catering for Student Differences ~ Indicators for Inclusion*"]

At the end of the school year, schools should conduct reviews on the Whole School Approach to integrated education, the performance of the students concerned, inclusive policy, school culture and practices. Schools are required to complete a school self-evaluation form and fax to EDB before 31 August of each year. Please refer to Appendix 16 for the details of this evaluation form.

# **Chapter 11 Further Studies and Career Pathways for Students with SEN**

## **11.1 Completion of Schooling**

Students with SEN require more assistance in their choice of further studies and careers, in view of their personal capabilities and psychological needs. Schools should establish a mechanism to provide students with SEN, who will soon complete their schooling, and their parents with appropriate guidance in further studies and careers, so as to help these students transit to the adulthood stage. We have the following recommendations :

- Career guidance teacher and social worker should introduce appropriate further studies and career pathways to students with SEN and their parents in consideration with the students' abilities, aptitude and interest. They should let the students understand the requirements of the relevant training/work, encourage them to express their wills and assist them to choose a pathway which suits their abilities and needs;
- Schools should discuss with students with SEN and their parents on their further studies, vocational training, employment and other services arrangement early;
- When a student is offered a place by other educational / vocational training institute, the school social worker should obtain consent from parents and the student, and refer him/her to the student guidance section of the institute concerned, so as to ensure the provision of early support;
- Remind the students and parents to collect and prepare the documents required for further studies, employment or other services as well as submit the applications on time;
- If necessary, schools may arrange the students and parents concerned to visit the relevant institutes or organizations, prepare them for interviews or participate in the "Job Trial Programme" so as to help the students grasp the related skills; and

- If necessary, schools may refer those students who want to work to the relevant organizations, such as the family service centres at their own districts, the Selective Placement Division of the Labour Department, etc. for supported employment and related services.

## **11.2 Exit Pathways for Students with SEN**

Similar to other students, students with SEN may pursue further studies or start working after they have completed the secondary level. If they cannot continue to study in the bachelor's degree courses after the Hong Kong Advanced Level Examination (HKALE) / the Hong Kong Diploma of Secondary Education (HKDSE) Examination, nor get a Secondary 6 place after the Hong Kong Certificate of Education Examination (HKCEE), they may consider the following pathways in accordance with their interests and expectations:

- To take a second attempt in the HKCEE / HKALE / HKDSE (The last round of the HKCEE and HKALE is scheduled for 2011 and 2013 respectively. Schools should assist students in the transition to the New Senior Secondary academic structure and sit for the HKDSE);
- To take up other courses, such as sub-degree programmes (only applicable to S.7 students); certificate, diploma and higher diploma courses organized by Chu Hai College of Higher Education, YMCA College of Continuing Education and other institutes or Youth Pre-employment Training Programme;
- To participate in the apprenticeship schemes or pre-employment vocational training organized by Vocational Training Council (VTC)\* / Hong Kong Institute of Vocational Education (IVE), Construction Industry Council Training Academy and Clothing Industry Training Authority. The institutes provide a wide variety of certificate, diploma and advanced diploma courses, etc. on a full-time or part-time basis for S.3, S.5 and S.7 school leavers. ( \* Special admission is offered to students with disabilities, including hearing impairment, visual impairment, physical disability, speech impairment, intellectual disability, mental illness, autism, visceral disability / chronic illness, specific learning difficulties, or attention deficit / hyperactivity disorder ) ;

- To seek assistance from the Selective Placement Division of Labour Department for open employment (The department concerned provides employment service to job seekers with disabilities, assist them to secure jobs that best suit their abilities, skills, qualifications and experience, with the ultimate aim of integrating them into the community and helping them to be financially independent). For details, please refer to the following website: [http://www2.jobs.gov.hk/iSPS/download/publications/english/SPD%20Service%20leaflet\\_English.pdf](http://www2.jobs.gov.hk/iSPS/download/publications/english/SPD%20Service%20leaflet_English.pdf) ;

Moreover, more references for further studies and career pathways can be found on the following website: <http://www.edb.gov.hk>

**【Path : Our services to Students and Parents > Services > Placement Assistance > Pathways for further studies and returning to school】** or <http://www.edb.gov.hk/index.aspx?nodeID=3855&langno=1>

If the students' disabilities are severe and require more support on further studies and careers pathways, schools may refer those students aged 15 or above to the following non-government organizations:

- Skills Centres of Vocational Training Council;
- Hin Dip Centre of Fu Hong Society (for development and support for persons with autism);
- Caritas Community & Higher Education Service;
- Sunnyway – On the Job Training Programme;
- Integrated Vocational Rehabilitation Services Centre; and
- Organizations that provide on-the-job training programmes for persons with disabilities.

For details of the related organizations, please refer to Appendix 17.

## **Case Illustrations of Integrated Education**

We hope that with the illustrations from the following real cases, school personnel could better grasp concrete ways of implementing the five principles, namely early identification, early intervention, Whole School Approach, home-school co-operation and cross-sector collaboration.

[A student with profound hearing impairment was studying in a secondary school in Shatin District. Due to his hearing impairment, his academic performance was far behind that of his classmates despite making much effort. The school accepted and understood his needs, and provided counseling and learning support. He was also encouraged to develop his potentials in sports. Recently, the student excelled in several sports events. The success had greatly enhanced his self-image and self-confidence in learning.]

[The parent of a child with profound hearing impairment sent his daughter to an ordinary primary school after her cochlear implant surgery. To effectively support this pupil, the Education Bureau advised the school on relevant support strategies. She was assigned a seat in the front row of the classroom. Teachers used the FM System in class teaching so as to enhance her hearing. The school arranged a resource teacher and a subject teacher to conduct co-teaching in class. During the remedial session, the resource teacher enhanced the girl's reading and writing ability through study skills training. The school also provided social skills training to improve her communication with classmates. The teachers even invited her to distribute meal boxes during lunch time so that she could have more contact and communication with her classmates. These various support measures had effectively included the pupil in the school community, and her academic performance also showed improvement. Her high motivation in serving classmates and her positive learning attitude won appreciation from her teachers.]

[A primary school in Chai Wan District prepared a booklet on speech therapy. The contents include basic information on

speech therapy, such as the characteristics of speech impairment, tips for correcting “lazy” articulation and protecting one’s voice. This had enhanced the understanding of speech therapy by all the students, parents and teachers and had also facilitated cross-sector collaboration in the Whole School Approach to developing an inclusive school culture.]

[As part of the whole school “Ambassador of Courtesy” activity, a primary school in Tuen Mun District requested its school-based speech therapist to deliver a talk on “words of courtesy” during the afternoon broadcasting programme at school. This event aimed to enhance the social and communication skills of pupils with speech impairment, facilitate social inclusion, and consolidate the understanding / usage of appropriate words. ]

[Two years ago, nine pupils with autism spectrum disorders were admitted to a primary school on Hong Kong Island East. Due to the lack of experience, the teachers had difficulties in managing these pupils’ emotional and behavioural difficulties. Later, with the support from a special school cum resource centre, the school launched several training programmes for teachers on how to help pupils acquire basic social skills and express their emotion through the use of social stories and visual cues. Since then, teachers were no longer in difficulties. In addition to launching relevant programmes, teachers from the special school were invited to take part in the school’s teaching activities as well as class observation for sharing of relevant skills. ]

[A school in Yau Tsim Mong District promoted whole-person development by organizing various thematic activities on “not bad, not stupid, but lovely”. For example, the “Kick out emotions” programme provided training on self-discipline and self-control for these emotionally disturbed students; the “Sing the Rainbow” Choir helped students with poor academic performance and emotional problems to build up their self-confidence; “Dialogue with the heart” and “Sunny kids educational camp” for parents were programmes for teaching skills in communicating with children. These helped to cultivate an inclusive school culture and the attitude of “never give up”. ]

[A secondary school in Kwai Tsing District had a clear school policy to cater for students with SEN through differentiated learning support and accommodation. For example, peer tutoring and social groups were organized for students with ASD.]

[A primary school in Wong Tai Sin has established a “Student Support Register”. Besides keeping the basic data of pupils with SEN, relevant learning support approaches and strategies were documented for the reference of all teachers of the school. ]

[A student at S1 in a secondary school in Kowloon City shared his own experience. “I was assessed to have dyslexia and Hyperactivity Disorder when I was at P2. These had caused difficulties in my learning and social adjustment. Fortunately, my teachers accepted my problems and gave me due support. For example, they used a different marking scheme (the bonus-mark scheme) for me in dictations to enhance my motivation in learning. Furthermore, the school adopted a flexible policy on discipline by issuing service orders instead of demerits. I could feel that they really cared about me. Moreover, the teachers also asked me to keep the discipline of classmates, so that I had the drive to control my own behaviour.”]

[A pupil studying at a primary school in Sai Kung district had ASD. The school social worker contacted the parents of the pupil before the new school term began, held meetings on Individual Education Plans and informed all school staff of the pupil’s difficulties. Meanwhile, the SST set learning and behavior targets for the pupil. Through peer support and differentiated teaching strategies such as social stories, the pupil was guided about classroom discipline. Eventually, the pupil became co-operative and less socially inappropriate. His academic performance also showed improvement, particularly in mathematics and science. ]

[In a primary school at Wan Chai District, the school head often discussed with teachers over their expectations and reached a consensus with the relevant parents, to ensure consistency in managing the behaviour of a pupil with

hyperactivity disorder. Right at the beginning of the new school term, the school made agreements with the pupil concerning proper conduct, so that the parents understood that the school's expectations on the child were reasonable. The school also encouraged the pupil to sustain his behaviour improvement by "writing off" his demerits if he earned new merits. In dealing with complaints from the parents of the fellow schoolmates who were assaulted by this pupil, the school calmed them down and guided the parents to see that the pupil had made gradual progress in his social adjustment. ]

[In a primary school at Yau Tsim Mong District, the school head was worried about the new admission of a P1 pupil with hyperactivity disorder. This school had no experience in supporting such pupils and only one teacher had attended training courses on special education. Nevertheless, when the school head announced to all teachers about the admission of this pupil, the teachers responded positively. Some teachers volunteered to be the class teacher. Later on, the school nominated two teachers to attend training courses on special education. Meanwhile, the school head also announced to other parents about the new admission of this pupil. The parents accepted the news well. School co-operated closely with the parents of this pupil, by arranging the parent as helper in the classroom, and also in-class support by a teaching assistant. Moreover, classmates with good academic performance and good conduct were selected as peer tutors to help the pupil with his homework and studies. Two weeks after the new school term, the pupil showed improvement and readiness to follow the school rules. Then his parents were no longer required to help in the classroom. As the pupil loved the school very much, the parents deliberately moved their home to the neighborhood. After this experience, the school had formulated clear policies for supporting pupils with SEN.]

[During the years when there were lots of red fire ants, a P.4 pupil with ASD was especially interested in ants. With the support from his school and his parents, he was given the chance to explore the crux of the problem and help to eradicate the ants. Since then, a difficult pupil had become an "ants expert". The school even recommended him to study science subjects at a secondary school. The "ants expert" aspired to



be a zoologist. He believed that each kind of animals had its unique features and that people could learn from some of their habits.]

[Some primary schools made use of the Capacity Enhancement Grant and the Learning Support Grant (LSG) for recruiting teaching assistants to cater for the needs of pupils with ASD, or deployed other resources to purchase after-class tutorial services. ]

[A school at Yau Tsim Mong District has organized various support teams such as “Extensive Reading Scheme” Team, “Little Teachers Scheme” Team and “Big Brothers – and – Sisters Scheme” Team to cater for students with specific learning difficulties. Moreover, parent helpers were trained to assist in the operation of such support teams. This arrangement helped to arouse students’ interest in reading as well as enhance the home-school co-operation. ]

# EDUCATION BUREAU

## EDUCATIONAL PSYCHOLOGY SERVICE SECTION

### REFERRAL FORM

**I. Personal Particulars**

ED Ref No: (for cases known to ED/EDB)

Sch Ref No:

School Name:

Name: \_\_\_\_\_ (English) \_\_\_\_\_ (Chinese)

Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ (d/m/y) Sex: ☐ Male ☐ Female

Address: \_\_\_\_\_ Tel: \_\_\_\_\_

Place of Birth: ☐ HK ☐ China ☐ Macau ☐ Other (pl. specify): \_\_\_\_\_ Year arrived in HK: \_\_\_\_\_

Class Level: \_\_\_\_\_ ( / ) HKIC/BC No: \_\_\_\_\_ Student Reference No: (STRN): \_\_\_\_\_

**II. Family Composition (please indicate the name of the person not living with client by "+"):**

Name	Relationship with client	Age/Date of Birth	Education Level	Occupation	Remarks
	Father				
	Mother				

Marital status of client's natural parents: ☐ Intact ☐ Separated ☐ Divorced ☐ Deserted

☐ Widowed ☐ Cohabiting ☐ Unknown ☐ Other (specify): \_\_\_\_\_

**III. Other Services Provided to the Client**

Organization	Services(family/medical/psychiatrist)	Responsible Worker	Contact Phone Number

Referrer :

School: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Countersigned by School Principal

Name (in Block Letter): \_\_\_\_\_

Telephone: \_\_\_\_\_

Date: \_\_\_\_\_

**Remark: I confirm that parental consent has been obtained for the referral and transfer of student's personal information from the school to EDB.**

#### IV. Developmental History

Diagnosed physical disability/illness:	<input type="checkbox"/> Yes: (Pl. Specify _____)
	<input type="checkbox"/> No
Developmental delay:	<input type="checkbox"/> Language <input type="checkbox"/> Motor Co-ordination

Important events in early development:
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#### V.

##### Case History

Client's Main Problem:	The problem has started since:
Client's Other Problem(s):	The problem has started since:

#### VI. Analysis of Behaviour Difficulties

Situations where the behaviour most frequently occur	Situations where the behaviour rarely or do not exist

#### VII. Has the client experienced significant life changes (e.g. loss of parents, deteriorating parental relationship, parental unemployment, illness etc.) during the time the behavior difficulties existed?

Yes: ☐ (please state details below)

No: ☐


**VIII. Intervention Strategies and Outcomes**

Methods:	Support period	By (please ✓ )			Outcomes
		Teachers	Student Guidance Personnel	Parents	

**XI. Reasons for Referral and services requested**

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**X. Additional Information attached**

- ☐ Parent Consent Form  
☐ handbook    ☐ school report    ☐ the Hong Kong Specific Learning Difficulties Behaviour Checklist  
☐ dictation samples    ☐ written assignment samples    ☐ others (pl. specify \_\_\_\_\_)

**XI. Remarks**

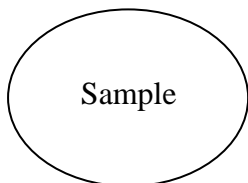
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School**Learning Support Plan****“Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils”**

As agreed at the consultation meeting, parents and the school will provide (pupil's name) \_\_\_\_\_ of \_\_\_\_\_ (class) \_\_\_\_\_ with the following learning support:

**Language Subjects****To increase reading vocabulary**

(Tutoring Period from \_\_\_\_\_ to \_\_\_\_\_)

- ☐ \_\_\_\_\_ (Tutor's name) \_\_\_\_\_ to pair-read with the pupil (No.) \_\_\_\_\_ of (Chinese/English) words \_\_\_\_\_ times per week
- ☐ \_\_\_\_\_ (Tutor's name) \_\_\_\_\_ to pair-read with the pupil (No.) \_\_\_\_\_ of (Chinese/English) sentences \_\_\_\_\_ times per week
- ☐ \_\_\_\_\_ (Tutor's name) \_\_\_\_\_ to pair-read with the pupil (No.) \_\_\_\_\_ of (Chinese/English) passages \_\_\_\_\_ times per week
- ☐ \_\_\_\_\_ (Tutor's name) \_\_\_\_\_ uses the method of “look, say-trace, cover, write, check” to help the pupil dictate / spell (No.) \_\_\_\_\_ of (Chinese/English) words \_\_\_\_\_ times per week
- ☐ \_\_\_\_\_ (Tutor's name) \_\_\_\_\_ helps the pupil to use the “Daily Teaching & Assessment for Primary-Aged Children (Data-Pac)” to read, dictate and write (No.) \_\_\_\_\_ of (Chinese/English) words times per week
- ☐ Help the pupil to keep a vocabulary book on words they have learnt
- ☐ To learn ( No. of \_\_\_\_\_ ) Chinese radicals per week
- ☐ Others : \_\_\_\_\_

Reference materials: “Fun with Reading & Writing: A Resource Pack for Primary School Pupils” (2002)

「小老師伴讀計劃教材套」 (2006)

「香港小學學習字表」 (2007)

「輕鬆教、輕鬆學」聽說讀寫教學策略資源套 (2008)

## Handwriting

- ☐ Correct the pupil's sitting posture and the way he holds a pen
- ☐ Teach the convention of order and structures of strokes in character-writing
- ☐ Revise the skills to segment a word into syllables/components
- ☐ Allow the pupil to write on exercise books with enlarged grids
- ☐ Teach a multi-sensory approach to improve handwriting  
For Example: Enlarge a character and ask the pupil to trace it with his/her fingers
- ☐ Reduce the amount of copying: maximum no. of words to be copied is \_\_\_\_\_ for \_\_\_\_\_ times
- ☐ Others: \_\_\_\_\_

Reference materials: “Fun with Reading & Writing: A Resource Pack for Primary School Pupils” (2002)

「輕鬆教、輕鬆學」聽說讀寫教學策略資源套 (2008)

“Path to Mastery of Chinese Characters: Chinese Character Courseware (2009)

## Dictation Accommodation

- ☐ Inform parents of the contents of dictation well in advance
- ☐ Use the Creative Dictation Approach to add fun to dictation

Reference materials: 「小學中國語文點書教學指南」・點書新路向  
—創意・挑戰・愉快自學 (2006)

## Reading Comprehension and Writing

- ☐ “Oral Cloze”  
Use post-its to cover certain words in the sentence / paragraph, let the pupil read out the sentence / paragraph to the peer tutor and, with help from illustrations in the book, guess at the words covered
- ☐ Use “6Ws” to construct and expand a sentence
- ☐ Use the “6Ws” as a framework to understand the text
- ☐ Conduct group sessions to improve the pupil's listening ability and oral expressive skills (No) of times per week by using the following package(s)
  - ☐ 「輕鬆講故事，靈活說句子」教材套 (2003)
  - ☐ 「社交技巧輕鬆學 與人溝通無隔膜」教材套 (2004)

- ☐ 「學好理解與表達 與人溝通好輕鬆」說話訓練教材套 (2005) (Chinese versions only) (<http://www.hkedcity.net>)
- ☐ 「輕鬆教、輕鬆學」聽說讀寫教學策略資源套 (2008)
- ☐ Improve the pupil's skills in reading comprehension and writing with reference to the following packages:

Reference materials: “Fun with Reading & Writing: A Resource Pack for Primary School Pupils” (2002)  
 「輕鬆教、輕鬆學」聽說讀寫教學策略資源套 (2008)  
 “Tier Intervention Curriculum Vol.I” (2007)  
 “Tier Intervention Curriculum Vol. II Teaching Package ” (2009)

### **Mathematics**

- ☐ Counting
  - ☐ Establish one to one correspondence in counting by drawing connection between numbers and concrete objects
  - ☐ Count forward from 1 to 10 / 11 to 20
  - ☐ Count backward from 10 to 1 / 20 to 11
  - ☐ Arrange 1 -10 in a forward or backward sequence
  - ☐ Differentiate numbers by size
  - ☐ Step-count in twos, fives and tens
  - ☐ Practise counting from “counting all” to “counting on”
- ☐ Writing numbers
  - ☐ Write / dictate number between 1 and 10 / 11 and 20
- ☐ Strengthen the pupil's understanding of number bond, e.g. 8 can be 6+2 as well as 5+3
- ☐ Enhance the pupil's understanding of word problem by the following means:
  - ☐ Use drawings and diagrams to clarify a problem
  - ☐ Use the “Thinking Aloud” approach in computation process
  - ☐ Use word cards to practise mathematical vocabulary
  - ☐ Highlight the key words and quantitative data in the word problem
  - ☐ Paraphrase the word problem
  - ☐ Crosscheck his own answers
- ☐ Allow the pupil to use finger counting and manipulatives, such as

- beads, Unifix Cubes and Ten-Frames to aid computation
- ☐ Using grid paper in computations to facilitate alignment of place value
- ☐ Learn the multiplication tables by using multi-sensory method, e.g. “Fast fingering” method.
- ☐ Train the pupil to make numeric estimates through everyday activities, such as shopping
- ☐ Others: \_\_\_\_\_

### **Concentration**

- ☐ Arrange the pupil to sit near the teacher
- ☐ Break down a big task into several small tasks
- ☐ Give short and clear instructions
- ☐ Spell out for the pupil at the outset the main aims and learning points of a task
- ☐ Give immediate praise to the pupil for finishing a task within the specified time
- ☐ Others: \_\_\_\_\_

### **Others**

- ☐ Complete the “Teachers’ Observation Checklist for Identifying Primary School Students with Speech and Language Impairments” for further understanding of the pupil’s oral expressive abilities and articulation skills
- ☐ Train the pupil’s self-care ability, e.g. packing up stationery, packing the schoolbag and copying homework in the pupil handbook
- ☐ Encourage the pupil to utilize his strengths e.g. in drawing and sports
- ☐ Enhance the pupil’s self-confidence and motivation through extra-curricular activities
- ☐ Others: \_\_\_\_\_

### **Parents’ Involvement:**

- ☐ Help the child to use the method of “Daily Teaching & Assessment for Primary-Aged Children (Data-Pac)” to read, dictate and write No. of (Chinese/English) words \_\_\_\_\_ times per week
- ☐ Pair-read with the child
- ☐ Train the child’s self-care ability, e.g. packing up stationery,



schoolbags, etc.

- ☐ Facilitate the use of the following CD-Roms for self learning by the child
- ☐ English Phonics CD-Roms, Rebuilding Our Word-planet “(ROW)” (2005)
  - ☐ 「中文字詞認讀訓練」光碟(第二版)(2008)
  - ☐ Resource Pack (with title):\_\_\_\_\_
- ☐ Others: \_\_\_\_\_

\*Only the Chinese version is available

**This plan is to be reviewed on:** \_\_\_\_\_ (D)\_\_\_\_\_(M)\_\_\_\_\_(Y)

Teacher/Co-ordinator:

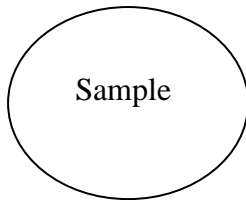
Name &  
Signature of Parent:

\_\_\_\_\_

\_\_\_\_\_

Date:\_\_\_\_\_

Date:\_\_\_\_\_



## **Appendix 4**

### **Student Support Team Sample of Case Meeting Minutes**

Date:

Time:

Place:

Participants:

(1) Issues of the Meeting:

1. Student's learning difficulties and needs
2. Parents' report on the student's behaviour at home:
3. Teachers' report on the student's behaviour at school:

(2) Strengths of the student

(3) Follow-up plan :

1. Arrangements on teaching accommodation
  - policy on homework (quantity/quality)
  - assessment (methods/proportion/scope/frequency/special arrangements for examinations)
2. Remediation Focus (methods/activities/scope)
3. Additional Support
4. Peer Support
5. Development of strengths
6. Participation of parents

## **Professional Support Services**

### **1. Pre-school Assessment Services**

<b>Service</b>	<b>Organisation</b>
Integrated Child Health and Development Programme	Maternal & Child Health Centre Telephone : 2112 9900
Child Assessment	Central Kowloon Child Assessment Centre Address : 2/F,147L Argyle Street, Kowloon City Kowloon Telephone : 2246 6633
	Ha Kwai Chung Child Assessment Centre Address : 2/F, Ha Kwai Chung Polyclinic & Special Education Services Centre, 77 Lai Cho Road, Kwai Chung, NT Telephone : 2370 1887
	Tuen Mun Child Assessment Centre Address : G/F, Tuen Mun Hospital, Tsing Chung Koon Road, Tuen Mun, NT Telephone : 2468 5261
	Pamela Youde Child Assessment Centre (Kwun Tong) Address : 3/F, 79 Cha Kwo Ling Road, Kwun Tong, Kowloon Telephone : 2727 8474 / 2727 8475
	Pamela Youde Child Assessment Centre (Shatin) Address : 2/F, 31-33 Chap Wai Kon Street, Shatin NT Telephone : 2210 1600
	Fanling Child Assessment Centre

<b>Service</b>	<b>Organisation</b>
	Address : 4/F, Fanling health Centre, 2 Pik Fung Road, NT Telephone : 2639 1402
Rehabilitation Services, Social Welfare Department	Social Welfare Department Telephone : 2343 2255 Fax : 2763 5874
Comprehensive services for child development	Enhancing Individual Potential Services (Child Development Centre by SAHK) Address : No.101-106, Wang Hing House, Wang Tau Hom Estate, Wong Tai Sin, Kln Telephone : 2336 6491
Audiological Assessment and Speech Therapy	Division of Speech and Hearing Sciences, University of Hong Kong Address : Faculty of Education, University of Hong Kong 5th Floor, Prince Philip Dental Hospital, 34 Hospital Road, Hong Kong Telephone : 2859 0584  CUHK Department of Otorhinolaryngology, Head and Neck Surgery Speech Therapy Address : CUHK-PWH Medical Centre, Rm. 84026-28, 6/F, Prince of Wales Hospital, Shatin, N.T., Hong Kong. Telephone : 2144 5360
Assessment and therapy services for new-born to school-aged children	Heep Hong Society Supportive Learning Project Office Address : Second Floor (Portion), Prince Center, 70 Tai Po Road, Sham Shui Po, Kowloon Telephone : 2393 7555
Professional Support services	Hong Kong Christian Council

<b>Service</b>	<b>Organisation</b>
for children with developmental delay and difficulties	Project Bridge for Children's Development Address : 33 Granville Road, Kowloon, Hong Kong Telephone : 2731 6257
Comprehensive Intervention Programme for Autistic Children	Caritas Comprehensive Intervention Programme for Autistic Children Address : 6/F 42 ST. Francis Street, Wanchai, Hong Kong Telephone : 2866 4694
Boys' & Girls' Clubs Association of Hong Kong Counselling Centre	Boys' & Girls' Clubs Association of Hong Kong Address : 4/F, 3 Lockhart Rd, Wanchai, Hong Kong Telephone : 2520 2950
The Spastics Association of Hong Kong Pre-School Services	The Spastics Association of Hong Kong Address : 17/F, The Hong Kong Federation of Youth Groups Building, 21 Pak Fuk Road, North Point, Hong Kong Telephone : 2527 8978

## **2. EDB Professional Support**

<b>Type</b>	<b>Service item</b>	<b>Section</b>
1. School-based Support	1.1 School development officers provide comprehensive and integrated services ;	All Regional Education Services Centres
	1.2 School-based curriculum on policy and measures on “Catering for Students’ Diverse Learning Needs ” ;	School-based Curriculum Development (Primary) Section School-based Curriculum Development (Secondary) Section
	1.3 Inspectors and Special Education Support Officers provide professional support and advisory visits to primary schools and	Special Education Support 3 Section (Primary)

Type	Service item	Section
	<p>secondary schools respectively;</p> <p>1.4 Hearing assessment, school-based support and advisory services for schools, parents and students with speech and language and/or hearing impairment ;</p> <p>1.5 Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils ;</p> <p>1.6 Psychological assessment services for students; professional and advisory support for schools and parents; and</p> <p>1.7 “Resource Support Programme for Visually Impaired Students” – a special school with visually impaired students arranges resource teacher to visit ordinary schools and advises on support for the visually impaired students, including transcription of learning materials and examination papers into Braille.</p>	<p>Special Education Support 4 Section (Secondary) Speech &amp; Hearing Services Section</p> <p>Educational Psychology Service (Hong Kong &amp; Kowloon) Section Educational Psychology Service (New Territories) Section</p> <p>Educational Psychology Service (Hong Kong &amp; Kowloon) Section Educational Psychology Service (New Territories) Section</p> <p>Special Education Support 2 Section</p>
2. Resource Centre	2.1 Provide short-term adjustment programme to students with behavioural and adjustment difficulties ;	Special Education Support 3 Section

Type	Service item	Section
	<p>2.2 Four Special Schools Cum Resource Centres provide short-term attachment programme for the students with severe emotional and adjustment difficulties in ordinary schools ;</p> <p>2.3 Special Education Resource Centre equipped with multi-media facilities for the production of teaching materials. The centre also generates a data-base and a network on special education information.</p> <p>2.4 Provide speech therapy and follow-up services for students with speech and language impairments; and</p> <p>2.5 Arrange “Enhanced Support Service” for students with hearing impairment in ordinary schools.</p>	<p>Special Education Support 1 Section</p> <p>Special Education Support 2 Section</p> <p>Speech &amp; Hearing Services Section</p> <p>Speech &amp; Hearing Services Section</p>
3. School Network	<p>3.1 8 Resource Schools on Whole School Approach (3 secondary and 5 primary schools) share their experience with ordinary schools;</p> <p>3.2 Since the 2005/06 school year, schools with good practices in learning and teaching are designated as Professional Development Schools (PSD) to enhance the professional capacity of schools;</p>	<p>Special Education Support 3 Section (Primary)</p> <p>Special Education Support 4 Section (Secondary)</p> <p>School-based</p> <p>Professional Support Section</p>

Type	Service Item	Section
	<p>3.3 Since the 2006/07 school year, a “READ AND WRITE – A Jockey Club Learning Support Network” has been launched for five years to support students with Specific Learning Difficulties;</p> <p>3.4 18 special schools cum resource centres help ordinary schools acquire competence in support the students with SEN;</p> <p>3.5 Annual district-based experience-sharing/workshops on integrated education for the student support teams and the teachers.</p> <p>3.6 Annual district-based forum for principals.</p>	<p>Education Psychology Service(New Territories) Section; Special Education Support 2 Section; Special Education Support 4 Section</p> <p>Special Education Support 1 Section</p> <p>Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)</p> <p>Special Education Support 3 Section</p>
4. Parent Education	<p>4.1 Provide a communication channel for parents organizations on matters relating to the development of integrated education through the “ Task Force on Integrated Education in Mainstream School” ;</p> <p>4.2 Publish the “Whole School Approach on Integrated Education – Parent Guide to enhance the home-school co-operation;</p>	<p>Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)</p> <p>Special Education Support 4 Section</p>



Type	Service Item	Section
	<p>4.3 Provide parents with current information of special education to select schools for their children through the websites of Schools Profiles, EDB and the Hong Kong Education City ;</p> <p>4.4 Arrange seminars for parents of pre-P.1 pupils for introducing the integrated education and selecting schools for their children ; and</p> <p>4.5 Organize training for parents on speech and communication skills to help the students with speech and language impairment and /or hearing impairment.</p>	<p>Special Education Support 3 Section</p> <p>Special Education Support 3 Section</p> <p>Speech &amp; Hearing Services Section</p>
5. Public Education	<p>5.1 Liaise with the professionals, parents organizations and non-government organizations etc;</p> <p>5.2 Publish newsletter on integrated education twice annually for sharing of successful experience;</p> <p>5.3 Introduce the government policies and measures on the implementation of integrated education to public through various channels ; and</p>	<p>Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)</p> <p>Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)</p> <p>Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)</p>

<b>Type</b>	<b>Service Item</b>	<b>Section</b>
	5.4 Through the websites of the Special Education Resource Centre and the Hong Kong Education City, schools and public can access to resources, such as teaching kits, resource packages, records of seminars/workshops etc.	Various sections
6. Placement	6.1 Referral and placement of students with SEN	Special Education Support 3 Section
7. Research and Development	7.1 Develop a set of remedial teaching materials to support students with specific learning difficulties ;	Education Psychology Service (New Territories) Section
	7.2 “READ AND WRITE – A Jockey Club Learning Support Network” for students with specific learning difficulties – a study to find out their difficulties and causes in managing syntax and sentence pattern;	Education Psychology Service (New Territories) Section
	7.3 Develop the “Learning Achievement Measurement Kit”(LAMK) to measure the learning outcomes of students with SEN and academic low achievement;	Special Education Support 3 Section
	7.4 Develop the “ Special Education Management Information System” (SEMIS) to keep the data base of students with SEN; and	Special Education Support 3 Section
	7.5 Develop an Observation Checklist for teachers to identify secondary students with speech and language impairment.	Speech & Hearing Services Section

Type	Service Item	Section
8.Cross-Sector Collaboration	8.1 Liaise with other government departments, such as Department of Health, Hospital Authority, to provide P.1 admission services for pre-school children with SEN ; and	Special Education Support 3 Section
	8.2 Liaise with other non-government organizations to promote integrated education policy and related services for students with SEN.	Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)

For any enquiries on students with SEN, please contact the following special education services centres, the staff will reply as soon as possible.

1. Kowloon Tong Education Services Centre Special Education Services  
General Office  
Address : Room 240, 2/F. West Wing 19, Suffolk Road, Kowloon Tong,  
Kowloon  
Telephone : 3698 3657
2. Ha Kwai Chung Special Education Services Centre  
Address : 77 Lai Cho Road, Kwai Chung, New Territories  
Telephone : 2307 6251

**Sample of Student Support Register (for school reference)**  
**(Academic and Non-academic Performance & Follow-up)**

(Please ✓ or describe)

Review /Follow-up		No further action					
Continue Support							
Others (including non-academic achievement)							
Internal Examination Result (Note 2)		2nd Term					
1st Term		Math	Eng	Chin	Math	Eng	Chin
Others							
Exemption (Subject)		Listening Test – Chi, Eng					
Answer orally							
Use of computer							
Read aloud test items							
Read aloud instructions only							
Special Setting							
Paper with Braille							
Special Equipment							
Enlarged Exam Paper (font size)							
Extended Time (%)		✓					
Other subject		Music					
Mathematics							
English		✓					
Chinese		✓					
Parent Volunteer							
Peer Tutoring		✓					
Counselling							
Speech Therapy							
Social Skills Training		✓					
Study Skills Training							
Remedial Programme		Chi					
SEN Type		Others (Please indicate)					
		(Note 1)	HI (severe)				
Class			1A				
Sex			F				
Name of Student			CHAN XX				
No			1	2	3	4	5

Note 1 : Please indicate by using the numbers below (can indicate more than one):

1. SpLD    2. ID    3. ASD    4. AD/HD    5. PD    6. VI    7. HI    8. SLI

Note 2 : Please indicate by using the letters below

A. Good Performance    B. Significant Improvement    C. Slight Improvement    D. No Improvement

## **Compliance with Personal Data (Privacy)**

Proper security measures for data protection are essential. For handling of personal data, schools and suppliers of services should :

- (a) ensure restricted documents being kept in secure place (e.g. cupboard with lock);
- (b) avoid restricted information being stored in portable electronic storage devices, such as Universal Serial Bus (USB) flash drives, Personal Data Assistants (PDAs), CF/ XD/ SD data cards, laptop and notebook computers, CDs, DVDs, etc.;
- (c) encrypt personal data in using portable electronic storage devices for security, delete such data from the device immediately when they are no longer needed;
- (d) keep portable electronic storage devices in a secure place and employ proper security measures to avoid data leakage, such as setting passwords in computers, facilitating locks on laptop and notebook computers, etc.;
- (e) ensure proper security measures in processing restricted and confidential information from being intruded by hackers, such as installing firewall systems, anti-virus and malicious code detection and repair softwares;
- (f) report to the organisations or schools concerned immediately when data loss is found.

The above-mentioned is some advice on information technology. Schools and services providers are advised to refer to the following documents for more details :

1. Personal Data (Privacy) Ordinance, Cap.486  
[http://www.edb.gov.hk/FileManager/EN/Content\\_6160/privacy.pdf](http://www.edb.gov.hk/FileManager/EN/Content_6160/privacy.pdf)
2. IT Security in School Guideline (Education Bureau, 2007)  
<http://www.edb.gov.hk>  
 [Path : Kindergarten, Primary & Secondary Education> Major initiatives> IT in Education)
3. IT Security Guideline (The Office of the Government Chief Information Officer, 2004)  
<http://www.ogcio.gov.hk/eng/prodev/download/g3.pdf>
4. Information Security Incident Handling Guidelines (The Office of the Government Chief Information Officer, 2004)  
<http://www.ogcio.gov.hk/eng/prodev/download/g54.pdf>

**Parental Consent Form --Transfer of Student Information on Special Educational Needs**

Dear \_\_\_\_\_ (name of parent),

Name of Student: \_\_\_\_\_ (STRN: \_\_\_\_\_)

We would like to seek your consent for

1. the primary or secondary school the above student is studying at to register and update the relevant information of the student in the Special Education Management Information System (SEMIS) of the Education Bureau (EDB) which will use the information for educational purposes;
2. the primary or secondary school the above student is studying at to transfer his/her relevant information on special educational needs (SEN) (such as medical reports, assessment reports, learning records and recommendations for learning and teaching and consent form completed below) to any recipient school(s), to which the student will be transferred or admitted, to facilitate the school in understanding the student's learning needs and arranging appropriate support for him/her;
3. EDB to transmit the SEN information of the above student in SEMIS to the new recipient school(s)/school to which the student is allocated through the Secondary School Places Allocation (SSPA) facilitate its understanding of the student's learning needs such that appropriate support would be arranged for him/her. In case the above student changes to another school after the SSPA exercise, the allocated school is required by EDB to promptly delete the SEN information obtained through SEMIS; and
4. the new recipient school(s) to use the relevant information of the above student in the ways and for the purposes as stated in paragraphs 1-3 above.

This arrangement of transfer of information will apply whenever the above named student is transferred to a new school / allocated / admitted to secondary school. Please complete the reply slip below and return it to us by \_\_\_\_\_ (date).


 School Chop

Signature of \*School Head / Teacher-in-charge: \_\_\_\_\_

Name of \*School Head / Teacher-in-charge: \_\_\_\_\_

Name of School: \_\_\_\_\_

Date: \_\_\_\_\_

**Reply Slip -- Transfer of Student Information on Special Educational Needs**

Name of Student: \_\_\_\_\_ (STRN: \_\_\_\_\_)

To: Principal of \_\_\_\_\_ School

I refer to your letter of \_\_\_\_\_ (date) on the caption. I **\*hereby give my consent / do not give my consent** for:

1. the primary or secondary school my child is studying at to register and update the relevant information of my child in the Special Education Management Information System (SEMIS) of the Education Bureau (EDB) for educational purposes;
2. the primary or secondary school my child is studying at to transfer relevant information on special educational needs (SEN) (such as medical reports, assessment reports, learning records and accommodations for learning and teaching and this completed reply slip) to any recipient school(s), to which my child will be transferred or admitted, to facilitate the school in understanding my child's learning needs and arranging appropriate support for him/her;
3. EDB to transmit the SEN information of my child in SEMIS by EDB to the recipient school(s)/ school to which my child is allocated through the Secondary School Places Allocation (SSPA) to facilitate its understanding of my child's learning needs such that appropriate support would be arranged for him/her; and
4. the new recipient school(s) to use the relevant information of my child in the ways for the purposes as stated in paragraphs 1-3 above.

I understand and agree that this arrangement of transfer of information will apply whenever my child is transferred to a new school / allocated / admitted to secondary school. I understand that the allocated school is required by EDB to promptly delete the SEN information obtained through SEMIS in case my child changes to another school after the SSPA exercise.

Signature of \*Parent/Guardian: \_\_\_\_\_

Name of \*Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

\* Delete whichever is inappropriate.

(Please print this on the back of the parental consent form)

### **Personal Information Collection Statement**

You have a right to request access to or to request the correction of personal data in relation to the student under the Personal Data (Privacy) Ordinance. If you wish to exercise these rights, please contact the school your child is studying at for making such request.

### **Personal Information Collection Statement**

You have a right to request access to or to request the correction of personal data in relation to the student under the Personal Data (Privacy) Ordinance. If you wish to exercise these rights, please contact the school your child is studying at for making such request.

## Sample letter

## RESTRICTED

Date: \_\_\_\_\_

(Name of School)

Dear Principal,

**Transfer of Information of  
Students with Special Educational Needs (SEN)**

We have learnt that the following student(s) with SEN has/have registered with your school. With prior parental consent, we attach herewith relevant information of the student(s) for your reference. We hope that the information will help the Student Support Team of your school understand the needs of the student(s) and facilitate the arrangement of timely and appropriate support for him/her/them.

<u>STRN</u>	<u>Name of Student</u>	<u>Sex</u>	<u>Date of Birth</u>	<u>SEN Type(s)*</u>	<u>Information attached (please put a “✓” in the appropriate box(es))</u>		
					<u>Medical/ Specialist Assessment Report</u>	<u>Others (please enter the code(s)#)</u>	<u>Parental Consent Form</u>

**\*Abbreviation**

SpLD: Specific Learning Difficulties  
AD/HD: Attention Deficit/Hyperactivity Disorder  
HI: Hearing Impairment

ID: Intellectual Disability  
PD: Physical Disability

SLI: Speech and Language Impairment

ASD: Autism Spectrum Disorders  
VI: Visual Impairment

Others (Please specify)

**#Code**

A: Recommendations for learning and teaching  
B: Learning / support records (e.g. support strategies, Individual Education Plan)  
C: Others (Please specify)

If you have any questions, please contact \_\_\_\_\_ of our school at \_\_\_\_\_.

Signature of School Head: \_\_\_\_\_

Name of School Head: \_\_\_\_\_

Name of School: \_\_\_\_\_



## RESTRICTED

Transfer of Information of Student with Special Educational Needs and  
Special Arrangements for the Student at Pre-S1 Hong Kong Attainment Test  
(To be completed by Primary School)

**Parents/Guardians** should inform the secondary school of the special educational needs (SEN) of the student by presenting this form to the secondary school upon registration at the school, or else the school would not be able to make plans for special arrangement.

**Primary School** should (i) make reference to the special arrangements made for that student in internal school tests/examinations in P6 in completing Part B, and (ii) provide the Parents/Guardians with the completed form on or before the date of announcement of the results for Secondary School Places Allocation for onward transmission to the secondary school.

**Secondary School** should (i) make special arrangements for the student to take the Pre-S1 HKAT as recommended in Part B, and (ii) provide timely and appropriate support services for the student after his/her admission to the school.

To: Principal of Secondary School

**Name of the Student:** \_\_\_\_\_ (**STRN:** \_\_\_\_\_)

**Part A Special Educational Needs of the Student**

The above student is assessed by relevant professional(s) to have the following SEN (Please ✓ the appropriate box):

- |   |   |
|---|---|
| <input type="checkbox"/> Specific Learning Difficulties | <input type="checkbox"/> Intellectual Disability                    |
| <input type="checkbox"/> Autism Spectrum Disorders      | <input type="checkbox"/> Attention Deficit / Hyperactivity Disorder |
| <input type="checkbox"/> Physical Disability            | <input type="checkbox"/> Visual Impairment                          |
| <input type="checkbox"/> Hearing Impairment             | <input type="checkbox"/> Speech & Language Impairment               |
| <input type="checkbox"/> Others (Please specify): _____ |   |

**Part B Special Arrangements Suggested for Pre-S1 HKAT**

We have provided the following special arrangements for the above student in school tests/examinations in P6. Please make corresponding arrangements for the student in the Pre-S1 HKAT.

(Please ✓ the appropriate box, \* please circle the item(s) as required)

- ☐ Extension of test time (In general it should not be more than 25% of the prescribed time. Please make appropriate seating arrangements to ensure that the student is free from disturbances caused by other students during the extended time.)
- Chinese \_\_\_\_\_ %      English \_\_\_\_\_ %      Mathematics \_\_\_\_\_ %
- ☐ Exemption of \* Chinese/English listening test      ☐ Enlarged print for easy reading and writing
- ☐ Taking the test in a separate room      ☐ Special seating arrangement (Please specify): \_\_\_\_\_
- ☐ Others (Please specify): \_\_\_\_\_
- ☐ The student does not require special arrangements to take the test

**Part C Transfer of Information of Student with SEN**

To facilitate your understanding of the student's SEN for providing timely and appropriate support to him/her, we will compile and send the SEN information of the student to your school as soon as possible. Please contact us for further information if required.

**Contact Person:** \_\_\_\_\_ **Telephone Number:** \_\_\_\_\_

School Chop
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Signature of School Head : \_\_\_\_\_

Name of School Head : \_\_\_\_\_

Name of the School : \_\_\_\_\_

Date : \_\_\_\_\_

### Action List for Transfer of Information of students with SEN

Time	Action	Primary School	Secondary School
<b>To obtain consent from parents</b>			
<p><b>For P6 students:</b> should be completed at least five days before announcement of result of Secondary School Places Allocation (SSPA)</p> <p><b>For existing and new students at other primary levels:</b></p> <ul style="list-style-type: none"> <li>- update or obtain parental consent on a need basis</li> <li>- applicable throughout the school year</li> </ul> <p><b>For students at secondary schools:</b> on a need basis <sup>note 1</sup></p>	<ul style="list-style-type: none"> <li>● If the schools have a need to update or obtain new student's parental consent, please use the parental consent form attached to Appendix 8(i) of the "Operation Guide on The Whole School Approach to Integrated Education" (IE Guide) to seek parental consent on transfer of information of students with SEN. The school should explain to them their rights to request access and correction of the data as provided under the Personal Data (Privacy) Ordinance and to withdraw their consent if they so wish. (website for downloading the parental consent form: <a href="http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf">http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf</a>)</li> <li>● Schools input the parental consent information of the students with SEN at Special Education Management Information System (SEMIS).</li> </ul>	✓	✓
<b>Electronic transfer of SEN information</b>			
<p>Within 7 days after announcement of SSPA results every year</p>	<ul style="list-style-type: none"> <li>● EDB sends to secondary schools through SEMIS a list of students with SEN allocated to them through SSPA <sup>note 2</sup> and whose parental consent has been obtained for transfer of their SEN information.</li> <li>● Secondary Schools should confirm the students on the list registered at the school through SEMIS before 31 July 2014 and obtain the SEN information (i.e. SEN type and tier of support required) of the registered students from SEMIS automatically.</li> </ul>		✓

By end November every year	<ul style="list-style-type: none"> <li>● For those students who do not register at the secondary schools they are allocated through SSPA and change to another school, EDB transmits through SEMIS their SEN information to the recipient secondary schools upon confirmation of their latest schooling status.</li> </ul>		✓
<b>Special Test Arrangements for Pre-S1 HKAT</b>			
Before announcement of the SSPA results every year	<ul style="list-style-type: none"> <li>● Schools provide the parents of the students with SEN with the duly completed proforma on special arrangements for students at Pre-S1 HKAT (available at Appendix 8(iii) of the IE Guide:  <a href="http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf">http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf</a>).</li> </ul>	✓	
On the date of administration of the Pre-S1 HKAT	<ul style="list-style-type: none"> <li>● Schools provide special arrangements for students with SEN at Pre-S1 HKAT with reference to the information provided in the proforma completed by primary schools.</li> </ul>		✓
<b>Transfer of relevant documents to recipient schools</b>			
Before mid-August for outgoing P6 students every year  Within one month for outgoing students at other levels	<ul style="list-style-type: none"> <li>● Schools send to the recipient schools relevant documents containing information of the students with SEN together with the revised parental consent form and a covering letter. (available at Appendix 8(i) and 8(ii) of the IE Guide:  <a href="http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf">http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf</a>).</li> </ul>	✓	✓

**Note:**

1. For the S1 students with SEN who are allocated to secondary schools through SSPA as from 2013, the recipient secondary schools would receive the duly signed revised parental consent forms together with relevant SEN information from the students' primary schools. For these students, the secondary schools can access the parental consent information at SEMIS. For other newly admitted students whose duly signed parental consent forms are not available from their previous schools and/or whose parental consent information is not available at SEMIS, the secondary schools should use the revised consent form to obtain parental consent for transfer of SEN information. They should then input or update the relevant consent information for these students at SEMIS.
2. The students' STRN, rather than their names, will be used as the identifier.

## Teaching Resources provided by the Education Bureau

### I. Resources for teachers

#### (a) Identification tools

- “The Hong Kong Specific Learning Difficulties Behaviour Checklist”(for Primary School Pupils) (2002) (Chinese version only)

(This checklist covers the behaviour characteristics of primary school students with specific learning difficulties in reading and writing (SpLD) and provides a cut-off score normed on the Primary One to Primary Four students in Hong Kong. Teachers can make observation on the students’ behaviours and make use of this checklist to identify the students at risk for SpLD )

website : <http://web.hku.hk/~hksld>

website : <http://www.edb.gov.hk/>

【 Path :

[http://www.edb.gov.hk/FileManager/TC/Content\\_2555/spld\\_checklist.pdf](http://www.edb.gov.hk/FileManager/TC/Content_2555/spld_checklist.pdf)】

- “An Electronic Book on Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils” (2004)

( The e-book contains the Observation Checklist for Teachers and a package of Teaching Suggestions ) The checklist consists of a short form and standard form. It offers cut-off scores and normative data for teacher to identify pupils with learning difficulties.

e-book website : <http://www.edb.gov.hk/>

【 Link : <http://eii.edb.hkedcity.net/index.html>】 or

website : <http://www.hkedcity.net/>

【 Link : [http://www.hkedcity.net/article/specialized\\_pd\\_barrier/051118-030/](http://www.hkedcity.net/article/specialized_pd_barrier/051118-030/)】

- “The Chinese Reading and Writing Abilities Screening Test for Secondary School Students (For use by teachers)”(2008) (Chinese version only)

( This norm-referenced assessment battery, with norm for S1, S3 and S5 students, can be used for screening students with literacy difficulties. Most of the tests can be administered to students in small groups. The tests cover basic literacy skills related to word recognition, word dictation, writing and reading comprehension and can be used, in conjunction with the resource package ‘Read and Write with Ease’ to design appropriate remedial programmes for students. This assessment battery can also be administered to students with SpLD of senior secondary level so as to obtain supplementary information for use in the application for special arrangements in the public examinations. Schools are responsible for the confidentiality of the test.

website: <http://www.edb.gov.hk>.

【Link : <http://www.edb.gov.hk/index.aspx?nodeid=2524&langno=2>】  
website : [www.chinese-test.com](http://www.chinese-test.com)

- “The Hong Kong Specific Learning Difficulties Behaviour Checklist”(for Junior Secondary School Students) (2009) (Chinese version only)  
(This checklist covers the behaviour characteristics of junior secondary school students with specific learning difficulties in reading and writing (SpLD) and provides a cut-off score normed on the Secondary One to Secondary Three students in Hong Kong. Teachers can make observation on the students’ behaviours and make use of this checklist to identify the students at risk for SpLD.) website : [http://web.hku.hk/~hksld/index\\_e.html](http://web.hku.hk/~hksld/index_e.html)
- The “Observation Checklist for Teachers” (for primary school) and the “Teachers’ Observation Checklist for Identifying Speech and Language Impaired Students in Secondary Schools” (Chinese version only)  
These checklists are developed to help teachers systematically observe and early identify students suspected of having speech and language impairments.  
website :  
[http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/primary/speech\\_OCT\\_ps.pdf](http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/primary/speech_OCT_ps.pdf) (primary school)  
[http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/secondary/speech\\_OCT\\_ss.pdf](http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/secondary/speech_OCT_ss.pdf) (secondary school)
- “The Behaviour Checklist on Social-Communicative Skills for Pupils with Autism” to assist teachers in providing individual support for autistic students. (for mainstream primary schools)  
website : <http://www.hkedcity.net/>  
【Link : [http://www.hkedcity.net/article/specialed\\_pd\\_autism/071203-002/](http://www.hkedcity.net/article/specialed_pd_autism/071203-002/)】
- Read and Write Made Ease : A Resource Pack for Supporting Junior Secondary Students in Chinese Reading and Writing (2010)

**(b) Remedial teaching and resource package for students with specific learning difficulties**

- “Helping Children with SpLD : Teaching Suggestions” (2001) (Chinese version only) (A booklet on teaching suggestions accompanying The Hong Kong Specific Learning Difficulties Behaviour Checklist for teachers) (2001)  
website : <http://www.edb.gov.hk/>  
【Link : <http://www.edb.gov.hk/UtilityManager/Publication/upload/sld.pdf>】
- 「學得生動，教得輕鬆：如何幫助有讀寫困難的學童」(2001) (Chinese version only)—A multi-media CD-ROM with pdf files for use by student guidance personnel to conduct school-based training for teachers at school to promote awareness, early identification and teaching strategies of SpLD (2001)

- “Fun With Reading and Writing: A Resource Pack for Primary School Pupils” - a resource package containing one multi-media CD-ROM, one CD and one set of four booklets on teaching materials, including teaching demonstrations, suggested activities and worksheets which can be used by teachers in understanding and teaching students with dyslexia.(2002)  
website : <http://www.edb.gov.hk/>  
【Link : [http://www.secentre.net/download/spld/reading\\_writing.exe](http://www.secentre.net/download/spld/reading_writing.exe)】 or  
website : <http://www.hkedcity.net/>
- “「中文字詞認讀訓練（第二版）字得其樂」(2008) (Chinese version only)  
A set of three multi-media CD ROMs with games – “Training in Chinese Word Reading Skills” , jointly developed by HKU, CUHK and EDB, to train Chinese word-reading skills of students with SpLD. The first edition was distributed to primary school in 2003..
- “Rebuilding our Word Planet” , a set of multi-media CD ROMs with games, developed for parents and teachers to train the phonics skills of students with SpLD, so as to improve the learning of English reading and spelling (2005) A web-base version was developed (for use by Primary and Secondary School) and to be tried out by schools (2007)  
website : <http://www.edb.gov.hk/serc/row>  
【Path : [EDB website](#) > [Teachers' Development](#) > [Centres and Library](#) > [Special Education Resource Centre](#) > [T&L Resources](#) > [Rebuilding Our Word-planet \(ROW\)](#)】
- Enhancing the Reading and Writing Skills of Students: A Parent Training Manual (2005) (Chinese version only) - A training manual for SGP to conduct school-based training for parents.  
e-book website: <http://www.hkedcity.net/>  
【Link : <http://www.hkedcity.net/specialed/spld-ptm>】
- Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties CD ROM (2009) (Chinese version only) - This CD ROM provides tips for teachers on effective teaching and management strategies under the Whole School Approach to supporting students with SpLD. The contents of this CD ROM include teaching and management suggestions, videos of interviews with school personnel, parents and students with SpLD as well as samples of peer tutoring programmes.  
website : <http://www.edb.gov.hk/serc>  
website: <http://www.hkedcity.net/>  
【<http://www.hkedcity.net/article/specialed/spld-se>】
- “Fun with Maths” a Resource Pack for Supporting Primay School Students in Mathematics (2010)  
website: <http://www.hkedcity.net/> or

**(c). Teaching resources and information leaflets for integrated education**

- An Operation Guide on the Whole School Approach to Integrated Education (2010 2<sup>nd</sup> Edition) —to explain the characteristics of different types of special educational needs It aims at enhancing the teachers’ understandings on the students with special educational needs and the concerns on the principles of Early Identification, Early Intervention Whole School Approach, Home-school Co-operation and Cross-sector Fertilization for the support of students with special educational needs..
- Understanding and Help Students with Special Educational Needs – A Guide to Teaching(2001)  
website : <http://www.edb.gov.hk/>  
【Path : [EDB website](#) > [Teachers' Development](#) > [Centres and Library](#) > [Special Education Resource Centre](#) > [Publication and Report](#) > [Understanding and Help Students with Special Educational Needs – A Guide to Teaching](#)】
- 「融合教育活動教材套」(1999) (Chinese version only) — This package contains six recommended activities for teachers to develop the inclusive culture in schools.
- Development of Executive Skills (DOES) : a Resource Package for Supporting Primary School Students with Attention Deficit / Hyperactivity Disorder (AD/HD) (2010)  
website: <http://www.hkedcity.net/> or <http://www.edb.gov.hk/serc>
- Elimination of Disability Discrimination — Parent-School Coordination and Mediation Mechanism (2002) — EDB published this pamphlet to enhance understanding of the Code of Practice on Education under the Disability Discrimination Ordinance (DDO) and ensure that students with disabilities have equal opportunities for education.  
website : <http://www.edb.gov.hk/>  
【Path : [EDB website](#) > [Special Education](#) > [Special Education Resource Centre](#) > [Publication and Report](#) > [Elimination of Disability Discrimination - Parent-School Coordination and Mediation Mechanism](#)】
- Leaflet on the “Whole School Approach” to Cater for Students’ Diverse Learning Needs (2003)  
website : <http://www.edb.gov.hk/>  
【Path : [EDB website](#) > [Special Education](#) > [Special Education Resource Centre](#) > [Publication and Report](#) > [Whole School Approach to Cater for Students’ Diverse Learning Needs](#)】
- Leaflet on “Teaching Strategies” (2003)



website : <http://www.edb.gov.hk/>

【Path : [EDB website](#) > [Special Education](#) > [Special Education Resource Centre](#) > [Publication and Report](#) > [Whole School Approach to Cater for Students' Diverse Learning Needs](#)】

- Leaflet on “Whole School Approach : Principles and Strategies for Setting Homework” (2004) — On homework for students with special educational needs. Schools may consider the general principles and strategies when developing school-based homework policy.

website : <http://www.edb.gov.hk>

【Path : [EDB website](#) > [Special Education](#) > [Special Education Resource Centre](#) > [Publication and Report](#) > [Information Sheets on Homework and Assessment Policies \(Homework assessment\)](#)】

- Leaflet on “Whole School Approach : Principles and Strategies for Assessment (2004) ” — Schools may refer to the general principles and strategies for development of school-based assessment policy.

website : <http://www.edb.gov.hk/>

【Path : [EDB website](#) > [Special Education](#) > [Special Education Resource Centre](#) > [Publication and Report](#) > [Information Sheets on Homework and Assessment Policies \(Assessment\)](#)】

- Catering for Student Differences ~ Indicator for Inclusion (2008 3<sup>rd</sup> Edition)

website : <http://www.edb.gov.hk/>

【Path : [EDB website](#) > [Special Education](#) > [Support for Ordinary School](#) > [Whole School Approach to Integrated Education](#) > [Catering for Student Differences ~ Indicator for Inclusion](#)】

- 「Equal Opportunities Begin at School」 E-learning Programme (2004) — A series of 5 booklets including fundamental learning theories and strategies for supporting students with diverse needs.

website : <http://equaled.hkedcity.net/>

- 「個別差異發展及研究報告系列（初期報告）」 (Chinese version only)

website : <http://www.edb.gov.hk/>

【Path : [Hong Kong Education Homepage](#) > [Kindergarten, Primary and Secondary Education](#) > [Curriculum Development](#) > [Catering for Individual differences](#) > [Report](#)】

- 「個別差異發展及研究報告系列（中期報告）」 (Chinese version only)

website : <http://www.edb.gov.hk/>

【Path : [Hong Kong Education Homepage](#) > [Kindergarten, Primary and Secondary Education](#) > [Curriculum Development](#) > [Catering for Individual differences](#) > [Report](#)】



- 「為普通學校有特殊教育需要學生提供的支援服務資料冊」(Chinese version only) — With information on support services and community resources for students with special educational needs.  
website : <http://www.edb.gov.hk/>  
【Link : [http://www.edb.gov.hk/UtilityManager/Publication/upload/info\\_guide\\_c.pdf](http://www.edb.gov.hk/UtilityManager/Publication/upload/info_guide_c.pdf)】

#### (d) CD series

The following CD series include one information CD and one VCD. The CD series introduces the students with autism spectrum disorder, hearing impairment, physical disability, intellectual disability and visual impairment studying in ordinary schools.

- 「融合教育之自閉症篇」光碟 (2001) (Chinese version only) — The CD introduces how to teach students with autism spectrum disorder in ordinary schools. Stories of three students with autism spectrum disorder in schools are introduced for our reflection on education.  
website : <http://www.hkedcity.net/specialed/autism/>
- 「融合教育之聽覺受損篇」光碟 (2002) (Chinese version only) — The CD facilitates teachers' understanding of students with hearing impairments and related teaching strategies for these students.  
website : [http://www.hkedcity.net/article/specialed\\_pd\\_hearing\\_archive/](http://www.hkedcity.net/article/specialed_pd_hearing_archive/)
- 「融合教育之肢體傷殘篇」光碟(2004) (Chinese version only) — The VCD introduces three students with physical disability in ordinary schools. The information CD provides teachers with strategies to support the students with physical disability.  
website : [http://www.hkedcity.net/article/specialed\\_pd\\_physical\\_archive/](http://www.hkedcity.net/article/specialed_pd_physical_archive/)
- 「融合教育之智障篇」光碟(2005) (Chinese version only) —The VCD introduces three students with intellectual disability in ordinary schools. It shows strategies to support the students with intellectual disability.  
e-book website : <http://www.hkedcity.net/specialed/ie-hsid>
- 「融合教育之視障篇」光碟(2006) (Chinese version only) — The CD series aim to enhance teachers and parents understanding of the learning characteristics of students with visual impairment through case analysis and experience sharing by teaching staff.  
website : <http://www.hkedcity.net/specialed/ie-hsvi>
- 「共融校園 - 一切由心開始」 — 「短片創作」 and 「愛心小主播」 (Chinese version only): The video CD are the episodes of the competitions for publicity on Integrated Education.

**(e) Teaching Resources for speech and language training**

- 「學童聲線護理」光碟 (2002) (Chinese version only) — The video CD introduces voice problems of students and management methods to school heads, teachers and parents.
- 「輕輕鬆鬆學語音( I )」光碟 (2003) (Chinese version only) — The video CD introduces to teachers and parents about articulation problems of school-aged children and basic skills to correct the articulation errors.
- 「輕輕鬆鬆學語音( II )」光碟 (2003) (Chinese version only) — The software includes an illustration of the oral structure and a simple introduction to the Chinese-Cantonese Syllables and tones derived by S.L. Wong. This facilitates teachers to learn phonetic transcription.
- 「輕鬆講故事，靈活說句子」教材套 (2003) (Chinese version only) — This package aims to enhance speech and language skills of junior primary school pupils especially those with speech and language impairments and fair language skills. With familiar scenarios and interesting interactive learning, the package assists pupils to structure and use complete utterances to express themselves and to enhance their narration skills.
- 「社交技巧輕鬆學 與人溝通無隔膜」教材套 (2004) (Chinese version only) — The package aims to introduce general and common social communication skills through ten stories. Through these interactive games, social communication skills of students would be enhanced. This package is especially suitable for students with weak social communication skills.
- 「學好理解與表達 與人溝通好輕鬆」說話訓練教材套 (2005) (Chinese version only) — The resource package, comprising ten daily life scenarios, aims at enhancing the receptive and expressive language abilities of junior primary pupils. It is especially suitable for supporting pupils with speech and language impairments or weak language skills.
- 「輕鬆教、輕鬆學 — 聽說讀寫教學策略」資源套 (2008) (Chinese version only) — The resource package was produced with a view to embedding speech therapy techniques into daily teaching. The resource package comprises seven books and an interactive CD-ROM, which contain teaching strategies, lesson plan samples, teaching resources and interactive exercises. It aims to introduce teaching strategies in vocabulary, syntax, discourse and pragmatics so that teachers and parents could apply those strategies to improve pupils' language and learning abilities.

- 「咬字正確快·易·通 趕走懶音好輕鬆」資源套 (2010) (Chinese version only) — The package aims to enhance students' awareness of common Cantonese mispronunciations and their skills in proper Cantonese pronunciation. The resource package consists of an introduction booklet, posters, cue cards, card games, board games and a DVD-ROM which contains interactive games and teaching resources. Teachers, parents, speech therapists and other related professionals may use the resource package to improve students' Cantonese pronunciation.

The above teaching resources can be downloaded from the Hong Kong Education City website at <http://www.hkedcity.net>

【Path : [HKedCity Homepage](#) > Search > Enter "Resource title" in the Search field and click the Search button】

#### **(f) Teaching resources and pamphlets for students with hearing impairment**

- The Resource Package “「音樂治療在聽障學童音樂教育的應用」資源套(2003)” (Chinese version only) helps mainstream teachers understand how hearing impaired students can make use of their residual hearing in learning music. The package introduces various music teaching activities suitable for the hearing impaired students. The package contains a CD Rom and teaching plans.
- 「策略輕鬆學 共享溝通樂」(2009) (Chinese version only) - It aims at enhancing the awareness of teachers, parents and students the communication difficulties of hearing impaired students and introducing to them some communication strategies so as to enhance their communication with these students. The package is also suitable for enhancing the communication skills of hearing impaired students so that they could interact effectively with other people, develop social skills, enhance learning and enjoy school life. The resource package consists of: Video DVD, Games & Resources CD-ROM, Board Games, Posters & Cue Cards and Introduction Booklet.;
- **Pamphlets\***
  - ◆ The pamphlet entitled “Early Identification of Children’s Hearing Problem” helps teachers and parents understand and identify whether a student is having hearing impairment, so as to facilitate early intervention.
  - ◆ The pamphlet entitled “Hearing Impairment and Communication” enables teachers and parents to understand the impacts of different

degrees of hearing impairment on communication.

- ◆ The pamphlet entitled “Types of Hearing Impairment” helps teachers and parents understand the effects of different types of hearing impairment on students’ hearing ability.
- ◆ The pamphlet entitled “Unilateral Hearing-Impairment” introduces the difficulties of students with unilateral hearing impairment and ways of helping them.
- ◆ The pamphlet entitled “How to Help Hearing-Impaired Students?” helps teachers understand how to support hearing-impaired students in classes.
- ◆ The pamphlet entitled “How to Face the Problems of My Hearing Impairment?” enables teachers and parents to help hearing-impaired students accept their hearing impairment.
- ◆ The pamphlet entitled “Where Can Hearing-Impaired Students Get Support After Leaving School” provides information on the organizations that provide different types of support to hearing impaired persons.
- ◆ The pamphlet entitled “Hearing Devices” introduces different types of hearing devices and how to assist hearing-impaired students to use their hearing aids effectively.
- ◆ The pamphlet entitled “Bone Anchored Hearing Aids”- introduces Bone Anchored Hearing Aids and assists hearing-impaired students to use this type of hearing aid effectively.
- ◆ The pamphlet entitled “Earmoulds” helps hearing-impaired students use earmoulds properly.
- ◆ The pamphlet entitled “Cochlear Implants” helps teachers and parents understand Cochlear Implants Devices and the proper wearing of the devices.
- ◆ The pamphlet entitled “FM System” helps teachers and parents understand functions and operations of an FM system.

\* The above pamphlets are uploaded on the EDB Special Education Resource Centre website at :

<http://www.edb.gov.hk/>

【Path : [EDB website](#) > [Special Education](#) > [Special Education Resource Centre](#) > [Publication and Report](#)】

### **(g) Resources for parents**

- A Guide for Parents on the Whole School Approach to Integrated Education (2008) (Chinese version only) — The guide introduces the learning characteristics of students with special educational needs. It suggested ways of enhanced co-operation with schools in supporting the students.
- 「如何協助子女有效學習」小冊子 (2001) (Chinese version only) — This booklet helps parents understand why their children dislike learning. Parents are advised on how to motivate and facilitate their children in effective learning.

- 「家長錦囊：親子與共，樂在其中」(2002)} (Chinese version only) - A multi-media CD-ROM with an accompanying booklet for student guidance personnel to conduct training for parents to enhance awareness, early identification and management of SpLD (2002).
- Elimination of Disability Discrimination Home-School Coordination and Mediation Mechanism (2007) \* — The leaflet aims to enhance understanding of the Code of Practice on Education under the Disability Discrimination Ordinance (DDO) and ensure that students with disabilities have equal opportunities for education.

#### **(h) Pamphlets to help parents identify children's learning difficulties**

- How to Support Children with Specific Learning Difficulties in Reading and Writing (2007) \* — The leaflet introduces the characteristics of children with Specific Learning Difficulties and how parents can support the learning of their children through effective remedial strategies.
- How to Support Children with Intellectual Disability (2007) \* — The leaflet introduces the characteristics of children with intellectual disability and how parents can support the learning of their children through effective remedial strategies
- How to Support Children with Autism Spectrum disorders (2007) \* — Children with autism have apparent impairments in social interaction, verbal communication and behaviour. The leaflet suggests some practical methods to parents for supporting these students.
- How to Support Children with Visual Impairment (2007) \* — This leaflet introduces the categorization of visual impairment, parents' role in helping children with visual impairment to develop their independent living skills. Useful telephone numbers and websites for enquiry are also included in the leaflet for reference.
- How to Support Children with Hearing Impairment (2007) \* — The leaflet introduces different levels of hearing impairment and suggests some remedial strategies to parents and teachers for supporting these children. Useful telephone numbers and websites are also included in the leaflet for reference.
- How to Support Children with Attention Deficit / Hyperactivity Disorder (2007) \* — The leaflet helps parents to understand the characteristics of hyperactivity disorder, so that positive and effective methods can be used to guide the children to master the skills that are essential to daily living, enhance their self-esteem and develop their potential.
- How to Support Children with Physical Disability (2007) \* — The leaflet

explains what physical disability is and role of parents in daily support.

- How to Support Children with Speech and Language Impairment (2007)  
\* — The leaflet introduces briefly the types of speech and language impairment and the ways parents can assist in developing children's proper speaking habit. Useful telephone numbers and websites are also included in the leaflet for reference.
- Support Services for Students with Special Educational Needs in Ordinary Schools (Parent Guide) (2007) \* —The leaflet introduces briefly the services for identification, referral and assessment provided by the government for children suspected to have special educational needs. Other cross bureaux / sector support services are also highlighted in the leaflet.
- Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils (EII) (2007)\* — The leaflet introduces briefly the annual exercise(EII) conducted by schools on early identification of P.1 pupils at risk of learning difficulties, and to provide appropriate early support.
- Government Assessment Services for School-aged Children Suspected to have Developmental Disorders (2009)\* — This leaflet provides an overview of the assessment services offered by government departments for school-aged children and outlines the relevant referral procedures with a view to helping parents select appropriate services to meet their needs

\* The above pamphlets are uploaded on the EDB Special Education Resource Centre website at :

<http://www.edb.gov.hk/>

【Path : [EDB website](#) > *Special Education* > [Special Education Resource Centre](#) > [Publication and Report](#)】

## II. Related Websites

### (a) Special educational needs

1. Curriculum Development Institute Special Educational Needs (SEN) Section  
<http://www.edb.gov.hk/cd/sen>
2. Special Education Services Centre  
<http://www.edb.gov.hk/serc>
3. Special Education Society of Hong Kong  
<http://www.seshk.org.hk>
4. The British Columbia Ministry of Education  
[http://www.bced.gov.bc.ca/specialed/sped\\_res\\_docs.htm](http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm)
5. Accommodations for Students with Disabilities

<http://cehd.umn.edu/NCEO/TopicAreas/>

6. Do2Learn - Autism & Learning Disability Child Education

<http://www.do2learn.org/>

7. Special Education

<http://www.ednews.org/>

8. Centre for Special Needs and Studies in Inclusive Education

<http://www.ied.edu.hk/csnsie>

9. Special Needs Opportunity Windows (SNOW)

<http://snow.idrc.ocad.ca/>

## **(b) Hearing impairment**

1. Hong Kong Society for the Deaf

[http://www.deaf.org.hk/eng/e\\_news.php](http://www.deaf.org.hk/eng/e_news.php)

2. Hong Kong Association of the Deaf

<http://www.hongkongdeaf.org.hk/>

3. Children's Hearing foundation

[http://www.chfn.org.tw/en/index\\_e.htm](http://www.chfn.org.tw/en/index_e.htm)

4. National Taichung School for The Deaf

<http://www.thdf.tc.edu.tw/T.D.english/index.htm>

5. British Association of Teachers of the Deaf

<http://www.batod.org.uk/>

6. Oral Deaf Education

<http://www.oraldeafed.org>

7. American Speech-Language-Hearing Association (ASHA)

<http://www.asha.org/>

8. Hearing Loss Association of America

<http://www.shhh.org/>

## **(c) Visual impairment**

1. Ebenezer School

<http://www.ebenezer-es.edu.hk/EbenezerWeb/chi/index.aspx>

2. Hong Kong Society for the Blind

- <http://www.hksb.org.hk>
3. Hong Kong Blind Union  
<http://www.hkbu.org.hk>
  4. Hong Kong Retinitis Pigmentosa Society  
<http://www.retina.org.hk>
  5. Clinic of Optometry of The Hong Kong Polytechnic University  
<http://www.polyu.edu.hk/so/patients.php?pageid=286&dispmode=1&lang=en>
  6. Texas School for the Blind & Visually Impaired  
<http://www.tsbvi.edu/>
  7. National Taichung School for the Visually Impaired  
<http://www.cmsb.tcc.edu.tw>
  8. Children with Special Needs  
<http://www.children-special-needs.org/>
  9. Blindness Resource Center: A Service of the New York Institute for Special Education  
<http://www.nyise.org/blind.htm>
  10. The University of Michigan Kellogg Eye Centre  
<http://www.kellogg.umich.edu/patientcare/conditions/lowvision.html>
  11. Low Vision Online  
[http://www.lowvisiononline.unimelb.edu.au/LowVision/LowVision\\_intro.htm](http://www.lowvisiononline.unimelb.edu.au/LowVision/LowVision_intro.htm)
  12. The Center for the Partially Sighted  
<http://www.low-vision.org/?dispage=10>
  13. Overview on Deaf-Blindness  
<http://www.dblink.org/lib/overview.htm>

**(d) Physical Disability**

1. SAHK  
[http://www.sahk1963.org.hk/HO\\_eng/](http://www.sahk1963.org.hk/HO_eng/)
2. Family of Cerebral palsy  
<http://140.116.60.95/~mark/index.htm>
3. Association for Engineering and Medical Volunteer Services  
<http://www.emv.org.hk>



4. Hong Kong PHAB Association  
<http://www.hkphab.org.hk>
5. Rehabaid Society  
<http://www.rehabaid.org/usermode/index.asp>
6. Hong Kong Federation of Handicapped Youth  
<http://www.hkfhy.org.hk/>
7. Awareness of Chronic Health Conditions: What the Teacher Should Know  
<http://www.bced.gov.bc.ca/specialized/awareness/7.htm>

**(e) Intellectual Disability**

1. Heep Hong Society  
<http://www.heephong.org/>
2. Hong Chi Association  
<http://www.hongchi.org.hk/>
3. Caritas Rehabilitation Services  
<http://swsd.citac.edu.hk>
4. Wai Ji Christian Service  
<http://www.wjcs.org.hk>
5. Hong Kong Christian Service – Infant Stimulation and Parent Effectiveness Training Service  
<http://www.hkcs.org/cdcb/isp/isp.html>
6. Fu Hong Society  
<http://www.fuhong.org>
7. The Hong Kong Joint Council of Parents of the Mentally Handicapped  
<http://www.hkjcpmh.org.hk>
8. The Hong Kong Down Syndrome Association  
<http://www.hk-dsa.org.hk/>
9. Hong Kong Education City  
<http://www.hkedcity.net>
10. Parents' Association for Persons with Intellectual Disability(Taiwan)

<http://www.papmh.org.tw/>

11. National Special Education Information Network

<http://www.spc.ntnu.edu.tw/>

12. 阿寶的天空— 台灣教育廳特殊教育網 (Chinese version only)

<http://www.aide.gov.tw/>

13. The National Down Syndrome Society

<http://www.ndss.org/>

**(f) Attention Deficit / Hyperactivity Disorder**

1. Hyperactive Children

<http://www.fhjh.tp.edu.tw/pri04/adhd/index.htm>

2. Attention Deficit Hyperactivity Disorder

<http://www.ha.org.hk/kch/adhd/study.html>

3. Attention Deficit Hyperactivity Disorder - On-line Community

<http://www.adhd.com>

4. Mental Health Disorder & Conditions

<http://athealth.com/consumer/Disorders/ADHD.html>

5. ADHD Owner's Manual

<http://edutechsbs.com/adhd>

6. School Support for LD and ADD Learners

<http://www.iser.com/RLACarticle2.html>

7. Children and Adults with Attention-Deficit/Hyperactivity Disorder

<http://www.chadd.org>

**(g) Autism Spectrum Disorders**

1. The Spastics Association of Hong Kong

<http://www.spastic.org.hk>

2. Caritas Rehabilitation Services

<http://swsd.citac.edu.hk>

3. Heep Hong Society

<http://www.heephong.org>

4. 救世軍自閉症人士家庭支援服務 (Chinese version only)

[http://www.salvation.org.hk/ssd\\_web/fsspa/](http://www.salvation.org.hk/ssd_web/fsspa/)

5. Tuen Mun Yuk Chi Resource Centre  
<http://www.yukchi.org.hk/>
6. Society for The Welfare of The Autistic Persons  
<http://www.swap.org.hk>
7. The Parents' Association of Pre-School Handicapped Children  
<http://www.parentsasn.org.hk>
8. The Intellectually Disabled Education and Advocacy League  
<http://www.ideal.org.hk>
9. The Hong Kong Joint Council of Parents of the Mentally Handicapped  
<http://www.hkjcpmh.org.hk>
10. Special Education Resource Centre  
<http://www.edb.gov.hk/serc>
11. Hong Kong Education City (Inclusive Village) – Professional Development Centre  
<http://www.hkedcity.net/>
12. 家長易學站 (Chinese version only)  
<http://www.hkedcity.net/parent/>
13. Autism Hong Kong  
<http://www.autism-hongkong.com>
14. Autism Education Project  
<http://www.ied.edu.hk/autism/>
15. Autism Society Taiwan  
<http://www.autism.org.tw>
16. 中華民國自閉症基金會 (Chinese version only)  
<http://www.fact.org.tw>
17. 扶康會牽蝶中心－自閉症人士發展及支援中心  
<http://www.fuhong.org/hdc/about.html>
18. Teachernet  
<http://www.teachernet.gov.uk/wholeschool/sen>
19. The National Autistic Society  
<http://www.nas.org.uk>
20. Indiana Resource Centre for Autism

<http://www.iidc.indiana.edu/irca>

21. Autism Society of America

<http://www.autism-society.org>

22. Division TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)

<http://www.teacch.com>

## **(h) Speech and Language Impairments**

1. The Hong Kong Association of Speech Therapists

<http://www.speechtherapy.org.hk>

2. Royal College of Speech and Language Therapist

<http://www.rcslt.org>

3. American Speech-Language-Hearing Association

<http://www.asha.org>

4. Speech and Language Disorders

<http://www.mnsu.edu/comdis/kuster2/splang.html>

5. Examples of Materials That Can Be Adapted for Therapy

<http://www.mnsu.edu/comdis/kuster2/sptherapy.html>

## **(i) Specific Learning Difficulties**

1. Hong Kong Special Learning Difficulties Research Team

<http://web.hku.hk/~hksld/>

2. Manulife Centre for Children with Special Learning Disabilities (The Hong Kong Polytechnic University)

<http://www.mccsld.org>

3. HK Association for Specific Learning Disabilities

<http://www.asld.org.hk>

4. F.O.C.U.S.

<http://www.focus.org.hk/>

5. Yang Memorial Methodist Social Service

<http://fhe.yang.org.hk/>

6. Society of Boys' Centres - Dyslexia Development Centre

<http://www.sbc.org.hk>

7. Heep Hong Society – Supportive Learning Project  
<http://www.heephong.org>
8. The Boys' & Girls' Clubs Association of Hong Kong – Counseling Centre  
<http://www.bgca.org.hk>
9. Hong Kong Christian Service – Project Bridge for Children's Development  
<http://www.hkcs.org>
10. Hong Kong Caritas Youth and Community Service  
<http://ycc.caritas.org.hk/>
11. The Pathways Foundation Limited  
<http://www.pathways.org.hk>
12. Hong Kong Education City  
<http://www.hkedcity.net>
13. University of Hong Kong - Developmental Dyslexia Clinic  
<http://www.hku.hk/dyslexia/>
14. National Taiwan Normal University - Department of Special Education – Li-Yu Hung Website  
<http://www.rm.spc.ntnu.edu.tw/liyuhung/English/index.php>
15. 有愛無礙（學障 / 情障互動網站）（Chinese version only）  
<http://general.daleweb.org/>
16. The British Dyslexia Association  
<http://www.bdadyslexia.org.uk>
17. The International Dyslexia Association  
<http://www.interdys.org/>
18. LD OnLine: Learning Disabilities Information and Resources  
<http://ldonline.org>
19. National Center for Learning Disabilities  
<http://www.ncld.org/>
20. Learning Disabilities Association of America  
<http://www.ldanatl.org/>
21. Dyslexia Teacher  
<http://www.dyslexia-teacher.com>
22. Dyslexia Action  
<http://www.dyslexiaaction.org.uk/>

23. Bright Solutions for Dyslexia, Inc.  
<http://www.dys-add.com/index.html>

**(j) Others**

1. Arts with the Disabled Association Hong Kong  
<http://www.adahk.org.hk/tc/main/index.html>
2. Equal Opportunity Commission  
<http://www.eoc.org.hk>
3. 廖東梅創作歷程 - 畫出美麗人生 (Chinese version only)  
[http://www.hkedcity.net/article/cultural\\_feature/liutungmui/](http://www.hkedcity.net/article/cultural_feature/liutungmui/)
4. Hong Kong Sports Association for the Mentally Handicapped  
<http://www.hksam.org.hk>
5. Hong Kong Paralympic Committee & Sports Association for the Physically Disabled  
<http://www.hksap.org>
6. An information web site for Downs Syndrome — 戰勝自我 (Chinese version only)  
<http://www.info-ds.com/winmyself/winmyself.htm>
7. Lessons in Life — Radio Hong Kong  
[http://www.netstar21.com/program\\_detail.cfm?ID=74](http://www.netstar21.com/program_detail.cfm?ID=74)
8. The Hong Kong Polytechnic University – Jockey Club Rehabilitation Engineering Centre  
<http://www.polyu.edu.hk/~rec/Chinese/index.htm>
9. TEATS  
<http://www.treats.org.hk>
10. Association of Mouth & Foot Painting Artists  
<http://www.amfpa.com>
11. Special Education for Inclusive Classrooms (An Online Textbook)  
<http://www.parrotpublishing.com/>
12. Enabling Education Network  
<http://www.eenet.org.uk/>

Sample

## Individual Education Plan (20    /    school year)

Name of student :

Age :

Class :

Type of SEN :

Student's strength :

Student's weakness :

Date of discussion :

Date of implementation :

Participants : Co-ordinator of Student Support Team : \_\_\_\_\_

Educational Psychologist : \_\_\_\_\_

Other professionals : \_\_\_\_\_

Teacher : \_\_\_\_\_

Social worker : \_\_\_\_\_

Teaching assistant : \_\_\_\_\_

Parents/Students : \_\_\_\_\_

Domains	Learning objectives	Implementation		Criteria for evaluation	Progress
		In school	Parents /other support		
Academic					
Behaviour in class					
Social communication					
Emotional behaviour management					
Self-esteem					

Date of review :

Participants and posts :

<u>Student's Progress</u> : (refer to the pre-set objectives and criteria for success)	
<u>Parents' comment</u> :	<u>Student's feedback</u> :
<u>Specialist's comment</u> :	<u>Other information</u> :
<u>Conclusion and recommendation</u> :	

\*Evaluation

:

Not achieved			Partly achieved				Fully achieved		
1	2	3	4	5	6	7	8	9	10

\*Please circle the appropriate number.



## Individual Education Plan : Case 1 (Identified as Attention Deficit / Hyperactivity Disorder)

Name of Student :	Lee Bun Bun (pseudonym)
Age :	11
Class :	Primary 5A
SEN :	Attention Deficit/ Hyperactivity Disorder
Date of Discussion :	2009/10/5
Date of Implementation :	2009/10/12 - 2009/4/11 (6 Months)
Background information :	
Strengths & hobbies :	<ul style="list-style-type: none"> <li>• good memory</li> <li>• good performance in music; capable of composing melody and learning to play trumpet</li> <li>• able to recognize words and speak in English better than in Chinese</li> <li>• being curious, able to ask questions actively regarding the new matters</li> <li>• enjoying participation in activities</li> </ul>
Weaknesses :	<ul style="list-style-type: none"> <li>• weak concentration in class, only able to concentrate for 4 to 5 minutes, and always disturbs classmates during lessons</li> <li>• unable to do homework at home, hence failing to hand in homework</li> <li>• weak social skills, poor relationship with classmates, refuses to be acquainted with classmates, self-centred, unable to think for others and handle others' mistakes</li> </ul>

After discussion among the teaching personnel, parents and the student, they reach consensus on the following plan :

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Learning	1. To be attentive in class  2. To improve the student's responsibility on learning	1.Sit properly in class and bring along all books and stationary which are needed for class	- “Well behave in class” Scheme(whole class)	Remind the student to pack school bag according to the timetable; bring appropriate books and stationary	Ms Cheung, all subject teachers, classmates	Leave his seat without permission for less than 2 times a day Bring along all books and stationary needed (review every week)	
		2. Able to submit all homework	- Set up a timetable and fix a time schedule for doing homework, e.g. 5 – 6 pm daily - Hand in the homework to class monitor every morning	Check whether the homework is completed every evening	Ms Cheung, teaching assistant, class monitor	Failure to submit homework for less than 4 times a month (review monthly)	

Social adjustment	To enhance student's communication skills and improve his social life	Learn to make friends, establish circle of friends	<ul style="list-style-type: none"> <li>- Participate in social skills training group, learn how to make friends with others through role play, imitation, games, etc.</li> <li>- Select 2 classmates to act as his "angels" to accompany him and remind him, so as to help him establish circle of friends and enhance his self-confidence</li> <li>- Assign the student as Peer Tutor of the English Corner in order to raise his status in class</li> </ul>	Arrange weekend music class for the student outside school, so that he can practise the social skills and learn to make more friends	Ms Wan, Ms Au, classmates, teaching assistant	<p>Take the initiative to greet familiar persons</p> <p>Appropriately use words like "Please", "Sorry" and "Thank you"</p> <p>Use appropriate tone and vocabulary to communicate with classmates during recess time</p> <p>Have playmate(s) during break-time (Teaching assistant makes observation and reviews with the student weekly)</p>	
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**Participants :**

Student Support Team Co-ordinator : Ms POON

Teachers : Ms Cheung (Form Teacher), Ms AU (English teacher),  
Teaching assistant

Educational Psychologist : Ms LAM

Student Guidance Teacher : Ms WAN

Parents/Student : Mr. & Mrs. Lee, Lee Bun Bun

**Individual Education Plan : Case 2 (Autism Spectrum Disorders)**

Name of Student :	Lee Siu Ming (pseudonym)
Age :	15
Class :	Form 3
SEN :	Asperger's Syndrome
Date of Discussion :	2009/x /x
Date of Implementation :	2009/x /x - 2009/x/ x (about 3 months)
<b>Background information:</b>	
Strengths & hobbies :	<ul style="list-style-type: none"> <li>◆ healthy and good motor functioning</li> <li>◆ fairly good academic results, good memory, perform better in mathematics, sciences and computer studies</li> <li>◆ interested in reading, ample knowledge in astronomy and sciences, able to be persistent in some interesting experiments</li> <li>◆ tidy handwriting, excellent in drawing</li> </ul>
Weaknesses :	<ul style="list-style-type: none"> <li>◆ ignore others' response, uneasy to accept setback, need to improve communication and presentation skills</li> <li>◆ unwillingly to participate in group activities, stickle, being impatient to listen to others, unable to accept other's opinion , weak in social skills</li> <li>◆ rely on his grandmother to take care of his daily life, need to develop independent living skills</li> </ul>

After discussion among the teaching personnel , parents and the student, they reach consensus on the following plan :

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Communication and social skills	To enhance communication skills	Able to talk with others politely on certain topics	<ul style="list-style-type: none"> <li>- To participate in social skills training group for social language training and practising dialogues to initiate a conversation</li> <li>-To use “Emotional Mask” for social skills training on responding to others with different emotions</li> <li>-To enter the contest of “Astronomy 1-minute”; and practise with two classmates after school 2 times a week</li> </ul>	<ol style="list-style-type: none"> <li>1. Start with “Please,....I would like to....” to open a dialogue with others</li> <li>2. Talk to the child for at least 5 minutes every night to consolidate what the child learns</li> <li>3. To prepare with him a topic for a one-minute speech every week</li> </ol>	Ms Y; Teacher A; and Support Assistant	<p>Observe the interactions between the student and his classmates daily for at least 3 minutes each time (review weekly)</p> <p>Complete the “Astronomy 1-minute” contest (Post-contest evaluation)</p>	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
	To raise the abilities on co-operating with classmates and social interactions in groupwork	<p>1. Listen to others' opinions patiently in group discussions</p> <p>2. Learn to accept others' opinions at the group discussion</p>	<p>- To participate in social skills training group; learn to co-operate with others through games, role plays and scenarios</p> <p>- To insert the element of co-learning group in the subjects of mathematics, science and class teacher periods. Let the student use the "Question Card", "Reminder Card" etc. to enhance his skills to cooperate with others</p> <p>- To arrange the student to join his favourite clubs, such as Computer Club/ Astronomy Club/ Science Club</p>	To arrange social activity at least once a month for the student, e.g. lunch gathering, and observe the student's interaction and give positive feedback	<p>Ms Y, Teacher A, Mathematics Teacher, Support Assistant,</p> <p>Relevant teachers of clubs &amp; associations</p>	<p>Other classmates are willingly to work with the student on project and group discussions (Review monthly)</p> <p>80% of attendance (Review monthly)</p>	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
		3. Praise others for their merits	- Teaching assistant will support the students in the group discussions  - Able to praise at least one classmate a day. The teaching assistant provides assistance and positive reinforcement to the student		Teaching Assistant  Teaching Assistant	Willingly to give remarks at least 2 times in group discussions (Review weekly)  To praise at least one classmate every day (Review weekly)	

### Participants :

Student Support Team Co-ordinator : Teacher T Teachers : (Form Teacher) Teacher A, (Assistant Form Teacher) Teacher B, Mathematics & Sciences Teacher, Teaching Assistant, Supporting Assistant, Clubs & Associations Teacher

Educational Psychologist : Ms W Social Worker : Ms Y Parents/Student : Mr.& Mrs. Lee, Lee Siu Ming

## Individual Education Plan : Case 3 (Intellectual Disability)

Name of Student :	Chan Yat Shek (pseudonym)
Age :	12
Class :	Primary 6B
SEN :	Mild Intellectual Disability
Date of Discussion :	10/9/2009
Date of Implementation :	14/9/2009 – 13/12/2009 (3 months)
<b><u>Basic Information</u> :</b>	
Strength & Hobbies :	<ul style="list-style-type: none"> <li>• possessing a gentle character, emotions being under controlled, willingly to listen to teachers</li> <li>• interested in photography, talented in drawing</li> <li>• the only child in family; his mother is a housewife and willing to cooperate with school to support her son</li> <li>• as his mother always arranges him to participate in different activities, he possesses common knowledge for life; he is interested in Liberal Studies in particular</li> </ul>
Weaknesses :	<ul style="list-style-type: none"> <li>• weak in concentration, likes to draw on books or exercise books in class</li> <li>• lack of confidence due to his limited ability</li> <li>• dislikes copy jobs due to weak hand muscle</li> <li>• insufficient vocabulary with articulation defects, and weak language skills. The student is aware of his weak communication skills. He seldom takes the initiative to talk with his classmates, hence, his social life is affected</li> <li>• academic results: Chinese — fair reading ability, able to understand the basic facts of the passages, but lacks organization and frail in content for writing. English— limited vocabulary power, able to understand simple instructions with hints Mathematics— unable to deal with long questions</li> </ul>



The mutual goal after discussion is :

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Learning	Chinese – To raise the writing ability	1.Use three vocabularies from each chapters to make sentences	- Teacher selects three vocabularies from each chapter for focus teaching and requires the students to use them in his composition	-help the student to revise the vocabularies at home every day, and encourage him apply the vocabularies in daily life	Miss Chan	Able to dictate the three selected vocabularies from each chapters correctly and make sentence with each vocabulary (Review once after completing two chapters)	
		2.Use the “6 W Questions” in writing	- Arrange a Chinese remedial lesson each week for the student; illustrate the “6 W Questions” with mind maps and teach the students to apply the skills in narrative writing  - In composition lessons, teacher teaches the student to use the “6W Questions” for writing narratives.	-Guide the student to compile a vocabulary book (allow the student to draw pictures on this book)	Teaching Assistant  Miss Chan	Use the mind map of “6W Questions” to write a narrative essay (150-200 words) (Review after completion )	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
	English – To raise the reading ability	1.Dictate four vocabularies of each chapter  2. Read simple story books with “Big Brothers”	<p>- Peer tutoring programme: One student trained as peer tutor plays cards with the student in the second break of Mondays, Wednesdays and Fridays to encourage him learn English with the card game. Dictation is held on Fridays and his results are recorded by this peer tutor. Furthermore, the peer tutor also helps him compile a personal vocabulary book (allow him to stick pictures or draw pictures on this book)</p> <p>- Teacher selects a suitable book for the student to read every month through paired reading with a “Big Brother” and selects some simple sentence structures from the book for the student to learn.</p>	<p>The book is borrowed by the student and taken to home. Parents guide the student to read the book and complete the worksheets every week</p>	<p>Ms Cheung is responsible for the training and follow-up works of the peer tutor.</p> <p>Ms Cheung</p>	<p>Pronounce and dictate correctly the four selected vocabularies each week (Review bi-weekly)</p> <p>Read aloud a simple story book on his own every month (Review monthly)</p>	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
	Mathematics – To raise the ability to tackle long questions	<p>1. Distinguish various mathematical terms, e.g. differences, X is more than Y...etc.</p> <p>2. Use problem-solving skills to work out the long questions( apply task analysis)</p>	<p>- Arrange two mathematics remedial lessons each week for the students, teach him to identify and understand the mathematics glossary, and how to apply the problem-solving strategies to work out the long questions as follows:</p> <ol style="list-style-type: none"> <li>1. Recite the question</li> <li>2. Find out the key words</li> <li>3. Use diagrams to illustrate the problems</li> <li>4. List out the equations</li> <li>5. Make a guess</li> <li>6. Calculate and check</li> </ol>	Assist the student to apply the problem-solving strategies to work out the long questions and complete the homework.	Miss Ng, Teaching Assistant	Able to finish at least half of the class assignments and homework independently (Review bi-weekly)	



Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
			to use the vocabularies and the learned narrative skills	him on the activity and his feeling afterwards, and assist the student to write a simple travel logbook (photographs and texts); ask the student to bring this logbook to school and share with Ms Choy during the speech therapy training.			

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Social skills	To raise the ability of interaction with classmates	1. To acquire the manners to interact with classmates  2. Able to participate the extra-curricular activities with classmates	- To participate in social skills training group from October to November, organized by the social workers (about 4 sessions) to learn how to interact with others politely through games, role plays and scenarios  - To join the Photography Club		Miss Pak, the social worker	-able to stay harmoniously with classmates and no complaints on his impoliteness by classmates  - able to attend the Photography Club meeting every week (Review bi-weekly)	

**Participants :**

Student Support Team Co-ordinator : Ms Tam

Teachers : Ms Chan (Chinese Teacher & Form Teacher), Ms Lee (English Teacher), Ms Ng (Mathematics Teacher), Teaching assistant

Educational Psychologist : Ms Wong

Student Guidance Teacher : Ms Pak

Speech Therapist : Ms Choy

Parent/ Student : Mrs. Chan, Chan Yat Shek

## **Equal Opportunities in Education - the Mediation Mechanism**

EDB has established a three-tier mediation mechanism which involves schools, EDB and the Equal Opportunities Commission for safeguarding equal opportunities of students with disabilities in education. (Please refer to the leaflet “Elimination of Disability Discrimination: Parent-school Coordination and Mediation Mechanism”)

Over the past years, there were few controversial cases. Finally, these cases were settled after negotiation between schools and parents.

### **Role of Schools**

- Formulate school-based policy to provide all students with equal opportunities in education;
- Arouse parents’ concern for the school policies and development. Advise parents to directly voice their opinions to the school if they hold different views on the support measures for their children and, to discuss with the school about possible improvement measures;
- Keep open to parents’ opinions for continuous school improvement; and
- Formulate school-based complaint procedures to handle complaints from parents and students.

### **Role of the EDB**

- Regional Education Offices of EDB will render assistance in case the school and the parents cannot reach any agreement due to divergent views;
- Officers of Regional Education Offices will collect opinions from both the parents and school, study the case thoroughly, and arrange mediation meetings to settle the dispute;
- EDB will, through the Case Study Group, consult professionals outside EDB for advice on a workable solution if no settlement is reached at the mediation meetings; and
- EDB will take into account the recommendations of the Case Study Group, actual operation and resources deployment, etc. and mediate and work out a solution for the parents and school. EDB will then implement the related measures.

## **Role of the Equal Opportunities Commission**

- According to the Disability Discrimination Ordinance, anyone who feels discriminated may file written complaints to the Equal Opportunities Commission;
- The Equal Opportunities Commission will look into the case and make the best effort to mediate and work out a solution for the complainant and respondent; and
- The Equal Opportunities Commission usually takes three to nine months to handle a complaint case.

## **Contact Numbers for Enquiry**

Hong Kong Regional Education Office	2863 4646
Kowloon Regional Education Office	3698 4108
New Territories East Regional Education Office	2639 4876
New Territories West Regional Education Office	2437 7272
The Equal Opportunities Commission	2511 8211

## **Relevant Circular Memorandum from the Education Bureau**

<b>Subject</b>	<b>Circular Memorandum No</b>	<b>Date</b>
Commencement of The Code of Practice on Education	EDBC 014/2003	17/7/2001
The Principles of Equal Opportunities	EDBC 033/2003	08/12/2003

For the leaflet “Elimination of disability discrimination: parent-school coordination and mediation mechanism” and relevant information, please refer to the homepage of the Education Bureau at: <http://www.edb.gov.hk/>

【Path : EDB website > *Special Education* > Special Education Resource Centre > Publication and Report > *Elimination of Disability Discrimination • Parent-School Coordination and Mediation Mechanism*】



**Policies, Resources and Measures adopted in supporting Students with SEN or Academic Low Achievers to be set out in the School Annual Report.**

**School**

**Policies, Resources and Measures Adopted in Implementing  
the Whole School Approach to Integrated Education  
( 20 / 20 school year)**

<b>I. Policy</b>	<ul style="list-style-type: none"> <li>• Our school is committed to developing an inclusive culture through the Whole School Approach to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life.</li> <li>• We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.</li> </ul>
<b>II. Resources</b>	<p>To facilitate our school's support to students with SEN and academic low achievers (ALAs), the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> <li>• Capacity Enhancement Grant;</li> <li>• Learning Support Grant;</li> <li>• Intensive Remedial Teaching Programme;</li> <li>• Whole School Approach to Integrated Education Programme;</li> <li>• Top-up Fund; and</li> <li>• Enhanced Speech Therapy Grant.</li> </ul>
<b>III. Support measures and allocation of resources</b>	<p>Students with SEN and ALAs are provided with the following support measures: -</p> <ul style="list-style-type: none"> <li>• A student support team headed by the vice principal is established. The team members include the curriculum leader, the student guidance teacher, resource teachers, class teachers, the school social worker, the educational psychologist, the examination co-ordinator and subject teachers.</li> <li>• One additional teacher and two teaching assistants are employed in the implementation of the Whole School Approach to catering for student diversity.</li> <li>• ALAs are provided with pull-out/after school remedial lessons, which include P2 Chinese, P3/4 English and P2-5 Mathematics.</li> <li>• In order to help students with SEN to better cope with their learning, we have utilized the top-up fund in accordance with their needs to procure FM Systems for students with hearing impairment, procure height adjustable desks and chairs and install ramps for students with physical disability, and install</li> </ul>

	<p>screen readers for students with Specific Learning Difficulties.</p> <ul style="list-style-type: none"> <li>• School-based speech therapy service is hired to offer individual/group training/therapy sessions to students with speech and language impairment once a week.</li> <li>• Deploying teachers or teaching assistants to co-teach to support students with SEN in the classrooms.</li> <li>• With teachers' coordination, teaching assistants provide after-school tutorials for those students in need.</li> <li>• Adapted learning materials, homework strategies and/or assessment accommodation are provided to students in need; their learning achievements are recorded via class observation and reported to the parents concerned when appropriate.</li> <li>• Students of the junior classes are supported by those from the senior classes through peer tutoring.</li> <li>• Reading skills of students with Specific Learning Difficulties are enhanced through paired reading;</li> <li>• Parent education, including seminars, training groups and workshops, is organized to equip parents with better understanding of children with SEN, and render their support in alignment with the school measures.</li> <li>• EDB, HKIEd and NGOs are invited to conduct staff development programmes. These include: Implementing the Whole School Approach to support students with SEN, teaching strategies for students with Autism Spectrum Disorders and theories on Invitational Education.</li> </ul>
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**The Whole School Approach to Catering for Students with SEN**  
**Year-end Evaluation Form for Individual Student**  
**(for Primary Schools)**

\_\_\_\_\_ / \_\_\_\_\_ School Year

Student Name: \_\_\_\_\_ Level:   P   Evaluation Date: \_\_\_\_\_

School Name: \_\_\_\_\_

SEN: ☐ SpLD ☐ ID ☐ ASD ☐ AD/HD ☐ PD ☐ VI ☐ HI ☐ SLI

SpLD - Specific Learning Difficulties

ID – Intellectual Disability

ASD – Autism Spectrum Disorders

AD/HD – Attention Deficit / Hyperactivity Disorder

PD – Physical Disability

VI – Visual Impairment

HI – Hearing Impairment

SLI – Speech & Language Impairment

**People involved in the evaluation :** (please fill in the no.)

i) School representatives:

Teachers \_\_\_\_\_ Educational Psychologist \_\_\_\_\_ Teaching Assistant \_\_\_\_\_

Student Guidance Personnel \_\_\_\_\_

ii) EDB representatives (Section): \_\_\_\_\_

iii) Parents (Relationship with student): \_\_\_\_\_

iv) Student involved:   Y / N  

v) Others (please specify): \_\_\_\_\_

**Part A: Performance in this school year**

1. Compare the performance of the students at the beginning and the end of this school year. (Please put a '✓' in the box)

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
<b>1.1 Students' Social adjustment :</b>				
1.1.1 Compliance with the school regulations				
1.1.2 Good relationship with peers				
1.1.3 Good relationship with teachers				
1.1.4 Participation in classroom/school activities				
1.1.5 Self-esteem				

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
<b>1.2 Students' Learning performance:</b>				
1.2.1 Reading skills				
1.2.2 Numeracy skills				
1.2.3 Writing skills				
1.2.4 Academic performance				
1.2.5 Development of multiple intelligence: (e.g. Sports, Arts, Music etc., please specify: _____)				
<b>1.3 Students' Learning attitude/motivation :</b>				
1.3.1 Completing the task within time limits				
1.3.2 Working independently				
1.3.3 Adjusting smoothly to the changes in the daily school routines				

2. Support provided: (Please put a '✓' in the box, may choose more than 1 item)

	Chinese	English	Mathematics	Other subjects
2.1 Co-teaching				
2.2 Co-operative learning				
2.3 Withdrawal/after school remediation				
2.4 Small group teaching / activities				
2.5 Peer tutoring				
2.6 Paired reading				
2.7 Other support(i), pls specify _____				
2.8 Other support (ii) , pls specify _____				

3. Adaptation and Accommodation

3.1 Teaching & Learning (Please put a '✓' in the box, may choose more than 1 item)

	Adaptation and Accommodation provided				No Adaptation and Accommodation
	Chinese	English	Maths.	Others	
3.1.1 Curriculum					
3.1.2 Quantity of Homework					
3.1.3 Seating Arrangement					
3.1.4 Special					
3.1.5 Others★					

★Pls specify: \_\_\_\_\_

3.2 Test & Examination (Please put a '✓' in the box, may choose more than 1 item)

Enlarged question papers	Extended time	Ancillary aids (e.g magnifiers / assistive listening device)	Use brailers	Special room / Special assistant
Read the topics of the question paper	Read the whole question paper*	Special arrangement (e.g. computer, answer orally, etc)	Exemption*	Other*

\*Pls specify the subject: \_\_\_\_\_

☐ Students do not need examination accommodation .

☐ No examination accommodation provided for students.

Reasons: \_\_\_\_\_

4. Home-school Cooperation

4.1 Parent involvement in the following activities: (Please put a '✓' in the box, may choose more than 1 item)

Individual Education Plan	Parent Day	Seminar / Sharing	Parent Group	Volunteer	Contact school periodically	Other*	No participation

\*pls specify: \_\_\_\_\_

4.2 Parents find the support measures provided by school:

Highly satisfactory ☐ Satisfactory ☐ Accpetable ☐ Need improvement ☐

Parents' suggestion or views on the support plan for next school year:

\_\_\_\_\_

**Part B: Education Plan for next school year**

In the next school year, will the school change or adjust the education plan for the students in regard to the following?

	No	Reason:	Yes	Reason:
1. Support				
2. Teaching Adaptation				
3. Examination Accommodation				
4. Home school cooperation				

Teacher's Name: \_\_\_\_\_ Post: \_\_\_\_\_ Date: \_\_\_\_\_

**The Whole School Approach to Catering for Students with SEN**  
**Year-end Evaluation Form for Individual Student**  
**(for Secondary Schools)**

\_\_\_\_/\_\_\_\_ Academic Year

Student Name : \_\_\_\_\_ School : \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Specific Learning Difficulties           | <input type="checkbox"/> Physical Disability            |
| <input type="checkbox"/> Intellectual Disability                  | <input type="checkbox"/> Visual Impairment              |
| <input type="checkbox"/> Autism Spectrum Disorders                | <input type="checkbox"/> Hearing Impairment             |
| <input type="checkbox"/> Attention Deficit/Hyperactivity Disorder | <input type="checkbox"/> Speech and Language Impairment |

Level : \_\_\_\_\_ Date of review : \_\_\_\_\_

Participants : Representatives from School: \_\_\_\_ teachers \_\_\_\_ teaching assistants  
 \_\_\_\_ social workers (Pls indicate the No.)

Representative from EDB (Section) : \_\_\_\_\_

Parent : \_\_\_\_\_ Student (if he/she participates): \_\_\_\_\_

Others (Please specify) : \_\_\_\_\_

**Part A : Performance in this year**

Students' overall performance as compared with that of the last term :

1.1 Student requires curriculum adaptation in the following subjects :

- ☐ Chinese    ☐ English    ☐ Mathematics  
☐ Other subjects (please specify : \_\_\_\_\_)

1.2 Student's Social adjustment :	Showing significant improvement	Showing some improvement	Showing no improvement	Others (pl specify)
1.2.1 Compliance with the school regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.2 Good relationship with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.3 Good relationship with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.4 Participation in classroom/school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.5 Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

1.3 Student's Learning performance :	Showing significant improvement	Showing some improvement	Showing no improvement	Others (pl specify)
1.3.1 Reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.2 Numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.3 Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.4 Academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.5 Development of multiple intelligence (e.g. Sports, Arts, Music etc., please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

1.4 Student's <b>Learning attitude/motivation</b> :	Showing significant improvement	Showing some improvement	Showing no improvement	Others (pl specify)
1.4.1 Completing tasks within time limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.4.2 Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.4.3 Adjusting smoothly to the changes in the daily school routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. Parents are satisfied with the support measures provided by school :

Highly satisfactory ☐ Satisfactory ☐ Unsatisfactory ☐

### **Part B : Education Plan for the Coming School Year**

3. In the coming school year, the following adjustment or support measure will be implemented to enhance the effectiveness of learning and teaching : (may select more than 1 item )

#### 3.1 Teaching

- ☐ co-teaching : the subject is \_\_\_\_\_(pls specify)
- ☐ collaborative learning : the subject is \_\_\_\_\_(pls specify)
- ☐ small-group teaching : the subject is \_\_\_\_\_(pls specify)
- ☐ after-school remedial class : the subject or learning area is \_\_\_\_\_(pls specify)
- ☐ peer-tutoring : \_\_\_\_\_(pls specify)
- ☐ others : \_\_\_\_\_(pls specify )
- ☐ no adjustment or support measure is required in this aspect

#### 3.2 Curriculum

- ☐ adjustment will be made in the following subjects : \_\_\_\_\_
- ☐ no adjustment or support measure is required in this aspect

#### 3.3 Assessment

- ☐ alternative mode of question papers, such as :
  - ☐ braille
  - ☐ enlarged prints
  - ☐ reading aloud instructions by the invigilator
  - ☐ reading aloud all questions by the invigilator
  - ☐ others : \_\_\_\_\_(pls specify)
  - ☐ no adjustment or support measure is required in this aspect
- ☐ alternative mode of answering the papers, including :
  - ☐ braille
  - ☐ word processors
  - ☐ computer software such as Penpower Chinese handwriting recognition system, TengSeWong Voicewriter, etc

- ☐ providing oral answers
- ☐ special examination centres or arrangement of additional invigilators
- ☐ extended examination time
- ☐ ancillary aids, such as calculator \_\_\_\_\_(pls specify)
- ☐ others : \_\_\_\_\_(pls specify)
- ☐ no adjustment or support measure is required in this aspect

4. Suggestions on home-school co-operation to enhance the effectiveness of learning and teaching are as follows : (may select more than 1 item)

- ☐ the present support measures, such as parents' involvement in IEP meetings will be continued
- ☐ strengthen parental support, including
  - ☐ assisting student in his/her homework
  - ☐ engaging in parent-child paired-reading
  - ☐ assisting student in revising the learning contents
  - ☐ participating in behavioral management programme
  - ☐ widening Key Learning Areas for the student, such as participating in extra-curricular activities
  - ☐ taking up specific training course, such as \_\_\_\_\_(pls specify)
  - ☐ enhancing student's self-confidence
  - ☐ keeping close contact with school
  - ☐ assisting student in his/her classroom learning at school
  - ☐ attending parent training courses
  - ☐ others : \_\_\_\_\_(pls specify)

5. Suggested summer activities : (may select more than 1 item)

- ☐ remedial class on academic subjects
- ☐ enrichment course on academic subjects
- ☐ summer job experience or volunteer work
- ☐ social functions
- ☐ life skills training activities
- ☐ fitness training
- ☐ others : \_\_\_\_\_(pls indicate)

6. Parents' comments and suggestion on the above plan :

\_\_\_\_\_

\_\_\_\_\_

Name of teacher : \_\_\_\_\_ Post : ☐ Class Teacher  
☐ Curriculum Leader  
☐ Others : (Pls specify : \_\_\_\_\_)

Date : \_\_\_\_\_



## Exemplar on Support Measures and Strategies (1)

### **SEN Type : Speech and Language Impairment(SLI)**

#### **Learning Difficulties of students:**

- Misunderstanding due to the inability to comprehend the whole message, hence unable to follow classroom instructions and respond appropriately to questions;
- Weak expressive language skills, limited vocabulary repertoire and often fail to express the meaning;
- Language expression affected by oversimplified sentence structures and word order problems, leading to difficulties in group discussion;
- Unclear speech due to misarticulation;
- Dysfluency (Stuttering) such as repetition of syllables, single word, compound word, and even with facial grimacing and body movements, etc. affecting communication and social interactions; and
- Hoarse voice affecting communication

#### **1. Planning Support Programmes**

##### **Objectives :**

1. To establish a mechanism for early identification, referral and support for SLI students;
2. To provide appropriate school-based speech therapy services such as:
  - enhancing students’ use of vocabularies;
  - enhancing students’ ability in using different sentence structures;
  - enhancing the narrative skills of students;
  - enhancing students’ comprehension of text genres ;
  - improving students’ speech intelligibility;
  - increasing all students’ awareness of vocal hygiene;
  - establishing a language-facilitating environment, etc.

##### **Implementation Methods:**

###### **1. School-based measures :**

- *Group training:* Age-matched students with similar speech and language problems would be arranged to receive group therapy, such

as groups on “Narrative Skills Enhancement”, “Vocabulary Expansion”, “Sentence Structure Building” and “Vocal Hygiene”, etc. Group therapy would be conducted after school. Each group would have 4 training sessions, each training session lasting for about 40 minutes. There would be 4 to 6 students in each group. Teachers and parents would also be invited to participate in the group therapy so that they can understand the skills and strategies in enhancing students’ speech and language abilities.

- *Individual training*: For cases having more severe speech and language problems or poor stimulability of training targets, individual therapy would need to be provided. Each case would receive training once every two weeks. Each training session would be about 30 minutes. Teachers and parents would also be invited to attend the individual therapy sessions, so that they would understand the skills and strategies in enhancing students’ speech and language abilities. In accordance with the needs of individual students, the school-based speech therapist would observe their communication and learning in the classroom.
- *Peer tutoring*: A “Speech and Language Ambassador Scheme” would be implemented to support students with mild defective articulation: The school-based speech therapist would provide basic training to the Speech and Language Ambassadors, so that they would master the skills in helping students with defective articulation. After training, the Speech and Language Ambassadors would accompany the SLI students to carry out articulation training and help the SLI students correct their articulation errors before lessons, after school or during lunch time twice a week. The school-based speech therapist would also follow up on the progress of these students regularly.
- *Collaborative teaching*: The Chinese Language subject teacher of the 2D class and the school-based speech therapist would conduct collaborative teaching and work together to set the learning objectives for the SLI students. (For examples, in the lesson of “An unforgettable day” in Unit 2, the structure of story grammar would be introduced to help students narrate events and the skill of scaffolding would be demonstrated to help them understand the text.)
- *Curriculum accommodation*: Chinese Language and Liberal Studies: To use more visual strategies in teaching to help students understand and organize the learning contents; to provide opportunity for

practices and to enrich the language context.

– *Homework accommodation:*

- Assignment of Chinese Language (sentence reconstruction) : To reduce the level of difficulties in sentence reconstruction exercises, e.g. only requesting students to add prepositional phrases or reconstruct complex sentences with not more than two levels of structures ;
- Integrated Science, History, etc.: To allow students using written words, charts or list of points to support their expression ;
- English : With reference to the suggestions by the school-based speech therapist, the practice focuses on word formation (For example, to change the meaning of words by adding a prefix to the root) ;
- To adopt diverse learning experience (e.g. books, webpages and visits) to replace textbook assignments.

– *Assessment accommodation :*

- To pay attention to the content and the main ideas of students' expression when scoring, and should not deduct marks solely because of articulation, voice or stuttering problems ;
- To give extra time allowance to enable students to have sufficient time to complete what they want to express.

– *Others :*

To set up personal case files for students receiving speech therapy services to keep their information (assessment reports, clinical notes, progress reports and other background information, etc.)

## **2. Hire services**

Services Content:

(i) Target students:

All SLI students of the school (including those with multiple disabilities, e.g. SLI students with Autism Spectrum Disorders (ASD) and Intellectual Disability (ID))

(ii) Expected Outcomes:

- a. To improve articulation / fluency / voice of the students in order to enhance their communication and social skills;
- b. To improve the comprehension and expression skills of the students in order to enhance their learning efficacy in the classroom;

c. To increase the ability of teachers / parents in identifying and supporting SLI students.

(iii) Implementation Details:

Mode : To hire speech therapy services provided by qualified speech therapists in the form of a package. The content of the services includes:

- To provide assessment and diagnostic services for all students suspected of having SLI;
- To provide speech therapy services for all SLI students of the school based on their speech and language problems and learning needs, e.g. individual therapy, group therapy, in-class support, etc.;
- To organize seminars / workshops for teachers / parents;
- To inform school / teachers / parents of students' progress, speech and language abilities, learning needs and problems etc. on a regular basis, such as by issuing detailed speech and language reports and progress reports, meeting with teachers and parents etc.;
- To invite parents and teachers to attend therapy sessions so that they can have better understanding of students' speech and language abilities, characteristics of impairment, treatment and training methods;
- To assist the school to establish and evaluate the mechanism of referring students suspected of having SLI;
- To provide professional consultation to teachers to assist them to decide on the appropriate teaching strategies to enhance students' "listening, speaking, reading and writing" abilities.

Frequency : 30 school visits in the school year (e.g. three to four half-day visits per month).

Evaluation : The coordinator of the Student Support Team and the speech therapist meet regularly to review the performance and progress of students, revise the therapy service plan and to discuss pertinent issues. In addition, the speech therapist is required to submit an annual service report to school by the end of the school year.

### **3. Use of Community Resources :**

- (i) Participating organization: Special School cum Resource Centre (SSRC)
- (ii) Target students: SLI students with multiple disabilities (such as student with ID and ASD)
- (iv) Service: To enhance the teachers' competency in caring for and supporting these students through the school-based support services provided by the SSRC. Besides, the teaching assistants would follow the recommendations given by the speech therapist to use the speech training resource package developed by EDB to enhance the inferencing skills of the SLI students.

## **2. Parental Cooperation**

### **a. Parent education / training :**

- Seminars / workshops for parents  
For example :
  - A workshop on “Enhancing learning efficacy of SLI students”.  
The content includes enhancing the students' abilities in asking questions and learning vocabularies;
  - The workshop is about three hours.
- Parents' observation of therapy sessions / Speech therapy consultation services
  - To arrange parents to participate in the speech therapy sessions and/or to talk with the speech therapist in order to understand the progress of students, speech training objectives and skills.

### **b. Collaboration with parents :**

- To provide different opportunities for parents to be involved in support processes, e.g. involve parents in drawing up Individual Education Plans, provide parents with information and advice on the “Home Training Program”, encourage parents to carry out the home practices with the students;
- To train parents as parent volunteers by acquainting them with various problems of speech impairments and support strategies, and to have parents assist SLI students in practicing articulation skills or expressive language.

To collect parents' opinions about the support measures and speech therapy services from parents.

### **3. Evaluation of Effectiveness**

#### **a. Parents provide related information of students :**

- To collect the record of speech therapy home practices;
- To meet parents regularly in therapy sessions or on parents' day so as to collect their opinions and information about the progress of the speech and language abilities of their children.

#### **b. Evaluation of students' progress:**

- To gather the assessment information of SLI students' performance from the speech therapist and teachers, e.g. speech and language reports, speech therapy progress reports, minutes of case conferences, teacher's comments etc. in order to evaluate the learning outcomes of the students, and set support goals and plan for the next school year.

## **Exemplar on Support Measures and Strategies (2)**

### **Types of SEN : Attention Deficit/Hyperactivity Disorder (AD/HD)**

#### **Common learning, emotional and behavioural difficulties faced by these students:**

- Inattention : Lack of concentration with short attention span. They are often distracted by irrelevant signs and sounds. They also fail to work in a systematic way or pay attention to details. Moreover, they often make careless mistakes;
- Hyperactivity : They cannot remain seated in class and usually keep fidgeting or fiddling with objects around them; and
- Impulsivity : They lack patience, are impulsive and often act without considering the consequences. They blurt out answers before the questions are completed. Moreover, they often interrupt others, cannot remain in line with the queue, and are unable to follow through the instructions for completion of tasks.

### **I. Formulation of Support Programme**

#### **Objectives :**

1. Focus on the student's deficiencies to eliminate his/her barriers in learning and participation, such as enhance the below executive skills:
  - response inhibition;
  - working memory;
  - self-regulation of affect;
  - sustained attention;
  - task initiation
  - planning/prioritization
  - organization
  - time management
  - goal-directed persistence
  - flexibility
  - metacognition
2. Maximize the student's strength, such as create opportunities for the student who is good at athletics to use his strength in sports and could thus acquire success experiences, build up confidence and self-esteem in the process.
3. Enhance teachers' support in the classroom, such as

- Learning and teaching - give clear instructions, break down complicated task into small steps and adopt diversified teaching strategies to meet the student's need;
- Classroom management - appropriate seating arrangement and timely reminders could help the student to stay focused on task. Avoid direct confrontation with the student. Train the student to use self-initiated time-out whenever he/she is about to throw tantrums;
- Test and examination - provide assessment accommodation so that the student's deficiencies would not restrict the full display of his/her competencies.

#### 4. Enhance home-school collaboration

Make use of multiple channels to maintain close contact with parents in order to reach consensus on management strategies and the importance of recognizing his/her efforts as well as to providing him/her with continuous support.

#### 5. Create a school with inclusive culture and practices.

### **Intervention**

#### **1. School-based Support**

##### **(i) Group training**

**Target:** Can include students who display features of or are confirmed to have Attention Deficit / Hyperactivity Disorder. Group size should not exceed 8 students with similar age.

**Objective:** Enhance the students' executive skills

**Mode:** Direct teaching, exercise, discussion and practicum.  
To be conducted after school for about 7 to 8 sessions and each session lasts for 1.5 hours.

**Follow-up:** During the training period, the tutors should report the progress of the students to parents and teachers so that they can facilitate the students to apply what they have learnt in different settings. After the training, the tutors should work with the parents and teachers together to formulate plan for consolidation of skills acquired.

(Please refer to the Development of Executive Skills (DOES) Resource Package(2010) for the related training.)

##### **(ii) Individual training**

- Design an Individual Education Plan (IEP) for students with serious and persistent emotional problems (such as self-harming behaviours and serious interruptive behaviour in class).
- The objectives and content of the IEP and the frequency of regular review should be based on the student's individual needs and progress.



Please refer to Section 6.3 - Tier 3 Intensive Individualized Support of this operation guide.

**(iii) Peer tutor**

- Train up students who are more mature and accepting to be “Guardian Angel” of these target students. By pairing them up, such Angels can help target students to manage their own learning, emotion and behaviour by reminding, assisting and encouraging them.

**(iv) Co-teaching**

- Arrange teaching assistant to help those students who are excessively active and weak in self-control inside the classroom. Use direct verbal instructions or cue cards to remind the students to be attentive, remain seated, wait for his turn to speak as well as to follow teachers’ instructions to complete classroom tasks and participate in activities.

**(v) Curriculum accommodation**

- Use diversified teaching strategies in the classroom (such as differentiated instructions, multi-sensory teaching, tiered assignments, project learning, etc.) to allow access to the curriculum and opportunities to utilize his excess energy and to move around.

**(vi) Homework accommodation**

- Highlight key words in the instructions or questions of assignments or worksheets, such as underline the words or provide large prints to reduce careless mistakes. Allow the student to do the mathematics sums in tabulated exercise book (格仔簿). Its marked columns can help to minimize digit alignment errors.

**(vii) Assessment accommodation**

- Arrange seats which are free from environmental interference for the student. For student with particularly weak attention control, arrange a separate room for him to do the assessment individually. Lightly pat the student’s shoulder or tap on his desk to draw his attention when he becomes distracted during an assessment. Remind the student to read the questions and check the answers with due care and encourage him to persist completing the assessment. For oral examination, repeat the questions or instructions. Allow the student to have a short break during test and examination.

**(viii) Home-School Collaboration**

- Provide different platforms to enhance communication with and participation of the parents, such as regular IEP meetings, case conference, Parents’ Day, etc.

- Enhance parents' knowledge and skills in handling the emotional and behavioral problems of their children with AD/HD, such as organize workshops or seminars on handling children with AD/HD, teach parents to set up positive and reasonable goals, use "I messages" and acquire parent-child communication skills.
- Organize parent volunteers to help needy students on handling assignments and participating in peer activities during recess or after school. Such parent volunteers can provide mutual support among themselves through networking.

**(ix) Others**

- Inform parents of any special observation on the student's response to medication so that parents can relate to the psychiatrist at the regular follow-up session.
- If the student is also grossly lagging behind in attainment, appropriate academic remedial support should be arranged accordingly.

**2. Hire of service**

While planning school-based support measures, the school should consider the following factors to decide if hire of service is required:

- The number of target students, their distribution and needs
- The expertise and capacity of teachers and student guidance personnel; and
- The background and relevant experience of potential service provider.

The school is also required to draw the service providers' attention to measures for strengthening the protection of students from sexual abuse.

[The Law Reform Commission of Hong Kong (LRC) has proposed to establish the Sexual Offences Records Checks for Child-related Work to enable employers of persons undertaking child-related work to check the criminal conviction records for sexual offences of employees. The Government is now studying the proposal from LRC and will take follow up actions. When the Sexual Offences Records Checks is established, the school should remind the service providers to adopt appropriate measures accordingly.]

**Goal of Hire of Service :**

Apart from directly benefiting the target students, hire of service can bring in the most updated and comprehensive support strategies which the school personnel can acquire and use in their daily teaching and guidance work. The school's capacity and effectiveness in meeting the SEN of its students using a Whole School Approach is thus enhanced.

**Scope :**

- Students and parents groups
- Training of executive skills (choose from the 11 items of the above examples)
- Training/workshop for parents, teachers, student guidance personnel and teaching assistants on topics such as:
  - Understanding the characteristics of students with AD/HD
  - Strategies to help students/children with AD/HD

**Expected outcomes and/or deliverables :**

- The executive skills, confidence and sense of achievement of students with AD/HD are enhanced;
- Teachers, student guidance personnel and teaching assistants' understanding of students with AD/HD are enhanced;
- Teachers, student guidance personnel and teaching assistants' skills in supporting students with AD/HD are enhanced (in particular on learning and teaching and classroom management);
- The parents' knowledge and skills on handling the emotional and behavioral problems of their children with AD/HD are enhanced;
- Teaching materials and remedial resources on helping students with AD/HD are given to the school for future use

**3. Use of community resources**

- (i) Organisations : such as Adjustment Unit operated by the Education Bureau, Short-term Adjustment Programme operated by Schools for Social Development, Special Schools cum Resource Centers and Hong Kong Red Cross Hospital Schools.
- (ii) Targets: Students with persistent severe emotional and behavioral problems (such as behaviours that are self-harming or endanger other students) which fail to respond to school-based support measures,

- (iii) Service scope: Teachers and student guidance personnel of the student's school as well as those from these organizations shall meet with the parents to discuss and jointly work out an IEP for the student, agree on the duration of stay in the organization and schedule review meetings to follow up on the student's progress and needs. Upon return to his own school, the organization will provide consultation and follow-up to the school to ensure a smooth transition, positive transfer and maintenance of the skills acquired.

## **II Evaluation**

To ensure the effectiveness of its support to its needy students, schools should conduct regular review on its school-based support measures adopted or external support hired/arranged. It is advisable for schools to obtain relevant baseline before the implementation of supportive measures, such as the time for the students to remain seated in class, teachers' knowledge on AD/HD, home-school communication etc.. Schools should also collect relevant data for making comparison with the baseline.

Evaluation tools can be in the form of a questionnaire, records from stakeholders (including the student(s) himself/themselves, peers, parents and service providers), comments and evaluation reports, logs of behavior at home and medication reports etc.

## **Exemplar on Support Measures and Strategies (3)**

### **Types of SEN : Specific Learning Difficulties (SpLD)**

#### **Students' typical learning difficulties:**

- cannot read with fluency; frequently mispronounce words or forget the pronunciation;
- omit or add strokes to the Chinese characters when writing;
- mix up words of similar orthographic, phonological or semantic features;
- reverse letters or word parts;
- tire easily and need to make greater effort in completing reading and writing assignments;
- fail frequently in dictation; write wrong words and leave the test paper blank;
- copy slowly;
- weak in memory - difficult in reciting texts/multiplication table;
- weak in sequencing and have poor sense of direction;
- show inattention in class;
- weak in organization, frequently lose personal belongings, forget to do or bring homework to school;
- cannot write correct sentences, show poor organization of ideas; unable to use punctuation correctly and fail to write composition of required length; and
- unstable learning performance; easily forget what have been learnt before.

#### **I. Formulation of Support Programmmes**

##### **Aims :**

1. Establish a mechanism for early identification and providing support for students with SpLD;
2. Assess students' strengths and weaknesses in reading and writing in order to formulate appropriate intervention strategies;
3. Adopt multi-sensory approach and direct teaching to increase students' word recognition, reading and writing abilities; and
4. Provide training to students on study and social skills in order to enhance their self-esteem.

## **Intervention**

### **1. School-based measures**

#### **(i) Group training :**

- Chinese Language reading and writing group

##### **Expected outcomes :**

Improve reading and writing skills of students with SpLD.

##### **Mode of service:**

As students with SpLD need intensive supplemental group intervention, schools are recommended to provide them with two training sessions of about 30 minutes each per week.

##### **Duration:**

As continuous training is necessary, the group intervention is recommended to last for 28 weeks in each school year.

##### **Training Content :**

Apart from providing training in word reading and writing to dictation in each session, the intervention programme should also include the following:

##### **For lower primary :**

Build up oral vocabulary and work on orthographic knowledge, speed in word recognition, basic syntax, etc. For details, please refer to the teaching resources on tiered intervention published by the “Read & Write: A Jockey Club Learning Support Network”.

##### **For upper primary :**

Provide training of basic reading comprehension at the word, sentence and text level, basic writing skills and reading fluency.

##### **For junior secondary :**

Provide advanced training on reading comprehension and writing skills at the word, sentence and text level; use mind maps and diagrams to organize concepts. For details, please refer to EDB teaching resource “Read and Write Made Easy : A Resource Pack for Supporting Junior Secondary School Students in Chinese Reading and Writing” and the resources

published by “Read & Write: A Jockey Club Learning Support Network” on helping secondary school students with reading and writing.

- Group intervention in English reading and writing  
Improve students’ reading and spelling of high frequency English words; encourage students to read simple English stories daily in order to improve reading fluency, etc. Relevant educational softwares and websites can be utilized to consolidate learning and enhance students’ interest.
- Training group on study skills  
Arrange group training on study skills for students, which include training on identifying main points, using mind maps and diagrams to organize concepts; how to make notes, do revision effectively and improve memory, etc. For details, please refer to Chapter 5 of “Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties”, a teaching resource published by EDB.
- Training group on the use of information technology  
Language-learning websites on the internet are an important source of learning support for students with SpLD. Teachers can guide students to make good use of these resources and train them to use screen reader software and input methods of Chinese and English characters.
- Training group on enhancing self-esteem  
Teach students to set individual achievable objectives; help them to understand their strengths, etc. For details, please refer to Chapter 6 of “Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties”.

**Evaluation of effectiveness :**

- Before and after the implementation of the training programme, schools can make use of interviews, questionnaires and pre and post training assessment in order to assess the baseline and learning progress of the students. These data can help teachers review the effectiveness of the intervention plan and keep parents and teachers informed of

students' learning progress.

**(ii) Individual education plan :**

For students with severe SpLD, schools should consider providing them with intensive weekly after-school learning support, i.e. tier-3 intervention with Individual Education Plan (IEP).

**Aims:**

IEP aims at setting specific learning targets for students with severe SpLD and facilitating communication and collaboration among students, schools and family.

**Date of regular meeting and review:**

Schools may decide upon the frequency of IEP meetings according to the needs of the students. Generally speaking, there should be at least two such meetings in each school year.

For details of how to set learning targets, devise the individual teaching plan and review progress, please refer to Chapter 6 and Appendix 10 of this operation guide.

**(iii) Peer tutoring :**

**Expected outcomes:** Help students with SpLD consolidate their learning and promote peer support and co-operation at school.

**Mode of service:**

- Paired-reading: Peer tutors are to pair up with students and read passages from textbooks or story books for 10-15 minutes each time, for 2-3 times per week.
- “Daily Teaching & Assessment for Primary-Aged Children (Data-Pac)”: Arrange peer tutors to use the Data-Pac method to help students read, dictate and write about 5 to 10 words each week.
- Reading comprehension strategies: Through group teaching, teachers first teach student tutors and tutees on basic reading comprehension strategies and then peer tutors are asked to help tutees practise and consolidate their skills.
- Paired-writing: Peer tutors assist students in putting their ideas into writing and revising the draft together.



**Duration:**

- Peer training programmes are recommended to be conducted for at least 3 months, 2-3 times per week with each session lasting for 15- 20 minutes.

**(iv) Instructional Arrangement and assessment accommodation :**

- **Co-teaching :**

Arrange support from teaching assistants in reading/writing lessons to help students with SpLD follow teachers' instructions, complete assignments and participate in group discussions.

- **Curriculum adaptation :**

Provide a diversified curriculum that aims at promoting students' abilities in critical thinking, practical skills and creativity, and not just focusing on reading and writing abilities. This will help students with SpLD gain more experience of success at school.

- **Homework accommodation :**

Schools may simplify the format of the homework journal or upload the homework of the day onto the school website. To reduce the chance of students making writing errors in their homework, schools may make use of lined papers, larger font size and highlighting key words of the questions in assignments / worksheets etc. In addition, students may be allowed to use grid paper in Mathematics homework in order to avoid misalignment of place value etc. For details, please refer to the leaflet on "Whole School Approach: Principles and Strategies for Setting Homework

([http://www.edb.gov.hk/FileManager/EN/Content\\_3296/home\\_e1.pdf](http://www.edb.gov.hk/FileManager/EN/Content_3296/home_e1.pdf)).

- **Assessment accommodation :**

As students with SpLD are slower in word recognition, reading and dictation, they may need to be given extra time during tests and examinations or require larger font size in test / examination papers. For students with severe writing difficulties, a screen reader software may be used in order to facilitate students' reading of the examination paper contents. Screen reader is permitted only for examinations or parts of an

examination which do not include word reading ability, phonic skills and reading comprehension as their assessment objectives. Schools may consider students' needs in providing special examination arrangement so that they can have equal opportunity to demonstrate their knowledge. For details, please refer to the guide for special examination arrangement (《特殊教育需要學生校內考試特別安排指引》) at the EDB website :

[http://www.edb.gov.hk/FileManager/TC/Content\\_3296/SpecialExamArrangement\\_12052010.pdf](http://www.edb.gov.hk/FileManager/TC/Content_3296/SpecialExamArrangement_12052010.pdf)

## **2. Purchase of services**

When schools formulate school-based support measures, they need to consider numerous factors, such as the number of students, class distribution, individual needs of students with SEN, expertise of teachers and student guidance personnel as well as physical accommodation of the school, etc. in order to decide whether to provide school-based support programmes or purchase services.

The school is also required to draw the service providers' attention to the measures for strengthening the protection of students from sexual abuse.

[The Law Reform Commission of Hong Kong (LRC) has proposed to establish the Sexual Offences Records Checks for Child-related Work to enable employers of persons undertaking child-related work to check the criminal conviction records for sexual offences of employees. The Government is now studying the proposal from LRC and will take follow up actions. When the Sexual Offences Records Checks is established, the school should remind the service providers to adopt appropriate measures accordingly.]

### **Content :**

(i) **Target Students** : students confirmed to have SpLD

### **(v) Expected outcomes :**

- i. Make available data of pre and post-training assessment to keep teachers and parents informed of the progress of the students. Continuous assessment to monitor the ongoing progress of students.
- ii. Enhance the skills of teachers, student guidance personnel and teaching assistants' in rendering learning support to

- students and improve their classroom management skills;
- iii. Enhance parents' knowledge and skills in handling the behaviour and emotional problems of their children with SpLD.

(vi) **Implementation :**

Mode of service :

- Conduct group training for students : See the training objectives, contents and frequency given in Paragraph 1 (i) & (ii); or
- Provide training for parents, teachers, student guidance personnel and teaching assistants; or
- Conduct parent groups to train parents in using effective support strategies.

Evaluation of Effectiveness :

- Before or after the implementation of the training programme, schools can make use of interviews, questionnaires and pre and post-training assessment in order to assess the baseline and learning progress of the students. These data can help teachers review the intervention plan and keep parents and teachers informed of the students' learning progress.
- The evaluation should include the following:
  - Did the student demonstrate progress?
  - Was the student able to apply the learned skills in the classroom setting?
  - Did teachers and parents demonstrate enhancement of their support skills?

**2. Use of community resources :**

Schools should provide information on community services to students and parents, including reading and writing training, development of multiple intelligences, parent support, etc.

## **II. Home-School Co-operation**

Close collaboration between teachers and parents is the key to promoting students' learning, emotional and social competencies. Schools should encourage parents to participate actively in the formulation of the support programmes for their children and monitor their progress in learning.

Provide training for parents:

- a. To arrange for school-based seminars for parents of students with SpLD in order to increase their understanding of learning problems related to SpLD and acceptance of individual differences in learning.
- b. Collaborate with parents to implement the support measures:
  - Invite parents to participate in the case meetings regularly in order to review students' progress, enhance home-school collaboration, and further strengthen various support measures for the students concerned.
  - Empower parents in acquiring effective strategies in helping their children, e.g. Data-Pac and paired-reading skills;
  - Advise parents to make use of online resources to do reading with their child in order to strengthen their children's word-reading and reading comprehension abilities.
  - Support parents to make use of computer softwares for consolidating their children's learning at home.
  - Provide parents with information about relevant services and resources, e.g. courses and activities for students with SpLD and their parents offered by non-government organizations (NGOs), information uploaded on the Parents' site on the HKEdCity's website, etc.
  - Collect parents' opinions in order to enhance the effectiveness of the service.

## **III. Evaluation**

Schools should regularly evaluate the effectiveness of school-based or outside-school support measures. To this end, schools should gather data from parents and teachers, including students' learning baseline, their relative strengths, teachers' knowledge of SpLD, aspects of the

communication between parents and schools, etc. After intervention, schools should compare the baseline data with the post-intervention data and students' learning progress should be included.

a. Information from parents:

Gather parents' views and observations about students' learning progress.

b. Review students' progress:

Tools utilized for evaluation may include questionnaires, documents received from different stakeholders (such as students, fellow classmates, parents and NGOs), student-completed questionnaires, etc.

For details, please refer to Appendix 13 or 14 "The Whole School Approach to Catering for Students with SEN Year-end Evaluation Form for Individual Student" of this operation guide.

**The Whole School Approach to Catering for Students with SEN**  
**Year-end Evaluation Form at School Level**  
**(for school self-evaluation and submission to EDB for reference)**

\_\_\_\_\_ / \_\_\_\_\_ School Year

1. The progress of our school on catering for students with SEN is as follows :

Please put a '✓' in the box.

<b>I</b>	<b>Inclusive Culture</b>	Highly satisfactory	Satisfactory	Acceptable	Need improvement
a)	Staff accept students with SEN and are committed to supporting them				
b)	Staff share the concept of the Whole School Approach and support each other in the implementation process				
c)	Students accept each other's uniqueness and individual differences				
d)	Learning activities are arranged in accordance with students' abilities				
e)	Staff generally agree that everyone is equal and has the right to participate in all school activities				
f)	There is good home-school collaboration and frequent communication between parents and teachers about the student progress				
<b>II</b>	<b>Inclusive Policies</b>				
a)	The school management establishes policies to cater for students with SEN, and review the objectives and effectiveness regularly				
b)	Continuing professional development on special education for staff is strategically planned				
c)	With reference to the 'Catering for Student Differences ~ Indicators for Inclusion', a school development plan and contents of school self-evaluation are laid down according to the developmental needs of the school				
d)	School resources are pooled and deployed flexibly to provide appropriate support to students				
<b>III</b>	<b>Inclusive Practices</b>				
a)	Teachers can early identify students' SEN through teachers' classroom teaching and the use of assessment tools provided by EDB				
b)	A Student Support Team or its equivalent has been established to follow up and co-ordinate support measures for students with SEN				
c)	An SEN Register has been established and the effectiveness of support measures is periodically reviewed				
d)	The school has improved the accessibility of its premises and assistive technology to cater for students with different needs				
e)	Teaching skills are improved through professional exchange				
f)	Diverse teaching strategies (such as collaborative teaching and co-operative learning) are used to facilitate students' learning				
g)	Various classroom activities are conducted in accordance with students' abilities to facilitate the development of their potentials				
h)	Various curriculum accommodation strategies are implemented to cater for				

	students' needs				
i)	IEPs are used to cater for those students in need of individual intensive support				
j)	Peer support programmes provide learning support and facilitate the cultivation of an inclusive culture				

2. According to \_\_\_\_\_ 'Year-end Evaluation Form for Individual Student' gathered, please summarize the number of students with regard to the following:

(1) Subjects and no. of students required curriculum adaptation:

	No. of students
Chinese Language	
English Language	
Mathematics	
Other subjects (Please specify: _____)	

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
<b>(2) Students' Social Adjustment :</b>				
2.1 Compliance with the school regulations				
2.2 Good relationship with peers				
2.3 Good relationship with teachers				
2.4 Participation in classroom/school activities				
2.5 Self-esteem				
<b>(3) Students' Learning Performance:</b>				
3.1 Reading skills				
3.2 Numeracy skills				
3.3 Writing skills				
3.4 Academic performance				
3.5 Development of multiple intelligence				
<b>(4) Students' Learning Attitude/Motivation :</b>				
4.1 Completing the task within time limits				
4.2 Working independently				
4.3 Adjusting smoothly to the changes in the daily school routines				

3. Most parents of the students with SEN find the support measures provided by school :





**Non-government Organisations providing Vocational Training/ Programmes for People with Disabilities**

1.	<p><b><u>Skills Centres</u></b></p> <ul style="list-style-type: none"> <li>✚ Target: People aged 15 or above with disabilities (including those with intellectual disability; autism; physical disability; visual impairment; hearing impairment; speech and language impairment; mental illness; learning disability and attention deficit / hyperactivity disorder) are provided with vocational training and assistance services.</li> <li>✚ The three skills centres are located in Kwun Tong, Tuen Mun, and Pokfulam. Each centre is well-equipped with training workshops, multi-media language laboratory, audio-visual aids room and recreation areas. The centre provides a comprehensive range of full-time and evening courses for trainees. The course contents are divided into modules. The trainees may proceed according to their own abilities and complete the training course in around two years' time.</li> <li>✚ The programmes offered include Office Practices, Commercial and Retailing Service, Basic Catering Service, Interior Decoration, Design and Desktop Publishing, Computer and Network Practice, General Service Work, Massage Service, Printing, Packaging Service and Logistics Service, etc.</li> <li>✚ The centres design and make appropriate auxiliary equipment to address the special needs of the trainees and provide transportation service for those trainees who have mobility difficulty.</li> <li>✚ The Skills Centre (Tuen Mun) also provides residential places for their trainees.</li> </ul>
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2.	<p><b><u>Hin Dip Centre of Fu Hong Society – Support Centre for Persons with Autism</u></b></p> <p>Website : <a href="http://www.fuhong.org/lang_eng/es_dsc.html">http://www.fuhong.org/lang_eng/es_dsc.html</a></p> <ul style="list-style-type: none"> <li>+ Targets : People aged 15 or above with autism requiring training programme for employment.</li> <li>+ Pre-vocational &amp; Life Skills Training Programme – to develop the trainees’ social skills and relationship with others and build up their knowledge and attitude towards employment, work and the opposite sex through small group training; and to improve the trainees’ working habits and skills through practicum, so that they can apply what is learnt to their work.</li> <li>+ Programme details : <ul style="list-style-type: none"> <li>■ Course programmes are formulated, designed and conducted by the occupational therapist.</li> <li>■ Suitable for persons aged 15 or above.</li> <li>■ The programme consists of 30 periods and each period is 3 hours.</li> </ul> </li> <li>+ No. of participants : depending on the arrangement of courses in each term, each small group accommodates 4 to 6 persons.</li> </ul>
3.	<p><b><u>Caritas Community &amp; Higher Education Service</u></b></p> <ul style="list-style-type: none"> <li>+ Target : People with autism spectrum disorders or attention deficit / hyperactivity disorder</li> <li>+ Post-secondary education course / vocational training programme</li> <li>+ Supplement with accomplished programmes, with the following contents : <ul style="list-style-type: none"> <li>■ Interpersonal communication skills — provide trainees with training on communication skills in various working conditions and daily life so that the trainees can manage their interpersonal relationship in the real situations. This will</li> </ul> </li> </ul>

	<p>reduce work pressure and stress so as to enhance the effectiveness and satisfaction both in life and at work.</p> <ul style="list-style-type: none"> <li>■ Interpersonal Relationship – let trainees understand the delicacy in social relationship and master the interpersonal relationship through self-understanding and communication skills.</li> <li>■ Personal Growth and Development – let trainees investigate their personal growth process from different perspectives and depths; and let them understand their own personal growth and development through the understanding of social relationship, emotion management, character development and cognition of pain.</li> </ul>
4.	<p><b><u>Sunnyway – On the Job Training Programme for Young People with Disabilities</u></b></p> <ul style="list-style-type: none"> <li>+ Target : Persons with disabilities who are aged between 15 to 25 ( hearing impairment, visual impairment, intellectual disability, physical disability, attention deficit / hyperactivity disorder, ex-mentally ill persons or youth with early symptoms of mental illness ) .</li> <li>+ To enhance competency of the youth with disabilities on employment through proactive training which includes: <ul style="list-style-type: none"> <li>■ Job-related Counselling</li> <li>■ Employment Training / Job Attachment</li> <li>■ Job Trial / Post-Placement Service</li> </ul> </li> <li>+ No. of participants : around 310 provided by 16 services organizations</li> <li>+ Services Organizations : Baptist Oi Kwan Social Service, Christian Family Service Centre, Haven of Hope Christian Service, Hong Chi Association, Hong Kong Down Syndrome Association, Hong Kong Lutheran Social Service, Hong Kong PHAB Association, Hong Kong Sheng Kung Hui Welfare</li> </ul>

	<p>Council, Richmond Fellowship of Hong Kong, Stewards Limited, Hong Kong Society for Rehabilitation, The Hong Kong Society for The Deaf, The Mental Health Association of Hong Kong, The Salvation Army, The Society of Rehabilitation and Crime Prevention, Hong Kong.</p>
5.	<p><b><u>Integrated Vocational Rehabilitation Services Centre</u></b></p> <ul style="list-style-type: none"> <li>✚ Target : Persons with disability who are aged 15 or above (physical disability, hearing impairment, visual impairment and chronic illness) in need of vocational training or support for open employment.</li> <li>✚ To provide persons with disabilities with one-stop integrated and seamless vocational rehabilitation services specially designed to accommodate the limitations arising from their disabilities, in which they can be provided with work training, develop their social and economic potential, achieve upward mobility in vocational rehabilitation, and be prepared for potential advancement to open employment.</li> <li>✚ Content : <ul style="list-style-type: none"> <li>■ Vocational skills training ( arrangement is based on individual needs )</li> <li>■ Job finding and matching, coaching and follow-through support</li> <li>■ Job attachment, job trial and post-placement services</li> </ul> </li> <li>✚ No. of vacancies : around 2,200</li> <li>✚ Services organizations : Richmond Fellowship of Hong Kong, Tung Wah Group of Hospitals, New Life Psychiatric Rehabilitation Association, Haven of Hope Christian Service, Yang Memorial Methodist Social Service, Christian Family Service Centre, Po Leung Kuk, Fu Hong Society, Caritas Hong Kong, Association for Engineering and Medical Volunteer Service, The Neighbourhood Advice-Action Council, Hong Kong Sheng Kung Hui Welfare Council, Wai Ji Christaian</li> </ul>

	Service, Hong Kong Down Syndrome Association, The Salvation Army and Stewards Ltd.
6.	<p><b><u>On the Job Training Programme for People with Disabilities</u></b></p> <ul style="list-style-type: none"> <li>✚ Target : Persons with disabilities aged 15 or above who are in need of employment training, support and assistance to secure a job in open market (mainly for physical disability, intellectual disability, hearing impairment or visual impairment, ex-mentally ill persons etc).</li> <li>✚ To enhance the employment of persons with disabilities through proactive training, with the following contents: <ul style="list-style-type: none"> <li>■ Job-related training and guidance</li> <li>■ Job attachment</li> <li>■ Job trial ( for a maximum period of 3 months )</li> <li>■ Post-placement Service ( for a period not less than 6 months )</li> </ul> </li> <li>✚ No. of participants : around 400</li> <li>✚ Services organizations : Association for the Rights of Industrial Accident Victims, Baptist Oi Kwan Social Service, Hong Kong Down Syndrome Association, Fu Hong Society, Hong Chi Association, Hong Kong Rehabilitation Power, The Hong Kong Society for the Deaf, The Mental Health Association of Hong Kong, The Neighbourhood Advice-Action Council, New Life Psychiatric Rehabilitation Association, Hong Kong PHAB Association, The Salvation Army, St. James Settlement and The Society of Rehabilitation and Crime Prevention, Hong Kong.</li> </ul>