

Second Interim Report of the Board of Education Sub-committee on Catering for Students' Diverse Learning Needs

Purpose

This interim report summarizes the progress of work of the Sub-committee for the period from November 2000 to March 2002 and sets out the future direction and tasks for the coming year.

Background

2. The Sub-committee on Catering for Students' Diverse Learning Needs was set up in November 2000. Its terms of reference are:

- to identify the diverse learning needs of primary and secondary school students in the school setting;
- to recommend supportive and improvement measures for effective learning based on students' needs and the recent reform initiatives of the Education Commission; and
- to consult relevant bodies on the recommendations.

3. The Sub-committee comprises 15 members. (Please see the membership list as at March 2002 at Appendix 1 for details).

4. The first interim report on the work completed for the period from November 2000 to August 2001 was submitted to the Board of Education (BoE) in September 2001.

Progress of work

5. Since November 2000, 11 meetings and a brainstorming session on issues of student diversity have been held to explore and deliberate on how the existing educational provisions could address students' diverse learning needs. Four focus group discussion sessions on the operation and effectiveness of the Intensive Remedial Teaching Programme (IRTP) in primary schools have also been conducted. The Sub-committee has

visited the following areas of concern and made suggestions accordingly:

Issues of student diversity

6. Student diversity is a highly complicated issue with multi-faceted definitions, precipitated from ability, motivation, learning environment, curriculum choices, teacher capability, parental support and expectations of society etc. It should not be narrowly interpreted as academic attainment or IQ scores. All the time, our education system focuses predominantly on academic achievements with less concern for non-academic talents. Relatively less attention is paid to students' learning needs and difficulties in relation to the learning environments, teaching strategies and resource distribution. Besides, the local knowledge base of various teaching strategies/instructional models and their impact on students' learning is limited and the teaching force adopts different paces to embark on new strategies in addressing individual differences in the classroom. Hence, the Sub-committee saw the need to look into the effectiveness of the existing support programmes covering the less able and the gifted with respect to school policy, resource deployment and teaching strategies. This will help schools optimize the use of resources to launch a whole-school approach to catering for student diversity. At the same time, it was also noted that dissemination of "good practices" among schools can be meaningful only after evaluating their applicability with respect to the student profile, teacher capability and resource requirement. In the longer term, there is a need to strengthen the knowledge base on the conceptual framework for effective learning having regard to the existing system, teacher development and resource distribution.

7. The vision of education reform capitalizes on a diversified school system, lifelong learning and an inspiring learning environment for all learners. However, given the traditional instructional model and parental expectations, there needs a paradigm shift of the public on teaching and learning so as to actually accommodate students' diverse needs in avoiding losers. This is a formidable task for frontline educators in face of an exam-oriented curriculum which is restrictive in making learning creative and student-oriented. At the same time the Sub-committee has also noted from the findings in the Quality Assurance Inspection Annual Reports that more has yet to be achieved by schools in supporting

students with Special Educational Needs (SEN). Having regard to the existing opportunities and constraints, the Sub-committee considered that one possible solution is to promote the self-advancement of individual students by introducing objective learning and multi-dimensional assessment geared to their specific needs within a timeframe. For implementation, this would mean timely identification of students' problems, flexible resource deployment and enhanced teacher training to equip our teachers for the purpose. Above all, there should be flexibility in the curriculum and schooling system to facilitate paced learning. The Sub-committee will continue to study these issues with a view to accommodating student diversity in the present education system amidst constraints and expectations.

8. The Sub-committee also noted that under the existing policy, an extensive range of support measures (Please see Appendix 2), guidelines, resource materials (Please see Appendix 3) and in-service teacher training activities (Please see Appendix 4) had been provided by the Education Department (ED) to help schools develop their strategies in supporting students diversity including SEN. Amongst all these resource materials, the Sub-committee would like to draw members' attention to the "Teachers' Guide on Understanding and Helping Children with Special educational Needs" in which knowledge and experience have been turned into strategies for teachers in teaching students with SEN covering the disabled, the autistic, the dyslexic and the gifted. It would be most useful for the ED to strengthen its promotion campaigns to help teachers make the best use of these resources.

Recommendations:

- The ED to look at the effectiveness of the existing provisions supporting students' learning needs so as to optimize the utilization of resources.
- The ED to explore possibilities of re-deploying existing resources provided for schools to optimize their coverage and maximize cost-effectiveness.
- The ED to strengthen the knowledge base on effective learning through evaluation and disseminate good practices/strategies.

- The ED to find ways and means to help schools capitalize on the developed strategies and existing resource materials in meeting students' diverse learning needs.

Intensive Remedial Teaching Programme in primary schools

9. In the light of the colossal outlay for the Intensive Remedial Teaching Programme (IRTP) in primary schools, the Sub-committee has attached much attention to its operation, issues and future development. Four focus group discussion sessions attended by 21 school heads and 49 teachers on the operation and effectiveness of the IRTP in primary schools were conducted in March 2001. Subsequent views and suggestions in written form were also received from 49 participants. They were summarized in the first interim report. Important points include: the advantage of providing IRTP at P2 level in comparison to P3 in the past; clear and flexible criteria for selecting target students; promoting whole-school approach to IRTP; enhancing teacher training on differential learning and assessment; facilitating early identification of students' problems at P1 level for early remediation; and advice to parents on the current support services. This subsequently made the Sub-committee focus on early identification of students' problems and measures to help schools cater for students' SEN in more effective ways. To this effect, the Sub-committee saw the need to develop a comprehensive assessment tool for early identification and intervention and to step up teacher training on differential teaching and assessment in support of student diversity.

Recommendations:

- The ED to develop a teacher checklist with suggestions on intervention strategies for P1 students to facilitate early identification of students' problems and needs and timely remediation at school.
- The ED to strengthen future teacher training programmes/activities to help teachers understand and support students' diverse learning needs.

Teacher checklist and remedial strategies for early identification and support at P1 level

10. It is the consensus of the Sub-committee that early identification of students' learning needs is crucial in support of student diversity at school. To help teachers spot out children's learning needs including SEN for early intervention, the ED needs to produce a checklist for teachers of P1 students with suggestions on immediate remediation. This will enable the target children to receive support as early as possible thus avoiding further deterioration of their learning problems.

11. Different scopes of work in this respect have been proposed and deliberated making reference to overseas practices. It was agreed that the proposed checklist will be developed with due reference to the existing Observation Checklist for Teachers (OCT), and the development of the Basic Competence Assessment on the part of curriculum attainment. Emphasis will be put on intervention strategies and remedial packages to enable teachers to provide the target children with appropriate and immediate support prior to making referral to experts. After considering the expertise and resource requirement, the Sub-committee suggested that the ED should secure funds for the production of the checklist and the corresponding remedial packages. In this regard, the Sub-committee has accorded full confidence in the ED for the job in the light of its quality output in producing the "Teachers' Guide on Understanding and Helping Children with Special Educational Needs".

12. The proposal was presented to the BoE in March 2002 for endorsement. At the request of the BoE, the project was to be advanced by one year with the first draft of the deliverables ready for field-testing by November 2002. Subsequently, a time schedule and framework for the project have been drawn up and endorsed at the 11th Sub-committee Meeting. The ED will set up a project team through internal re-deployment and with external consultancy support to launch the project and control the budget keeping the ceiling to a feasible minimum.

Recommendation:

- The Sub-committee to set up a taskforce to oversee the project development.

Assessment and referral of children with special educational needs

13. The Sub-committee has also studied the existing student assessment machineries and referral procedures for pre-primary children and primary students with Special Educational Needs (SEN) and suggested that such information should be clearly presented to facilitate public's access to the services. This is now represented in a flowchart showing clearly the sequence of referral under the existing assessment mechanism (Please see Appendix 5). In this connection, a chart indicating the follow-up support services provided by the ED has also been prepared (Please see Appendix 6). While such information has been channeled to all schools through the "Information Guide to Support Services for Students with Special Educational Needs in Ordinary Schools", it was suggested that a pamphlet should also be produced to convey the most important information to parents.

Recommendation:

- The ED to produce a pamphlet to help parents to understand the referral procedures and the support services available.

Role of parents in supporting children with SEN

14. As immediate carers, parents are usually the first ones to spot their children's problems in development. The Sub-committee saw the need to promote parents' awareness of the prevailing learning problems of children as early as at pre-primary stage and provide them with easy access to professional advice and support. This will draw parents' attention to their children's health and learning conditions in pre-primary years so that they can seek timely help and enable them to make the best decision concerning primary school placement for their children. With the concerted efforts of the Parent Education Implementation Team, the Sub-committee considered it practicable to convey the key messages to parents through the Health Record Book produced by the Department of Health for parents with newborns. Subsequent liaison with the Department of Health has resulted in obtaining their kind consent to include the milestones in children's learning and cognitive development, with information on referral and support in the coming version of their Health Record Book. It is anticipated that the enriched version will be ready by 2003.

15. In another development, the Sub-committee noted that some parents took no heed of professional advice on the school placement of their children with SEN. They might have misinterpreted the spirit of the Code of Practice in Education under the Disability Discrimination Ordinance and made unrealistic demands for their children's schooling. Such demands may undermine their children's learning and the progress of integrated education in local schools. Thus the Sub-Committee saw the need for the ED to devise a mechanism to balance the views between professionals and parents to safeguard the learning needs of the students. In the meantime, parent education could be strengthened in this aspect to provide parents with adequate and timely counseling on their children's educational needs and school placement.

Recommendations:

- The ED to work in collaboration with the Department of Health to include the additional information in the new version of the Health Record Book for parents. Such information should also reach the parents of primary and secondary students through the Student Health Service.
- The ED to continue to produce tips sheets for parents on handling children with SEN
- Parent education to be strengthened to help parents understand their children's problems and needs in early childhood and seek appropriate advice and support accordingly.
- The ED to explore more effective mechanisms to settle discrepancies between the views of professionals and parents on the child's educational needs including school placement

Support for secondary schools in catering for student diversity

16. With the reduction of the allocation bands from 5 to 3 for S1 places starting from the 2001/02 school year, it was anticipated that some schools would be admitting students with a wider range of abilities thus putting more pressure on teaching and student support. The Sub-committee expressed its deep concern to the Deputy Director of Education in May 2001 over the necessary support to the schools affected.

The Sub-committee was assured that appropriate support (Please see appendix 7) would be provided by the ED for the schools to handle possible problems in teaching and learning.

17. Subsequently, the Sub-committee noted that the resources under the School-based Remedial Support Programme (SBRSP) and the School-based Curriculum Tailoring Scheme (SBCTS) had also been adjusted to take into account the 2001/02 S1 student allocation profile. This has ensured that schools affected by the 3-band allocation in 2001/02 would receive extra resources in time. For the most affected schools, follow-up support has also been provided in the areas of curriculum tailoring and management of students by the Curriculum Development Institute and Regional Education Offices respectively. On top of that, students at risk from the most affected schools have been accorded priority to join the “Understanding Adolescence Project” launched by the Social Welfare Department. The project also helps teachers and parents handle students’ problems in their transition to S1. It is essential that the ED should review the effects of these support measures in setting up long-term strategies in addressing schools’ needs.

18. The Sub-committee will continue to explore the needs of the teachers in face of increased diversity of students’ learning needs in the classroom. Insights and good practices generated from school projects and research studies on effective learning should be disseminated to schools for sharing and further exploration. Among other things, resource re-deployment, particularly for the SBRSP and SBCTS, and continuing teacher professional development are effective means to make schools more resourceful and versatile in catering for student diversity in future.

Recommendations:

- The ED to continue to monitor the impact of the 3-band allocation system on secondary schools, review the effects of the support measures and strengthen its support to schools accordingly.
- The ED to explore the possibility of re-deploying the existing resources for the SBRSP and SBCTS to optimize utilization and maximize cost-effectiveness.

- The ED to identify good practices from the various student support programmes and research studies for dissemination to promote effective learning.

Curriculum design and opportunities

19. There is no doubt that the school curriculum has a strong impact on the mode of teaching and learning. Students are all different in personality, cognitive and affective development, attitudinal and social maturity. They also vary in motivation, ability, learning style, aspiration, needs and interests. Actions to cater for student diversity do not necessarily narrow the gap between the “more able” and the “less able” students; rather, they tap and elicit students’ potential so as to maximize the effects of learning. These strategies may include differential teaching and learning and appropriate modes of assessment. In this regard, the Sub-committee noted that the Curriculum Development Council had formulated proposals for curriculum reform and strategies on student-oriented learning and assessment. In this connection, the Sub-committee would like to see more concrete guidelines and exemplars available to help teachers to make adaptations of the broad curriculum framework in accommodating students’ diverse needs ranging from the less able to the gifted. This will require specific suggestions and samples to expand the coverage of the curriculum guides, thereby enabling teachers to plan their teaching and assessment in more efficient and effective ways.

20. The sub-committee also noted that the present school system which governs the repeater policy, student grouping and timetabling had put constraints on students’ learning space and pace. It would be conducive to addressing student diversity if students could be allowed more flexibility in pursuing the different domains of the curriculum. Hence, there is a need to develop, on top of the core modules, other study programmes such as accelerated/enriched programmes for the gifted and extended programmes for the “less able”.

21. To facilitate differential teaching, the Sub-committee has examined the feasibility of producing graded textbooks for students. After much deliberations, it was agreed that resource teaching materials of different

levels of complexity and approaches could also serve the purpose without incurring additional expenses for parents.

22. As regards the needs and opportunities of the gifted, the Sub-committee was concerned about whether the existing provisions are sufficient to help these students advance their academic attainment and develop their multiple intelligences to the full. In this respect, flexibility in class grouping or subject setting and use of specifically designed curriculum materials were considered useful means to help students learn at a greater pace. At the same time, the existing guidelines on gifted education in the “Teachers’ Guide on Understanding and Helping Children with Special Educational Needs” should be clearly communicated to schools to help them develop their strategies to promote student achievement and success.

23. The Sub-committee has also noticed that a myriad of curriculum resource materials to address different learning needs have been developed by the Curriculum Development Institute (CDI) over the years. The crux is how to ensure that teachers know the needs of their students and make the right choice of the materials to effect learning. To promote the use of these materials, the Sub-committee suggested that an inventory should be compiled for schools’ easy reference based on the objectives and contents.

24. With a range of curriculum reform measures in the pipeline, the Sub-committee places high hopes on the new curriculum framework in providing space and flexibility for teachers to address the learning needs of their students. Insights and good practices from the research projects on catering for individual differences should be disseminated to all schools for adaptation and further development.

Recommendations:

- The ED to produce concrete guidelines and samples to help teachers make adaptations of the curriculum guides in planning teaching strategies and learning tasks for the “less able” and the gifted.

- The ED to explore specific curriculum design of accelerated /enriched programmes for the gifted and extended programmes for the less able in primary and secondary schooling.
- The ED to review the parameters within the school system such as repeater policy, student grouping and time-tabling in primary and secondary schooling etc. so as to dovetail with curriculum reform initiatives in meeting individual students' needs.
- The ED to compile an up-to-date inventory of the curriculum resource materials developed over the years on effective learning to help schools make the best use of these materials.
- The ED to help teachers understand the curriculum opportunities and strategies in catering for student diversity through thorough deliberations of the curriculum guides and dissemination of insights and good practices generated from research projects.
- The ED to step up school networking to share good practices and facilitate action research on effective learning.

Capability and role of our teachers

25. The traits, knowledge and beliefs of teachers are crucial factors in effecting changes in the learning classroom. With increasing student diversity in mainstream schools, the traditional pedagogical skills are inadequate to address students' varied abilities and needs. Hence, the existing teaching force requires top-up training to make learning student-oriented, capitalizing on curricular opportunities, information technology, project learning and collaborative teaching. In this regard, the teacher training institutes have an important role to play in equipping our teachers. There is a pressing need to establish the requisites for teacher qualification in enhancing the role and capability of our future teachers. This should be properly addressed through both the pre-service and in-service teacher education programmes.

26. Alongside the continuing professional development of our teachers in facilitating differential learning, there should be a concurrent change in the school culture which induces the school to own a clear policy for student diversity. Only with such a policy and the agreed procedures to implement it will teachers find the space and direction to make teaching and learning student-oriented and effective. Hence, the Sub-committee saw the need to empower our teachers through system/culture change of the school in making our schools a learning organization, versatile and competent in addressing students' diverse learning needs.

Recommendations:

- The ED to work closely with ACTEQ on the issues of teacher development particularly in the areas of catering for students' SEN.
- The ED to explore incentives for teachers to promote their engagement in continuing professional development in support of student diversity.
- The ED to provide schools with formal guidelines on drawing up a whole-school-approach policy with clear procedures to cater for student diversity. These guidelines should be incorporated in the School Administration Guide for schools.

Tasks for the coming year

Overseeing the production of the teacher checklist for P1 pupils and facilitating revision of the health record book for parents

27. The Sub-committee will continue to oversee the progress of work on the production of the checklist and its launching. It will also liaise with the Department of Health and the Parent Education Implementation Team to facilitate the revision of the health record book for parents and its subsequent dissemination.

Looking into the effectiveness of the existing support measures

28. For maximizing the effects of the existing support measures, the Sub-committee will look at their perceived effectiveness and issues. The objective is to generate insights for planning future goals and strategies

for student diversity having regard to the available resources and students' imminent needs.

Exploring possibilities of re-deploying existing resources to schools to maximize the cost-effectiveness

29. A whole-school approach to catering for student diversity should be the fundamental school policy to avoid overlapping or compartmentalization of resources and efforts. The Sub-committee will look into the existing provisions (Please see Appendix 2) and make suggestions accordingly. This will help schools merge related programmes together thus extending their function and coverage, and increasing the cost-effectiveness.

Issues of Concern

Teacher training and development

30. There is no mistaking that continuing professional development of teachers is the gateway to a high functioning teaching force in support of student diversity. In pursuance of the education reform initiatives on teacher education, emphasis should be put on curriculum design, collaborative teaching, developing students' multiple intelligence and multi-dimensional student assessment. It was noted that the ED is working closely with ACTEQ, tertiary institutions and other relevant parties together on the policies and strategies for the continuing development of school principals and teachers. The Sub-committee will be pleased to contribute its insights and ideas where necessary.

Space and opportunities for students with diverse learning needs

31. With all the curriculum initiatives underway, it is important that schools know how to translate these initiatives into concrete frameworks and practices, hereby generating a continuum of learning domains and activities geared to students' diverse needs. Resource teaching materials of different levels of achievement and self-learning packages are worth pursuing to support paced learning and differential student assessment. With such materials at hand, teachers will find differential teaching practicable and effective.

32 To facilitate students to learn at different paces and tap the resources so required, the Sub-committee would like to see how the

school system can become more flexible to generate space and opportunities in promoting students' self-advancement.

Advice sought

33. Members of BoE are requested to note the progress of the Sub-committee and endorse the recommendations made in this second interim report.

Board of Education Sub-committee
on Catering for Students' Diverse Learning Needs
April 2002

Member List of the Board of Education
Sub-committee on
Catering for Students' Diverse Learning Needs

Post	Name	Organization	Period
Chairman	Mr. Stephen C Y HUI, 許俊炎先生	BoE	From: Nov 2000 To: To date
Member	Mr. CHIU Chi-shing, 趙志成先生	BoE	From: Nov 2000 To: To date
	Mr. FUNG Man-ching, 馮文正先生	BoE	From: Nov 2000 To: To date
	Ms. LAU Seung-man, 劉湘文女士	BoE	From: Nov 2000 To: To date
	Dr. Simon LEUNG, 梁民安博士	BoE	From: Nov 2000 To: To date
	Mr. Isaac P H TSE, 謝伯開先生	BoE	From: Nov 2000 To: To date
	Dr. Veronica WONG, 黃蕙吟博士	OMEPE	From: Nov 2000 To: To date
	Dr. Vivian HEUNG, 香煥琮博士	HKIEd	From: Dec 2000 To: To date
	Dr. Catherine LAM, 藍芷芊醫生	DH	From: Nov 2000 To: To date
	Mr. Helios K C LAU, 劉家祖先生	SWD	From: Apr 2001 To: To date
	Mrs. Betty IP, 葉曾翠 女士	ED	From: Nov 2000 To: To date
	Mr. CHING Kwok-chu, 程國柱先生	ED	From: Nov 2000 To: Jan 2001
			From: Dec 2001 To: To date
	Mr. Simon THAM, 譚兆明先生	ED	From: Nov 2000 To: To date
Secretary	Mr. Francis YU, 余成業先生	ED	From: Nov 2000 To: Apr 2001
			From: Oct 2001 To: To date
In attendance	Ms. Eileen LAM, 林嬪女士	ED	From: Apr 2001 To: To date

Provision of school-based support(校本支援)

	IRTP Intensive Remedial Teaching Programme in Primary Schools (小學加強輔導教學計劃)	IE Integrated Education (融合教育)	*VI/ HI Class Special Education Classes for Visually-Impaired /Hearing-Impaired Children (弱視及弱聽班)	OR Ordinary Remedial Teaching in Primary Schools (小學普通輔導教學)	SBRSP School-based Remedial Support Programme (以學校為本位的輔導計劃)	SBCTS School-based Curriculum Tailoring Scheme (校本課程剪裁計劃)	Remedial Teaching in Secondary Schools (中學輔導教學)
Provision	8-15 students (1 CM)	5 -7 (1 CM) 8 or more (1CM plus 1 learning support assistant(LSA))	15 students per VI class (1 CM) 10 students per HI class (1 CM)	2 additional teachers for every 24-class school and 3 additional teachers for every 30-class school	Intake of bottom 10% students (teacher : student ratio: 1:75 at S1 1:100 at S2 & S3)	Intake of at least 2 classes of bottom 20% of territory-wide S1 students	2 GM for remedial teaching in Chinese and English for S1-S3 classes 1GM and 2CM for other subjects and guidance support
Total places provided	11,595 (773 IRTPs in 441 schools)	395 (66 programmes, 21 in secondary schools and 45 in primary schools)	90 VI (45 in sec sch. and 45 in pri sch) 30 HI (20 in sec sch and 10 in pri sch)	All students in need of remedial support are covered	Around 20,000	147 secondary schools provided with support of CDI	All students in need of remedial support are covered
Additional teachers	773 CM	63 CM & 28 LSA	9 CM	---	192 CM	110 GM	---
Non-recurrent grant	\$7,200 for each new IRTP	\$50,000 for each new programme	---	---	---	---	---
Recurrent grant	(a)\$6,581 per programme in aided schools (b)\$5,600per programme in govt. schools	\$989 per student p.a.	(a)\$12,400 per class in sec sch. (b)\$5,600 per class in pri sch.	---	\$15,231 for each programme	---	---

*To be phased out. VI class will be phased out by 07/08, and VH class by 03/04.

Top-up Fund (增補基金) &

Special Education Needs Incidental Charges Grant (為有特殊教育需要的學生而設的雜項費用津貼)

Top-up Fund	For procurement of special furniture and equipment or carrying out minor conversion works for students with disabilities in mainstream schools. 15 applications were processed with funds applied ranging from \$5,000 to \$160,000. Total requirement : \$650,000 in 2001/02
SEN Incidental Charges Grant	For primary and secondary disabled students (not IE or IRTP students) who fall in the categories of physical handicap, visual impairment, hearing impairment and autism/mental handicap. \$692 per student p.a. Total requirement of 2001/02 is \$0.31M. for 452 students.

Capacity Enhancement Grant (學校發展津貼)

Primary Schools	<u>1-18 classes</u>	<u>19 or more classes</u>
	\$ 445,050 p.a.	\$ 543,950 p.a.
Secondary Schools	<u>1-18 classes</u>	<u>19 or more classes</u>
	\$370,875 p.a.	\$ 445,050 p.a.

Off- school-site intensive remedial support to target group in lieu of school-based support

Type of service	Capacity & centres
RTC (輔導教學服務) (Resource Teaching Centre service for children with learning difficulties)	1785 places in 11 centres
AU (匡導班) (Adjustment Programme for children with behaviour and adjustment problem)	408 places in 6 centres
RHS (身體弱能學童輔導教學服務) (Resource Help Service for physically handicapped students and for visually impaired pupils)	167 places in 8 centres

教育署按學童特殊教育需要而製作的資料單張、小冊子、課程指引及教材套等：

- | | |
|-------------------|---|
| 1. 特殊教育資料便覽 | 23. 《聽覺弱能兒童課程指引》(1996) |
| 2. 特殊教育服務資料便覽 | 24. 《視覺弱能兒童課程指引》(1996) |
| 3. 中、小學輔導教學服務中心簡介 | 25. 《弱智兒童課程指引》(1997) |
| 4. 身體弱能學童輔導教學服務簡介 | 26. 「同一天空下」教材套 (1997) |
| 5. 匡導班簡介 | 27. 「平等齊參與·展能創明天」教材套 (1997) |
| 6. 言語治療服務組 | 28. 《適應有困難兒童課程指引》(1998) |
| 7. 教育心理學家服務組簡介 | 29. 《身體弱能兒童課程指引》(1999) |
| 8. 如何幫助過度活躍的兒童 | 30. 「群育學校 院舍服務」光碟 (1999) |
| 9. 關懷子女 輔助成長 | 31. 「融合教育活動教材套」(1997) |
| 10. 家長百寶箱 | 32. 「輔導成長齊參與」光碟 (1999) |
| 11. 助聽器的認識 | 33. 「邁向融合之路」光碟 (2000) |
| 12. 耳模的認識 | 34. 「培育孩子 終身學習」光碟 (2000) |
| 13. 聽覺是甚麼 | 35. 提升學習動機：榆樹計劃初中學生輔導課程 (2000) |
| 14. 弱聽的級別 | 36. 香港小學生特殊學習困難行為量表 (2000) |
| 15. 弱聽的類別 | 37. 認識及幫助有特殊教育需要的學生教學指引 (2001) |
| 16. 你孩子的聽覺有問題嗎 | 38. 教學建議：幫助特殊學習困難的學童 (2001) |
| 17. 人工耳蝸簡介 | 39. 《幼稚園兼收弱能兒童計劃指引》(2001) |
| 18. 無線調頻系統 | 40. 關懷子女 輔助成長 (2001) |
| 19. 學前弱聽兒童輔導及訓練服務 | 41. 「學童聲線護理」光碟 (2001) |
| 20. 如何幫助你的弱聽學童 | 42. 「學得生動 教得輕鬆」光碟 — 如何幫助有讀寫困難的學童 (2001) |
| 21. 弱聽學童巡迴輔導服務 | |
| 22. 融合教育通訊 | 43. 「融合教育之自閉症篇」光碟 (2001) |

**In-service Teacher Training to Support Students with SEN in Ordinary Schools
(2000/01 to date)**

<i>Domain</i>	<i>Date</i>	<i>Course Title</i>	<i>No. of Participants</i>
Students with Learning Difficulties	4/01	2 Identical Workshops on Mind-mapping for Teachers of School-based Remedial Support Programme (SBRSP)	242
	6/01	Follow-up Seminar on Co-teaching for Teachers of Intensive Remedial Teaching Programmes in primary schools	150
	6/01	2 Promotional Seminars on Co-teaching for Schools Implementing IRTP	560
	7/01	Introductory Course on Helping Pupils with Special Educational Needs in Ordinary Schools	90
	9/01	Orientation Course for New Teachers Participating in IRTP	203
	12/01	Workshop for Primary School Teachers on Applying Learning Software to Help Pupils with Specific Learning Difficulties Learn English	25
	1/02 – 2/02	5 Identical Workshops on Co-teaching for Teachers of IRTP	141
	1/02	Can't Read, won't read Seminar on Teaching Relating Reading to Students with Specific Learning Difficulties in Reading & Writing	204
	3/02	3 Identical Workshops on Adopting Multi-sensory Approach to Improve the Learning of Students with SpLD for Primary School Teachers	100

<i>Domain</i>	<i>Date</i>	<i>Course Title</i>	<i>No. of Participants</i>
Gifted Education	11/01	Briefing and Sharing Session on Gifted Education in Hong Kong — A Step Forward	97
	12/01	Seminar on Characteristics and Learning needs of Gifted Students	31
	01/02	Seminar on Characteristics and Learning needs of Gifted Students	126
	01/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Mathematics Education”	91
	02/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Mathematics Education”	167
	02/02	Briefing on the Development of Gifted Education in Hong Kong for M.Ed. Students of CUHK & Psychology students of HKU	50
	02/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on General Studies for Primary Schools and Science Education”	52
	02/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on General Studies for Primary Schools and Science Education”	71
	03/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Creative Thinking”	43
03/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Creative Thinking”	118	

<i>Domain</i>	<i>Date</i>	<i>Course Title</i>	<i>No. of Participants</i>
Gifted Education	03/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Affective Education”	38
	03/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Affective Education”	31
	04/02 (planned)	Seminar on Curriculum Models and Contents in Gifted Education	/
	05/02	Seminar on Curriculum Models and Contents in Gifted Education	/
	05/02	Briefing and Experience-sharing Session on “Teacher training Package for School-based Gifted Programme on Project Learning”	/
	05/02	Briefing and Experience-sharing Session on “Teacher training Package for School-based Gifted Programme on Project Learning”	/
	05/02	General Briefing and Sharing Session on Gifted Education in Hong Kong	/
	06/02	Briefing Session on “Guidelines on School-based Gifted Development Programmes”	/
	06/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Chinese Language Education”	/
	06/02	Briefing and Experience-sharing Session on “Teacher Training Package for School-based Gifted Programme on Chinese Language Education”	/

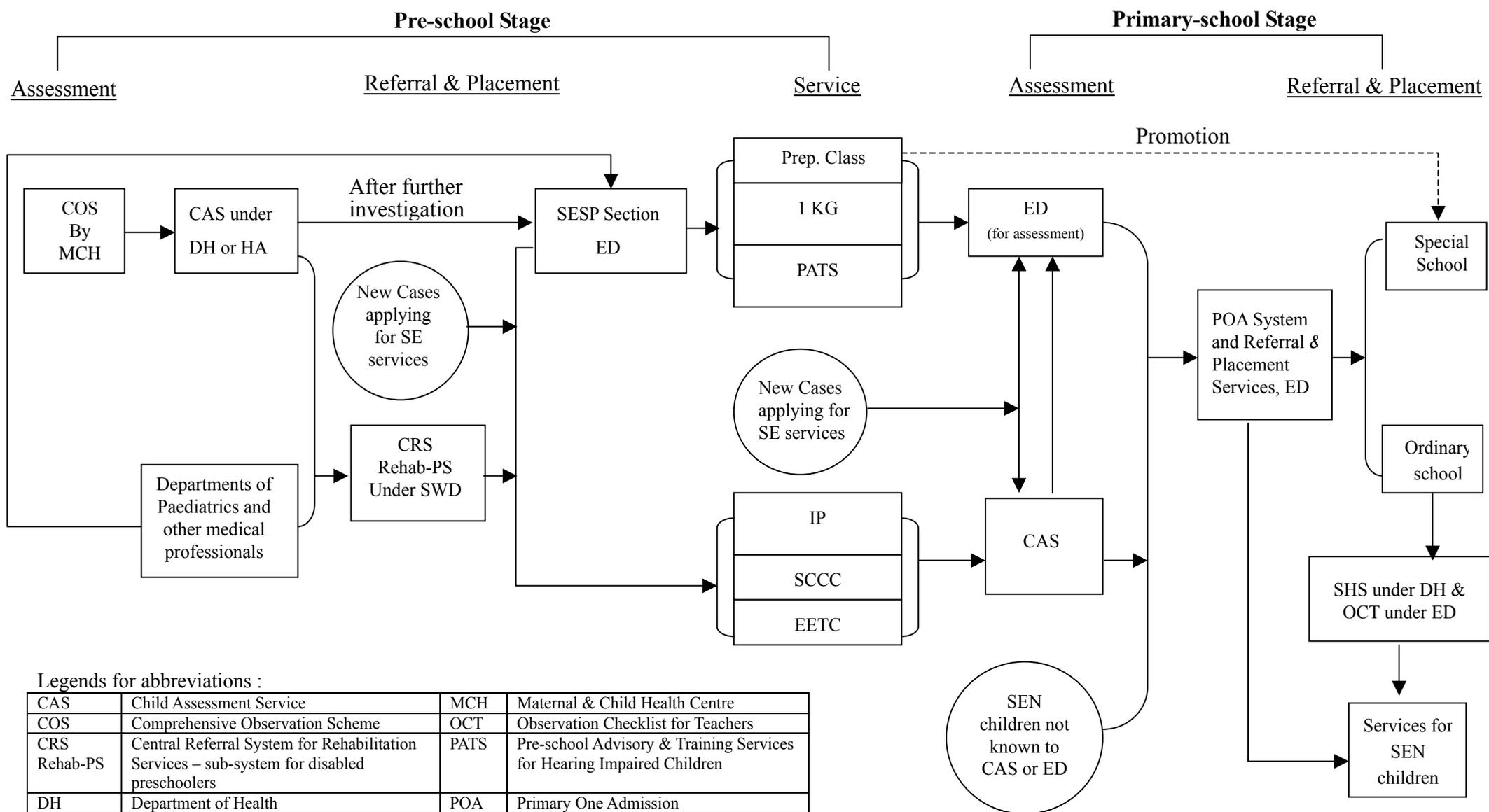
<i>Domain</i>	<i>Year</i>	<i>Course Title</i>	<i>No. of Participants</i>
Specific Learning Difficulties	00/01	Territory-wide Seminars/Workshops for Teachers	900
	00/01	School-based Seminars/Workshops for Teachers	1838
	00/01	Workshop for new IRTP teachers/RTU&IE advisers	68
	00/01	Lecture for HKIEd Staff	30
	00/01	Sharing sessions/Seminar/Workshop for SGO/T	307
	00/01	Seminar/Workshops for NGO – Social Worker & Children’s Home	150
	00/01	Seminars/Workshops for Parents	30
	00/01	Short-Term learning Support groups for Parents/students	421/395
	01/02	Territory-wide Seminars/Workshops for Teachers	256
	01/02	School-based Seminars/Workshops for Teachers	1226
	01/02	Workshop for new IRTP teachers/RTU&IE advisers	40
	01/02	Sharing sessions/Seminar/Workshop for SGO/T	30
	01/02	Seminar/Workshops for NGO – Social Worker & Children’s Home	60
	01/02	Seminars/Workshops for Parents	60
	01/02	Short-Term learning Support groups for Parents/students	269/269

<i>Domain</i>	<i>Date</i>	<i>Course Title</i>	<i>No. of Participants</i>
Research Project on Individual Differences	03/01	Sharing seminar on Individual Differences Project for primary school heads, deputy heads and teachers	170
	11/01	Seminar on “Study on Individual Differences’ - Building on Variation” for primary school heads, deputy heads and teachers	86
	11/01	Seminar on “Study on Individual Differences’ – Cross Level Subject Setting” for primary school heads, deputy heads and teachers	74
	11/01	Seminar on “Study on Individual Differences’ – Motivation and Models of Learning” for primary school heads, deputy heads and teachers	84
	11/01	Seminar on “Study on Individual Differences’ – Learning Community” for primary school heads, deputy heads and teachers	104
	11/01	Seminar on “Study on Individual Differences’ – Information Technology” for primary school heads, deputy heads and teachers	45
	06/02 (planned)	Workshop on Catering for Individual Differences: Cross Level Subject Setting	/
	06/02	Workshop on Catering for Individual Differences: Motivation and Models of Learning	/
	06/02	Workshop on Catering for Individual Differences: Learning Community	/
	06/02	Workshop on Catering for Individual Differences: Building on Variation	/
	07/02	Workshop on Catering for Individual Differences: Information Technology	/

<i>Domain</i>	<i>Date</i>	<i>Course Title</i>	<i>Target Group</i>	<i>No. of Participants</i>
Integrated Education	4/00&12/00	「邁向成功之融合教育」60 小時教師培訓課程(此課程由香港教育學院獲優質教育基金資助進行)	資源教師及其他教師	120
	12/00	「推廣融教育」研討會	全港學校的校長與教師	180
	02/01 & 04/01	與弱能學童的家長建立夥伴關係研討會及工作坊	校長、資源教師、教師助理及學生輔導主任等	260
	03/01	利用音樂治療幫助有特殊教育需要學童研討會	教育署同工	46
	03/01	聽覺言語治療研討會	教育署同工	40
	04/01	輔導自閉症學童研討會 (中、小學各一節)	校長及教師	630
	05/01	融合教育校本工作坊 (2001/02)	25 所在 2001/02 學年加入融合教育的全體教職員	1250
	06/01	融合教育 — 校長會議	25 所在 2001/02 學年加入融合教育的校長	60
	06/01	融合教育經驗交流會	40 所在 2001/02 學年推行融合教育的校長、資源教師及有關教師	40
	06/01	融合教育開展工作坊	65 所在 2001/02 學年推行融合教育的學校的有關教師	240
	10/01	幫助在主流學就讀自閉症或聽覺受損學生研討會	校長及教師	610

<i>Domain</i>	<i>Date</i>	<i>Course Title</i>	<i>Target Group</i>	<i>No. of Participants</i>
Integrated Education	11/01	「迂迴曲折的童年、千變萬化的人生」研討會	校長及教師	756
	01/02	「培養積極態度及技巧，共創全校參與的融合教育」工作坊	小學及中學校長及教師	139
	02/02	有效教導及管理自症學童經驗分享會	小學及中學校長及教師	168
	01-07/02 (計劃中)	三十小時的融合教育引導課程	校長及教師	/
	04/02 至 03/03	融合教育校本工作坊 (2002/03)	25-40 所在 2002/03 學年加入推行融合教育的學校的全體教職員	/
	05/02	如何運用音樂治療協助自閉症及聽覺受損學童	113 所推行全校參與模式融合教育學校的教師	/
	06/02	融合教育開展工作坊	113 所在 2002/03 學年推行融合教育的學校的有關教師	/
	06/02	融合教育校長工作坊—「如何制訂校本的融合政策」	113 所推行全校參與模式融合教育學校的校長 / 行政人員	/

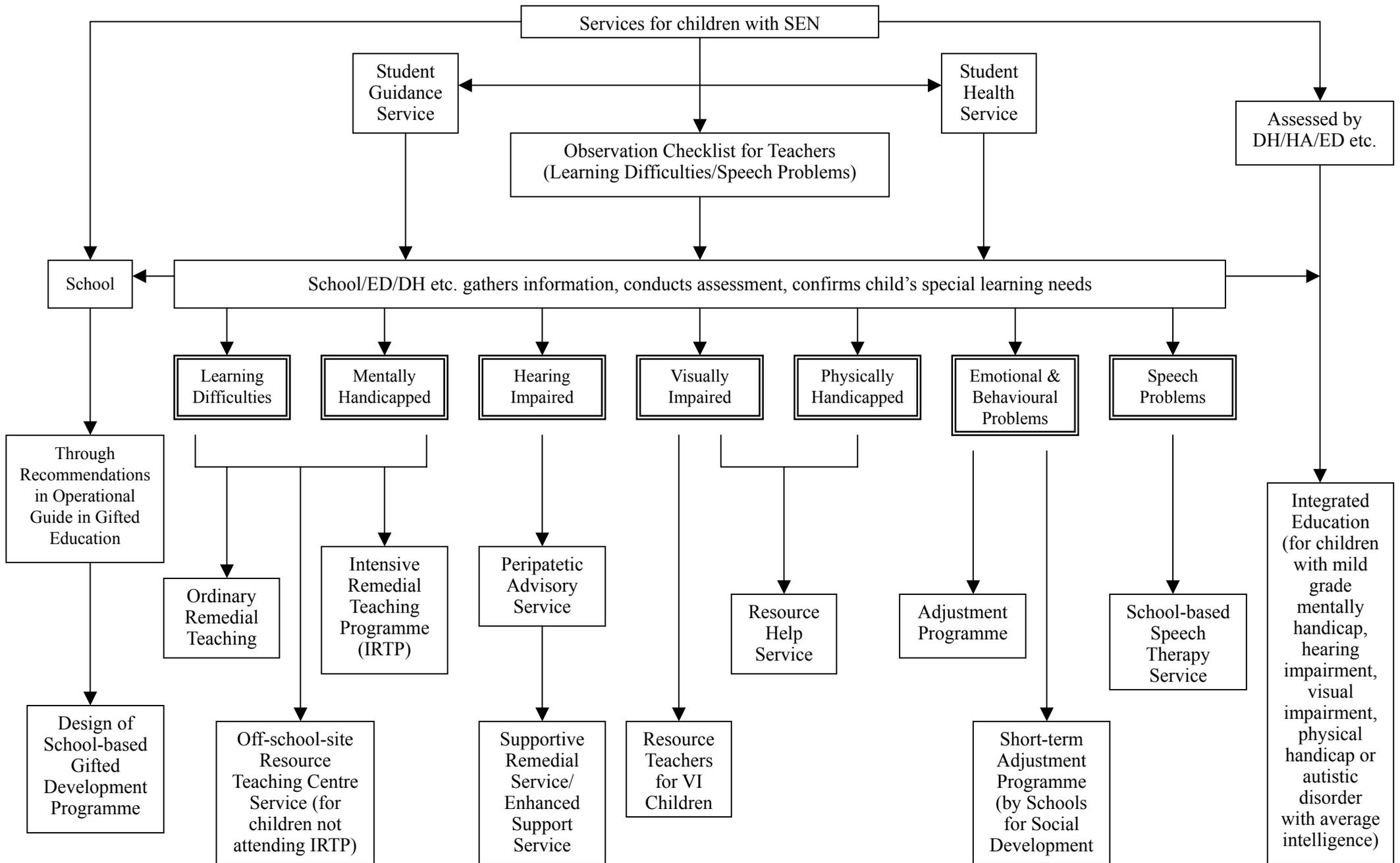
Flow Chart of Assessment and Referral Routes and Services for SEN Children from Pre-school Stage to Primary-school Stage



Legends for abbreviations :

CAS	Child Assessment Service	MCH	Maternal & Child Health Centre
COS	Comprehensive Observation Scheme	OCT	Observation Checklist for Teachers
CRS Rehab-PS	Central Referral System for Rehabilitation Services – sub-system for disabled preschoolers	PATS	Pre-school Advisory & Training Services for Hearing Impaired Children
DH	Department of Health	POA	Primary One Admission
ED	Education Department	SCCC	Special Child Care Centre
EETC	Early Education and Training Centre	SE	Special Education
HA	Hospital Authority	SESP	Special Education Support & Placement
IP	Integrated Programme in Child Care Centre	SHS	Student Health Service
IKG	Integrated Programme in Kindergartens	SWD	Social Welfare Department

Existing Services for Children with Special Educational Needs (SEN) in Primary Schools



**Strengthened Support to Student Diversity in Secondary Schools
(2001/02)**

Support measures/activities	Timeframe
Briefing for ED staff on: <ul style="list-style-type: none"> ● the impact of the new SSPA mechanism ● the support strategy ● the resources/support services available 	Early April 2001
Briefing for school heads and senior teachers on how to cater for student diversity and the available resources and support services	Mid April 2001
Workshops plus display of resource materials for teachers	May to June 2001
Seminars for school heads and teachers on: <ul style="list-style-type: none"> ● students' diverse learning needs ● school-based curriculum design for English, Chinese and mathematics ● diversified teaching and learning strategies 	June 2001
Visits to 'high risk' schools to identify schools' needs and prepare them for meeting students' diverse needs	June 2001

Analyzing the impact of the 2001 SSPA results to plan support strategies	July 2001
Strengthening support to schools through orientation camps for students, Smart Teens Project, Understanding Adolescence Project, Uniform Groups activities etc.. Enhancing the interface between primary and secondary schools through student orientation programmes	July to September 2001 Throughout the 2001/02 school year
On-going support in the form of workshops and seminars on remedial teaching strategies and assessment for English, Chinese and mathematics for primary and secondary teachers	April to June 2001