

For discussion on 21 July 2006

**Subcommittee to Study Issues Relating to the Provision of
Boarding Places, Senior Secondary Education and Employment
Opportunities for children with Special Educational Needs**

Update on the Review of Implementation of Integrated Education

Purpose

Following the discussion at the meetings on 17 February and 21 April 2006, we wish to advise Members on the updated position on teacher training strategy, enhanced support for schools in handling clusters or core cases of students with special educational needs (SEN) and school placement of students with SEN.

Insights from Workshops

2. To further collect the views of frontline teachers on catering students with SEN, we conducted 45 workshops for primary schools between May and mid-June 2006. Around 1500 key personnel from 533 primary schools participated in these workshops. In general, the workshops provided teachers and principals with a good chance of experience-sharing and self-reflection on their concepts and skills. Most of them regarded the suggested strategies at the workshops worth implementing. Based on the on-site discussions and feedback to the questionnaire, primary schools are, in general, willing to accommodate students with SEN and agree that the whole school approach (WSA) to integrated education (IE) is the right direction. Their major views and expectations are summarised as follows: (Details of the feedback to the questionnaire (in Chinese only) are at the Appendix)

On professional support and training

- (a) More support services such as school networking and support from specialists

- (b) More training with supply teachers

On teaching and learning

- (c) More teaching packages
- (d) More resources to facilitate small group teaching and the implementation of the Individualised Education Programme

On curriculum and assessment

- (e) More training on curriculum tailoring and assessment accommodations and clear guidelines
- (f) More room for curriculum adaptation

On working with parents

- (g) Unrealistic demands from some parents of students with SEN and rejection of integration from some parents of students without SEN
- (h) Parent education to promote acceptance of differences and better home-school cooperation

Key Issues to Address

3. Upon consolidation of findings and requests on the implementation of IE, we are convinced that the following issues are to be addressed as they are the pre-requisites for success in IE:

- (a) An inclusive culture has yet to be cultivated in schools and it should take precedence over all other measures.
- (b) Teacher training on SEN and flexible deployment of resources are the fundamentals for WSA to take root in a school.
- (c) The subvention for IE shall reflect the 3-tier intervention model (for more information, please refer to paras 19 and 20) which differentiates resources in accordance with students' varied needs.

- (d) Professional support from specialists has to be timely and strengthened.
- (e) Home-school cooperation is always an essential element of IE.
- (f) Cross-sector collaboration and school network support are to be strengthened.

Proposal

4. Having regard to the issues and demands of stakeholders, EMB has embarked on a series of measures to improve the situation, which include:
- (a) promoting the inclusive culture in schools through staff development, school curriculum studies, working with parents and publicity work;
 - (b) overhauling the teacher training programme on SEN to provide timely training for teachers on a larger scale and, where necessary, supply teachers to cover the training;
 - (c) strengthening professional support to schools through the provision of the enhanced Speech Therapy Grant and the enhanced ratio of student guidance teachers in primary schools from 2006/07 and reviewing the service of educational psychologists (EPs);
 - (d) enhancing the support for schools with a cluster of students with SEN and hard core SEN cases;
 - (e) facilitating network support for schools where special schools and resource schools on WSA will extend their role and functions in supporting SEN in ordinary schools;
 - (f) forging cross-sector collaboration on research and resource development such as setting up the SpLD network;
 - (g) maintaining quality service in IE through quality assurance procedure; and

- (h) enhancing communication through the production of an IE guide, provision of more information to parents to facilitate choice of schools; better information flow between sectors; and continuous dialogue with stakeholders to improve the service.

5. We shall elaborate in the ensuing paragraphs our proposals for promoting an inclusive culture, strategy for teacher training on SEN, enhanced support for schools at the tier-3 level and school placement for students with SEN. As for cross-sector collaboration and quality assurance, they have been covered in LC Paper No. CB(2)1739.05-06(01) on the progress report of implementation of IE.

Promoting Inclusive Culture

6. An inclusive culture is the fundamental role of a school to provide equal opportunities in education for all its students enrolled irrespective of their needs and problems. No doubt, an inclusive culture at school is the pre-requisite for the WSA to endure in supporting SEN. Culture building needs time and a change of mindset. Only when people see the purpose of an inclusive culture in providing a harmonious learning environment for all students in the school and experience success will such a principle bear fruit. This is both an immediate and long term goal for success in IE. To this effect, the following measures are suggested:

- (a) All students should learn to respect individual needs through moral and civic education at school. They should have a chance to deliberate on the issue through project learning at both primary and secondary levels. Through working with disabled persons or information captured from the media, students will develop a positive attitude towards the issue. It is also important to clear misunderstanding due to miscommunication and misconception of the policy and practices.
- (b) The initial teacher education programmes should spare no efforts to help trainees understand that schools are no longer serving a homogeneous population and students with SEN can make it in an ordinary school given the acceptance and support. For serving teachers, incorporating SEN strategies into subject learning through the refresher courses is an

effective way to build confidence and competence for the inclusive culture. Teachers shall share among themselves practices to cater for students with SEN which is conducive to inclusion. To help non-teaching staff understand inclusion, there should be clear school policy support for it.

- (c) An inclusive culture will not prevail in schools without parents' support and participation. Parent education is always a vital element to clear misunderstanding, to solicit support and to avoid disputes. Schools should provide communication channels for parents to put forth their views and requests and, in return, to provide feedback and advice. Support and counseling for parents can be provided by Non-governmental Organisations (NGOs) and special schools which are both resourceful and experienced in dealing with parents' problems and requests.
- (d) The support from the community at large will encourage inclusion in schools. We will continue to work in collaboration with other sectors of our society to make known the rights and needs of people with disabilities in education settings and workplaces through modest and sustainable activities. The emphasis will be on understanding, respect and acceptance rather than on compassion and special privileges. Only this will create a healthy and unbiased attitude towards disability in the community.
- (e) To help schools and parents better understand their rights and responsibilities, a guide book on IE will be produced separately for them. Stakeholders will find how their role and functions in IE can be translated into the WSA which can only work when an inclusive culture prevails in a school. We shall share and celebrate successful cases of IE. We also need to commend schools doing well in supporting students with SEN and give recognitions to outstanding teachers in this regard.

Teacher Training Strategy

7. To enable schools and teachers to put in place the three success factors

(i.e. an inclusive culture, clear policy and established practices) for the implementation of WSA for students with SEN, we shall strengthen our teacher development programmes. Not only should teachers have the understanding, knowledge and skills but also an attitude of acceptance and the belief that all students can learn, which is essential for an inclusive culture in school. Thus, teacher training on SEN serves to promote an attitude change and to help teachers master teaching strategies, curriculum tailoring and assessment adaptation to cater for students with SEN.

Structured Courses

8. The proposed framework will tie in with the 3-tier intervention model. For in-service teachers, the framework consists of structured courses on SEN at three levels: a 30-hour basic course, a 90-hour advanced course and thematic courses on particular types of SEN. Details of these courses are as follows:

- (a) For the basic course, it will consist of common modules on principles, theories and practices of curriculum, teaching strategies and assessment to cater for students with SEN. Teachers completing the course will be capable of providing tier-1 and to some extent tier-2 support in the 3-tier intervention model for students with SEN. Furthermore, the 30-hour basic course can be arranged on a school-based mode if the school so prefers. It will also be part and parcel of the future pre-service teacher education programmes with practicum arranged in special schools where necessary.
- (b) Teachers after completing the basic course may continue with the advanced course which consists of core and elective modules; a one-week attachment to a special school as an optional arrangement; and a post-course follow-up project in own school in the immediate following six months as part of the course requirement. Teachers completing the advanced course are expected to be competent in differentiated classroom practices with effective deployment of additional manpower and resources in pursuance of the WSA. They are competent in providing tier-2 support and shall be able to collaborate with other professionals in providing the tier-3 support for the more severe cases of SEN. To facilitate schools' arrangements for training on SEN, the 30-hour and 90-hour courses can be combined to

form a 120-hour training course on SEN.

- (c) There will be thematic courses to equip teachers on how to cater for students with certain types of SEN, such as autism and SpLD. Also, thematic courses on child psychology and other topics of relevance will be arranged. The duration of the thematic courses depends on the course contents and in general will be around 40 to 60 hours each. Teachers completing the thematic courses will gain confidence and skills in dealing with the more severe cases of SEN on the tier-3 intervention without relying on the support from outside professionals. In this respect, we will continue to organise briefings and seminars to update teachers on the latest development and good practices in catering for students with SEN, in particular when overseas experts visit Hong Kong.

9. Most of the structured courses will be in the form of full-time day release programmes with the provision of supply teachers. But there may also be courses conducted during school holidays or after school as preferred by some teachers.

Training Targets

10. We shall consult schools, teachers and teacher education providers on the time-frame for implementing the proposed framework. Subject to the capacity of teacher education providers and practicability, we hope that within five years from 2007/08, more than 10% of teachers in each school will have received the 30-hour basic course and among whom, half or at least three teachers per school will continue with the advanced course. Thus, one teacher for each of the three core subjects would have completed the advanced course in five years. For the theme-based courses, we propose that at least one English teacher and one Chinese teacher attend the course on SpLD within five years from 2007/08. For the other types of SEN that the school has to cater for, at least one teacher shall complete the related course during the above said 5-year period.

Refresher Courses

11. In addition, we shall explore with the teacher training provider to

incorporate the elements of the 30-hour basic course into the current five-week refresher courses for teachers of the three core subjects as it is essential that teachers of English, Chinese and Mathematics apply the theories and practices of curriculum, assessment and teaching strategies for students with SEN to their subject/KLA teaching, especially at an early stage before the problems of these students get worse. This will also equip our language teachers with the skills in tackling students with SpLD as a new dimension for literacy training. Teachers completing these refresher courses need not attend the 30-hour basic course on SEN.

Training on SEN for Principals and TAs

12. The basic course on SEN will also be incorporated into the training for aspiring and new principals. Furthermore, a two-day course on SEN will be organised for serving school principals with focus on leadership for inclusion, resource deployment to support the SEN policy and practices in accordance with WSA and the 3-tier intervention model. Since teaching assistants (TAs) also play a key role to support teachers in special education, the basic course will be extended to them to build up their capacity.

School-based Training

13. We shall also explore providing a 10-hour school-based basic training on SEN for schools with more urgent needs. Also, schools shall designate at least half a day of the three Staff Development Days annually to topics relating to catering for SEN.

Enhanced Support for Schools

Professional Support

14. With effect from the 2006/07 school year, the ratio of student guidance teachers (SGT)/ officers (SGO) or student guidance service (SGS) grant of public sector ordinary primary schools will be enhanced from one per school with 24 classes or more to one per schools with 18 classes or more. For primary schools with 5-17 classes, they will each be provided with a 0.5 SGT/SGO/SGS grant. With the improved ratio, the student guidance personnel, besides rendering more

support to pupils and parents, can organise more personal growth or developmental programmes such as understanding self, or coping with stress etc. for their teacher colleagues. Under the full-time stationing mode, the student guidance personnel will be more readily accessible to the teachers for consultation and assistance in handling pupils with problems.

15. With effect from the 2006/07 school year, we shall implement an Enhanced Speech Therapy Grant to primary schools in three stages. The Grant comprises a basic provision of \$2,500 per class per annum and a top-up provision of \$3,000 per capita with a cap at \$60,000 per annum for students with moderate or severe speech and language impairment (SLI).

16. Schools may use the Grant to employ their own Speech Therapist (ST) or purchase school-based ST services from NGOs/private practitioners. The school-based ST services should cover on-site direct service to students with SLI, tailor-made services to meet the needs of the school and support for teachers and parents. The aims of the services are three-fold: prevention, remediation and enhancement. Thus, with the services, students with SLI will be identified and served as early as possible. The ST will also work with teachers to develop activities and programmes that facilitate language learning and enhance students' oral and written skills. The continuation of the Grant will be subject to a review of its effectiveness at the end of the 2008/09 school year.

17. The EPs of EMB provide systems support to all public sector primary schools, advising them on the students' learning problems and needs, recommending intervention strategies and helping teachers review the outcome. With effect from 2002, EMB has enhanced the service through outsourcing it to tertiary institutions and NGOs where they have more room to mobilise adequate manpower and expertise to meet schools' needs. In 2005/06, 102 primary schools are provided with Outsourced Enhanced EP Service (OEPS) which will eventually be extended to cover 200 primary schools in 2007/08 by phases. Primary schools not covered by the OEPS are served by EMB's central pool of EPs. In the case of secondary schools, EP posts are provided to school sponsoring bodies which operate 12 or more schools and for sponsoring bodies which operate less than 12 schools, their schools are served by EMB's central pool of EPs. We shall review the EP service to meet the needs of schools.

18. It is very important that schools support each other on SEN matters

through network activities. The project of special school cum resource centres is now in its third year while the resource schools on WSA has only come into play in this school year. Currently, we have 23 resource schools (7 are ordinary resource schools on WSA and 16 are special schools cum resource centres). All are providing a myriad of support services for recipient schools such as staff development, on-site support, consultation and sharing of resources etc. The feedback from the recipient schools has been very encouraging.

Funding Models

19. Our provision model allows a holistic approach to meeting students' diverse needs in schools. Quality service at school is supported with the basic provision for education having regard to new demands for effective learning through both hardware and software upgrades. This includes the Capacity Enhancement Grant, the provision of curriculum leaders, increased manpower for student guidance and teachers for specialised teaching etc. With this, schools are able to provide tier-1 support for any students whose learning problems are slight and short-term.

20. For students with persistent learning difficulties including SEN, school-based resources on top of the basic educational provision are in place. These include the Intensive Remedial Teaching Programme (IRTP), New Funding Mode (NFM) and the Integrated Education (IE) Programme in primary schools as well as the IE Programme and the new initiative for territory Band-3 and bottom 10% junior secondary students which will be implemented from 2006/07 in secondary schools. The IRTP, NFM and Band 3 Initiative are meant to provide tier-2 add-on support. As for the IE Programme and the enhanced level of \$20,000 per student under the NFM, they serve to provide support at the tier-3 level.

21. While these provisions cater for the majority of the SEN cases in schools at tier-2 and tier-3 levels, the recent review of IE saw the need to enhance our provision for schools at the tier-3 level particularly for those cases requiring intensive individual support. Currently, there are about 10 primary schools which have received a cluster of students with SEN. For these schools, they need additional tier-3 support and not just simply an increase in the provision of funding.

22. Those schools with hard core cases or large clusters of SEN cases will be the targets for additional tier-3 support. In 2006/07, we shall continue to assign to each primary school a contact officer of the special education section of EMB in respect of their support for students with SEN. For schools which have hard core cases or a cluster of students with SEN, the contact person will work together with our EP to map out an intervention strategy to help tackle the situation. If there is a need, we shall second our resource teacher who is experienced in helping students with SEN to the school on a part-time basis. Alternatively, we shall assign a special school to provide the necessary support, including short-term intervention programmes for the hard core cases of SEN. Furthermore, additional resources for hiring a TA may be provided to the school if it is assessed that extra manpower support is needed.

23. In this regard, we shall increase the number and service of our resource schools. Each resource school shall continue to provide in-depth network service for a number of ordinary schools together with consultative/training services for other schools on a regional basis. In working with the recipient schools, the resource schools will focus on the chosen areas of support so required. It is anticipated that such a school network support will help much in both the tier-2 and tier-3 intervention activities in schools.

24. The future revised subvention model will work to its purpose only when schools are ready to adopt the WSA to SEN in an inclusive environment with teacher competence enhanced through training. EMB will review the existing subvention modes to tie in with the development of inclusive culture and teacher professional competence in our schools at large. Meanwhile, we shall continue with the existing provisions to schools and if there are any new proposals, we shall conduct consultation in the 2007/08 school year.

Student Placement under the DDO

25. The government's standing policy on special education advocates 'Equal Opportunity and Full Participation' for disabled students. Students with SEN should have equal access to education with additional support to develop their potential to the full.

26. The release of the Code of Practice in Education (COP) by the Equal

Opportunity Commission consequent on the enactment of the Disability Discrimination Ordinance (DDO) has provided legal protection and procedural guidelines for the educational placement of disabled persons. The DDO upholds the fundamental principle of no discrimination against disability in all aspects of life including education while the COP advises on the measures to be undertaken by schools in order to provide equal opportunity in education for people with a disability. On student placement, it is clearly stated that educational establishments have an obligation to ensure that their admission procedures do not discriminate against persons with disabilities. This would include the selection criteria and procedures.

27. On the request from some schools to exempt a school from having to cater for more than two types of SEN in their future student intake, the legal advice has indicated that any quota for schools in admitting students with SEN would likely constitute direct disability discrimination under the DDO. Under this premise, confining the intake of SEN types in a school to two will probably breach the fundamental principles of the DDO.

28. Recently, we have consulted about 1500 school personnel in the 45 workshops on IE on this issue through a questionnaire. About 80% of respondents supported admitting only 2 SEN types but about half of them did not agree that EMB should allocate to them those students with SEN whom most schools would decline to admit. They indicated that since schools were given choices, they should only be allocated students with the types of SEN of their choice. Since a few SEN types such as speech and language impairment and specific learning difficulties are of high incidence and quite some schools do not wish to admit students with core autism or attention deficit and hyperactivity disorder, there would not be enough schools in individual districts to admit students with these types of SEN if each school were to admit only two types. Hence, apart from breaching the DDO, the proposal is considered impracticable and unenforceable.

29. Besides, SEN seldom exists in isolation. Special needs in one aspect affects learning in other aspects as well. For example, a student with hearing impairment usually has problems in communication. This may lead to emotional and behavioral difficulties. There are always students having multiple disabilities. It may not be practicable to classify students just by a single type of disability for admission.

30. Having regard to students' interests and needs, the fundamental concepts of IE and the possible legal implications, we shall enhance communication through the production of an IE guide, provision of more information to parents to facilitate choice of schools. Also, we shall ensure better information flow between sectors. As the issue actually stems from the admission of students with special educational needs who have severe emotional and behavioral disorders, schools are not that worried about the number of SEN types admitted but the actual types and number of such students admitted. In this regard, we shall strengthen our support for schools having admitted a cluster of students with SEN and hard core cases (i.e. tier-3 support). Should there be genuine hardships arising from student placement matters, there is always an easily accessible mediation mechanism as required by the COP. Under this mechanism, should mediation fail, EMB will consult outsiders in the form of a Case Study Group. The student can be placed to another school on the advice of this Group.

Way Forward

31. Members are requested to note our proposals on promotion of an inclusive culture, teacher training strategy and enhanced support for schools from paras 6 to 24. Later on, we shall consult stakeholders, discuss with tertiary institutions how to collaborate and work out the details of the proposals for implementation.

Education and Manpower Bureau
July 2006

**全校參與模式的融合教育分區工作坊
意見調查問卷**

(45 場工作坊共收回問卷 1,461 份，分析如下：)

		同意指數 (6 為最高分)
1.	共融社會由校園開始。	5.0
2.	共融校園文化是指教職員、學生及家長皆接納有特殊教育需要的學生。	5.2
3.	為有特殊教育需要的學生調適課程和教學法，可以幫助他們發展潛能。	5.2

4.	在照顧有特殊教育需要的學生方面，現時學校的一般情況是：	普遍	極少	沒有	沒有填寫
(i)	大部分員工都認同「照顧有特殊教育需要的學生」是每一位員工的責任	74%	23%	0%	3%
(ii)	在制訂學校政策時，學校設有既定的政策照顧有特殊教育需要的學生	85%	12%	1%	2%
(iii)	教師都能按學生的能力和需要，在課程上作出調適	65%	31%	1%	3%
(iv)	教師都能在課堂上，採取多元化的教學方法	64%	33%	0%	3%
(v)	教師都能在課堂上，採用彈性的課堂管理	78%	19%	0%	3%
(vi)	教師都能按學生的能力和需要，在家課調適方面作出安排	71%	25%	1%	3%
(vii)	教師都能按學生的能力和需要，在測考上作出特別的安排	72%	21%	4%	3%

(viii)	教師曾接受有關照顧有特殊教育需要的學生的專業訓練	27%	66%	4%	3%
(ix)	教師積極地進修有關特殊教育的課程	25%	67%	3%	5%

5.	(i) 有 26% 回應者表示學校從未取錄患有自閉症/亞氏保加症的學生，而有 51% 回應者表示學校有能力提供適切的支援服務給這類別的學生，餘下的 23% 回應者則表示欠缺信心。
	(ii) 有 11% 回應者表示學校從未取錄有專注力不足/過度活躍症的學生，而有 65% 回應者表示學校有能力提供適切的支援服務給這類別的學生，餘下的 24% 回應者則表示欠缺信心。
	(iii) 有 5% 回應者表示學校從未取錄有特殊學習困難(讀寫障礙) 的學生，而有 83% 回應者表示學校有能力提供適切的支援服務給這類別的學生，餘下的 12% 回應者則表示欠缺信心。

6. 有關學校在支援有特殊教育需要學生時，在不同範疇所遇到的困難和建議的解決措施如下：

專業支援、教師培訓方面	
困難	建議
<ul style="list-style-type: none"> 學校往往需要透過社工，臨床/教育心理學家協助，尋求外間機構的支援，此舉較為間接及需時較長，因而拖延向學生提供適時的支援服務 專業人員支援不足，例如教育心理學家。 大部分教師未有全面接受有關特殊教育的培訓，以致欠缺對有特殊教育需要學生的了解。 老師未有信心去處理及面對自閉症的學生。 教育界中，有太多課程需要教師進修，因而把特殊教育培訓視為較次要。 培訓課程的時間不足，理論/實踐未能配合。 外購服務受資金所限和沒有質素保證。 轉介學生接受評估欠效率，令教師孤立無援。 	<ul style="list-style-type: none"> 教統局定期舉辦工作坊/講座及提供支援。 教統局人員/教育心理學家或專業小組宜多到學校，向教師提供專業支援。 請教統局擴展教育心理學家駐校服務。 專業人士宜直接與家長見面，講解子女的教育需要。 由教統局撥款給學校，由學校按需要購買專業支援服務。 學校宜多與不同的專業人員合作。 培訓機構和大專院校應提供理論與實踐兼備的課程。 培訓課程的安排適宜多樣化，可包括校本、在學校假期內等。 教師培訓課程盡量提供代課教師，避免安排於週末或課後。 與特殊學校保持聯繫，從而學習有效的處理方法。 多提供支援予學校參與，建立區內聯網交流心得

	<ul style="list-style-type: none"> • 校內設立支援小組，以便有系統和有組織地支援有特殊教育需要學生的學習。 • 校方要鼓勵教師（全校教師則更佳）進修有關特殊教育的課程。 • 要盡早識別及支援有特殊學習需要的學生，應從幼稚園（學前）開始，不應只由小一開始。 • 分享一些外國或本地較有效而長期有成果的方法。 • 透過跨專業會議，以多角度了解學生需要，提供適切及個別支援。 • 增設「支援特殊教育需要學生」主任一職。 • 設立網上資源互相分享。 • 課程發展主任宜接受特殊教育培訓，帶動學校同事如何透過課程和教學策略的調適，協助有特殊教育需要的學生學習。
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課程、評估方面	
困難	建議
<ul style="list-style-type: none"> • 教師或科主任對照顧特殊學習需要的課程調適，未必能完全掌握，主要是教師培訓不足，認知不足，所以在安排上有困難。 • 雖然已按個別學生的需要訂立個人學習計劃，調適課程（減少或增潤），但總結性評估並未能配合，因即使進行了測考調適，但基本上測考內容沒有改變（與一般學生要求相同）。 • 受制於現時以測考為主導的評估機制，尤以各階段的呈分試為甚。 • 由於人數比例上有特殊學習需要學生數目較少，故此較難為個別學生剪裁課程。 • 在課程和進度緊迫下，難以刪減課程內容及調適進度。 • 家長對課程、評估或家課調適誤解。出現因公平而引起的爭拗。 • 剪裁課程需要很多時間。 	<ul style="list-style-type: none"> • 教統局要有明確的指引，如何作出調適，尤其是評估學習成效。 • 教統局可輯錄有經驗學校的課程，供有需要的學校參考。 • 校方應發放清晰的政策或相關信息給教師，加強他們進行課程調適的信心。 • 要有清晰及具透明度的調適機制。 • 盡量設計「以生為本」的課程。 • 鼓勵教師共同備課，以照顧不同學習需要的學生。 • 課程發展主任成立跨學科課程小組，修訂和製作合適的課程 • 若給個別學生進行課程調適，評估內容必須要配合，以及要得到家長的支持 • 測考編排上要有彈性的修改，例如：有特殊學習需要學生只重點完成某部份內容，其他內容可減少作答

<ul style="list-style-type: none"> 如照顧有特殊教育需要的學生，便不能兼顧其他正常學生的教學進度。 	<ul style="list-style-type: none"> 學生可以留級三年或跳級。 免除 SEN 學生參加 TSA，以避免對學校做成不公平的評核結果。
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教學方面	
困難	建議
<ul style="list-style-type: none"> 教師（尤其是新入職）對認識及處理 SEN 學生的專業知識仍有不足，感到沮喪，需要支援及時間適應。 每班學生人數多，差異大，難於照顧。 欠缺照顧學習差異的技巧。 較難在同時照顧大部分主流學生，及少部分有特殊需要學生之間取得平衡。 教師工作量太大，欠缺時間設計教學調適和為個別學生設計個別化學習計劃。 課程緊迫，不容易為個別學生作教學調適。 部分老師不認同照顧有特殊教育需要學生是他們的責任，認為這些學生應在特殊學校就讀。 協作教學、多官感教學原意佳，但成效短暫。 學生因能力相差太遠，以致失去學習興趣，例如英語課堂，學生抗拒學習。 校長將責任交給加輔班教師，因已受訓及有薪金津貼。 	<ul style="list-style-type: none"> 教統局應給予學校足夠資源，增聘有專業知識的教師和減輕教學課擔。 特殊教育服務機構提供多些教具/材。 可利用坊間或教統局製作的教學光碟作為教材。 所有教師需要有共同教學目標，認同融合教育的理念，令有特殊教育需要的學生同樣有學習的權利。 校方宜制定評估調適具體指引。 容許教師彈性地處理有特殊教育需要學生的學習，例如評估適調。 鼓勵共同備課，設計多元化教學方法，以便教授不同能力的學生。 科主任與輔導老師之間，必須經常合作及互信。 縮減每班人數，以便照顧學生學習差異。 訂定試卷時，特殊教育需要學生應與主流的不同，要配合其能力，否則只會影響其自信心。 以抽離式教學，補充正常教學上的不足。 小組教學，要分小步驟及減慢進度。 對患有自閉症的學生，可嘗試以多感官技巧、視覺策略和社交故事教學。 不應讓多於三個有 SEN 學生在同一課室上課。 最好能安排教學助理於課堂上協助，特別是支援有情緒及行為問題的學生。

與家長合作方面

困難	建議
<ul style="list-style-type: none"> • 有些家長未能明白、接受和面對自己子女有特殊學習需要，校方需要花費時間游說家長合作，或家長不願持續與校方合作。 • 有些家長只著重自己子女的學業，未能體諒有特殊教育需要學生的情況。 • 校方與有特殊教育需要學生的家長，欠缺溝通。 • 家長不重視子女的校園生活，疏忽或縱容其日常起居飲食情況、結果是上課時常沒精打采及考勤出席欠佳。 • 家長偶爾未必同意學校處理有關學生學習的方法。 • 部分家長教育程度較低，並以工作理由而拒絕／較少接觸教師或參與支援子女學習的課外活動，故難於推動家校協作。 • 部分家長提出個別要求，難以配合 • 家長未能接納自己子女班中有特殊教育需要的同學，尤其是恐怕有情緒問題的學生，會傷害他們的子女。 • 部分家長不接受刪減課程，認為會因此而影響學習。 	<ul style="list-style-type: none"> • 由政府推行家長及公眾教育。 • 學校可定期舉辦工作坊和研討會，闡明學校有關支援有特殊教育需要學生的政策；主動跟家長分享學生在學校的行為和進展；聆聽家長的需要，並安排專業人士，向家長提供輔導；學校亦宜透過不同活動，加強家長間的互相交流。 • 學校可舉辦家長訓練課程，增進家長對有特殊教育需要學生的認識 • 多與家長溝通，增加互信和支持，讓家長明白學校在支援有特殊教育需要學生的學習的理念，並且體諒及欣賞教師的努力。 • 在進行任何調適前，應與家長商討並取得共識。 • 善用家長義工支援。 • 堅定立場，勿怕家長投訴。

7. 教師培訓

關於在職教師進修安排：

- 70% 的回應者建議採用按日或整段時間給假 (Block release) 模式 (教統局提供代課教師)。
- 7% 的回應者建議安排在課後／學校假期內。
- 23% 的回應者建議採用校本形式，由培訓機構到校授課。

(i) **基礎課程**：(課程內容包括：認識特殊教育需要的理念和基本的教學支援策略)

學校預計每年可參加這階段培訓課程的教員人數最多是（校本培訓除外）：
● 33% 回應者認為是 1-2 人
● 19% 回應者認為是 3-4 人
● 9% 回應者認為是 5-6 人
● 39% 回應者沒意見

(ii) 進階課程 ：(課程內容包括：如何有效推展全校參與照顧有特殊教育需要學生的發展策略、教導、支援及幫助有特殊教育需要的學生的多元化教學策略、課程調適等)
學校預計每年可參加這階段培訓課程的教員人數最多是：
● 41% 回應者認為是 1-2 人
● 19% 回應者認為是 3-4 人
● 7% 回應者認為是 5-6 人
● 33% 回應者沒意見

(iii) 專題課程 ：(專題如：如何支援自閉症、讀寫障礙學生的學習等)
學校預計每年可參加這階段培訓課程的教員人數最多是：
● 39% 回應者認為是 1-2 人
● 19% 回應者認為是 3-4 人
● 8% 回應者認為是 5-6 人
● 34% 回應者沒意見

參加者對這次工作坊的意見是：	滿意/同意程度 (1 至 6)
8. 參加工作坊後， 67%認為能 增加在學校推行全校參與模式來支援有特殊教育需要學生的信心，26%認為一般，而 2%不同意，5%沒有填寫。	3.8
9. 透過這次工作坊， 76%認為能 幫助他們檢視如何以全校參與模式照顧有讀寫困難、專注力缺乏/過度活躍及患自閉症的學生，18%認為一般，而 1%不同意，5%沒有填寫。	3.9

總結：

從問卷蒐集得來的資料顯示，學校在支援有特殊教育需要學生，普遍持正面的態度；同時，大部分學校均表示已清晰釐訂支援這些學生的政策和措施，並透過日常教學，落實推行。例如：設立支援小組、為有需要的學生提供家課、測考調適、安排協作教學或個別輔導，以照顧學生的學習需要、與專業人員作定期個案會議、策動朋輩支援等。事實上，在每一個研討會上，教師都能具體地分享他們在處理這些學生的方法和教學策略；並輔以成功的例子。整體上，從出席工作坊的參與者的表現來看，大部分學校在推行融合教育上，已頗為成熟及具信心。然而，部分學校/教師亦反映他們在支援有特殊教育需要學生時，仍面對不少的困難，當中包括：適時、適切的專業支援不足、教師培訓不足及課程只重理論，欠缺實踐、家校間欠缺有效的溝通、現行學制下以測考為主導的評估機制等，都令他們在照顧學生學習差異時，感到困擾。我們同意，要推動全校參與支援有特殊教育需要學生，在資源投放、師資培訓、家長和公眾教育、專業支援等各方面，仍有改善的空間，而參與者所提及的建議，有些亦正是我們考慮需要加強發展的項目，例如教師培訓、支援模式等。然而有部分建議，學校是可以透過行政安排，在校內推行的，例如：加強與家長在子女學習問題上的溝通和合作、加強教師間的協作、營造共融校園文化、推動家長參與學校活動等，這些都不須增添額外的資源，但卻能為建立共融的校園文化，帶來重要成效。整體而言，四十多個工作坊的參與者，皆表現出他們在支援有特殊教育需要學生上，抱有積極的態度；能靈活地採用多元化的教學策略；願意付出愛心和耐心，為這些學生提供優質的教育。在師資培訓方面，約七成同意把課程安排在上課時間內或以整段時間給假模式進行，並由教統局提供代課教師，反映教師希望能真正放下繁重的教學工作，專注於培訓課程。最後，六成以上的回應者表示經過這次工作坊後，能增加他們對支援有特殊教育需要學生的信心，反映他們已更具體地掌握一些處理自閉症、專注力缺乏/過度活躍症和特殊學習困難學生的技巧。