

For information on 10 July 2012

Legislative Council Panel on Education

Progress of Implementing Integrated Education in Ordinary Schools and the Way Forward

Purpose

This paper aims to brief Members on the progress of implementing Integrated Education (IE) in ordinary schools and the way forward.

Background

IE Policy

2. The prevailing IE policy aims to provide appropriate education for students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with SEN may attend ordinary schools. In the legal aspect, with the enactment of the Disability Discrimination Ordinance (DDO) in 1996, the Equal Opportunities Commission issued a Code of Practice on Education (CoP) in 2001 to provide schools and educators with practical guidance and assist educational establishments in developing policies that prevent and eliminate disability discrimination. The CoP stipulates that educational establishments should not discriminate against students with disabilities and have the obligation to provide reasonable accommodation for students with SEN, including adaptations to teaching, communication and assessment methods. On school education, we encourage schools to provide the least restrictive environment and make appropriate adaptations to cater for student diversity and SEN, with a view to cultivating an inclusive school culture. Details of the support measures taken by the EDB for the implementation of IE are set out below.

Progress

Principles and Strategies for Support

3. The EDB promotes IE in accordance with five basic principles: (a) early identification; (b) early intervention; (c) Whole School Approach; (d) home-school co-operation; and (e) cross-sector collaboration.

(a) Early Identification and (b) Early Intervention

4. For students with SEN, early identification is the first and critical step towards effective intervention. The EDB provides schools with tools and training for early identification of students with SEN. This strategy was adopted as early as 1985, and has been improved from time to time over the past two decades or so. Today, all public sector primary schools in Hong Kong implement the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils, according to the guidelines issued by the EDB. Under the programme, teachers make use of the “Observation Checklist for Teachers” and the “Hong Kong Specific Learning Difficulties Behaviour Checklist (for Primary School Pupils)” to identify as early as possible Primary One students with learning difficulties and arrange for early intervention. In the 2010/11 school year, for example, all public sector primary schools in Hong Kong reported the identification of Primary One students with learning difficulties, with the number of such students totaling 10 866. For students whose learning progress remain unsatisfactory after intervention and those who have severe learning difficulties, they will be further assessed and provided with support services by educational psychologists, or referred to other relevant specialists for assessment. The EDB has also designed the “Teachers’ Observation Checklist for Identifying Speech and Language Impaired Students in Primary Schools” to facilitate teachers to early identify primary students with speech and language impairments (SLI) and refer them to speech therapists for assessment and support services if necessary. Taking the 2010/11 school year as an example, public sector schools reported that 4 501 Primary One students were assessed as having SLI.

5. As for students who are entering Primary One and assessed as having SEN, after obtaining their parents’ consent, the EDB will transfer their information to the primary schools concerned before the commencement of the new school year so that the schools will learn about their special needs and arrange suitable support as early as possible. In the 2011/12 school year, about

95% of the parents of such Pre-Primary One students agreed in their reply slips that the EDB could transfer information about their children's SEN to the primary schools concerned. To facilitate their progression to secondary schools, the EDB issues a circular memorandum annually to remind all primary schools to transfer information about their Primary Six students with SEN to the secondary schools concerned as soon as possible after obtaining the consent of their parents so that such students can receive timely support when they progress to secondary level. From the 2006/07 to 2010/11 school years, about 80% of the parents of Primary Six students consented to the transfer of information about their children's SEN by their primary schools to the secondary schools concerned.

6. The number of students with SEN in ordinary schools has been on the rise in recent years. It has increased from 17 600 in the 2008/09 school year to 28 600 in the 2011/12 school year. This reflects increasing awareness of SEN among parents and teachers, as well as the effectiveness of the existing mechanisms for early identification and information transfer.

(c) Whole School Approach (WSA)

7. We encourage schools to adopt a WSA, which entails three interconnected dimensions of a school, namely school policies, culture and practices, in supporting students with SEN. A 3-Tier Intervention Model is used by schools to cater for the individual needs of students with SEN. Tier-1 support refers to the use of basic resources and quality teaching in the regular classroom to help students with transient or mild learning difficulties. Tier-2 support refers to "add on" intervention, such as pull-out or after-school remedial programmes and hired professional services (such as speech therapy services), for students with persistent learning difficulties. Tier-3 support refers to intensive individualised support for students with severe learning difficulties.

Support for Schools with regard to Early Identification, Early Intervention and WSA

8. The EDB has been providing ordinary schools with additional resources, professional support and teacher training to help them cater for students with SEN. The EDB's expenditure on additional support and services for IE increased from \$860 million in the 2008/09 school year to about \$980 million (estimated) in the 2011/12 school year, representing an increase of about 14%.

Additional resources

9. Over the past five years, the EDB provided, enhanced and regularised various kinds of additional resources in the light of the needs of students with SEN and ordinary schools, including the provision of Learning Support Grant for secondary schools and elevation of the ceiling of the Grant to \$1 million per annum starting from the 2008/09 school year, and regularisation of two grants introduced in the 2006/07 school year, namely, Enhanced Speech Therapy Grant for students with SLI and Intensive Support Grant for hardcore cases of students with SEN, with effect from the 2009/10 school year. That was on top of other additional resources all along provided by the EDB, including additional teachers/teaching assistants under the Intensive Remedial Teaching Programme and the Integrated Education Programme, additional teachers to cater for secondary students with low academic achievement, and the Top-up Fund for procuring special equipment for students with disabilities, etc. The purposes and details of the additional resources are set out at Annex I. Schools may pool and flexibly deploy such resources to support the students with SEN, including employing additional teaching assistants and procuring professional services such as speech therapy and other specialist services, so as to bring in professional knowledge and enhance the effectiveness of schools in supporting these students.

Professional Support

10. The professional staff of the EDB pay regular visits to schools to render professional advice on school policies, IE support measures, teaching strategies, resource deployment, home-school co-operation and other matters. Also, the EDB's educational psychologists, audiologists and speech therapists provide case assessment, consultation and professional support services for schools.

11. Schools generally appreciate the support services provided by educational psychologists. As such, starting from the 2008/09 school year, the EDB has been extending the School-based Educational Psychology Service (SBEPS) to support schools in catering for students with different types of SEN at the school system, teacher and student levels. The SBEPS includes case assessment and counselling for students, professional development/consultation for teachers, parent education and professional advice on school development and various school-based support services. In the 2011/12 school year, SBEPS has been extended to 460 public sector primary and secondary schools.

12. To encourage exchanges and collaboration within the sector, the EDB invited special schools to serve as Special Schools cum Resource Centres (SSRCs) in the 2003/04 school year and extended the invitation to ordinary schools with rich experience and good practices in IE to serve as Resource Schools on Whole School Approach (RS-WSA) in the 2005/06 school year to offer school-based support to ordinary schools and share effective support strategies and measures with them. Proven effective, this measure was regularised in the 2009/10 school year. Currently, there are 13 RS-WSA (8 primary schools and 5 secondary schools) and 12 SSRCs.

13. Individual students with SEN may require enhanced or additional professional support to cater for their disabilities and learning difficulties. Such services have all along been provided and continuously enhanced by the EDB. Specifically, the EDB provides additional resource teachers and Braille production officers to the schools for children with visual impairment to provide on-site support and Braille translation services for visually impaired students studying in ordinary schools. The EDB and the schools concerned are exploring how to further enhance the effectiveness of such services. In the past two years, we have successfully expedited the Braille production process so that visually impaired students can be provided with Braille books as soon as possible. As for the support for students with hearing impairment, from the 2010/11 school year onwards, they are provided with two hearing aids if necessary and the replacement period for such aids is shortened from five years to three years. In addition, a pilot project has been launched to refine the mode of additional support for such students.

14. As for students with specific learning difficulties, the EDB launched a five-year project in the 2011/12 school year to support primary schools in applying an evidence-based and widely recognised “Tiered Intervention Model on the Teaching of Chinese Language in Primary Schools” for supporting primary students with specific learning difficulties. At present, 80 primary schools are already trying out the Model with the support of the EDB’s professional staff. It is anticipated that another 40 primary schools will join the project in the coming school year. The EDB is concurrently conducting a pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in some primary and secondary schools. The project includes structured on-top group training for students with ASD and support for 30 primary schools in developing and piloting a comprehensive school support model at junior primary level for early intervention and mastering of teaching strategies for such students. The EDB will evaluate the effectiveness of the

pilot project to consider the way forward. In addition, the EDB is developing a “Coaching Programme on Development of Executive Skills” to help secondary students with attention deficit/hyperactivity disorder (AD/HD) enhance their ability of self management. The programme is being tried out in some public sector secondary schools.

15. In the 2008/09 school year, the EDB published the Operation Guide on the Whole School Approach to Integrated Education, which provides guiding principles and practicable strategies for ordinary schools to formulate policies, measures and evaluation mechanisms for achieving the objective of inclusion. In the 2009/10 school year, the EDB issued a document on special arrangements for school internal assessment for students with SEN to explain the special examination arrangements that should be made by schools for the fair assessment of both ordinary students and those with SEN. Moreover, to facilitate the identification and intervention of students with SEN, the EDB has engaged in cross-sector collaboration with tertiary institutions in developing screening/assessment tools and diversified teaching materials for use by specialists, teachers and parents. Details of the screening tools and teaching materials developed in recent years are set out at Annex II.

Enhanced Special Support

16. As reflected by schools from time to time, while their professional teams comprising guidance and counselling teachers/officers, school social workers and educational psychologists can take care of students with different needs within their areas of expertise, some students with severe emotional and adjustment difficulties have not shown significant improvement despite the exertion of effort in providing school-based support. We agree that schools need additional or enhanced support under such circumstances. Therefore, we provide them with Intensive Support Grant where appropriate so that they can immediately employ teaching assistants to help their teachers handle such difficult cases. If case conferences conclude that short-term pull-out remedial support can facilitate the students’ adjustment, we will refer the students to the Adjustment Unit run by the EDB or short-term attachment programmes run by SSRCs for intensive support so as to help them establish daily routines. When the students return to ordinary schools, the EDB officers will also assist the schools in holding multi-disciplinary case conferences where necessary to map out support plans, such as devising behaviour contracts, award schemes and personal growth plans, etc. In addition, the schools can arrange one-to-one remedial service and draw up individual learning programmes for them.

Teacher Training

17. The successful implementation of IE hinges on the professional competence of teachers in special education and their abilities and skills in dealing with students with SEN. In this connection, strengthening training is one of the major strategies adopted by the EDB. In the 2007/08 school year, the EDB put in place a five-year teacher professional development framework on IE to provide Basic, Advanced and Thematic Courses on various types of SEN systematically with a view to enhancing teachers' professional capacity in catering for students with SEN. We expected that a critical mass of teachers having completed such courses will be formed in each ordinary school and these teachers will guide their colleagues in implementing the WSA and appropriate teaching strategies to support their students with SEN. The EDB also organises training courses for school heads, school management and teaching assistants to ensure that school staff at all levels can receive training of different breadth and depth. Furthermore, the EDB organises seminars, workshops, talks and experience-sharing sessions for teachers to keep abreast of the latest development in special education. It is expected that more than 25% of the teachers of ordinary schools will have received 30 hours or more structured training in catering for students with SEN by the end of the 2011/12 school year.

18. In addition, the EDB has maintained communication with teacher education institutions to encourage them to make "supporting students with SEN" a compulsory item for the pre-service education programmes. The institutions have responded positively. They have either included or planned to include this topic as a compulsory module in their teacher training programmes to enhance prospective teachers' knowledge in this area.

19. The EDB has set up a database to accurately monitor training in special education received by teachers and their needs for such training. We will regularly provide schools with data on training in special education received by their teachers to enable them to draw up plans for their teachers' professional development. If special attention is called for, we will remind the schools concerned to adjust their school-based professional development programmes so as to arrange for their teachers to receive training in special education at an early date.

Monitoring

20. Under the School Development and Accountability Framework introduced by the EDB, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, just as other important school policies and measures, so as to be accountable to its stakeholders. Moreover, the EDB requires schools to submit a self-evaluation report on the implementation of the WSA to IE at the end of a school year. To further enhance transparency, from the 2009/10 school year onwards, schools are also required to set out in their reports how resources are deployed to provide support services for students with SEN. In parallel, the EDB will arrange for its professional staff to conduct regular school visits and annual reviews, and organise training and sharing sessions for schools to ensure the effective deployment of resources for supporting students with SEN.

21. According to our observation during regular school visits and information collected from schools' annual year-end self-evaluation reports on the implementation of the WSA to IE, schools in general have put in place mechanisms for planning, implementing and evaluating support services for students with SEN. Examples include setting up student support teams to co-ordinate activities for the promotion of an inclusive culture, planning appropriate programmes to enhance the learning outcomes of the students, pooling and deploying resources in a flexible manner, monitoring the use of resources, and reviewing the quality of support measures. As revealed in schools' self-evaluation reports, students with SEN have shown improvements in their social adjustment, learning performance and learning attitude. The satisfaction rate on home-school co-operation has also risen. Schools consider that they can establish good partnership and maintain regular communication with parents so as to monitor their students' progress.

(d) Home-School Co-operation

22. Communication and co-operation between parents and schools are essential for supporting students with SEN. To enhance parents' understanding of their roles, the EDB issued and uploaded onto its website the Parent Guide on WSA to IE in the 2008/09 school year, providing parents with information on the procedures for identifying and assessing different types of SEN and on various support strategies. We also updated the online version of the Operation Guide on the WSA to IE in May 2010, reminding schools about the need to establish a systematic and regular communication mechanism with parents in

order to strengthen communication and co-operation with them. Schools should also let parents take part in the planning, implementation and evaluation of intervention programmes by, for example, inviting parents to case conferences and reporting to them regularly the learning progress of their children, etc.

(e) Cross-sector Collaboration

23. We believe that cross-sector collaboration can promote professional exchanges and create synergy, thus enhancing the effectiveness of support for students with SEN. In addition to the joint development of screening/assessment tools and diversified teaching materials with tertiary institutions as mentioned in paragraph 15 above, the EDB is fully aware of the importance of public education in promoting IE. Major initiatives implemented in the last five years are set out as follows:

- ◆ Since May 2009, an online newsletter in Chinese (融情) has been published regularly to help parents and the public gain a better understanding of IE. A total of 15 issues have been published up to July 2012. Topics covered include the IE policy, resources and support strategies, and good practices and experiences in implementing IE in schools.
- ◆ To assist schools in cultivating an inclusive school culture, various kinds of promotional activities have been organised from time to time, including the video production and broadcasting contests jointly organised with the Department of Health (DH) and the Subsidized Primary Schools Council for the promotion of IE in 2009.
- ◆ To enable the public to gain a better understanding of different types of SEN, the EDB, DH and Radio Television Hong Kong jointly produced a series of 10 episodes of TV programme “Parenting” in the 2008/09 school year, telling the real-life experiences of parents in taking care of their children with SEN.
- ◆ Compact discs containing the contents of the above two promotional activities and proposals for extended activities were produced and distributed to schools in the 2009/10 school year with a view to cultivating an inclusive culture in schools through learning activities.

The compact discs have been uploaded to the Hong Kong Education City (HKEdCity) website for access by the general public.

- ◆ The EDB participated in the Learning and Teaching Expo 2011 organised by the HKEdCity in late June 2011 and introduced to teachers and the sector the support strategies adopted by ordinary schools in implementing IE and the characteristics of learning and teaching in special schools through booth displays, talks and school visits.

The Way Forward

24. As far as policy is concerned, the adoption of the WSA in Hong Kong is in line with the global trend in the development of IE. Efforts made by the EDB and the school sector in the past years under the five basic principles mentioned in paragraph 3 above have brought about some progress in the implementation of IE. There have been more and more successful cases of culture building and policy formulation and implementation. An inclusive culture and the spirit of the WSA have gradually taken root in schools. Our wish is that schools will regard catering for students with SEN as part of their daily teaching and student support work. Our experience shows that the five basic principles mentioned above are both practicable and effective. The EDB will continue to implement IE through the efforts and strategies mentioned above.

25. On review arrangements, the EDB has kept the implementation of IE under constant review by monitoring the deployment of resources and implementation of measures through its daily work, sending officers on study tours to overseas countries and Mainland China to learn from their experiences, and collecting feedback from the sector and stakeholders through different channels. The EDB set up the Task Force on Integrated Education in Mainstream Schools (IE Task Force) in 2005, comprising representatives from the school sector, other government departments, non-governmental organisations (NGOs) and parent groups. Through regular meetings, the EDB briefs the members of the IE Task Force on the progress of implementing IE and seeks their views on improvement measures. As at June this year, the IE Task Force has held 19 meetings and the minutes are available on the EDB's website for public access. In addition to this formal communication platform, we also keep in touch and, where necessary, meet with school councils, NGOs and parent groups to strengthen communication and co-operation. In future, whilst continuing the above efforts, we will explore ways to systematically collect

various types of data that can reflect the effectiveness of IE and support its implementation.

26. On practical work, we have conducted a review on teacher training under the teacher professional development framework on IE. The results indicated that the sector approved of the value and effectiveness of the training courses, agreeing that the training courses could enhance teachers' knowledge, skills and confidence in teaching students with SEN. In recent years, the number of students identified as having SEN has been increasing, and parents and the general public now have very high expectations of the support provided by schools for students with SEN. To further enhance the professional capacity of schools and teachers in catering for students with different types of SEN, the EDB announced in June this year that it will continue to provide structured training courses for teachers and set the targets for the next round of training.

27. As regards professional support, the Chief Executive announced in his 2011-12 Policy Address that the EDB would further extend the SBEPS. The service, now covering about 50% of public sector primary and secondary schools, will be extended to all public sector primary and secondary schools by the 2016/17 school year to further enhance the support for students with SEN. In the 2012/13 school year, another 70 or so primary and secondary schools will be covered by the SBEPS. In the current school year, we have reviewed the Enhanced Support Service for Hearing Impaired Integrators, which is targeted at students with hearing impairment studying in ordinary primary schools, and put forward a number of improvement measures on the scope of service and mode of operation. We plan to implement an enhanced mode of operation starting from the 2012/13 school year to boost the effectiveness of the service. As regards teaching and learning, we will continue our efforts to enhance the professional capacity of the EDB's staff in order to provide more comprehensive support for schools to cater for students with SEN. We will also continue to develop diversified teaching materials through cross-sector collaboration with a view to helping schools support students with SEN and enhance their learning outcome.

28. As for public education and cross-sector collaboration, the EDB will continue to step up publicity and information dissemination through various activities to promote the concept of inclusion. To this end, we organised the Visual Arts Contest on Inclusion in mid 2012, with a view to promoting an inclusive school culture and enhancing public and schools' awareness of and

support for IE through the contest and a series of related activities, including exhibitions of the submissions. In addition, we will organise a major public event – Learning and Teaching Expo 2012 – in November 2012 to highlight the development and achievements of IE. Local and overseas academics will be invited to give thematic talks and seminars. Relevant government departments and statutory bodies, NGOs, tertiary institutions, parent groups and schools will set up booths to showcase their services, teaching materials and ancillary equipment, etc. for supporting students with SEN. We will also arrange school visits to enable the sector, schools, teachers and parents to keep abreast of the latest development in IE.

29. Regarding the Government's support for non-Chinese speaking students with SEN, please refer to LC Paper No. CB(2)773/11-12(01) (Annex II) submitted by the EDB to the Legislative Council (LegCo) on 9 January 2012.

30. As for the Government's efforts in training professionals such as speech therapists and educational psychologists to enhance the specialist support services for students with SEN, please refer to LC Paper No. CB(2)1698/11-12(01) submitted by the EDB to the LegCo on 13 April 2012.

ADVICE SOUGHT

31. Members are invited to note the content of this paper.

Education Bureau
July 2012

Additional Resources for Ordinary Schools

1. Learning Support Grant

This is a cash grant provided for public sector primary and secondary schools according to the number of students with SEN and the tier of support required. The grant includes a basic provision of \$120,000 for the first one to six students requiring intensive support, with a ceiling at \$1,000,000 per school per annum.

2. Enhanced Speech Therapy Grant

This is a cash grant provided for eligible public sector primary schools for employing their own speech therapists or procuring school-based speech therapy services to support their students with SLI. Eligible schools are provided with a basic grant according to the number of approved classes each year and a top-up grant based on the number of students with moderate or severe SLI. The rates are subject to adjustment in accordance with the annual movement of the Composite Consumer Price Index.

3. Intensive Remedial Teaching Programme / Integrated Education Programme

Schools participating in these programmes are provided with additional teachers/teaching assistants for supporting students with SEN or low academic achievement under the WSA. We also encourage participating schools to migrate to the funding mode of Learning Support Grant to enjoy flexibility in deploying and consolidating resources for the provision of a variety of support services. Under the Integrated Education Programme, schools admitting five or more target students are provided with an additional Certificated Master/Mistress, while schools admitting eight or more target students are provided with an additional learning support assistant.

4. Additional teachers to cater for secondary students with low academic achievement

The EDB provides additional resources for secondary schools to support their students with low academic achievement. With effect from the 2006/07 school year, we provide an additional 0.7 Graduate Master/Mistress (GM) for each class of territory bottom 10% students enrolled in public sector ordinary schools and an additional 0.3 GM for each class of territory Band 3 students enrolled not within the bottom 10% students. The provision started at Secondary One level in the 2006/07 school year and was extended at one level per year up to Secondary Three in the 2008/09 school year. In the 2011/12 school year, the number of additional teachers provided for each eligible secondary school under this measure ranged from one to seven.

5. Intensive Support Grant for hardcore cases of students with SEN

For schools with particularly difficult cases, we will consider providing them with a time-limited additional grant where appropriate for employing temporary teaching assistants to cater for the imminent needs of individual students for intensive support.

6. Top-up Fund

If necessary, schools may apply for an additional cash grant to purchase special furniture and equipment (such as Braille and CCTV magnifier) or carry out minor conversion work (such as building ramps and converting toilets) for students with disabilities.

**Screening Tools and Teaching Materials developed for
Students with Special Educational Needs
in Recent Years**

2003

- Teaching Children with Autism to Mind-Read (Chinese version only)
- Resource Package on Correcting Students' Misarticulation I & II (Chinese version only)
- Resource Package on Narrative skills and Utterance Expansion (Chinese version only)

2004

- Resource Package on Social Communication Skills (Chinese version only)
- “An Electronic Book on Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils” (Chinese version only)

2005

- Resource Package on Verbal Comprehension and Expression (Chinese version only)
- Enhancing the Reading and Writing Skills of Students: A Parent Training Manual (Chinese version only)

2006

- Cantonese (Hong Kong) Expressive Language Scales (Chinese version only)
- Teachers' Observation Checklist for Identifying Speech and Language Impaired Students in Primary Schools (Chinese version only)

2007

- Strengths and Difficulties Questionnaire (SDQ) and Strengths and Weaknesses of ADHD – symptoms and Normal-behaviour (SWAN) – EDB collaborated with the Department of Psychology and Department of Psychiatry of the Chinese University of Hong Kong to localize both tools for the early identification of children with AD/HD. (Chinese version only)

- Information Pamphlets (Early identification of hearing problem of children, Hearing impairment and communication, Types of hearing impairment, Unilateral hearing impairment, How to help hearing impaired students, How to face the problem of my hearing impairment, Where can hearing impaired students get support after leaving school, hearing devices, Bone anchored hearing aids, Earmolds, Cochlear implants, FM System)
- Information Pamphlet — How to Support Children with Specific Learning Difficulties in Reading and Writing
- Information Pamphlet — How to Support Children with Autism Spectrum Disorders
- Information Pamphlet — How to Support Children with Intellectual Disability
- Information Pamphlet — Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils (EII)

2008

- The Chinese Reading and Writing Abilities Screening Test for Secondary School Students (For use by teachers) (Chinese version only)
- Guide on School-based Speech Therapy Services (Chinese version only)
- Teachers' Observation Checklist for Identifying Speech and Language Impaired Students in Secondary Schools (Chinese version only)
- Resource Package on Language Enhancement Strategies (Chinese version only)
- 中文字詞認讀訓練 (第二版) 字得其樂 — A computerized training kit of Chinese word learning for children with specific learning difficulties in Hong Kong (Chinese version only)

2009

- The Hong Kong Specific Learning Difficulties Behaviour Checklist (for Junior Secondary School Students) (Chinese version only)
- Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties CD ROM (Chinese version only)
- 想法解讀 II — 教導自閉症兒童認識及處理情緒教材套 — A “Theory of Mind” teaching package (2nd Phase) for students with Autism Spectrum Disorders (Chinese version only)

- 中學生社交思考課程 ILAUGH – A social thinking training programme (Chinese version only)
- Resource Package on Communication Enhancement Strategies for Hearing Impaired Students (Chinese version only)
- Information Pamphlet – Government Assessment Services for School-aged Children Suspected to have Developmental Disorders

2010

- Read and Write Made Easy: A Resource Pack for Supporting Junior Secondary Students in Chinese Reading and Writing (Chinese version only)
- Fun with Maths: A Resource Pack for Supporting Primary School Students in Mathematics (Chinese version only)
- READ & WRITE: A Jockey Club Learning Support Network: A Resource Pack for Supporting Junior Primary Students in Chinese Reading and Writing (Chinese version only)
- IT Support in Reading and Writing for Secondary Students (Training Manual)
- “Development of Executive Skills (DOES) Resource Package” – to support primary school students with AD/HD by enhancing their executive skills
- Resource Package on Proper Cantonese Pronunciation (Chinese version only)

2011

- “Chinese Learning Package for Junior Secondary Students with Specific Learning Difficulties” DVD ROM (Chinese version only)
- Implementation Guide on the Tiered Intervention Model in Primary Schools (Chinese version only)
- Trainers’ Guide on the Tiered Intervention Model in Primary Schools (Chinese version only)

2012

- Resource Package on Vocabulary Enhancement Strategies (Chinese version only)