

**Report of the Sub-committee
on Special Education**

The Board of Education

May 1996 · Hong Kong

Foreword

The Board of Education (BoE) decided to set up a sub-committee to review local special education in the summer of 1994. Members of this sub-committee, the Sub-committee on Special Education, included some members of the BoE, representatives from the Education and Manpower Branch and Education Department, and practitioners in the field of special education. Its first meeting was held in October 1994. Since then, thirty-nine meetings were held. Moreover, the Sub-committee also paid two visits to special schools, and conducted three focus group discussions for special education teachers, school principals and representative of sponsoring bodies, and non-teaching specialist staff of special schools.

During the last nineteen months, the Sub-committee has attempted to address major issues in special education. Some of the issues were system-wide issues that encompassed the special education sector. Others were related to specific areas in the operation of certain kinds of special schools. The issues posed complex questions concerning the interpretation of "handicaps", the continuum of abilities, special educational needs, learning difficulties, and comparability with societies in similar stage of development. We deliberated every issue at length, always trying to understand its educational implications. We studied our recommendations with care, for we were keenly aware of the effects that they would have on the development of special education in our society.

A lot of the recommendations put forth in this report are meant to address immediate and medium-range needs. Taken together, the recommendations congeal into a strategy for quality enhancement in special education. There are long-term developmental issues - integration, special needs education, and multiplicity of handicaps - which are of great importance of the development of special education in Hong Kong. To arrive at a comprehensive understanding of and a consensus on these issues would require a much lengthier period of discussions than our present schedule permits. We would therefore urge that further deliberation on matters relating to these long-term developmental issues be immediately put on the agenda of review of local schooling.

We hope, however, that the recommendations put forth in the present report will help to foster the development of special education services of high quality through the co-ordinated efforts of Government and Non-Governmental Organisations.

The Sub-committee has invested much time in its deliberation. It has seen change in its membership from time to time. It is with great appreciation of the support of colleagues of the Education Department and the Education and Manpower Branch, as well as the comments and proposals from members of the education profession and the public, that we outline our views in the report. In presenting this report, it is also our understanding that the issues raised in this document will be further pursued by a group of members of the BoE.

The report represents the collective wisdom of members of the Sub-committee. I am most grateful for their guidance, patience, and unflagging support during the past nineteen months. It has been a rich learning experience for me.

This report will be submitted to the BoE for deliberation and endorsement. If endorsed, it will be presented to the public for consultation. We hope that the BoE and the Government will take our recommendations forward and allocate resources as appropriate.

Leslie LO
Chairman
Sub-committee on Special Education
Board of Education

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**Terms of Reference
of the Board of Education 局
Sub-committee on Special Education**

To advise the Board of Education on the further development of special education, both in the short and long term, while taking into account the present situation and projected needs of local children and youth in the special education sector, existing government policies, views of practitioners in special education and related fields, findings of relevant research, and the development of special education in societies in comparable stages of development.

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List of Abbreviations

AM	Assistant Master/Mistress
ASWO	Assistant Social Work Officer
AU	Adjustment Unit (for ordinary school students with mild emotional/behavioural problems)
BoE	Board of Education
CCRM	Central Co-ordinating Referral Mechanism
CDC	Curriculum Development Council
CDI	Curriculum Development Institute
CM	Certificated Master/Mistress
CSWA	Chief Social Work Assistant
EC	Education Commission
ECR	Education Commission Report
ED	Education Department
EMB	Education and Manpower Branch
ENT	Ear, Nose & Throat
EP	Educational Psychologist
GM	Graduate Master/Mistress
HA	Hospital Authority
HAT	Hong Kong Attainment Test
HKCSS	Hong Kong Council of Social Service
HI	Hearing-impaired
HKIEd	Hong Kong Institute of Education
HKSSC	Hong Kong Special Schools Council
HKWISC	Hong Kong-Wechsler Intelligence Scale for Children
HWB	Health and Welfare Branch
ICTT	In-service Course of Training for Teachers

IEP	Individual Educational Programme
IRS	Intensive Remedial Services
JSEA	Junior Secondary Education Assessment
MH	Mentally Handicapped
MiMH	Mildly Mentally Handicapped
MoMH	Moderately Mentally Handicapped
NGOs	Non-Government Organisations
O & M	Orientation and Mobility Training (for visually impaired students)
OCT	Observation Checklist for Teachers (for screening P1 students' speech/language and learning problems)
OT	Occupational Therapist (for hearing-impaired integrators)
PAS	Peripatetic Advisory Service
P1	Primary One
P2	Primary Two
P3	Primary Three
P4	Primary Four
P5	Primary Five
P6	Primary Six
PGCE	Post Graduate Certificate in Education
PH	Physically Handicapped
PS	Practical School (for students who are inclined towards a practically-oriented curriculum)
PT	Physiotherapist
PTS	Peripatetic Teaching Service (for students with learning difficulties)
RAC	Rehabilitation Advisory Committee
RC	Resource Class (for students with learning difficulties)

RDCC	Rehabilitation Development Coordinating Committee
RHS	Resource Help Service (for physically handicapped integrators)
RTC	Resource Teaching Centre (for students with learning difficulties)
SAM	Senior Assistant Master/Mistress
SBRSP	School-based Remedial Support Programme (for bottom 10% of junior secondary students)
SECC	Special Education Co-ordinating Committee
SEN	Special Educational Needs
SGM	Senior Graduate Master/Mistress
SOS	Skills Opportunity School (for students with severe learning difficulties)
SRS	Supportive Remedial Service (for hearing - impaired integrators)
S1	Secondary One
S2	Secondary Two
S3	Secondary Three
S4	Secondary Four
S5	Secondary Five
SOT	Senior Occupational Therapist
SPT	Senior Physiotherapist
SSWA	Senior Social Work Assistant
SWO	Social Work Officer
ST	Speech Therapist
SWA	Social Work Assistant
SWD	Social Welfare Department
TAST	Teacher Assisting in Speech Therapy
UGC	University Grants Committee
VI	Visual Impaired

VTC Vocational Training Council

WW Welfare Worker

Chapter 1

Introduction: Critical Issues in Special Education

- 1.1 As we approach the end of a millennium which will be recorded in history as a period during which human existence has been transformed through a global process of modernisation, the transformation of human values should be seen as the most enduring of such change. Pursuit of social justice has become the preoccupation of those societies which have freed themselves of the burden of poverty and ignorance. In most developed countries, the extent to which human rights is respected and social equity attained has become the standard measure of societal development.
- 1.2 In the context of education, respect for human rights and attainment of social equity can be translated, as a measure of societal development, into the society's ability to provide education of the best quality it can afford to all its members who need or want it. From the perspective of human rights, the right to education is as important as the right to freedom and survival. From the perspective of social equity, equal opportunity in education is as important as equal opportunity to food and wealth.
- 1.3 Publicly financed schooling has availed educational opportunities to needy children and youth who would otherwise be deprived of upward socioeconomic mobility. Likewise, special education, which is considered an integral part of schooling, has provided opportunities

for children and youth with special educational needs to learn to live to their full potential. If the public schools can be considered as a vehicle for the advancement of a just society, then special education should be viewed as its headlights which ensures that the path taken would indeed lead to justness.

1.4 Through time, our society has recognised the role of special education in its development. In a sense, the existence and development of special education are testimony to our will to educate all our children and youth without prejudice and discrimination. Under the guiding hands of the Government, and supported by our philanthropist organisations and sponsoring bodies of schools, special education has grown significantly. A variety of schools for those who are challenged physically and mentally has grown into a sector of schooling which at times departs from the conventional understanding of schooling. The children of special schools may require special assistance to learn as much as those in the regular schools; or, even with such extra help, they may learn less or (through the untrained eye) nothing at all. Those who could appreciate the kinds of responsibility that the special schools have to shoulder laud them for their contribution to education. Others who are ignorant of their arduous duties either look upon their provision with envy or simply tolerate their existence.

1.5 Since the establishment of the first special school in 1935, our capricious stance between care and education, which invariably led to the question of authority, has led special education along a winding road towards

recognition, causing frustration among practitioners as they grouped for the source of accountability among various government departments. Moreover, our assumption that disabled students are challenged by a perceivable handicap that undermines their ability to learn has clouded our view of the obvious existence of a multiplicity of handicaps in any one child in our special schools. Furthermore, our misunderstanding of the scope of work of special education being limited to that which deals with recognisable handicaps also prevented us from helping those students in the finer shades of learning difficulties in the regular schools.

- 1.6 The above problems are commonly shared by school systems that do not have rich experience in special education. The development of special education is therefore an ongoing process of searching for relevance in the larger context of schooling and refining mechanisms and procedures for effective operation. Special education is an integral part of the school system. Thus a lot of the changes that occurred in the special education sector were actually initiated in response to change in our school system or society at large.

- 1.7 In our review of the state of affairs in special education, we have been made aware of the interplay between historic, social, and economic factors that have affected the development of special education. In the course of our deliberation, we have also observed several important phenomena that have emerged as a result of the conceptualisation of "handicaps" and "needs" generally found in Hong Kong. Because of the rigid conceptual separation of the "handicapped" and the "non-

handicapped", which is generally accepted by our educators and the public alike, our society has only paid lip-service to integration with little substantive action to advance the cause. At the same time, the special schools are separated into a distinct sector within the school system, with little opportunity to communicate or collaborate with their counterparts in the mainstream of schooling. Our narrow views on "needs", especially on "special educational needs", have caused problems in the offering of an effective programme for students with learning difficulties in the regular schools and in the classification and referral of students with special educational needs.

- 1.8 The following sections, then, are a digest of major issues that concerned the Sub-committee in its exploration of the various dimensions of work in a complex sector of schooling.

Development and Change of Special Education

- 1.9 In the West, special education originally consisted of care-giving activities of philanthropic institutions. The purpose of special education programmes was essentially to help "students with learning and other difficulties caused by impairments and other problematic conditions", and to free "regular teaching in school from problems of handicapped and/or disturbing students, by taking care of them in more or less segregated groups."¹ With the popularisation of schooling, and with the

¹ Emanuelsson, "Special Education, History of," in International Encyclopedia of Education, 2nd edition, Vol.10, eds., T. Husen and T.N. Postlethwaite (Oxford: Pergamon Press, 1994), p.5658

implementation of compulsory education, special education was further developed. Because more children with different kinds of impairments were identified, an expansion of existing institutions and special schools was inevitable. More special schools were added; and special education found its way into the regular schools.¹ Since the 1970s, a movement towards integrating children with special educational needs into the mainstream schools had developed. As a goal of education and as a strategic item on the development agenda, integration has gained the support of policy-makers in many countries.

- 1.10 The development of special education in Hong Kong has followed more or less the same path as charted above, except for that stage when integration prevails in other developed societies. Beginning with the founding of a home for the blind by the Canossian sisters in 1863, and the establishment of the first special school for the deaf by three missionaries in 1935, special education in Hong Kong had mainly been the labour of missionaries and philanthropic organisations.² It was segregated from the mainstream of schooling. The Government's role in special education was negligible during this early period.

¹ Ibid., p.5659.

² Information about the development of special education in Hong Kong is tapped from a paper by K.K. Yung, "Special Education in Hong Kong: Is History Repeating Itself?" Paper presented at the International Conference on Special Education -- Helping Students with Learning Difficulties: An International Perspective, Faculty of Education, The Chinese University of Hong Kong, 10-11 May 1996, *passim*.

- 1.11 The Government became more active from the end of the Second World War in the caring of children with disabilities and others who were in poverty and those who were homeless or orphaned. The establishment of the Special Education Section within the Education Department in 1960 signalled that the Government was ready to take on a much more active role in the provision of education for handicapped children. The approach towards special education was strong in its medical and welfare orientation while the special schools remained a distinctly separate sector in our school system. Even with more financial commitment from the Government, local special education continued to rely on the contribution of local and overseas philanthropic organisations for its many needs.
- 1.12 The idea of integration, or an official attempt at integration, was documented in the 1968 Annual Report of the Education Department, and realised in the special class "of an integrated nature" for children with partial hearing impairment in a regular school. Attempts at integration were reaffirmed by the 1977 White Paper on "Integrating the Disabled into the Community" which called for a "united effort" of government departments and non-government organisations to provide rehabilitation services to the disabled.¹
- 1.13 In the two decades from 1970, especially with the implementation of compulsory education in 1978, provision of special education services

¹ Hong Kong Government, *Integrating the Disabled into the Community: A United Effort* (October 1977) (Hong Kong: D.R. Rick, Government Printer at the Government Press, 1977), p.7.

expanded rapidly. Aside from the increase in the provision in special schools, new measures to address special educational needs in the regular schools were also introduced. A system of diagnosis, classification and referral for students with special needs began to take shape. The approach to special education became more education-oriented. With the issuance of the Education Commission's Report No.4, gifted education was added to the list of special education services.

- 1.14 The Government as well as some advocates of integration have continued to treat it as an underlying theme for the development of special education. However, there is little evidence to suggest that integration has been a central element in the planning of special education.

Integration as the Goal of Special Education

- 1.15 ~~The~~ "Integration" or "mainstreaming" as the goal of special education has gained popular acceptance today. Spearheaded by the Scandinavian belief in "normalisation" -- which expounded the desirability of drawing closer the living and educational standards of disabled and non-handicapped persons in society -- movement towards integration became gradually rooted in more societies. Aside from its educational and social merits, integration should also be considered an attractive arrangement from an economic stand-point. For example, in geographically large countries where economic constraints have
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prevented the establishment of large number of special schools, integration serves to bring special education into the mainstream schools and thereby allowing students with special educational needs to enrol in those schools as well. For developing countries that have to juggle precious resources among their many public sectors, integration can also do away with the special schools which are much more costly to operate.

- 1.16 To be sure, societal endeavours to effect integration have seen substantial variation among societies, from actual integration of schools and classes between special education and mainstream schooling, to curbing the outflow of students from regular schools to special schools.¹ In 1994, delegates to a world conference on special education, held in Spain, called on governments and non-government organisations to combat exclusion and to promote integration and participation of people with disabilities. For education, it was proposed that an "inclusive" approach to schooling should be adopted. To its advocates, the efficacy of inclusive schools was more than apparent:

¹ S.J. Pijl and C.J.W. Meijer, "Does integration count for much? An analysis of the practices of integration in eight countries," *European Journal of Special Needs Education*, Vol.6 No.2 (1991): 100-11.

² United Nations Educational, Scientific and Cultural Organization and Ministry of Education and Science, Spain, "Final Report. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994," (UNESCO and Ministry of Education and Science, Spain, 1994), p.59.

"Experience in many countries demonstrates that the integration of children and youth with special educational needs is best achieved within inclusive schools that serve all children within a community. It is within this context that those with special educational needs can achieve the fullest educational progress and social integration."²

- 1.17 Advocates of integration have argued persuasively that persons with impairments should have more opportunities to participate in education and other aspects of life if conditions in the wider society could become more accommodating.¹ "For far too long," asserted the delegates to the World Conference in Spain, "the problems of people with disabilities have been compounded by a disabling society that has focused upon their impairments rather than their potential."² Integration, then, means more than simply preparing disabled persons to enter the mainstream of society through education and training. It was and still is accompanied by the assumption that the community would mature to such an extent that a supportive environment for persons with impairments would be in place.

¹ W. Wolfensberger, *The Principle of Normalization in Human Services*, (Toronto: National Institute on Mental Retardation, 1972).

² United Nations Educational, Scientific and Cultural Organization and Ministry of Education and Science, Spain, "Final Report," p.60

1.18 In the context of schooling, special education in general, and the special schools in particular, are often viewed as "the other sector". To some, the dual-track system that has existed for regular schools and special schools is a necessary evil since such demarcation allows for appropriate support to be focused on the needs of two different groups of students. To others, however, the same system which differentiates schools by students' learning ability or disability focuses too much on the assessment results of academic performance and little on the evaluation of pedagogical environment and life chances. There are also those who objected to the incorporation of a medical view of disability in special education, claiming that it "characterises the disability as inherent in the individual and thus formulates two separate categories of people, handicapped and non-handicapped, as useful and rational distinction."¹ Such arbitrary division of students provides a convenient rationale for keeping students with disabilities in separate programmes or systems. This kind of separation invariably leads to segregation and a hierarchy of schools, with the special schools being considered the lesser ones.

1.19 In Hong Kong, while there is a general acceptance for integration within the education circle, strong advocacy for the merging of the special schools and regular schools into one track has yet to emerge. Perhaps

¹ A. Gartner and D.K. Lipsky, "Beyond Special Education: Towards a Quality System for All Students," *Harvard Educational Review*, Vol.57 No.4 (1987): p.194.

the close geographic proximity to the special schools facilitates day-attendance of children requiring special educational services. Or, the operation of a truly integrative school system is deemed too costly, if we were to use the more advance experience of Sweden as an example. At any rate, the special schools will continue to operate in a system of schooling that will provide opportunities for them to serve in the foreseeable future. However, as our society moves tentatively towards integration, the future of special education and the special schools hangs delicately on a balance between respectful understanding of differences and rude awakening to bigotry.

The Context of Special Education in Hong Kong

1.20 Special education spans a wide spectrum in the school system. In varying degrees, the operation of special schools creates an impression that they are providing education as well as care for children and youth with perceivable handicaps. Indeed, special education provision in Hong Kong has mainly focused on people with handicaps. Through the special schools, learning environment has been established for students with sensory and physical impairments -- blind, deaf, and other physical handicaps -- as well as those who are mentally impaired in varying degrees (which are presently categorised into mild, moderate, and severe grades of mental handicap). In addition, there are special schools for those who have to be hospitalised, and for the socially deprived. Further differentiation of roles among special schools has transformed some special schools into a practical school for "children who are unmotivated towards academic studies" and a skills opportunity school

for "children with learning difficulties".¹ Some of these schools have boarding facilities. All employ a staff consisting of a substantial number of non-teaching professionals.

1.21 Aside from the work of the special schools, varying degrees of attention is given to those students with learning difficulties in the regular schools. School-based resource and remedial classes, together with support services provided by the government outside of school, form a network of diagnosis, classification, referral, consultation, and remedial attention for those in need. Learning difficulties is a vast grey area that covers a large number children and youth usually with normal intelligence. Children with learning difficulties have many attributes and manifestations and their difficulties can be classified in accordance with the severity of the problems. They may share one or many of these deficiencies: weak attention control, reduced remembering, chronic misunderstanding, deficient output, delayed skill acquisition, and poor adaptation.¹

1.22 The children and youth with learning difficulties suffer humiliation and confusion in the process of learning; and, without timely help and guidance, they would sink further into the abyss of helplessness. Their parents, too, suffer just as much as most of them are at a loss while searching for ways to help their children. Whereas there is no easy

¹ Education Department, Special Education Section, "Fact Sheet on Provision of Special School Places," (January 1994), p.2.

¹ Mel Levine, *Educational Care: A System of Understanding and Helping Children with Learning Problems at Home and in School* (Cambridge, MA: Educators Publishing Service, Inc., 1994), p.8.

agreement on the number of children suffering from learning difficulties, or even on the impaired percentage of relevant age cohorts, there is consensus that the number is large -- from about 10 percent of the students who eventually ended up in the bottom of their class to 2.9 percent of the age cohort who are assessed to be two years behind in major subjects.

1.23 With the implementation of compulsory education, the Government as well as school authorities have paid more attention to learning difficulties among those attending regular schools. School-based and off-site support services are provided to student with learning difficulties. Remedial classes, resource classes, resource teaching centres, adjustment units, and peripatetic teaching service have constituted a delivery system of remedial support for tens of thousands of these students. However, the role of remedial teaching in our school system, as well as its intended functions, *modus operandi*, criteria and instruments for assessment, and quality of staff and programmes are not without their critics.

1.24 How educational services for students with learning difficulties can be improved in the most cost-effective manner has been a critical issue in special education that warrants our attention. Likewise, the search for ways to improve upon the services in the special schools has been the continual labour of all stake-holders.

Special Needs Education

- 1.25 The concept of "special needs education" is easily misunderstood because, in conventional usage in the field of special education, it could embody a much wider scope than providing education for students with physical, sensory, and health impairments. In the last two decades or so, the concept of special needs education has been widened "to include all children who, for whatever reason, are failing to benefit from school." Aside from children with disabilities and impairments who are prevented from attending near-by regular schools, other children are deprived, for social and familial reasons, of "the opportunity to learn and to gain the knowledge, understanding and skills to which they are entitled."¹ The manifestations may be withdrawal from learning or even dropping out of school. The reasons behind such withdrawal may run the gamut from poverty to emotional hardship, and from forced child-labour to abuses of many kinds.
- 1.26 The world-wide attention given to special needs education, as understood in the above context, was brought into focus at the World Conference on Special Needs Education in Salamanca of Spain in 1994. It was an extension of international concern over issues of exclusion from education, as expressed in the World Conference on Education for All which was held in Jomtien of Thailand in 1990. As mentioned

¹ United Nations Educational, Scientific and Cultural Organization and Ministry of Education and Science, Spain, "Final Report. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994," (UNESCO and Ministry of Education and Science, Spain, 1994), p.15.

earlier, the 1994 Spain Conference emphasised the theme of equity in access and quality of education, and called on a global endeavour to popularise inclusive schooling in the name of equity, as well as to find ways to ensure students with disabilities would receive quality education through a combined effort of parents, schools, and the local and international communities.

- 1.27 There are a number of countries that have sought to remedy educational inequities through legislation. In the United States, such legislation was enacted in the influential Education for All Handicapped Children Act, Public Law 94-142 (1975). The legislation mandated that it was a civil right for every school-age handicapped child to receive education appropriate to his or her needs in the least restrictive environment possible. It also required that the child's individual educational needs be taken care of through an elaborate set of procedures and time-lines for referral, assessment, classification, and placement of students.¹ The "individual educational programme" (IEP) should be a written expression that clearly spelled out how the handicapped child's individual needs are to be met by the shared efforts of different school personnel.
- 1.28 In retrospect, the influence of the Education for All Handicapped Children Act was immense, not only in the United States, but also in other western societies as well. In 1981, for example, the Education Act

¹ M.C. Reynolds and M. Ainscrow, "Children and Youth with Special Needs, Education of," in *International Encyclopedia of Education*, 2nd edition, eds. T. Husen and T.N. Postlethwaite (Oxford: Pergamon Press, 1994), p.721.

in England and Wales also sought to construct a new framework for special education provision. The introduction of the Statement of Special Educational Need required extensive reporting procedures to monitor the progress of individual students.¹ In the 1980s, it was evident that the U.S. legislation had become the source of inspiration for plans to introduce regulations in areas of educational provision.

1.29 Even though it is tempting to adopt a broad concept such as "special needs education" as the frame of reference for our discussion, for its scope of concerns transcends the seemingly limited understanding of disability and impairment in the local context, the Sub-committee has nevertheless abstained from doing so. We recognise that the sources of disabilities are more than individual impairments, and that disabilities may arise from disadvantaged social circumstances and/or psychological damages. However, we also recognise the desirability of gradual and systematic development, as well as the magnitude of change that a sudden and wholesale adoption of a much broader interpretation of "special needs education" may bring upon planning and operation of special education in Hong Kong. Consideration for a conceptual change in our understanding of "special needs education" should perhaps be the future task of the Board of Education.

1.30 For our immediate purpose, the Sub-committee has confined its deliberation with the official definition of "children with special educational needs":

¹ *Ibid.*, p. 722.

"Children are considered to have special educational needs if they cannot derive full benefit from the curriculum provided for children of their age cohort and/or who cannot be catered for adequately in the ordinary educational setting. Children with one or more of the following characteristics can be considered as children with special educational needs: visual impairment, hearing impairment, physical handicap, mental handicap, maladjustment and learning difficulties."¹

- 1.31 Our discussions have therefore focused on disabilities that are represented in the concerns of existing types of special schools and learning difficulties in regular schools. It has also been our concern to explore ways to facilitate the development of gifted students. The purpose of discussion was more for finding ways to provide a less restrictive environment for students with disabilities or giftedness to grow and develop rather than to introduce measures to offer education which is appropriate for each child's individual needs. For, unlike western societies which have reaffirmed the rights to education of

¹ Education Department, Special Education Section, Special Education Inspectorate, "Curriculum for School Aged Children with Special Educational Needs in Hong Kong -- A Brief on Curriculum Planning," July 1994.

individual disabled children, Hong Kong has shied away from realising educational ideals through law. In practice, resource constraints, as well as the absence of professional impetus, have undermined the efficacy of a small IEP which could play a central role in the popularisation of special needs education.

1.32 An important issue of "special educational needs" is nevertheless noteworthy. It concerns educational classification. In Hong Kong, classification of students with special educational needs follows a more traditional method, and in accordance with a prevailing system of categories. During the course of our discussion, we noted that there were at least two phenomena which warrant further investigation.

1.33 The first phenomenon is that mismatching of students in need with the kinds of schools to which they were assigned. Such a mismatch is especially common in special schools for the mentally handicapped. Ironically, the problem was an outcome of desirable change in education. With expanded and improved special education services in the regular schools, and with the authorities being increasingly respectful to parental wishes, an increasing number of students with identified special educational needs remain in the regular schools. Consequently, at least two of the three types of special schools for the mentally handicapped (of mild, moderate, and severe grades) have been taking in students which should otherwise be assigned to schools for a higher level of severity of mental impairment. It is therefore not difficult to

identify students who are classified as mentally handicapped in the moderate grade in schools for those belonging to a milder grade of mental impairment. The same can be said about some students who are classified as mentally handicapped in the severe grade studying in schools for the moderately handicapped. Such mismatch has caused considerable frustration among special schools for the mentally handicapped.

- 1.34 Another phenomenon concerning classification is the introduction of a new screening and referral mechanism in 1994 for maladjusted children and youth, the Central Co-ordinating Referral Mechanism (CCRM). Administered as a pilot scheme, the CCRM was "exclusively a set of procedures for referring and placing maladjusted children in various service provisions.¹ Since the establishment of the CCRM, there have been strong allegations that the schools for the maladjusted (for children and youth with behavioural and emotional problems) have lost many students because of the alleged problems in the referral criteria and procedures. Such allegation warrants our attention because there is no strong evidence to indicate the improvement of the maladjusted children over a period of twenty years before 1992 when the enrolment figures of the schools for the maladjusted group began to drop.¹

¹ Education Department, Task Group on Provision of Services for Maladjusted Children, "Information Paper for Board of Education Sub-committee on Review of Special Education," February 1996.

¹ K.K. Yung, "Special Education in Hong Kong: Is History Repeating Itself?" p.9.

1.35 Many of the CCRM's critics have claimed that a good number of their potential students have been assigned to the newly established "practical schools". The practical schools (there are only two at present) were established at the recommendation of the Education Commission Report No.4 (1990). In terms of curricular orientation, their emphasis on vocational studies is quite similar to that of the "practical secondary schools" which were set up over three decades ago in 1960 and are no longer in existence. One of the characteristics of the existing practical schools is their intention to enrol "students who are unmotivated towards school work."² While it would be difficult for any educator to say with absolute certainty whether the lack of motivation towards learning is a cause or an effect, or an impairment for treatment, so too is it difficult for such an indicator to serve as the prime criterion for classification of students. Problems of educational classification will persist as long as screening and referral are their intended purposes. It should be even more difficult if the classification is based on nebulous criteria which, on their own, cannot withstand the test of rigorous examination.

Complexity of Handicaps

1.36 In the absence of a strong system of special education services in the regular schools, the special educational needs of students, especially for those with easily perceivable impairments, are usually taken care of by the special schools. Moreover, since our children are usually identified,

² Education Commission, *Education Commission Report No.4: The Curriculum and Behavioural Problems in Schools* (Hong Kong: Education Commission, 1990), p.54.

classified, and assigned to the special schools in accordance with their primary handicap -- be it sensory, physical, or mental impairment -- it is assumed that the special schools would have adequate professional support to provide quality education for students if resources for dealing with such primary handicaps are in place.

1.37 After diagnosis and classification, the students, because of the necessity of placement in a special school, are given one label for their primary handicap in the initial referral process and assigned to the receiving special schools which are supposed to educate the students with that one primary handicap.

1.38 We submit that the special schools, like their counterparts in the mainstream, are in reality expected to educate (and in some situations, care for) the students as whole persons. The education of the whole person requires the special schools to address problems that are more complicated than simply enhancing effects on the teaching and learning of those who are classified. It requires them to venture into terrains of nurturing that may not be within their familiar territory of work.

1.39 To facilitate our deliberation, a territory-wide survey was conducted in 1996 on the complexity of handicaps within our special schools. The purpose of the survey was to ascertain the kinds of perceived handicaps among their students within the last ten years.¹ The response from the

¹ The survey was initiated by the Sub-committee and administered by a combined effort of the Education Department and the Hong Kong Special Schools Council. It was our intention to ascertain the kinds of

special schools was enthusiastic. The return rate was 100 percent. For our purpose, the findings of this simple survey were instructive and, in a sense, quite alarming. (Appendix 1 refers)

- 1.40 From the findings of the survey, five general observations can be made:
- (a) The frequency counts of impairments vary in a span of ten years, as manifested in the figures secured for the three academic years (1985-86, 1990-91, 1995-96) which are set five years apart from one another.
 - (b) Almost all types of special schools have students who have to meet challenges stemming from handicap(s) that are other than their "primary handicap".
 - (c) Except for the schools for the maladjusted and the practical schools, a wide range of impairments exists in our special schools.
 - (d) A lot of the impairments that are found among students in the special schools are problems related to the inability of students to take care of themselves in living situations.

handicaps that exist in our special schools, to categorise these handicaps, to relate these handicaps to the types of special schools, and to account for the handicaps for a period of ten years (1985-86, 1990-91, and 1995-96). As the purpose of the survey was to examine possible multiplicity of handicaps and to detect change of multiplicity (if any) through time, the widest scope of participation was required. The survey forms were sent to all special schools. The schools were expected to go through records of in-coming students for all three academic years in question, and to record and collate relevant information. The return rate for the survey was 100 percent. Because there was no other intention except for the examination of multiplicity of handicaps and its change through time, a simple frequency count was conducted. Colleagues of the Education Department have aptly provided the Sub-committee with the findings of this frequency count.

(e) There is no doubt that multiplicity of handicaps exists in our special schools, even though the scope and intensity of such multiplicity vary across different types of schools.

- 1.41 From the findings that reflect the present conditions in the special schools, the degree of prevalence as well as the nature of some of these "secondary" impairments are conspicuous. For the purpose of illustration, a few of these "secondary" impairments are highlighted in the context of some of the special schools.
- 1.42 In the schools for physically handicapped (N=57), for example, 56.1 percent of the students have low IQ scores (Appendix 1, page A3). In the schools for the mildly mentally handicapped (N=207), 23.2 percent of their students are autistic children, and 13.5 percent have psychological problems (Appendix 1, page A6). In the schools for the moderately mentally handicapped (N=130), 36.2 percent of the students are autistic, 30 percent are hyperactive, and 10.8 percent are epileptic (Appendix 1, page A7). In schools for the severely mentally handicapped (N=58), 31 percent of the students suffer from visual impairment, 37.9 percent are hyperactive, and 55.2 percent are epileptic (Appendix 1, page A8). In the practical schools (N=369), 9.8 percent of students have psychological problems while a proportion of them have manifested "pre-delinquent or delinquent behaviour" (Appendix 1, page A11).

- 1.43 The findings of our survey confirm the existence of multiplicity of handicaps in our special schools. Our present way of conceptualising the "handicapped" refers to the primary impairment and can easily lead to under-identification of needs. The above examples should suffice illustration of this point.
- 1.44 It needs to be pointed out that the etiological elements of the phenomenon of multiplicity of handicaps should be considered as causal factors that distract the teachers and principals from their educational duties. Moreover, some of the "secondary" impairments identified in the survey have bred other disabilities as well. In the schools for the physically handicapped, for instance, the high percentage of students with low IQ scores (56.1%) may have led to an equally high percentage of students with problems in verbal expression (64.9%) and comprehension ability (59.6%) (Appendix 1, page A3). This kind of related disabilities adds to the burden of the teaching staff and further strain resources.
- 1.45 Without due recognition given to the existence of multiplicity of handicaps, and concomitant help to alleviate problems that stemmed from this existence, the teaching staff of special schools may be continually forced to engage in non-educational activities or to address educational problems that are beyond the scope of concerns of their schools. From the three focus group discussions with selected members of teaching and professional staff of the special schools, many woeful tales of frustration, discontent, and disillusionment have been

shared. None has affected us more than those that recounted the non-educational chores which educators have to do routinely in the special schools. The notes of the focus group discussions are at Appendices 2, 3 and 4.

- 1.46 Having presented the above views, the Sub-committee recognises that recent initial referral reports have recorded additional impairments that the students may have at the time of placement. Many of the controversies that surround diagnosis and classification as an area of work in special education essentially stem from problems associated with the definition of handicaps, the development of operational criteria for the identification of students, and the assignment of labels as an indication of diagnosis. It should be the task of relevant agencies to refine the present system diagnosis, classification and referral. It is also the duty of the special schools to provide quality education for students in their schools. Yet it is our understanding that resources for them have not seen concomitant increase despite the fact that relevant government departments have begun to recognise the "multiplicity of handicaps" in the students.

Provisions

- 1.47 For a sector which has retained a separate and marginal status in the education system for such a long time, provision in special education naturally entails sensitive issues associated with equity, quality, fairness, and rights. How resources can be allotted fairly to enable the special

schools to operate in the most cost-effective manner is one of the major concerns of the Sub-committee. Through various channels, we have managed to secure information about and views on provision. From our review of the code of aids, provision in such crucial areas as class size, strengths of teaching staff, professional and auxiliary professional personnel and support staff leads one to the belief that the estimation of resources has been calculated on the basis of "primary handicaps", a problem which has been elucidated in the foregoing section.

- 1.48 In the course of our lengthy deliberation on resources, items of provision that were obviously dated were changed to improve undesirable conditions, while modes of allocation, basic qualifications, and career paths were altered in order to secure much needed services and to facilitate participation of professionals and auxiliary professionals in the special schools.
- 1.49 In areas that were not in dire need of additional resources but could benefit significantly from more generous provision, the Sub-committee has made reference to such objective factors as the rate of inflation, equivalent conditions in the regular schools, and comparability with societies in similar stage of development.
- 1.50 In certain areas of provisions, we have observed apparent discrepancy between the special and regular schools, such as the ratio for graduate teachers and non-graduate teachers. In comparing local provisions with that in other Asian society in similar stage of development, the Sub-

committee has found that, in general, provision for our special schools was less generous. In comparing with Japan and Taiwan, for example, our provision for class size and teacher: to student ratio is found to be significantly unfavourable.

- 1.51 As far as provision is concerned, a lot of our recommendations are meant to address immediate and medium-range needs. Some of these recommendations, proposed previously, are acknowledged by the Education Department as desirable for the improvement of conditions in the special schools. Others, such as those that are meant to enhance educational services in the regular schools, are the fruit of many discussions that attempted to draw the concerns of special education into the mainstream of schooling. For matters concerning provision that should be viewed from the perspective of long-term development, further deliberation on such matter as integration, special needs education, and multiplicity of handicaps should be immediately put on the agenda of review of local schooling.
- 1.52 In reviewing the state of special education and in arriving at the recommendations put forth in the following chapters, the Sub-committee appreciates that there should be no sharp distinction drawn between the "handicapped", the "normal", and the "gifted". Educational needs of people who are classified as such are actually individual needs across a continuum. In making our recommendations, we were also mindful of several phenomena and conditions that became obvious during the course of deliberation:

- (a) Integration of students with special educational needs into the mainstream of schooling remains an aspiration rather than a reality.
- (b) It would take some time for local special education provision to be able to meet the challenge of providing education appropriate for each child's individual needs.
- (c) In comparison with societies in comparable stage of development, especially with other Asian societies such as Japan and Taiwan, certain aspects of special education are under-provisioned.
- (d) The present system of diagnosis, classification and referral can be refined.
- (e) A multiplicity of handicaps exists in our special schools.
- (f) A continuum of abilities exists among our children, and special education should be seen in the context of this continuum.
- (g) There is a dearth of local research on special education, and the shortage of research findings has prevented a finer depiction of the characteristics from "handicapped" to "giftedness" in progression to emerge.
- (h) Special education is in need of continual review so as to ensure its healthy development towards maturity.

Chapter 2

Administration and Co-ordination of Special Education

Policy responsibility for special education

Background

- 2.1 In the 1970s, policy responsibility for education, including special education, was vested with the then Secretary for Social Services who was also responsible for the manpower, welfare, health and rehabilitation programmes. Pursuant to the recommendations of the 1977 White Paper on Rehabilitation, ~~the~~ "Integrating the Disabled into the Community : A United Effort", a Rehabilitation Division, headed by a Commissioner for Rehabilitation, was established in 1978 under the then Social Services Branch (SSB) to coordinate the development of rehabilitation services which included special education.
- 2.2 With the various reorganizations of the Government Secretariat in the 1980s, the Rehabilitation Division was transferred twice; from the then SSB to the Education and Manpower Branch (EMB) in 1983 and from EMB to the Health and Welfare Branch (HWB) in 1988.
- 2.3 The Rehabilitation Advisory Committee (RAC), formerly known as the Rehabilitation Development Coordinating Committee (RDCC), was also set up following the publication of the 1977 White Paper on Rehabilitation. It is the principal advisory body to the Government on

the development and implementation of rehabilitation policies and services in Hong Kong. It coordinates and monitors the implementation of rehabilitation service¹.

Present position

2.4 Before April 1995, policy responsibility for special education rested with the HWB except for services of a general nature applying to both ordinary and special schools which are under the EMB. While funds for the ED 僑 ongoing services as a whole, including those for special education, were provided as baseline provision for the ED, funds for new/improvement activities and building projects for special schools had to be bid for from the HWB. Under the previous arrangements, the ED used to liaise with two policy branches in special educational matters, depending on the nature of the issue in question. There were concerns raised for such arrangements by various interest groups, professional and statutory bodies, in particular, the Hong Kong Special Schools Council. They considered that special education should be within the purview of the EMB as an integral part of the education system. After the Government 僑 review of the situation, the EMB resumed responsibility for special education with effect from 1 April 1995.

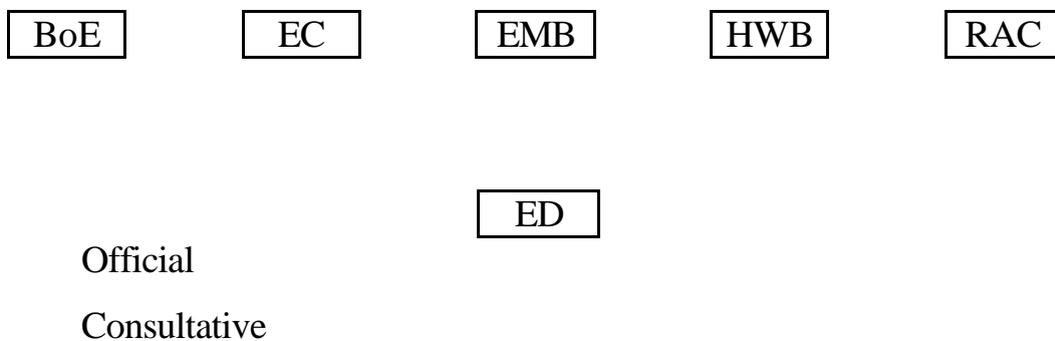
2.5 The Sub-committee members, however, had the following concerns before the transfer of special education from the HWB to the EMB :

¹ White Paper on Rehabilitation, 培 Equal Opportunities and Full Participation : A Better Tomorrow for All”, May 1995, p.135-136

- (a) Would request for resources specific to special education still be put forth to the RAC instead of direct submission to the EMB¹?
- (b) If special education needs were to be considered along with those of ordinary schools, resource allocation would likely be pro-rata for special education. The EMB, therefore, needed be well aware of the ambit of special education and special consideration should be given to special schools and special classes.

2.6 The following flow chart depicted the Sub-committee~~德~~ proposed channel of communication after April 1995 for the BoE~~德~~ consideration:

Proposed channel of communication



¹ After April 1995, all requests for resources specific to special education are being put forth to the EMB for policy approval.

Co-ordination with Other Government Departments and Non-Governmental Organizations

2.7 The ED still remains as an official member of the RAC and its Sub-committees on Education and Personnel, Public Education on Rehabilitation, and Information Technology. The Department co-ordinates closely with other government departments and statutory bodies in providing services to children with special educational needs. It co-operates with the Hospital Authority and the Department of Health in the referral and assessment of children through teachers, schools/medical social workers and doctors of paediatric, orthopaedic, psychiatric, ophthalmic, ENT clinics and child assessment centres. Close co-ordination is also maintained with the Social Welfare Department, the Labour Department, the Vocational Training Council, The Hong Kong Special Schools Council, The Hong Kong Council of Social Service and other Non-Governmental Organizations in referral, welfare assistance, and school/post-school placement.

Recommendations

2.8 It is recommended that :

- (a) With the transfer of policy responsibility for special education to the EMB, chances for resource allocation should not be less favourable and there should be special consideration made for further improvement in special schools, practical schools, skills opportunity schools and special education classes.
- (b) Since the RAC and its Sub-committees are to oversee services and personnel for disabled persons from birth to old age, and to co-

ordinate various government departments and Non-Governmental Organizations in the development of rehabilitation services, good liaison with the RAC should be maintained by the EMB/the BoE/the ED/practitioners in the field.

- (c) The ED 處 existing co-ordination with other government departments and Non-Governmental Organizations regarding education and training of disabled children should continue.

Chapter 3

Educational Concerns in Special Education

Present Situation

- 3.1 A child is considered to have special educational needs (SEN) if he has a learning difficulty or a handicap which either prevents or hinders him from making use of the educational facilities generally provided in schools for children of his age. The education of these children, whether in special or in ordinary schools, is basically in line with that provided for ordinary children. While the educational aims are the same, it is recognized that the means by which they are realized will differ. Thus, special provisions, techniques and facilities are required.
- 3.2 The Sub-committee reaffirms Education Commission Report No 4^德 definition of students who need special educational provision as those who have one or more of the following characteristics :
- (a) physically disabled, including the deaf and the blind;
 - (b) mentally handicapped;
 - (c) maladjusted, including emotionally disturbed;
 - (d) academically unmotivated;
 - (e) with severe learning difficulties;
 - (f) academically less able; and
 - (g) academically gifted.

The curriculum and the education aims for the above mentioned SEN students are discussed in Chapter 5.

3.3 At present, there are 63 special schools, 2 practical schools and 3 skills opportunity schools in the territory :

<u>Category</u>	<u>No. of Schools (as at Sept 1995)</u>	<u>No. of Schools with Residential Section</u>
School for Blind Children	2	2
School for Deaf Children	4	2
School for Physically Handicapped Children	7	2
School for Maladjusted Children ¹	7	6
School for Mentally Handicapped Children	42	11
Hospital School ²	1	-
Practical School	2	2
Skills Opportunity School	3	-
Total :	68	25

¹ Residential sections of schools for maladjusted children are subvented by Social Welfare Department

² One hospital school operating classes at 16 hospitals

3.4 All special schools in Hong Kong are run by sponsors which are non-profit making Organizations and receive subvention from the ED under the Code of Aid for Special Schools. The ED also provides subsidy for paramedical, social work, nursing and residential care staff of special schools. Annual funding per school place by the Government varies from HK\$47,758 for Hospital School to HK\$156,619 for School for the Mentally Handicapped (severe grade). An annual block grant is made to the Hong Kong Society for the Blind for the operation of the Centralized Braille Production Centre, which produces braille materials for the blind, including textbooks used by blind students. In line with ordinary schools and as required by the Education Ordinance (Chapter 279), each school has to form a School Management Committee (SMC) to supervise the operation of the school and to communicate with the ED. The SMC comprises registered school managers, one of whom is elected as the School Supervisor who is responsible to the Government for the operation of the school.

3.5 Presently, communication between the special schools, their staff and the ED is achieved through the following channels :-

- (a) Regular and direct correspondence from the SMC in connection with the setting up of the school and its subsequent operational and staff matters.
- (b) The Hong Kong Special Schools Council (HKSSC), a registered consultative body representing all aided special schools, has close contact with the ED through its Executive Committee. It meets with

the ED every 3 months to reflect the views and requests of special schools on special educational policies and provisions.

- (c) The annual Small Group Discussion and the Seminar on Teachers' Professionalism are held between teacher representatives from special schools and the ED to discuss various educational issues, staff benefits, school administration and professional matters. Similar Small Group Discussions are also held between supporting specialist staff of special schools and the ED.
- (d) The Saturday Clinic Service is in practice. It enables staff of special schools to consult the ED officers in person, on various matters in connection with their service in the school.
- (e) The Hong Kong Council of Social Service, which has various sub-committees for school social service and rehabilitation work, may also channel the views of school social workers and therapeutic staff of special schools for the consideration of the Government at different levels.
- (f) The teachers and other professional staff and/or their respective unions can also contact the ED direct on issues relevant to their duties and conditions of service.
- (g) Heads of respective type of special schools are invited to regular or ad hoc meetings with the ED on matters relating to their schools. There are the half-yearly meetings with Heads of Special Schools for Mentally Handicapped Children/Heads of Special Schools for the Deaf/Heads of Special Schools for the Physically Handicapped/Heads of Special Schools for the Maladjusted. On

top of these, there are ad hoc meetings convened by the ED for concerned parties on specific concerns such as catchment areas for referrals, criteria for allocating resource teachers for autistic children, etc.

Deliberations of the Sub-committee

3.6 The Sub-committee considers that the above groups should be provided with adequate opportunities in communicating with the Government in the aspects of monitoring, consultation, and promotion of special education in Hong Kong and expresses concerns in the following areas:

- (a) For integration, there should be better co-ordination between special schools and ordinary schools.
- (b) Personnel concerned should be well versed in special education.
- (c) The support and monitoring system for special education should be strengthened.
- (d) Policy implementation and flow of information should be ensured and resourcing for special education should be considered alongside that for ordinary schools with special consideration for students with special educational needs.

For Integration, There Should Be Better Co-ordination between Special Schools and Ordinary Schools

3.7 Members believe that integrating students with disabilities into the mainstream education system is a fundamental concept in special education and therefore provisions in education designed for able-

bodied students should be modified, adjusted and expanded as required to address the special and specific educational needs of students with identified difficulties in pursuing education in ordinary schools. We note that provisions for special schools are relatively better than for those SEN students integrated in ordinary schools and that placing students from special schools into ordinary schools is difficult. The choice of schools is limited and the number of students to be mainstreamed from special schools each year is very small. Members feel that there are not enough services for various types of integrators, e.g. Resource Classes (RCs) cannot cater for mentally handicapped integrators. The Supportive Remedial Services (SRS) for hearing impaired integrators and the Blind Integrator 僂 Programme are good services and similar services should be provided to the mentally handicapped integrators.

- 3.8 Members opine that there should be better co-ordination between special schools and ordinary schools to carry out integration programmes. The existing trend is that special schools are more co-operative and more ready to receive students from the ordinary stream, but it is difficult to place special school students who are ready to integrate into ordinary schools. It is proposed that the ED should set up a Liaison Team to improve the co-ordination between special schools and ordinary schools in carrying out integration programmes. Members agree that there should not be forced placement of SEN children in ordinary schools. Instead, there should be negotiation and liaison with the principals of ordinary schools prior to placement.

- 3.9 In order to support special school students integrated in ordinary schools, the Sub-committee recommends that both the ED and the special school should provide follow-up service; that the ordinary schools' facilities should be improved and the ordinary school teachers should know how to accept the integrators. A standard procedure of referring integrators to ordinary schools should be worked out, to be followed with a built-in mechanism to promote and monitor the referrals. Furthermore, there should be better liaison among special schools, ordinary schools and the parents. Members note the success rate of S3 physically disabled students integrated into S4 ordinary schools which is about 40% and hope that the situation can be improved by increasing the number of S4 school places allocated at the principals discretion and extending support services to senior secondary integrators.
- 3.10 Members also agree to the proposal on using special schools to serve as special school cum resource centre to provide the basis of support system for integration. The Ebenezer School for the visually impaired children is used as a sample base because of the long history of the blind integrators' programme and its experience in running it. The Sub-committee reckons that special schools for the blind, deaf, physically handicapped children will require extra manpower to serve as resource centres for their students integrated in ordinary schools.
- 3.11 The Sub-committee agrees that there should be two-way communication and better liaison between special schools and ordinary schools, e.g. ordinary and special schools can hold joint inter-school projects in the

district, some form of experience-sharing seminars or consultative meetings can be arranged between special education workers and mainstream education workers for the promotion of integration programmes and, tours and visits for heads and teachers of ordinary schools to special schools within and outside the ordinary schools district can also be arranged. Some incentives which are reasonable and appropriate within the context of Hong Kong can be considered to promote ordinary schools' willingness to admit integrators.

3.12 The Sub-committee is of the opinion that parental involvement is important to the success of integration. In certain circumstances, parents tend to object to any disclosure of their children's particular handicaps without their consent. Should this be the case, the ED and the schools have only to abide by the privacy rights of the handicapped students as guarded by the parents.

3.13 Members note that quite a number of parents prefer to have their children remained in ordinary schools even though they have been identified to require special school placement. Members agree that as long as parents' right is to be upheld, it will be difficult to impose firm guidance on appropriate placement. Public education has to be relied on to change parents' negative attitude towards special education. It is recommended that public education in this aspect be promoted and the issue of upholding parental choice in school placement will be referred to the BoE Sub-committee on Review of School Education for consideration.

Personnel Should Be Well Versed in Special Education

3.14 Members feel that it is important to raise awareness in ordinary school administrators and teachers towards SEN students so that these students will be accepted more readily and handled properly. As teachers play an important part in helping students to recognize and overcome their problems, members advocate that ordinary school teachers should receive training in special education and it is a worthwhile consideration to include special education as an integral part of initial teacher education programme. A teaching practice in special schools will be a way of strengthening the elements of special education in the initial teacher education. The existing and potential course provider may need to run short part-time courses on special education for serving school teachers. Teachers should be equipped with the basic knowledge in special education and then undergo more in-depth refresher training. More emphasis should be put on the education of primary school teachers because of the importance of early identification of and intervention for children with learning difficulties. Therefore, there should be short courses for primary school teachers on how to identify and help children with learning disabilities and other SEN. For special schools, school-based induction training courses and staff development courses can be run for teaching and non-teaching staff. Members agree that special education should be introduced into the Post Graduate Certificate in Education (PGCE) and the Teacher Certificate courses run by the tertiary institutions. This issue on teacher education is elaborated in Chapter 6.

3.15 Members also propose that school administrators and ED staff outside the Special Education Sections should have some knowledge of special education. They opine that special education is not a separate entity from the mainstream education and all personnel involved in educational issues in the mainstream should have sufficient knowledge in special education. Therefore, school principals should be well versed in issues pertaining to special educational needs e.g. curriculum matters, guidance and counselling in addition to training received in management and administrative skills. An awareness of special educational needs in schools may be cultivated through training programmes for school principals and senior teachers.

The Support and Monitoring System for Special Education Should Be Strengthened

3.16 The Sub-committee feels that teachers teaching in remedial classes or special education classes¹ are rather isolated and their special status in a school (as teachers with specialized knowledge) makes it almost impossible for other teachers to contribute ideas to help. This is especially true for special education teachers. Because of their training in this field, they are treated as the experts in their schools. Therefore it is important to give them the necessary professional support to enhance their skills in designing strategies to deal with SEN students. Hence, there should be a resource centre for special education teachers to pool the required professional support for them and to co-ordinate the production of resource material for remedial teaching. At the moment,

Hong Kong is not having such a special centre to give support to these teachers. The reference materials in the resource rooms of the Special Education Services Centres of the ED and in the local universities are limited. Ordinary and special school teachers will also benefit from the services offered by a centre like this.

¹ Special education classes include resource classes for children with learning difficulties, special classes for the hearing-impaired children and special classes for the visually-impaired children.

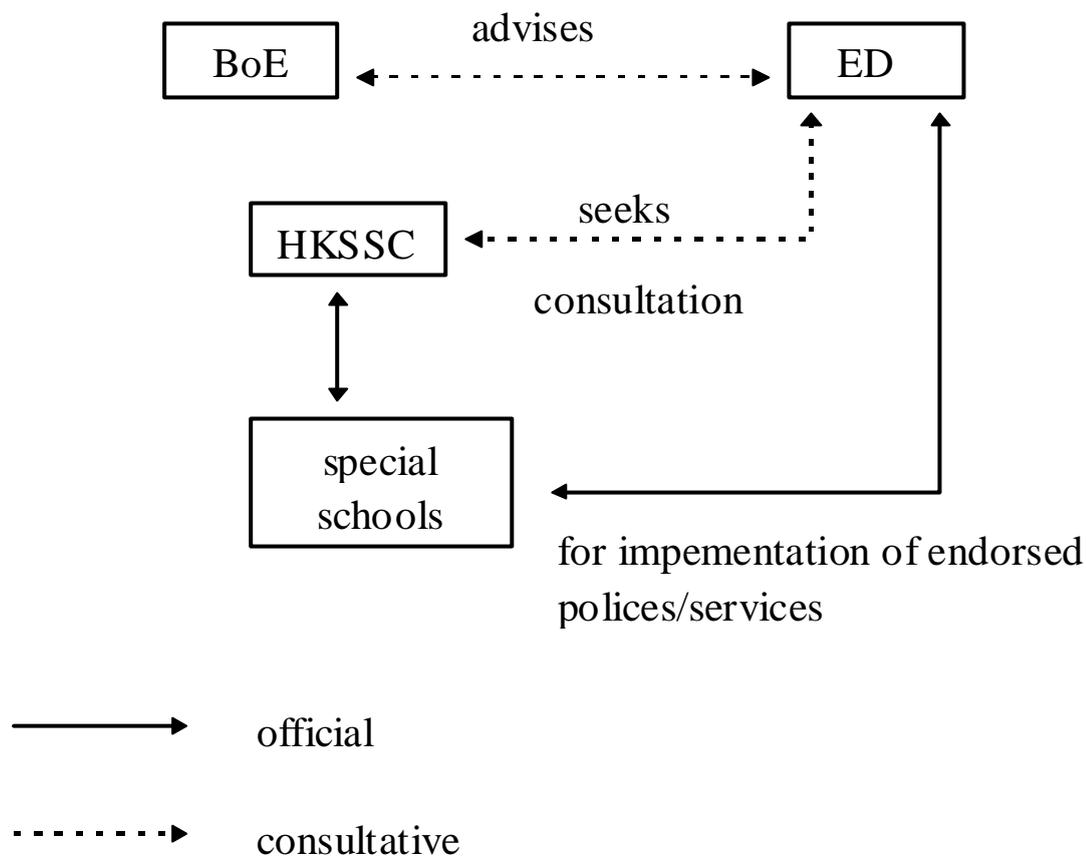
3.17 The Sub-committee proposes to establish a resource centre for special education teachers to generate a data-base and a network for communication among all special education teachers. The function of the proposed resource centre should be systematically expanded to bank all records, data, references and resources for early reference and research work. It should also centralize and despatch resources and information to special schools serving as a network of regional centres.

3.18 The Sub-committee suggests to set up a committee under BoE to monitor and review special education services and to oversee the implementation of this Sub-committee's recommendations. The present operation of special education services in Hong Kong is a complex system. Regular review is definitely required to ensure that the planned provisions are effective.

Policy Implementation and Flow of Information Should Be Ensured and Resourcing for Special Education Should Be Considered Along Side That

for Ordinary Schools with Special Consideration for Students with Special Educational Needs

3.19 The Sub-committee is concerned that special schools have been excluded from the ordinary school system and all their needs and concerns have to be put forth through the Hong Kong Special Schools Council. A chart to depict the present relationship among special schools, the HKSSC, the ED and the BoE is shown below :



Although the views of the special schools are well represented through the efforts of the Hong Kong Special Schools Council, members agree that special education should be an integral part of the school system and it is hoped that provision for special schools will be considered together with those for ordinary schools. We feel that special education is often neglected in the mainstream resource allocation and special education classes in ordinary schools are overlooked. The Sub-committee opines that special consideration should be given to special education in the aspects of training and resourcing. The Sub-committee is pleased to learn that there is more communication between those working for the ordinary school sector and those for special education sector within the ED, and hopes that this practice will continue.

3.20 Referring to the access to information at intra-school level, Members feel that the special school staff's commitment to their job is important and that they should have the channel to present their views. The Subcommittee is made aware of the problem in intra-school information sharing. We understand that the ED has included special schools in its distribution list of all relevant circulars in recent years and opine that school heads should disseminate all relevant information to teachers in time. Members observe that networking of information is important and as the ED has invested heavily on improvement of the communication network system, it is hoped that all teachers will have easy access to information/circulars categorized under respective topics.

3.21 At inter-school level, members hope that inter-school liaison will be greatly improved with the setting up of a resource centre for special education teachers. This will encourage cross-fertilization of ideas across disciplines. Members opine that although there is presently inter-school liaison and contact between the ED and the teaching staff, communication between the ED and the supporting staff is inadequate and the ED should have regular liaison with all personnel. The ED's existing practice of arranging regular and ad hoc meetings and small group discussions with schools heads and teaching staff should be extended to supporting staff from different schools for exchange of ideas and professional development. With the advice of experts, the ED should develop long-term professional development programmes for teaching and non-teaching staff. In-service training for teaching staff is

discussed in Chapter 6 while that for non-teaching staff is further discussed in Chapter 11.

Recommendations

3.22 It is recommended that:

For integration, there should be better co-ordination between special schools and ordinary schools

- (a) ED to set up a Liaison Team to handle referrals from special schools to ordinary schools, and to offer assistance, guidance and supervision to the schools after the students' admission (para. 3.8).
- (b) To set up standard procedures for referring integrators to ordinary schools to be followed by a built-in mechanism to promote and monitor the referrals (para. 3.9).
- (c) To increase the number of S4 school places allocated at the Principals' discretion for disabled integrators (para. 3.9).
- (d) To extend support services to senior secondary integrators (para. 3.9).
- (e) To use special schools to function as resource centres for helping SEN integrators in the district (para. 3.10).
- (f) To arrange some form of experience-sharing seminars or consultative meetings between special education workers and mainstream education workers for the promotion of integration programmes (para. 3.11).

- (g) To arrange tours and visits for heads and teachers of ordinary schools to special schools within and outside the ordinary school district (para. 3.11).
- (h) Ordinary and special schools to hold joint inter-school projects in the district (para. 3.11).
- (i) To promote public education to change parents' negative attitude towards special schools (para. 3.13).
- (j) To refer the issue of whether parental choice should be upheld in school placement to the BoE Sub-committee on Review of School Education for consideration (para. 3.13).

Personnel should be well versed in special education

- (k) Existing and potential course provider to strengthen the special education element in initial teacher education (para. 3.14).
- (l) Existing and potential course provider to run short part-time courses on special education for serving school teachers especially primary school teachers because of the importance of early identification of and intervention for SEN children (para. 3.14).
- (m) To run school-based induction training courses and staff development courses for teaching and non-teaching staff in special schools (para. 3.14).
- (n) Special education be introduced into all PGCE and teacher certificate courses offered by the tertiary institutions (para. 3.14).

- (o) School principals should be well versed in issues pertaining to special educational needs e.g. curriculum matters, guidance and counselling in addition to training received in management and administrative skills. An awareness of special educational needs in schools may be cultivated through training programmes for school principals and senior teachers (para. 3.15).

The support and monitoring system for special education should be strengthened

- (p) To set up a resource centre for special education teachers (para. 3.17).
- (q) To set up a committee under BoE to oversee the operation of special education services and the implementation of this Sub-committee's recommendations (para. 3.18).

Policy implementation and flow of information should be ensured and resourcing for special education should be considered alongside that for ordinary schools with special consideration for students with special educational needs

- (r) ED to ensure policy implementation, flow of information and resourcing for special education are being considered along-side that for ordinary schools with special consideration for students with SEN (para. 3.19 - 3.21).
- (s) The ED and the HKSSC to maintain close contacts. Regular and ad hoc meetings/small group discussions as required should

continue to be held between the ED and school heads/teaching staff/supporting staff (para. 3.21).

- (t) All information released by the ED to special school heads should be disseminated to staff members for early information so that they can take appropriate follow-up action in time e.g. in training and staff development matters (para. 3.21).
- (u) With the advice of experts, the ED to develop long-term professional development programmes for teaching and non-teaching staff (para. 3.21)

Chapter 4

Provisions in the Code of Aid for Special Schools

Introduction

- 4.1 Special schools are provided for children who have more complex special educational needs or whose disabilities are such that they cannot benefit from education in ordinary schools; practical schools are for ordinary junior secondary students who are more inclined towards a practically oriented curriculum; and skills opportunity schools are for ordinary junior secondary students who have severe learning difficulties. In 1995/96, there are 63 special schools for children with various handicaps, 2 practical schools and 3 skills opportunity schools. Nineteen of these schools also operate a boarding section. The ED subvents the running of these schools and their boarding sections in accordance with the Code of Aid for Special Schools (The Code of Aid).
- 4.2 It is understood that the Code of Aid states the rules and conditions for government subvention. From time to time, newly approved provisions are incorporated in the Code of Aid when they are to take effect.
- 4.3 The Sub-committee considers that the format of presentation of the Code of Aid should be user-friendly and hopes that the ED will make it so in her present revision of it.

4.4 The Sub-committee feels that one Code of Aid for all categories of special schools, practical schools and skills opportunity schools can serve all these schools provided that there are appendices to describe the provisions in further details.

4.5 The Sub-committee examined the various aspects of the provisions under the Code of Aid. They include the years of schooling, school and class grant, acting appointments, class size, teaching and supporting staff. This chapter will lay out the deliberations of the Sub-committee in these aspects.

Years of Schooling

4.6 At present, children with physical handicap or sensory impairments are provided with at least 9 years of free general education and mentally handicapped children are provided with 10 from primary to junior secondary level. In addition, for some blind, deaf or physically handicapped children who require an extended educational programme, they may stay for additional years in the school, comprising generally 1 to 2 years of preparatory classes at the pre-primary level and 1 year at the primary or junior secondary level. Special schools, after ascertaining the benefit and suitability of extending the students' stay in the school, may, with approval from the ED, retain a student up to the age of 16 in a primary class or up to the age of 20 in a secondary class in a special school.

School and Class Grant

- 4.7 The Sub-committee notes with concern that in spite of the ED's annual review of the School and Class Grant, there is repetitive feedback on the insufficiency of the grant from special schools, practical schools and skills opportunity schools, in particular, the newly built ones and the ones with large premises who need to pay a substantial amount on electricity and water.
- 4.8 The Sub-committee examined the expenditure of school and class grant in a number of special schools and found that the expenditure did not have a positive correlation with the number of classes. We found that the expenditure on utilities, minor repairs, printing and stationery was large but the expenditure on educational items was relatively small.
- 4.9 The Sub-committee feels that the spending pattern shown in the audit statements does not necessarily reflect the schools' actual needs as schools either cut down essential expenses to avoid deficit, or seek outside donations to foot the bill for their expenditure. Moreover, most of these schools do not collect Tong Fai or have regular incomes for their General Funds Account. Since they have much fewer classes, they have a much smaller Class Grant total when compared to ordinary primary and secondary schools and yet they have to bear a sizeable amount of overhead charges for the whole school premises.
- 4.10 As a utility grant specially for electricity, water and fuel charges will restrict the flexibility of the funding mechanism, the Sub-committee does not favour the setting up of such a separate grant at this stage.

4.11 It was made known to us that the deficit amount was up to \$40,000 per school. We therefore propose that the current School Grant be increased by at least 100% as a start to provide temporary relief to special schools, practical schools and skills opportunity schools. The Government is to study the utility expenditure pattern further to base the future adjustment accordingly.

Proposal for Acting Appointment of the AM/SAM Posts in the Secondary Sections of Special Schools, in Practical Schools and Skills Opportunity Schools

4.12 The Sub-committee feels that with the lower graduate to non-graduate teacher ratio in special schools (3:7 as compared to 7:3 in ordinary schools), there are more CMs and fewer GMs in these schools to take up administrative and special duties. As there are quite a number of CMs in the special school, there must be more opportunities for the capable CMs to be chosen for the acting appointment. In actual fact, because there are more CMs, there are more AM/SAM posts and less SGM posts. However, the present situation is that the CMs in the primary section of the special schools are allowed to take up acting appointments for AM post whereas the CMs in the secondary section who may have to carry out similar administrative duties are not. The Sub-committee considers this situation unsatisfactory.

4.13 The Sub-committee examined the results of a survey of functional duties performed by AM and SAM teachers in secondary sections of special schools (1995/96). It was found that both AM and SAM teachers in the

secondary sections did perform an average of 14 duties out of the 47 duties as listed in the duties of Senior Teachers in the Primary Section of Special Schools set out in the Appendix 3/Attachment B of the Code of Aid for Special Schools. For details of the survey, please see Appendix 5.

4.14 The Sub-committee believes that a special school with 200 or less students does not have a smaller volume of work than an ordinary school with 1,000 or more students, in view of the complexity of the problems of many special school students and the nature of work incurred. Therefore, a special school needs to perform various kinds of work in order to make the school function smoothly for the benefit of the students.

4.15 In view of the above and the unique setting of special schools with combined primary and secondary levels in one school, the Sub-committee recommends that the acting appointments of AM/SAM posts in the secondary sections of special schools should be approved with the guidelines listed below :

- (a) Such a practice will not be applicable to ordinary secondary schools because they do not have the same problem as special schools.
- (b) The teacher chosen for the acting appointment must be the most experienced in his/her substantive rank and knowledgeable in the operation of the school.

(c) There should be requirements such as on working experience and the maximum time for the acting appointment so as to avoid abuse of the provision of acting appointments.

4.16 Since the graduate to non-graduate teacher ratio in practical schools and skills opportunity schools is also 3:7, the same recommendation should cover these two types of schools.

Class Size

4.17 The Sub-committee deliberated on the necessity of reducing class size. It was brought to our attention that the class size for special schools was set some 20 years ago. (Please see Appendix 6 for a run-down of class sizes for each category of SEN students) With the improvement in preventive medical care, and more importantly, the recent trend of integrating the disabled students in mainstream schools, the population of disabled students in special schools was much more heterogeneous, complex and complicated in its make up than that in earlier days. Evidence can be drawn from this Sub-committee 僑 survey (Appendix 1 refers).

4.18 We feel that the reduction of class size across all schools would increase the demand for school places, which would in turn increase the demand for more teachers and more schools. This would affect in quite a large scale, the planning of future schools and restructuring of existing schools.

- 4.19 Nevertheless, we support the ED's current actions for the reduction of class size from 20 to 15 in mild MH schools and skills opportunity schools, and from 30 to 25 in practical schools.
- 4.20 We also recommend the provisions of additional teachers and teacher assistants. We consider these provisions more flexible and therefore more desirable in improving the quality of special education than reducing the class size in general. Nevertheless, the Government should commission a more in-depth review on class size with recommendations on the appropriate class size for each category of SEN students.

Proposal on the Provision of Additional Teachers

Brief description of the proposal

- 4.21 Under the existing Code of Aid, the teacher to class ratio for all special schools, practical schools and skills opportunity schools is 1.5 : 1. For schools with autistic children, additional teachers in the form of resource teachers are provided at a ratio of 1 teacher : 8 autistic children for those requiring intensive resource teaching programme and 1 : 16 for those requiring less intensive resource teaching programme. For special schools with 10 or more classes, a resource teacher is provided to carry out a series of supportive work such as library service, computer education, sex education and civic education, extra-curricular activities, school leavers' programmes etc. For schools for the physically handicapped and for the mentally handicapped, Teachers Assisting in Speech Therapy (TAST) are provided at a ratio of 1:4 classes. For

schools for the deaf and for the blind with mental handicap, TASTs are provided at 1:3 classes.

4.22 In September 1994, the teacher to class ratio for ordinary primary schools was revised from 1.2 to 1.3 teachers per class. One additional teacher was also provided to secondary schools with 30 classes for additional services. Such a move, together with previous provision of additional teachers to ordinary schools for other purposes, clearly indicated the Government's resolution to upgrade the quality of education.

4.23 We urge for a similar provision to be given to special schools, practical schools and skills opportunity schools in the form of additional teachers at the ratio of 1 for every 8 classes. Such a provision will enable teachers of these schools to better address the needs of the individual students by providing team teaching, paired teaching, small group teaching, intensive individual programme teaching, more guidance and counselling service, parent training, service for integrators, community education. Also, the teachers have more time to design and implement school-based curriculum.

4.24 The provision ratio of additional teachers is proposed as follows :

<u>No. of classes</u>	<u>No. of additional teachers</u>
1 to 8	1 (1 CM)
9 to 16	2 (1 CM + 1 GM)

17 to 24	3 (2 CM + 1 GM)
25 or more	4 (2 CM + 2 GM)

Justifications

4.25 In recent years, there have been many changes in the emphasis and approach of education in both mainstream and special education. The Education Commission Report No. 5 places great emphasis on the quality of education and suggests many ways to achieve it, among which is the improvement of teacher to class ratio, so that teachers have more time to address the important areas of work outside classroom teaching. These areas may include remedial teaching, small group teaching, guidance and counselling, developing and maintaining close teacher-student contact. In the field of special education, the need of such areas of work has become equally demanding with the admission of students with problems and disabilities far more complex and varied than in previous years. (Results of this Sub-committee 僑 survey on the multiplicity of student problems at Appendix 1 are relevant.) To survive, most special schools are already stretching their manpower resource to the limit in an attempt to minimize the impact of such diversities and complexities by introducing team teaching, small group teaching, paired teaching and supplementing with many intensive individual teaching programmes. As a result, teachers are generally too tied down by very full classroom teaching commitments to be able to address the equally important supportive work such as curriculum and instructional design, guidance and counselling etc. The need to improve teacher to class ratio

in special schools, practical schools and skills opportunity schools is therefore urgent.

- 4.26 The provision of the additional teachers has been another means to improve the quality of education. In ordinary schools, additional teachers have been provided in many supportive areas such as remedial teaching, language teaching etc. In special schools only one additional teacher for 10 or more classes has been given to address the several supportive areas namely sex education, civic education, computer education, library service and school-leavers' programme. There is no provision of additional manpower to address the equally important work such as staff induction and development, curricular development, instructional design, whole-school approach in language communication, whole-school approach in student guidance, and community education on accepting the disabled and disadvantaged persons.
- 4.27 In the wake of the teaching profession entering an age of quality assurance, active involvement in school management as advocated by the School Management Initiative (SMI) and a growing emphasis on staff development, this Sub-committee believes that our teachers should be given some "breathing space" outside classroom teaching. The provision of additional teachers at the proposed ratio will ensure that teachers can relieve themselves from the excessive teaching load to address both students' educational needs and their own professional needs.

Proposal on Provision of Teacher Assistant in Special Schools

Brief description of the proposal

- 4.28 The Sub-committee reckons that teachers need to take care of too many things at a time during the class period, they may not be able to direct their strength fully to teaching while they need to spend quite a lot of their time and effort in looking after the students' urgent needs in behavior, emotion, hygiene and health. Their teaching quality will undoubtedly be affected.
- 4.29 The teacher assistant can do follow-up activities with the students after a teaching session by a teacher, while the teacher takes up another student in the class. Obviously, he/she can also assist in the management of students' behavior in the classroom and to assist toilet training for students.
- 4.30 With the help of the teacher assistants, teachers will be able to spend more time to teach and provide the professional treatment to the students. We believe that with teacher assistants the developmental and educational needs of the students will be better met.
- 4.31 The Sub-committee proposes the following ratio of provision of teacher assistants in certain categories of special schools.

Type of special school

Ratio of provision

Severely mentally handicapped

Visually impaired with mental handicap	0.5 per class
Physically handicapped	
Psychiatric units in Hospital School	
Preparatory classes for the visually impaired and the hearing-impaired	

Justifications

- 4.32 Most students in SMH schools are multiple handicapped i.e. with visual, hearing and mobile problems. Besides delivering the teaching programmes, teachers need to take extra-time to assist the handicapped students with various aids. They also need to clear up the classroom and clean the drooling students' faces and desks. The teacher assistants can take up such duties.
- 4.33 Visually impaired children with mental handicap also require practice of their daily living skills at school and in outside-school activities. The teacher assistants can help these children in their practice.
- 4.34 The number of Physically handicapped students with multiple handicaps are increasing in schools for the physically handicapped. At present, the teachers assist their students in the positioning and physical exercise in the classroom. Teacher assistants can help in stabilizing the students' movement, and in conducting balance and head control training to students.
- 4.35 In the Psychiatric units of the Hospital School, there are disturbances in the classroom caused by children with behavioral problems and autistic

disorders. Teachers must pay careful attention to students' anti-social behaviour and protect those who frequently abuse themselves or others. Such behavior must be controlled and stopped in order to keep the students in the classroom in safety. Hyperactive students may also cause a lot of disturbances in the classroom. Without an assistant, a teacher has a lot of difficulties in managing the behavior of the hyperactive children or regulating the ritualistic activities of the children with autistic disorders while implementing regular training programme at the same time.

4.36 For young children in the Preparatory classes in schools for the visually impaired and the hearing impaired children, the service of the teacher assistants is also needed to steer them back to what is being taught.

4.37 In addition, many children have fits and convulsion. Teachers need to be very alert while handling one child and observing the remaining ones. Under urgent circumstances, a teacher need to apply first aid to the student before calling for the school nurse 偈 help. During such emergency, the service of the teacher assistants in leading the rest of the class is needed.

Training and qualification for the teacher assistants

4.38 As the main function of a teacher assistant is to assist the teacher to keep students on task, basic on-the-job training can be provided in school. A mature person with S5 level of education will suffice. The proposed duty list of the teacher assistant is at Appendix 7.

The Boarding Staff in Special Schools

Background

4.39 The Sub-committee notes that the staff provision of the boarding section has always been a major concern of special schools. For many years, special schools have faced numerous problems generated by the staff establishment structure whereby the warden is the only professionally trained personnel on the establishment, and there is no direct career link between the front-line workers (houseparents, programme workers, assistant wardens) and their supervisor, the warden. Recruitment difficulties, volatile staff movements, frequent loss of experienced staff and the lack of professional input are some of the more common problems.

Objectives of boarding provision in special schools

4.40 The Sub-committee notes that when the ED took over the operation of SMH and PH children centres from the SWD and the former Medical and Health Department and operated them as SMH and PH schools with boarding sections, the basic philosophy for the boarding provision was care beyond the school hours rather than a round-the-clock educational programme. In view of the multiplicity of student problems in these schools, the Sub-committee considers that the boarding section of a special school should be part of a multi-disciplinary educational set-up for children with special needs. Boarding staff are required to collaborate with professional staff in the schools in following up students' work in

the evening and helping them to adopt skills acquired during the day to day living in the hostel.

4.41 The main objective of boarding service in special schools should therefore not just be day-to-day care but with pastoral and education elements as well. It is therefore essential that staff should have professional training in social work, pastoral care and basic theories of education and rehabilitation.

Recommendations for the boarding provisions of special schools

Wardens - The existing rank is Senior Social Work Assistant (SSWA) with a diploma in social work.

4.42 The major role of the warden is one of administration and management. While the overall responsibility of the boarding section rests with the principal, the warden is responsible for the management of hostel in a 24-hour operation. The management scope ranges from staff duties, staff performance, finance, repairs and maintenance, to boarders' daily schedules. He/She is also responsible for developing an approach on pastoral care and for liaising with other departments in implementing school policy in the hostel. Such duties require someone with training in management and administration. We feel that the post of warden should be filled by graduate social workers and be ranked as Assistant Social Work Officers (ASWO). We propose the adoption of ASWO as the basic rank for wardens, irrespective of size. A minimum of 3 years'

experience in residential care should be made a pre-requisite to ensure this managerial post would not be assigned to fresh degree - holder with little experience in boarding service.

- 4.43 As an alternative rank for the warden grade, a new rank of Chief Social Work Assistant (CSWA) should be created to attract experienced candidates with high calibre holding the diploma qualification. We feel that the existing Senior Social Work Assistant (SSWA) rank is not commensurate with the level of responsibilities and the administrative demand required of the warden of a boarding section with 50 or more boarders. The new provision of an alternative CSWA rank has an added advantage of providing acting appointment for the non-graduate assistant warden to the warden post. For a boarding section with less than 50 boarders, the warden should remain as SSWA or ASWO rank.

Assistant wardens - The existing rank is Senior Welfare Worker (SWW) with no qualification in social work required.

- 4.44 The assistant warden is both a front-line care worker and a supervisor. He/She is responsible for the planning and supervision of the day-to-day operation and is a major link between houseparents and the warden. The warden, in his/her absence, is required to deputize his/her duties as an administrator. At present the assistant warden, being a senior welfare worker in a different grade cannot act for the warden when the latter is on leave. This situation is considered unsatisfactory. We feel that the assistant warden must be a trained social worker chosen among senior and experienced programme workers and houseparents.

4.45 We propose that the assistant warden should be a social work trained staff and ranked at the SSWA level for boarding sections with 50 or more boarders. For boarding sections with less than 50 boarders, the assistant warden should be chosen among experienced houseparents and programme workers, with 2 additional increments on the salary scale given as responsibility allowance.

Programme workers - The existing rank is Welfare Worker (WW) with qualification in Hong Kong Certificate of Education.

4.46 The role of the programme worker is to plan and conduct activities for boarders as part of their educational and developmental programme. They are required to organize and conduct group work, liaise with volunteers and community resources, collaborate with teaching and therapy staff to identify special needs and manage resources/manpower during activities. Such skills require personnel with proper social work training.

4.47 We propose that the programme worker should be a social work trained staff and at the SWA rank.

Houseparents - The existing ranking is Welfare Worker (WW) with qualification in Hong Kong Certificate of Education.

4.48 At present, the houseparents are welfare workers, a rank that requires no social work training and experience. They are mainly secondary school leavers. Few of them have any prior training in this field and their on-the-job training is heavily loaded on the warden. As front-line workers, they are required to collaborate with professional staff in the school section to follow up on students' work in the evening. In addition, they are also required to provide counselling sessions to the students.

4.49 The Sub-committee understands that the promotion prospects for houseparents are extremely limited. They can only be promoted to assistant wardens (ranked as SWW) of large hostels. The average ratio is 1:14. Such poor promotion prospects have driven many houseparents to leave their posts, some to receive professional training, others to switch jobs. In September 1995, the vacancy rate of the posts of houseparents was 16.7%. Such a volatile movement of staff certainly has adverse effects on the quality of service. In view of the above we propose the following changes for the houseparent grade :

- (a) The post of houseparents is to be upgraded to the Social Welfare Assistant (SWA) rank, so that schools can recruit trained staff in social work.
- (b) For a boarding section with more than 50 boarders, a houseparent in-charge is to be appointed. These houseparents in-charge should function as team-leaders of house units within the boarding section and should be responsible for providing on-the-job guidance and supervision to the less experienced houseparents. They would also be involved in providing induction and staff development seminars.

On appointment, the houseparents in-charge will stay on their own salary scales but get two additional salary points as responsibility allowance. The ratio of houseparents in-charge to houseparents is recommended to be 1:3.

Features of the proposed structure

4.50 With the deletion of SWW and WW grades, the proposed structure of SWAs provides a much more logical career structure with opportunities of promotion for boarding staff. With SWAs as houseparent and as programme workers, the existing career gap between houseparents and wardens can be filled. It will therefore be possible for houseparents to move up to the post of warden. For the serving houseparents at WW rank, they will be regraded to the professional rank at SWA rank provided they undergo and complete the relevant part-time diploma course in social work . From there on they can be opened up to a career path leading to CSWA.

4.51 Such a career path is also attractive to those who are already at SWA or SSWA rank and who stay in the post without undertaking the degree course in social work but have proven abilities, as their service would be recognized by being promoted to a CSWA thereby reducing the turnover rate.

Proposal on Revision of School Nurse Provision in Special Schools

Background

- 4.52 Under the existing Code of Aid for Special Schools, only schools for PH and SMH children with more than 40 students are given the provision of one registered nurse.
- 4.53 The number of students in special schools with conditions requiring nursing care has increased in recent years and the increase is not confined to PH and SMH schools. Today, many schools for mild and moderate grade mentally handicapped children, and those for blind children with mental handicap, have been identified with the need for the provision of school nurses.
- 4.54 The Sub-committee notes the multiplicity of the students' handicaps in special schools involving various medical and health conditions that require regular medication and/or urgent first-aid treatment. We understand that the school nurse, besides being responsible for administering routine nursing duties such as catheterization, dressing up wounds, injections, feeding of medicine and application of ointment for skin diseases, is also responsible for attending to emergencies and escorting students to hospitals and specialist clinics. In many schools the school nurse is also required to interview new admissions and produce medical reports for staff and outside agencies.
- 4.55 The Sub-committee notes with concern over a crisis situation in nursing care at the Caritas Lok Yan School (a school for the SMH children) and the Princess Alexandra Red Cross Residential School (a school for the PH children). Throughout the years, student enrolment of these two

schools has increased greatly. This year, the Caritas Lok Yan School has 160 on roll and the Princess Alexandra Red Cross Residential School has 180. Such large enrolment has exerted pressure on the school nurse in each school. To mitigate the predicament these two schools have been receiving donations from the Jockey Club to employ an additional nurse until February and July 1996 respectively.

Justifications

- 4.56 We understand that the ED, to relieve the plight of these two schools has sought immediate Government funding for the provision of additional nurses. We all agree that an additional nurse should be provided for these two schools with great urgency.
- 4.57 In view of the above, the duties of the school nurse are related to the number of students requiring nursing care. The more students requiring the medication regime and daily nursing routine, the greater is the workload of the nurse. It is understandable that a school nurse in a school with a student population of 180 should in theory have a workload twice that of a nurse in school with 90 students. Considering the amount of daily nursing routine, the existing provision of one nurse for PH and SMH schools irrespective of number is grossly inadequate.
- 4.58 In recent years, the number of students admitted to schools for MiMH and MoMH children with delicate health conditions that require regular nursing care, has increased so much that the same demand for nurses in PH and SMH schools is now acutely felt in these schools. In a recent

survey by the Hong Kong Special Schools Council, it was found that in a sample of 14 MiMH and 16 MoMH schools, there were 1,000 children with health conditions, such as epilepsy, heart diseases, asthma, cerebral palsy, haemophilia, diabetes and brain tumours, which warranted nursing care. This is 20% of the student population of those schools.

Recommendations for the provision of school nurses

4.59 As a matter of urgency, the provision of school nurse to PH and SMH schools should be changed immediately from school-based to student-based so that schools with more than 129 students are provided with an additional nurse.

4.60 The provision of school nurses should be extended to MiMH and MoMH schools.

4.61 The proposal of the provision of registered nurse for special schools is listed as follows :

<u>Category</u>	<u>No. of students</u>	<u>No. of school nurse</u>
PH, SMH	40 - 129	1
	130 or more	2
MiMH, MoMH, Blind with MH	40 or more	1

The Provisions of Physiotherapist and Occupational Therapist in Special Schools

Introduction

4.62 The Code of Aid stipulates that schools for physically handicapped and severely mentally handicapped children are entitled to appoint 0.5 physiotherapist (PT) and 0.5 occupational therapist (OT) for every 15 students. The posts of PT and OT are ranked at the either (I) or (II) level. Until September 1994 only one therapist in each school was ranked at the (I) level. Since then the provision has been changed to one therapist (I) post for up to 3.5 therapists and two (I) posts for up to 6 therapists. A senior therapist post has also since been created at the ratio of one senior therapist to six therapists. However, out of all special schools, only one school is entitled to the senior therapist provision.

The recruitment and retention problem of PT/OT

4.63 The Sub-committee understands that the special schools are facing increasing difficulties in recruiting PTs/OTs in recent years. The record shows that the vacancy rate of PT stands at 32.6% in September 1995. The result is inadequate services, stretched manpower and poor morale. Children who are desperately in need of therapy are not getting it and their physical well-being is rapidly deteriorating.

4.64 The major recruitment difficulty lies in the appointment of physiotherapists (II). Few of the physiotherapist graduates would like to apply to special schools for jobs because of its poor promotion prospect. For those who have applied and worked there, they have worked for only a brief period while waiting for their appointment in the Hospital Authority. Their brief service in the schools, though temporarily

alleviating the manpower problems in the school, merely added burden to the experienced therapists in constantly having to train new therapists.

- 4.65 As for OTs, a survey done by the Hong Kong Special Schools Council indicated that OTs' strength also decreased from 1993 onwards. To prevent further decrease, we feel that PT and OT should be given equal treatment on any proposed improvement.
- 4.66 Another reason for the recruitment difficulty is the poor promotion prospect and the lack of supervision from senior therapists. Within the existing provision, the establishment structure of PT/OT provides for limited promotion opportunities. Despite the structure being three-tier, the existing senior therapist provision (on school basis) almost reduces it to a two-tier structure and the small pool of therapists in each school further restricts their opportunities for promotion. Such curtailment of promotion prospect has driven many therapists to the Hospital Authority where there is a large pool of therapists and where the line of promotion may lead up to a much higher rankings such as Manager (PT)/Manager (OT) or even General Manager (Allied Health).
- 4.67 Coupled with the limited promotion prospect, is the lack of professional supervision within the special school setting. At the time when the highest rank in the special schools was therapist (I), staff supervision and service development fell on the shoulders of these therapist. Some of these therapist might be very junior and inexperienced and could not play the role of service manager and service supervisor. The ED

however does not provide the professional staff to play these roles. The creation of senior therapist posts should have improved this situation, but since it is school-based, there is only one school that benefits from this provision.

Recommendations for the provision of PT/OT

4.68 The Sub-committee has grave concern about the existing package of provisions for PT/OT in special schools being inferior to that offered by the Hospital Authority, with the consequent recruitment difficulty and retention problem affecting the quality of service for disabled children. The Sub-committee reckons that these staff form an integral part of manpower resources in special education and improvement in their provision will certainly contribute to quality education in special schools. We therefore have the following recommendations :

- (a) The Sub-committee recommends that the PT/OT posts in special schools should all be ranked at PT/OT (I).
- (b) The Sub-committee recommends that one senior therapist post should be created for every five therapist posts instead of for every six therapist posts as it is now. For this purpose, the entitlement for such senior posts should be calculated on "school-sponsor basis". For schools which will not be entitled to senior posts, consideration should be given to contracting out the supervisory service to senior therapists in private practice.
- (c) The Sub-committee recommends that instead of setting up an advisory or supervisory body, the ED should hold regular group

discussions for different groups of special school specialist staff to discuss issues of mutual concern.

- (d) The Sub-committee recommends that the training of PT/OT should be speeded up and the number of training places in the courses should be increased to meet the urgent market demand. Furthermore, more universities should be allowed to run the training courses.
- (e) The Sub-committee is pleased to learn that the ED recognizes relevant previous work experiences in the appointment of new staff. We recommend this practice be continued in special schools. Such flexibility of job transfer maximizes the retention of manpower resource and attracts returning professionals to the field.

The Provision of Educational Psychologists

Introduction

4.69 The Code of Aid stipulates that for sponsoring bodies operating a minimum of 30 special school classes, their schools may appoint school-based educational psychologists (EP) at the following ratio : 1 EP for 30-59 classes, 2 EP for 60-99 classes, 3 EP for 100-139 classes, 4 EP for 140-179 classes. As at December 1995, there were 9 EPs in special schools, 5.5 in ordinary schools and 26 EPs in the ED. Over one-third of the established posts of EP remains vacant. The Sub-committee notes that the shortage of EPs is serious in Hong Kong and thus the psychological services for students in Hong Kong is gravely affected. The apparent cause of shortage is the unfavourable

appointment conditions for EPs. In 1994, the Educational Psychology Programme at the University of Hong Kong offered admission to 12 applicants. But many of them declined the offer before enrolment or withdrew afterwards. Currently, only 3 trainees stay in the Programme that has the capacity to train 12. Between 1976 and 1995, more than 72 EPs received training either in Hong Kong or overseas. However, less than 38 still stay in the profession in December 1995. The drain in this profession warrants our attention.

The problem in appointment conditions of EPs

4.70 The salary scale of EP is not comparable to clinical psychologist (CP).

A candidate who has a first degree in Psychology and a Master^學 degree in Clinical Psychology can be appointed as CP and enter at point 27 of the Master Pay Scale (MPS). But a candidate with a degree in Psychology and a Master^學 degree in Educational Psychology needs to have 4 years' relevant post-first-degree experience before being appointed as EP (II) at MPS point 25.

4.71 The current salary structure sets barriers to the advancement of EPs.

CP starts at MPS point 27 and can reach point 44 by annual increments. An EP (II) without a Post Graduate Certificate in Education (PGCE) is barred at point 33.

Job nature of EP in relation to the basic qualifications for appointment

4.72 As EP needs to assess and review the progress of individual students, formulate therapeutic intervention, train up parents, work closely with teachers and advise on teaching strategy, he/she should be well-versed in the school system and education policy. Therefore the Sub-committee agrees that teaching experience and a teacher qualification are necessary in the career path of EP. But to be comparable to the appointment of CP, the Sub-committee considers that for appointment to an EP post, a first degree in Psychology (or equivalent) and a Master^學 degree in Education Psychology should suffice.

Recommendations for Educational Psychologists

4.73 The Sub-committee is pleased to learn that EP^學 ceiling salary has been extended from MPS Point 39 to Point 44 since 1993. It is hoped that this increase, together with our proposal of a more flexible appointment structure comparable to that of CP (MPS Point 27-44) will attract more young people and even existing teachers to enter and stay in the profession.

4.74 The Sub-committee recommends that the basic qualification for appointment to the post of EP should be a Bachelor^學 degree in psychology and a Master^學 degree in educational psychology. The Hong Kong Psychological Society may wish to strengthen their role in quality assurance in terms of the undergraduate and graduate qualification to ensure that only persons with adequate training can enter the profession.

- 4.75 The Sub-committee considers that the teacher qualification such as the PGCE is essential. Therefore we recommend that the entry point for EPs with teacher qualification be MPS Point 29 and for those without, MPS Point 27. For those without, the teacher qualification, he/she will need to stay at MPS point 33. The course providers are expected to provide suitable PGCE for EPs without teacher qualification so that EPs will not be barred at MPS point 33.
- 4.76 As stated above, teaching experience or experience in relevant educational setting is important to the job of EP. A maximum of 3 years of such experiences including pre-first-degree or pre-qualification ones should be counted for increments. On top of this, all the years of post-qualification experience in Education Psychology should also be counted for additional increments.

The Provision of School Social Workers in Special Schools

Introduction

- 4.77 The Code of Aid stipulates that special schools may appoint 0.5 special school social worker for every 35 students. They are, in general, ranked at the SSWA level. But for special schools for the maladjusted, schools with senior secondary classes, or schools where there are three or more professional disciplines (e.g. in SMH or PH schools where there are speech therapists, physiotherapists, occupational therapists and nurses in addition to teachers and social workers), they are ranked at ASWO for graduate social workers or SSWA for non-graduate social workers.

The social workers in SMH and PH schools have the additional responsibilities of a rehabilitation co-ordinator.

- 4.78 In the ED^德 survey on the social work service in special schools and practical schools, there were suggestions for improvement from the school social workers. After deliberation, we are not in favour of forming a unit under the ED for inspection, co-ordination and support for social work service in these schools. But we agree that there is a need for professional support. We understand that in the past year, school social workers were invited to seminars organized by the ED. We hope that more seminars for in-service training will be organized for school social workers. It is also made known to us from another channel that the special school social workers have requested for a better manning ratio and ranking system, a promising promotion prospect, more favourable working conditions and more staff training. After deliberation, we have the following recommendations.

Recommendations for school social workers

- 4.79 In view of the multiplicity of special school students' problems and the similar job nature of the school social workers across all special schools (i.e. dealing with assessment of individual student^德, social, academic or living skills, referrals to and co-ordination with various professionals, parent counselling, post school placement, etc), the Sub-committee recommends that the dual rank of ASWO/SSWA be extended to all special schools.

4.80 The Sub-committee notes that in ordinary school social work service, there is promotion prospect for ASWOs at a ratio of 1 SWO : 8 ASWOs. To be comparable to the ordinary school social workers and to address the special school social workers' need for supervision, professional support and promotion prospect, this Sub-committee recommends the same ratio of 1 SWO : 8 ASWO be applied to special schools on a school sponsor basis. For the school sponsor who operates only one or two schools, the SWO job is to be contracted out to social work agencies who will employ SWOs with special school experience to supervise and support ASWOs in these schools. The ED may need to work out the operational details of this proposal. It is suggested that the social workers of the school and boarding sections can be counted together to create the post of SWO for the whole school.

4.81 The ED and heads of schools should make the existing work environment in special schools congenial to developing trustful relations between these social workers and their co-workers. There should be opportunities for sharing of information and experience among them and in-service training on special needs of students, just as required by other specialist staff, as described in Chapter 3 and 11.

The Provision of Speech Therapists in Special Schools

Background

- 4.82 The existing Code of Aid stipulates that schools for the deaf, for the blind with mental handicap, for the physically handicapped and for the mentally handicapped, may appoint one speech therapist (MPS Point 18-33) to offset one of the approved Teacher Assisting in Speech Therapy (TAST) posts in the school, provided that the capacity of the school exceeds 50 students.
- 4.83 In the 1980s when there was no local course to train speech therapists, there was a serious shortage of qualified speech therapists. The interim measure was that schools were to employ TASTs at a ratio of 1:4 classes for schools for the physically handicapped and for the mentally handicapped, and 1:3 classes for schools for the deaf and for the blind with mental handicap. The Sub-committee understands that the TAST provision will be gradually phased out. To start, one TAST post will be frozen for the appointment of ST effective from September 1996.
- 4.84 In 1988, the University of Hong Kong started a 4-year Bachelor of Science degree course on Speech and Hearing Sciences and has been producing 20-22 qualified speech therapists each year. Assuming that these graduates are willing to take up employment in special schools, there will be an adequate provision of speech therapists in place of TASTs. However, the actual situation shows that not one of the graduates in 1992 applied for jobs in special schools in the school year 1992/93. Even though in the following years, there has been a slight increase in speech therapist graduates entering special schools, i.e. 3 in 93/94, 15 in 94/95, and 19 in 95/96, there are still not enough speech

therapists serving in special schools, as the total demand is about 115 STs by the year 2000. Therefore, there should be measures to attract more ST graduates to special schools. Moreover, similar to the PT/OT case, the Hospital Authority 僱 more favourable remunerative terms aggravate the recruitment and retention problems in the ST provision.

Recommendations for speech therapists

4.85 In view of ST 僱 one-rank structure with no promotion prospect, the Sub-committee recommends the introduction of omitted points at the end of the second and the sixth years of service in the present ST grade in special schools only.

4.86 We understand that the EMB 僱 Working Group on Review of Speech Therapists is looking into the provisions of ST. The Government should consider the provision of senior speech therapist as the existing single rank for the ST post is considered unsatisfactory to attract and retain STs in the field.

Clerical and Other Staff

4.87 The Sub-committee is made aware of the prevalence of shortage of clerical staff. It is understood that the teaching and specialist staff have to carry out some clerical work in order to alleviate the overloading of clerical work on the clerical assistants. From the Focus Group Discussion for Supporting Staff of Special Schools in March 95, the Sub-committee received a written submission from clerical staff requesting for improvements in staffing ratio, promotion prospect, vacation leave, conditions for job transfer, working guidelines, and a

channel of communication with the ED, in-service training and employment of supply staff, etc. We understand that the ED is proposing improvements in clerical staffing. We support the ED's actions in this area.

4.88 It was also made known to us during the above mentioned Focus Group Discussion that there are no promotion prospect and in-service training for artisans.

4.89 We request the ED to examine the aforementioned issues for artisans.

Recommendations for the Provisions in Code of Aid for Special Schools

4.90 It is recommended :

- (a) To have 100% increase of school grant to special schools, PSs and SOSs (para. 4.11).
- (b) To provide acting appointments for AM/SAM posts in secondary sections of special schools, in PSs and SOSs (para. 4.15 - 4.16).
- (c) To reduce class size from 20 → 15 in MiMH schools and SOSs, and from 30 → 25 in PSs (para. 4.19).
- (d) To provide additional teachers for all schools for team teaching, paired teaching, small groups teaching etc. (para. 4.24).
- (e) To provide teacher assistants to schools of SMH, blind with MH, Psychiatric units of the Hospital School, PH and Preparatory classes (para. 4.31).

(f) To improve the provision of boarding care staff :

Warden : ASWO/CSWA
Asst. Warden : SSWA
Appointment of houseparent-in-charge : SWA + 2 increments
Upgrading of houseparents and programme worker to SWA

(para. 4.42 - 4.49)

(g) To improve the provision of nurses :

i. To provide an additional nurse in Caritas Lok Yan School, John F Kennedy Centre and Princess Alexandra Red Cross Residential School.

ii. To provide nurses to MiMH, MoMH and blind with MH schools.

(para. 4.61)

(h) All Occupational Therapists/Physiotherapists to be ranked at OT I/PT I and 1 SOT/SPT to every 5 OTs/PTs. Training of PT/OT should be speeded up and the number of training places should be increased (para. 4.68).

(i) To be on par with Clinical Psychologists, the basic qualification for appointment to EP is a Bachelor's Degree in Psychology and a Master's Degree in Educational Psychology. The entry point is at MPS Point 27 without the teacher qualification and MPS Point 29 with the teacher qualification; a maximum of 3 years' teaching experience of EP and all the years of EP experience are recognized for additional increments (para. 4.74 - 4.76).

- (j) To improve the provision of school social worker :
 - i . To provide the dual rank of ASWO/SSWA to all schools.
 - i i . 1 SWO to 8 ASWOs.
(para. 4.79 - 4.80)
- (k) Speech Therapists to have omitted point at 2nd and 6th year (para. 4.85).
- (l) To provide additional clerical staff in school section of special schools, PSs and SOSs (para. 4.87).

Chapter 5

The Curriculum and Related Matters

Aims of the Special Education Curriculum

5.1 The Sub-committee agrees that the aims of the special education curriculum are basically the same as those of the ordinary education curriculum, i.e. both curricula emphasize the development of children's potential to the full. It is reckoned that all children, whether or not requiring special education services, have basically the same needs. Accordingly, they should be exposed to similar experiences, skills, concepts, values, like their ordinary peers. However, the means of achieving these aims and the rates at which they are to be achieved may vary and need to be tailored to cater for their various abilities. Therefore, the special education curriculum demands more individual planning and more resources to meet the wide range of individual needs.

General aims

- 5.2 The general aims of the special education curriculum as endorsed by the Curriculum Development Council are :
- (a) To help the children achieve personal development according to their individual differences.
 - (b) To prepare the children for living and functioning in their homes, neighbourhood and the community.

- (c) To develop in the children study skills, a positive study attitude and good study habits for self learning or for further studies.
- (d) To develop in the children work skills, a positive work attitude and good work habits for vocational training or for work.
- (e) To enable the children to achieve as much independence as possible and become contributing members of the community.

Specific aims

5.3 For the purposes of practical curriculum planning, these general aims may be broken down into the following specific aims :

5.3.1 Aims related to intellectual development

- (a) To help the children make sense of their environment and construct within their minds a framework of knowledge.
- (b) To develop in children a positive attitude towards learning.
- (c) To develop in children lively, enquiring minds to encourage in them independent thinking and rational judgements.
- (d) To help children acquire, generalize and apply knowledge and skills.

5.3.2 Aims related to communicative development

To develop in children the ability to express their thoughts and feelings through speech and/or other modes of expression.

5.3.3 Aims related to social and moral development

- (a) To help children acquire social skills, learn to make friends and co-operate with others.
- (b) To help children acquire social and moral values and to develop in them a sense of responsibility, respect and tolerance for others.
- (c) To help children understand the interdependent nature of individuals and the world.
- (d) To encourage the children to participate actively in different kinds of activities and to contribute to the school and to society.

5.3.4 Aims related to personal and physical development

- (a) To foster in the children self-esteem, self-confidence and a positive, realistic self-image.
- (b) To provide perceptual motor training for the children.
- (c) To encourage the children to pursue physical and recreational activities.

5.3.5 Aims related to aesthetic development

To foster in the children imagination and creativity; and to develop in them an appreciation for beauty.

Previous and Existing Situation in Curriculum Development

5.4 Prior to the establishment of the Curriculum Development Council (CDC) Special Education Co-ordinating Committee (SECC), curriculum

development for SEN children had mainly focused on mentally handicapped (MH) children because their learning difficulties were considered to be greater and, therefore, their need for curriculum support more urgent. The development had been undertaken jointly by the ED and heads and teachers of special schools for MH children. A range of curriculum materials, which included curriculum outlines, teaching programmes, teaching samples, teachers' handbooks, etc. on selected topics had been developed for the reference of teachers in MH schools. On the other hand, not much has been done in the way of curriculum development for all the other categories of SEN children until the SECC was set up.

- 5.5 The SECC was established in September 1988. One of its terms of reference is to review the special education curriculum and to formulate policies for the development of individual subjects or groups of subjects, both existing and new, in special education.
- 5.6 One of SECC's major tasks is to review the curriculum for SEN children and to design a series of curriculum guides for them. The aim of this series of curriculum guides is to provide heads and teachers of special schools and other professionals concerned with a better insight into curriculum development in general, and also a framework of the curriculum for SEN children, plus a clear direction for further school-based curriculum development.

5.7 In 1992, the Curriculum Development Institute (CDI) was set up. It takes up the work of revising, reviewing and proposing new curriculum for special schools and new project schools. It assists the SECC in its tasks of designing the curriculum guides.

5.8 To carry out these tasks, a number of working groups and subgroups, each on the curriculum for a specific category of SEN children, have been formed with membership comprising Inspectors from the CDI and the Services Division, representatives from the SECC, The University of Hong Kong, The HK Institute of Education, heads and teachers of special schools and classes concerned. The work done by these working groups is as follows :

- (a) The Guide on Safety Precautions in the Teaching of Physical Education to Children with Special Educational Needs has been completed and revised after consultation with special schools and classes concerned. It was endorsed by the SECC in March 1996.
- (b) The Guide to Curriculum for Visually Impaired Children has been completed and revised after consultation with special schools and classes concerned. It was endorsed by the CDC in January 1995. The master copy of the Guide is being prepared. It will be distributed to schools for the blind and special classes for partially-sighted children for use in September 1996.
- (c) The Guide to Curriculum for Hearing Impaired Children has been completed and revised after consultation with special schools and classes concerned from March to May 1995. It has just been endorsed by the CDC.

- (d) The Guide to Curriculum for Mentally Handicapped Children has been completed from March 1995 to August 1995. It will be forwarded to the CDC for endorsement in December 1996. Eleven supplements to the Guide are planned, with one on each of the areas of learning. The development of the supplements on Chinese Language and Mathematics in line with the Target-Oriented Curriculum (TOC) is in progress.
- (e) For the Guide to Curriculum for Maladjusted Children, a working group was formed in September 1995 and the draft Guide is scheduled for completion for SECC 備 考慮 in December 1996.
- (f) For the Guide to Curriculum for Physically Handicapped Children, a working group was formed in October 1995 and the draft Guide is scheduled for completion for SECC 備 考慮 in March 1997.

Existing Situation in Curriculum Implementation

5.9 In order to implement the curriculum with specific remedial programmes, co-ordination meetings and steering committees are formed. Previous examples include the Steering Committee on Methods of Communication (Deaf Children), Working Group on Co-ordination of Educational Provision for Autistic Children, Co-ordination Meeting on Intensive Remedial Services, the Monitoring Group of Intensive Remedial Services and relevant working groups on the implementation of modified curriculum for the pilot practical school/skills opportunity school, and services for the maladjusted, etc. Through these meetings,

members propose and endorse operational guidelines and make recommendations for future development.

- 5.10 Special Education Inspectors also sit on committees organized by the Hong Kong Council of Social Service such as the Working Group on Computer Education, Coordination Committee for the Blind and Hong Kong Sports Association for Mentally Handicapped. The purpose is to keep up with the concern and development of services for handicapped people and to promote services for them.
- 5.11 For the promotion of computer education, the Computer Education Section organized their Working Group on Computer Education to design suitable software for students in special schools, for example : software in Perceptual-motor Training and Mathematics. These software packages were contracted out for production by private software house.
- 5.12 To render advisory support for specialist subjects to special schools, the Special Education Inspectors and the Inspectors of the Advisory Inspectorate Division (AID) arrange paired visits to special schools to advise on the teaching of Physical Education, Music, Art and Craft, Art and Design, Home Economics and technical subjects. The AID includes special schools in their 5 year cycle of visits per school for each specialist subject and comments on the furniture/equipment and schedule of accommodation.

- 5.13 Within the ED, the Special Education Inspectorate (SEI) maintains liaison with the AID and the CDI regularly to obtain relevant newsletters and curricular material. Special schools are kept on the mailing lists for all training circulars so that teachers from special schools are not out of touch with the development in the mainstream schools. Training is also available to them on top of the regular refresher training opportunities offered by the SEI.
- 5.14 In order to enable teachers, trained and untrained, to implement the curriculum appropriately to suit the individual needs of the students, the SEI carries out advisory visits to teachers, organizes annual orientation courses for new teachers, conducts workshops and refresher seminars for teachers and arranges school-based workshops for individual schools with particular needs. All these are aimed at updating the teachers' professional knowledge.
- 5.15 Over the years, special schools have developed various special training programmes such as low-vision training programme, orientation and mobility training programme for the blind, conductive education programme for the physically handicapped and the severely mentally handicapped, speech and communication training for the deaf and the mentally handicapped students, and resource teaching programmes for autistic children, etc. As these special supportive programmes can enhance learning and rehabilitation, they are viewed as an integral part of the entire curriculum in special schools. For some of these programmes, additional manpower is given to implement them, for example, the

teachers assisting in speech therapy (TAST) since the early 1980s, the resource teachers for autistic children since 1987 and resource teachers for developing civic/moral/sex education, computer education, library service etc. since 1990.

- 5.16 Special schools also implement the informal curriculum, e.g. training students for Sports Day and inter-school competitions such as creative design competitions, Music Festival, Dance Festival, Special Olympics and potted plants competitions etc. By joining these competitions, students learn to develop their individual potential and to enter into a fair competition with their normal counterparts. Special schools are allowed to set aside time for interest groups in their time-table and to encourage students to develop their potential. Special schools are also active in conducting school activities for their students, such as Boys Scouts, Girl Guides, Sister School Scheme, Community Youth Clubs, Duke of Edinburgh Awards programmes. Camping, outing and visits are also arranged.

New Development in Special Education Curriculum

- 5.17 In view of the need of the bottom 10% of the junior secondary students in ordinary schools, the Education Commission Report No. 4 stipulated the development of School-based Remedial Support Programme (SBRSP) for these students. For the unmotivated students who are more inclined towards a practically-oriented curriculum and for those with severe learning difficulties, the practical schools and skills opportunity schools are set up for them respectively. The CDI had

undertaken to introduce the school-based remedial curriculum concept to all secondary schools with the need to operate SBRSP. This work is currently subsumed in its project on curriculum tailoring for Band 5 schools. CDI had also worked out new curriculum for the practical and skills opportunity schools with the support from the Services Division, AID and schools concerned.

Deliberations of the Sub-committee

On curriculum design

5.18 The Sub-committee reckons the different characteristics of the special education curriculum, i.e.,

- (a) disabled students with no mental handicap who are attending special schools for the blind, deaf or physically handicapped follow the ordinary school curriculum in anticipation of their future integration in ordinary secondary schools, technical institutes, vocational training centres or skills centres.
- (b) for mentally handicapped students, a developmental approach is adopted in the curriculum design and the needs of the children at all stages of development are taken into account.

5.19 The Sub-committee considers that the special school curriculum ought to be integrative and not subject based even in special schools specified in para 5.18 (a) above. The secondary school curriculum, especially the junior secondary levels, could be designed by scopes of interest rather than by subjects. The Sub-committee reckons CDI~~德~~ efforts in piloting integration of subjects in both ordinary and special schools, and looks forward to the involvement of more schools.

5.20 The Sub-committee notes the two dimensions of the special education curriculum, academic versus functional. Whilst the curriculum may need to be mainly functional in SMH schools, the curriculum in other special schools should not be one-sided and there should be flexibility in its

delivery, e.g. in special schools that prepare their students to be mainstreamed, even though the curriculum may need to be more academic, the extra learning programmes such as the mobility and orientation training, low vision training, auditory-verbal training, and social skills training, etc. should be adequate.

On curriculum implementation

5.21 The Sub-committee considers that with the centrally designed curriculum prepared by the CDI, the schools should make their own decisions in tailoring the curriculum to suit their students' abilities and needs, taking into account the given aims and broad areas of learning.

Individual schools should decide how the centrally designed curriculum is to be adapted for teaching purposes.

5.22 One way to adapt the centrally designed curriculum is through the development of a school-based curriculum. A typical pattern of school-based curriculum development involves the following :

- (a) Identifying particular curriculum problems or needs and setting priorities.
- (b) Searching for resources from within and outside the school.
- (c) Designing curriculum changes.
- (d) Evaluating the effectiveness of the changes.

5.23 To facilitate the implementation, support from the head of school and co-operation among the teachers for sharing of knowledge and skills are

indispensable. Regular channels of communication such as case conferences, staff seminars, bulletins, and informal discussions, etc. should be established to facilitate such sharing. It is also important that initiative and participation should be encouraged at all levels, whether from the head, teachers, panel co-ordinators, or other professional staff concerned, so as to develop curriculum projects that help to supplement the centrally designed curriculum.

5.24 Another way to adapt the special education curriculum is the development of Individual Educational Programme (IEP). The existing situation is that schools are only encouraged to design, where feasible, IEPs for their students, based on the assessment and findings of those working with them and from co-ordination with their parents. The Subcommittee considers that IEP is an integral part of the special education curriculum and therefore requires a more systematic development and closer monitoring of its delivery.

5.25 It is recommended that the CDI should take up the task of developing guidelines for IEPs. It should start to collect, process and format materials such as learning steps, developmental stages for teachers' use and co-operate with the local tertiary institutions which conduct regular projects on, say, speech/language and other issues relevant for special education. Teachers should also be better trained in charting their students' profiles. The CDI and the ED should ensure that the IEPs are properly designed and delivered with appropriate assessment, remediation and professional support to the schools.

5.26 It is pointed out to the Sub-committee that the SECC, unlike the other coordinating committees under the CDC (e.g. the co-ordinating committees for Sixth Form, Secondary, Primary, Prevocational Education) do not have subject committees under them. The workload of writing up the guides for different subject areas is on the special school heads and teachers on the SECC. The Sub-committee notes the lack of manpower in special education in the CDI and urges the Government to solve the manpower problems of the CDI.

Future planning for curriculum development for special education

5.27 The Sub-committee recommends that the following curriculum targets and related tasks be considered in the future planning of the special education curriculum:

- (a) Because of the changing nature of children with learning difficulties and the changing contextual demands of the society upon these children, the ED and the CDC need to take an active role in addressing the changes and keep the various curricula development under review. Both should actively seek the views
- (b) of principals and teachers in matters concerning major changes in the curriculum.
- (c) The CDI should develop methods for evaluating curriculum development and implementation process. This should ensure that schools are able to use these measures to guarantee both the quality of the curriculum being implemented and students' learning being

relevant to the demands of the society or institutions receiving them for post-school placement.

- (d) The work schedule for the development and completion of the curriculum guides in special education needs to be adhered to. The CDI should monitor the progress of the planned schedule and review the resources and manpower to develop these guides on schedule.
- (e) With appropriate support from the CDI, the Special Education Co-ordination Committee should strengthen its organisational structure by having sub-committees on schools of different categories and services. This might provide a clear framework within which the curriculum for children with different learning needs can be discussed and developed.
- (f) The basic principle for the curriculum development for special education should be treated as an integral part of the curriculum development for ordinary schools. Once agreed, the curriculum design, implementation and evaluation process should be actively supported by principals and teachers.
- (g) Curriculum and teaching material demonstrated to be successful in exemplifying how new and old ideas of special education can be used in the curriculum implementation should be collected, collated and disseminated by the CDI to all the schools concerned. These examples will facilitate the exchange of ideas to illustrate the theories and conceptions of curriculum development in special education.

- (h) The CDI should develop a common core curriculum for all children with and without special needs relevant to the changing demands of the society and to make sure that a minimum level of standard of competency will be reached by these students. The common core curriculum should also constitute a major part of assessment for children with special needs at all levels.
- (i) Schools should involve parents in the curriculum development process so as to strengthen the role of parents within the education process of SEN children.

Recommendations

5.28 It is recommended that :

- (a) The CDI should develop guidelines for IEPs. The ED and the CDI should ensure that IEPs are properly designed and delivered (para 5.25).
- (b) The future planning for curriculum development as laid out in para. 5.27 (a) to (h) above is recommended.

Chapter 6

Teacher Education

Introduction

6.1 Based on the statistics collected in the 1994 Teacher Survey, only 57.5% (798) of the permanent teachers in special schools had both general teacher training and special education training. Comparing with 78.6% of their counterparts in ordinary primary and secondary schools, the percentage of special school teachers with general teacher training at 73.1% (1,022) in 1994 was slightly below their range. As regards special education training, only 67.9% (942) were trained in 1994, leaving behind one third of the total teaching force with no formal training in special education. The attrition rate of special school teachers was reported to be 12.2% (159) of which 111 were trained teachers and 48 were untrained. It would appear that commitment of teachers to remain in the special education field is not strong. Once they have attained additional credential or have other offers, they would move on. Consequently, there is a stable number of teachers expecting to receive training in special education each year.

Initial Teacher Education

6.2 Similar to the teachers in ordinary schools, the normal qualifications for registered-teacher status in special schools and special education classes are a teacher certificate for non-graduate teachers, or a first degree plus a postgraduate teaching qualification for graduate teachers. Teacher education is provided by the Colleges of Education (now under the

Hong Kong Institute of Education) for non-graduate teachers and postgraduate teacher education at the University of Hong Kong and The Chinese University of Hong Kong.

Special Education Training

- 6.3 Special education training is not a pre-requisite for teaching in special schools and special education classes, though once employed, special education training in various modes would be arranged for them. Special education allowance in the form of additional increment(s) is awarded to induce teachers to receive the formal special education training.
- 6.4 Special education training for serving teachers of the deaf, blind and physically handicapped children was introduced and organised by the former Special Education Section (SES) in 1961. It was a one-year part-time in-service course. Lectures were conducted by SES officers and guest lecturers in one evening of the week and on Saturdays, inspection was carried out by SES inspectors and certificates were issued by SES. 113 teachers were trained from 1960 to 1969.
- 6.5 In the 70s, the curriculum of the course was extended to include training for teachers of slow learners, maladjusted and socially deprived children and for teachers assisting in speech therapy. The number of teachers who received training from 1970 to 1979 was 902.

6.6 Since 1981, the Sir Robert Black College of Education (SRBCE) took over the responsibility of special education training from SES and introduced the two-year part-time mode of training. It was initially offered as a day release course, and later an evening course; in 1987 a course of 16-week block release period followed by an 18-month supervised teaching was introduced. The curriculum was further extended to include the teaching of mentally handicapped children, covering a total of seven categories of special education needs. 2,357 teachers were trained in 1980-1993.

6.7 In view of the extra time the course participants put in at their non-working hours, a special education allowance was awarded to serving teachers of special schools and special education classes who were undergoing or had successfully completed a recognised course of training in special education. The allowance was awarded at a rate equivalent to one increment for those undergoing training and a total of two increments for those who had completed the training.

Present Position on Special Education Training

6.8 Since 1993, the 16-week block release mode has been replaced by the present Course for Teachers of Children with Special Educational Needs (One-year Full-time and One-year In-service Teaching Practice) as recommended by the Education Commission Report No. 5 (ECR5) in June 1992. The change was based on the following three advantages:

- (a) It would provide more time for the core components of the course, and participants would generally be under less pressure.

- (b) Schools would find it easier to recruit a replacement teacher for a full year.
- (c) There would be sufficient time for trainees to study two subject areas : a major elective related to the category of school in which they work; and a minor elective in another category of disability. Since many children in special education suffer from multiple disabilities, this would help teachers build up a wider repertoire of skills.

6.9 The course content comprises the major elective (50%), the common core (20% - 30%) and the minor elective (20% - 30%). The number of teachers attended this Course for Teachers of Children with Special Educational Needs 1993 - 1995 was 127. Enrolment for 1995 - 1997 is 107.

6.10 To upgrade the Colleges of Education and the Institute of Language and Education, ECR5 also recommended the setting up of a new unitary Institute of Education. Consequently, the Hong Kong Institute of Education (HKIEd) started operation in September 1994. The Course for Teachers of Children with Special Educational Needs then came under the HKIEd.

6.11 In spite of the fact that the Course for Teachers of Children with Special Educational Needs is now a full-time day-release course, to induce teacher to receive training, the benefit of additional allowance while undergoing training is not retracted. However, as any other full-time

training with paid leave under the auspices of the Government, course participants are to sign undertaking of three years with the practicum year counted as one of the three years.

Refresher Training Courses

- 6.12 In pursuance of the recommendation of ECR2, a formal one-year part-time retraining course of 150 hours was started in September 1993 for special education teachers with five years' teaching experience in special education after completion of the basic special education training course. It is now being operated by HKIED. Teachers with less than five years' experience in special education but changed to teach in another category of special schools would also be recommended to attend. The number of teachers who received this one-year part-time retraining course from 1993 to 1995 was 105.
- 6.13 Besides these aforementioned courses leading to recognised qualifications, the Special Education Inspectorate (SEI) Sub-section runs short introductory courses on elements of special education for ordinary school teachers, and brief refresher courses/seminars on various topics for serving special school teachers.
- 6.14 ECR5 also recommended a systematic induction programme for new teachers. As an incentive, the ED provides a grant upon application for a school-based induction programme. The SEI Sub-section also runs orientation courses for the newly recruited special education teachers.

Deliberations of the Sub-committee

- 6.15 In the first year of operation of the Course for Teachers of Children with Special Educational Needs, the enrolment was lower than expected. It might be due to teachers' reluctance to meet the three-year undertaking

requirement. For schools with high teacher turnover rate, the previous 16-week block release programme with two intakes per year was preferred by the Principals as more teachers could be trained within one year. Teacher representatives in the Focus Group Meeting for Teaching Staff expressed their wish for different modes of training, i.e. in-service training conducted after school hours. The introduction of ICTT as an alternative mode in supplementing the regular one-year full-time/two year part-time training in regular teacher education as a measure to meet the urgent training need was referred to in the Sub-committee's discussion on the feasibility of re-instatement of the 16-week block release programme alongside the Course for Teachers of Children with Special Educational Needs. The Sub-committee strongly feels that the proposed alternative mode must be equivalent to the existing programme before it can be considered.

- 6.16 In connection with the requirement to serve in a special school/special education classes for a number of years as required in the undertaking for the existing course, the Sub-committee feels that it is the obligation of the course participants to sign the three-year undertaking in return for the full-pay study leave with special education allowance, besides, the one year practicum is already counted as one of the three years' undertaking.
- 6.17 The attrition rate of teachers in the 1994/95 school year was 12.2%, i.e. about 60 teachers would require training each year. Such demand for training can be met by the capacity in the existing programme, hence the

need for an alternative mode as a temporary measure to supplement the existing programme is not great at this stage.

- 6.18 The survey results on teacher training conducted by the Hong Kong Special Schools Council (HKSSC) in March 1995 indicates that 96.8% of the teachers attending the Course for Teachers of Children with Special Educational Needs in 1993 - 1995 were satisfied with this full-time mode, but would like to have more field work supervision for the in-service teaching practice in the second year. Tangible suggestions regarding improving and strengthening the teaching practice in the first and second year, mentor system to provide school-based support to these teachers, etc., have been forwarded to HKIEd by HKSSC.
- 6.19 The Course for Teachers of Children with Special Educational Needs consists of 50% major elective, 20% - 30% minor elective and 20% to 30% common core with 8 weeks' attachment in the first year followed by another year's practicum. It is considered an improvement over the previous 16-week block release programme which comprised 50% common core study and 50% specialised study plus eighteen months' practicum. The two programmes are evidently not equivalent, hence the two modes cannot be offered simultaneously. Furthermore, the Government also spends more on each course participant per annum for the existing course (\$117,452.00) than their counterpart who attended the previous 16-week block release programme (\$62,749.00).

- 6.20 Concerns are also raised over the past two years regarding the training courses for special school teachers teaching children with sensory impairment (i.e. visually impaired, hearing-impaired and physically-handicapped). Since the number of applicants for these courses is usually quite small, not all the courses can be offered on a yearly basis. However, in 1995/96, the education of the respective categories of handicaps, namely physically handicapped, hearing-impaired, learning difficulties, mentally handicapped, maladjusted and visually-impaired is being offered either as a major or a minor elective.
- 6.21 The Sub-committee strongly feels that the initial teacher education should include special education element to prepare all teachers to deal with children with special educational needs integrated in ordinary schools.

Recommendations

- 6.22 It is recommended that :
- (a) Retention of the present Course for Teachers of Children with Special Educational Needs (two year Programme with one year course work and one year practicum) (paras 6.8, 6.9, 6.15).
 - (b) Course participants in the existing special education teacher training programme should be given full supervision by the course provider in their practicum year following the one year course work (para 6.18).
 - (c) The course provider(s) should work towards improving the course content and structure (para 6.20).

(d) Special education should be included/strengthened in the initial teacher education (para 6.21).

Chapter 7

Education for Children with Learning Difficulties

Introduction

7.1 This Chapter primarily addresses the education for children with moderate learning difficulties, i.e. those who are of average to borderline intelligence but have backward academic attainment in two or more basic subjects by about two or more years. These children are students in the mainstream schools and they require intensive remedial support. Since 1983, a spectrum of intensive remedial services (IRS) have been introduced to support them. The details of the scope of IRS provision are presented in Appendix 5.

The Planning Ratio for IRS

For primary schools

7.2 The planning ratio of IRS for primary students has been set at 4.3% since 1983. In 1985, Mr. Tony Cline, an overseas consultant, advised the ED on the design of an Observation Checklist for Teachers (OCT) for the early identification of students with moderate and severe learning difficulties. This OCT was formally introduced to primary schools in 1986/87. About 300 schools were covered in the identification exercise and by 1993/94, 600 schools were covered. Full coverage of over 800 schools was achieved in 1994/95. From 1986/87 to 1993/94, about 3 to 4% of P.1 enrolment of the schools covered by the OCT were ascertained to require IRS. In 1994/95, when over 200 additional

schools which were of high academic standard and had few students with learning difficulties were included in the OCT identification exercise, the percentage of students, then proceeded to P2, ascertained to require IRS dropped to 2.9%.

- 7.3 It is noted that in 1994/95 about 8% of the students referred were new immigrant children from China. With the daily quota of 150, it is anticipated that there will be an influx of new immigrant children from China in the coming years and this may increase the demand for IRS. Therefore, the present planning ratio of 4.3% for IRS needs review.

For secondary schools

- 7.4 Originally, the planning ratio of 4.3% was also adopted for junior secondary student since 1983. However, in 1990, the Education Commission recommended in its Report No. 4 that the bottom 10% of junior secondary students should be supported by the School-based Remedial Support Programme (SBRSP) and that secondary resource classes should be phased out. The objectives of SBRSP are to help the target students to i) regain interest in their study, ii) develop better study habits, iii) master basic subjects to minimise the gap in attainment and iv) restore confidence and self esteem. Each school under the SBRSP is provided with additional teachers at Certificate Master/Mistress rank at the following ratio : i) 1 teacher to 75 bottom 10% students at S1 level, and ii) 1.5 teachers to 150 bottom 10% students at S2 and S3 levels. Since 1993/94, the SBRSP has been implemented in government and aided secondary schools. Full coverage of S.1 to S.3 students will be

achieved in 1996/97. The Sub-committee hopes that the SBRSP, together with the support services recommended by the Working Group on Support Services for Schools with Band 5 students (June 1993), will give substantial assistance to these students.

Identification of Students in General

7.5 The identification of students with moderate and severe learning difficulties is carried out in two stages. Students are firstly reported by teachers to have learning difficulties and then ascertained by the professional staff of the ED. Besides identification by teachers, parents can also apply directly to Special Education Services Centres for assessment of their children.

Early Identification of Primary Students

7.6 In June each year, teachers of primary schools are invited to identify P1 students suspected to have moderate to severe learning difficulties by means of an Observation Checklist for Teachers (OCT) which consists of curriculum-related items at pre-school level. To help teachers understand the importance and usage of OCT, a briefing session is held in the same month. Throughout the following academic year, educational psychologists and psychologist assistants visit the schools to ascertain the educational needs of the P1 students identified through OCT as well as students of other levels nominated by their teachers.

7.7 Over the years, OCT has proved to be valid and reliable in identifying P1 students with moderate to severe learning difficulties. Its content has

been reviewed and minor amendments made whenever necessary. In the past seven years, the percentage of OCT returned was around 5-6% of P1 enrolment. A survey had been conducted in 1991/92 to study the return rate. Of the schools with less than 4% return rate, it was found that their rate of under-referral of students who might have learning difficulties was about 0.4%. Nevertheless, the ED continues to approach individual schools with nil or low rate of OCT returns to ensure that students with learning difficulties are identified. The Raven^粵 Progressive Matrices are used to confirm that the students with backward attainment are of average IQ and hence intellectually fit for remaining in the ordinary school. Students scoring poorly on Raven^粵 are suspected to be mentally handicapped and are subsequently given the Hong Kong Wechsler Intelligence Scale for Children (HK-WISC) to ascertain their degree of mental deficiency. So far, the HK-WISC and Raven^粵 have provided accurate indication of the intelligence of Hong Kong children.

Identification of Secondary Students

7.8 Through the Secondary School Placement Allocation (SSPA), students ranked in bottom 10% are shortlisted for admission to the SBRSP in the schools to which they are allocated. For those allocated to schools which do not yet operate the SBRSP, they will be recruited to Resource Teaching Centres (RTCs) for support outside school hours. In addition, parents and schools, as in the case of primary students, can refer individual students to the ED for educational assessment and these students will be referred to RTCs if necessary.

Modes of Service Delivery for the Primary School Students

Resource Class (RC)

7.9 Schools with 8 or more students in need of IRS will be invited to operate RC. Each RC accommodates 8 to 15 students of mixed level and is operated mainly on a withdrawal system, i.e. RC students are withdrawn from various classes for intensive remedial help for some or all lessons in one or more of the three basic subjects but remain in their own classes for other subjects; though some schools choose to operate RC outside school hours. The latter seems to be popular with parents who do not want their children to miss the lessons in ordinary classes, though they might not be able to comprehend them, while receiving additional remedial service outside school hours. Small group teaching as well as individual teaching are used to cater for the students' needs. The resource teachers, in collaboration with ordinary teachers, are to review regularly the students' progress. Students who have shown sufficient progress and can cope with the ordinary curriculum in any of the basic subjects should be allowed to join their own classes for lessons in these subjects. Support and advice are provided by inspectors and professional personnel of the ED and school principals are ultimately responsible for the organisation and supervision of RCs in their own schools. There is a gradual increase in the number of RCs over the years through the lobbying exercises. In 1995/96, 489 RCs are operated in 304 schools with a total capacity of 7,335 but there is still a significant shortfall in RC provision which the ED attempts to meet partially through non-school-based IRS, i.e.

Resource Teaching Centre service and Peripatetic Teaching Service. The shortfall is mainly attributed to schools' reluctance to operate RC despite at least 8 of their students had been identified to be in need of IRS. Many schools preferred to weed off their weak students to other schools with RCs thereby upgrading their reputation to attract high calibre P1 entrants. In view of their intent, the ED had counteracted by terminating the previous practice of transferring students to schools with RCs if the schools where the target students attended did not have such provision. Instead, schools with target students are persuaded to help their own students by operating RC. However, to date, resistance can still be felt in some schools.

Resource Teacher Centre (RTC) service

7.10 This is off-school-site intensive remedial support offered at Resource Teaching Services Centres (RTSC) of the ED for target students whose schools do not yet operate RC. Students attend two sessions outside their school hours on weekdays or one session on Saturdays if they attend whole day school. Each session comprises three 40-minute periods, one on each of the three basic subjects. There are 10 students per class in mixed level teaching and a total capacity of 1,000 is provided in 10 RTSCs located in the New Territories, Kowloon and Hong Kong in 1995/96. The ED encounters continuous difficulty in locating permanent and easily accessible sites to operate this service in some districts with high demand. At present, six of the twelve RTSCs are operated from hired accommodation in primary schools. Quite a number of schools refuse to hire out despite availability of vacant

classrooms for fear that such set-up in their school premises might tarnish their repute. Even if the ED succeeds to hire accommodation, constant moving of these centres had been necessitated in the past years by host schools' retraction of rented classrooms due to sudden expansion in P1 intake or schools' impending closure because of diminishing enrolment. Often, the hired accommodation is on upper levels of a school building with no elevator service and which makes it difficult for target students with minor physical handicap to attend. Parents have also declined service due to travel distance or escort problem.

Peripatetic Teaching Service (PTS)

7.11 This service is provided by the ED to clusters of 6 or more students identified to require IRS in a school with no RC provision. These students are unable to attend RTC due to the location of RTSC and difficulty in travel arrangement. There is an average of 8 students of mixed levels in each group. Two remedial sessions per week, each of two hours' session is conducted by resource teachers from the ED in the respective schools before or after students' school hours. In 1995/96, 24 primary schools are served with a total capacity of 192. PTS, though effective, is not cost-effective considering the time spent by teachers in travelling which can be used more productively in resource development or serving additional sessions and students. However, PTS serves its purpose in meeting part of the shortfall unmet by RCs or RTCs.

Mode of Service Delivery for the Secondary Students

School-based Remedial Support Programme (SBRSP)

7.12 With the additional resource provided for this programme, the schools are expected to provide the following suggested types of service for their bottom 10% students :

(a) Intensive Remedial Teaching (IRT)

Additional time is to be allocated to IRT in the three basic subjects of Chinese, English and Mathematics. This could be arranged in the form of split class or small group teaching.

(b) Self Study (SS) Sessions

Self study sessions are to reinforce the IRT sessions. Teachers should develop self-instructional materials/ programmes in the light of the intellectual development of individual students, or their areas of difficulties within the curriculum. Students can work through these materials at their own time and at their own pace. Computer-assisted learning programmes can be used to promote motivation to learn.

(c) Learning Support (LS) Sessions

Specially designed programmes aiming to enhance students' effective learning both in the classroom and at home are to be provided during learning support sessions. Through these programmes students are helped to improve their basic study skills such as memory techniques, note-taking, time management, etc.

(d) Curriculum adaptation

Additional teacher provision should be allocated to curriculum adaptation in the three basic subjects of Chinese, English and Mathematics, and other subjects. Teachers should be allocated time to plan and prepare modified curriculum materials for use by students.

(e) In-class support or team teaching in class

Remedial support for students can also be carried out by two teachers' 合作-teaching' in the same classroom during the same period. More individual attention can thus be given to the more needy students.

Evaluation of the SBRSP

7.13 In preparation for the formal implementation of the SBRSP in September 1994, a one-year trial-run of the programme was carried out in 1994 in 6 aided secondary schools with a high intake of bottom 10% S1 student. The trial-run programme was intended for studying the feasibility and effectiveness of the various proposed types of service delivery. Based on the experience gained therein, the implementation guideline was drawn up. The objectives of the evaluation exercise, therefore, were to examine the feasibility and effectiveness of the different modes of operation and to recommend, where necessary, on modification or improvement to the programme.

Three aspects were evaluated :

- (a) Change in students' academic attainment in the three basic subjects and learning behaviour after joining the SBRSP.
- (b) Acceptance and perceived effectiveness of SBRSP by the teachers, students and parents.
- (c) Administrative and management support for the SBRSP. The evaluation findings gave clear and positive indications that the programme had been successful as reflected by the students' academic performance and learning behaviour within the short span of 9 months (i.e. from September 1993 to June 1994). Although the measurable improvement was not very outstanding yet, the attitudes of the students, their parents and teachers towards the programme were very positive. The trial run was considered successful and implementation of SBRSP followed. An evaluation of SBRSP will be conducted in 1997 following its full implementation at S1 to S3 levels.

Deliberation of the Sub-committee

- 7.14 The percentage (2.9%) of P2 students identified to have moderate learning difficulties is low compared with 5-8% as in Japan and USA. The Sub-committee is concerned that there may have been more students, including those in P3 to P6 with learning difficulties who missed being identified; these eventually proceed to the secondary level carrying with them the same problem, if not worse.
- 7.15 While OCT claims to have high reliability, not all children identified are provided with IRS. The ED annually lobbies schools to operate RCs

and a significant improvement is observed, i.e. the number of RCs increased from 384 in 261 schools (1993/94) to 489 in 304 schools (1995/96). However, a significant number of students identified are still not served. In schools with RCs and schools which are close to the RTSC, the number of students in all class levels referred by schools and recommended for IRS is large, and these RC and RTC places are always filled. But in other schools with identified needs unmet, it is understandable that schools see no point in referring for referral sake. Despite some schools having at least 8 of their students on roll, operation of RCs is declined for fear that parents of children of high calibre might identify schools with RCs to be of lower achievement and therefore would not choose them in the Primary One Allocation exercise. Some schools, though willing, could not operate RCs because of physical constraint. Some of the target students in schools with RCs are left out of the service because of the RC organisation, e.g. 2 of the 17 identified students are not enrolled because the RC can only accommodate 15 students. While RTC offers off-school-site IRS to meet this short-fall, there is still the problem of parents' declining the service because of travelling distance and escort problem. Last but not the least, some students' learning problems are developmental in nature. When teachers fail to detect them in the early stage and provide prompt interventions such as liaising with parents for support, implementing different teaching strategies, arranging ordinary remedial, or making necessary referral to the professionals, the students' problem might deteriorate to the extent that they eventually would require intensive remedial support.

- 7.16 Since OCT might be reliable in identifying the bottom 4.3% of children in need of IRS, it is recommended that OCT should be reviewed and refined to strengthen its diagnostic power to identify the bottom 15% and be widely used by all teachers. Primary schools should make use of the Hong Kong Attainment Test (HAT) as advised by the ED to identify students with backward attainment. These students should be provided with ordinary remedial support or referred to the ED for confirmation of their need for IRS. It is suggested that in particular, students who fall in the bottom 5 to 30% in the internal assessment should be tested on HAT. OCT for other class levels should also be developed. In view of the change in the composition of the Hong Kong population, the assessment tools, HK-WISC and Raven^粵, standardised in 1980 and 1986 respectively, should be updated to ensure their validity.
- 7.17 The Sub-committee proposes the provision of an SEN co-ordinator in every primary school with at least 2 RCs to oversee co-ordination of various support resources allocated to the school, to give support to SEN students and teachers providing ordinary and intensive remedial teaching, and to help the school to formulate school-based policies on ordinary and remedial teaching. This SEN co-ordinator will be ranked at Assistant master level and will be provided by upgrading 1 Certificated Master post. Whether this provision will be extended to other schools will depend on further evaluation and review.

- 7.18 Public education is needed to promote understanding of the parents and school heads and teachers regarding intensive remedial services for children with learning difficulties. Lobbying should be continued to persuade more schools to operate RCs to meet the demand. The long term goal should be school-based intensive remedial programmes in all schools in order to facilitate the integration of these children in the mainstream. Additional classrooms for remedial service should be included in the planning of new schools. As an interim measure, the Government should provide accessible sites for the operation of RTSC.
- 7.19 Timely evaluation should be conducted to assess and monitor the effectiveness of IRS provisions. The RCs are not functioning effectively and need improvement. The school principals should be responsible for disseminating the respective students' relevant information to the Resource Class teachers. The most desirable mode of RC should also be explored. The schools could choose to operate RC on the complete or partial withdrawal system or outside the school hours. Although the last mode seems to be popular with parents who believe that additional instruction would be beneficial to their children, the Sub-committee queries the wisdom of having the student sit through a class which level is beyond him, and then having him attend intensive remedial session after school which is exhausting for the child as well as carrying an element of punishment.
- 7.20 There is provision of additional teacher for schools to conduct ordinary remedial (OR) for students with mild learning difficulties, and guidelines

on its operation are also provided to the schools. However, some school principals and teachers seem not to understand the objective and teaching approaches of OR. OR is often viewed as another tutoring session and selection to students to receive OR also varies greatly among schools. Selection is mostly based on internal examination results and teachers' recommendation. It is speculated that most schools tend to choose the borderline "redeemable" students for OR and leave out those with relatively greater difficulty. Some teachers are known to have chosen those with behavioural rather than learning problem for OR. The Sub-committee opines that the operational guidelines should be reviewed by the ED and observed by the schools, and OR class should be strengthened and closely monitored by schools to ensure its effectiveness in helping students with mild learning difficulties.

7.21 Presently, all school-aged new immigrant children from China are provided with induction programmes and extension programme operated by Non-Governmental Organizations under the ED subvention to facilitate their adjustment to the local community and in particular, their learning of English language in school. Once enrolled in school, they are eligible for all types of services, remedial or otherwise, provided to local children. The Sub-committee urged the ED to consider school-based support for their children for the sole purpose of early integration.

7.22 The Sub-committee feels that there should be a holistic approach to educational planning by integrating mainstream and special education. It is hoped that with the implementation of the Target Oriented Curriculum

in the mainstream, students with varying degrees of backward attainment can be easily identified and assessed. All children identified to have remedial needs should be supported by school-based programmes as far as possible instead of referring them out for off-site programmes and support.

Recommendations

7.23 It is recommended :

- (a) To fine tune and review OCT so its diagnostic power can be strengthened to detect the bottom 15% of the student. OCT for other class levels should also be developed (paras 7.6, 7.16).
- (b) To update assessment tools: HK-Wechsler Intelligence Scale for Children, and Ravens' Progressive Matrices (paras 7.6, 7.16).
- (c) Schools are to use HAT as suggested to tap students with mild learning difficulties (para 7.16).
- (d) To upgrade a CM to AM post to co-ordinate support services for children with learning difficulties in primary schools with two or more RCs (para 7.17).
- (e) To study the most effective mode of RC operation (para 7.19).
- (f) Schools are encouraged to operate RC as needed and school principals are responsible for disseminating the respective student 僉 relevant information to RC teachers (para 7.19).
- (g) In planning new schools, accommodation for the operation of RC should be included (para 7.18).

- (h) To seek for permanent and accessible sites for operation of RTSC (para 7.18).
- (i) The guidelines on operation of OR classes to be reviewed by the ED (para 7.20).
- (j) Schools to observe the operation guidelines and closely monitor the OR classes (para 7.20).
- (k) The ED should consider school-based support for new immigrant children for the sole purpose of early integration (para 7.21).
- (l) A holistic approach in supporting the children with learning difficulties and move towards school-based intensive remedial support (para 7.22).

Chapter 8

Education for the Gifted

Present Situation

- 8.1 The Education Commission Report No. 4 (1990) examined gifted education in Hong Kong and pointed out that giftedness in children may be manifested in different areas, including intelligence, academic achievement, creativity, leadership, visual and performing arts, and psychomotor abilities. While there are provisions for students talented in art, music, and sports, it is noted that little attention has been given to those with high general intellectual potential and excellent academic performance.
- 8.2 Two research studies were launched in 1992 and 1993, one on the adaptation of assessment tools and the other on the distribution of academically gifted children in local schools. The first research on the adaptation of the Torrance Tests of Creative Thinking for use with local children was completed in October 1994. The final report and test manuals are in the process of production by the Research Team. This adapted assessment tool will form part of the assessment battery for identification of giftedness by educational psychologists. The second research was on the distribution of academically gifted children in local primary schools. The preliminary findings have facilitated the selection of students for the pilot school-based programme commenced in September 1994. This study also included the development of

checklists for parents and teachers to identify the characteristics and educational needs of gifted children. This study was completed by the end of 1995 and a report will be ready shortly.

8.3 The three-year pilot school-based programme for the academically gifted children commenced in 1994/95 in 19 volunteered primary schools. Teacher education was also conducted in the same year. The BoE had at an early stage decided not to set up a special school for the gifted as teaching learning skills relevant to gifted children could be conducted in ordinary class settings and should also benefit other students in the same class. In the first year of the pilot project, programmes had been provided for Primary 3 to Primary 5 students and they were extended to other class levels in the second year. In 1996/97, when the initial batch of students have completed Primary 6, follow-up support will be provided to target students in secondary schools. The effectiveness of the project will be evaluated before planning future developments.

8.4 Actions are being taken to set up a professional team of 8 with Educational Psychologists and Curriculum Developers to support this school-based programme. Currently the required human resources are deployed from the Services Division and the Curriculum Development Institute of the Education Department. The Fung Hon Chu Gifted Education Centre is the first and the only resource centre on gifted education. The Centre aims to serve all identified gifted children, their parents and teachers. Also, it serves as a base for researches on giftedness and gifted education. The Centre facilities are open for the

use of all identified gifted children, their parents and teachers by making applications through the schools or referrals from the Psychological Services Section of the Services Division. The setting up of this resource centre is an important milestone in the development of gifted education in Hong Kong.

- 8.5 The purpose of gifted education is to allow students to realise their potential. Education programmes developed for the delivery of excellence of instructions and the highest quality of education is in the long term interest of the community. The experience gained in this area is transferable to the education of students of different abilities. Though certain progress has been made in the provision of services to our gifted children, there are still issues to be explored. Teacher education in gifted education is one of the key issues. Another issue worth considering is whether gifted education is equivalent to education for the elite.

Deliberations of the Sub-committee

- 8.6 There is a consensus among Members that gifted children with special needs should be adequately supported and awareness of giftedness should be promoted in all schools at all levels. The Sub-committee reckons that the purpose of gifted education should be equal opportunity, not elitism and that our society should give support to gifted education. Members are concerned about the labelling effect on gifted children and their emotional and personality development. Therefore the need of the gifted should be met in the regular class using flexible and creative teaching approaches. We are pleased to learn that

gifted education will be extended from the primary to the secondary level, so that it will not be a lost cause.

8.7 Members support the inclusive school concept of having resource classes and gifted education programmes simultaneously in one school. Members agreed that teachers should be trained to handle gifted students within their classes. Gifted education should be included in the core curriculum of initial teacher education, in refresher courses and in long term development programmes for teachers. The Sub-committee reckons that SEN children including maladjusted children, have different levels or areas of giftedness and that their teachers should also receive training in identifying and referring students with giftedness for additional support. We hope that teachers of all special schools can be included in the ED 僱 seminars/workshops on giftedness in future and support should be provided to the gifted children in ordinary and special schools according to needs.

8.8 On the other hand, the Sub-committee states that there is a need to strengthen the ED 僱 professional team to support the school-based programme for the academically gifted children. If there is a shortage of relevant professionals in Hong Kong to cope with the development of gifted education and the ED has to rely on expertise overseas, the offering of a local post-graduate degree course in gifted education will be beneficial.

Recommendations

8.9 It is recommended that :

- (a) Gifted education should be provided on the principle of equal opportunity and not elitism.
- (b) There should be comprehensive provisions to support gifted students and that will involve teachers at all levels. Provision for gifted students should be extended from primary to secondary schools.
- (c) All school teachers should be aware of the needs of gifted students so that appropriate support and services to gifted children can be rendered. Teachers of special schools should also participate in the ED 僑 seminar/workshops on giftedness.
- (d) Gifted education should be included in initial teacher education, refresher courses and long term development programmes for teachers.
- (e) The ED 僑 professional team to support the school-based programme for the academically gifted children should be strengthened. Tertiary institutions in Hong Kong should consider offering a local post-graduate degree course to train up professionals for gifted education.

Chapter 9

Education for the Maladjusted

Background

9.1 At present, there are 7 special schools providing 930 places for maladjusted children (5 schools providing 750 places for boys and 2 schools with 180 places for girls). Residential care facilities subvented by the Social Welfare Department (SWD) are attached to 6 of these schools. The situation of having two departments to subvent the different sections of a special school is due to the fact that when most of the schools were founded in 1950¹, they were then homes¹ or centres subvented by SWD. They served to provide daily care and basic education for children with behavioural problems or underprivileged children who could not be adequately looked after by their families. The school sections of these centres were registered with the ED between July to November 1969 and began to receive subvention from the ED as special schools for maladjusted and socially deprived children in April 1970 while their residential care sections continued to be subsidised by the SWD.

¹ omes” refers to residential child care services provided by SWD.

9.2 At an inter-departmental meeting held in May 1984, chaired by the Commissioner for Rehabilitation (C for R) to look into the possibility of bringing the school and residential care sections under the same department, most schools did not favour the concept of bringing both the school and residential care sections under the ED. They contended that the programmes of the service focused on treatment which were social work oriented. The issue was then shelved and the situation remained status quo.

9.3 To examine the needs of maladjusted children and the necessary provisions for them, the Task Group on Provision of Services for Maladjusted Children was formed in August 1992 as commissioned by the C for R and chaired by an ED officer. The members comprise representatives from the Hong Kong Special Schools Council, the Hong Kong Council of Social Service, the Social Welfare Department (SWD) and the ED. The Task Group's scope of work is listed as follows :

- (a) To delineate categories of maladjusted children and to establish criteria for differentiating and grouping such children, e.g., according to the severity of their problems : mild, moderate and severe.
- (b) To formulate models of service provision for the different groups of maladjusted children and to make proposal for re-organizing the existing provision and/or introducing new provision.

- (c) To ascertain the demand for each type of proposed provision and to examine the availability of places for different groups of maladjusted children.
- (d) To propose models of a central co-ordinating referral mechanism.

9.4 Since the setting up of this Task Group, it has delineated categories of maladjusted children and established criteria for differentiating and grouping such children into mild, moderate and severe types according to the nature of children's problems. Case illustrations were established to help referring workers, teachers and related personnel to assess the needs of children before seeking service provisions and administering intervention programmes. A conceptual framework on the model of service provision for the different groups of maladjusted children was developed. A model of referral mechanism was also proposed in April 1994. It was the 'Central Co-ordinating Referral Mechanism (CCRM)' which comprised a set of procedures for referring and placing maladjusted children in various service provisions. The Sub-committee understands that prior to the implementation of its two-year pilot scheme in April 1994, a briefing session was held to familiarize referring workers and social workers on the mechanism. To further familiarize new personnel in the field as well as heads of schools, two more briefing sessions were held in July and November 1995. Information booklets on the CCRM and special schools for maladjusted children were distributed at the briefing sessions.

- 9.5 A review of this mechanism is being planned since April 1996. It is anticipated that improvement on the referring mechanism will be proposed subject to the findings in the review.
- 9.6 The Sub-committee understands that in October 1994 the ED invited Mr. John Woodhouse, an overseas consultant from the United Kingdom, to advise on the education for maladjusted students in Hong Kong. While he was in Hong Kong, he visited all the special schools and residential care sections for maladjusted children and produced a consultancy report with recommendations. These recommendations were studied by the Sub-committee.

Concerns of special schools for maladjusted children

- 9.7 The Sub-committee is very much alive to the concerns of the special schools for maladjusted children. Their concerns and the Sub-committee's deliberations are listed below.
- 9.8 The special schools for maladjusted children were concerned about maintaining the unique service characteristics of these schools and felt that their schools should be categorically distinct from practical schools. (Please refer to chapter 10 for services provided by the practical schools.) The Sub-committee agrees that there are different roles and functions of these two types of schools. But they may only seem clear to professionals such as the educational psychologists, educational counsellors but vague to the school personnel.

9.9 The drop in enrolment after the introduction of the CCRM from the average enrolment rate of 85% in the pre-CCRM years to the existing average of about 70% especially warrants a closer examination of the admission criteria and the referral procedures. For two schools in particular, the enrolment rate falls below 60% in the post-CCRM period. There were suggestions from schools that the CCRM should be abolished. But as explained in para. 9.12(c)(i) below, the CCRM is a right step forward. It is hoped that the Task Group's review of the CCRM will shed light on the causes of the low enrolment rate and bring about positive and effective changes in the procedures of the CCRM.

9.10 It is felt that the planning ratio set at 0.2% (i.e. 2 maladjusted children for every 1,000 schoolers) is low as compared to overseas countries. We reckon that the demand for these special schools should not be under-estimated and it would likely be intensified due to the increase in family issues and in immigrants say from China. The existing CCRM data might not truly reflect the future demand as referrals might have been hindered by the CCRM procedures. Therefore, a more generous projection of the demand and planning ratio should be adopted.

9.11 The Sub-committee deliberated on the proposal for reduction of class size in these schools due to the intensive teacher-student contact required to deal with their complicated and severe behavioural problems. After deliberations, the Sub-committee feels that a package of additional

teachers as proposed in Chapter 4 above is a more flexible approach as the number of teachers to be employed can be adjusted.

9.12 The Sub-committee adopts four of the recommendations of the Woodhouse Consultancy Report. They are :

- (a) There should be a Standing Committee with members from the ED, the SWD, the HKCSS, the HKSSC and relevant Non-Governmental Organizations for better co-ordination and communication among the various stake-holders.
- (b) There is a need to reconsider the methodology and strategies used to deliver the curriculum. Maladjusted students will learn more effectively if the work and activities are more carefully designed to address their emotional needs and to divert their attention from misbehaving. More emphasis should be placed on suitable teaching styles and effective learning situations. This Sub-committee agrees that these special schools should provide more effective learning situations such as a full range of extra learning programmes in the form of activities both inside and outside the school premises, involving parents and even other family members. Such activities should aim at the promotion of personal and social development, betterment of the students' social integration, parent-child relationship, home-school co-operation and thus the re-establishment of family and community support. These activities should include training camps, recreational and cultural visits, social skills training, parent-child programmes and workshops, and community services. They will incur expenses on programme

materials and miscellaneous items. But it is anticipated that these students will learn much more effectively through such activities approach. After examining the expenditure pattern of these schools on school activities, the Sub-committee feels that the existing School and Class grant is not enough for the purpose in spite of its annual increase. We believe that if more resources are given to the schools, they can make better use of the activities approach to train up the students' healthy personal lifestyles and appropriate social skills. Therefore, this Sub-committee recommends a special activity grant for each special school for maladjusted children for such purpose. This special grant should also be extended to the ED 僂 Resource Teaching Unit which operates Adjustment Programmes that cater for students with emotional and behavioural problems in ordinary schools. Please see Appendix 9 for the breakdown of the proposed expenditure items.

- (c) We agree with Mr. Woodhouse that there should be a centralised system that ensures a full multi-professional assessment (educational, psychological, medical and social work reports) of all students prior to the provision of services.
 - i . For a centralized system, the CCRM is a right step forward to ensure referrals of the target student group so that the demand can be ascertained for planning of provisions. However the procedures of the CCRM need to be reviewed for its efficiency. Therefore, in the review of the CCRM, the Task Group could also consider the ways to involve the school principals, teachers and school social workers working as a

team in the student referral and that the school principals should be the one endorsing the referral forms to the CCRM.

ii. As for Mr Woodhouse's recommendation for a full multi-professional assessment and specialist provision, we agree that case reviews, updated assessment, treatment programmes and educational programmes can be provided by teachers, social worker, school-based educational psychologist (EP), and clinical psychologist (CP) according to needs. All these data and records are crucial for the transfer of students from and back to mainstream schools.

(d) We also agree with Mr. Woodhouse that the ED and the SWD should consider jointly the problems of students integrating into the mainstream school system and develop more comprehensive and effective systems of support. The progress of students reintegrating into mainstream education should be reviewed at six monthly intervals until the students' position in the school is considered to be secure. We understand that two special schools tried out with success an intensive transitional programmes for their Secondary 1 and 4 integrators. The ED should consider extra manpower to be given for the support of the students integrating back to mainstream schools.

9.13 The Sub-committee feels that the term "maladjusted" should be changed when categorizing this type of special schools as some parents do not wish others to know that their children are studying in this category of schools. The Sub-committee deliberated on the terms "adjustment"

versus 情绪 (emotional and behavioural difficulties)” (EBD). The latter is currently used overseas. We understand that 适应不良 (maladjustment)” generally means a response to an inappropriate situation and the maladjusted behaviour is transient and can be remedied with a change of environment, whereas 培 (BD)” implies more deep-seated and intrinsic problems. We feel that EBD also adds stigma to this type of schools.

- 9.14 We recommend the term 情绪 special schools for personal and social development” as it stresses the kind of curriculum designed for this type of students rather than using terms that label their problems as do 适应不良 (maladjusted)” or 培 (BD)” .
- 9.15 In view of the complexity of their emotional and behaviour difficulties, and inadequate family support, a school-based EP should be provided for each special school for maladjusted children. Based on evidence gathered from written submissions and discussions, there is no doubt about the need for an EP to provide formal professional assessment, to plan, to coordinate education programmes and to provide the necessary support to develop the students’ pro-social tendencies and to prepare them for their future integration back to the mainstream.
- 9.16 The Sub-committee also recommends the arrangement of a visiting clinical psychologist 服务 (service) for individual students in these schools where needed, as our survey shows that there is quite a number of students with withdrawn and moody behaviour, inability to control

emotions and impulses, acts of violence, abscondance from home, gang/pseudo-triad involvement, stealing/shop lifting etc.

9.17 The Sub-committee recommends that there should be a network of ordinary schools to receive students from the special schools for maladjusted children who are ready for integration.

9.18 The Sub-committee considers that there should be more publicity for the CCRM and the special schools for maladjusted children.

Recommendations

9.19 It is recommended :

- (a) To adopt a more generous planning ratio than the existing 0.2% (para. 9.10).
- (b) To set up a Standing Committee composing of members from the ED, the SWD, the NGOs, the HKCSS and the HKSSC for better monitoring and coordination of the service provision (para. 9.12(a)).
- (c) To provide a special Activity Grant (para. 9.12(b)).
- (d) To review the procedure of the CCRM as there is a need for it to exist. The personnel handling referrals should be the School Principal + Teachers + Social Worker and nobody should withhold critical information. It is also necessary to clearly differentiate the functions of PSs, SOSs and maladjusted schools, and their target

students for the benefit of the regular school personnel (para. 9.12(c)(i)).

- (e) For a full multi-professional assessment and specialist provision, all data and records of the students concerned should be provided by teachers, social worker, EP, CP, psychiatrists and so forth as required (para. 9.12(c)(ii)).
- (f) To consider an intensive transitional programmes for S1 and S4 integrators (para. 9.12(d)).
- (g) To refer to this type of schools to, say, special schools for personal and social development rather than special schools for maladjusted children (para. 9.14).
- (h) To provide school-based EP (para. 9.15).
- (i) HA to provide Outreach Clinical Psychologist Service where necessary (para. 9.16).
- (j) To form a network of ordinary schools to facilitate re-integration of maladjusted students back to the mainstream schools when their situation improves (para. 9.17).
- (k) To have more publicity for the CCRM and special schools for maladjusted children (para. 9.18).

Chapter 10

Practical Schools & Skills Opportunity Schools

Practical Schools

- 10.1 The Education Commission in its Report No.4 (1990) recommended the establishment of practical schools (PSs) to cater for children of junior secondary school age who are more inclined towards a practically oriented curriculum. This alternative mode of provision gives this particular group of children equal chances for proper schooling and also the necessary facilities to prepare them for either senior secondary educational pursuits or vocational training/apprenticeship training, or employment.
- 10.2 The curriculum of PSs comprises 55% academic subjects such as Chinese, English and Mathematics etc. and 45% cultural, practical and technical subjects such as Accommodation & Catering, Engineering (Metalwork) and Seamanship etc. Extra learning programmes known as complementary studies are organised outside school hours to develop students' potential and to prepare them for the vocational training they are interested in when they leave the school.
- 10.3 The students requiring PSs are estimated to be between 1,700 and 2,000. Since each PS provides 450 places through the operation of 15 classes of S.1 to S.3 (i.e. 15 classes x 30 students), a total of four PSs will be

required. In 1995/96, two PSs are in operation, the other two additional practical schools will be set up by 1997/98.

Skill Opportunity Schools

- 10.4 The Education Commission in its Report No. 4 (1990) also recommended the establishment of skills opportunity schools (SOSs) for the group of children who have severe learning difficulties and cannot benefit from the ordinary curriculum even with the help of the existing intensive remedial services. Through this alternative mode of schooling, education programmes containing significant practical skill elements are provided to prepare them for further training in a skills training centre.
- 10.5 The curriculum of SOSs comprises 60% academic subjects and 40% cultural, practical and technical subjects. The course contents of the various subjects are watered down to match with the students' abilities. Extra learning programmes organised as complementary studies outside school hours provide enrichment in practical skills and enhancement in vocational awareness.
- 10.6 The students requiring SOSs are estimated to account for the bottom 0.9% in academic ability of the 12 to 14 age group. Each SOS provides 300 places through the operation of 15 classes of S.1 to S.3 (i.e. 15 classes x 20 students) and it is estimated that a total of eight SOSs will be required. In 1995/96, three SOSs are in operation, the other five additional SOSs will be set up by phases by 1998/99.

Deliberation of the Sub-committee on the Issue

10.7 The Sub-committee notes that PSs are to cater for students with low motivation towards the curriculum of grammar, prevocational or technical secondary schools, SOSs for students with severe learning difficulties which have affected their academic achievement and maladjusted schools for students with severe behavioural problems. Members opine that the delineation of roles between PSs and maladjusted schools have always posed problems. Although the difference in target students is laid down on paper, it is difficult in practice to delineate the different categories of students. The definition of 'unmotivated' is vague and because the PS admission criterion of the IQ span is large, it is necessary to ensure that these unmotivated students have a low inclination towards academic learning before referring them to PSs. Members recommend that there should be a review of the referral system and admission criteria into PS as we understand that there have been a number of referrals of students with severe behavioural problems to PS, which many have affected the enrolment of maladjusted schools. Members were informed that some students with severe behavioural problems, e.g. students with statutory supervision records such as Police Supervision Discretionary Scheme, Care or Protection Order and Probation Order have been accepted by the PSs and we are concerned that parental choices have affected the PSs and maladjusted schools' intention to accept the appropriate target students. We are of the view that different categories of schools must

function as they are intended to function and should accept only the right category of target students. Although the key issue is to ensure that the students' special educational needs are met, the roles of the different kinds of schools should be defined clearly so that there will be proper plans to cater for the students after their completion of studies in these schools.

- 10.8 The Sub-committee learns that some students with severe behavioural problems were referred to PSs because the social workers/parents have withheld information on the students for some reason or another, and thus misguiding placement decision of the vetting committee. Besides this, some school principals were confused with the entry requirements into PSs.
- 10.9 Members felt that the Government should first review the usage and success of the existing two PSs to ascertain the need for them before considering their future development.
- 10.10 Members note with concern the low enrolment rate of the Hong Kong Sea School and the low attendance rate of the TWGHs C Y Ma Charity Fund Practical School. The Sub-committee opines that an improvement to the boarding staff provision will improve the situation as well as to provide an opportunity for compulsory correction of misbehaviour. Furthermore, the Hong Kong Sea School can consider broadening its scope of the curriculum to meet the labour markets' needs.

10.11 The following are some of the comments made by the Sub-committee referring to the areas of concern expressed by the Practical Schools and Skills Opportunity Schools Council :

Whether PS and SOS belong to mainstream schools

- (a) Although PSs and SOSs are considered by the ED to be mainstream schools, they are covered by the Code of Aid for Special Schools. The Sub-committee considers that PSs and SOSs are schools with special orientation. To categorize these two kinds of schools, it will depend on how they will be developed, i.e. in future if PSs will follow the development of mainstream schools and address their curriculum issue to allow students to pursue further studies after S3, they should be categorized as mainstream schools. If SOSs will adhere to their admission criteria to accept students with scores 70-84 in the Wechsler Intelligence Scale for Children, they should be categorized as special schools. The categorization of the two kinds of schools will depend very much on their future roles, their stated aims and their targets of admission.

Reduction of class size

- (b) The Sub-committee supports the proposal to reduce the class size from 30 to 25 for PSs and from 20 to 15 for SOSs. We understand that the ED has been taking actions in this issue.

Review of the component items of school and class grants

- (c) The Sub-committee agrees to extend the proposal of 100% increase in school grant for all special schools, PSs and SOSs. This issue is discussed in Chapter 4.

Review of the ratio of graduate and non-graduate staffing

- (d) Members note that the ratio of graduate to non-graduate staffing in a school is in accordance with its curriculum and level of studies offered. They opine that if the future review of PSs indicates that there should be a change in its curriculum and level of studies, then the staffing ratio can be adjusted accordingly.

Extension of S4 and S5 classes

- (e) Members are concerned about the post-secondary 3 placement of PS leavers. They are of the view that the proposal for PSs and SOSs to extend S4 and S5 will depend very much on the future needs of the society, the needs of the students and the curriculum development. As one school's need may be different from another's, it cannot be said that all of these schools need to extend to S4 and S5 classes. Moreover, since they are only on stream from September 1993 onwards, it is still premature to make any recommendation at present. Meanwhile, the ED and the schools concerned should work closely on the post S3 placement of their school leavers.

Improvement of the ratio of social work staff

- (f) Members refer to the ratio of social worker to students being 1 : 70 in special schools and SOSs whereas it is 1 : 150 for PSs. The Sub-committee opines that the provision ratio of social workers for the PSs should be improved as existing provision is inadequate to cope with the various complicated problems of the unmotivated children. However, as the PSs and SOSs have different needs for social workers due to the different nature of programmes offered and their different orientation, the Sub-committee feels that the improvement in the provision ratio of social workers can be left to the ED's assessment of the individual needs of the two types of schools.

10.12 Members noted that since the operation of PSs in September 1994, feedback from the schools indicated that the students boarding the Pss need much more pastoral care after the school hours than the present boarding staff can provide. They need more counselling services and remedial programmes than caring services as they are mostly unmotivated in learning. It is understood that the ED has taken on board the actions of upgrading the boarding staff in view of the counselling element required in boarding care for students of PSs. The Sub-committee supports such a proposal.

Recommendations

10.13 It is recommended that :

- (a) The referral system and admission criteria of PSs should be reviewed because there have been wrong referrals to PSs resulting in low-enrolment of maladjusted schools. It is necessary to differentiate clearly the roles and target students of PSs and maladjusted Schools.
- (b) The class size be reduced from 30 to 25 for PSs and 20 to 15 for SOSs.
- (c) Whether PSs and SOSs should extend their class levels to S4 and S5 will depend on the future needs of society, the needs of the students and the curriculum development. The ED should work closely with the schools regarding the placement of S3 leavers from PSs and SOSs.
- (d) The provisions for social work staff and boarding staff in PSs should be improved.

Chapter 11

Other Measures for Further Improvement

Service Provision for the Sensory Impaired

- 11.1 It is proposed to the Sub-committee that a resource centre for parents of pre-school blind children should be set up. After deliberation, the Sub-committee decides to refer this issue for consideration by the Home-School Co-operation Committee whose role is to co-ordinate home and school activities.
- 11.2 The Sub-committee is aware that the personnel for Orientation and Mobility Training¹ (O&M) is far from adequate. Presently, each of the two special schools for the blind has two O&M instructors, therefore only those in urgent need of O&M training are given such service, whereas all others have to go without it. One serious drawback is that those without early intervention will develop poor or even potentially dangerous mobility habits which could be extremely difficult to change. While it is unrealistic to expect the provision of O&M instructors in schools for the blind to reach the international level of 1 instructor to 5 clients, the Sub-committee supports the proposal for two additional O&M instructors at CM rank in each school.
- 11.3 At present, the ratio of the resource teacher to blind integrator in secondary school is 1:8. This ratio has been reviewed by ED. In view

¹ Orientation and Mobility training is a systematic instruction programme designed to assist a blind or low vision person to develop his/her remaining senses, and to present techniques,

procedures and devices that would enable him/her to move about in the environment safely, confidently, and effectively.

of the resource teachers' average workload of visiting one school each day, there is no strong justification for an increase in resource teachers. Besides, more than half of the integrators are boarding at the Ebenezer School where they can use the resource aids and materials in the evening hours as prescribed by their resource teachers. The Sub-committee, however, supports the extension of the present resource teaching service to blind integrators in primary schools.

11.4 The Sub-committee agrees that tertiary institutions should provide service, not just for the blind students but for all types of disabled students, to help them adjust. It is noted that some tertiary institutions are already providing such service.

11.5 Course providers would be requested to provide refresher course for teachers of blind schools on the braille system and the use of other supportive facilities for their blind students.

Support Remedial Service (SRS) for Hearing-impaired Integrators

11.6 The Sub-committee understands that with better prenatal and neonatal health care and parents' choice for mainstream education, there will be fewer hearing-impaired children enrolled in the special schools for the deaf. To better use the resources in the special schools for deaf children and as an improvement to the Peripatetic Advisory Service (PAS) offered by the ED which has a ratio of 1 PAS teacher to 80 students

integrated in ordinary schools, Supportive Remedial Service (SRS) is introduced and provided by these special schools for those whose hearing difficulties do not constitute a need for placement in special schools. By 1993, 6 SRS units were extended to three schools for deaf children with primary sections at a provision ratio of 1 resource teacher to 20 students per unit. In addition to the Resource Teacher, a recurrent subsidy of \$6,816 is granted to each unit. A 2-year pilot project on SRS for junior secondary hearing-impaired integrators will be completed by July 1996. Pending favourable outcome, this SRS Programme will be extended to the junior secondary levels and become an approved provision for the integrators.

Enhancement Course for S5 Students with Hearing Impairment

11.7 Three of the four schools for deaf children have senior forms and some of their students sit for the Hong Kong Certificate of Education Examination (HKCEE), but not for a full certificate. At present, these schools have a six-year programme to cover the regular five-year secondary school curriculum. Most of the deaf school leavers attend VTC or seek open employment. The Society for the Deaf is piloting a \$3 million project over a period of three years starting from September 1995 to offer a one-year full-time bridging course for S5 deaf students without a full certificate. It aims to provide extra assistance to hearing-impaired students to resit the Hong Kong Certificate of Education Examination with the hope that they can obtain a full certificate to qualify for applying matriculation courses/professional training/further studies. The pilot project is being conducted by the Caritas. If the evaluation

proves successful, the Government will consider subvention for this bridging course in future.

Post School Placement for SEN School Leavers

- 11.8 Some Members point out that the curriculum in special schools needs to be designed to prepare students' transition to society after leaving school. The Sub-committee deliberated on the importance of the school leavers' programme and considers that it should aim to help potential school leavers to cope with their further studies and/or future living at home or work or training centres, and not train specific vocational skills such as the assembly of eating utensils or the operation of office machines, etc, as the job market demands may vary at different times. Such a programme should be intensified two years before the students leave school. It is felt that the existing school leavers' programmes are in the right direction.
- 11.9 Secondary 3 leavers of special schools are given vocational assessment by the Vocational Training Council (VTC) with recommendations on their training needs and placement. The Sub-committee notes the VTC 偶 improvements in the past two years in exercising flexibility in arranging vocational assessment and placement to cater for the various needs of the SEN school leavers. Special schools are encouraged to start making referrals for vocational assessment as early as November in the prospective leavers' last school year. The Sub-committee proposes that the timeline between school leaving and vocational placement to be

set at three months, with every effort to be made for speedy assessment, dissemination of assessment results and the vocational placement.

- 11.10 The Sub-committee considers that the school social worker should ensure that relevant school and medical records of the school leavers are forwarded to the receiving end such as technical institutes, skills centres, sheltered workshops etc. to facilitate the latter to understand the abilities and needs of the school leavers and devise suitable training/help for them. The inclusion of teachers' input in the school records is necessary.
- 11.11 In general, there is more success in placing non-MH school leavers than their MH counterparts every year as there are long waiting lists to the sheltered workshops and day activity centres. As some parents of the sheltered workers preferred to keep their dependants in the sheltered workshops for various reasons, the Sub-committee feels that public education is important to promote employment opportunities for the disabled persons, otherwise, they will be stuck in the sheltered workshops and block further intake. Nevertheless, it is noted that in 1994/95, there were more MH leavers successfully placed in skills centres and sheltered workshops than the years before.
- 11.12 The Sub-committee is pleased to learn about the Governor's appeal in his summit meetings for more employment opportunities for disabled persons since 1994 and the RAC Employment Sub-committee's efforts in connection with the Labour Department and some employers'

associations in organising large-scale seminars on employment of the disabled for employers, human resource managers and representatives of disabled groups.

11.13 The Sub-committee agrees with the recommendations of the Director of Social Welfare ~~德~~ Working Party on Training and Employment for People with Disabilities on the following, among its other recommendations:

- (i) Supported employment to enable sheltered workers' upward movement and discharge,
- (ii) case management to ensure smooth transition of one service to another, e.g. school to work place.

11.14 Some members are concerned about students with learning difficulties enrolled in ordinary secondary schools who may be missed out on these services on completion of S3 . The Sub-committee urges the career and guidance teachers/school social workers in ordinary schools to counsel them regarding their post school placement, be it for senior secondary education or for mainstream vocational education, and make use of the mechanism in the Junior Secondary Education Assessment (JSEA) system whereby the vocationally inclined students can apply for the post-secondary-three craft course.

11.15 As for disabled students who are academically inclined and wish to further their studies, the Sub-committee proposes that tertiary institutions

should consider concessional admission for disabled students and they should be provided with additional resources for assisting disabled students to cope with school life in the institutions. Furthermore, UGC should encourage tertiary institutions to provide appropriate access facilities for the disabled students. We understand that the number of disabled students entering these institutions is small. Therefore, the financial implication is not big.

In-service Training for Non-teaching Staff

11.16 From the viewpoints gathered in the Focus Group Meeting conducted in March 1995, the non-teaching staff are competent in their respective professional knowledge through their initial training and on-job experience, however, they would like to have some training on special education as well. The Sub-committee notes that in the past year, they have been included in various seminars and courses arranged for teachers, e.g. a seminar identical to the Teachers' Seminar on Professionalism was arranged for them in June 1995, the conductive education courses, and the seminar on management of difficult cases in special schools. The Sub-committee feels that this practice should continue and topics of their in-service training should aim at enriching their knowledge in both their professional field and special education issues.

11.17 The ED has reimbursement provision for some courses for teachers which are job-related but not those courses for personal interest and self-advancement. The ED should follow up on the supporting specialist

staff 僱 request for fee reimbursement of the courses related to their profession and special education. As for the in-service training for school nurses, the ED should liaise with the Hospital Authority for inclusion of our school nurses in the latter 僱 training programmes for nurses.

- 11.18 As recommended in ECR 5, schools should also organise school-based induction programmes for their new teaching and non-teaching staff in addition to those organised by the ED annually.

Monitoring the Implementation of this Sub-committee 僱 Recommendations

- 11.19 As mentioned in Chapter 3, para 3.20, we recommend that a committee be formed under BoE to monitor the implementation of our recommendations.
- 11.20 In view of the necessary follow-up work on the recommendations in this review, the Sub-committee recommends a substantial increase in staff in the ED for this purpose.

Recommendations

- 11.21 It is recommended that :

- (a) 4 additional O&M instructors at CM rank should be provided for the two special schools for the visually impaired (para 11.2).
- (b) The extension of the present resource teaching service to blind integrators in primary schools (para 11.3).
- (c) Course providers to provide refresher courses for teachers of blind children on the braille system and the use of other supportive facilities (para 11.5).
- (d) Extension of SRS to junior secondary level (para 11.6).
- (e) The continuation of the existing school leavers' programmes which should be intensified two years before the students leave school (para 11.8).
- (f) The timeline between school leaving and vocational placement should be three months (para 11.9).
- (g) The school social worker should ensure that relevant school and medical records of school leavers, including input from teachers, are forwarded to the receiving end to facilitate training and placement arrangement (para 11.10) .
- (h) Public education to promote employment opportunities for the disabled persons should continue (para 11.10).
- (i) Tertiary institutions to consider concessional admission for disabled students (para. 11.15).
- (j) Tertiary institutions to be provided with additional resources for assisting disabled students to cope with school life in the institutions (para. 11.15).

- (k) UGC to encourage tertiary institutions to provide appropriate access facilities for the disabled (para. 11.15).
- (l) The ED should liaise with the Hospital Authority for inclusion of our school nurses in the latter's training programmes for nurses (para 11.17).
- (m) The ED to be given a substantial increase in staff to follow-up the recommendations (para 11.20).

Chapter 12

Recommendations

12.1 The recommendations made in this Report are summarised here in the order in which they appear. Detailed recommendations are listed below covering the following aspects in special education :

Chapter 2 Administration and co-ordination of special education

Chapter 3 Educational concerns in special education

Chapter 4 Provisions in the Code of Aid for Special Schools

Chapter 5 The curriculum and related matters

Chapter 6 Teacher education

Chapter 7 Education for children with learning difficulties

Chapter 8 Education for the gifted

Chapter 9 Education for the maladjusted

Chapter 10 Practical schools and skills opportunity schools

Chapter 11 Other measures for further improvement

12.2 **Chapter 2 - Administration and co-ordination of special education**

- (a) It is recommended that with the transfer of policy responsibility for special education to the EMB, chances for resource allocation

should not be less favourable and there should be special consideration made for further improvement in special schools, practical schools, skills opportunity schools and special education classes.

- (b) Since the RAC and its sub-committees are to oversee services and personnel for disabled persons from birth to old age, and to coordinate various government department and Non-Governmental Organizations in the development of rehabilitation services, it is recommended that good liaison with the RAC should be maintained by the EMB/the BoE/the ED/practitioners in the field.
- (c) It is recommended that the existing coordination with other government departments and Non-Governmental Organizations regarding education and training of disabled children should continue.

12.3 Chapter 3 - Educational concerns in special education

- (a) In promoting integration, we recommend that there should be better co-ordination between special schools and ordinary schools. Specific suggestions are listed as follows :
 - i . The ED to set up a Liaison Team to handle referrals from special schools to ordinary schools, and to offer assistance, guidance and supervision to the schools after admission.
 - ii . To set up standard procedures for referring integrators to ordinary schools to be followed by a built-in mechanism to promote and monitor the referrals.

- iii. To increase the number of S4 school places allocated at the Principal's discretion for disabled integrators.
 - iv. To extend support service to senior secondary integrators.
 - v. To use special schools to function as resource centres for helping SEN integrators in the district.
 - vi. To arrange some form of experience-sharing seminars or consultative meetings between special education workers and mainstream education workers for the promotion of integration programmes.
 - vii. To arrange tours and visits for heads and teachers of ordinary schools to special schools within and outside the ordinary school district.
 - viii. Ordinary and special schools to hold joint inter-school projects in the district.
 - ix. To promote public education to change parents' negative attitude towards special schools.
 - x. To refer the issue of whether parental choice should be upheld in school placement to the BoE Sub-committee on Review of School Education for consideration.
- (b) We recommend that personnel should be well versed in special education. The following are suggestions for its implementation :
- i. Existing and potential course providers to strengthen the special education element in initial teacher training education.

- ii. Existing and potential course providers to run short part-time courses on special education for serving school teachers especially primary school teachers because of the importance of early identification and intervention for SEN children.
 - iii. To run school-based induction and staff development courses for teaching and non-teaching staff in special schools.
 - iv. Special education to be introduced to all PGCE and teacher certificate courses offered by the tertiary institutions.
 - v. School principals should be well versed in issues pertaining to special educational needs e.g. curriculum matters, guidance and counselling in addition to training received in management and administrative skills. An awareness of special educational needs in schools may be cultivated through training programmes for school principals and senior teachers.
 - vi. There should be close working relationship between special education professional staff and administration staff within the ED to enhance interchange of knowledge and experience.
- (c) We recommend that the support and monitoring system be strengthened in the following ways :
- i. To set up a resource centre for special education teachers.
 - ii. To set up a committee under BoE to oversee the operation of special education services and the implementation of this Sub-committee's recommendations.

- (d) We recommend that the policy implementation, the flow of information, and resourcing for special education should be improved in the following ways :
- i. The Government to ensure that resourcing for special education being considered alongside that for ordinary schools with special consideration for students with SEN.
 - ii. To ensure policy implementation, the ED and the HKSSC to maintain close contact. Regular and ad hoc meetings/small group discussions as required should continue to be held between the ED and school heads/teaching staff/supporting staff.
 - iii. To ensure flow of information, all information released by the ED to special school heads should be disseminated to staff members for early information so that they can take appropriate follow-up action in time e.g. in training and staff development matters.
 - iv. With the advice of experts, the ED to develop long-term professional development programmes for teaching and non-teaching staff.

12.4 **Chapter 4 - Provisions in the Code of Aid for Special Schools**

- (a) To have 100% increase of school grant to special schools, PSs and SOSs.
- (b) To provide acting appointments for AM/SAM posts in secondary sections of special schools, PSs and SOSs.

- (c) To reduce class size from 20 → 15 in MiMH schools and SOSs, and from 30 → 25 in PSs.
- (d) To provide additional teachers for all schools for team teaching, paired teaching, small groups teaching etc.
- (e) To provide teacher assistants to schools of SMH, blind with MH, psychiatric units of the Hospital School, PH and preparatory classes.
- (f) To improve the provision of boarding care staff :

	<u>Boarding Section with 50 boarders or more</u>	<u>Boarding Section with less than 50 boarders</u>
Warden	: ASWO/CSWA	ASWO/SSWA
Asst. Warden	: SSWA	SWA + 2 increments
Appointment of Houseparent-in-charge	: SWA + 2 increments	/

Upgrading of houseparents and programme worker to SWA irrespective of the size of the boarding section

- (g) To improve the provision of nurses :
 - i. To provide an additional nurse in Caritas Lok Yan School, John F Kennedy Centre and Princess Alexandra Residential School.
 - ii. To provide nurses to MiMH, MoMH and Blind with MH schools.
- (h) All Occupational Therapists / Physiotherapists to be ranked at OT I/PT I and 1 SOT/SPT to every 5 OTs/PTs.

- (i) To be on par with Clinical Psychologists, the basic qualification for appointment to EP is a Bachelor's Degree in psychology and a Master's Degree in Educational Psychology. The entry point is at MPS Point 27 without the teacher qualification and MPS Point 29 with the teacher qualification, a maximum of 3 years' teaching experience and all the years of EP experience are recognized for additional increments.
- (j) To improve the provision of school social worker :
 - i . To provide the dual rank of ASWO/SSWA to all schools.
 - ii . 1 SWO to 8 ASWOs.
- (k) Speech Therapists to have omitted point at the 2nd and 6th year.
- (l) To provide additional clerical staff in school section of special schools, PS and SOS.

12.5 **Chapter 5 - The curriculum and related matters**

- (a) The CDI should develop guidelines for IEPs. The ED and the CDI should ensure that IEPs are properly designed and delivered.
- (b) The future planning for curriculum development is recommended as follows :
 - i . The ED and the CDC keep the special education curriculum under review incorporating views of principals and teachers.
 - ii . The CDI should develop evaluation methods for curriculum development and implementation.

- iii. The CDI to adhere to work schedule of the curriculum guides.
- iv. The SECC should be given adequate support in developing curriculum guides.
- v. The curriculum design, implementation and evaluation process should be actively supported by principals and teachers.
- vi. The CDI to collect, collate and disseminate useful curriculum and teaching material.
- vii. The CDI to develop a common core curriculum for all children.
- viii. Parents should be involved in curriculum development.

12.6 **Chapter 6 - Teacher education**

- (a) Retention of the present Course for Teachers of Children with Special Educational Needs (two year programme with one-year course work and one-year in-service teaching practice).
- (b) Course participants in the existing special education teacher training programme should be given full supervision by the course provider in their practicum year following the one-year course work.
- (c) The course provider should work towards improving the course content and structure.
- (d) Special education should be included/strengthened in the initial teacher education.

12.7 **Chapter 7 - Education for children with learning difficulties**

- (a) To fine tune and review OCT so its diagnostic power can be strengthened to detect the bottom 15% of the student. OCT for other class levels should also be developed.
- (b) To update the assessment tools : HK-Wechsler Intelligence Scale for Children and Raven ~~德~~ Progressive Matrices.
- (c) Schools are to use HAT as suggested to tap students with mild learning difficulties.
- (d) To upgrade a CM to AM post to co-ordinate support services for children with learning difficulties in primary schools with two or more RCs.
- (e) To study the most effective mode of RC operation.
- (f) Schools are encouraged to operate RC as needed and school principals are responsible for disseminating the respective student ~~德~~ relevant information to RC teachers.
- (g) In planning new schools, accommodation for the operation of RCs should be included.
- (h) To seek for permanent and accessible sites for operation of RTSC.
- (i) The ED to review the guidelines on operation of OR teaching in mainstream schools.
- (j) Schools to observe the operation guidelines and closely monitor the OR classes.
- (k) The ED should consider school-based support for new immigrant children for the sole purpose of early integration.

- (l) A holistic approach in supporting the children with learning difficulties and a move towards school-based intensive remedial support.

12.8 Chapter 8 - Education for the gifted

- (a) Gifted education should be provided on the principle of equal opportunity and not elitism.
- (b) There should be comprehensive provision to support gifted students and that will involve teachers at all levels. Provision for gifted students should be extended from primary to secondary school.
- (c) All schools should be aware of the needs of gifted students so that appropriate support and services to gifted children could be rendered. Teachers of special schools should also participate in ED 僮 seminar/workshops on giftedness.
- (d) Gifted education should be included in initial teacher education, refresher courses and long term development programmes for teachers.
- (e) The ED 僮 professional team to support the school-based programme for the academically gifted children should be strengthened. Tertiary institutions in Hong Kong should consider offering a local post-graduate degree course to train up professionals for gifted education.

12.9 Chapter 9 - Education for the maladjusted

- (a) To adopt a more generous planning ratio than the existing 0.2%.
- (b) To set up a Standing Committee composing of members from the ED, the SWD, the NGOs, the HKCSS and the HKSSC for better monitoring and co-ordination of the service provision.
- (c) To provide a special Activity Grant.
- (d) There is a need for the CCRM to exist, but its procedures should be reviewed :
- (e) The personnel handling referrals should be the School Principal + Teachers + Social Worker and nobody should withhold critical information. It is also necessary to clearly differentiate functions of PSs, SOSs and maladjusted schools and their target students.
- (f) For a full multi-professional assessment and specialist provision, all data and records of the students concerned should be provided by teachers, social worker, EP, CP, psychiatrist etc.
- (g) To consider an intensive transitional programmes for S1 and S4 integrators.
- (h) To refer to this type of schools to, say, special schools for personal and social development rather than special schools for maladjusted children.
- (i) To provide school-based EP.
- (j) The HA to provide Outreach Clinical Psychologist Service where necessary.
- (k) To form a network of ordinary schools to accept maladjusted students referred back after improvement.

- (l) To have more publicity for CCRM and maladjusted schools.

12.10 **Chapter 10 - Practical Schools and Skills Opportunity Schools**

- (a) The referral system and admission criteria of PSs should be reviewed. It is necessary to differentiate clearly the roles and target students of PSs and maladjusted schools.
- (b) To reduce class size from 30 to 25 for PSs and 20 to 15 for SOSs.
- (c) Whether PSs and SOSs should extend their class levels to S4 and S5 will depend on the future needs of society, the needs of the students and the curriculum development. The ED should work closely with these schools regarding the placement of S3 learners from PSs and SOSs.
- (d) To improve provisions for social work staff and boarding staff in PSs.

12.11 **Chapter 11 - Other measures for further improvement**

- (a) A total of 4 additional O & M training instructors at CM rank should be provided for the two special schools for the visually impaired.
- (b) The extension of the present resource teaching service to blind integrators in primary schools.
- (c) Course providers to provide refresher courses for the teachers of blind children on the braille system and the use of other supportive facilities.

- (d) Extension of SRS to junior secondary hearing-impaired integrators.
- (e) To continue with the existing school leavers' programmes which should be intensified two years before the students leave school.
- (f) The timeline between school leaving and vocational placement should be three months.
- (g) The school social worker should ensure that relevant school and medical records of school leavers, including input from teachers, are forwarded to the receiving end to facilitate post-school training and placement arrangement.
- (h) Public education to promote employment opportunities for the disabled persons should continue. The ED should liaise with the HA for inclusion of our school nurses in the latter 僱 training programmes for nurses.
- (i) Tertiary institutions to consider concessional admission for disabled students.
- (j) Tertiary institutions to be provided with additional resources for assisting disabled students to cope with school life in the institutions.
- (k) The UGC to encourage tertiary institutions to provide appropriate access facilities for the disabled.
- (l) The ED to be given a substantial increase in staff to follow up the recommendations.

Resource Implications

- 12.12 The rough estimates regarding the financial implications of our recommendations are at Appendix 10.
- 12.13 We understand that it is unrealistic to expect that funding can be allocated to implement all the recommendations at once. However, recommendations which have a little or no financial implication should be implemented as soon as possible. For recommendations which involve significant financial implications, the Government may need to allocate resources to these items by phases, taking into account their urgency.

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：為失明兒童而設的學校

參加此調查學校數目：2

年份		1995/96	1990/91	1985/86
該年入學人數(%)		11(100%)	10(100%)	7(100%)
健康狀況 (必須具有關 報告證明)	視力障礙 (Note B)	11(100%)	10(100%)	7(100%)
	聽覺障礙 (Note C)	1(9.1%)		
	弱智: (I.Q. score) HK-WISC # (Note D)		3(30%)	3(42.9%)
	SB			
	MP			
	自閉症			
	過度活躍/注意力缺乏		3(30%)	3(42.9%)
	上/下肢殘缺		1(10%)	1(14.3%)
	心臟病			
	腎病	1(9.1%)		
	血病		1(10%)	
	哮喘			1(14.3%)
	羊癲症	1(9.1%)		2(28.6%)
	精神病			1(14.3%)
	糖尿病		1(10%)	
	其他內科疾病	2(18.2%)		
	骨骼毛病			1(14.3%)
其他(請註明)	3(27.3%)	4(40%)		
身體弱能情況	需要輔助器械行動 (Note E)		1(10%)	
	活動能力有限 (Note F)		1(10%)	1(14.3%)
情緒行為問題 (Note G)	在校內行為問題		2(20%)	3(42.9%)
	心理問題			4(57.1%)
	有犯罪傾向或有犯罪行爲			
	其他(請註明)		1(10%)	1(14.3%)
溝通能力	口語表達能力弱	1(9.1%)	5(50%)	4(57.1%)
	理解能力弱	1(9.1%)	5(50%)	4(57.1%)
	用手勢溝通		2(20%)	2(28.6%)
	缺乏任何溝通			
自理能力	如廁能力有限			
	進食或進飲能力有限			
	不能自己吃藥	11(100%)	8(80%)	5(71.4%)
輔助服務	額外員工在班房內協助該生		3(30%)	4(57.1%)
	額外員工在班房外協助該生	2(18.2%)	4(40%)	4(57.1%)

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：為失聰兒童而設的學校

參加此調查學校數目：4

年份		1995/96	1990/91	1985/86
該年入學人數(%)		40(100%)	41(100%)	45(100%)
健康狀況 (必須具有圖 報告証明)	視力障礙 (Note B)			
	聽覺障礙 (Note C)	40(100%)	41(100%)	43(95.6%)
	弱智: (I.Q. score) HK-WISC # (Note D)	4(10%)	1(2.4%)	3(6.7%)
	SB			
	MP			
	自闭症			
	過度活躍/注意力缺乏		1(2.4%)	
	上/下肢殘缺			
	心臟病	1(2.5%)		
	腎病			
	血病			
	哮喘			
	羊癲症		2(4.9%)	
	糖尿病			
	其他內科疾病	1(2.5%)		
	骨骼毛病	1(2.5%)	1(2.4%)	1(2.2%)
	其他(請註明)	3(7.5%)	1(2.4%)	
身體功能情況	需要輔助儀器行動 (Note E)	1(2.5%)		
	活動能力有限 (Note F)		1(2.4%)	
情緒行爲問題 (Note G)	在校內行爲問題	1(2.5%)	19(46.3%)	1(2.2%)
	心理問題	7(12.5%)	2(4.9%)	15(33.3%)
	有犯罪傾向或有犯罪行爲		2(4.9%)	
	其他(請註明)			
溝通能力	口語表達能力弱	17(42.5%)	18(44%)	20(44.4%)
	理解能力弱	5(12.5%)	13(31.7%)	12(26.7%)
	用手勢溝通	5(12.5%)	11(26.8%)	13(28.9%)
	缺乏任何溝通	7(17.5%)	17(41.5%)	18(40%)
自理能力	如廁能力有限	1(2.5%)		
	進食或進飲能力有限			
	不能自己吃藥	3(7.5%)		
輔助服務	額外員工在班房內協助該生			
	額外員工在班房外協助該生	2(5%)	5(12.2%)	2(4.4%)

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
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學校類別：為身體弱能兒童而設的學校

參加此調查學校數目：7

年份		1995/96	1990/91	1985/86
該年入學人數(%)		57(100%)	86(100%)	62(100%)
健康狀況 (必須具有圖 報告證明)	視力障礙 (Note B)	6(10.5%)	16(18.6%)	3(4.8%)
	聽覺障礙 (Note C)	5(8.8%)	8(9.3%)	6(9.7%)
	智商: (I.Q. score) HK-WISC # (Note D)	32(56.1%)	44(51.2%)	30(48.4%)
	SB			
	MP			
	自閉症		1(1.2%)	
	過度活躍/注意力缺乏			
	上/下肢殘缺	18(31.6%)	30(34.9%)	13(21%)
	心臟病	1(1.8%)	4(4.7%)	
	腎病		1(1.2%)	1(1.6%)
	血病	1(1.8%)		2(3.2%)
	哮喘	1(1.8%)	4(4.7%)	1(1.6%)
	羊癲症	8(14%)	9(10.5%)	11(17.7%)
	精神病	1(1.8%)	1(1.2%)	
	糖尿病			
	其他內科疾病	9(15.8%)	23(26.7%)	17(27.4%)
	骨格毛病	6(10.5%)	5(5.8%)	8(12.9%)
其他(請註明)	36(63.2%)	47(54.7%)	34(54.8%)	
身體弱能情況	需要輔助儀器行動 (Note E)	36(63.2%)	53(61.6%)	38(61.3%)
	活動能力有限 (Note F)	52(91.2%)	78(90.7%)	50(80.6%)
情緒行為問題 (Note G)	在校內行為問題	2(3.5%)	9(10.5%)	6(9.7%)
	心理問題	3(5.3%)	13(15.1%)	14(22.6%)
	有犯罪傾向或有犯罪行為		3(3.5%)	
	其他(請註明)			
溝通能力	口語表達能力弱	37(64.9%)	54(62.8%)	33(53.2%)
	理解能力弱	34(59.6%)	37(43%)	28(45.2%)
	用手勢溝通	5(8.8%)	11(12.8%)	11(17.7%)
	缺乏任何溝通	1(1.8%)	3(3.5%)	
自理能力	如廁能力有限	32(56.1%)	41(47.7%)	26(41.9%)
	進食或進飲能力有限	19(33.3%)	25(29.1%)	21(33.9%)
	不能自己吃藥	42(73.7%)	60(69.8%)	41(66.1%)
輔助服務	額外員工在班房內協助該生	18(31.6%)	29(33.7%)	22(35.5%)
	額外員工在班房外協助該生	44(77.2%)	54(62.8%)	31(50%)

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：為情緒問題及缺乏照顧兒童而設的學校
 參加此調查學校數目：7

月份		1995年9月	1990年9月	1985年9月
該年入學人數(%)		119(100%)	203(100%)	141(100%)
健康狀況 (必須具有調 報告証明)	視力障礙 (Note B)			
	聽覺障礙 (Note C)			
	弱智: (LQ.score) HK-WISC # (Note D)		1(0.5%)	
	SB			
	MP			
	自閉症			
	過度活躍/注意力缺乏		3(1.5%)	
	上/下肢殘缺			
	心臟病	3(2.5%)		
	腎病			
	血毒			
	哮喘	2(1.7%)	2(1%)	
	羊癲症			
	精神病	1(0.8%)	2(1%)	
	糖尿病			
	其他內科疾病			
骨骼毛病	1(0.8%)			
其他(請註明)	2(1.7%)			
身體弱能情況	需要輔助儀器行動 (Note E)			
	活動能力有限 (Note F)			
情緒行為問題 (Note G)	在校內行為問題	117(98.3%)	183(90.1%)	113(80.1%)
	心理問題	44(37%)	102(50.2%)	56(39.7%)
	有犯罪傾向或有犯罪行爲	108(90.8%)	166(81.8%)	116(82.3%)
	其他(請註明)	2(1.7%)	16(7.9%)	
溝通能力	口語表達能力弱	19(16%)	2(1%)	18(12.8%)
	理解能力弱		2(1%)	
	用手勢溝通			
	缺乏任何溝通			
自理能力	如廁能力有限			
	進食或進飲能力有限			
	不能自己吃藥			
輔助服務	額外員工在班房內協助該生			
	額外員工在班房外協助該生			3(2.1%)

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：為輕度及中度弱智兒童而設的學校
 參加此調查學校數目：6

年份		1995/96	1990/91	1985/86
該年入學人數(%)		171(100%)	174(100%)	81(100%)
健康狀況 (必須具有圖 報告証明)	視力障礙 (Note B)	7(4.1%)	3(1.7%)	
	聽覺障礙 (Note C)	10(5.8%)	5(2.9%)	
	弱智: (I.Q. score) HK-WISC # (Note D)	143(83.6%)	159(91.4%)	77(95.1%)
	SB			
	MP			
	自閉症	37(21.6%)	31(17.8%)	13(16%)
	過度活躍/注意力缺乏	29(17%)	25(14.4%)	3(3.7%)
	上/下肢殘缺	2(1.2%)		
	心臟病	6(3.5%)	12(6.9%)	5(6.2%)
	腎病		1(0.6%)	
	血病		2(1.2%)	
	哮喘	4(2.3%)	3(1.7%)	1(1.2%)
	羊癲症	11(6.4%)	11(6.3%)	7(8.6%)
	精神病	1(0.6%)	4(2.3%)	
	糖尿病		1(0.6%)	
	其他內科疾病	4(2.3%)	3(1.7%)	
	骨格毛病	3(2.9%)		
	其他(請註明)	8(4.7%)	8(4.6%)	5(6.2%)
	身體弱能情況	需要輔助儀器行動 (Note E)	1(0.6%)	1(0.6%)
活動能力有限 (Note F)		6(3.5%)		
情緒行爲問題 (Note G)	在校內行爲問題	39(22.8%)	59(33.9%)	10(12.3%)
	心理問題	1(0.6%)	19(11%)	1(1.2%)
	有犯罪傾向或有犯罪行爲		16(9.2%)	
	其他(請註明)			
溝通能力	口語表達能力弱	107(62.6%)	53(30.5%)	54(66.7%)
	理解能力弱	94(55%)	43(24.7%)	52(64.2%)
	用手勢溝通	28(16.4%)	11(6.3%)	9(11.1%)
	缺乏任何溝通	3(1.8%)	2(1.2%)	
自理能力	如廁能力有限	20(11.7%)	13(7.5%)	10(12.3%)
	進食或進飲能力有限	40(23.4%)	7(4%)	
	不能自己吃藥	82(48%)	52(29.9%)	50(61.7%)
輔助服務	額外員工在班房內協助該生	3(1.8%)	5(2.9%)	
	額外員工在班房外協助該生	16(9.4%)	15(8.6%)	

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：為輕度弱智兒童而設的學校

參加此調查學校數目：11

年份		1995/96	1990/91	1985/86
該年入學人數(%)		207(100%)	229(100%)	204(100%)
健康狀況 (必須具有關 報告証明)	視力障礙 (Note B)	8(3.9%)	14(6.1%)	7(3.4%)
	聽覺障礙 (Note C)	9(4.3%)	18(7.9%)	10(4.9%)
	弱智: (I.Q. score) HK-WISC # (Note D)	192(92.8%)	211(92.1%)	190(93.1%)
	SB			
	MP			
	自閉症	48(23.2%)	47(20.5%)	16(7.8%)
	過度活躍/注意力缺乏	19(9.2%)	36(15.7%)	11(5.4%)
	上/下肢殘缺	1(0.5%)	3(1.3%)	1(0.5%)
	心臟病	13(6.3%)	5(2.2%)	12(5.9%)
	腎病	3(1.5%)	1(0.4%)	
	血毒	1(0.5%)		
	哮喘	6(2.9%)	4(1.8%)	1(0.5%)
	羊癲症	12(5.8%)	16(7%)	6(2.9%)
	精神病		2(0.9%)	2(1%)
	糖尿病			
	其他內科疾病	6(2.9%)	5(2.2%)	1(0.5%)
	骨節毛病	8(3.9%)	7(3.1%)	8(3.9%)
	其他(請註明)	19(9.2%)	12(5.2%)	5(2.5%)
	身體機能情況	需要輔助儀器行動 (Note E)	2(1%)	2(0.9%)
活動能力有限 (Note F)		19(9.2%)	43(18.8%)	28(13.7%)
情緒行為問題 (Note G)	在校內行為問題	52(25.1%)	51(22.3%)	32(15.7%)
	心理問題	28(13.5%)	46(20.1%)	34(16.7%)
	有犯罪傾向或有犯罪行為	2(1%)	11(4.8%)	12(5.9%)
	其他(請註明)		3(1.3%)	
溝通能力	口語表達能力弱	100(48.3%)	137(59.8%)	112(54.9%)
	理解能力弱	97(46.9%)	125(54.6%)	97(47.5%)
	用手勢溝通	1(0.5%)	15(6.6%)	9(4.4%)
	缺乏任何溝通	1(0.5%)	5(2.2%)	4(2%)
自理能力	如廁能力有限	17(8.2%)	11(4.8%)	4(2%)
	進食或進飲能力有限	18(8.7%)	10(4.4%)	2(1%)
	不能自己吃藥	12(5.8%)	18(7.9%)	14(6.9%)
輔助服務	額外員工在班房內協助該生	23(11.1%)	23(10%)	22(10.8%)
	額外員工在班房外協助該生	34(16.4%)	43(18.8%)	35(17.2%)

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
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學校類別：為中度弱智兒童而設的學校
 參加此調查學校數目：15

年份		1991/96	1990/91	1985/86
該年入學人數(%)		130(100%)	138(100%)	134(100%)
健康狀況 (必須具有圖 報告證明)	視力障礙 (Note B)	9(6.9%)	6(4.3%)	5(3.7%)
	聽覺障礙 (Note C)	9(6.9%)	7(5.1%)	2(1.5%)
	弱智: (I.Q. score) HK-WISC # (Note D)	122(93.8%)	136(98.6%)	123(91.8%)
	SB			
	MP			
	自閉症	47(36.2%)	54(39.1%)	17(12.7%)
	過度活躍/注意力缺乏	39(30%)	30(21.7%)	13(9.7%)
	上/下肢殘缺	1(0.8%)		
	心臟病	1(0.8%)	2(1.4%)	8(6%)
	腎病	4(3.1%)		
	血病			
	哮喘	2(1.5%)	4(2.9%)	3(2.2%)
	羊癲症	14(10.8%)	18(13%)	9(6.7%)
	精神病			3(2.2%)
	糖尿病			
	其他內科疾病	2(1.5%)	2(1.4%)	1(0.7%)
	骨格毛病	1(0.8%)		
其他(請註明)	13(10%)	12(8.7%)	13(9.7%)	
身體弱能情況	需要輔助操縱行動 (Note E)		1(0.7%)	
	活動能力有限 (Note F)	2(1.5%)	5(3.6%)	4(3%)
情緒行爲問題 (Note G)	在校內行爲問題	16(12.3%)	24(17.4%)	30(22.4%)
	心理問題	15(11.5%)	22(15.9%)	30(22.4%)
	有犯罪傾向或有犯罪行爲	1(0.8%)		
	其他(請註明)		2(1.4%)	1(0.7%)
溝通能力	口語表達能力弱	103(79.2%)	117(84.8%)	94(70.1%)
	理解能力弱	90(69.2%)	95(68.8%)	74(55.2%)
	用手勢溝通	50(38.5%)	61(44.2%)	39(29.1%)
	缺乏任何溝通	9(6.9%)	16(11.6%)	14(10.4%)
自理能力	如廁能力有限	60(46.2%)	54(39.1%)	38(28.4%)
	進食或進飲能力有限	38(29.2%)	35(25.4%)	24(17.9%)
	不能自己吃藥	75(57.7%)	74(53.6%)	54(40.3%)
輔助服務	額外員工在班房內協助該生	20(15.4%)	22(15.9%)	9(6.7%)
	額外員工在班房外協助該生	64(49.2%)	55(39.9%)	32(23.9%)

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
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學校類別：為嚴重弱智兒童而設的學校
 參加此調查學校數目：10

年份		1995/96	1990/91	1985/86
該年入學人數(%)		58(100%)	60(100%)	65(100%)
健康狀況 (必須具有圖 報告証明)	視力障礙 (Note B)	18(31%)	17(28.3%)	4(6.2%)
	聽覺障礙 (Note C)	11(19%)	11(18.3%)	6(9.2%)
	弱智: (I.Q.score) HK-WISC # (Note D)	54(93.1%)	60(100%)	63(96.9%)
	SB			
	MP			
	自閉症		2(3.3%)	2(3.1%)
	過度活躍/注意力缺乏	22(37.9%)	26(43.3%)	24(36.8%)
	上/下肢殘缺	26(44.8%)	32(53.3%)	22(33.8%)
	心臟病	2(3.4%)	3(5%)	
	腎病	2(3.4%)		
	血病	1(1.7%)		
	哮喘	2(3.4%)	3(5%)	
	羊癲症	32(55.2%)	24(40%)	29(44.6%)
	精神病			
	糖尿病		1(1.7%)	1(1.5%)
	其他內科疾病	8(13.8%)	17(28.3%)	4(6.2%)
	骨骼毛病	3(5.2%)	15(25%)	13(20%)
其他(請註明)	24(41.1%)	13(21.7%)	8(12.3%)	
身體功能情況	需要輔助儀器行動 (Note E)	32(55.2%)	36(60%)	30(46.2%)
	活動能力有限 (Note F)	46(79.3%)	59(91.7%)	44(67.7%)
情緒行為問題 (Note G)	在校內行為問題	3(5.2%)	2(3.3%)	11(16.9%)
	心理問題			4(6.2%)
	有犯罪傾向或有犯罪行為			
	其他(請註明)			
溝通能力	口語表達能力弱	58(100%)	58(96.7%)	65(100%)
	理解能力弱	52(89.9%)	53(88.3%)	61(93.8%)
	用手勢溝通	25(43.1%)	42(70%)	35(53.5%)
	缺乏任何溝通	15(25.9%)	2(3.3%)	4(6.2%)
自理能力	如廁能力有限	55(94.8%)	51(85%)	52(80%)
	進食或進飲能力有限	45(77.6%)	49(81.7%)	46(70.8%)
	不能自己吃藥	51(87.9%)	54(90%)	54(83.1%)
輔助服務	額外員工在班房內協助學生	51(87.9%)	44(73.3%)	52(80%)
	額外員工在班房外協助學生	47(81%)	48(80%)	53(81.5%)

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：醫院學校(普通科)

參加此調查學校數目：1 (1995/96 年度分佈於 14 間醫院)
(1990/91 年度分佈於 10 間醫院)
(1985/86 年度分佈於 10 間醫院)

月份		1995 年 9 月	1990 年 9 月	1985 年 9 月
該年入學人數(%)		1317(100%)	1274(100%)	1532(100%)
健康狀況 (必須具有醫療報告證明)	視力障礙 (Note B)	5(0.4%)	6(0.5%)	4(0.3%)
	聽覺障礙 (Note C)	3(0.2%)	2(0.2%)	5(0.3%)
	智商: (I.Q. score) HK-WISC # (Note D)	4(0.3%)	4(0.3%)	
	SB	3(0.2%)		
	MP			
	自閉症			
	過度活躍/注意力缺乏	3(0.2%)	1(0.1%)	
	上/下肢殘缺	14(1.1%)	53(4.2%)	32(2.1%)
	心臟病	13(1%)	8(0.6%)	7(0.5%)
	腎病	35(2.7%)	34(2.7%)	63(4.1%)
	肝病	39(3%)	43(3.4%)	55(3.6%)
	哮喘	136(10.3%)	76(6%)	114(7.4%)
	羊癲症	17(1.3%)	22(1.7%)	10(0.7%)
	精神病	1(0.1%)		
	糖尿病	7(0.5%)	4(0.3%)	2(0.1%)
	其他內科疾病	326(24.8%)	300(23.5%)	325(21.2%)
骨骼毛病	154(11.7%)	165(13%)	210(13.7%)	
其他 (請註明)				
身體機能情況	需要輔助儀器行動 (Note E)	57(4.3%)	60(4.7%)	52(3.4%)
	活動能力有限 (Note F)	107(8.1%)	92(7.2%)	73(4.8%)
情緒行為問題 (Note G)	在校內行為問題	4(0.3%)	8(0.6%)	
	心理問題	24(1.8%)	1(0.1%)	
	有犯罪傾向或有犯罪行為			
	其他 (請註明)			
溝通能力	口語表達能力弱	26(2%)	8(0.6%)	2(0.1%)
	理解能力弱	27(2.1%)	10(0.8%)	1(0.1%)
	用手勢溝通	9(0.7%)	6(0.5%)	
	缺乏任何溝通	2(0.2%)		
自理能力	如廁能力有限	23(1.7%)	3(0.2%)	1(0.1%)
	進食或進飲能力有限	11(0.8%)		
	不能自己洗澡	40(3%)	31(2.4%)	23(1.5%)
輔助服務	額外員工在班房內協助該生	4(0.3%)	1(0.1%)	
	額外員工在班房外協助該生	9(0.7%)	1(0.1%)	

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：實用中學

參加此調查學校數目：2

月份		1995年9月
該年入學人數(%)		369(100%)
健康狀況 (必須具有關 報告證明)	視力障礙 (Note B)	
	聽覺障礙 (Note C)	
	弱智: (I.Q. score) HK-WISC	
	# (Note D)	SB
		MP
	自閉症	
	過度活躍/注意力缺乏	
	上/下肢殘缺	
	心臟病	
	腎病	
	血病	
	哮喘	8(2.2%)
	羊癲症	1(0.3%)
	精神病	
	糖尿病	
	其他內科疾病	
	骨骼毛病	
其他(請註明)	1(0.3%)	
身體靈活情況	需要輔助儀器行動 (Note E)	
	活動能力有限 (Note F)	
情緒行為問題 (Note G)	在校內行為問題	274(74.3%)
	心理問題	36(9.8%)
	有犯罪傾向或有犯罪行為	240(65%)
	其他(請註明)	11(3%)
溝通能力	口語表達能力弱	
	理解能力弱	
	用手勢溝通	
	缺乏任何溝通	
自理能力	如廁能力有限	
	進食或進飲能力有限	
	不能自己吃藥	
輔助服務	額外員工在班房內協助該生	
	額外員工在班房外協助該生	

就讀特殊學校、實用中學及技能訓練學校學生的弱能狀況調查
(此調查主要探討學生的主要弱能以外的其他問題)

學校類別：技能訓練學校

參加此調查學校數目：2

月份		95年9月- 96年1月	90年9月- 91年1月	85年9月- 86年1月
該年入學人數(%)		166(100%)	106(100%)	108(100%)
健康狀況 (必須具有關 報告證明)	視力障礙 (Note B)	2(1.2%)	2(1.9%)	
	聽覺障礙 (Note C)	6(3.6%)	2(1.9%)	3(2.8%)
	弱智: (I.Q. score) HK-WISC # (Note D) SB MP	38(22.9%)	32(30.2%)	20(18.5%)
	自閉症	1(0.6%)		
	過度活躍/注意力缺乏	9(5.4%)		1(0.9%)
	上/下肢殘缺			1(0.9%)
	心臟病	2(1.2%)	1(0.9%)	
	胃病			
	血癆	1(0.6%)		3(2.8%)
	哮喘	5(3%)	3(2.8%)	1(0.9%)
	羊癲症	9(5.4%)	3(2.8%)	6(5.6%)
	精神病	5(3%)		4(3.7%)
	糖尿病	1(0.6%)		
	其他內科疾病	1(0.6%)		
	骨骼毛病			
	其他(請註明)	8(4.8%)	6(5.7%)	
身體調適情況	需要輔助儀器行動 (Note E)			
	活動能力有限 (Note F)	1(0.6%)		
情緒行為問題 (Note G)	在校內行為問題	44(26.5%)		
	心理問題	19(11.4%)		
	有犯罪傾向或有犯罪行為	8(4.8%)		
	其他(請註明)	2(1.2%)		
溝通能力	口語表達能力弱	29(17.5%)	2(1.9%)	1(0.9%)
	理解能力弱	31(18.7%)		
	用手勢溝通	1(0.6%)		
	缺乏任何溝通			
自理能力	如廁能力有限			
	進食或進飲能力有限			
	不能自己吃藥			
輔助服務	額外員工在班房內協助該生			
	額外員工在班房外協助該生			

**Board of Education Sub-committee
on Special Education**

**Brief notes on the Focus Group Discussion for
Sponsors/Administrators of
Special Schools/Special Education Classes**

Date : 28.2.1995

Time : 2:00 - 5:30 pm

Venue : Rm 1511, 15/F Wu Chung House, 213 Queen 德 Road East, Wanchai, Hong Kong

Present : Dr Leslie LO Nai-kwai	(Chairman)
Miss TAM Lap-yan	(Church of Christ in China)
Miss Phyllis WONG	(Caritas - HK)
Dr Simon LEUNG	(Ebenezer School & Home for the Blind)
Miss KWAN Wai-fong	(Good Shepherd Sisters)
Miss Nora WONG	(HK Association for the Mentally Handicapped)
Mrs W L WONG	(HK Association for the Mentally Handicapped)
Miss Judy SITO	(HK Red Cross)
Mr MAK Kwai-po	(Po Leung Kuk)
Ms POON Koon-fong	(Po Leung Kuk)
Mr Wilson CHEUNG	(Society of Boy 德 Centres)
Mrs C S CHONG	(Spastics Association of HK)
Miss Bonnie FUNG	(Tung Wah Group of Hospitals)
Miss Marion WONG	(Tung Wah Group of Hospitals)
Mrs Jane CHEUNG	(Secretary)

Miss Eileen LAM

(Secretary)

In attendance

Mr CHAN Kwok-kuen	(BoE Sub-committee Member)
Mrs Grace HUI WONG King-man	(BoE Sub-committee Member)
Mrs Minnie LAI WEI Kit-lin	(BoE Sub-committee Member)
Mrs LING LAU Yuet-fun	(BoE Sub-committee Member)
Mr SIT Kam-kwei	(BoE Sub-committee Member)
Mr YUNG Ka-kui	(BoE Sub-committee Member)

I. The Chairman stated the purpose of the Focus Group Discussion. Participants were encouraged to contribute their ideas which would be brought back for discussion at the Sub-committee meeting. In view of time constraint, participants could send in their written comments to the Secretary.

II. Suggestions/comments by the participants on the following points:-

A. Appointment, appraisal and support for professional staff and school heads

i) Appointment of school heads:

- School head should be a good model, a leader and proficient in managing human resources.
- Qualifications, experience in special education and personality were important criteria.

ii) Appraisal:

- Supervisors could appraise principals.
- Some participants said that principals should have no difficulty appraising professional staff as they were in close working relationship with all staff. Particular professional knowledge was not necessary as in the case of appraising teachers of various subjects.
- Some participants said that The principal might have difficulty in appraising professional staff such as Educational Psychologist, especially when that professional staff was shared out among several schools under the same sponsor.

iii) Support to professional staff:

- The principal might have difficulty in giving support to professional staff, e.g. social workers on handling certain cases.
- Proposed to create the post of Social Welfare Officer (SWO) to be based in schools of larger sponsor and share out the service with other schools.

B. Diminishing enrolment in some categories of special schools

i) MH schools

- ED should have better planning when choosing sites for new reprovisioned MH schools.

ii) Maladjusted Schools

- A drop in enrolment subsequent to the introduction of Central Co-ordinating Referral Mechanism (CCRM) and the set up of Practical School and Small Group Homes. Speculated that some students who should be placed in Maladjusted schools had been referred to Practical School instead.
- Diminished enrolment affected adversely the classroom learning because of less interaction.
- Proposed to prepare a circular on Maladjusted Schools and the ones prepared on Practical Schools and Skills Opportunity Schools to ensure correct referrals to the respective schools.

Blind School

- Diminished enrolment subsequent to improved medical care and genetic counseling. Proposed to operate the blind school as blind school cum resource centre for visually impaired integrators in ordinary schools.

Quality assurance in education

- Feedback from parents and comments from visitors were useful indicators.
- Teacher quality was important.
- More should be on job training and school-based seminars.
- Elements of special education should be included in the curriculum for teacher training.
- Degree course in special education.

- Proposed to set up QAU in ED to enable the assessment of quality among various categories of special schools.

Resource and staffing

- Difficulty in recruiting SSWA.
- Proposed that the Class Grant be increased by 30-50%.

Maladjusted Schools

- To improve social worker: student ratio from 1:70 to 1:40 in Maladjusted schools.
- Activity grant for maladjusted schools.
- To reduce class size from 15-12.
- Maladjusted schools preferred Clinical Psychologist to Education Psychologist.
- Additional manpower to provide support for students integrated in ordinary schools.
- To look into school facilities, e.g. class area, covered playground etc.

MH Schools

- Support for autistic students in MH schools inadequate. Proposed to maintain a certain percentage of total enrolment for autistic children in MH schools; Proportionate increase in resource teacher for autistic day students; and additional staff for boarding section with autistic children.
- To reduce mild grade MH school class size from 20 to 15.
- Mild and moderate grade MH schools should have a nurse to care for those requiring medication.
- To improve teacher: student ratio in combined grade MH schools or to introduce teacher aide in class.

PH schools

- The schedule of accommodation for PH schools should be revised. e.g. accommodation for hydrotherapy.
- The reduce class size from 10 to 8 as more students were of multiple handicap.

- Difficulty in recruitment and retention of perimedical staff.

Blind School

- The school to serve as special school cum centre for integrators.

Deaf School

- Additional social worker~~is~~ support for partially hearing students in the School Remedial Support Programme (SRS).

Word[SIRT-D5]

Board of Education Sub-committee on Special Education

**Brief Notes on the Focus Group Discussion for
Teachers of Special Schools/Special Education Classes**

Date : 10.3.1995

Time : 2:00 pm - 5:30 pm

Venue : Rm 102, Perth Street Special Education Services Centre, 6 Perth Street, Homantin, Kowloon

Present : Dr Leslie LO Nai-kwai	(Chairman)
Mr CHEUNG Hok-leung	(Ebenezer School for the Blind)
Mr LAI Mei-ha	(Hong Kong School for the Deaf)
Miss WONG Yuen-bing	(John F Kennedy Centre)
Miss YEUNG Lai-ping	(SBC - Hui Chung Sing Mem Sch)
Miss CHEUGN Yuen-yee	(Pelletier School)
Mr HO Ming-ying	(Tuen Mun Morninghill School)
Mr FUNG Suk-kai	(PLK Yu Lee Mo Fan Memorial School)
Mr HUI Kin-man	(Caritas Lok Yan School)
Mr LAW Yuen-ching	(Rotary Club HK Island West Morninghope Sch)
Mr KWONG Lit-ming	(Hong Kong Sea School)
Mr WONG Tang-tat	(CCC Nim Tsi School)
Mr POON Bo-man	(Subsidized Primary Schools Council)
Mr YU Wing-chau	(Subsidized Primary Schools Council)
Ms HUI Kwok-mei	(Government Educational Staff Union)
Mr AU Chak-yuen	(Government Educational Staff Union)

Mrs Jane Cheung (Secretary)

Miss Eileen Lam (Secretary)

In attendance

Miss BOW Sui-may (BoE Sub-committee Member)

Mr CHAN Kwok-kuen (BoE Sub-committee Member)

Mrs Minnie LAI WEI Kit-lin (BoE Sub-committee Member)

Mrs LING LAU Yuet-fun (BoE Sub-committee Member)

Mr SIT Kam-kwei (BoE Sub-committee Member)

Mr YUNG Ka-kui (BoE Sub-committee Member)

I. The Chairman stated the purpose of the Focus Group Discussion. Participants were encouraged to contribute their ideas which would be brought back for discussion at the Sub-committee meeting. In view of time constraint, participants could send in their written comments to the Sub-committee.

II. Suggestions/comments by the participants on the following discussion points:

A. Appointment, appraisal and support for teachers

i) Appointment

Maladjusted School

- Basic teacher training with induction courses from ED.
- Teacher personality is important.
- Proposed to be able to employ 1-2 unqualified teachers to teach activities like folk dance.
- Government 僱 recognition for non-common wealth qualification would be helpful.

Deat School

- Pre-service training in special education was not crucial as teachers could gain better understanding through working with the children and with assistance from fellow teachers.

PH School

- It would be difficult for those without training in special education.
- Schools which sent teachers for full-time in-service training in the past year would need to employ supply teachers, who again, were without special education training.

Blind School

- Difficult for teachers to get training: as there were only 2 schools, the course for them would not be open unless there were at least 5 applicants.

Mentally Handicapped School

- Primary and secondary graduate teachers should have the same salary scale.
- For the 180 proposed graduate teaching posts in aided primary schools, a proportion of which should be earmarked for special schools.
- As it was difficult to recruit trained special education teachers, consideration should be given to pre-service training.

ii) Appraisal

There was one proposal for Ed to supply a guideline on how to assess staff for promotion. The following are content and modes of appraisal proposed by participants from the respective special schools/special education classes.

Subsidized Primary School Council

- Use 3 areas for promotion appraisal:
 - a) Seniority
 - b) Quality
 - c) Ability

PH School

- Administrative ability was an important appraisal item for promotion purpose.
- Difficult to assess teachers on basis of student ~~德~~ performance and output.

- Teacher 德 commitment to teaching was an important criterion, whereas teacher 德 skills could be improved in time.

Deaf School

- Administrative ability and teaching skills were of equal importance.

MH School

- Areas to assess
 - a) Classroom teaching, teacher/student interaction
 - b) Interaction with parents
 - c) Relationship with colleagues, including the Principal
 - d) Activities other than teaching
- To ensure fairness, there should be more countersigning officers, and better still, if these could be selected by the appraisee.
- There should be training for the seniors on how to conduct appraisal.
- To conduct self assessment - Principal and teacher to set goals together. (However, one participant shared her experience that teachers tended to be passive in this form of assessment)

Maladjusted School

- Areas to be assessed
 - a) Teaching
 - b) Other activities
 - c) Interaction with students
 - d) Interaction with parents
 - e) Personnel in development of professional knowledge

Practical School and Government Educational Staff Union (GESU)

- Promotion could be awarded on basis of teaching performance, ability in administration need not be a major consideration.

- The promoted teacher if he/she was very good at teaching could share out the administrative duties with other staff while the bulk of his work would still be on teaching.

SOS

- Administrative ability is important for promotion.

iii) Support

Maladjusted School

- More interschool communication among maladjusted schools.
- Required support of clinical Psychologist. Presently, some schools were not entitled to Educational Psychologist service because of school's small size.
- Insurance for teachers who might be hurt by aggressive students.
- A special 'investigating' group to protect teachers against untruthful accusations or misreporting by reporters/students.

PH School

- Clerical support for the school section, 1 for primary, 1 for secondary.

Practical School

- Teacher librarian
- School nurse
- More school social worker

MH School

- TASTs to be replaced by the same number of speech therapists in the new package, e.g. 3 TASTs in a school with 10 classes to be replaced by 2 Sts.
- School nurse.
- Medical insurance for teachers.
- Resource teacher for secondary section with autistic children.
- Not enough Educational Psychologist service as only schools with 30 classes were entitled to one EP.

- Need Teachers' guide in implementing the curriculum.
- Additional paramedical service in the establishment of Severely Mentally Handicapped school.
- Special schools should be purpose-built.

- Note:
- 1) In view of apparent shortage of Educational Psychologist, maladjusted schools proposed to have a teacher with similar experience and qualifications to take up the work.
 - 2) In response to MH schools' strong request for school nurse service, the Chairman requested the concerned participants to supply random sample of a day's happenings in the school log book at 3 different times, i.e. 5 years ago, 2 years ago and recently, to substantiate their need for a school nurse.

B. Quality Assurance

It was agreed that quality assurance was hinged on teachers conviction and willingness to continue their service in schools, but such commitment was affected by the working environment.

Practical School

- Class size of 30 was too large.
- A larger class grant to cover expenses such as teaching aids (photo copies) and student activities.
- Job satisfaction was important. An all-year-round admission was disruptive and frustrating to teachers. It was proposed not to admit students 2.5 months before examination.

SMH School

- Half a teacher for 1 class. The teacher aide needs to have only S.3 education.
- Staff development is important.
- Number of paramedical staff should be in proportion to the number of classes and not the number of students.

Moderate MH School and Mild MH School

Quality assurance depends on

- Good communication among heads and teachers and other staff
- Shared goals
- Teachers like the job
- Partnership at work
- Sound school administration with teacher participation
- Chances of staff development
- Prospect of promotion
- Support for teachers
- Curriculum guidelines

Mild MH School

- Extend schooling from S.3 to S.5 to prepare student better for adjustment in society.

SOS

- Pre-service training is important.

PH School

- Need more teachers while maintaining the same number of paramedical staff
- Small class size
- Good working environment

Blind School

- Teachers draw satisfaction from students' success
- For the Blind Integrators' programme, the resource teacher: pupils ratio of 1:8 to 1:6

GESU

- Strong school administration and partnership with teachers

- Good communication between teachers and school administration
- Teachers should upgrade and seek to improve their professional knowledge

C. Training

- Need guidelines on curriculum
- In-service training could be in form of short courses conducted after school hours
- Special education element should be included in basic training for all teachers
- Merge HKIEd course with special education course conducted by CUHK and HKU
- Training on curriculum design
- To consider conducting teacher training in school settings
- Introduce special education in secondary school curriculum

Board of Education sub-committee on Special Education
Brief Notes on the Focus Group Discussion for
Supporting Staff of Special Schools

Date : 23.3.1995

Time : 2:00 pm - 5:30 pm

Venue : Rm 102, Perth Street Special Education Services Centre, 6 Perth Street, Homantin, Kowloon

Present	: Dr Leslie LO Nai-kwai	(Chairman)
	Mr YEUNG Hung-kai	(Physiotherapist, John F Kennedy Centre)
	Miss LO Ching-yee	(Physiotherapist, Caritas Lok Yan School)
	Mr CHAU Pui-yuen	(Occupational Therapist, The Spastics Association of HK Kwai Shing School)
	Mr NG Tze-chung	(Occupational Therapist, The Spastics Association of HK Pak Tin Children 中心 Centre)
	Miss LUI Wai-yu	(Social Worker, Pak Tin Morninglight School)
	Miss FONG Yuk-ying	(Social Worker, Lutheran School for the Deaf)
	Miss LEE Wai-kwan	(Nurse, Princess Alexandra Red Cross Residential Sch)
	Miss TSUI Wai-ching	(Nurse, Pinehill Village No.3 School, Boarding Section)
	Mr LAM Kwan	(Warden, John F Kennedy Centre)
	Miss WONG Yee-wah	(Houseparent, TWGHs Kwan Fong Kai Chi School)
	Miss FUNG Man-wai	(Houseparent, Pinehill Village No.3 School)
	Miss FU Shun-yee	(Speech Therapist, Tuen Mun Morninghill School)
	Miss MA Lai-yin	(Educational Psychologist, Ko Fook Iu Memorial Sch)
	Mrs Jane CHEUNG	(Secretary)

Miss Eileen LAM

(Secretary)

In attendance:

Miss BOW Sui-may	(BoE Sub-committee Member)
Mr CHAN Kwok-kuen	(BoE Sub-committee Member)
Mrs Grace HUI WONG King-man	(BoE Sub-committee Member)
Mrs Minnie LAI WEI Kit-lin	(BoE Sub-committee Member)
Mrs Laura LING LAU Yuet-fun	(BoE Sub-committee Member)
Mr SIT Kam-kwai	(BoE Sub-committee Member)

I. The Chairman stated the purpose of the Focus Group Discussion. Participants were encouraged to contribute their ideas which would be brought back for discussion at the Sub-committee Meeting. In view of time constraint, participants could send in their written comments to the Sub-committee.

II. Suggestions/comments by the participants on the following discussion points:

A. Appointment, appraisal & support for supporting staff:

i) Physiotherapist (PT)

- Of the 25 established posts in the 10 special schools for the severely mentally handicapped (SMH) children, only 6 were filled. Presently 4 SMH schools are without physiotherapist service.
- The 3-year training programme on physiotherapy only provided 12 hours' instruction on pediatrics, which is inadequate for a PT to work with handicapped children, especially when there is no senior PT to support.

ii) Occupational Therapist (OT)

- Of the 46.5 established posts, 31 were filled, only about 6 Ots had over 5 years' experience.
- Proposed ED to offer supportive training to help OT in the initial adjustment to the post, guidelines for the supporting staff, and paid study leave and fee reimbursement for training in relevant courses.

- OT has job satisfaction but ratio to student was high, at 1:30.
- OT II had slim chance of promotion to OT I and OT I had little time to supervise OT II.
- Proposed to have all OT II posts in the establishment.

iii) Educational Psychologist (EP)

- With the introduction of school-based psychological service in 1987, there were now 9 EP posts.
- The difficulty in recruiting EP was related to the stringent requirement in training and work experience, and the limited career prospect. (Annex 1)
- Miss MA agreed that a mechanism to evaluate/assess competence of those who plan to take up the EP post despite the non-psychology major of their first degree would be helpful in the recruitment, and that the practising EPs should go through the same 'licensing' exercise.

iv) Warden

- The entry qualification was a diploma in social work and the rank was Senior Social Work Assistant (SSWA). It was proposed that Warden be upgraded to the rank of Social Work Officer/Chief Social Work Assistant (SWO/CSWA), as now the cases required more emotional/nurturing care, and that the upgrading could retain experienced staff.
- Mr LAM was alerted to the fact that there need to be justification for the upgrading in rank, e.g. change in job size and nature.

v) Houseparent

- The turnover rate of Houseparents from 91-94 was 67%. Of those who pursued degree course, 80% left after obtaining their degree.
- As Houseparents felt that their role had now changed and there was a need for them to also train the children apart from providing care, the post would require more training, hence it was proposed that the Houseparents and the potential Houseparents be given priority to take up a diploma course and that the post of Houseparents should be upgraded from the rank of Senior Welfare Worker (SWW) to that of Social Work Assistant (SWA).

vi) Social Worker (SW)

- There was high turnover of SW in mild grade and moderate grade MH schools. 50% of SW has less than 1 year's experience.
- There was no support for the group of special school social workers. Proposed to have senior post for supervision and support.
- Proposed to have ASWO for all categories and sizes of schools.

vii) Speech Therapist (ST)

- Presently only 18 posts are filled.
- STs reluctant to work with Teachers Assisting in Speech Therapy (TAST) and untrained teachers, and not all STs are in the position to appraise TAST in their schools.
- Not all STs were appraised by their principals because of the lack of professional expertise of the latter. As TASTs would be eventually replaced by fully qualified STs, it was requested to have the same number of STs to replace TASTs if not more.
- Support and resources for STs were inadequate and visit by inspectors from ED was infrequent.
- ED needed to give clear instruction on recognition of previous experience for appointment.
- There was the need to strengthen the multi disciplinary approach and in improving communication between ST and school. There were often case conferences between EP, SW and teachers only.

viii) Nurse

- Nurses had regular 9-5 working hours, hence the turnover was low.
- The ratio of nurse: student has not been revised over the years and the problems of students had become more complex.
- Support for Nurse was not enough, furthermore, she had to take up a lot of non-professional duties during other staff's absence, and there was no promotion prospect.

B. Quality Assurance

Miss FONG presented the general views as follows:

- i) ED to hold regular meetings with representatives of the supporting staff.
- ii) ED should have staff with knowledge of the different disciplines to advise on staff development, adjustment, and service guidelines.
- iii) To setup a special unit to supervise supporting staff.
Teamwork approach in school should be improved, e.g. EP to have better and more contribution to the school system, as EP's role is to improve the school system, support changes in school, work with parents, and advise on developmental and preventive programmes.
- iv) To expand the list of standard items on resources and equipment as needed.

Other additional views expressed:

- SW - A senior post be created in big sponsors schools while special arrangement be made for small independent schools to give consultation and to help co-ordinate staff development.
- Social workers are sometimes called upon to take up work not within their duties. The Chairman suggested that the Hong Kong Special School Council could set out guidelines with contribution from the field.
- ST - STs should fill all the post vacated by TASTs and the number of STs should increase to ensure quality service for the students.
- Warden - As there was Resource Teacher in the school section to support autistic children, similar consideration should be given to the boarding section with autistic children.

C. In-service training, staff development, career prospect

- i) General view was that, like special education teachers, supporting staff should also have training on special education.
- ii) Social worker
 - Fee reimbursement for courses attended.
 - Incentive in form of increment should be rewarded to staff who take the initiative to attend a relevant course.
- iii) Nurse

- ED to liaise with the Hospital Authority about training programmes so the nurses can keep up with the medical development.

- No promotion prospect.

iv) Speech Therapist

- In-service training.
- Invite overseas expert to conduct a course in Hong Kong.
- Attend courses abroad.

v) Houseparent

- In-service training.
- Special consideration be given for Houseparents to attend diploma courses in social work.

vi) Artisan

- No promotion prospect and no in-service training.

vii) Clerical Staff

- On-job training.
- Computer course training.
- 1 Clerical Officer II (CO II) for every 6 classes.
- 1 CO II for a new school.

viii) Occupational Therapist Assistant (OTA)

- Proper rooms and tools.
- No promotion prospect.
- Duties not clearcut e.g. being asked to handle general repairs in schools.
- Need to have promotional posts, like workshop instructors who have 1 senior post for every 5 instructors.

- Improve OTA: student ratio from 1:30 to 1:24.

ix) Lab Technician

- In special schools for deaf children, it is proposed to rename lab technician as electro-acoustic technician or audiovisual technician to avoid confusion with other lab technician.
- To create lab technician I or to have upward adjustment of lab technician II salary scale.

SPECIAL SCHOOLS COUNCIL

RESULTS OF SURVEY OF FUNCTIONAL DUTIES FOR AM AND SAM
IN SPECIAL SCHOOLS (1995/96)

In support of the proposal of the Special Schools Council to request ED to introduce acting arrangements for AM and SAM in secondary sections of special schools a survey has been conducted to collect data on the existing situation to show that in actual practice AM and SAM in secondary sections of special schools have been required to perform functional duties. Below are the results of the survey of functional duties assigned to AM and SAM for the year 95/96. For this survey, the list of functional duties has been compiled from the duties for Senior Teachers in Primary Section set out in Code of Aid for Special Schools.

- 1) No. of schools took part in the survey: 55 out of 61 schools

VH schools	2 out of 2	HI schools	3 out of 4
PH school	7 out of 8	MI MH schs.	14 out of 14
Mo MH schs.	13 out of 17	SMH schools	10 out of 10
MAL schools	5 out of 5	SOS schools	1 out of 1

- 2) Duty Load of Functional Load of SAM:

Total number of teachers reported:	47
Total number of duties reported:	685
Average duties for 1 SAM:	14.574

- 3) Duty Load of Functional Load of AM:

Total number of teachers reported:	85
Total number of duties reported:	1203
Average duties for 1 AM:	14.153

**SURVEY OF FUNCTIONAL DUTY LOAD OF AMs OF SECONDARY SECTION IN
MIMH/ModMH/SMH/PH/HI/VH/MAL SCHOOLS**

Dury Load	SCH VH	SCH HI	SCH PH	SCH MIMH	SCH MoMH	SCH SMH	SCH MAL	SCH SOS	Total Teachers	Total Duties	Average
No. of Sch. reported	2	3	7	17	13	10	5	1	53		
Total no. of Sch.	2	3	8	14	17	10	5	1	60		
1/47									0	0	
2/47									0	0	
3/47				2					2	6	
4/47				1					1	4	
5/47		2		2			1	3	8	40	
6/47			2	1			2		5	30	
7/47				2				1	3	21	
8/47							3		3	24	
9/47	2			4					6	54	
10/47				2	2	2	1		7	70	
11/47			1		1	1	1		4	44	
12/47				5		2	1		8	96	
13/47		1		2					3	39	
14/47			2	1		2			5	70	
15/47				1	1	1			3	45	
16/47			1	2	1				4	64	
17/47		1							1	17	
18/47	1			2			1		4	72	
19/47	1					1			2	38	
20/47						1			1	20	
21/47						1			1	21	
22/47			1		2				3	66	
23/47									0	0	
24/47									0	0	
25/47									0	0	
26/47							1		1	26	
27/47					1				1	27	
28/47					1		1		2	56	
29/47									0	0	
30/47							1		1	30	
31/47									0	0	
32/47									0	0	
33/47						1			1	33	
34/47									0	0	
35/47			1	1					2	70	
36/47									0	0	
37/47									0	0	
38/47				1					1	38	
39/47				1					1	39	
40/47									0	0	
41/47									0	0	
42/47									0	0	
43/47				1					1	43	
44/47									0	0	
45/47									0	0	
46/47									0	0	

47/47									0	0	
Total	4	4	8	31	9	13	12	4	85	1203	14.15294
Others	0	0	8	19	2	0	0	0	29		

SURVEY OF FUNCTIONAL DUTY LOAD OF SAMs OF SECONDARY SECTION IN

MIMH/ModMH/SMH/PH/HI/VH/MAL SCHOOLS

Dury Load	SCH VH	SCH HI	SCH PH	SCH MIMH	SCH MoMH	SCH SMH	SCH MAL	SCH SOS	Total Teachers	Total Duties	Average
No. of Sch. reported	2	3	7	14	13	10	5	1	55		
Total no. of Sch.	2	3	8	14	17	10	5	1	60		
1/47									0		
2/47									0		
3/47									0		
4/47		1		1					2		
5/47		1							1		
6/47						1			1		
7/47		1		1		1			3		
8/47	1						1		2		
9/47				1					1		
10/47			1		2			1	4		
11/47					1	1			2		
12/47				2		1	3		6		
13/47						1			1		
14/47				2					2		
15/47	1		1	1	1			1	5		
16/47				1	1				2		
17/47			1	1		1			3		
18/47						1		1	2		
19/47									0		
20/47									0		
21/47									0		
22/47				2	2				4		
23/47			1						1		
24/47									0		
25/47						1			1		
26/47						1			1		
27/47					1				1		
28/47					1				1		
29/47									0		
30/47									0		
31/47									0		
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34/47		1							1		
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40/47									0		
41/47									0		
42/47									0		
43/47									0		
44/47									0		
45/47									0		
46/47									0		

35	Organising educational visits/camps										
36	Fire drills										
37	Community Youth Club/Junder Police Call										

SURVEY OF FUNCTIONAL DUTIES OF AM AND SAM IN SECORDARY SECTION OF SPECIAL SCHOOLS (P.1)
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	Functional Duties:	Rank	Rank	Rank							
		AM 1	AM 2	AM 3	AM 4	AM 5	AM 6	AM 7	SAM 1	SAM 2	SAM 3
	F) Duties relating to Teaching Aids										
38	Furniture and Equipment										
39	ETV										
40	Management of school proporties										
41	Minor repairs										
42	School library										
43	Management of computer room										
44	Notice boards										
45	Control of inventories										
46	Supply of stationery and teaching aids										
47											
	Total										
	OTHERS (Please put the no. of items in the box and list the items below:										

Please put a cross for dach AM or SAM (identified by numbers) against the duty assigned to him/her for this academic year and put the total number of duties in the Total.
For duties not in the list please put the total number of items for each teacher and list out the items.

**Class Size in Different Categories of Special Schools,
Practical Schools and Skills Opportunity Schools**

Category			
		Primary	Secondary
Blind	Class Size	15	15
Blind with Mental Handicap	Class Size	10	10
Deaf	Class Size	10	10
Physically Handicapped	Class Size	10	10
Hospital	Psychiatric	Class Size	8
	Non-psychiatric	Class Size	15
Maladjusted	Class Size	15	15
Mildly Mentally Handicapped	Class Size	20	20
Moderately Mentally Handicapped	Class Size	10	10
Severely Mentally Handicapped	Class Size	8	8

Category		Primary	Secondary
Practical School	Class Size	-	30
Skills Opportunity School	Class Size	-	20

Duties of Teacher Assistant (TA)

- 1) To work under direct instruction and supervision of the teachers.
- 2) To assist teachers in outdoor activities such as keeping students in safety zones.
- 3) To assist teachers in feeding programmes, so as to shorten the waiting time of students who cannot feed themselves during lunch hours.
- 4) To assist the teachers in language programmes and paired teaching work, for example, in conversation situation, TA can help to identify the first and second persons through role play.
- 5) To assist the teachers in carrying out routine programmes, e.g. morning greeting, self care, social enhancement programmes.
- 6) To continue to implement training programmes designed by the teachers to students so as to increase the teachers' direct contact time with individual students.
- 7) To assist the teacher sin physical exercise programmes, e.g. heavy students may need two adults to assist in the physical exercise programmes.
- 8) To assist teachers in behavioral management in class such as prevention of students from abusing themselves, attacking classmates, and to keep them in a steady and safe position.
- 9) To assist teachers to take observation records or performance records.
- 10) To assist teachers in preparing and making teaching aids and putting up classroom setting.
- 11) To assist teachers in cleaning and caring students, for example, those with extensive saliva seeping problems, coughing, breathing, running nose problems that can affect hygienic condition in the class.
- 12) To provide immediate assistance on the spot in case of emergency in classroom e.g. to calm down students, call the ambulance, look after the rest of the students when the class teacher is occupied in handling the student in question.

Appendix 8

Intensive Remedial Services Provision

<u>Intensive Remedial Services</u>	<u>Provision in 1995/96</u>
Primary	
1. On-site Services	
(a) Resource Classes	489 classes or 7,335 places in 304 schools
(b) Peripatetic Teaching Centres	192 places in 24 schools
2. Off-site Services	
Resource Teaching Centre Services	1000 places in 10 centres
3. Advisory Service	92 schools where 497 pupils identified to require intensive remedial services are enrolled
Total	9,024 places (i.e. 1.92% of primary school enrolment)
Secondary	
1. School-based Remedial Support Programme	99 schools where 14,404 pupils benefited from the Programme under the capacity of 12,775.
2. Resource Teaching Centre Services	270 places in 3 centres
3. Skills Opportunity Schools	300 places in one school
Total	13,245 places

Activity Grant for Maladjusted Students

- A. Proposed Activities for students of Maladjusted Schools
- (1) Training Camp to enhance students' self-concept and problem-solving skills.
 - (2) Recreational and Cultural Activities to satisfy students' social needs and to cultivate their appreciation of various forms of leisure available.
 - (3) Social Skills Training to help them respond to others with proper manners and play appropriate roles in different social situations.
 - (4) Parent-Child Programmes to strengthen parent-child relationship.
 - (5) Community Services to give them a sense of their own worth and dignity as important members of the community.
- B. (i) Proposed Activity Grant for Primary Classes of Maladjusted Schools:
\$200 per student per year
- (ii) Proposed Activity Grant for Secondary Classes of Maladjusted Schools:
\$400 per student per year
- C. Estimated Expenditure: (i) 27 primary classes x 15 pupils x \$200 = \$81,000
- (ii) 34 secondary classes x 15 pupils x \$400 = \$20,400
- Total of (i) + (ii) = \$285,000
- D. Estimated Expenditure for programmes of maladjusted children of Resource Teaching Unit:
432 pupils x \$200 = \$86,400
- E. Total of (C) - (D) = \$371,400 (say \$0.4M)

**Financial Implications of Recommendations of
BOE Sub-Committee on Special Education**

<u>Item</u>	<u>1997-1998</u> (7 months)	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
(a) School grant	\$1.3M	\$2.3M	\$2.3M	\$2.3M
(b) Acting appointments for AM/SAM	\$1.7M	\$3.2M	\$3.4M	\$3.4M
(c) (i) Upgrading OT/PT II	\$5.8M	\$10.2M	\$10.2M	\$10.2M
(ii) Creation of SOT/SPT	\$1.6M	\$3.4M	\$3.4M	\$3.4M
(iii) Creation of SOT/SPT under central pool	\$1.0M	\$1.8M	\$1.8M	\$1.8M
(d) (i) Provision of school-based EPs	\$2.3M	\$4.5M	\$5.2M	\$5.2M
(ii) Provision of Activity Grant	\$0.2M	\$0.4M	\$0.4M	\$0.4M
(e) Provision of O & M training instructor	\$0.7M	\$1.2M	\$1.2M	\$1.2M
(f) Additional teachers	\$30.4M	\$54.6M	\$57.3M	\$57.8M
(g) (i) Upgrading wardens	\$1.3M	\$2.3M	\$2.3M	\$2.3M
(ii) Upgrading assistant wardens	\$0.7M	\$1.3M	\$1.3M	\$1.3M
(iii) Provision of Houseparents-in charge	\$13.2M	\$23.7M	\$23.7M	\$23.7M
(iv) Upgrading of houseparents and programme workers	\$9.4M	\$16.8M	\$16.8M	\$16.8M
(h) Provision of school nurses	\$6.0M	\$10.2M	\$10.2M	\$10.2M
(i) Creation of teacher assistants	\$7.2M	\$12.3M	\$12.3M	\$12.3M
(j) (i) Upgrading SSWA	\$0.8M	\$1.5M	\$1.5M	\$1.5M
(ii) Creation of SWO	\$2.1M	\$4.2M	\$4.2M	\$4.2M
(iii) Creation of SWO under central pool	\$3.5M	\$5.9M	\$5.9M	\$5.9M
(k) Creation of coordinator	\$15.6M	\$29.7M	\$32.6M	\$35.6M
(l) Setting up of Resource Centre				
(Capital)	\$1.5M	-	-	-
(Recurrent)	\$2.0M	\$3.5M	\$3.5M	\$3.5M
Total	\$108.3M	\$193M	\$199.5M	\$203M

List of Persons and Groups/Organizations
making written submissions to the Sub-committee

1. The Hong Kong Special Schools Council
2. The Practical Schools and Skills Opportunity Schools Council
3. Tung Wah Group of Hospitals
4. The Hong Kong Association for the Mentally Handicapped
5. The Society of Boys' Centres
6. Hong Kong Association of the Blind
7. Rehabilitation Alliance Hong Kong
8. Hong Kong Social Workers' General Union
9. The Hong Kong Psychological Society
10. Hong Kong School for the Deaf
11. Caritas Magdalene School
12. Ebenezer School and Home for the Visually Impaired
13. A Group of Speech Therapists Working in Special Schools
14. Task Group on Provision of Services for Maladjusted Children
15. Miss Yvonne LAI
16. Mr. TSUI Kai-ming
17. Miss FONG Yuk-ying
18. Mrs Lisu CHOW
19. Hong Kong Association of Heads of Secondary Schools
20. 香港教育專業人員協會
21. 特殊學校宿舍服務關注組
22. 特殊學校文員職系
23. 舍監代表
24. 宿舍家長
25. 學校護士