

# Advocating quality individual transition planning for SEN in Hong Kong for Learning and Teaching Expo 2015



賽馬會  
**鼓掌·創你程計劃**  
CLAP for Youth@JC  
Career & Life Adventure Planning

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**鼓動力量**  
**掌握未來**

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# It's worth fighting for...

Research findings:

Junior form students with special learning difficulties in HK demonstrated a comparable self-efficacy in applying life skills in (1) academic; (2) personal social; and (3) career and talent (including talent development, work habit, and career exploration) development domains.

(Shea et al, 2014)

# Equality in Education: Principle of Respect

- Equality of outcomes through differentiated support and provision in terms of career education, including guidance & counselling, career-related experiences
- → A means of compensatory education

(Ho, 2014)

# **INSIGHTS FROM FOCUS GROUP MEETINGS WITH SEN GRADUATES AND PARENTS**

# 1. Positive Impact from Teachers (in schools or tertiary institutes)

「...老師呢係超級無敵咁樣踴躍，叫你記得記得記得，仲要係係截止前呢一個月：『喂一個月後截止啦、半個月後呀、仲有一個星期呀喂、聽日就截止啦，你交左錢未呀？』嗰啲非常貼心嗰啲呢，一系列服務準備送你入去嗰D...」  
(SE2)

「Found-dip老師會影響到，因為我對found-dip老師多過對住媽咪，所以found-dip老師可能會清楚過我媽咪，或者佢會知道好多我細微ge嘢，佢就會覺得呀你應該去邊一科呀」  
(SE4)

「數學老師...就話：『唔係讀一半就唔讀呀嘛！』，我係讀完今年有個hi dip grad咗，先再去報yr 1呀嘛，咁佢話：『淨係考番通識呢，都唔係太難呀嘛』，佢話啦，我都唔知係咪啊...」  
(SE7)

## 2. Parental support vs conflicts

「我阿媽其實到而家都唔係好知道讀寫障礙係咩嘅，佢最叻就係話我一句，你懶囉，你分心囉，唔專心囉…佢咁通常係唔會攪得清嘅。佢咁嘅目標只有大學…你讀唔到書未讀毅進囉…即係佢只會知道你有兩條路囉：你讀到書，叻仔嘅，升大學；冇鬼用嘅就讀毅進咁樣囉！即係佢唔會去分，佢分唔清坊間有（其他選擇）。其實佢咁好多家長都唔係好分得清HD係乜野呀、副學士係乜野呀、毅進同found dip又有咩分別呀…因為坊間有好多呢啲課程，佢咁會聽到好多新聞啦，有啲新聞就話VTC讀完出嚟都冇乜用啊，跟住有啲又話副學士好參差，讀完出嚟冇人請呀…佢會有好多謬誤…」 (SE2)

## 2. Parental support vs conflicts

「有次食完飯之後就同佢落超市買野，跟著佢唔想走，咁我話去公園坐低傾傾，佢跟著話：『活得好辛苦』『係呀我地之前都講過話預左辛苦既，不過唔緊要，你仲有呢段時間，你仲有青春，你可以有半年時間睇架嘛，你交左半年學費。』佢就話：『我驚咁錢』

『你交左錢架啦，唔會咁架，你讀落去啦。真係唔掂既話，你真係覺得好辛苦，你係應付唔到既話，你先再搵我，你可以有退路架，唔緊要架。唔係我要set左個目標就一定向呢個行，咁如果你衝得辛苦就有必要』咁佢聽完之後，就話：『冇野啦』」 (P1)

### 3. Self-determination and decision

「最大影響都係自己，最大影響都係自己  
通左」 (SE8)

「咁都係靠自己，仲要上中四中五先發現  
(SEN情況)，咁都有咩好幫嫁啦個陣時，咁  
米我自己米搞掂佢囉，同埋考試好多都係睇  
skill囉，我對上個年先發現，跟住其實自己  
係咁上網睇skill啦…」



## 4. Peer Support vs. Pressure

「中六嗰陣時呢，就超級迷惘、唔知想做咩架…  
嗰陣時就俾兩個friend一齊挾住去揭個本野，咁  
我就勉為其難咁揀咗幾科啦…」 (SE11)

「咁其他同學知道左我係有讀寫困難之後，都有  
啲會笑我啦，有啲話我：『加時啲、有得放大分  
卷啲、有得用電腦啲、用軟件啲，咁好嘅？』，  
咁就可能、可能就話我唔公平啦，有可能唔同我  
做朋友啦咁樣囉！」 (SE9)

## 5. The need for suitable accommodations

「我畫畫叻，但係我個空間感唔得，但係嗰科呢一入去就要開始做模型啦，就係做Model做啲立體嘅嘢。咁sem 1都仲叫做跟得上，跟住sem 2開始跟唔上，跟住係比班同學拖住去行：『一齊讀啦，捱埋落去啦』，咁就捱多咗個sem。之後sem3唔得啦，真係final project交唔到，完全跟唔上進度，上堂又唔明佢講咩，跟住又夾硬做啲嘢出嚟，但係做完之後自己都唔知做緊乜嘢，跟住就quit咗…」 (SE11)

## 5. The need for suitable accommodations

「我個仔呢之前見工見（某快餐店），咁佢見個陣時，都『拍膊頭』…初初做個時，佢係feel到比人歧視…要佢做咩？就係企係度，咁佢地啲接收係差啲架嘛！…佢做斟汽水，你知（某快餐店）好快架嘛…見佢唔對路喎，就叫佢搬野啦，搬薯條，或者出去抹枱。…咁你叫佢做呢啲ok，但係我個仔又好怕污糟，有啲潔癖，你叫佢抹枱，佢真係好驚架，仲要叫佢掉垃圾，好在唔洗洗廁所！佢又覺得教佢個個人嫌棄佢，佢又番黎同我講：『佢好唔鐘意我』…我覺得佢地，其實講真，出到去社會，佢地係爭啲架。就算你傾計都知道係爭啲，何況係做野呢？係咪呀？！」（P6）

## 5. The need for suitable accommodations

「我個仔呢之前見工見（某快餐店），咁佢見個陣時，都『拍膊頭』…初初做個時，佢係feel到比人歧視…要佢做咩？就係企係度，咁佢地啲接收係差啲架嘛！…佢做斟汽水，你知（某快餐店）好快架嘛，咁就唔為意，見佢唔對路嗎；咁就叫佢搬野啦，搬薯條，或者出去抹枱。…咁你叫佢做呢啲ok，但係我個仔又好怕污糟，有啲潔癖，你叫佢抹枱，佢真係好驚架，仲要叫佢掉垃圾，好在唔洗洗廁所！佢又覺得教佢個人嫌棄佢，佢又番黎同我講：『佢好唔鐘意我』…我覺得佢地，其實講真，出到去社會，佢地係爭啲架。就畀你傾計都知道係爭啲，何況係做野呢？係咪呀？！」（P6）

## 5. The need for suitable accommodations

「（朋友）話：『冇人肯做啲咁悶既工（打字）。』我先同佢講：『有架有架，我地啲仔係會做架！』…咁我就叮一聲，之後我番去同老師講：『老師你有冇同佢練打字呀？』『冇架喎，電腦堂，仲邊到得閒練打字呀？』…其實我就覺得，有好多野係因為講既野太多，落手既野太小…」（P7）

## 6. SEN graduates and their parents suggest...

- A. *Early intervention in study and transition support by guidance personnel (e.g. impartial career information, individual coaching, interview practices...)*
- B. *Early and timely career guidance and provision career information to facilitate better understanding of programs/professions*
- C. *Early and differentiated parental education on understanding of SEN and multiple pathways*

# Connecting challenges to guidance issues

Identity Development

Attention to the unique life experiences of the individual

Low vocational identity

The need to explore options

Underachievement

Low self-esteem and motivation problems

Inadequacy in Transition Adjustment

Comprehensive transition planning

Tension & frustration to family

Impartial information and support

Engaging and Bridging

**A CROSS-SECTOR CLP PARADIGM  
BY CLAP FOR YOUTH @ JC**



# 本計劃的生涯規劃介入架構

## 啟發參與

透過緊密關係的建立，鼓勵青少年按自己的興趣多投入和參與，造就成功的經驗，建立身份認同，讓他們與社會連繫，從而激發動力，燃起正能量與重建希望。



## Engagement

To enhance motivation and cultivate positive attitudes and hopes; through rapport building, linking youth to non-formal engagement based on their interests to enhance motivation, create success experiences, build identity and rebuilding connection to society.

## 認識自我及發展

通過個人評估工具、自我探索練習，以興趣為本的活動，協助青少年了解興趣、價值觀及天賦才能。



## Self-understanding and development

To help young people to identify their interests, values and talents; through various personal assessment tools, self-exploratory exercises and interest-based activities to facilitate self-understanding and connection to the society.

## 探索出路

提供升學及就業輔導、升學及就業市場資訊及與工作有關的經驗（如：師友計劃、機構探訪、體驗及實習計劃等），協助青少年探索多元出路。



## Pathway Exploration

To explore possible paths; through career counselling, information on further studies/ occupations/ market; and career-related experiences (e.g. mentorship, visits, taster, and internships)

## 生涯規劃及管理

安排職前培訓、試工計劃、學徒計劃、行業培訓、職業配對、個人履歷檔案建立及獎勵計劃等，協助青少年訂立行動計劃，為升學及就業的轉變作好準備，順利過渡。



## Career & Life Management

To set action plan and prepare for transition to work/ further study; through pre-employment training, trial work, apprenticeship, trade training, job matching, career portfolio building, and award scheme, etc.

# Career and Life Planning Intervention Framework of the Project

# Cohorts of Network Schools with School-based Support



## Cohort 1

Provide support to 5 schools in 2015-2018

Buddhist Mau Fung Memorial Secondary School  
 CUHKFAA Chan Chun Ha Secondary School  
 ECF Saint Too Canaan College  
 St. Joseph's College  
 Wong Shiu Chi Secondary School

## Cohort 2

Provide support to additional 25 schools in 2016-2019

Baptist Wing Lung Secondary School  
 CCC Chuen Yuen College  
 Chiu Chow Association Secondary School  
 Christ College  
 ELCHK Lutheran Secondary School  
 Fung Kai No. 1 Secondary School  
 Heep Yunn School  
 Kau Yan College  
 Kiangsu-Chekang College (Kwai Chung)  
 Law Ting Pong Secondary School  
 Lions College  
 Lok Sin Tong Leung Kau Kui College

New Asia Middle School  
 Ning Po College  
 POH 80th Anniversary Tang Ying Hei College  
 Po Kok Secondary School  
 Po Leung Kuk Ho Yuk Ching (1984) College  
 Po Leung Kuk Wu Chung College  
 Qualified College  
 SKH Li Ping Secondary School  
 St. Paul's College  
 St. Paul's School (Lam Tin)  
 St. Peter's Secondary School  
 Tak Nga Secondary School  
 Ying Wa College

## Cohort 3

Provide support to additional 20 schools in 2017-2020. Application in details related to application will be announced later.

Special Collaborators/  
 Resource Schools  
 Hong Kong Academy of Gifted Education  
 Carmel Secondary School  
 Sports Legacy



## First Cohort ( From May 2015 )

- Tailored Professional dev
- Tools and resource dev
- Collaborative planning
- Parent education
- Case referral to CBT
- Mentorship

## First Cohort (from late Oct 2015)

- e-portal (trial version) w/:
- Needs assessment tools
  - Career assessments
  - Individualized reporting and mapping to career info

## Cohort 2 + Affiliated schools

Various district-based programs (**training, resources sharing and e-portal**) begin in Dec 2015

160+ 結盟學校  
 Affiliated Schools in 5 Districts

# Support for Students and Youth

## Mainstream Students

Upper secondary school students (S4-6) of 50 pilot schools

- Provide training and consultation for schools to carry out Career & Life Planning education



## Out-of-school Youth

Aged 15-21, include dropouts, at-risk, hidden, NEY

- 5 district-based community service teams (run by NGOs) to provide CLP services with more emphasis on “engagement”



Collaborated Support given to

**10 pilot schools with higher proportion of students with specific needs (SENs, NCS, gifted)**

- Tailored curriculum, resources and tools with (more intensive) interventions
- One-stop service to follow up on career planning and implementation after graduation

# 經學校支援隊(SBT)轉介高危輟學/離校學生到 地區支援隊 Case referral to DST

網絡學校/結盟學校（必須條件）

Network Schools/ Affiliated Schools (pre-requisite)

識別高危輟學/離校並有生涯輔導服務需要的學生

At-risk students who need career guidance :

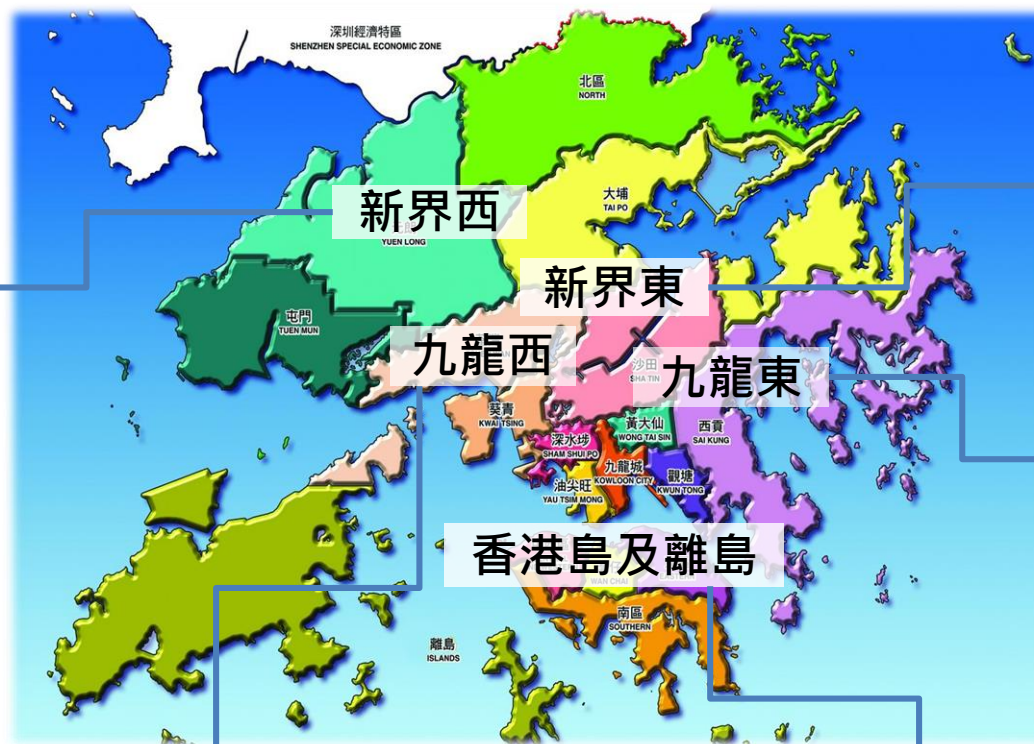
- 連續缺席七個上課日；或 Absent from school for 7 consecutive school-days, or
- 一個月內連續累計缺席十四個上課日 Absent from school for 14 days in a month

聯絡SBT隊長 Contact SBT Team leader ;  
初步評估及瞭解學生需要 Initial assessment of  
student needs

SBT隊長經校長取得學生及家長同意，轉介  
個案予地區支援小組(DST) Referral to DST  
with permission from student, school  
principal and parents

DST+SBT定期與校方舉行個案會議，跟進學生進展，提供適切支援、教育/培訓機會  
Regular follow-up of student's progress and provision of suitable support services through liaison of DSE and SBT

# 五支生涯規劃服務隊 - 服務地區



基督教香港信義會  
 社會服務部  
 基督教香港信義會  
 生涯規劃服務隊  
 (新界西)



香港青少年服務處  
 HONG KONG CHILDREN & YOUTH SERVICES

香港青少年服務處  
 生涯規劃服務隊  
 (新界東)



香港小童群益會  
 The Boy's & Girls' Clubs Association of Hong Kong  
 香港小童群益會  
 生涯規劃服務隊  
 (九龍東)



香港基督教服務處  
 生涯規劃服務隊  
 (九龍西)

香港基督教服務處  
 HONG KONG CHRISTIAN SERVICE  
 全人關心 卓越創新  
 care for all. excel in all.



香港基督教女青年會  
 生涯規劃服務隊  
 (香港島及離島)

# 服務對象

**15-21歲正面對前路迷惘及缺乏人生目標的青少年**

**NEET(最少85%)**  
 「非在學」青少年

## Unemployed

連續失業14天，並具求職動機

## Disengaged

- 追求主流社會不接納的生活模式，如參與違規活動、網絡成癮/濫用藥物等

## Discouraged

連續失業14天，並缺乏求職動機，因超過兩個月失業或未曾成功尋覓工作而放棄求職

## Unavailable

- 受「隱蔽」問題困擾
- 擔任家庭照顧者或父母的角色
- 入住院舍

**Youth at risk of becoming NEET**  
 (不多於 15%)

## Under-employed

在職，但連續兩個月未曾為同一僱主工作達4星期及每周工作時數少於18小時

## Potential school dropouts/ early school leavers

仍有學生/受訓者身份，但處高危中途退學/輟學狀態

- 已連續7天沒有上學，或
- 於一個月內累計14天(上課日) 缺課

**特別需要學生**  
 (10間網絡學校 及校本支援小組之學生)

- 「非華裔」學生
- 「特殊教育需要」學生
- 「低動機/去動機」學生
- 「新來港」學生
- 「跨境」學生

Guidance Curriculum to facilitate development of vocational identity and making sense of experiences

## **CAREER AND LIFE PLANNING TOOLS BY CLAP FOR YOUTH @ JC**

# Quality and Tailored Guidance Curriculum for SEN

## A 1.1 記得細個時

### 單元計劃

- 1 單元目標**
  - 1) 回顧童年軼事，察覺自己的過去對今日的意義
  - 2) 數算曾經幫助自己成長的人，使青年人更有力氣去突破自我，邁向成長
- 2 主要範圍** 啟發參與
- 3 總綱目標** 從過去的人和事中，明白及領悟其內在意義，並在其中成長
- 4 學習主題** A1 自我區分與內在意義
- 5 建議人數** 8-40人 (以小組為主)
  - 小組
  - 大班
- 6 建議地點** 室內 (課室/多用途室/禮堂)
- 7 活動形式**
  - 工作紙
  - 體驗式活動
- 8 注意事項** 因著要離開座位找人簽名，一方面增加互動性，但留意可能會帶來一些噪音及秩序的問題。
- 9 變化建議**
  - 工作紙內的項目可按需要更改，目的主要是透過回憶童年帶給青年人的喜、怒、哀、懼、成功或失敗的經驗或感受便可
  - 可以在活動結束，統計有沒有青年人完成直、橫、連續三格，請他們分享一下他們填的內容
- 10 延伸閱讀** 黃嘉儀 (2010)，從做人到做工，觀於鄧淑英等編《玩創未來-遊戲攻略70篇》，(頁16-21)，香港：突破。
- 11 資料來源** 鄧淑英等 (2010)，記得細個時，觀於鄧淑英等編《玩創未來-遊戲攻略70篇》，(頁29)，香港：突破。
- 12 點評一下** ★★★★★
- 13 用家點評** 建設中

### 單元總表

單元活動時間 40分鐘	航程出發	乘風破浪	航程發現	航程反思
活動	引言及溫馨提示	「記得細個時」活動 進行解說	內容總結	反思問題
時間 (分鐘)	5	25	5	5
物資	PPT	附件)記得細個時/ PPT	《航行印記》/PPT	《航行印記》/PPT

## A 1.1

## 記得細個時

### 附件

鼓勵過我的一個人

成日俾人讚/開的一句說話是

一樣最唔鍾意/鍾意自己

我的第一疤

最開心的家庭活動係...

最深刻的一個成就/挫敗係...

最鍾意係屋企食的一味菜係...

Youth's Package

Practitioners' Guide

## A 1.1

## 記得細個時

### 《航行印記》

#### 1 航程起點

那些年，我們做過許多事，對的，錯的也有很多。每一個大大小小的喜悅與掙扎，我們慢慢體會成長的真實，生命中的甜酸苦辣。今天我們一起回顧我們的小學或初中時一些片段，可能在量中尋找到一些痕跡，讓我們知道怎樣形成今天的我。

#### 2 乘風破浪

活動：「記得細個時」工作紙

**事實 Fact**

- 1) 最多相同、類似的項目是什麼？
- 2) 最難找到相同的項目是什麼？
- 3) 有無或奇特的項目...

**感受 Feeling**

- 4) 在過程中，有何感受？

**發現 Finding**

- 5) 在你的量中，有沒有誰幫助過你的人？或曾經鼓勵過你？

**未來 Future**

- 6) 你打算怎樣面對你不開心的過去呢？  
收埋自己？不理不理？勇敢面對？
- 7) 你打算怎樣面對你開心的過去呢？  
沒放在心？珍惜懷念？感恩圖報？

#### 3 航程發現

未來由「過去」與「現在」堆砌而成，如果我們面對未來能懂得夢想，生命便會變得充實而自在。活在當下，珍惜每分每秒，就是不浪費今天的每一個機會。一步一步印，成塊走過的路心留下足印，這些足印屬於獨一無二，專屬於我的你！

#### 4 航程反思

■ 你的過去，有誰曾經幫助你、鼓勵過你？

■ 你打算怎樣面對你不開心的過去呢？為什麼呢？

收埋自己？不理不理？勇敢面對？



# Motivating career awareness and career exploration through **GAMES**



# New Occupation Card Sorts for youth with diversified interests

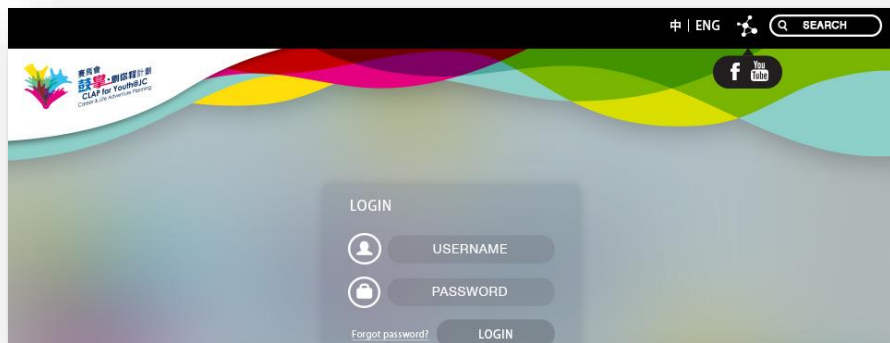


# Brand New “Super Choice” game cards for engagement and value assessment



# CLAP for Adventure

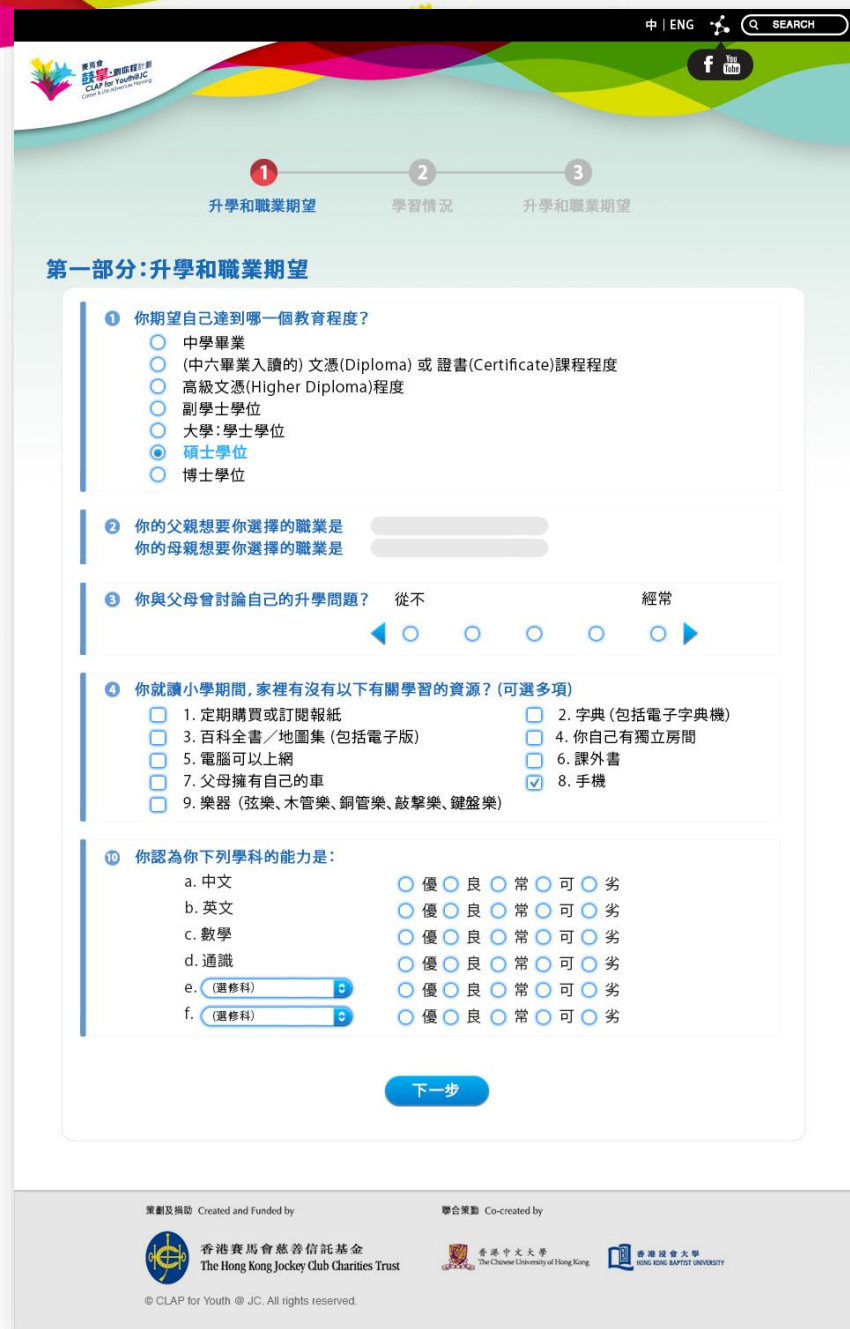
All-in-one career exploration portal



   
**香港事業興趣測驗**  
(Career Interest Inventory CII 中文版)

   
**基本職業興趣測驗**  
(Basic Interest Marker BIM 香港版)

   
**PGI事業興趣測驗**  
(Personal Globe Inventory 香港版)



# Upcoming features in *CLAP for Adventure*

## Content pool

- career interest / personality / decision difficulty assessments
- personal choice, e.g., up/down vote, number of views, career surveys
- Sub-portals for PARENTS and career practitioners

## Personal profile

- **Mapping** individual characteristics to relevant career info (occupation profile, career videos, career events)
- Personalized career profile builder

A special info portal for Parents with career info for SEN, and support chat-room

## Social platform

- Interest groups on career path sharing with business partners/professionals and peers
- On-line guidance and counseling service

## Interests activity

From each pair of occupations below, select the one you most prefer. The more questions you answer, the more accurate your career matches are likely to be.

YOUR PROGRESS - 1 of 21 pages



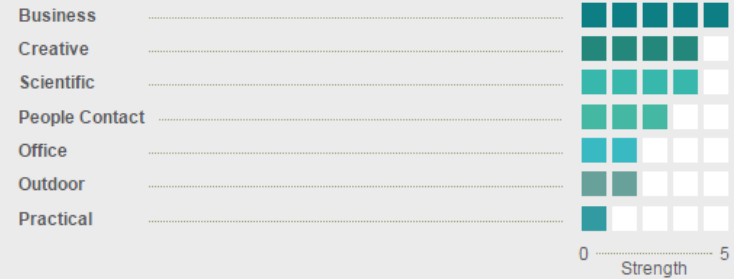
**Agriculture**



**Engineering**

## Results summary

Your interests include:



YOUR PROGRESS - 4 of 21 pages



**Give Advice About Jobs**



**Act in a Play**

**Future Development:**  
Enhanced visual and audio functions to accommodate for SEN youth

Learning and Training that helps SEN to actualize  
their Potential

## **STUDY OPTIONS AND CAREER EXPLORATION**



# Structured career education in curriculum — 賽馬會 鼓學·創你程計劃

## Applied Learning (ApL)

CLAP for Youth@JC  
Career & Life Adventure Planning

### Curriculum Framework of ApL

Life-long Learning for Further Studies and/or Work

Foundation Skills

Thinking Skills

People Skills

Values and  
Attitudes

Career-related  
Competencies

Different Vocational Fields as Learning Contexts

Creative  
Studies

Media and  
Communication

Business,  
Management  
and Law

Services

Applied  
Science

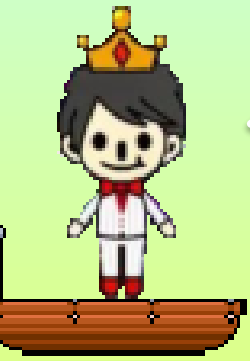
Engineering  
and Production



The updated Applied Learning (ApL) App serves as a user-friendly platform to provide up-to-date reference on ApL for students, parents, teachers and the public. It covers detailed information of the 36 ApL courses offered in 2014-16 cohort, some general Q&As on ApL, and other relevant information.







我了解了很多有關電腦遊戲的發展,設計,技巧以及有關行業等,令我對將來大學修讀的科目,甚至將來想做的職業有更明確的目標

我會推介同學們參加ApL,一來課程更能協助同學們找到自己將來的出路,二來也能學到一般學校裡一定沒有的知識和技巧

我希望同學們是抱著去學習的心態去參加ApL,要是同學們只是當ApL是一個興趣班,那麼同學們只會浪費了一個能學習自己感興趣的科目的機會,一個能為自己的將來鋪一條更好的道路的機會



Student sharing:  
Ting Chi taking Computer  
Game and Animation Design

## 青少年職業生涯規劃 及工作技能培訓課程



課程目標	協助學習障礙、自閉症、精神病康復、社交障礙、長期病患等年齡介乎15至25歲的青少年學員，重新調整自己的生活方式，認識自己有關就業的能力和局限，了解自己的就業志趣和優勢，以及社會和就業市場的現況，為投入工作或進修作準備
訓練內容	就業人生規劃，職業核心能力訓練，辦公室助理及電話訪問員職業入門技能訓練，個人素養及求職技巧，就業選配及跟進
入讀資格	i. 現於醫院覆診的病人；及 ii. 中三學歷程度，或未達中三學歷程度者，按面試表現決定取錄與否
訓練期	280小時
上課模式	半日或晚間

請向下列培訓機構查詢有關課程的上課地點及開課日期：

培訓機構	查詢電話	課程編號
伊利沙伯醫院 — 醫院管理局	2781 0027 / 2781 0024	QE007HS

## 網頁設計及製作基礎證書



課程目標	讓長期病患及肢體傷殘學員認識網頁設計及製作的專業技術，掌握有關網頁設計及硬件支援的知識及技巧，協助學員投身網頁設計及製作相關工作
訓練內容	網頁設計及製作行業簡介，網頁製作基本概念及語法，平面圖像處理(Photoshop應用)，網站管理技巧，網頁製作基本技巧(Dreamweaver應用)，動畫圖像製作及處理(Flash應用)，其他相關設計程式應用，個人素養及求職技巧
入讀資格	i. 中三學歷程度，或小六學歷程度及具兩年或以上工作經驗，或未達小六學歷程度者，按面試表現決定取錄與否；及 ii. 須通過基本電腦知識入學測試
訓練期	126小時

請向下列培訓機構查詢有關課程的上課地點及開課日期：

培訓機構	查詢電話	課程編號
香港復康會	2816 6112 / 2816 6113	SR003HR

## 「Teen 才再現」



### 計劃目標

幫助待業、待學青年增強其學習動力、認定未來升學或就業的方向。計劃分為興趣班及深化班兩個階段的培訓，以協助學員了解自己的意向、鞏固自己的興趣及訂定培訓方向。學員必須在興趣班表現良好，始獲入讀深化班。畢業學員可因應個人興趣及需要選擇繼續進修或就業。課程包括：

行業範疇	課程名稱	課程編號	訓練內容
商業	辦公室實務基礎證書	VT227DS	辦公室實務·商業禮儀·文書處理·基本會計及簿記·資料庫處理·進出口貨物報關·英語及傳意技巧·中文及普通話·資訊科技及生活技能
	婚禮統籌師基礎證書	VT228DS	婚禮統籌及管理·特色婚禮·婚禮程序設計·顧客服務及溝通技巧·新娘化妝及設計·英語及傳意技巧·中文及普通話·資訊科技及生活技能
設計	平面傳意設計基礎證書	VT234DS	平面設計基礎·應用電腦軟件在平面傳意·使用字體及專項設計·英語及傳意技巧·中文及普通話·資訊科技及生活技能

入讀資格	<ul style="list-style-type: none"> <li>i. 15至20歲待學、待業青年；及</li> <li>ii. 中學畢業學歷程度或以下；及</li> <li>iii. 須通過面試</li> </ul>
訓練期	300小時

培訓機構	查詢電話
職業訓練局(青年學院)	3519 1808



# 匡智會

Hong Chi Association

匡扶智障 FOR people with intellectual disabilities

# 綜合訓練培訓中心

賽馬會  
鼓學·創你程計劃  
CLAP for Youth@JC  
Career & Life Adventure Planning

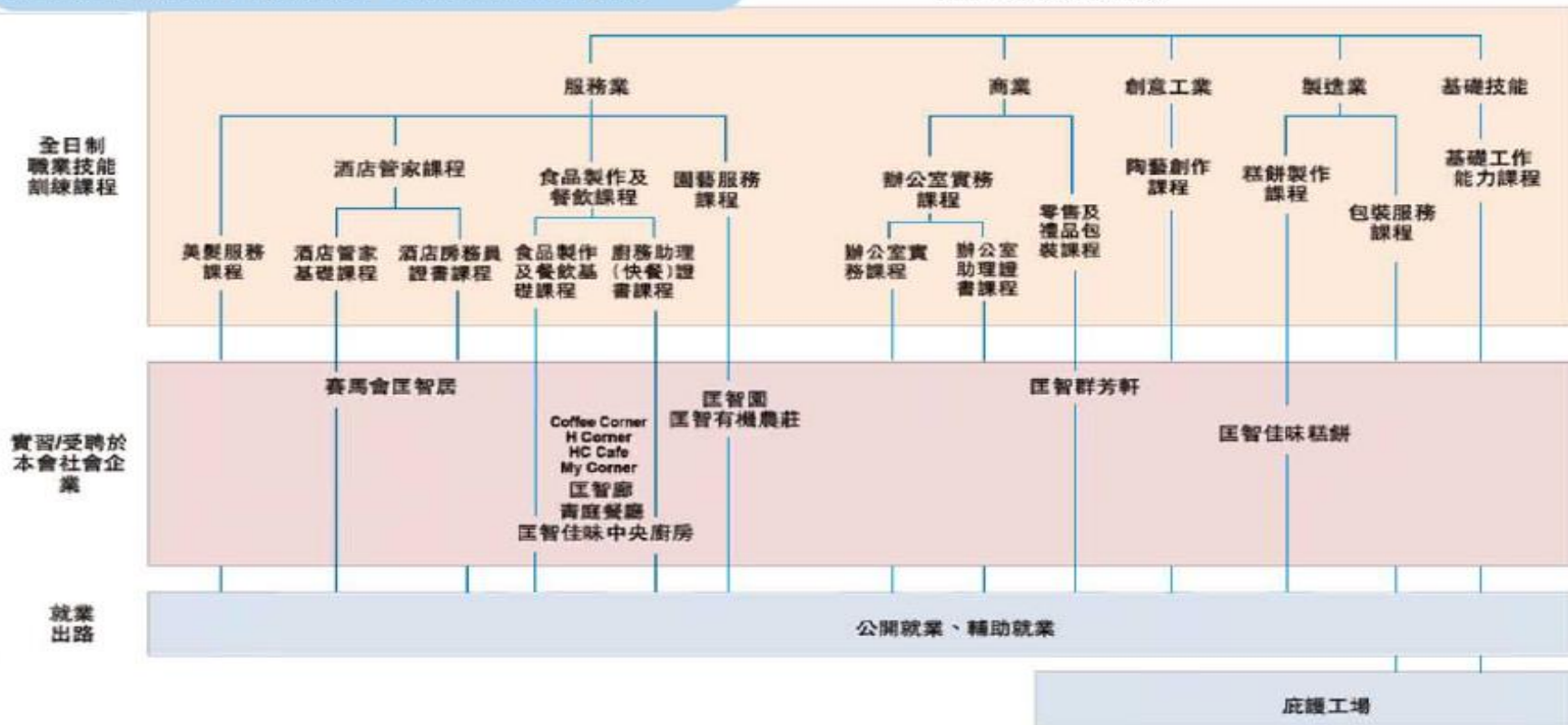
[http://www.hongchi.org.hk/file/file/ivtc\\_2014\\_booklet.pdf](http://www.hongchi.org.hk/file/file/ivtc_2014_booklet.pdf)

## 課程分類及銜接

本中心致力發展平衡學員興趣及勞工市場需要的職業訓練課程，同時亦照顧到不同能力學員的需要，開辦不同訓練科目。

中心現時提供的訓練課程分五大類別，分別為「服務業」、「商業」、「創意工業」、「製造業」及「基礎技能」，共十個訓練課程；大部份課程均附有相關的社會企業實習機會，以銜接未來各類就業出路。

## 匡智松嶺綜合職業訓練中心 科目分類及銜接



# 全日制課程（例）：

[http://www.vtc.edu.hk/shine/html/tc/programmes/fulltime\\_programmes.html](http://www.vtc.edu.hk/shine/html/tc/programmes/fulltime_programmes.html)

## 綜合職業評估流程

### 初步評估

- 個別會見
- 興趣測試
- 心理動作能力測試
- 智力測驗
- 學科測驗
- 性向測試

• 首次  
個案會議

• 特定工場實務評估  
• 個別會見

• 總結  
• 個案會議

• 提供日後路  
向及建議在某  
一行業發展

商業分流	資訊科技分流	服務分流
FTT0201	電腦及網絡實務	頁上頁
課程宗旨	提升學生對電腦設備及網絡應用的知識，使他們裝備自己，增加就業機會。	
課程內容	<p>「行業單元」包括：</p> <ul style="list-style-type: none"> <li>• 電腦週邊設備的基本操作</li> <li>• 聯網實務(包括：瀏覽器的安裝及設定，網絡商店實務)</li> <li>• 多媒體器材的使用</li> <li>• 硬件裝配實務</li> <li>• 操作系統實務</li> <li>• 工具及應用軟件實務(包括：常用軟件的安裝及智能設備應用程式)</li> <li>• 基本網絡知識及實務</li> </ul> <p>「通用單元」包括：</p> <ul style="list-style-type: none"> <li>• 職業英語、中文</li> <li>• 實用數學</li> <li>• 體育</li> <li>• 全人發展課程</li> </ul>	
修讀期	1-2年(備註2)	
開辦中心/ 上課地點	展亮技能發展中心(觀塘、屯門)	
備註	畢業生可投身電腦及網絡之相關工作，例如電腦操作助理，電腦及網絡安裝助理等。	

Advocating a Comprehensive and Through-train  
Model

## **CAREER TRANSITION SUPPORT**

# Current situations

- “*the government and related organizations should offer a wide range of appropriate study courses, related manpower and resources for SEN students who will truly **experience equal learning opportunities of post-secondary education**”*
- “*universities and tertiary educational institutions should set up **well-defined practices** in providing adjusted admission criteria, flexible duration of study and adaptation of support measures”*

(Equal Opportunities Commission, 2012)

# Comparing DSE statistics of SEN in 2013 & 2014

[http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam\\_Report/Examination\\_Statistics/dseexamstat13\\_3.pdf](http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Report/Examination_Statistics/dseexamstat13_3.pdf)

特殊需要考生類別 Type of candidates with special needs	肢體活動 能力障礙 Physical Disabilities	視障 Visual Disabilities	聽障 Aural Disabilities	語障 Oral Disabilities	特殊學習 障礙 Specific Learning Disabilities	自閉症 Autism Spectrum Disorder	注意力不足/ 過度活躍症 Attention Deficit / Hyperactivity Disorder	精神問題 Mental Derangement	其他障礙 Other Disabilities #	總數 Total	其他障礙 Other abilities #	總數 Total
出席人數 No. sat	92	71	224	109	458	86	49	49	57	1 195	73	1 574
五科取得 2 級或以上 Five level 2 or above	47	53	143	42	84	36	31	21	18	475	16	600
五科取得 3 級或以上 Five level 3 or above	22	39	78	20	19	18	13	11	9	229	9	314
五科取得 4 級或以上 Five level 4 or above	11	23	27	6	2	3	5	5	3	85	6	131
五科取得 5 級或以上 Five level 5 or above	3	7	6	1	-	1	1	2	-	21	-	25
於核心科目中取得「2222」 或更佳成績 Core subjects at 2222 or better	41	48	129	35	53	28	28	20	17	399	15	511
於核心科目中取得「2222」 或更佳成績，並於一個選修 科目取得 2 級或以上成績 Core subjects at 2222 or better, with one elective at level 2+	40	48	126	34	51	28	28	19	17	391	14	495
於核心科目中取得「3322」 或更佳成績 Core subjects at 3322 or better	21	36	69	15	13	13	11	14	9	201	10	266
於核心科目中取得「3322」 或更佳成績，並於一個選修 科目取得 2 級或以上成績 Core subjects at 3322 or better, with one elective at level 2+	21	36	69	15	13	13	11	13	9	200	10	264
於核心科目中取得「3322」 或更佳成績，並於一個選修 科目取得 3 級或以上成績 Core subjects at 3322 or better, with one elective at level 3+	20	36	66	15	13	12	10	12	9	193	9	256

31.4%

16.8%



# Support to students with SEN from tertiary institutes (Example 1:VTC)

On admission:

In the event that interviews are required, applicants with SEN may discuss the needs with relevant departments so that special arrangements can be made to facilitate the interview process as far as possible.



特殊教育需要  
資訊網



# Support to students with SEN from tertiary institutes (Example 1:VTC)



## Support in Campus:

1. Orientation for students and parents (arranged by the Student Development Office)
2. Counselling Services (provided by SDO to cater for learning and development needs of SEN students)
3. Learning Support (additional teaching support offered by teaching assistant such as remedial classes and tutorial groups)
4. Technical Aid and Equipment (with consultation and supportive services provided by the Shine Technical Aids and Resource Centre)
5. Special Arrangement for Assessment / Special Exemption
6. Scholarships (specifically for SEN)

# Support to students with SEN from tertiary institutes (Example 2: Universities)

- 如同學有特殊學習需要，同學應在聯招報名表上列明，好讓大學能儘早作出相應安排，過去幾年大概有10位有特殊學習需要的同學入讀浸大。大學於今年中成立了中心專責支援有特殊學習需要的同學，例如提供學習儀器等，讓同學得到適當支援，為同學提供一個無障礙學習環境。

(香港浸會大學入學資訊日; 專題講座「探索浸大課程與聯招申請策略」問題及答案撮要; 2014年 10月 4日)

- The Student Affairs Office will work with the respective Schools and relevant units to provide support to them if the special needs are known to the university. (HKUST)

# Insights from “Support Services to Students with Special Learning Disabilities (SLD) in HK Tertiary Institutions: Proposed Guidelines and Current Situation”



- Screening tools to be further developed
  - Aspects of assessments: *cognitive abilities, reading, spelling & written language, information processing speed*
- Basis of recommendations for accommodations

# Insights from “Support Services to Students with Special Learning Disabilities (SLD) in HK Tertiary Institutions: **Proposed Guidelines** and Current Situation”



- Admission
- Interview with New Students
  - Support & including
    - Study Aid
    - Financial Aid
    - Counselling Service
    - Other Campus Facilities

# ISP, IEP and ITP...

*“A core component of a formal IEP is a specification that the student receives post-secondary transition planning. This transitional planning is designed to further identify the individual’s **strengths, weaknesses, interests and skills**, and provide him or her with the opportunity to **consolidate academic gains and acquire essential life skills**. The planning also indicates how the individual will receive **formal support** in the exploration of various postsecondary educational and vocational options.”*

(Hamlet, Harrick, & Smith, 2014)

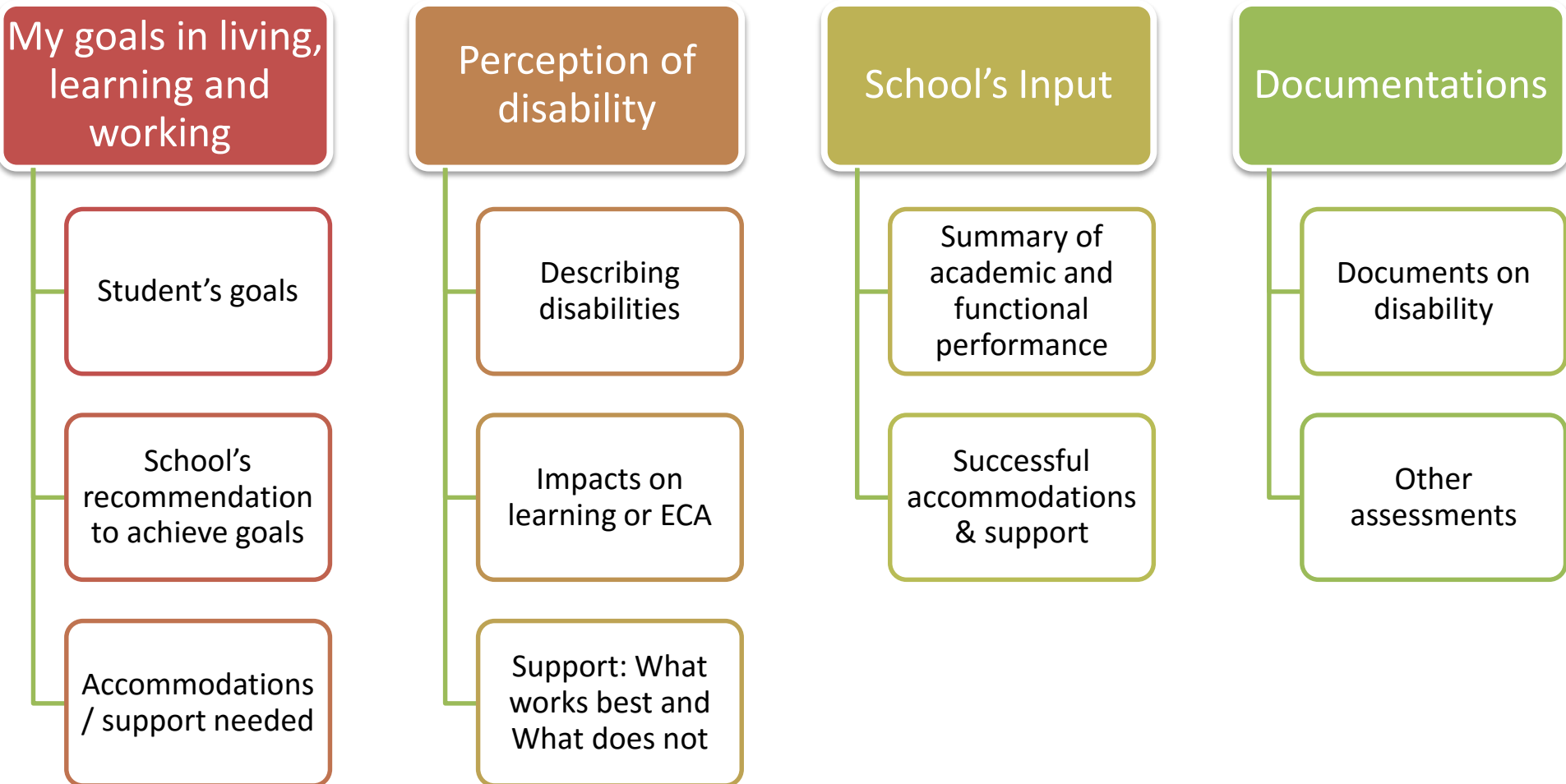
# Connecting ISP to ITP



- “Summary of Performance Model”
  - a **holistic approach** that includes relevant information from the secondary school and the student.
  - **addresses the unique developmental needs** of the student by inquiring about his or her perspective on the impact or role the disability has had on their life.
  - provides **objective data** from the secondary school on the services or accommodations provided
  - **encourages the student** to connect post-secondary education with their future goals

(Hamlet, Harrick, & Smith, 2014)

# Proposed Components in ITP



(based on Hamlet, Harrick, & Smith, 2014)



# Point to ponder...

1. Are we professional ready for the paradigm shift to support INDIVIDUALS?
2. What kinds of partnership on service support or R&D are available?
3. **Any advocacy?**
  - A. Early and Comprehensive Invention + Education
  - B. Development of valid career development curriculum and tools
  - C. Individual Transition Planning
  - D. Pathways, Training and employment opportunities
  - E. Engagement of tertiary sector and employers



Stella

每个人都是独一无二的，  
看着镜子，告诉自己你是最特别的；)



thumbprint =>