

Understanding and Help Students
with
Special Educational Needs

A Guide to Teaching



Education Department

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Foreword

The Hong Kong education policy aims at helping students with special educational needs integrate into the mainstream as far as possible to receive education with their peers. In addition, remedial and support services are provided to meet students' diversified needs. In recent years, the implementation and development of integrated education have drawn much attention and concern.

With the implementation of the Disability Discrimination Ordinance in 1996, the Equal Opportunities Commission formulated the Code of Practice on Education in 2001. The Code provides education establishments and educators with practical guidance on how to comply with the principles of equal opportunities as well as to prevent and eliminate disability discrimination in the education sector. The major issues of the Code include: provision of barrier-free school environment, reasonable arrangements in admission criteria and procedures, curriculum adaptation, teaching strategies, mode of assessment, student discipline, school facilities, etc. to cater for the diverse needs of students.

In September 2000, the Education Commission issued the Education Reform Proposal which also expressed its concern on student differences and varied needs. Emphasis has been placed on understanding their learning difficulties, providing appropriate support and guidance to develop their potential to the full. As such, teachers should understand students' special educational needs and acquire the necessary teaching skills and remedial strategies.

This Guide provides some basic teaching principles, methods and suggestions on how to handle different types of special educational needs, so as to enhance teachers' understanding of these students for early intervention and remedial support. It also aims at encouraging schools to formulate the policy of whole school approach and to cultivate in students positive attitudes in supporting students with special educational needs, to establish a school culture with emphasis on concern and support, equality and integration. Hence, students with special needs may fully develop and optimize their potentials.

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Chapter One

Introduction

- 1.1 The *White Paper on Rehabilitation - Integrating the Disabled into the Community: A United Effort* (1977) has formulated the policy on rehabilitation and raised increasing concern of the public about the disabled. Since then, more opportunities have been provided for students with special educational needs to integrate into the mainstream schools. People have also recognized the need and value of integrating such students into the regular classrooms.
- 1.2 The UNESCO World Conference on Special Needs Education was held in June 1994 in Salamanca, Spain. It called upon governments and the community to endorse integration in the schooling system and to support the development of special education as an integral part of all educational programmes.
- 1.3 In 1995, the Hong Kong Government issued the *White Paper on Rehabilitation - Equal Opportunities and Full Participation: A Better Tomorrow for All* and reaffirmed the policy of integration. In addition, the Disability Discrimination Ordinance, in force since 1996, safeguards equal opportunities for the disabled in various aspects, including education.
- 1.4 In September 1997, the Education Department launched a two-year pilot project on integration to explore an effective mode of school-based support for students with special educational needs. Participating schools adopted a whole school approach to provide an accommodating learning environment for students with special needs. The results are encouraging. The Department therefore continues to encourage schools to adopt the whole school approach for integration and provide professional support to enhance teachers' knowledge and skills in teaching and guidance.
- 1.5 In September 2000, the Education Commission advocated in its Report on *Learning for Life, Learning through Life - Reform Proposals for the Education System in Hong Kong*, that "we should not give up on any single student". Appropriate guidance should be given to students with diverse abilities and

learning needs (including those with learning disabilities or difficulties) to help them to learn effectively.

- 1.6 The *Disability Discrimination Ordinance - Code of Practice on Education*, formulated by the Equal Opportunities Commission came into effect in July 2001. The Government, all educational establishments, teachers and other education professionals and school personnel are required to comply with the Ordinance and the Code. They should be aware of their roles and responsibilities to ensure equal opportunities in education for students with special educational needs.
- 1.7 School administrators and teachers play a key role in establishing an accommodating learning environment. Schools may adopt a whole school approach and promote home-school co-operation to instil in the students an awareness of individual differences, and a positive attitude towards their peers with special needs. Only through mutual understanding and support, and collaborative and interactive peer relationship will equality and integration be accomplished in the school.
- 1.8 Teachers should take every opportunity to attend seminars and training courses on special education to get a better understanding of the students' special needs and learning characteristics, and to acquire the teaching and guidance skills in helping these students to integrate into the school life for pleasurable and effective learning.

Equal Participation
Peer Collaboration

Chapter Two

Causes and Nature of Special Educational Needs

- 2.1 Students with special educational needs are, generally speaking, those who need special educational support because they have learning difficulties in one way or other. The major types of special educational needs include:
- hearing impairment
 - visual impairment
 - physical handicap
 - mental handicap
 - emotional and behavioural difficulties
 - attention deficit and hyperactivity disorder
 - autism
 - communication difficulties
 - specific learning difficulties in reading and writing
 - gifted
- 2.2 Different causes may account for a student's disabilities or special educational needs. Some are inborn or hereditary, others are the result of an accident or illness.
- 2.3 One of these causes is brain damage. Brain cells may be born defective, or damaged to such an extent that the individual's intellectual, motor or sensory functions are impaired. Brain damage may occur at any stage of development as a result of genetic factors, effects of drugs, infectious diseases, or injuries, etc.
- 2.4 There are also environmental causes. Students with behavioural and emotional problems, or without motivation in learning, etc. are mostly related to environmental factors. An unstimulating and deprived environment may have constraints on intellectual development. Yet a stimulating environment will normally be conducive to its development.

- 2.5 Students with average abilities may have specific learning difficulties in reading and writing. They are considered to have special educational needs.
- 2.6 Some gifted students may also have special educational needs. They will lose their interest in learning if these needs are neglected. Only through provision of special learning programmes will their potential be developed to the full.
- 2.7 Some of the students with special educational needs are in a way ‘handicapped’ in their daily life, at home or in school. However, the degree of disabilities varies considerably: from the mildly handicapped with very little daily functions affected to the multi- or severely handicapped with almost every facet of the person’s life affected.
- 2.8 Students with similar disabilities may react differently in similar situations and adopt different attitudes towards life. Their family life, daily living experience, and ability to adjust to the environment and their disabilities will affect their attitudes in handling problems. However, with necessary support, they can also engage in learning, pursuing hobbies and making friends.

Boost Self-esteem
Unlock Potentials

Chapter Three

Positive Attitudes towards Students with Special Educational Needs

- 3.1 It is important to recognize and accommodate individual differences in establishing an inclusive community. Teachers should accept all students, identify their individual educational needs, and develop mutual understanding and acceptance among students.
- 3.2 For students with special educational needs, teachers should focus on what they can do instead of what they cannot. At the same time, other students should be made to realize that they also have limitations, as their peers with special needs. For instance, we may feel helpless when trying to communicate with someone who cannot understand our language. Therefore, students need to encourage and support each other in school learning and personal development.
- 3.3 If students with special educational needs are enrolled in a regular class, teachers should tell the other students not only about their disabilities but their interests, hobbies and talents. This will let them know about the uniqueness of a person's character and liking, and the strengths and weaknesses of different students.
- 3.4 Teachers can take different approaches in learning and communication to encourage students' active participation. Apart from the formal curriculum, civic education programmes and community services will also help students develop a positive attitude towards their peers with special needs.
- (1) Topics on people with special needs are included in the formal curricula at primary and secondary levels, and in the optional curricula at the senior secondary levels. Teachers can promote acceptance of people with special needs, foster the value of care and concern, equality and integration through teaching of these topics ¹.

¹ Topics on community-based services and welfare services in Hong Kong are included in General Studies, Primary 3 and 4. Social Welfare is also discussed in Economic and Public Affairs, Social Studies in Secondary 2 and Government and

- (2) Teachers may introduce anecdotes of successful handicapped persons in relevant topics to heighten students' interest in learning. This will help them understand the potentials and achievements of the handicapped, and inspire them to be strong and persistent (Please refer to Appendix 1).
- (3) Teachers may help students establish a positive attitude towards people with special needs through extra-curricular activities. With appropriate arrangements, students with special educational needs can obtain a sense of achievement through participation.
- (4) Students should be encouraged to pair up with their peers with special needs in planning and participating extra-curricular activities, such as the Lion's Sister Schools Scheme, the Community Youth Club, Hong Kong Award for Young People and Summer Youth Programme, etc.
- (5) When designing theme-based activities, debates, drama competitions, etc., teachers should provide different roles for students with diverse abilities so that everyone can have equal opportunity to participate. This will improve understanding and establish good rapport among students.
- (6) Through joint-school activities with special schools, visits to the disabled persons, and participation in related exhibitions, film shows and performances, students can enhance their understanding of, and concern for the disabled.
- (7) Teachers may arrange for students to participate in inter-school activities and competitions to enhance their communication with the disabled. Students may also participate in activities organized by government departments and non-governmental organizations, e.g. the commemorative activities of the International Day of Disabled Persons.

Recognize Differences
Forge Mutual Respect

Chapter Four

Helping Students with Special Educational Needs

4.1 Whole School Approach

(1) Rationale

- a. The aim of education is to help students to attain whole-person development, cultivate positive attitudes and develop life-long learning capacities. The rationale of the whole school approach is to provide learning opportunities for students in every aspect of their school life. Students with special educational needs should also have equal opportunities to participate actively in school, to learn in collaboration with their peers, and to look for further improvement.

- b. The whole school approach will enhance team spirit among teachers, and encourage other school personnel to share responsibilities in looking after students' individual differences and special needs. With the acceptance and concern from the school and their peers, and the support from other parents, students with special needs will have a stronger sense of belonging and a better environment for effective learning.

(2) Participants

- a. By “Whole School Approach”, we mean that all school personnel, including the school head, teachers, student guidance teacher / officer, non-teaching staff, students and parents, are willing to accept students with special needs. Hence, a harmonious environment with a caring, supportive and inclusive school culture can be established.

- b. The school head and other administrative staff are leading personnel to promote whole school approach activities. They have to work closely with other personnel of the school in formulating a whole school

approach policy, and developing a teamwork model to cater for students' special needs.

- c. Teachers should identify students with special educational needs as early as possible to find out their learning difficulties and needs. Adopting various strategies, such as collaborative teaching, curriculum adaptation, teaching techniques and assessment methods, assistive technology and cooperative learning, teachers can provide appropriate support for them.
- d. The student guidance teacher / officer and school social worker can organize tailor-made activities to enhance collaboration, self-management, and social, communicative and problem-solving skills to meet the needs of the students.
- e. Through cooperative learning, Big Brother and Big Sister Scheme, peer support or sharing groups, students can learn to interact with their counterparts who have special educational needs. Peer interaction will also facilitate students' learning and personal development.
- f. By participating in school activities, parents can understand the school policy in dealing with student diversity (including learning difficulties and special educational needs). With support from parents, the vision of home-school cooperation, integration and mutual support can be realized. Hence, the role and participation of parents are very important.

(3) Implementation Strategies

- a. The whole school approach is based on a common understanding among all members of the school. To help students with special educational needs, the first step is to understand them properly. In planning strategies, schools can make good use of available resources and possible opportunities to promote whole school approach in

learning. This will also help to create a culture of equal opportunity and inclusive learning environment.

- b. The school head may propose specific policies and measures in respect of monitoring and evaluation when setting school objectives and development plans. For example, whether special needs of students are taken care of in curriculum planning or activity arrangement may be included in the annual report of the school.
- c. Schools should provide professional training for all staff to enhance their understanding of students with special educational needs and to equip them with effective teaching skills. For example, schools can organize talks, seminars and staff development day, and encourage teachers to attend relevant training courses. In addition, staff members can share their experience, develop partnership and enhance mutual support through informal communication.
- d. Different communication channels, such as regular meetings, sharing sessions, case conferences and opinion surveys, can be used to provide staff with more collaboration and sharing opportunities so as to enhance their understanding of students. Schools can also devise more thorough plans to support students with special needs through experience sharing.

4.2 General Principles

- (1) Students with special educational needs should be treated the same as their peers. Don't try to neglect them or regard them as someone to be ashamed of. It is important to know that disabilities may be caused by diseases, but the disability itself is not a disease and is therefore not contagious.
- (2) Like other students, students with special educational needs have different interest and potential. Teachers should help them understand their own abilities and strengths, set their goals and build up confidence. Furthermore, teachers should also provide them with suitable opportunities for development.
- (3) Students with special educational needs should be praised whenever they have achieved something within their capability. One needs to understand that the difficulties they encounter may stem from society's attitudes and environmental barriers rather than their own disabilities.
- (4) The same attitude should be taken towards students with special educational needs and their peers. Over-compassion and over-protection would hinder their development. If necessary, teachers should correct them as they need to know the standards of accepted behaviour.
- (5) Students with special educational needs may take a longer time in communication and doing things. Hence, we should be considerate and supportive and let them participate in assessment or learning activities at their own pace.
- (6) Appropriate guidance and support should be given to students based upon their individual special educational needs. For example, it is not necessary to use single words to talk to students in wheelchairs if they do not have difficulties in communication.

- (7) Methods of teaching and assessment should be applied flexibly to enhance participation and effectiveness of learning of students with special educational needs.
- (8) Teachers should collaborate with each other in devising effective teaching and guidance strategies for students with special educational needs.
- (9) Schools should communicate more frequently with parents to enhance their understanding and acceptance of students with special educational needs.
- (10) Normally, students with special educational needs would prefer to live independently like other people. Hence, they may decline offers to help. They may also refrain from asking for help even when in need. So be patient and compassionate when offering them help. Don't give up easily, but at the same time be sensitive to their feelings and preferences.

4.3 Teaching Principles

- (1) How teachers behave and act will have a great impact on the value and attitude of students. Since students often imitate the behaviour of adults, teachers should always set a good example to them.
- (2) Students with special educational needs may have different characters, interests and abilities. Teachers can help students to understand and accept each other through suitable seating arrangements, classroom learning and extra-curricular activities.
- (3) Primary school teachers can help students develop positive attitudes towards disabled persons through project work, role-play, special TV programmes, small group learning and discussion. Secondary school teachers can enhance students' knowledge and understanding of disabled persons through different teaching approaches and activities, such as educational visits, community services or joint functions with special schools.
- (4) Cooperative learning provides opportunities for students with special educational needs to achieve the learning targets with their peers. Teachers can encourage students to express their views on disabled persons. For instance, students can express their ideas and feelings through activities such as drawing, handicraft, songs, dramas, interviews, speeches, debates, project work, or writing, etc. They can also discuss and share their views in lessons.
- (5) If students with special educational needs require extra tuition, teachers may set up a study group where they can learn with their peers, or arrange individual guidance sessions for them. If they have difficulty in observing classroom disciplines, teachers should design a programme for them to rectify their behaviour.
- (6) All students should be treated equally. Teachers should not focus their attention only on students with special educational needs. However,

given the diversity of students, different standards and expectations can be applied in regard to their individual needs.

- (7) Teachers may apply various means to cater for individual differences of students and to enhance the effectiveness of teaching and learning. This will help students understand that everyone is unique, and special educational needs are only features of individual differences.

4.4 Supplementary Teaching Materials and Resources

- (1) The Education Department has published a number of leaflets and pamphlets to help teachers and parents acquire a better understanding of students with special educational needs and some basic guidance principles (Please refer to Appendix 2).
- (2) The Education Department, in collaboration with the Rehabilitation Advisory Committee and the then Health and Welfare Branch, produced two teaching packages¹ to promote understanding and acceptance of disabled persons. These two packages, with the theme “*Equal Opportunities and Full Participation: A Better Tomorrow for All*”, were delivered to all primary and secondary schools as teaching kits for public education on rehabilitation in 1997. Furthermore, the teaching kit on integrated education, produced by the Education Department in 1999, also suggests various activities to help students develop positive attitudes and skills to communicate with their classmates with disabilities.
- (3) Under the sponsorship of the Queen Elizabeth Foundation for the Mentally Handicapped, a VCD of the TV Documentary Series “*Life is Sparkling*” was produced by the Radio Television Hong Kong and the Health and Welfare Bureau. Copies of the VCD were distributed to all schools in early 2001. It tells the stories of five remarkable disabled persons. Teachers can, based on these genuine stories and supplemented with effective learning activities, illustrate to the students the abilities of these disabled persons and their positive attitude towards life.
- (4) Teachers may also use relevant ETV programmes and special TV programmes produced by the Education Department, the Social Welfare Department or the Radio Television Hong Kong, such as “*Treat Them Equal, Treat Them Right*”, “*IT File II: The Challenge Ahead — Digital Divide*” and “*Hong Kong Connection: My Brother is an Angel - Lou*”

1 Package 1 comprises winning entries of the inter-school competitions organized by the Education Department to promote public education on rehabilitation in 1994-96. The package also includes some suggested activities for teachers.

Package 2 is a folder with worksheets and games related to the video “*Under the Same Sky*” produced by the Labour Department and the Radio Television Hong Kong.

Zheng”, to help students understand the disabled persons and their classmates with special needs.

- (5) The “*Kids on the Block*” puppet show, jointly organized by the Society for the Relief of Disabled Children and the Hong Kong Society for Rehabilitation, is an educational programme designed to help students understand and accept children suffered from illnesses or with physical or mental disabilities. Schools may invite performance of the show for their students².
- (6) “*Commitment for Love*” is a guidebook published by the Hong Kong Society for Rehabilitation to encourage parents of disabled children to accept their children with courage and commitment. It can also serve as a reference book for teachers to enhance their understanding and acceptance of students with special educational needs.
- (7) Various publications on people with disabilities are also available for reference at the ReHabAid Centre³ of the Hospital Authority.
- (8) Resources mentioned above can be used in various teaching activities, such as story-telling, painting, discussions, debates, role-play, dramas, educational visits, project work, reflection and experience sharing, etc., to help students develop positive attitudes towards disabled persons and their peers with special needs.

Whole School Approach to Participate

Integrate and Cooperate

2 The Kids on the Block presents a series of puppetry, including “*Learning Disabilities*”, “*Deafness*”, “*Mental Disability*” and “*The Sibling of Disabled Child*”, etc. More information is available at the web site (http://www.srdc.org.hk/kids_e.html).

3 Information on the ReHabAid Centre is accessible at the web site of the Hospital Authority (<http://www.ha.org.hk>).

Chapter Five

Teaching and Remedial Strategies

Students with special educational needs have learning differences in terms of their interest, abilities, styles and experiences, like their peers. Teachers have to understand their learning characteristics and adopt various models of teaching, remedial strategies and assessment policy to reinforce their participation, and enhance learning effectiveness. The following sections provide some basic teaching principles, teaching and remedial strategies for dealing with the major types of special educational needs. Schools may refer to these principles and suggestions in developing their school-based teaching and supporting strategies to cater for individual differences and diverse needs of the students.

5.1 Helping Students with Hearing Impairment

The presence of a hearing impairment would have some impact on the cognitive, speech and social development of a growing child. Some hearing impairments are hereditary, others are acquired as a result of an illness, accident, drugs or aging. A hearing impairment can be categorized into mild, moderate, moderately-severe, severe and profound, which may have different effects on the learning of hearing-impaired students.

Besides the degree of hearing impairment, the age of the onset of hearing impairment, the age when the student starts to wear the hearing aids and to receive auditory and speech training will also affect the speech and language development as well as his/her learning ability.

Therefore, it is crucial for teachers to understand fully the characteristics and the educational needs of hearing-impaired students so that they can enjoy learning and develop to their full potential.

(1) Learning Characteristics of Hearing-impaired Students

- a. Hearing-impaired students are, in general, weaker in speech reception. Besides the wearing of hearing aids, they also require speech reading to

help them understand our speech; they may need more prompts to help them follow teachers' instructions, group and classroom discussions.

- b. They may have difficulties in reading and understanding abstract terms, complicated sentences and unfamiliar concepts. This may affect their abilities in comprehension, reading and writing if early guidance is not available.
- c. With regard to their cognitive development, their limited language abilities may affect their abstract thinking and analytical power. Therefore, training on thinking skills is essential for them.
- d. Some hearing-impaired students may have poor pronunciation when compared with their normal hearing counterparts. Sometimes they may express themselves with inappropriate words, incomplete or unclear sentences, causing hindrance in their ability to communicate. With encouragement and appropriate training, their communication ability and confidence in social interaction can be enhanced gradually.

(2) General Principles

- a. Teachers should try to provide an ideal listening environment for hearing-impaired students, encourage them to use their hearing aids and assistive listening devices, and maximize their use of residual hearing. This will improve their speech reception and enhance their learning.
- b. The process of cognitive development of hearing-impaired students is similar to that of ordinary students. Basically, they are able to follow the mainstream curriculum. However, appropriate adaptation to the curriculum materials and teaching methods of some subjects, e.g. dictation, listening, oral, music, etc. should be made to meet their specific learning needs, so as to minimize their difficulties in learning.
- c. If possible, teachers should help their colleagues and students understand the needs and difficulties of the hearing-impaired students

through experience sharing, seminars or various school-based activities, so that they can give positive support to the integrators in school.

(3) Strategies for Helping Students with Special Educational Needs

a. Creating a conducive listening environment

- It is preferable to place the hearing-impaired student in the middle of the second or third row in class when making seating arrangements.
- Teachers should always encourage hearing-impaired students to wear their hearing aids, and remind them to bring along spare batteries so that optimum amplification can always be obtained.
- In recent years, more severely and profoundly hearing-impaired students have cochlear implants. Cochlear implant is an advanced electronic device, it converts the sound waves received to electrical signals which directly stimulate the nerve fibres within the cochlear. Most of the students with cochlear implants show much improvement in speech reception. However, similar to hearing aids, it cannot restore their hearing. They need long-term training to develop their abilities in sound reception as well as speech and communication.
- Some of the students have to use the FM System or other amplification equipment to reduce the adverse effects caused by the distance between the student and the teacher, surrounding noises and reverberation in the classroom. Teachers should encourage the students to use the system during lessons to improve their ability in listening and communication.

b. Using effective communication skills

- Teachers should speak to the class from a position with the light source on their face and try not to move around when talking. Hearing-impaired students need to see the lip movements, facial expressions and gestures of the speakers to help them understand the speech.
- Always maintain eye contact with hearing-impaired students and if necessary, draw their attention with a tap on their shoulders, a wave of hand or other gestures.
- Speak clearly, naturally and at a normal pace. Exaggeration of lip movements should be avoided.
- Do not speak aloud intentionally, because loud sound will be distorted after amplification through the hearing aids.
- Rephrase your statement rather than keep repeating a question or a message if the students do not appear to understand it. Some severely and profoundly hearing-impaired students may need physical prompts or the writing of key words to facilitate better communication.

c. Making suitable adaptations to teaching strategies

- Some hearing-impaired students may be reluctant to read aloud or ask questions because of low confidence and defective speech. Teachers should create an accepting atmosphere and encourage them to participate in classroom activities.
- When hearing-impaired students try to answer questions, no matter the answer is correct or not, teachers should give them positive feedback immediately to reinforce their motivation to learn.

- Teachers can nominate helpful and responsible students to support their hearing-impaired counterparts who may have difficulties in filling homework handbooks, taking notes, assembling after recess or participating in fire drill, etc.
- When a certain topic is changed, teachers can give appropriate clues to help the hearing-impaired students follow the lesson more closely.
- Teachers can use real objects, teaching aids, tables and charts, etc. to facilitate learning. They can also write down main points on the blackboard to reduce students' difficulty in understanding the lessons. Teachers should avoid blackboard writing while speaking, as this would create difficulty in speech reading.
- Teachers can help hearing-impaired students develop their speech and communication skills through group activities, role-playing and games.
- Hearing impairment limits the students' listening experience and exposure to speech. Teachers should encourage students to practise more on reading and writing and help them develop respective skills, gradually strengthen their speech and language abilities.
- Teachers can teach students effective learning skills such as phonics, writing skills, use of dictionaries, note-taking techniques and examination skills, etc., so as to reduce their learning difficulties.
- Teachers should communicate frequently with parents, provide them with progress of work in class, in order to facilitate preparation before lessons and revision at home.

- Teachers can give guidance to the students after lessons whenever necessary, or with the assistance of senior-form students, provide them remedial support.

(4) Assessment for Hearing-impaired Students

- a. Hearing-impaired students may have special difficulties in some hearing-related subjects like listening comprehension, dictation, oral, music and Putonghua. Having regard to their hearing abilities, teachers can adapt classroom activities and make accommodation in internal assessments when necessary.
- b. Provide special arrangements for hearing-impaired students in internal assessments according to the severity of their hearing impairment. Encourage them to participate in the assessments as far as possible. If necessary, teachers can make adaptations, special arrangements or exemptions. It is essential to employ different assessment methods skilfully and allow the students to display their competencies.
- c. In general, no special adaptations are required for students with mild and moderate hearing impairment, but they must sit near the teacher or the sound source. For students with a more severe and profound hearing impairment, adaptations or exemptions should be considered.
- d. When making special announcements during examinations, the invigilator should write down the main points on the blackboard and make sure that the hearing-impaired students understand the arrangements thoroughly.
- e. Encourage hearing-impaired students to wear their hearing aids during assessments, and if necessary, use the FM System or other amplification equipment to minimize communication barriers.

- f. Teachers should discuss with parents the special examination arrangements for their children, so as to meet the needs of individual students.
- g. Teachers can contact responsible inspectors when they encounter difficulties in making special arrangements for the assessment of hearing-impaired students.

Provide Support
Improve Communication

5.2 Helping Students with Visual Impairment

Students with visual impairment include those who are totally blind and those with low vision. Low vision varies in degree from mild, moderate, to severe, and hinders students' learning.

(1) Learning Characteristics of Students with Visual Impairment

- a. The learning abilities of visually impaired students, including listening, tactility, communication, memory, analytical power and logical reasoning, etc. are in general much the same as those of their peers. For instance, they can acquire concepts like shapes and spatial concepts, but learn in a different way.
- b. These students will adopt appropriate methods, approaches and media, including braille books, audio tapes, magnifiers, computers and other aids, to help them in learning. Some students with low vision can overcome their visual impairment by using aids such as magnifiers and telescopes.
- c. Students with visual impairment will get tired easily because greater concentrate is needed in comprehending instructions or reading braille in lessons. In addition, they may have psychological obstacles and may be reluctant to ask for help. Teachers and classmates should understand their needs and consult them before offering help.
- d. Like other students, each visually impaired student may be different in character. Their motivation and ability to learn, and their life and communication skills may also be different. Teachers will be in a better position to help students develop positive attitudes and potentials if they understand individual students' characteristics and learning styles.

(2) General Principles

a. Communication

- To communicate with the visually impaired students, the most important thing is mutual respect. They should not be treated differently. Teachers should help them integrate into the school community, so that they can participate in school activities, give suggestions and provide assistance to others as any other members of the community.
- Teachers should speak to these students in a normal tone. Call their names to start a conversation. Let them know when you want to leave or end up the conversation.

b. Teaching and Learning

- Teachers should identify students' individual differences and varied needs to provide them in learning, and encourage them to participate actively in school activities. For those who refuse to take part, teachers need to find out the cause and help them overcome their psychological barriers.
- Apart from the general subjects, students with visual impairment can also attend lessons on Handicraft, Art and Design and Physical Education. Teachers may adjust the teaching programmes to accommodate their needs.
- As these students have to rely very much on listening to acquire information, teachers should give verbal explanations and clear instructions at an appropriate tempo whenever possible in classroom teaching and demonstration of experiments, so as to enhance students' understanding and learning.
- On seating arrangements, teachers should provide a conducive listening environment and sufficient space to accommodate the

learning aids, such as large print textbooks, tape recorders, three-dimensional diagrams, closed circuit television (CCTV) or computers.

- Appropriate distance should be maintained between the seat and the blackboard, for example, close to the teacher's desk, so that they can see the blackboard and teacher's demonstrations clearly. If it is necessary for them to be seated at the back, they should be allowed to move to the front to read the blackboard or use telescopes.
- Sensitivity to light intensity varies individually. Glare is generally not acceptable to most students with visual impairment. Appropriate distance should be maintained between the seat and the window so that sunlight will not fall directly on the student.
- If the visually impaired students have hearing impairment or other disabilities, learning will be much more difficult. Teachers may arrange individual or peer tutoring for them, and assign classmates sitting next to them, so as to help them participate in classroom activities, such as copying, or handling emergencies.
- Avoid overprotecting these students when helping them to overcome learning difficulties. Appropriate learning and training opportunities will help them to become more independent and to develop problem-solving skills.

c. Life Skills

- Students with visual impairment will have difficulties in adjusting themselves to a complicated environment and a proper directional or positional orientation. They may also be less alert to hazardous situations. When helping these students to move about, teachers should not grab their arms. Instead, they should be allowed to hold

their teacher's arm and follow by feeling the movement of his/her body.

- Use specific instructions such as “left” or “right” rather than “this side” or “that side”. Tell them of any uneven ground surface or varied physical environment. For example, tell them "Here's a step".
- Lead them to the back of the chairs or the seats so that they will know where to sit and can be seated on their own. Their belongings should be placed in a designated area convenient for them to fetch. Let them know before any objects are moved away.
- In group activities, teachers may encourage these students to choose their partners or assign classmates to pair them up. Participation in such activities enables them to make more friends and widen their social circle.
- Like their peers, students with visual impairment also like watching television, which is itself a means to understand the world today and to get daily news and information. Suitable programmes will enhance their understanding and communication with the community.

(3) Teaching Strategies

- a. When designing teaching materials and learning activities, attention should be given to the learning abilities and styles of the students with visual impairment. If necessary, appropriate adjustments or special arrangements should be provided in teaching and learning as well as assessment to cater for individual differences.
- b. Integrate relevant experiences into the teaching programme by adopting flexibly various teaching methods such as multi-sensory approach, experiments, visits, tactile manipulation or hands-on experience. Transform abstract terms into concrete experience so as to consolidate their understanding of subjects and concepts.
- c. Learning through tactile perception is crucial to students with visual impairment. Teachers may use colourful pictures, simple diagrams and word cards in large print, raised pictures, three-dimensional diagrams, braille maps, real objects, specimens, models, etc. to facilitate teaching and learning.
- d. Using tactile aids with contrasting colours to support teaching will facilitate students' participation in learning and reinforce the use of residual vision.
- e. Teaching materials and blackboard writing should be prepared in large print. It is preferable to have words printed in black against a white background. Teachers should supplement the presentation of teaching materials with verbal explanations or audio tapes. Using tactile aids (such as three-dimensional diagrams and braille) with individual tutoring will help these students learn together with their peers.
- f. Encourage students to use aids and equipment to enhance their interest and performance in learning. These aids include brailers, tape recorders, magnifiers or CCTV, computer with voice synthesizers and braille display, etc.

- g. Apply continuous assessments. Observe students' participation in classroom learning, use questioning to assess their comprehension ability and give them feedback for improvement.
- h. In academic assessment, the standard expected of students with visual impairment should in general be the same as that of other students. The arrangements of the assessment, such as examination papers, time allocation, use of aids, etc., should, however, be adjusted to accommodate their special needs.

*Devise Multi-sensory Teaching
Enrich Learning Experience*

5.3 Helping Students with Physical Handicap

Physically handicapped students include those with crippling conditions or chronic health problems. Some may have other disabilities such as problems in hearing, vision, speech, motor coordination as well as intellectual functioning. Physical handicap ranges from mild to severe and can affect one's movement, self-care or learning.

(1) Implications of Students' Disabilities on Learning

a. Learning Abilities

- Students with disabilities in their hands will write at a lower speed with fairly illegible handwriting owing to their physical constraints.
- The power to control head movement is generally weak among students with physical handicap. The sitting posture and the head control may affect their abilities in perceiving things, having eye contacts and thus acquiring knowledge.
- Students with physical handicap are generally weak in the concept of "mid-line". They are subconsciously reluctant to use their weaker hands and legs.
- Owing to the restraints in movement, they have fewer experiences with the verbs and spatial concepts of certain words in connection with motion and space. Therefore, they are less competent to understand and acquire the meaning of the related words.

b. Speech and Hearing Abilities

Some of the students with physical handicap may not be able to speak while some not able to hear within a certain range of frequencies. The handicap may affect their learning in the classroom.

c. Attention Span

- These students generally require greater strength to maintain or improve their posture. It is therefore difficult for them to focus their attention on teachers' instructions and class activities.
- Students with brain damages may have problems in concentration and therefore are easily distracted by objects and sounds in the surroundings. They are unable to work persistently and are easily irritable and emotional. This will affect their self-confidence and self-image.

d. Emotional Problems

- In the learning process and daily experience, these students have to spend a lot of strength and energy to overcome their physical disabilities. Some may become timid, uncooperative and emotional because of the recurrence of these difficulties and failure.
- Owing to the lack of motivation and self-confidence, they may try to evade taking part in learning, social or personal activities so as to avoid further failure. All these emotional problems will affect their performance in class.

(2) **General Principles**

- a. Teachers should avoid showing too much sympathy or care for the physically handicapped because this may hurt their self-esteem.
- b. Do not assume that all physically handicapped students have mental handicap as well. In fact, some may have average or above average intellectual ability.
- c. Teachers may encourage students to help each other to cater for their special needs. For example, they may assist in carrying heavy objects,

filling in student handbooks, escorting their peers with special needs to use the elevator so as to establish an inclusive culture.

- d. After consulting the doctors, teachers may make arrangement for these students to participate in physical or extracurricular activities as far as possible, so as to provide opportunities to build up their physical strength and reinforce their sense of belonging to the school. If there is no specific advice from the doctors, the school should consult students and their parents to consider the scope or level of participation.
- e. Arrange students who are impaired in locomotion to sit next to the entrance of the classroom, and be aware of providing sufficient space for them to move about or place their walking aids, such as wheelchairs and crutches.
- f. Allow ample time for those who cannot move around swiftly from one classroom to another between lessons.
- g. Allow students with difficulties in using their hands for fine motor activities to make appropriate modifications to their school uniforms. For instance, replacing the buttons and zips on trousers with elastic bands and hook-and-loop fasteners, etc.
- h. If necessary, provide lockers to these students and ensure that the lockers are at a level within their reach.
- i. Places such as staircases and toilets should be fitted with handrails. For the height and the details of the handrails, school may seek advice from the professionals (such as occupational therapists).
- j. Teachers should liaise regularly with other professionals to understand students' physical disabilities and make modifications to curriculum design or school facilities to meet their special needs.

(3) Remedial Teaching Strategies

Teachers should understand the various difficulties encountered by individual students in their learning, social and personal activities and provide them with appropriate assistance, care and guidance.

- a. Break down the curriculum into small parts, each with well-defined teaching targets and learning activities. Small step teaching will help students grasp the main points easily and achieve the learning target within a short time. During the learning process, a number of learning targets will continuously pose new challenges to students. They will be more attentive in their learning. In addition, successful experiences will also encourage them to pursue their studies actively.
- b. When teaching abstract concepts, teachers should demonstrate and explain in detail, and devise learning activities to provide students with first hand experience. If the students' ability of movement is limited, teachers should arrange them to take part in the activities as appropriate. This will help to enhance their interest and understanding in learning.
- c. Teachers may display or place the teaching aids in such a position that students have to move their heads to see the aids. This will enable them to practise more in controlling head movement. For example, the teacher may need to put the teaching aids in a higher position to encourage students to lift their heads more often.
- d. Provide suitable writing tools such as computers, writing pads with large grids, etc. for students with disabilities in their hands. Teachers should also adjust the amount of homework and the assessment criteria to cater for students' learning abilities. If necessary, teachers should also adjust the mode and time allocation for the tests and examinations taken by students.

- e. Encourage students to use both hands in class work and learning activities. This will enable them to exercise their weaker hands and legs, thus reinforcing their concept of mid-line.
- f. For the physically handicapped students with hearing impairment, teachers should speak in front of them in the light to facilitate their understanding of the message.
- g. If students have speech impairment, teachers should communicate with them in a way appropriate to their language ability and give them ample and diverse instructions.
- h. Pay attention to students' performance and strengths, provide chances and feedback for further development. For example, recognize their effort and achievements by giving compliments or encouragement so that students can realize their abilities and feel that they are accepted. This will increase their confidence in learning and sense of achievement.
- i. By laying down clear criteria for award and punishment, creating an environment conducive to learning, etc., teachers can help students know exactly the behaviour and learning performance expected of them.

Address Individual Needs
Develop Multiple Intelligences

5.4 Helping Students with Mental Handicap

The intellectual development of students with mental handicaps lags significantly behind average students. They cannot attain the full mental capacity of normal adults even when they grow up. They usually show inadequacy in adaptive behaviour like self-care, communication and social relationship, etc. To help these students learn effectively, we should first understand their learning characteristics before working out suitable strategies.

(1) Learning Characteristics

a. Thinking

Since their thinking ability is less mature than others, they will have difficulty in generalization, classification, association, abstract thinking and application. Due to their lack of flexibility, they always stick to using old ways to solve problems and cannot flexibly apply their knowledge and skills to daily life. They, therefore, may be in a flutter when facing new things and situations.

b. Memory

As these students are less competent in processing information and usually store information by rote memorization, their memory capacity is limited and the memorization process is slow. They have to rehearse repeatedly in order to remember. Also, since their comprehension is relatively weak, they usually memorize concrete information. Systematic retrieval and application of information is difficult for them.

c. Attention

Owing to their weakness in processing information, they can only focus on a small area of things. They may not even pay attention to

some matters. Hence, they have short attention span, which makes it hard for them to concentrate on learning and be motivated to learn.

d. Perceptual Motor

Their incompetence in perceptual motor skill affects their reception of information from the external environment and aggravates the difficulty they have in cognitive learning, while their slow motor development influences the agile movements of their body and limbs as well as eye-hand coordination.

e. Language

Most of the students with mild mental handicap are slower in language development and have difficulty in comprehension and expression. The vocabulary and sentence structure they use are limited and simple. They don't often follow grammatical rules and may also have problems in articulation.

(2) General Principles of Teaching

- a. Teachers should formulate teaching plans which are suitable for the whole class in general while catering for students' individual differences. Teachers may devise individualized educational programmes according to students' learning abilities and progress.
- b. The teaching content should increase its degree of difficulty gradually, so that students can make progress according to their abilities and needs. Each learning target could be broken down into a number of small targets to make them easier for students to follow and enhance their sense of achievement.
- c. The learning content should be specific and experiential to align with students' thinking ability. Appropriate teaching materials and aids should be used and situational activities (such as those related to daily

life examples) should be conducted to help students understand abstract concepts.

(3) Class Teaching Strategies

- a. In devising class activities, teachers should consider the arrangement of teaching procedures, approaches to demonstrations and prompting as well as assessment standards.
- b. Instructions given should be simple, specific and consistent, and the language used should be comprehensible to students with mental handicap.
- c. Suitable teaching aids such as real objects, models, pictures, video tapes and computer software, etc. as well as clear demonstrations and presentation, should be used to help students learn about the characteristics of various things and discover the connections between different things.
- d. Make use of multi-sensory training to help students perceive things by different senses (such as visual, auditory and tactile, etc.), to suit their different learning styles, and to enhance their knowledge, skills, thinking and memory. Such training can also heighten students' interest in learning and maintain their attention.
- e. During the teaching process, teachers should observe how students respond. Correct responses should be affirmed, praised and encouraged immediately while incorrect ones should be corrected. If students do not respond as expected, teachers may try different kinds of prompting including verbal, visual and physical prompts, etc. to help them learn. When they demonstrate progress in learning, prompts should be faded out systematically.
- f. Always make sure that teaching proceeds at an appropriate pace and the teaching content will not be too difficult. Review and evaluate

teaching methods and effectiveness regularly, and adjust teaching plans accordingly.

- g. Effective revision is a good remedy for poor memory. Different and varied activities can be conducted in each lesson to help students revise in order to reinforce their newly acquired knowledge and help them apply such knowledge to other learning areas and daily life.

(4) Remedial Teaching Strategies

There are several types of teaching approaches commonly used in conducting individual or group remedial teaching, such as task analysis, skills training and multi-sensory teaching. Teachers may combine and integrate these approaches skilfully to help the students to achieve the learning targets. Details of two of the approaches named above are listed below:

a. Task Analysis

- Divide the learning programme into a sequence of small steps.
- Clearly define the learning elements, performance requirements and yardstick for assessment for each step.
- Divide the task into smaller steps if the student has difficulty in completing a particular task. For students with lower ability, the programme should be divided into even smaller steps which are easier for them to accomplish.

b. Skills Training

- Demonstrate all steps.
- Give appropriate assistance and cues according to the student's capability, for instance, holding their hands to move, giving

gestural prompts or oral prompts, etc. to help them complete the task..

- Record their performance and give them appropriate appreciation or feedback for rectification.
- Fade out assistance and prompts gradually so as to train them to complete the tasks with their own effort.

*Offer Students Chances
Guide and Inspire Them to Excel*

5.5 Helping Students with Emotional and Behavioural Difficulties

Emotional and behavioural difficulties, in varying degrees, can prevent students from enjoying social and educational experiences at home and in school. Students with such problems may find it difficult to adjust to the situations of the day. In extreme cases, and if help is not provided appropriately, these students may develop excessively nervous, withdrawn, aggressive or disruptive behaviours.

(1) General Principles

- a. Student-centred teaching methods will lessen discipline and management problem. Learning tasks and activities that enlist students' participation in the lesson could help sustain their interest and sense of achievement. Teachers should tailor the curriculum to suit students' diverse needs.
- b. Teachers should be amiable and concerned but firm and consistent. Do not, for fear of being disliked, accept the students' behaviours totally and unconditionally. Help them learn the standards of acceptable behaviour and show your disapproval where necessary.
- c. In dealing with their misbehaviours, help students see how such wrong doings might harm themselves and others, and develop appropriate skills in communication with others.
- d. In encouraging the students to improve their behaviour (e.g. implementing the school regulations or any reward scheme), teachers should be fair but flexible. Students may feel stressful if they are evaluated with an absolute standard of conduct. Consider individual differences and needs when setting behavioural goals for students.

(2) Guidance Approaches

- a. Teachers may need to spend a little more time talking to the students with emotional and behavioural difficulties, listening and attending to

them. The feeling being listened to with attention and interest will help them build up a warm and trusting relationship with you.

- b. Encourage students to talk about their feelings. Discussion of their feelings and behaviours can shed light on why they behave in such a way and help them understand how his behaviours affect others.
- c. Help students build up a positive self-image. They tend to be lacking in confidence, to believe that they are not loved, and to have experienced more failures than successes both socially and educationally. Therefore, teachers should provide opportunities for them to gain the approval of others and to experience a sense of achievement.
- d. Leave students alone in a safe environment when they fly into a temper. Teachers should keep calm and allow them time to cool off before attending to their needs or problems.
- e. Avoid confrontations with the students as such situations will only breed misunderstanding and aggravate problems.
- f. In helping these students to change a specific aspect of behaviour, direct their attention to what they should do instead of what they should not. For example, praise them for being honest instead of punishing them for telling lies.
- g. Do not attempt to change their behaviours all in one go. It helps if teachers can make a list of the things they would like the students to learn and put them in order of priority. Begin with one or two things at a time.

Develop New Horizons
Create Space for Growing Minds

5.6 Helping Students with Attention Deficit and Hyperactivity Disorder

Students with attention deficit have difficulty in concentrating on things even for a short time. They may seem to be restless and daydreaming a great deal and, they may not speak out in defence of themselves. Some may also have hyperactivity disorder. They can become easily distracted by sights and sounds. Thus they usually have more problems in a group situation than when they are in a one-to-one situation. These students often have difficulty in following directions.

For those with hyperactivity, they go from one activity to another and have trouble with adhering to any one activity. They may talk excessively and would become fidgety. Students with attention deficit may have high level of intelligence and creativity. They do poorly in the classroom. Their short attention span and distractibility make it hard for them to concentrate and complete the tasks.

- (1) Teachers should arrange seating for maximum attention. This may require seating at the front of the room or at a quiet corner in the classroom to reduce external stimuli. Try to keep students' desk tops uncluttered.
- (2) Make sure they have eye contact when you talk with them. Calling them by their names, using gestures or varying your tone could help maintain their attention. Teachers may ask students to repeat directions to ensure their understanding.
- (3) Give clear and specific instructions step by step. Do not give too many instructions at one time and repeat them when required. Teachers must note that the students may often misunderstand what people say.
- (4) Give short assignments. Teachers should give assignments one at a time and in small parts.
- (5) Alternate desk work with other activities to allow for movement.

- (6) Follow up after the students begin a task if necessary.
- (7) When correcting papers, state specifically what they have missed and why.
- (8) Try to avoid correcting the students in an embarrassing manner. They may not be sensitive to the feelings of others, but they are sensitive to their own.
- (9) Teachers should maintain close contact with parents to ensure consistency in management method, and monitor the effect of medication prescribed if necessary.

Facilitate Active Learning
Give Appropriate Guidance

5.7 Helping Students with Autism

Autism is a kind of developmental disorder caused by congenital defect that affects the function of the brain. Generally, symptoms can be identified before the age of three. In their daily life, autistic children experience difficulties in three aspects: impairment of social relationships, impairment of social communication and impairment of social adaptive behaviours.

(1) Learning Characteristics of Students with Autism

a. Cognitive Ability

Students with autism have difficulty in understanding the interrelations of matters: In general, they do not readily understand the meaning of their life experience. Their world is made up of many independent sessions. They may not be able to link up these sessions to form a meaningful concept and therefore fail to understand the interrelations among the sessions. Once trained, some students can process the information in sequence. However, as it is not easy for them to understand relatively complicated relations, they always have difficulties in cognition.

b. Thinking Ability

- Students with autism find it easier to understand concrete concepts: Owing to the disorder in some functions of the brain, they may be less competent in processing linguistic symbols and integrating meanings. They can understand concrete concepts and have difficulties in the comprehension of abstract concepts or metaphors. Usually, visual images rather than language can catch their attention.
- Processing piecemeal information: When processing information, these students usually pay attention to part of the information. They may not be able to understand the picture as a whole.

- Difficulty in processing multiple information at the same time: Students with autism find it difficult to process multiple information at the same time and they are relatively weak in completing tasks in sequence. Usually, they will react to the situation in a specific way. It is relatively difficult for them to apply the concepts they know to different situations.

c. Attention

Over-focusing on unimportant parts of a matter: Students with autism tend to over-focus on the unimportant parts of a matter while overlooking the important part. Some of them demonstrate a relatively high degree of visual awareness. They will misplace their attention on some trivial matters around them and ignore the normal classroom learning. For example, such students may be totally attracted by the movement of an insect at the corner of the wall and ignore what the teacher is teaching. Moreover, most students with autism are sensitive to sounds. Even light sounds may distract them from paying attention to what the teacher is saying.

d. Concentration

Students with autism are usually weaker in concentration. They react unusually to sensory stimuli. For instance, they selectively attend to what others are saying and would ignore what is happening around them. But they are exceptionally sensitive to certain sounds. These adverse reactions will be a handicap to their normal learning.

(2) Behavioural Characteristics of Students with Autism

Some autistic students may have the following behavioural characteristics:

- a. In general, they are rather passive and easily distracted by external stimuli. Usually, they are over-dependent and often need others to teach them how to react.

- b. Some students may react unusually to external stimuli. They may laugh, cry, yell or lose temper in response to surrounding changes. Their reaction to sound, light and tactile stimulations may vary from hyposensitive to hypersensitive. These adverse reactions hinder them from paying attention to their surroundings and thus affect their learning.
- c. When they cannot comprehend the changes in their surrounding, they will become emotionally unstable.
- d. For some students, certain harmless things may arouse their fear. For example, they may yell on hearing a specific kind of sound or they may be afraid of seeing a specific object. However, they will show no reaction to real danger.
- e. These students often lack skills in playing games and fail to follow rules. They always play in their own way and find it difficult to understand or follow the rules of the game. They seldom participate in group games.
- f. They sometimes behave in a self-centred manner. For example, once they see their favourite food, they will snatch it.

(3) General Principles of Teaching Students with Autism

- a. In order to teach students with autism effectively, teachers normally need to arrange learning activities in a structured environment and develop individualized teaching strategies to cater for students' needs. They have to make a lot of efforts and regular evaluations, which could be quite tiresome. Therefore, teachers concerned are advised to form a support group to solve problems and design teaching programmes collaboratively, as well as to ensure consistency in their way of dealing with students' difficulties.
- b. Strategies to cater for students with diverse abilities, in general, also apply to students with autism. e.g. grouping strategy, diverse teaching arrangements, curriculum adaptation and assessment accommodation, etc. As every teaching strategy has its own merits

and limitations, we have to weigh up the advantages and the disadvantages of each strategy and apply the strategies in a complementary and comprehensive manner. Besides, it is necessary for teachers to share their experiences with each other to enhance teaching effectiveness.

- c. On the basis of students' needs, behavioural modes and factors underlying their behaviours, teachers can develop an initial teaching plan to help students achieve their learning targets. However, in actual implementation, even the most comprehensive plan may still encounter variables. For example, the noise caused by road repair works may have adverse effects on students' attention and emotion. Teachers, therefore, should often act as an interpreter to understand students' difficulties and needs by putting themselves in their place, so as to help them comprehend the rules and appropriate behavioural modes under various circumstances.

(4) Classroom Strategies to Teach Students with Autism

As students with autism have difficulties in various aspects, including comprehension, communication and cognition, etc., teachers are advised to make the following arrangements in ordinary lessons:

- a. To provide a stable and structured learning environment since students with autism have difficulty in adapting to changes. Prior to making any changes, teachers are advised to inform these students with autism of the changes and reasons for the changes.
- b. As the world in the eyes of these students is made up of various independent parts, they are not capable of understanding the causal relationship between various matters. Neither can they explain why something has happened. Therefore, in helping students understand the topics being taught, teachers should try their best to guide students to study the subject from different angles, say, using the "6 Ws" method:

What
Why
Who
When

Where

How

- c. Topics which students with autism are interested in may be different from that of ordinary students. Integration of information into learning activities that interest students can heighten their interest and enhance their effectiveness in learning. For example, teachers may bring out the theme by means of diagrams, music or melodies that interest the students.
- d. Make good use of multi-sensory learning activities to enhance experiential learning and comprehension.
- e. Teaching plans should be designed in the form of separate activities which students can manage so that they may move from one stage to another and achieve various targets step by step.
- f. These students have difficulties in understanding abstract concepts. They may repeat certain information verbally if they are puzzled. Teachers, therefore, should not assume that the students have understood the concepts if they are merely repeating the information verbally. Specific examples should be provided to help them understand abstract concepts.
- g. As students may not be able to grasp the key points of the tasks, teachers are advised to let them know the steps for completing the tasks.
- h. As students may not be able to process multiple information, teachers are advised to give one message at a time and give another instruction only after they have finished the previous task.
- i. Teachers can make good use of students' obsessive behaviour and design activities in relation to such behaviour to enhance students' motivation in learning.

- j. In order to facilitate students to master the rules and procedures of school and classroom, teachers are advised to provide students with visual aids, such as daily schedules, charts, signs, task organizers, and waiting instructions, etc.
- k. Whenever students encounter problems or failure in learning, immediate assistance should be offered. As they may over-react to failure, prompt assistance can prevent such problems from getting worse.
- l. Make active use of rewards and encouragement to reinforce students' good performance.

*Match Teaching Approaches
with learning characteristics*

5.8 Helping Students with Communication Difficulties

Students who cannot communicate effectively with others, or whose speech difficulties draw undue attention to their speech acts to such an extent that affects their academic, emotional and/or social developments are considered students with communication difficulties. They may have difficulties in understanding (comprehension) and/or speaking (expression). Difficulties may also occur at any of the following areas: voice and fluency control, phoneme production (phonetic), vocabulary use (semantic), sentence construction (syntactic) and use of the language (pragmatic).

(1) Guidance Approaches

- a. Teachers should try to understand the students with communication difficulties. Observe their behaviours and deduce their interests, intents and motives in communication.
- b. Allow the students sufficient time to complete their expressions.
- c. We should respond, encourage and reward the students for adequate responses, expressions and attempts in communication.
- d. We should use appropriate modelling, expansion¹, extension² and questioning techniques in interacting with students having communication difficulties.
- e. Refer such students for professional advice whenever necessary.
- f. Teachers should not speak for the students but use appropriate cues to assist them when they have difficulties with the expression.

¹ These are statements made by the teachers immediately after a student's sentence. Teachers take the student's word in the same order but add enough to make the sentence complete and correct.

² These statements should also immediately follow the student's statement. Teachers do not involve in the student's words but rather add in comments or information.

- g. Don't blame the students for unclear speech or expression which is out of their control and will.
- h. Don't force the students to speak in front of the public if they do not want to.
- i. Don't correct every single error the students make when they are trying to speak.
- j. We should not laugh at or imitate the students' speech errors.

(2) Assessment Policies and Accommodations

Students having communication difficulties should be provided with a fair assessment environment as other students. Their performance should be evaluated with due consideration of their communication disabilities. Special allowances and arrangement should be provided to these students. Teachers should note the following in assessment of subject domains that involve aspects of communication skills, e.g. oral examinations, listening and speaking domains of language subjects:

- a. Teachers should be aware of students' communication difficulties. They should not perceive them as manifestation of lack of knowledge.
- b. Students should be provided with special allowances for his / her speech defects (e.g. articulation defects, shortening of phonemes, tonal distortion, etc.) which may be caused by factors (e.g. hearing impairment, cleft palate, motor/ neurological difficulties or functional development difficulties, etc.) other than knowledge of assessment targets.
- c. Students having difficulties in speech delivery should be provided with sufficient time in speech production, e.g. students who stutter (non-fluent speech) or speak with jerky speech (due to motor/neurological difficulties), etc.

- d. Students having difficulties in understanding of speech (e.g. students with hearing impairment or difficulties in comprehension) should be provided with extra processing time; and allowance of repetition of questions/instructions.
- e. Some students may need special arrangement for assessment, e.g. seating arrangement for students with hearing impairment for better speech perception, and less distractible environment for students with attention deficits.
- f. During group assessment, students with communication difficulties should be provided with adequate interaction to ensure that these students are fairly assessed.
- g. Teachers should not be distracted or biased by the speech characteristics/communication behaviour of these students, e.g. distorted nasality, hoarseness in voice, non-fluent speech, jerky speech, lack of eye contact, self-mumbling, etc.
- h. In case of severe communication difficulties, teachers may consider exemption of assessment. Grading should be adjusted accordingly. Professional advice should be sought whenever necessary.

*Patience to Guide
Ready to Communicate*

5.9 Helping Students with Specific Learning Difficulties in Reading and Writing

A student may suffer from one of a number of specific learning difficulties, the most common of which is difficulty in reading and writing (dyslexia). These students have a weak working memory and slow speed of processing. They may have deficits in their phonological and/or visual-perceptual skills. They may switch off easily and have difficulties with sequencing, orientation and organization. Their difficulty has a neurological basis, and is independent of any sensory deficits, emotional and behavioural difficulties, or lack of learning experience.

These students usually respond successfully to appropriate teaching methods. Research indicates that teaching strategies effective in helping these students are also beneficial to other students. If we teach according to the way these students learn, we can meet their individual needs and help them develop their potentials.

(1) Identification of Students with Specific Learning Difficulties in Reading and Writing

a. Characteristics

- Their oral ability is better than written expression.
- Weak in reading and spelling, despite having made considerable efforts to learn.
- They may make errors of omission or addition of strokes/ letters in writing.
- They may make errors of left-right reversals (e.g. 21 for 12, 𠄎 for 𠄏) or mirror image (e.g. “d” for “b”).
- It takes longer than expected for them to read or do written work.

- They get tired easily from the efforts required to read and write.
- They may have difficulty understanding what they read.
- They have fluctuating academic performance.
- Besides the specific difficulties in reading and writing mentioned above, some students may also have difficulties in mathematics, in oral/written comprehension and expression, and in visual-spatial perception.

b. Behaviour Checklist for the Screening of Specific Learning Difficulties (For Primary School Pupils)

The Behaviour Checklist contains items covering observation of a student's literacy, cognitive/social-emotional behaviour. Teachers can make use of the Behaviour Checklist to identify areas of a student's learning difficulties and, in collaboration with parents and the student guidance officers, provide support for these students at school.

(2) General Principles of Remediation

In general, these students need more time to learn and more deliberate planning to ensure progress. They need continued support from parents and teachers. Some tips for helping these students in the mainstream classrooms:

- a. Ensure good communication between parents and teachers to better understand and help these students.
- b. Enhance motivation and confidence in learning. For example:
 - Value students' efforts and progress.

- Build on their strengths, allow alternative responses to written questions or give them some responsibilities in class, etc.
 - Build on peer support.
- c. Make accommodation in teaching and learning to facilitate their access to the curriculum.
- Enhance memory through multi-sensory teaching and hands-on experience.
 - Adapt the curriculum, e.g. break the learning task into smaller steps and, in a structured and sequential manner, help them master key words/high frequency words and basic language skills.
 - Seat them near the teacher to improve concentration and facilitate copying from the blackboard.
 - Provide a copy of class notes if they have difficulties copying from the blackboard.
 - Reduce the amount of copying and correction work.
 - Allow alternative ways to do classwork, tests or examinations (e.g. circling or underlining the answers instead of writing).
 - Allow extra time for tests and examinations.
 - Reduce the amount required for dictation and allow extra time.
 - Consider alternative methods of assessment.
 - Utilize computer-assisted learning software, etc.

(3) Enhancing Skills in Reading and Writing

a. Multi-sensory Teaching

For example, read a word aloud while tracing the Chinese character on a piece of sand paper simultaneously (hence involving auditory, visual, tactile and motor functions).

b. Daily Assessment and Teaching for Primary Aged Children (Datapac)

Arrange for parents, teachers or senior students to spend about fifteen minutes daily to teach a student a small number of words (five to ten words) until mastery.

c. Paired Reading

Encourage parents, teachers or senior students to do paired reading with the student regularly. This allows the student to access meaning and facilitates reading for meaning and enjoyment.

For more suggestions on helping students to improve their Chinese word reading and writing abilities, please refer to Chapter 5, paragraphs (3) d and e, and (4) a to g under Section 5.9 of the Chinese version.

(4) Assessment Policy and Accommodations

a. General Principles of Internal Assessment

- Schools should review their assessment methods to ensure that they serve the purpose of the assessment. If the purpose is to assist students to review their progress and identify future learning targets, more individualized instead of standardized methods should be adopted. Such individualized methods may include

portfolio assessment, oral tests/examinations, the use of drawings/ graphs instead of written answers, etc.

- Schools should not rely too much on factual recall to demonstrate mastery of the subject content, nor on reading or writing as a method of assessment.
 - If the curriculum has been tailored to meet a student's special needs, the content as well as the method of assessment should also be adjusted accordingly.
 - There are some students who can achieve the learning objectives of a curriculum but the standardized arrangements for the assessment may present a barrier to them. Schools should consider making provision for special arrangements so that these students can demonstrate their attainment in tests and examinations.
- b. Students with specific learning difficulties in reading and writing are likely to have experienced difficulties in at least one of the areas given below:
- Reading Accuracy – may affect the understanding of what the student reads.
 - Reading Speed – the student may lose the sense of what he or she reads; may also affect the rate of work.
 - Spelling/Dictation – may significantly slow down the rate of work, resulting in the use of alternative words that are easier to spell or failure to achieve any score in the marking of spelling.
 - Handwriting Speed
 - Handwriting Legibility

- Other Difficulties – e.g. attention and concentration, clumsiness and disorganization of such severity as to prevent the student from demonstrating his or her attainment.

c. Adjustments in Internal Tests and Examinations

- Time Allowance – The needs of most students with specific learning difficulties in reading and writing will be met by an additional time allowance of up to 25% of the test/examination time.
- Means of Access to Questions – The reading of questions to students is permitted where there is a considerable discrepancy between reading ability and reasoning ability.
- Means of Presenting and Scoring Responses
 - Allow the use of a word processor as a tool for writing (spell-checks, thesauri or similar electronic devices will not be permitted).
 - Make a verbatim transcript of any sections of a student’s script which would be difficult for the examiner to decipher.
 - For cases in which extreme writing difficulty is demonstrated, the student may dictate answers (verbatim) to the examiner.
 - Provide alternative ways to answer questions (e.g. use numbers to replace the need for copying when placing fragmented sentences in the correct sequence; underline or encircle the correct answers in the passage instead of copying from the passage etc.)

- Avoid penalizing students for poor spelling/ dictation or poor handwriting.
- Presentation/Layout of the Question Paper
 - The student may use a large print version of the test.
 - Set enough space for answers.
 - Put the text, the questions and space for writing answers on the same page. Avoid the use of separate answer sheets particularly for young students.
 - Give clear instructions, highlighting keywords and examples.
 - Allow the use of a highlighter for marking in the test booklet.
 - Prompt the (young) student to attend to the test/ examination when he or she seems to have lost attention or when he or she has inadvertently missed out working on some pages of the test/ examination paper.

*Adopt Sensory Approaches
Enhance Memory Skills*

5.10 Helping Gifted Students

Giftedness is multidimensional and should not be only defined by an Intelligence Quotient. Gifted students may have exceptional achievement or potentials in one or more of the following areas: certain intellectual domains, a specific subject area, original thinking, visual spatial and artistic areas, social and leadership capacities, athletics, mechanical skills or other areas requiring motor coordination. However, ‘giftedness’ is not equivalent to all-round excellence. Some gifted students may have special educational needs such as physical or sensory disabilities, specific learning disabilities, emotional or behavioural difficulties, hyperactivity, etc.

(1) Characteristics of Gifted Students

Gifted students generally possess certain characteristics, which enable them to learn at a fast pace when appropriate learning environment and teaching resources are available. On the other hand, these characteristics can become obstacles to students’ learning and social development, or even lead to adjustment difficulties if the students' learning needs cannot be properly met and challenged. Listed below are some examples of the gifted students’ characteristics and the possible difficulties that these students may encounter:

(a) Learning

Gifted students are often advanced in their language development and language ability compared to their peers. They usually like reading. The scope and content of the books they read are broader and deeper than their peers. They are very observant and highly inquisitive. As they raise questions frequently, and are articulate in expressing ideas and opinions which are advanced for their age, they are often misunderstood as ‘loving to show off’.

They have exceptionally good memory, comprehension and information processing abilities. They are knowledgeable and able to analyze subtle cause-and-effect relationships. Hence, they may lack

interest and patience in the mainstream curriculum, or resist conventional teaching styles and practices. On the other hand, the relationship/concept that they discover may be perceived as a kind of fallacy by their peers, which would make them feel frustrated and gradually become estranged from their classmates.

(b) Affective Characteristics

Gifted students can concentrate intensely on things that interest them and carry out investigations persistently. They are seldom satisfied with their own performance since they pursue perfection in everything. They also value fairness, justice, right and wrong, and criticise people and things frequently. They often behave obstinately, hence, peers may not accept them. Furthermore, gifted students normally have high expectations for both themselves and others. This will easily lead to frustration and disappointment, and greater difficulty for them to establish good relationship with their peers.

(c) Creativity

Gifted students are curious and always have original and novel ideas. They are bold to attempt and investigate, active to express views, fearless to hold dissenting views, having a sense of humour, and in favour of pursuing perfectionism and achievement. Generally speaking, gifted students may have an extremely strong aspiration for achievement. Some students may fully concentrate on attainment of perfectionism and hence become unrealistic. In addition, if their sense of humour and peculiar thoughts are not accepted by their peers, the resultant lonely and solitary feelings may affect their confidence and self-image.

(d) Leadership

Gifted students love to direct or lead other people, and will perform with a high degree of self-confidence. They can function as leaders in group activities. Nevertheless, gifted students may occasionally be

confused of their roles and those of adults. Therefore, they may lose their rightful naivety.

(2) Assessment of Gifted Students

It is necessary to use a variety of assessment tools to assess a gifted student because of students' diverse characteristics and learning needs. The assessment tools include standardized intelligence tests, creativity tests, academic achievement tests, behavioural checklists/questionnaires, assessments of schoolwork, etc. Assessment should also take into account the information collected from teachers, parents, peers, the students themselves and professionals. When assessing a gifted student with special educational needs, special care should also be taken in choosing the appropriate test and in interpreting the assessment findings to avoid under-representing the child's real potential.

(3) General Teaching Principles

- (a) Understand and analyze gifted students' personality traits, strengths, interests and learning styles. In addition, provide them with appropriate learning opportunities, which are geared to meet individual needs and can facilitate further exploration and development of their potential.
- (b) Create a warm, safe, accepting, democratic and stimulating learning environment for gifted students to develop their creativity, higher order thinking skills and personal-social competence.
- (c) Fully utilize the resources within and outside the school. These include parents, social workers, community services and support from other professional organizations.
- (d) Foster communication and cooperation with parents, value parents' understanding of the learning objectives of gifted education programmes, and the characteristics of gifted students in order to help

them hold reasonable expectations on the programmes and their children.

- (e) Teachers sometimes need to provide counselling to gifted students (especially those with emotional/behavioural and/ or learning problems) to help them understand their own potentials, establish self-direction, enhance self-esteem and improve their social skills.
- (f) Provide students with more flexible learning approaches through school-based policies to cater for individual development and needs. Teachers can use flexible grouping, differentiated curriculum and assignments, project learning and independent studies, etc., in the classroom to facilitate students' learning progress or expanding their scope of learning. Teachers can also consider other learning approaches, e.g. curriculum compacting, accelerating learning, extended or enriched curriculum, advanced placement, grade/subject skipping, mentorship programme, after-school special programmes, etc. to maximize their potential.

(4) Teaching Strategies

- (a) Provide more challenging learning materials with a rich content and a variety of topics. Meanwhile, design teaching materials and learning tasks of varying levels and difficulties to meet the needs of students with different abilities.
- (b) It is possible to start with exploratory activities, intended to develop interpersonal relationship and independent research skills, then followed by project work and self-actualisation. For instance, start with the theme 'Who am I?' to help gifted students understand themselves. When they show an interest for deeper investigation, the theme can be further extended to 'My family and I', 'The community and I', or 'How to actualise my ideal?', etc.

(c) Adopt diversified teaching strategies to enhance gifted students' learning interest and mastering of various skills and abilities. For examples:

- By using open-ended questioning techniques, learning/ interest centre, differentiated tasks/worksheets, independent projects, etc., to reinforce gifted students' exploratory skills, higher order thinking skills and creativity.
- By providing flexible learning opportunities and freedom on the choice of learning.
- By training gifted students' critical thinking and questioning techniques through activities such as debates, simulated reporter interviews, group competitions, etc.
- By encouraging active investigation to train their spontaneous learning and group collaboration skills by providing project learning with attractive and challenging themes.
- By frequently adopting various self-evaluation methods and nurturing gifted students' self-reflection ability through self-appraisal or peer evaluation. Besides, teachers may provide feedback during students' self-evaluation and reflection process.

(d) Infuse the core elements of gifted education such as higher order thinking, creativity, personal and social competence, etc., into existing subjects as the basis of learning. Furthermore, help students better master learning and skills including problem-solving process/decision making skills, target setting, time management, analysis and reasoning, data collection and investigation, etc., through after-school activities.

(e) Matched with specific themes and learning objectives, arrange various grouping combinations and let gifted students serve as group leaders where appropriate. Alternatively, implement pullout

programmes to let gifted students of homogeneous ability learn together. Members of small group can come from different grade levels or classes. Programme contents can include affective education, or thinking skills, project learning or academic subjects (such as science, mathematics, etc.).

- (f) In addition to the formal curriculum, arrange a variety of extended or enriched activities for gifted students such as visits, community services, viewing movies, individualized teaching, independent studies, mentorship programmes, etc., to reinforce their learning experiences in different areas.
- (g) Set aside resource rooms or learning corners in the school library or classroom which provide books, teaching materials, computers or internet, equipment for experiments, etc., to let students explore specific topics, or carry out creative activities individually or in groups.
- (h) Arrange mentorship programmes according to gifted students' individual interest to provide students with opportunities to learn or work with professionals of related fields, e.g. school librarians, university tutors, social workers, professionals of business and commerce fields, or parents of a related profession.

*Apply Multi-modality Teaching
Develop Potentials to the Full*

Chapter Six

Liaison with Specialists, School Personnel, Parents and the Community

- 6.1 As frontline workers, teachers are in a better position to identify students' special needs and offer initial assistance. By working closely with other school personnel (such as school social workers, student guidance officers/student guidance teachers) and specialists in the community (such as speech therapists, educational audiologists, educational psychologists, physiotherapists, occupational therapists and visiting peripatetic teachers/advisory officers for the hearing- and visually impaired), an interdisciplinary approach for identifying and diagnosing special needs, designing and evaluating relevant educational programmes, as well as placement of these students can be achieved.
- 6.2 Teachers should strengthen communication with students' parents through Parent Teacher Associations (PTA) and other activities such as Parents' Day, parent-teacher meetings and extra-curricular activities involving parents. Such communication will help parents understand the learning progress, difficulties and needs of their children. Teacher should listen patiently to the parents' expectations and concerns, as well as liaise with the school and specialists, with a view to providing appropriate guidance and support for students with special educational needs.
- 6.3 For services provided by the Education Department for students with special educational needs, teachers may refer to the fact sheets on *Special Education* and *Special Education Services* as well as the *Information Guide to Support Services for Students with Special Educational Needs in Ordinary Schools*. By joining lectures, seminars and workshops organized by the Education Department, teachers can have a better understanding of the services and facilities of special education in Hong Kong. They can also learn more about teaching concepts and guidance strategies and share their teaching experience with other teachers.

6.4 Furthermore, teachers should maintain a close link with the community. They should make the best use of the facilities and resources available to support their teaching. By broadening the students' life and learning experiences and helping them to develop social and communicative skills, teachers can help students with special educational needs to integrate into the community. Teachers should also build up a good relationship with the community, and enhance public awareness of and support for integrated education.

*Home and School are One
In Spirit and in Work*

Chapter Seven

Conclusion

- 7.1 Students with special educational needs may encounter different kinds of adjustment problems in classroom learning, most of which can be reduced if the school and learning environment is favourable to their integration. The school ethos is one of the crucial factors in helping these students to adapt to social life.
- 7.2 Schools assume definite role in promoting positive attitudes towards students with disabilities and special educational needs. It is the responsibility of educators to nurture students, and instil in them this important idea.
- 7.3 To provide quality education, individual needs of students should be attended to. We must practise the principle of equal opportunities in education. Below are some of the essential elements:

- School Policy

To formulate a policy of whole school participation and equal opportunities, so as to provide suitable facilities (e.g. school passages) and flexibility in admission arrangements, curriculum, teaching and assessment to cater for student diversity and individual needs.

- School Culture

To adopt a whole school approach and to foster an inclusive school culture for achieving the goal of Education for All, as well as developing students' potential to the full.

- Professional Development

To provide training for teaching and non-teaching staff to enable them to better understand the principles and requirements of equal opportunities in education, and to strengthen teachers' professional knowledge and skills in identifying and teaching students with special educational needs.

- Teacher Collaboration

To work out in collaboration an appropriate curriculum, including diversified teaching methods and regulated assessments, in meeting students' varied needs.

- Peer Support

To promote a warm and caring environment through classroom learning, extra-curricular activities and peer tutoring, so as to enhance the learning opportunities of students with special educational needs.

- Home-school Cooperation

To enhance home-school cooperation, parents' understanding and acceptance of students with special educational needs through meetings, activities and daily contacts.

- Optimal Use of Resources

To optimise the use of school resources, community services and public facilities, so as to reinforce the guidance and support for students and promote public awareness of and support for integrated education.

7.4 With joint efforts of school personnel and parents, support from specialists and the public, equal participation and optimal integration of students with special educational needs can be achieved.

*Establish Inclusive Culture
Foster Whole-Person Education*

Hong Kong Special Education Services

Enquiry

For further information on special education, please contact the Special Education Resource Centre:

Room 102, G/F	Tel No.: 2760 6203
Perth Street	Fax No.: 2761 0976
Special Education Services Centre	Web Site:
6 Perth Street, Homantin	http://www.ed.gov.hk
Kowloon	Email: serc@ed.gov.hk

For enquiries on special education services, please contact the following special education services centres:

North Point	Tel No. 2561 3441
Special Education Services Centre	Fax No. 2516 7854
323 Java Road, 3/F	
North Point	
Hong Kong	

Perth Street	Tel No. 2760 6101
Special Education Services Centre	Fax No. 2711 9644
6 Perth Street	
Homantin	
Kowloon	

Ha Kwai Chung	Tel No. 2307 6251
Special Education Services Centre	Fax No. 2744 5315
77 Lai Cho Road, 4/F	
Kwai Chung	
New Territories	

References

- Education Commission (2000). Learning for life, learning through life – reform proposals for the education system in Hong Kong. Hong Kong: Hong Kong Printing Department.
- Education Department (2000). Understanding and helping children with special educational needs (A guide for teachers). Hong Kong: Hong Kong Printing Department.
- Equal Opportunities Commission (2001). Disability Discrimination Ordinance: Code of Practice on Education. Hong Kong: Equal Opportunities Commission.
- Hong Kong Government (1995). White Paper on Rehabilitation - equal opportunities and full participation: a better tomorrow for all. Hong Kong: Hong Kong Printing Department.
- 國立教育資料館 (1996)。《教育資料集刊第二十一輯：資優教育專輯》。台北：教育資料館。
- 萬明美 (1996)。《視覺障礙教育》。台北：五南圖書出版公司。
- 香港教育署課程發展處 (1997)。《為有特殊教育需要學生擬訂的目標為本課程：中國語文科學習綱要》(試行本)。香港：香港政府印務局。
- 香港教育署 (1999)。《學業成績卓越學生校本課程試驗計劃：檢討報告書》。香港：香港政府印務局。
- 何淑嫻、陳維鄂、曾淑雯、李淑嫻 (2000)。「香港小學生特殊學習困難行為量表」(研究版)。香港：香港中文大學及香港教育署。
- 香港教育署 (2001)。「教學建議：幫助有特殊學習困難的學童」。香港：香港教育署。

Examples of Remarkable Success of Handicapped Persons

1. With the help of textbooks and reference materials, teachers can instil in students a positive attitude towards disabled persons. They can help students realize how disabled persons worked strenuously to achieve success and eventually won recognition and acclaim. Some typical examples are:

- *Ludwig van Beethoven*, with profound hearing loss, and yet his contribution to music is monumental.
- *Thomas Alva Edison*, with hearing loss, and yet made important inventions in science.
- *Helen Keller*, an outstanding writer with multiple handicaps in vision, hearing and speech.
- *Franklin D Roosevelt*, a polio patient who later became the President of the United States of America.
- *Christopher Brown*, a famous writer with cerebral palsy.
- *Stephen Hawking*, a leading physicist with motor neuron disease.
- *Erik Weihenmayer*, a mountaineer with visual impairment who reached the summit of Mt. Everest in 2001, and became the first sightless person ever to stand on the top of the world.
- *Temple Grandin*, a scholar with autism, now Associate Professor of the University of Colorado.
- *Hu Yi-zhou* (胡一舟), mentally handicapped, gave his first performance

as a conductor in China in 1999. He has since performed with over 10 Chinese and overseas philharmonic orchestras.

- *Hsing Lin Tsi* (杏林子), a famous writer of Taiwan who insisted on writing despite suffering from rheumatoid arthritis and paralysis. With a positive and optimistic attitude in life, Hsing set up the Eden Disabled Trust Fund Committee to look after the welfare of the disabled.
- *Stevie Wonder, Ray Charles, Jose Feliciano* and *Andrea Bocelli* are blind musicians.

2. In Hong Kong, many disabled persons have achieved great success and made remarkable contributions to academic studies, professional development, artistic creation and social services. The performance of our disabled athletes is also outstanding in many international competitions.

- *Dr Stevenson Fung* (馮漢源), visually impaired, was awarded Doctor of Science by the University of Oxford and is now a lecturer of the University of Hong Kong.
- *Leung Tsau-tin* (梁洲田), visually impaired, set up the world's first daily newspaper for the blind in 1990 and now the Division Head (Rehabilitation) of the Hong Kong Society for the Blind.
- *Chong Chan-yau* (莊陳有), visually impaired, graduated from the University of Hong Kong, and obtained a Master Degree in Britain. He was selected one of the 10 Outstanding Young People in Hong Kong in 1991 and is now the Executive Director of Oxfam Hong Kong.
- *Vincent Mok Wai-sun* (莫維新), mentally handicapped, set up the

Chosen Power, the first self-help organization of mentally handicapped persons in Asia in 1995. Mok is the President of this organization till now.

- *Benny Cheung Wai-leung* (張偉良), won 4 gold medals of wheelchair fencing in the 1996 Paralympics, and was appointed the Sports Ambassador of Hong Kong in 1997. Cheung was selected one of the 10 Outstanding Young People of the World in 1998.
- *Liu Tung-mui* (廖東梅), a painter with cerebral spasm, published her Album of Paintings in 1998. Liu has held many art exhibitions and participated in the International Festival of Arts with the Disabled.
- *Fung Ying-ki* (馮英騏), a contestant of wheelchair fencing who won a gold medal of Foil in the Paralympics in 1998 and a gold medal in the World Cup International Garda in 1999. Fung was awarded the Medal of Honour for his outstanding achievement by the Government of the Hong Kong Special Administrative Region.
- *So Wah-wai* (蘇樺偉), an athlete who has won many gold medals in the Disability World Athletics Championship and the Disability Europe Athletics Championship. He has set two world records and was awarded the prize of Hong Kong Outstanding Leader in 2000.
- *Dr Margaret Chung* (鍾惠玲), a patient of lupus erythematosus with a doctorate in Chemistry. Currently Honorary President of the Regeneration Society, Dr Chung adopts a positive attitude after contracting the disease. She assists people with chronic diseases to

overcome difficulties and rebuild confidence.

3. The Ten Outstanding Disabled Persons Awards are awarded to disabled persons in recognition of their outstanding achievements. The Selective Placement Division of the Labour Department also runs the Outstanding Disabled Employees Award to commend disabled employees with outstanding performance.
4. With strong determination and tenacity, many disabled students overcome great difficulties and hardship and eventually achieved remarkable success in academic studies, sports as well as development of personal interests and potentials.

Supplementary Teaching Materials and Resources

The Special Education Resource Centre provides the following items for reference:

(I) Leaflets, pamphlets, curriculum guides and teaching kits issued by the Education Department:

1. Information Sheet on Special Education
2. Information Sheet on Special Education Services
3. 中、小學輔導教學服務中心簡介
4. 身體弱能學童輔導教學服務簡介
5. 匡導班簡介
6. 言語治療服務組
7. 教育心理學家服務組簡介
8. 如何幫助過度活躍的兒童
9. 如何協助子女有效學習
10. 關懷子女 輔助成長
11. 家長百寶箱
12. 助聽器的認識
13. 耳模的認識
14. 聽覺是甚麼
15. 弱聽的級別
16. 弱聽的類別
17. 你孩子的聽覺有問題嗎
18. 人工耳蝸簡介
19. 無線調頻系統

20. 學前弱聽兒童輔導及訓練服務
21. 如何幫助你的弱聽學童
22. 弱聽學童巡迴輔導服務
23. 融合教育通訊
24. Guide to Curriculum for Hearing Impaired Children (1996)
25. Guide to Curriculum for Visually Impaired Children (1996)
26. Guide to Curriculum for Mentally Handicapped Children (1997)
27. 「同一天空下」教材套 (1997)
28. 「平等齊參與 展能創明天」教材套 (1997)
29. Guide to Curriculum for Maladjusted Children (1998)
30. Guide to Curriculum for Physically Handicapped Children (1999)
31. 「群育學校 院舍服務」光碟 (1999)
32. 「融合教育活動教材套」(1999)
33. Towards Integration CD-ROM (2000)
34. 提升學習動機：榆樹計劃初中學生輔導課程 (2000)
35. 香港小學生特殊學習困難行為量表 (2000)
36. 教學建議：幫助特殊學習困難的學童 (2001)
37. 「學得生動 教得輕鬆」光碟 如何幫助有讀寫困難的學童 (2001)
38. 《幼稚園兼收弱能兒童計劃指引》(2001)
39. 「融合教育之自閉症篇」光碟 (2001)
40. 「融合教育之聽覺受損篇」光碟 (2001)
41. 「學童聲線護理」光碟 (2002)
42. 潛能未展的資優 家長篇 (2002)

(II) Others

1. White Paper on Rehabilitation – Equal Opportunities and Full Participation: A Better Tomorrow for All (1995)
2. Report of the Board of Education Sub-committee on Special Education (1996)
3. 香港復康聯會《愛的承擔》第2版 (1996)
4. 協康會《自閉症兒童訓練指南》1-4冊 (1997)
協康會《自閉症兒童訓練指南》評估表格
5. 香港痲痺協會《自閉症幼兒教學指引》(1998)
6. 香港痲痺協會《協助學前兒童智能發展手冊》1-17冊 (1999)
7. 仁濟醫院 / 教育評議會「營建一個融洽有序的學習環境」光碟 (1999)
8. Health and Welfare Bureau, Hong Kong Government: Hong Kong Rehabilitation Programme Plan (1998/99-2002/03) (1999)
9. 香港教育學院「童趣列車：小學生認讀中文字學習計劃系列」光碟 (2000)
 - 侏羅紀公園歷險記
 - 古埃及冒險之旅
 - 大小貓咪破奇案
10. 職業訓練局「香港手語」唯讀光碟 (2000)
11. 香港教育學院「邁向成功之融合教育」專題計劃
 - 《融合教育師資培訓實踐》(2000)
 - 《融合教育之我思我見學員文集》(2000)
12. 香港弱智服務工作人員協會《啟智 2000》文集 (2000)
13. 「百鍊人生路」光碟 (2001)
14. Equal Opportunities Commission: Disability Discrimination Ordinance – Code of Practice on Education (2001)
15. Chinese and English journals related to special education

- 香港特殊教育論壇 (現代特殊教育編輯部)
- 亞洲輔導學報 (香港中文大學)
- Journal of Visual Impairment & Blindness (American Foundation for the Blind)
- Journal for the Education of the Gifted (The Council of Exceptional Children)
- Focus on Autism & Other Developmental Disabilities (PRO-ED)
- Journal of Speech, Language, and Hearing Research (American Speech-Language-Hearing Association)
- Dyslexia: An International Journal of Research and Practice (BDA)
- Journal of Learning Disabilities (PRO-ED)
- Pediatric Rehabilitation (Taylor & Francis)
- The Journal of Child Psychology and Psychiatry and Allied Disciplines (Cambridge University Press)
- International Journal of Inclusive Education (Taylor & Francis)
- Journal of Emotional & Behavioral Disorder (PRO-ED)
- Special Children (Questions Publishing)
- Mental Retardation in Developmental Disabilities Research Reviews (John Wiley & Sons, Inc.)
- Professional School Counseling (American School Counselor Association)
- The Journal of Special Education (PRO-ED)
- Remedial & Special Education (PRO-ED)
- Educational Psychology in Practice (Taylor & Francis)

Web Sites Related to Special Education

(I) Special Educational Needs

1. Special Educational Needs Section, Curriculum Development Institute (課程發展處特殊教育需要組)
<http://cd.ed.gov.hk/sen/cindex.htm>
2. Special Education Resource Centre (特殊教育資源中心)
<http://www.ed.gov.hk>
3. Special Education Society of Hong Kong (香港特殊教育學會)
<http://seshk.org/hk>
4. China Online for the Special Needs (中國特殊需要在線)
<http://www.specialneeds.org.cn>
5. The British Columbia Ministry of Education
<http://www.bced.gov.bc.ca/specialed/docs.htm>
6. Accommodations for Students with Disabilities – National Center on Educational Outcomes (NCEO) Special Topic Areas
<http://www.coled.umn.edu/nceo>
7. Do2Learn – Autism & Learning Disability Child Education
<http://www.do2learn.org>
8. Special Education
<http://www.educationnews.org/SpecialEd.htm>
9. Centre for Special Needs and Studies in Inclusive Education
<http://www.ied.edu.hk/csnsie>
10. HKIEd Library Internet Resources – Special Education
<http://www.lib.ied.edu.hk/resources/special.htm>

11. Special Education – Teachers Helping Teachers
<http://www.pacificnet.net/~mandel/SpecialEducation.html>
12. Special Needs Network (SNN)
<http://www.snn.org.hk>
13. Special Needs Opportunity Windows (SNOW)
<http://snow.utoronto.ca/best/accommodate/index.html>

(II) Hearing Impairment

1. Children’s Hearing Foundation (Helping Deaf Children Learn to Listen and Speak)
財團法人雅文兒童聽語文教基金會 (幫助聽障兒童學習聽與說)
<http://www.chfn.org.tw>
2. Taiwan Provincial Taichung School and Education Resource for the Deaf (國立台中啟聰學校)
<http://www.thdf.tc.edu.tw>
3. Auditory-Verbal International
<http://auditory-verbal.org>
4. British Association of Teachers of the Deaf
<http://www.batod.org.uk>
5. Learning to Listen Foundation
<http://www.learningtolisten.org>
6. Oral Deaf Education
<http://www.oraldeafed.org>
7. American Speech-Language-Hearing Association (ASHA)
<http://www.professional.asha.org>
8. Self Help for Hard of Hearing People (SHHH)
<http://www.shhh.org>

(III) Visual Impairment

1. National Taichung School for the Visually Impaired
(國立臺中啟明學校)
<http://www.cmsb.tcc.edu.tw>
2. Children with Special Needs
<http://www.children-special-needs.org>
3. Various World Wide Websites: Blind & Visually Impaired Handicapped
<http://www.dpa.org.sg/VH>
4. Tips on How to Communicate & Comply Effectively with Deaf-Blind
<http://www.dpa.org.sg/VH/tips.htm>
5. Help Me See
<http://www.helpmesees.net>
6. Blindness Resource Center: A Service of the New York Institute for Special Education
<http://www.nyise.org/blind.htm>
7. Visually Impaired – Special Education Department, University of Virginia
<http://teis.virginia.edu/curry/dept/cise/ose/categories/vi.html>
8. Overview on Deaf-Blindness
<http://www.tr.wosc.osshe.edu/dblink/ovrview2.htm>

(IV) Physical Handicap

1. Cerebral Palsy (腦性麻痺)
<http://www.cpcare.com>
2. Hong Kong Spastic Association – Conductive Education
(香港痙攣協會 — 引導式教育)
<http://www.spastic.org.hk>
3. 腦性麻痺之家
<http://140.116.60.95/~mark>

4. Awareness of Chronic Health Conditions: What the Teacher Should Know
<http://www.bced.gov.bc.ca/specialed/awareness/contents.htm>

(V) Mental Handicap

1. 香港唐氏綜合症協會
<http://www.healthbasic.com/downsyndrome>
2. Heep Hong Association (協康會)
<http://www.heephong.org>
3. Hong Kong Joint Council of the Parents of the Mentally Handicapped (香港弱智人士家長聯會)
<http://www.hkjcpmh.org.hk>
4. Hong Chi Association (匡智會)
<http://www.hongchi.org.hk>
5. Parents' Association for Persons with Intellectual Disability (智障者家長總會)
<http://www.papmh.org.tw>
6. Special Education WWW (全國特殊教育資訊網)
<http://www.spc.ntnu.edu.tw>
7. Arbao's Paradise (阿寶的天空 — 台灣教育廳特殊教育網)
<http://192.192.59.7>
8. The National Down Syndrome Society
<http://www.ndss.org>

(VI) Emotional and Behavioural Disorders

1. 有愛無礙 (學障/情障互動網站)
<http://www.dale.nhctc.edu.tw>
2. Discipline Resource from the MASTER Teacher
<http://www.disciplinehelp.com>

3. Outdoor Education for Behavior Disordered Students
http://www.ed.gov/databases/ERIC_Digests/ed261811.html
4. Manitoba Education Training & Youth-Behaviour Intervention Planning
<http://www.edu.gov.mb.ca/metks4/instruct/specedu/bip>

(VII) Attention Deficit and Hyperactive Disorders

1. Hyperactive Children (勁量小子傷腦筋)
<http://www.contest.edu.tw/86/4/powerkinds/index.htm>
2. Attention Deficit Disorder – Help in the Classroom for Teachers
<http://add.about.com/cs/forteachers/index.htm>
3. List of Appropriate School-based Accommodations & Interventions
<http://www.add.org/content/school/list.htm>
4. Attention Deficit Hyperactivity Disorder – On-line Community
<http://www.adhd.com>
5. Mental Health Disorder & Conditions
<http://athealth.com/consumer/Disorders/ADHD.html>
6. ADHA Owner's Manual
<http://edutechsbs.com/adhd>
7. School Support for LD and ADD Learners
<http://www.iser.com/RLACarticle2.html>

(VIII) Autism

1. Autism Hong Kong (香港自閉症聯盟)
<http://www.autism-hongkong.com>
2. Autism Society of Taiwan, R.O.C. (中華民國自閉症總會)
<http://www.autism.org.tw>
3. 中華民國自閉症基金會
<http://www.fact.org.tw>

4. Autism-PDD Resources Network
<http://www.autism-pdd.net>
5. Center for the Study of Autism, The Autism Society
<http://www.autism.org>
6. Teaching Tips for Children & Adults with Autism
<http://www.autism.org/temple/tips.html>
7. Division TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)
<http://www.teacch.com>
8. Autism Resources
<http://www.unc.edu/~cory/autism-info>

(IX) Communication Difficulties

1. American Speech-Language-Hearing Association
<http://www.asha.org>
2. Speech and Language Disorders
<http://www.mankato.msus.edu/dept/comdis/kuster2/splang.html>
3. Examples of Materials That Can Be Adapted for Therapy
<http://www.mankato.msus.edu/dept/comdis/kuster2/therapy.html>
4. Speech-Language Therapy
<http://www.telusplanet.net/public/friskney/Slp.htm>

(X) Specific Learning Difficulties in Reading and Writing

1. Hong Kong Association for Specific Learning Disabilities
(香港特殊障礙協會)
<http://www.asld.org.hk>
2. 國立台灣師範大學特殊教育系洪麗瑜教授網頁
<http://web.cc.ntnu.edu.tw/~t14010>

3. Learning Disability (國立台灣中正大學心理系「學障學障」網頁)
<http://psyultra.psy.ccu.edu.tw/learning>
4. The British Dyslexia Association
<http://www.bda-dyslexia.org.uk>
5. The Institute for Neuro-psychological Psychology
<http://inpp.org.uk>
6. The International Dyslexia Association
<http://interdys.org>
7. LD OnLine: Learning Disabilities Information and Resources
<http://ldonline.org>

(XI) Gifted

1. Gifted Education – A Resource Guide for Teachers
<http://www.bced.gov.bc.ca/specialed/gifted/whoare.htm>
2. Keynote Address presented at the 3rd Biennial Australian International Conference on the Education of Gifted Students
<http://www.cagifted.org/miraca.htm>
3. ERIC Clearinghouse on Disabilities & Gifted Education
<http://ericec.org>
4. Teaching Young Gifted Children in the Regular Classroom
<http://ericec.org/digests/e595.html>
5. Neag Center for Gifted Education & Talent Development
<http://www.gifted.uconn.edu>
6. The TAG Family Network
<http://www.teleport.com/~rkaltwas/tag>

(XII) Others

1. Arts with the Disabled Association Hong Kong (香港展能藝術會)
<http://www.adahk.org.hk/index.htm>

2. Hong Kong Equal Opportunities Commission
(香港平等機會委員會)
<http://www.eoc.org.hk>
3. 香港藝術家互聯中心廖東梅網頁
<http://www.hkartist.com/liutungmui.html>
4. Hong Kong Sports Association for the Mentally Handicapped
(香港弱智人士體育協會)
<http://www.hksam.org.hk>
5. Hong Kong Sports Association for the Physically Disabled
(香港傷殘人士體育協會)
<http://www.hksap.org>
6. Support Group on Integrated Education (支持融合教育協會)
<http://www.iehk.org>
7. Information Web Site for Downs Syndrome
(唐氏綜合症資訊網 — 戰勝自我)
<http://www.info-ds.com/winmyself/winmyself.htm>
8. Lessons in Life – Radio Hong Kong
(百鍊人生路 — 香港電台)
http://www.netstar21.com/program_detail.cfm?ID=74
9. Jockey Club Rehabilitation Engineering Centre, Hong Kong Polytechnic University (香港理工大學賽馬會復康科技中心)
<http://www.polyu.edu.hk/~rec/index.html>
10. 青年工作資源中心 — 弱勢族群/復康
<http://www.socialwork.com.hk/weakgroup.htm>
11. TREATS (親切)
<http://www.treats.org.hk>
12. Association of Mouth & Foot Painting Artists (口足畫家協會)
<http://www.amfpa.com>

13. Individuals with Special Needs in Film
<http://curry.edschool.virginia.edu/go/cise/ose/information/film/filmhall.htm>
1

14. Collaborative Teaching: Special Education for Inclusive Classrooms (An Online Textbook)
<http://www.parrotpublishing.com>

Other Reference Books

(I) Special Educational Needs

何華國 (1995)。《特殊兒童心理與教育》。台北：五南圖書出版公司。

王文科主編 (1997)。《特殊教育導論》修訂版。台北：心理出版社。

鄧廣威、曾婉媚、陳瑞堅合編 (1997)。《因材施教：教育上的特殊需要》。
香港：香港公開進修學院出版社。

Cowne, E. (1998). The SENCO handbook: working within a whole-school approach. London: David Fulton Publishers.

Friend, M. and Cook, L. (2000). Interactions: collaboration skills for school professionals. New York: Longman.

Gibb, G. S. and Dychesm, T. T. (2000). Guide to writing quality individualized education programs: what's best for students with disabilities? Boston: Allyn and Bacon.

Heward, W. L. (2000). Exceptional children – an introduction to special education, 6th Ed. New Jersey: Prentice Hall.

Lorenz, S. (1998). Effective in-class support: the management of support staff in mainstream and special schools. London: David Fulton Publishers.

Taylor, R. L. (2000). Assessment of exceptional students: educational and psychological procedures. Boston: Allyn and Bacon.

Vahid, B., Harwood, S. and Brown, S. (1998). 500 tips for working with children with special needs. London: Kogan Page.

(II) Hearing Impairment

林寶貴 (1994)。《聽覺障礙教育與復健》。台北：五南圖書出版公司。

Powers, S., Gregory, S., Lynas, W., McCracken, W., Watson, L., Boulton, A. and Harris, D. (1999). A review of good practice in deaf education. London: RNID.

Ross, M. (Ed.) (1990). Hearing impaired children in the mainstream. Maryland: York Press.

(III) Visual Impairment

萬明美 (1996)。《視覺障礙教育》。台北：五南圖書出版公司。

Dawkins, J. (1991). Models of mainstreaming for visually impaired pupils – studies of current practice with guidelines for service development (Vol. 1 & 2). London: HMSO.

Sacks, S. Z. and Silberman, R. K. (Eds.) (1998). Educating students who have visual impairments with other disabilities. Baltimore: Paul H. Brookes Pub. Co.

Trief, E. (1998). Working with visually impaired young students – a curriculum guide for 3 to 5 year olds. Springfield: Charles C Thomas Publisher Ltd.

(IV) Physical Handicap

曾進興譯 (1996)。《腦性痲痺與溝通障礙》。台北：心理出版社。

Bigge, J. L., Best, S. J. and Heller, K. W. (2001). Teaching individuals with physical, health, or multiple disabilities. New York: Merrill Prentice Hall.

(V) Mental Handicap

Henley, M., Ramsey, R. S. and Algozzine, R. F. (1999). Characteristics of and strategies for teaching students with mild disabilities. Boston: Allyn and Bacon.

Hickson, L., Blackman, L.S., REIS, E.M. (1995). Mental retardation – foundations of educational programming. London: Allyn and Bacon.

Lorenz, S. (1998). Children with Down's Syndrome: a guide for teachers and learning support assistants in mainstream primary and secondary schools. California: McGraw Hill.

Thomas, G. E. (1996). Teaching students with mental retardation: a life goal curriculum planning approaches. Englewood Cliffs, NJ: Prentice Hall.

(VI) Emotional and Behavioural Difficulties

Danforth, S. and Boyle, J. R. (2000). Cases in behaviour management. Columbus, Ohio: Prentice Hall.

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Tattum, D. P. (Ed.). (1986). Management of disruptive pupil behaviour in school. Chichester: John Wiley & Sons.

(VII) Attention Deficit and Hyperactivity Disorder

Green, C. and Chee, K. (1997). Understanding ADHD. New Zealand: Doubleday.

Holowenko, H. (1999). Attention deficit / hyperactivity disorder – a multidisciplinary approach. London: Jessica Kingsley Publishers.

Strichart, S.S., Manrum II, C. T. and Iannuzzi, P. (1998). Teaching study skills and strategies – to students with learning disabilities, attention deficit disorders, or special needs, 2nd Ed. London: Allyn and Bacon.

(VIII) Autism

Cumine, V., Leach, J. and Stevenson, G. (1998). Asperger syndrome: a practical guide for teachers. London: David Fulton Publishers.

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Leicester City Council and Leicestershire County Council (1998). Asperger syndrome – practical strategies for the classroom: a teacher's guide. London: The National Autistic Society.

(IX) Communication Difficulties

Dockrell, J. and Messer, D. (1999). Children's language and communication difficulties: understanding, identification, and intervention. London: Cassell.

Dodge E. P. (1998). Communication lab 1: a classroom communication program. San Diego: Singular Publishing Group, Inc.

- MacKay, G. and Anderson, C. (Eds.) (2000). Teaching children with pragmatic difficulties of communication: classroom approaches. London: David Fulton Publishers.
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- Ripley, K., Barrett, J. and Fleming, P. (2001). Inclusion for children with speech and language impairments: assessing the curriculum and promoting personal and social development. London: David Fulton Publishers.

(X) Specific Learning Difficulties in Reading and Writing

- 黎程正家 (1999)。《克服孩子的閱讀障礙》。香港：突破出版社。
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(XI) Gifted

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(XII) Integrated Education

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Friend, M. P. and Bursuck, W. D. (1999). *Including students with special needs: a practical guide for classroom teachers*. Boston: Allyn and Bacon.

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Note: Most of the above reference books are available at the Special Education Resource Centre (SERC). Teachers may apply for SERC membership card, reserve books on its website, and arrange library service.