

立法會
Legislative Council

LC Paper No. CB(4)123/13-14
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by the Administration)

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Panel on Education

Subcommittee on Integrated Education

Minutes of the Seventh meeting
held on Thursday, 3 October 2013, at 2:30 pm
in Conference Room 1 of the Legislative Council Complex

Members present : Dr Hon Fernando CHEUNG Chiu-hung (Chairman)
Hon IP Kin-yuen (Deputy Chairman)
Hon LEUNG Yiu-chung
Hon TAM Yiu-chung, GBS, JP
Hon Cyd HO Sau-lan
Hon CHEUNG Kwok-che
Dr Hon Kenneth CHAN Ka-lok
Dr Hon Helena WONG Pik-wan

Member absent : Hon Abraham SHEK Lai-him, GBS, JP
Hon Claudia MO

Public Officers attending : Item I

Education Bureau

Mr Kevin YEUNG
Under Secretary for Education

Mrs Anissa WONG
Acting Principal Education Officer
(Special Education & Kindergarten Education)

Ms Doris LEE
Senior Specialist (Educational Psychology Service /
New Territories)

Dr Verena LAU
Senior Specialist (Educational Psychology Service /
Kowloon)

Department of Health

Dr Catherine LAM Chi-chin, JP
Consultant Paediatrician
(Child Assessment Service)

Hospital Authority

Dr K L CHUNG
Chief Manager, Integrated Care Programs

**Hong Kong Examinations and Assessment
Authority**

Ms Margaret HUI
General Manager – School Examinations and
Assessment

Ms CHOY Siu-kwan
Assistant General Manager – Assessment
Development

Social Welfare Department

Mr LAM Bing-chun
Chief Social Work Officer (Rehabilitation and
Medical Social Services)

Attendance by Invitation : Concord Mutual-Aid Club Alliance

Miss Sophie CHEUNG Hing-yee
Member

Mr HUI Wai-chun

Civic Party

Mr Joshua LI Chun-hei
District Developer

Labour Party

Mr Steve LO
Representative

Hong Kong Professional Teachers' Union

Ms FUNG Pik-yee
Vice President

Clerk in attendance : Miss Polly YEUNG
Chief Council Secretary (4) 4

Staff in attendance : Mr KWONG Kam-fai
Senior Council Secretary (4) 4

Mr Ian CHOW
Council Secretary (4) 4

Ms Sandy HAU
Legislative Assistant (4) 3

Action

- I. Issues related to the difficulties in implementing integrated education with respect to students with –**
- (a) Intellectual disability; and**
 - (b) Mental derangement**

(LC Paper No. CB(4)1004/12-13(01) -- Paper provided by the Administration

Meeting with deputations and the Administration

2. The Subcommittee deliberated (index of proceedings attached at **Annex**).

3. The Hospital Authority ("HA") was requested to provide information on -

- (a) the number of young people who were receiving services at the seven district centres of the Early Assessment Service for Young People under HA; and
- (b) the number of cases handled by HA in relation to students with various types of mental derangement ("MD").

4. The Education Bureau ("EDB") was requested to provide information on -

- (a) the number of students with MD in ordinary primary and secondary schools in respect of whom additional resources had been provided by the Administration; and
- (b) out of the 130 or so students with MD known to EDB, the number of such students for whom multi-disciplinary case conferences had been arranged by schools.

II. Any other business

5. There being no other business, the meeting ended at 4:33 pm.

**Proceedings of the meeting of the
Subcommittee on Integrated Education
on Thursday, 3 October 2013, at 2:30 pm
in Conference Room 1 of the Legislative Council Complex**

Time marker	Speaker(s)	Subject(s)	Action required
<i>Agenda Item I – Issues related to the difficulties in implementing integrated education with respect to students with – (a) Intellectual disability, and (b) Mental derangement</i>			
000557 – 000956	Chairman	Opening remarks	
000957 - 001448	Concord Mutual-Aid Club Alliance Chairman	Presentation of views	
001449 - 002004	Mr HUI Wai-chun Chairman	Presentation of views	
002005 - 002441	Civic Party Chairman	Presentation of views	
002442 – 002956	Labour Party Chairman	Presentation of views [LC Paper No. CB(4)1013/12-13(01)]	
002957 - 003542	Hong Kong Professional Teachers' Union Chairman	Presentation of views [LC Paper No. CB(4)1016/12-13(01)]	
003543 - 004414	Chairman Administration	<p>The Chairman questioned why mental derangement ("MD") was not regarded as a type of special educational need ("SEN") in the implementation of integrated education ("IE").</p> <p>The Administration responded that –</p> <p>(a) unlike Autism Spectrum Disorders ("ASD") and Attention Deficit/Hyperactivity Disorder ("AD/HD"), MD was not a developmental disorder. It covered a range of conditions, each with different signs and symptoms and could be triggered by different factors;</p> <p>(b) what students with MD needed most was medical treatment. The role of the school was to provide appropriate support in accordance with the medical requirement, including a caring learning environment, emotional and psychological support. In many cases, persons suffering from MD were able to recover after receiving suitable medical treatment and rehabilitation services; and</p> <p>(c) although MD was not included as a type of SEN, various forms of support were available to</p>	

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		cater for the needs of students with MD.	
004410 - 005145	Chairman Administration	<p>The Chairman expressed grave concern about the rising number of students (aged 18 or below) receiving psychiatric service at the Hospital Authority ("HA"), as well as research reports that as many as one-fifth of the student population displayed moderate to serious depression symptoms. The spate of suicides committed by young students in recent years also demonstrated the need to provide adequate support to students with MD.</p> <p>The Administration explained that –</p> <ul style="list-style-type: none"> (a) pursuant to the guidelines issued by the Education Bureau ("EDB"), schools would arrange multi-disciplinary case conferences where necessary for psychiatrists, medical social workers, educational psychologists ("EPs") and school personnel to discuss appropriate support measures for students with MD; (b) EDB had been working closely with HA to review and explore ways to strengthen the existing reporting and support mechanism to ensure effective cross-disciplinary collaboration and communication. Schools could contact one of the seven district centres of the Early Assessment Service for Young People ("E.A.S.Y.") under HA for expert advice and support; (c) additional resources would be allocated to schools on a case-by-case basis to support students with MD presenting serious emotional and behavioural problems; and (d) in the 2011-2012 and 2012-2013 school years, EDB and HA had jointly organized seven regional-based seminars on early psychosis for guidance teachers and personnel of primary and secondary schools so that they would be in a better position to support students with MD. 	
005146 - 011833	Mr CHEUNG Kwok-che Administration HA Chairman	<p>Mr CHEUNG considered that MD should be included as one of the SENs in the implementation of IE. He enquired on –</p> <ul style="list-style-type: none"> (a) the measures taken by schools to help students with MD adapt to school life after treatment and the resources, if any, provided by EDB for this purpose; and (b) the number of students in ordinary schools suspected and confirmed to be suffering from MD. 	

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		<p>The Administration responded that –</p> <ul style="list-style-type: none"> (a) relevant support measures taken by schools included creating a caring learning environment, making accommodations on teaching and learning, adjusting class routines, providing counselling and peer support etc. The purpose was to help students with MD re-enter schools and adapt to school life after treatment, in tandem with the medical treatment and rehabilitation requirements; (b) EDB adopted a zero tolerance policy against bullying in schools. Guidelines had been issued to schools on the handling of bullying cases; (c) parents were encouraged to discuss with schools the particular needs of their children so that appropriate support could be provided in accordance with the students' conditions and needs; and (d) as the consent of parents to disclose the conditions of their children was required, the statistics kept by EDB could not reflect in full the number of students suffering from MD. So far, about 130 students diagnosed as suffering from psychosis, depression, or Obsessive-compulsive Disorder were known to EDB. <p>The Chairman queried the huge difference between the number of students receiving psychiatric service as reported by HA (i.e. 17 000 in 2012-2013) and that known to EDB (i.e. about 130 cases).</p> <p>The Administration explained that the figure reported by HA included children between 0 and 18 years of age. The figure covered the students suffering from MD as well as those who were diagnosed with other SENs such as ASD, AD/HD, behavioural difficulties, etc. The number of students with MD known to EDB included only primary and secondary school students whose parents had given consent to disclose the information to EDB.</p> <p>HA supplemented that –</p> <ul style="list-style-type: none"> (a) about 20 000 patients who had registered with its Child and Adolescent Psychiatric Services were aged 18 or below; (b) over 60% of the patients in (a) above were diagnosed as suffering from ASD, AD/HD, intellectual disability ("ID"), or specific learning difficulty; 	

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		<p>(c) over 30% of the patients in (a) above were suffering from psychosis or emotional, behavioural or drug abuse problems; and</p> <p>(d) HA was open-minded on whether the students in (c) above should be categorized as SEN students, but cautioned about the likelihood of stigmatization of these students.</p> <p>HA was requested to inform the Subcommittee of the number of young people who were receiving services at the seven district centres of E.A.S.Y. under HA.</p> <p>Given the significant difference in the number of students with MD as informed by HA and by EDB, Mr CHEUNG considered that EDB should take proactive steps to identify students with MD in order to render them timely assistance at the earliest opportunity.</p>	<p>HA was requested to provide the information as stated in paragraph 3 of the minutes.</p>
<p>011834 - 014009</p>	<p>Mr LEUNG Yiu-chung Administration Chairman</p>	<p>Mr LEUNG remarked that due to the lack of resources and manpower, ordinary schools could hardly provide the necessary support to cater for the needs of SEN students and those with MD.</p> <p>Regarding IE in respect of students with ID, the Chairman and Mr LEUNG were concerned that –</p> <p>(a) at present, parents of students with mild ID (i.e. intelligence quotient ("IQ") slightly below 70) could choose to enrol their children in ordinary schools. If these children could not cope with the ordinary curriculum, they could request to transfer to special schools; and</p> <p>(b) parents of students with limited intelligence could not choose to transfer their children to a special school even if their children could not adapt to the ordinary curriculum.</p> <p>Members considered that the existing arrangements were unfair.</p> <p>The Administration explained that –</p> <p>(a) students with limited intellectual ability i.e. IQ 70 to 79, in general, were able to benefit from an adapted ordinary curriculum and therefore they normally attended ordinary schools;</p> <p>(b) school-aged children with mild, moderate, severe ID or multiple disabilities-cum-ID were usually referred to special schools where intensive support services were available; and</p> <p>(c) for students with limited intelligence who also suffered from other types of SENs such as ASD</p>	

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		<p>and AD/HD, subject to the recommendation of specialists and with the consent of parents, EDB might refer them to special schools as exceptional cases. The specialists would have in-depth discussion with the parents on where the needs of their children would best be met prior to making the placement recommendation.</p> <p>The Chairman referred to a marginal case in which a student with an IQ slightly over 70 was refused entry to a special school despite the recommendations of the ordinary school and EP that the student would benefit from education in a special school.</p> <p>The Administration advised that –</p> <ul style="list-style-type: none"> (a) it was doubtful whether it was in the best interest of these students to study in a relatively segregated special school environment; (b) ordinary schools with non-disabled peers would provide a rich and stimulating environment, facilitating students with SEN to develop their language, social and problem-solving skills; (c) if students with an IQ over 70 but below 100 would also be admitted to special schools as a general practice, this would have implications on special schools; (d) notwithstanding the above, placement of children with limited intelligence together with other disabilities such as ASD or AD/HD would be considered in exceptional circumstances after consultation with the parents, school personnel and professionals concerned; and (e) members' views were noted. While parental choice should be respected, the well-being of the students was of paramount importance in deciding on the most appropriate type of schooling for the students concerned. <p>Mr LEUNG stressed that parental choice and the well-being of the students should receive foremost consideration. He urged the Administration to provide additional resources to ordinary schools in order to implement IE effectively.</p>	
014010 - 015234	Deputy Chairman Chairman	<p>The Deputy Chairman stated his views that –</p> <ul style="list-style-type: none"> (a) MD should be recognized as a type of SEN. Although at present, it was not so recognized, additional resources should still be provided to ordinary schools to support students with MD; 	

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		<p>(b) given their existing heavy workload, it was not feasible for teachers to have any spare capacity to attend training and give additional support to students with MD; and</p> <p>(c) training for teachers should be more focused and directed at the specific needs of the teachers and the students.</p>	
015235 - 015342	Hong Kong Professional Teachers' Union Chairman	<p>The Union expressed concern that –</p> <p>(a) there were insufficient special schools to admit students in need of intensive support;</p> <p>(b) measures should be taken to reduce the workload of teachers so that they would be able to attend training and provide more support to SEN students; and</p> <p>(c) in implementing IE, the Administration should put students' interests above cost/resources considerations.</p>	
015343 - 020354	Chairman Administration HA	<p>Summing up, the Chairman remarked that –</p> <p>(a) MD should be included as a type of SEN; otherwise, schools would not be eligible for additional resources for implementing IE; and</p> <p>(b) parents of students with limited intelligence should have the right to choose whether to enrol their children in ordinary schools or special schools.</p> <p>To facilitate consideration by the Subcommittee, EDB and HA were asked to provide the following information –</p> <p>(a) the number of students with MD in ordinary primary and secondary schools in respect of whom additional resources had been provided by the Administration;</p> <p>(b) out of the 130 or so students with MD known to EDB, the number of such students for whom multi-disciplinary case conferences had been arranged by schools; and</p> <p>(c) the number of cases handled by HA in relation to students with various types of MD.</p>	<p>EDB was requested to provide the information as stated in paragraph 4 of the minutes.</p> <p>HA was requested to provide the information as stated in paragraph 3 of the minutes.</p>

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<i>Agenda Item II – Any other business</i>			
020355 - 020449	Chairman	Closing remarks	

Council Business Division 4
Legislative Council Secretariat
6 November 2013