Understanding and Supporting Students with Special Educational Needs

Speaker: Dr Eva Sum (Chartered Educational Psychologist)
Date: 6 January, 2017
Time: 2 to 4 pm
Content

• Introduction to different types of Special Educational Needs (SEN) - support for visual impairment, hearing impairment, physical disabilities, learning disabilities, attention deficit hyperactivity disorder etc.

• The contextual development, statistics of SEN, strategies and mode of support in university including the support for the above and community resource.
### HK Government Statistics

#### 表一 按主要殘疾類別劃分就讀於普通小學的學生人數

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#### 表二 按主要殘疾類別劃分就讀於普通中學的學生人數

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（資料來源：立法會教育事務委員會融合教育小組委員報告，2014年9月）
### Statistics of Number of Students with SEN in Degree and Associate Degree programmes 2014/15

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**註：**
1. 有特殊教育需要的學生人數是根據個別學生所填報的資料。
2. 修讀資助資助課程的有特殊教育需要學生人數為臨時數字。
3. 教資助資助院校沒有專門為「智障」一類分開搜集資料，該類學生(如有有的話)會列入「其他」一類計算。
4. 包括有多種特殊教育需要的學生。所列數據未必反映不同院校在分類方面的差異。
Statistics

Special Examination Allowances for students with SEN in HKDSE
Setting Accommodations

Special Centre/Seating and Invigilation arrangements

Arrange to sit for exams in original schools
Setting Accommodations

Arranging ‘non-candidates’ to sit in Oral small group exams

![Bar chart showing accommodations for different conditions]
Response Accommodations

More time for candidates to read materials before taking oral exams

Offering longer pauses in Listening exams
Scheduling/Timing Accommodations

Arranging supervised breaks

Offer promptings in exam centres (to pay attention)
Assessment accommodations felt to be most helpful for pupils with Autism Spectrum Disorder
Whole-school Approach to Integrated Education

• Launching : 1970’s
• Aims: (1) integrate students with a disability into the mainstream as far as possible (2) receive an appropriate education alongside their peers.
• Various support services:
  - special class,
  - peripatetic support service
  - resource help service.
Aims of Integrated Education in HK

1. To fully develop the potential of students with a disability in mainstream schools;

2. To develop a caring school culture and enhance the acceptance of students with SEN by school members and parents;

3. To empower school personnel to support students with SEN; and

4. To strengthen the cooperation between parents and teachers.
Characteristics of Integrated Education in HK

1. Whole-school Approach
2. Collaborative Teaching
3. Curriculum, Teaching and Assessment Adaptation
4. Assistive Technology
5. Peer Support
6. Parent Participation
3-Tier Support Model

**Tier-3**
Intensive individualized support for students with severe learning difficulties

**Tier-2**
Additional support for students with persistent learning difficulties

**Tier-1**
Early identification and quality teaching in the regular classroom for students with transient or mild learning difficulties
Whole School Approach entails three inter-connected dimensions of a school, namely school policies, culture and practices.

**Domains of School Development**

1. Management & Organization
2. Learning & Teaching
3. Student Support & School Ethos
4. Student Performance
3.1 Inclusive Policy

“An educationally inclusive school is one in which the learning and teaching achievement, attitudes and well being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties.” (OFSTED, 2000)
3.2 Inclusive Culture

Establishing inclusive values in the school is the key to success, for examples:

- Everyone in the school is valued and students’ understanding of and respect for individual differences is promoted through various programmes;
- Teaching staff appreciate students’ capabilities from different perspectives and do not expect all students to follow one single learning style or to attain the same academic level; and
- Teaching staff believe that every student has unique potentials and the school should provide room for the students to fully develop their multiple intelligence.

Successful schools have demonstrated that the key is to foster school staff’s care and love for students. Some schools seek to nurture students’ respect for individual differences through moral and civic education programmes. They organize activities through the Parent-Teacher Associations to promote a caring school ethos. For real life examples of integrated education, please refer to Appendix 1.
3.3 Inclusive Practices

Flexible deployment of various resources and co-ordination of the 3-tier Support Model serve to facilitate early identification and early support for students according to their SEN (details in Chapters 4 -10).

Schools may refer to “Catering for Student Differences ~ Indicators for Inclusion”* for developing inclusive practices. It can be downloaded at:

http://www.edb.gov.hk/FileManager/EN/Content_7385/indicators-082008_e.pdf
Visual Impairment - 3 categories

1. Totally Blind
   - No vision
   - Needs tactile/auditory input for learning

2. Functionally Blind
   - Little vision
   - Use other senses as the major sense for learning

3. Low vision
   - Use vision as the major sense for learning
Legally blind

Visual acuity – 20/200 with glasses
(200 feet for normal)
Addressing the needs of the Visually Impaired - Expanded Core curriculum (ECC)

1. Compensatory and functional academic skills (braille, sign language etc)
2. Orientation and mobility
   (trailing, using arms, blind cane etc)
3. Social Interaction Skills
   (gestures, body language)
4. Individual living skills
   (personal hygiene, money management etc)
5. Recreation and leisure skills
6. Career Education – marketable job skills
7. Assistive Technology
   (magnifiers, text to speech softwares)
8. Sensory efficiency skills
   (hearing touch smell and taste)
9. Self determination
   (realistic opinion of themselves)
Adaptations

1. Use adjustable lamps
2. Verbalize as much as possible
3. Contrast and spacing in text (ivory)
4. Chairs with wheels
5. Functional Vision Assessment (FVA) (use vision to do daily tasks in familiar surroundings)
Assessment

1. Visual acuity
2. Localising: spotting and finding object
3. Fixating: Maintaining eye contact
4. Scanning
5. Eye preference
6. Eye hand coordination
7. Color/vision
8. Learning through braille or print
9. Auditory/tactile information
10. Learning styles and how they use senses to obtain information

**Team process / Process no later than age of 3**
Assistive Tools

• Physical Access
• Furniture
  - Adjustable tables/keyboard access
• Word predication programme
• Alternative pointing system
  - (special mouse/joystick/head control pointer)
• Speech recognition software
• Reading systems
• Low tech tools
Exam accommodations for Students with VI

• Written assessment:
  - Question papers in an accessible format (e.g. large print or enlarged to A3 size),
  - On tape (possibly with a player),
  - In Braille.

• Check preference with the students
  If reference is made to something that is written,
  read out the relevant passage to the student.
Best Adaptation

Personal Success

www.washington.edu/doit
Students with hearing impairment

- Hearing threshold – above normal range 10 to 15 dB
  - mild loss from 26-40 dB
- moderate loss 41-55 dB or worse in the better ear
- mod/severe loss 56-70 dB or worse in the better ear
- severe loss 71-90 dB or worse in the better ear
- profound loss over 90 dB or worse in the better ear

- The extent of hearing loss differs according to the severity and nature of the impairment.
- One or both ears may be involved.
- High or low frequency sounds may be selectively affected.
Supporting strategies for Students with Sensory Impairments

• Allow students to sit nearer the teachers with **better ear** close to teachers:
  - enable clearer auditory and visual input: lip reading
Globally: 1-2 per 1,000

Hong Kong: 0.6 per 1,000
Other effects of Hearing Impairment

1. Language

The student's oral communication and language development are affected. Development in vocabulary, grammar and social use of language falls progressively behind those of normal-hearing peers. Patterns of speech and pronunciation errors are noted.

2. Intellectual development

Does not hinder intellectual growth. However, HI may result in restricted opportunities for learning and social interactions, which may prevent the child from developing to his/her fullest potential.

3. Social and behavioral development

Behavioural problems may also occur when the child grows, as a result of ineffective communication with peers and poor self-image.
To facilitate lip reading, teachers should face front and in good light. Don’t position yourself so that you have strong sunlight behind you, as this will put your face in shadow.

You should not start speaking until you have the attention of the student.

Lip reading is more difficult where the speaker has facial hair or a strong accent.

Don’t alter your usual speech when talking to a lip reader – don’t raise your voice, speak very slowly or exaggerate words.

Do speak clearly and keep facing the lip-reader.
Other SENs:

1. Specific learning difficulties (Dyslexia)
2. Autism Spectrum Disorder (ASD)
3. Attention Deficit Hyperactivity Disorder (ADHD)
Specific learning difficulties in Reading and Writing (Dyslexia)

Students with Dyslexia have very different
- brain structures &
- brain functions

The language areas in the left hemisphere smaller than they are in a standard brain

The areas responsible for language skills work in an unpredictable way
Prevalence and manifestations

Hong Kong, the prevalence rate for dyslexia is **9-12 %**

There is a great variance in the severity of the difficulty as well as how it is manifested on individual student.
Vicious Cycle of Learned Helplessness

**Cycle of Learned Helplessness**

- Sense of Failure
- Lack of Effort, Work Avoidance
- Negative Attitude
- Low Achievement, Poor Grades
Autism Spectrum Disorder - Two core deficits

- Social Impairment
- Repetitive & rigid behaviours

DSM-V
Difficulties of Students with Autism Spectrum Disorder

• Distractibility
• Sequencing problems
• Inability to generalize,
• Literal thinking
• Emotional Instability
• Selective attention
• Obsessive compulsive behaviors
• Poor compliance to the ‘social rules of the game’
Literal thinking

- Students with autism may be especially adept with mathematics, computers, and logic puzzles.
- They tend to take things literally.
- They cannot fully understand metaphors, sarcasm, and figures of speech.
- Lacks sense of humor.
Learning preference for students with ASD

(Hodgdon, 1999)

- Visual Perception: 90%
- Auditory perception: 10%
Literal thinking

- Students with autism may be especially adept with mathematics, computers, and logic puzzles.
- They tend to take things literally.
- They cannot fully understand metaphors, sarcasm, and figures of speech.
- Lacks sense of humor.
ASD-Special Exam Allowances

延長考試
輔助儀器
試題及作答形式
試場內額外協助
特別考室/座位
酌情評分
豁免部分
另設一份試卷

學校比率(%)

延長考試
附加儀器
試題及作答形式
試場內額外協助
特別考室/座位
酌情評分
豁免部分
另設一份試卷

小學數目:71
中學數目:27
Attention Deficit Hyperactivity Disorder (ADHD)- 3 types

1. predominantly inattentive type
2. predominantly hyperactive-impulsive type
3. combined type
Difficulties of students with Attention Deficit Hyperactivity Disorder

1. Attention Deficit
2. Hyperactive
3. Impulsive
4. Weak Executive Functioning

Onset before the age of 7
How teachers can help students with ADHD in the classroom

1. Structure
2. Routine
3. Communication
4. Fun
Reduce Potential Distractions

• Always seat students with ADHD with focus near the source of instruction and/or stand near student when giving instructions in order to help the student by reducing barriers and distractions between him and the lesson.

• Always seat this student in a low-distraction work area in the classroom.

• Encourage the student to sit near positive role models to ease the distractions from other students with
Prepare for Transitions

• Remind the student about what is coming next (next class, recess, time for a different book, etc.).

• For special events like field trips or other activities, be sure to give plenty of advance notice and reminders.

• Help the student in preparing for the end of the day and going home, supervise the student's book bag for necessary items needed for homework.
Allow for Movement

• Allow the student to move around or fidget, preferably by creating reasons for the movement. Provide opportunities for physical action - wash the blackboard, go to the bathroom, etc.

• If this is not practical, then permit the student to play with small objects kept in their desks, such as a soft squeeze ball.

• Recess can promote focus in students with ADHD, so don't use it as a time to make-up missed schoolwork or as punishment as you might for other studies.
Provide Frequent, Positive Feedback

• Students with ADHD respond best to feedback that is immediate. Use positive praise, such as "You're doing a great job" or "Now you've got it."

• If a student's answer is incorrect, say, "Let's talk this through" or "Does that sound right to you?"

• It's better to ask questions than to reprimand.
Provide Visual Reminders

• Students with ADHD respond well to visual cues and examples. For instance, demonstrate a skill like essay writing on the ppt. on the board.

• When students get to their independent work, leave key points about a topic visible on the board.

• Post important concepts the students will use again and again on brightly colored poster board around the room.
Peer Support

• Foster a classroom environment where students respect and appreciate different abilities of peers
• Establish a network of peers to assist students with difficulties. Provide successful peer contacts
• Increase knowledge about appropriate behavior and adaptive social skills
• Promote successful peer interactions in the natural environment
• Alter the child’s social status within the peer group
Thanks