

For information

**Legislative Council Panel on Education
Subcommittee on Integrated Education**

**Supplementary Information in Response to Concerns Raised at
Meeting on 14 January 2014**

Purpose

This paper provides supplementary information in response to Members' requests at the meeting on 14 January 2014.

A. Professional Support Provided by the Education Bureau for Ordinary Schools in Implementing Integrated Education

2. The professional staff of the Education Bureau (EDB) pay regular visits to schools to assist in the promotion of an inclusive culture and development of school-based inclusive policy, and provide professional advice on matters related to integrated education (IE) support measures, teaching strategies, resource deployment and home-school co-operation, etc. The EDB's educational psychologists (EP), audiologists and speech therapists also provide case assessment, consultation and professional support services for schools.

School-based Educational Psychology Service

3. To strengthen support for schools in catering for students with diverse learning needs, including students with special educational needs (SEN), starting from the 2008/09 school year, the EDB has been extending progressively the School-based Educational Psychology Service (SBEPS) to benefit more schools in need of the service. In the 2013/14 school year, about 70% of public sector schools are receiving the service. Qualified EPs make regular visits to schools to support students with diverse learning needs at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on policies and practices on the Whole School Approach (WSA) for supporting students with diverse learning needs. It is anticipated that SBEPS will cover all public sector secondary and primary schools by the 2016/17 school year.

Enhanced Support for Students with Different Types of SEN

4. The EDB provides enhanced or additional professional support for students with different types of SEN having regard to their learning situation and needs, which includes the following modes and programmes of support:

- (i) With regard to the support for students with speech and language impairment (SLI), specialists from the EDB visit schools regularly to understand the school support for students with SLI, review the cases of individual students with SLI and follow up on their speech and language problems and progress in speech and language abilities, render professional advice to schools so as to ensure that schools receiving the Enhanced Speech Therapy Grant are making proper use of the resource for more effective arrangement of school-based support for students with SLI. Apart from professional consultation, specialists of the EDB also collaborate with teachers to incorporate speech therapy elements and therapeutic strategies in teaching so as to facilitate the learning of students with SLI.
- (ii) As regards the support for students with visual impairment (VI), under the Resource Support Programme for Students with VI, the EDB provides additional resource teachers and braillists to the special school for children with VI so that it could offer on-site support and Braille transcription services to VI students studying in public sector special schools (other than schools for children with VI) and ordinary schools. In the past two years, under the coordination of the EDB, the efficiency of the production of Braille textbooks has been enhanced so that students with VI are provided with Braille textbooks according to their teaching schedule at the beginning of a school year. Moreover, under the Programme, the resource teachers pay regular school visits to follow up on the learning of students with VI and advise on the teaching strategies and special examination arrangements which the students need. Teachers of ordinary schools, in particular those teaching students with VI, may contact the special schools for children with VI for arrangement of visits. These visits can help them understand the learning and teaching taking place in these schools and facilitate professional exchanges.
- (iii) As regards the support for students with hearing impairment (HI), the EDB has been rendering free audiological services to students with HI, which include the provision of hearing aids, audiological reassessments, hearing aid fine-tuning, making of earmoulds, maintenance of hearing aids and replacement of hearing aids every three years, etc. Moreover, for students with HI in ordinary schools whose learning and communication problems persist after school-based support, the EDB will refer them to receive the “Enhanced Support Service for HI Students Attending

Ordinary Schools” (ESS). Under the service, the EDB provides additional resources for special schools for children with HI to enable experienced resource teachers to render after-school support to the students with HI studying in ordinary schools. The resource teachers will also pay school visits to provide remediation for the students and to share their experience and teaching strategies with teachers of the home schools through case conferences, workshops, seminars and class observations so as to enhance the learning effectiveness of the students with HI and to facilitate their integration into school life.

Pilot Projects

5. The EDB has been conducting various pilot projects to develop support strategies applicable to students with different types of SEN as well as efficacious and theory-driven teaching models and materials. Some of the support programmes launched in recent years include:

- (i) The EDB launched a five-year project in the 2011/12 school year to assist 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 in reading and writing (SpLD). A professional team comprising EPs and language teachers has been set up by the EDB to provide assistance to some 40 primary schools which join the project every year. Professional support in the form of preparatory meetings, school-based collaborative lesson planning meetings and review meetings with the school personnel is given during school visits to participating schools for three years to assist teachers in integrating the reading and writing resources developed for the Model with the school-based Chinese Language curriculum to facilitate the teaching of junior primary students with SpLD. The professional team also helps teachers acquire effective teaching strategies through training workshops. Up to the 2013/14 school year, over 120 primary schools have participated in this pilot project.
- (ii) Through the implementation of the Pilot Project on Enhancement of Support Services for Students with Autism Spectrum Disorders (ASD), the EDB provides on-top training for students with ASD and enhances the capacity of teachers and other school personnel in catering for these students. As part of the Pilot Project, 30 primary schools with a larger cluster of students with ASD were supported by the EPs of EDB in the 2011/12 to 2013/14 school years to develop and try out a “Comprehensive School Support Model” at the junior primary level for early intervention of students with ASD. The EPs of the EDB provide training and professional advice, and deliver workshops for the teachers, EPs, and related

designated staff of the participating schools to facilitate their provision of comprehensive developmental, preventive and remedial support services for students with ASD. The knowledge, effective support model and strategies consolidated in the Pilot Project were disseminated to all primary school teachers in a territory-wide briefing held at the end of the 2013/14 school year. The relevant materials are also being consolidated into an operation manual for distribution to all primary schools in Hong Kong. Building on the achievements of the Pilot Project and to sustain its development, the EDB will roll out the Extension of the Pilot Project on Enhancement of Support Services for Students with ASD from the 2014/15 to 2016/17 school years, under which the Comprehensive School Support Model will be developed and tried out at the senior primary and junior secondary levels, with a view to facilitating more schools to master evidence-based support model and strategies for the support of students with ASD. The other part of the Pilot Project involves the provision of three-year support by non-governmental organisations (NGOs) commissioned by the EDB to participating schools, which covers on-top group training to students with ASD and consultation and/or training for teachers/student guidance personnel, hence helping teachers apply the effective strategies in the classroom settings. In the 2013/14 school year, over 140 primary and secondary schools benefitted from this service.

- (iii) On the support for students with Attention Deficit/Hyperactivity Disorder (AD/HD), the EDB published the “Development of Executive Skills (DOES) Resource Package” in the 2009/10 school year to strengthen students’ executive skills and self-control through school-based group training programme in primary schools. As regards secondary schools, the EDB launched the pilot project on Coaching Programme on Executive Skills in 2010. About 50 secondary schools joined this pilot project for the school years from 2010/11 to 2012/13. Specialists of the EDB paid visits to and held consultation meetings with participating schools to help them set learning, social and emotional objectives for individual students, in order to enhance these students’ executive and self-management abilities in a systematic manner. The EDB also organised workshops for participating schools during the three-year implementation period. Training manuals will be disseminated to all secondary schools in Hong Kong in the 2013/14 school year.

Assessment Tools and Teaching Resources

6. The EDB has been engaged in cross-sectoral collaboration with tertiary institutions in the development of screening/assessment tools and diversified teaching materials for use by specialists, teachers and parents, for enhancing identification and support of students with SEN. Details of the screening tools and teaching materials developed in recent years are set

out at Annex I. Moreover, the EDB updates relevant guidelines and leaflets from time to time to keep ordinary schools, parents and the general public posted of the latest information. In 2010, the EDB published the Operation Guide on the Whole School Approach to Integrated Education (2nd Edition), which provides guiding principles and practicable strategies to help ordinary schools formulate policies, measures and evaluation mechanisms for achieving the objective of inclusion. Also, the EDB issued in 2011 a guideline entitled “Special Arrangements for Internal Examinations 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.

Collaboration Projects

7. Furthermore, the EDB continues to foster exchanges and collaboration in the sector through various activities and programmes, including:

- (i) Since the 2003/04 school year, the EDB has invited special schools to serve as Special Schools cum Resource Centres (SSRCs) to enhance ordinary schools’ ability of caring for students with SEN through professional exchanges and networking. In the 2013/14 school year, there are a total of ten SSRCs providing ordinary schools with a range of support services, including on-site consultation, lesson observation, case conferences, school-based workshops/seminars and sharing of resource materials, etc. The SSRCs also organise district-based seminars and workshops for sharing of good practices. At present, six of them also provide short-term attachment programmes for ordinary school students with intellectual disability who experience severe adjustment difficulties. In addition, the EDB introduced a two-year SSRC Pilot Project in the 2012/13 school year. Under the project, seven participating schools for social development try out a new support mode to enhance the support for their school leavers returning to ordinary schools and for the ordinary schools concerned to facilitate the smooth and sustained integration of these students into the school life.
- (ii) Since the 2005/06 school year, the EDB has invited schools with rich experience in implementing IE to serve as Resource Schools on WSA (RS-WSA). Proven effective, this measure was regularized in the 2009/10 school year. The RS-WSA have proficient experience in adopting the WSA in different domains, including Management and Organisation, Learning and Teaching, School Ethos and Student Support. They will share with other schools good practices regarding the measures in implementing the WSA to IE and catering for the individual learning needs of students, including those with SEN. The RS-WSA share experience and practices on supporting students with SEN with other schools through various modes, such as

district-based/ regional/ territory-wide seminars and workshops, sharing sessions and resource sharing, with a view to enhancing the schools' capacity in catering for students' diverse learning needs. In the 2013/14 school year, there are 14 RS-WSA, comprising eight primary schools and six secondary schools, providing such support services.

- (iii) The EDB has made use of the school support network programmes in various districts to support schools in catering for students with SEN. For example: (a) the North District secondary schools development and network pilot scheme jointly organised by the EDB's Special Education Support Section, North District School Development Section and School-based Curriculum Development Section for the school years from 2008/09 to 2009/10, through which professional support in the form of school visits, seminars and workshops was given by the contractor of educational psychology service to schools in the district for enhancing their skills in catering for students with SpLD, intellectual disability, ASD or AD/HD. (b) the Tai Po district secondary schools support network programme launched in the 2011/12 school year focused on dealing with learners' diversity. Four secondary schools were invited to join the programme as core member schools to share their experience in supporting students with SEN with secondary school teachers in Tai Po. Workshops with contents of different domains such as Management and Organisation, Learning and Teaching, and Student Support have been organised. There was a different theme for each activity, such as the use of Learning Support Grant (LSG), hiring of outside services, school-based assessment and learning strategies, etc.; and (c) the district collaboration project jointly launched by the EDB, the Social Welfare Department, the Child and Adolescent Psychiatric Service of Queen Mary Hospital and some NGOs in the 2011/12 school year, which aimed at enhancing teachers' understanding of the needs of students with AD/HD and the relevant support strategies. This project also includes training for teachers, seminars for parents, and production of information pamphlets for teachers' reference.

B. Support Services for Students with HI

Provision of Hearing Aids

8. In response to the views of students with HI and their parents, the EDB will adopt the following approach in the tender for the supply of hearing aids this year: more choices in the types of hearing aids, particularly for those students with more profound HI who may require ultra sound output; further enhancement on the quality of sound processing of hearing aids, and more choices in the types of hearing aid batteries.

Use and Promotion of Sign Language

9. The Government is adopting a “dual-track” approach in special education. For students with HI, the EDB will, subject to the assessment and recommendation of specialists and consent of parent, refer children with severe or profound hearing loss or those who cannot construct knowledge because of inadequate speech ability (that is those who may need to use sign language in communication and learning) to special schools for children with HI to receive intensive support services. Other children with HI who can benefit from education in ordinary schools would attend ordinary schools.

10. Students with HI have to face different challenges in the course of learning due to their different hearing problems. As such, schools have to adopt the most appropriate school-based support strategy with regard to the needs of the students. The EDB has been encouraging teachers to adopt the most appropriate mode to teach and to communicate with students with HI according to the students’ abilities and needs. Special schools for children with HI use both oral language and sign language, supplemented with other visual strategies (including written text, pictures, real objects, body language, etc.) to enhance the comprehension and learning effectiveness of students. For students with HI attending ordinary schools, with the use of amplification devices, their hearing capacity is enhanced to a certain extent and they are able to learn and communicate with people orally. Having regard to the students’ abilities and needs, teachers will use oral language with the support of visual strategies, contextual cues, body language, written text and gestures when communicating with students with HI.

11. To support ordinary schools in catering for students with SEN (including students with HI), the EDB has been providing schools with additional resources (including LSG and Enhanced Speech Therapy Grant, etc.), professional support and teacher training. If ordinary schools use sign language to provide support for students in need, they could utilize the LSG and other school resources to employ teaching assistants (including people with HI or those who know sign language) to support students with HI. The EDB will also provide ESS for students with HI in need. Resource teachers of the ESS would use sign language to assist the learning of the students and would share with the home school teachers of the students with HI on how to use sign language to assist teaching. Details of the ESS are set out in paragraph 4(iii) above.

12. The EDB has also been working in coordination with the Working Group on Promoting Sign Language under the Rehabilitation Advisory Committee. In February 2012, the Quality Education Fund allocated funding for the Lutheran School for the Deaf (LSD) to launch a 3-year project, “Development of New Vocabulary of Sign Language for Special Educational Needs on New Senior Secondary Curriculum”, to further improve the quality of

education for students with HI. The project has by now compiled approximately 5 000 signed vocabularies (including daily and subject-based vocabularies); and has also established the LSD Visual Sign Language Dictionary web-based sign language vocabulary database and interactive website for students and teachers of the school, people of the field and the public to browse at any time so as to enhance their understanding of sign language. The EDB would continue to work with the school in implementing the use of sign language in education.

C. Information on the Provision of Barrier-free Access and Facilities in Primary and Secondary School Premises

13. To increase transparency and facilitate parental choice, Members have requested the EDB to consider requiring all primary and secondary schools to disclose information on the provision of barrier-free access and facilities in their premises. The EDB will seek the views of stakeholders on how appropriate information can be made available in a workable manner.

Views Sought

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

Education Bureau

August 2014

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

2000

- The Hong Kong Specific Learning Difficulties Behaviour Checklist (Chinese version only)
- The Hong Kong Test of Specific Learning Difficulties in Reading and Writing (Chinese version only)

2001

- Understanding and Helping Students with Special Educational Needs – A Guide to Teaching

2002

- A video on Vocal Hygiene of Students (Chinese Version only)
- “Fun with Reading and Writing” – A resource pack for Primary School Teachers

2003

- Teaching Children with Autism to Mind-Read (I) (Chinese version only)
- 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) (Chinese version only, with local norm) – EDB collaborated with the Department of Psychology and Department of Psychiatry of the Chinese University of Hong Kong to localise both tools for the early identification of children with AD/HD.
- Information pamphlets on hearing impairment - Early Identification of Hearing Problems 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, Earmoulds, Cochlear Implants and FM System
- The Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Primary School Students (Second Edition) (Chinese version only)
- The Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students (Chinese version only)
- 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

2008

- The Chinese Reading and Writing Abilities Assessment Test for Secondary School Students (For use of 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)
- A computerised training kit of Chinese word learning for children with specific learning difficulties in Hong Kong (Second Edition) (Chinese version only)

2009

- The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students (Chinese version only)
- The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students (Second Edition) (Chinese version only)
- CD ROM on Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties (Chinese version only)
- A “Theory of Mind” teaching package (2nd Phase) for students with Autism Spectrum Disorders (Chinese version only)
- ILAUGH – A social thinking training programme for secondary school students

(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
- Social thinking training curriculum (ILAUGH model) – training materials for secondary school students with Autism Spectrum Disorders (Chinese version only)

2010

- Read and Write Made Easy: A Resource Pack for Supporting Junior Secondary School 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 School Students in Chinese Reading and Writing (Chinese version only)
- IT Support in Reading and Writing for Secondary School Students (Training Manual) (Chinese version only)
- “Development of Executive Skills (DOES) Resource Package” – for supporting students with AD/HD in primary schools
- Resource Package on Proper Cantonese Pronunciation (Chinese version only)
- Operation Guide on the Whole School Approach to Integrated Education (Second Edition)

2011

- DVD on “Chinese Learning Package for Junior Secondary School Students with Specific Learning Difficulties” (Revised version) (Chinese version only)
- Implementation Guide on the Tiered Intervention Model on the Learning and Teaching of Chinese Language in Primary Schools (Chinese version only)
- Trainers’ Guide on the Tiered Intervention Model on the Learning and Teaching of Chinese Language in Primary Schools (Chinese version only)
- Guidelines on Special Arrangements for Internal Examinations for Students with Special Educational Needs

2012

- Resource Package on Vocabulary Enhancement Strategies (Chinese version only)
- The Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students (Second Edition) (Chinese version only)
- A “Theory of Mind” teaching package (3rd Phase) for students with Autism Spectrum Disorders (Chinese version only)

2013

- CD-ROM on “Read and Write Made Easy: A Resource Pack for Parents for Supporting Senior Primary School Students in Chinese Reading and Writing” (Chinese version only)
- Tiered Intervention Model on the Learning and Teaching of Chinese Language in Primary Schools – Guide to Educational Psychologists (Chinese version only)
- “An Electronic Book on Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils” (Second Edition) (Chinese version only)
- Social thinking training curriculum (ILAUUGH model) (Training Manual 2) (Chinese version only)

2014

- Resource Package on Hearing-Impaired Students’ Lexicon Learning