



賽馬會「校本多元」計劃

Jockey Club "Diversity at Schools" Project

Learning & Teaching Expo

9th December, 2022

11:45-12:30pm

What might be the roles of SENSTs in an inclusive setting?

Dr. Chim Ho Yeung, Hastings

Senior Lecturer

Department of Special Education and
Counselling

The Education University of Hong Kong

合辦機構 Co-organised by



Faculty of **Education**
The University of Hong Kong

捐助機構 Funded by



香港賽馬會慈善信託基金
The Hong Kong Jockey Club
Charities Trust



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

FACULTY OF ENGINEERING
DEPARTMENT OF COMPUTING



香港教育大學
The Education University
of Hong Kong

Rundown

Part	Content	Time allocations (mins)
Part 1	Self introduction	5
Part 2	Different roles in Learning Support Team	5
Part 3	The five domains across the three roles	10
Part 4	The exemplifications of five domains for SENST	20
Part 5	Conclusion and Q&A	5

Dr. Chim Ho Yeung, Hastings (詹浩洋博士)



Doctor of Education (University of Bristol)

Master of English for Specific Purpose (CityU)

Postgraduate Diploma in Subject Knowledge (CUHK)

Senior Lecturer

Special Education and Counselling Department

Office: B4-2/F-08

Tel : 29486345

email : hhychim@eduhk.hk

Website :

1. <https://bristol.academia.edu/HastingsChim>
2. <https://scholar.google.com.hk/citations?user=a0RhsqQAAAAJ&hl=zh-TW&oi=ao>
3. <https://www.eduhk.hk/sec/view.php?secid=5852>
4. https://www.researchgate.net/profile/Hastings_Chim

Professional experience

Special Education and Counselling Department, The Education University of Hong Kong

- **Senior Lecturer II**
- Coordinator, BAT Advanced Course (CMI)
Coordinator, BAT Advanced Course (EMI)
Coordinator, BAT Thematic Course (ENG) for SpLD and ID student
- Member, Knowledge Transfer Committee
- Member, Learning & Teaching Committee
- Representative of BAT in the SEC Departmental Review and Benchmarking Exercise
- Affiliated member, I-WELL center
- Representative of BAT in the Board of Examiner Meeting with Education Bureau
- Representative of SEC in the Board of Examiner Meeting for PVE programme

English Department, Hong Kong Baptist University

- **Part time lecturer**

St Paul's Co-educational College

- **English teacher**,
- Experiential learning group
- English drama teacher-in-charge

TWGHs Mr and Mrs Kwong Sik Kwan College

- **English Panel Head**
- Consultant Group Head,
- Academic Committee,
- General Affair Committee,
- Reading and Resource Committee,
- Counselling Committee,
- English drama Teacher-in-charge

Yuen Long Leung Sing Tak School

- **English teacher**
- Reading promotion group
- English drama teacher-in-charge

Publication

林絲靖, 詹浩洋, & 何福全. (2017). *學思達融合教育影片個案教材套*. 香港: 香港教育大學.

Chim, H. (2014). The Analysis of the Hong Kong Education Policy "Language Proficiency Assessment for Teachers of English". *International Journal of Education*, 6(4), p133-p145.

DOI: <http://dx.doi.org/10.5296/ije.v6i4.6628>

Chim, H. (2014). Critique on the Research Article "Being a Narrative Inquirer in a Multicultural Landscape" by the Researcher JoAnn Phillion (2002). *International Journal of Education*, 6(4), p157-p168.

DOI: <http://dx.doi.org/10.5296/ije.v6i4.6632>

Chim, H. (2015). Literature Review of the Cooperative Learning Strategy - Student Team Achievement Division (STAD). *International Journal of Education*, 7(1), p29-p43.

DOI: <http://dx.doi.org/10.5296/ije.v7i1.6629>

Chim, H. (2015). Case Study on the Principal Leaderships utilised in a Hong Kong Special Secondary School Setting in the NSS Educational Reform. *International Journal of Education*, 7(1), p44-p56.

DOI: <http://dx.doi.org/10.5296/ije.v7i1.6630>

Chim, H. (2015). Critique of the Research Article "Views from the Chalkface: English Language School-Based Assessment in Hong Kong" by the Researcher "Chris Davison". *International Journal of Education*, 7(1), p95-p109.

DOI: <http://dx.doi.org/10.5296/ije.v7i1.6631>

Jockey Club "Diversity at Schools" Project

- *Project Start Year : 2021 Chief Investigator:*
CHIM, Ho Yeung Hastings 詹浩洋

Developing A Step-by-Step On-line Guidebook to Implement Capstone Projects for SEC Department with Videos and Reference Materials

Serving Students with SEN Using Teaching/Service Package Approach

- *Project Start Year : 2020 Chief Investigator:*
CHIM, Ho Yeung Hastings 詹浩洋

- *Project Start Year : 2017 Chief Investigator:*
CHIM, Ho Yeung Hastings 詹浩洋

Developing a web-based forum to assist in/pre-service teachers with inclusive teaching packages and video cases

Developing a multi-faceted Chinese version of Teacher Evaluation Form (C-TEF) for an in-service inclusive education training program

- *Project Start Year : 2019 Chief Investigator:*
CHIM, Ho Yeung Hastings 詹浩洋

- *Project Start Year : 2016 Chief Investigator:*
CHIM, Ho Yeung Hastings 詹浩洋

A multi-faceted inclusive teaching packages with lesson plans, teaching material and differentiated exercises across various subjects

Fostering Discussion and Collaborative Inquiry through Establishment of a Case Video Library

- *Project Start Year : 2018 Chief Investigator:*
CHIM, Ho Yeung Hastings 詹浩洋

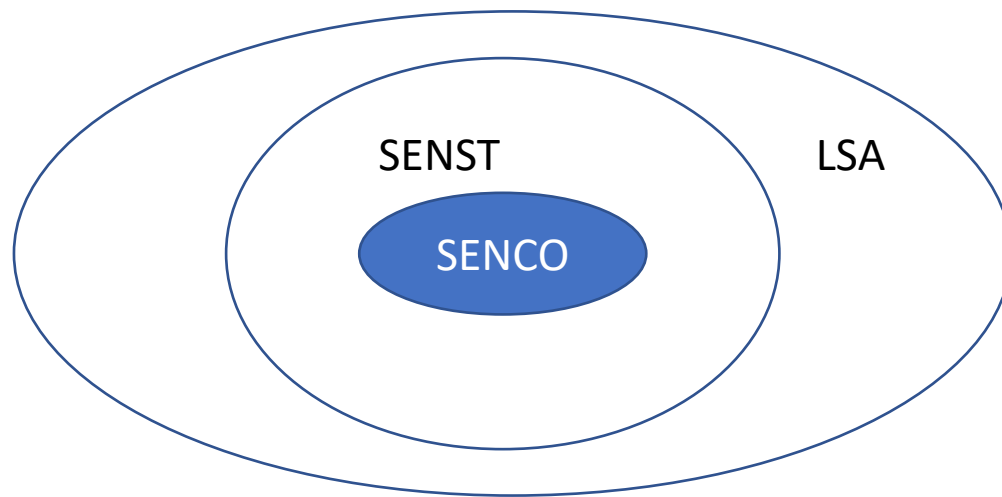
- *Project Start Year : 2016 Chief Investigators:* CHIM, Ho Yeung Hastings 詹浩洋; LAM, Sze Ching Cici 林絲靖

Research Projects



What is the Learning Support Team?

School's Learning Support team is based on the collaboration between stakeholders (alignment of vision and mission), team building and coordination amongst their team members (SENCOs, SENST, LSA)



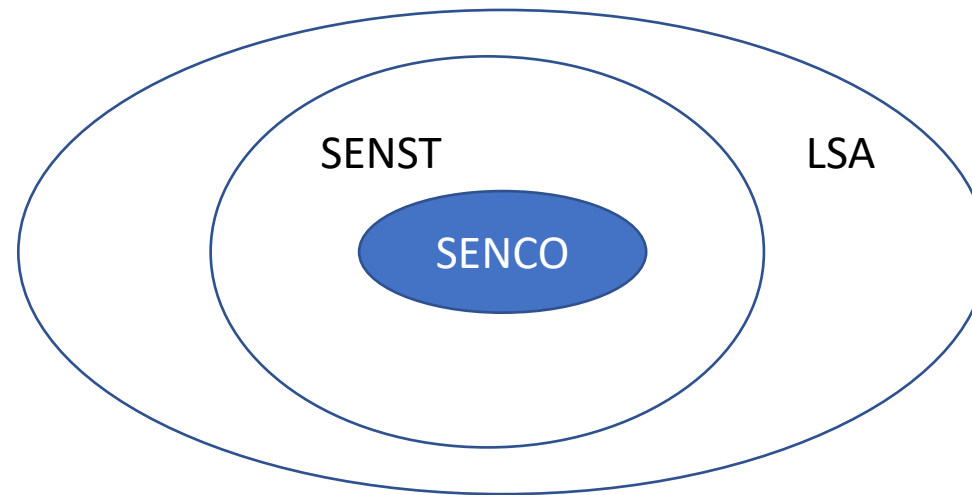
We view the central contact person is the SENCO = the team's core

Who are SENCOs, SENSTs and LSAs?

SENCO : Special Education Coordinator

SENST: Special Education Need Support Teacher

LSA: Learning Support Assistant



We view the central contact person is the SENCO = the team's core

Special Educational Needs (SEN)



特殊學習困難



智力障礙



自閉症



注意力不足 / 過度活躍症



肢體傷殘



視覺障礙



聽力障礙



言語障礙



精神病



Their roles in Inclusion Management

SENCO

Alignment with different stakeholders

- School's vision and mission
- Redefining the role of SENCO
- Current effective strategies for collaboration and coordinating in terms of soft skills eg communication and hard skills eg IT
- Limitations
- Future suggestions

SENST

- Redefining the role of SENST in inclusion management
- Current effective strategies for working with SENCO, teachers, LSA and parents, etc
- Limitations
- Future suggestions

LSA

- Redefining the role of LSA in inclusion management
- Current effective strategies for working with SENCO, teachers, SENST and parents, etc
- Limitations
- Future suggestions

Their roles in Students' Learning & Teaching

SENCO

- Coordination with Teachers, LS Team, Parents
- Understanding the child's learning needs, eg Learning Style and Ability Level and communicating with class teacher and LS team
- Effective and efficient methods of learning assessments
- Sharing of effective teaching strategies to class teacher and LS team
- Bringing effective teaching strategies to classroom and home
- ...

SENST

- Working with class teacher, SENCO and LSA
- Understanding the child's learning needs, eg Learning Style and Ability Level
- Effective and efficient methods of learning assessments
- Case sharing of effective teaching strategies previously used

LSA

- Working with class teacher, SENCO, SENST
- Understanding the child's learning needs, eg Learning Style and Ability Level
- Effective and efficient methods of learning assessments
- Learning of effective teaching strategies
- ...

Their roles in Students' Behavioral and Emotional Management

SENCO

- Coordinate with Teacher, LS team, Student, Parent, Professionals
- Effective and efficient methods of identifying behavioural and emotional needs
- Sharing of effective B&E management strategies to class teacher and LS team
- Bringing effective B&E management strategies to classroom and home
- ...

SENST

- Working with Teacher, SENCO, LSA, Student, Parent, Professionals
- Effective and efficient methods of identifying behavioural and emotional needs
- Applying learnt strategies to withdrawal classes or small group skills training (T2)
- Case sharing of effective B&E management strategies
- ...

LSA

- Working with Teacher, SENST, SENCO, Student, Parent, Professionals
- Effective and efficient methods of identifying behavioural and emotional needs
- Learning of effective B&E management strategies to use in the classroom or 1:1 training
- ...

Their roles in T2 support

SENCO

- Coordinate with instructors, professionals, LS team, teachers, parents
- Sharing of student's acquired skills to LS team, class teachers, parents
- Determining how acquired skills can be applied in classroom and home
- Facilitation of skills transfer from small group to classroom and home
- Developing anti-bullying mechanism
- ...

SENST

- Working with SENCO, LSA, teachers
- Maintenance and transfer of acquired skills in classroom
- Case sharing of maintenance and generalisation of acquired skills in the classroom
- Skills of anti-bullying
- ...

LSA

- Working with SENCO, SENST, teachers
- Maintenance of acquired skills in classroom
- Learning to support maintenance and generalisation of students' acquired skills in the classroom
- Support of anti-bullying
- ...

Their roles in Parents' Engagement

SENCO

- Coordination between parents, teachers, LS team and professionals
- Sharing of effective practices and strategies for parents to support child's learning and development
- Sharing of effective ways to increase effective communication with parents
- Sharing of effective ways to increase parents' support to the school
- ...

SENST

- Communication with parents
- Developing/suggesting suitable activities for parents to do with children to help their learning and development
- Demonstrating and sharing of effective strategies to parents for use at home
- ...

LSA

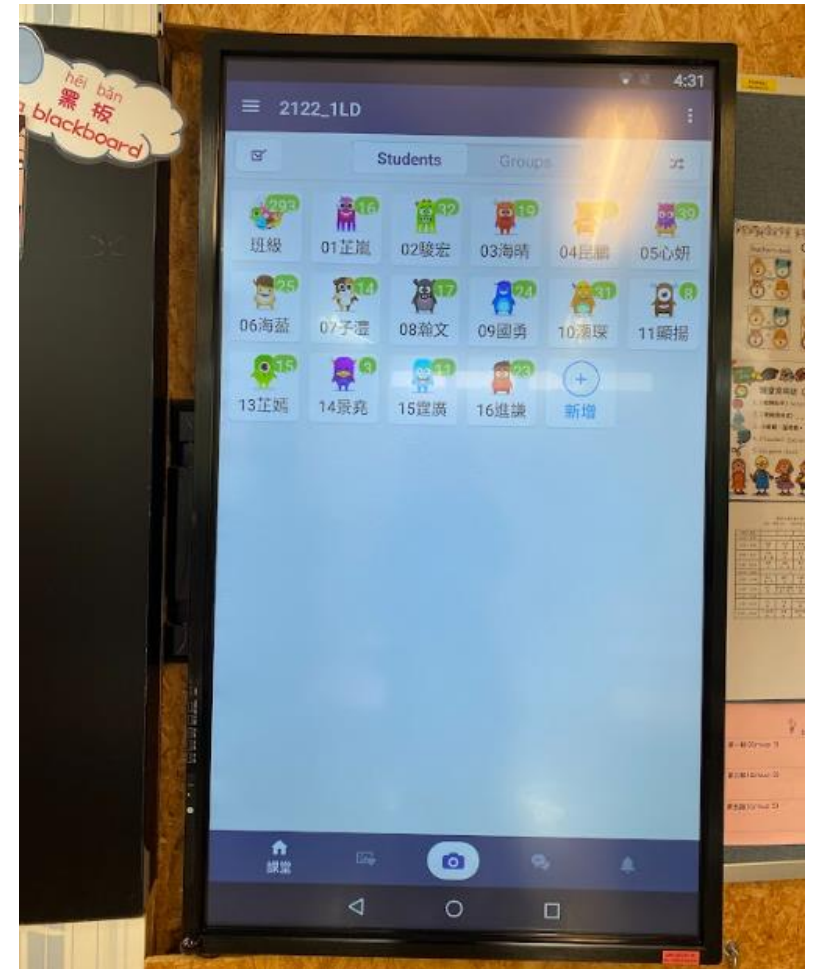
- Communication with parents
- Assisting SENST in developing/suggesting suitable activities for parents to do with their children
- Demonstrating and sharing of effective strategies to parents for use at home
- ...

Domain 1

SENST in Inclusive Management



Using apps to engage small group teaching in T2 setting



Ma On Shan St Joseph's Primary School

The importance of a comfortable setting for tier 2 classes



Asbury Methodist Primary School

The set up of individual spacing for students' learning



Asbury Methodist Primary School

Domain 2

SENST in Inclusive L & T

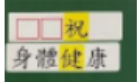


EdUHK lesson plan template based on H/M/L and Learning Styles

Classifications of Learning Needs / Styles 學習需要 / 型態分類	Catering Diverse Learning Needs 照顧多元學習需要			Others 其他
傳統/綜合型	H(高) XXXXXX	M(中) XXXXXX	L(弱) XXXXXX	
支援： 聆聽型	書寫 聆聽同學 匯報 猜中書寫人物	完成表格	圈出詞彙	
支援： 圖象型	完成表格 畫出同學所 寫人物	圈出詞彙	思考	
支援： 社交型	口頭匯報 完成表格 書寫	完成表格 書寫	完成表格	



EdUHK lesson plan example based on H/M/L and Learning Styles

Time	Purpose	Student Activities	Learning Needs / Styles	(中) (完80%)	L(低) (完60%)	Remarks
4 分鐘	在老師引導下，進一步掌握祝頌語的格式	老師展示錯誤的祝頌語 格式 (字卡)，提問學生應如何改正，因學生經常錯這部分。	支援：動覺型	能透過移動字卡的位置，明白「隔兩格先寫祝，祝頌語要對齊」 (完成80%)	老師會給予提示，讓學生能夠將祝頌語放在正確位置 (完成60%)	
10分鐘		提供「製作美味漢堡扒挑戰」活動，讓學生動手將正確的字卡放置在文章的適當位置	支援：圖像型 	能透過顏色提示，將祝頌語字卡放置在正確位置。 (完成80%)	老師會給予引導，讓學生按顏色將祝頌語放在正確位置 (完成60%)	
5 分鐘	完成書信格式的小練習，並進行校對	學生完成書信格式的小練習，然後進行校對	支援：動覺型	老師引導下，學生完成有關書信格式的練習。 (完成80%)	老師將書信格式貼在黑板上，學生可以自行觀看黑板的提示，完成書信格式的練習。部分書寫教弱的同學可以書寫代表答案的數學，代替寫字。 (完成60%)	助理適時提示學生，引導他們完成練習

EdUHK lesson plan example based on H/M/L and Learning Styles

Stage 2: Activities to support new learning (e.g., use clear logical sub-stages; explain new learning; promote active learning with interim student activities; check understanding all through) 第二階段：學習活動以鞏固新學習成果 (例如：使用清晰的小步驟；清楚解釋；通過階段性學習活動促進自主學習；檢視學生的理解)							
分組活動一 [7分鐘]	<ul style="list-style-type: none"> 老師分別在三張工作紙上展示了不同圓周，包括 $\frac{1}{2}$ 個圓、$\frac{1}{4}$ 個圓及 $\frac{1}{8}$ 個圓，以讓學生認識圖案之周界除包含直線之外，餘下來的曲線稱作「弧」。 學生做工作紙的時候，老師讓學生要多留意圖形中由多少條「直／橫線」及「弧」組成，然後畫在工作紙上。 	<ul style="list-style-type: none"> 老師將同學分為三組（2人、2人、3人），每組人均有一張工作紙（EX1A、1B、1C） 		H(高)	M(中)	L(弱)	
	<ul style="list-style-type: none"> 學生做工作紙的時候，老師讓學生要多留意圖形中由多少條「直／橫線」及「弧」組成，然後畫在工作紙上。 	<ul style="list-style-type: none"> 每組人需思考如何分析工作紙上所展示的圖形周界之線段，組員可互相討論，討論後，將求圖形周界線段的分割寫在工作紙上。（如有學生想計算答案均表示歡迎，不計算也可。） 每組均派一位代表分享討論及觀察成果。（例：我組觀察到圖案由 $\frac{1}{4}$ 條弧、1條直線及一條橫線組成） 	支援： <ul style="list-style-type: none"> 圖象型 ✧ 分享討論及觀察成果時容許學生使用畫畫方式，畫在觸控螢幕或黑板上表達。	/	分析思考 (完成60%)	圖象 (完成80%)	教學資源： <ul style="list-style-type: none"> 工作紙（EX 1A、1B、1C） 簡報 觸控螢幕電視

SENST's demonstration of curriculum differentiation in three tier setting

Class Worksheet

climbing on the frame	playing on the see-saw	playing on the swing	flying the kite
riding a bike	reading a book	playing basketball	playing baseball
roller-skating	talking with friends		

e.g. I like **playing football** because it is **fun**.

- I like **riding a bike** because it is **fun / relaxing / exciting**.
- I like **reading a book** because it is **fun / relaxing / exciting**.
- I like **playing basketball** because it is **fun / relaxing / exciting**.

Class Worksheet

climbing on the frame	playing on the see-saw	playing on the swing	flying the kite
riding a bike	reading a book	playing basketball	playing baseball
roller-skating	talking with friends		

e.g. I like **playing football** because it is **fun**.

- I like **riding a bike** because it is **fun / relaxing / exciting**.
- I like **reading a book** because it is **fun / relaxing / exciting**.
- I like **playing on the swing** because it is **fun**.

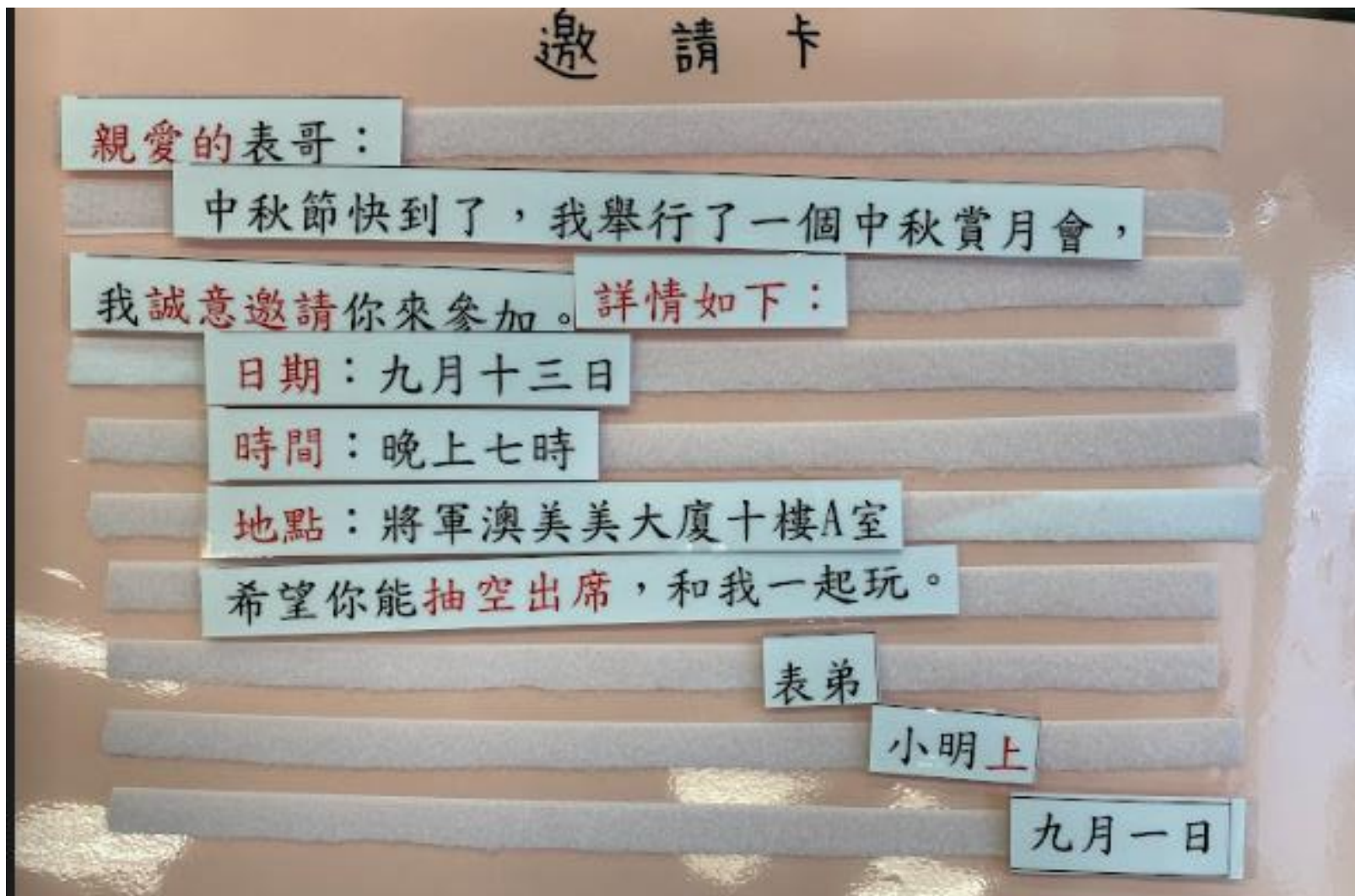
Class Worksheet

climbing on the frame	playing on the see-saw	playing on the swing	flying the kite
riding a bike	reading a book	playing basketball	playing baseball
roller-skating	talking with friends		

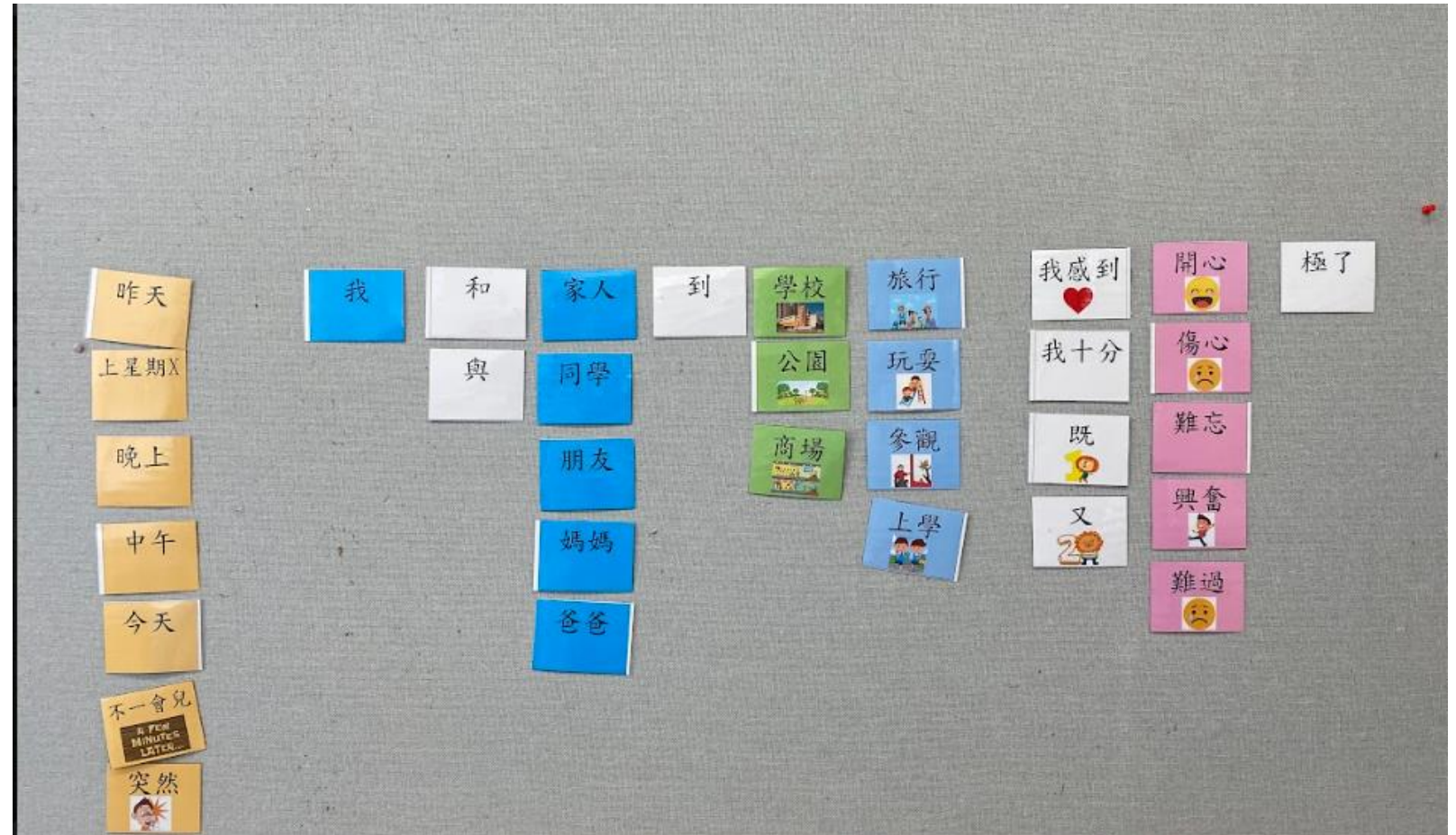
e.g. I like **playing football** because it is **fun**.

- I like **riding a bike** because it is **fun / relaxing / exciting**.
- I like **flying the kite** because it is **exciting**.
- I like **playing basketball** because it is **fun**.

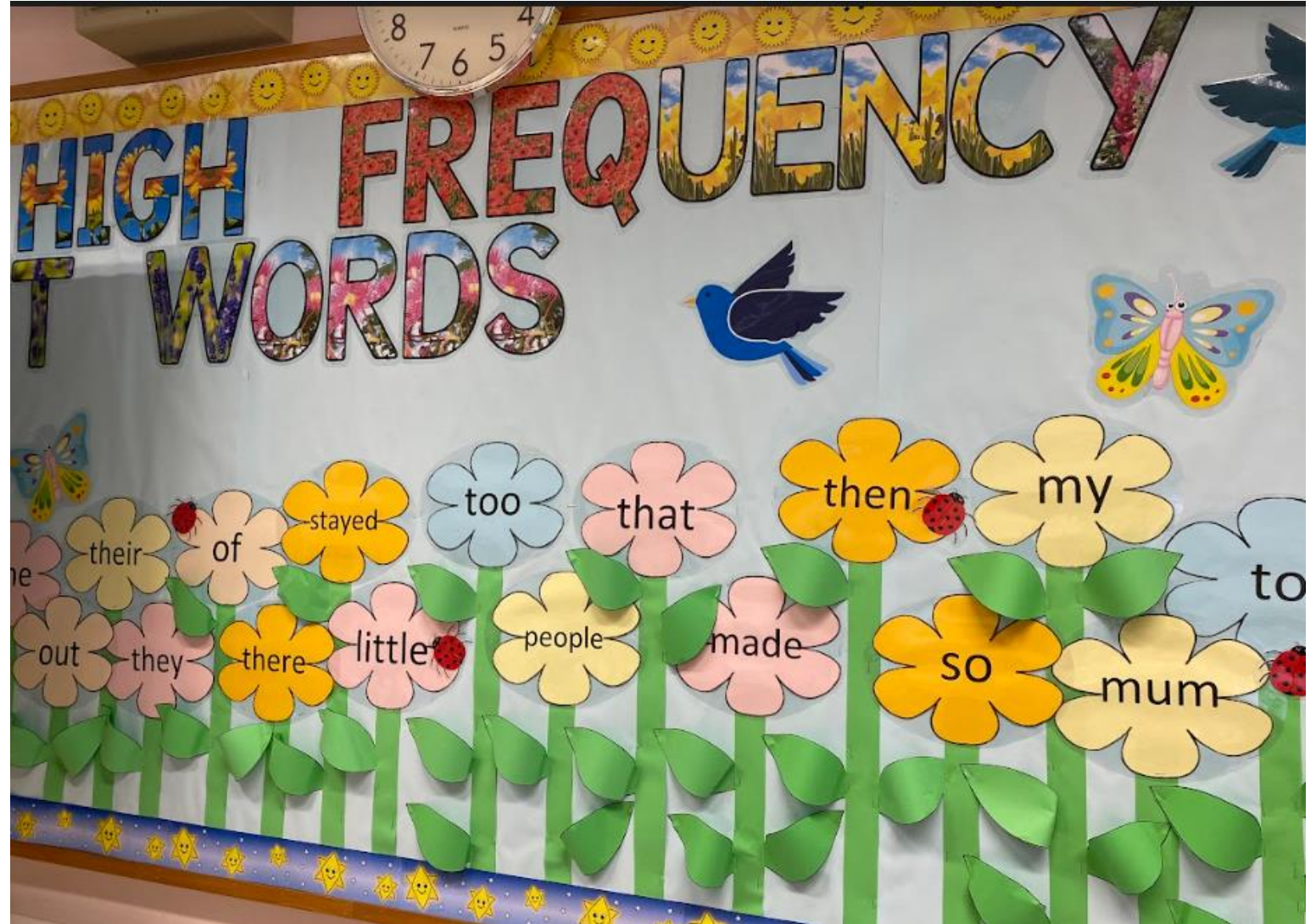
SENST's demonstration of
curriculum differentiation in
three tier setting



SENST's demonstration of curriculum differentiation in three tier setting



SENST's demonstration of
curriculum differentiation
in three tier setting



Fanling Assembly of God Church Primary School

SENST's demonstration of curriculum differentiation in three tier setting



Fanling Assembly of God Church Primary School



Tseung Kwan O Methodist Primary School

SENST's demonstration of
curriculum differentiation
in three tier setting

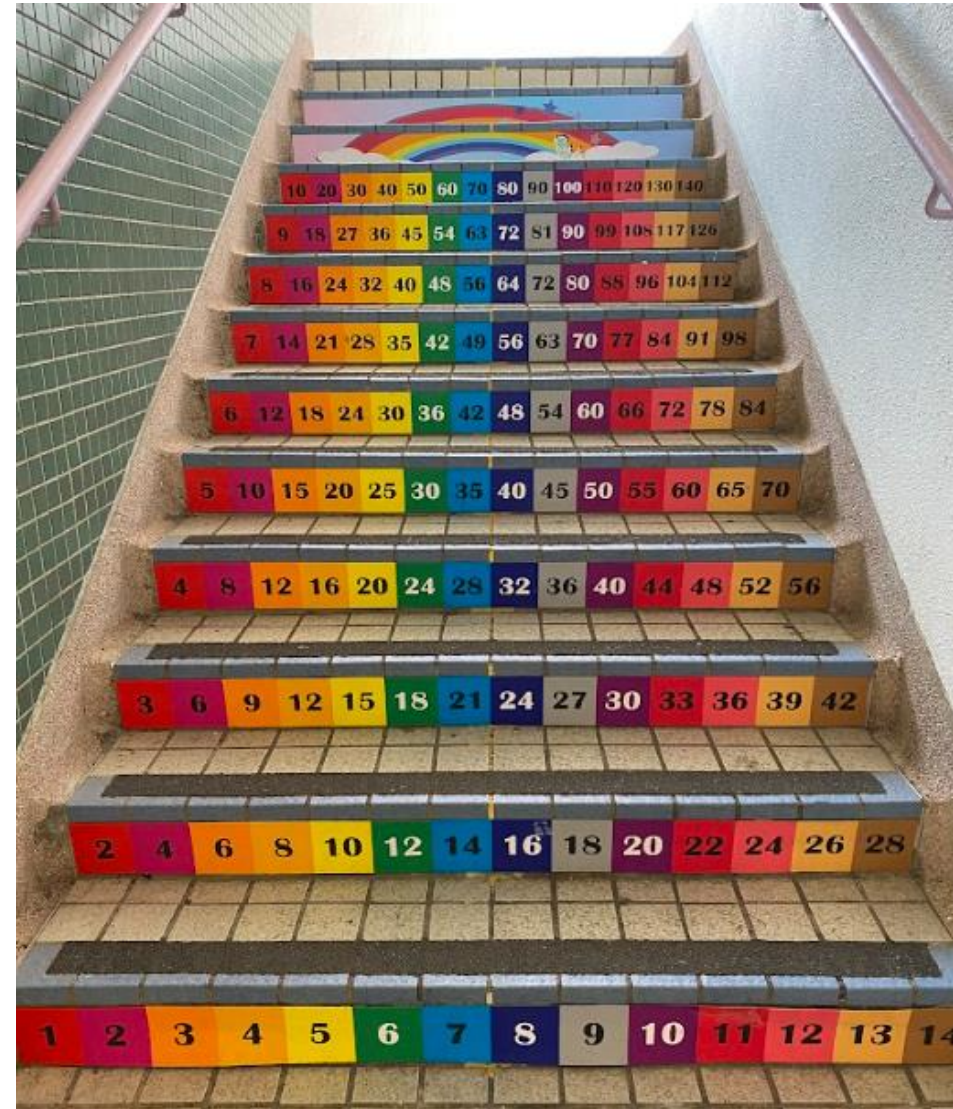


Tseung Kwan O Methodist Primary School

SENST's demonstration of
curriculum differentiation
in three tier setting



SENST's demonstration of curriculum differentiation in three tier setting



Fanling Assembly of God Church Primary School

Domain 3

SENST in Students'

Behavioral and Emotional Management



Traditional IEP based on three tier support, parents collaboration and success indicators

學生姓名： A 同學 性別： M 班級： 4 特殊教育需要： 輕度言語障礙、自閉症 討論日期： 1/11/2021
 施行日期： 15-11-2021 至 15-7-2022
 檢討日期： 待定
 長期目標： 13.5 運用不同的方法去解決問題 14.6 與人協商，達致共識及雙贏
 會議出席人員： _____

範疇	短期目標	支援方法			家校合作	成功指標	達標情況		
		第一層針對性	第二層	第三層			完全	部分	尚未
社交適應	13.5 運用不同的方法去解決問題	1. 在日常學校活動中，老師運用金句卡鼓勵 A 同學運用靈活腦袋思考，金句為「小問題小反應，大問題大反應」。 2. 老師在課室張貼「思考窗」的視覺提示卡。 執行人員：科任老師及支援老師	1. 以具體的場景來教導 A 同學如何運用靈活腦袋思考。 執行人員：小組社工	起動層 1. 透過情境解讀故事教導 A 同學面對問題時為什麼要學習多角度思考。 2. 喜伴同行小組內曾介紹橡筋人與石頭人的概念(靈活彈性的腦袋 vs 石頭固執腦袋)，並這兩種想法的好壞處。老師可與 A 同學重溫當中內容。 3. 執行人員：班主任、SENST/支援老師	1. 向家長介紹「想法解讀-4」教材套，並鼓勵家長多以「思考窗」來引導 A 同學了解別人的想法及感受。 2. 家長在家中跟 A 同學重溫橡筋人與石頭人的概念。	經老師提示後，學生在解決問題中有 60%能運用「思考窗」去解決問題。			



賽馬會「校本多元」計劃
Jockey Club "Diversity at Schools" Project



香港教育大學
The Education University
of Hong Kong

學校名稱

班別

年齡

性別

☐ 男

☐ 女



Use of Qualtrics or Google Form to collect students information for electronic IEP



賽馬會「校本多元」計劃
Jockey Club "Diversity at Schools" Project



香港教育大學
The Education University
of Hong Kong

評估資料

學生的強項及需要

Use of Qualtrics or Google Form to collect students information for electronic IEP



賽馬會「校本多元」計劃
Jockey Club "Diversity at Schools" Project



香港教育大學
The Education University
of Hong Kong

課堂支援

A large, empty rectangular box with a thin black border, intended for text input related to classroom support.

課外支援

A large, empty rectangular box with a thin black border, intended for text input related to extracurricular support.

Use of Qualtrics or Google Form to collect students information for electronic IEP



賽馬會「校本多元」計劃
Jockey Club "Diversity at Schools" Project



香港教育大學
The Education University
of Hong Kong

測考調適

家長參與

情緒調適

Use of Qualtrics or Google Form to collect students information for electronic IEP

Conversion of Qualtrics or Google Form to collect students information for electronic IEP on an excel file

B	C	D	E	F	G	H
學生資料 班別	Q11 年齡	性別 性別	Q13 學生配置方法	學生配置方法 學生的特殊教育需要類別		
3C	14	女	讀寫困難	-功課輔導班 -讀寫訓練		
5A	16	男	專注力不足/過度活躍症	-科本課堂支援安排 -生涯規劃小組		
4A	15	男	讀寫困難	-功課輔導班 -讀寫訓練		
1A	12	女	有限智能 專注力不足/過度活躍症 言語障礙(輕)	功課輔導班 言語訓練 伴讀計劃		
2C	13	男	讀寫困難	功課輔導班 讀寫訓練 言語訓練 伴讀計劃		
學生資料 班別	Q11 年齡	性別 性別	Q12 評估資料	Q4 學生的強項及需要		
3C	14	女	讀寫困難	-功課輔導班 -讀寫訓練		
5A	16	男	專注力不足/過度活躍症	-科本課堂支援安排 -生涯規劃小組		
4A	15	男	讀寫困難	-功課輔導班 -讀寫訓練		
1A	12	女	有限智能 專注力不足/過度活躍症 言語障礙(輕)	功課輔導班 言語訓練 伴讀計劃		
2C	13	男	讀寫困難	功課輔導班 讀寫訓練 言語訓練 伴讀計劃		
學生資料 班別	Q11 年齡	性別 性別	Q5 課堂支援	Q6 課外支援		
3C	14	女	中文科：-多點個別指引與解釋-減少抄寫次數-默書範圍較少-作文等課業字數減少	-進行課後支援，以協助學生處理學習上的難點 -功課輔導班		
5A	16	男	中文科：-多提醒學生要專心 -對課堂任務指示清晰，並重複數次，確保學生明白 -清	生涯規劃小組		
4A	15	男	中文科：-提問簡單問題 -減少改正次數 -默書扣分較少 -容許較長時間完成某些課業，	-課後支援，以協助學生處理學習上的難點		
1A	12	女	主科：-進行多元化的教學活動及多感官方式學習。 -容許較長時間完成某些課業，例	-課後支援，以協助學生處理學習上的難點		
2C	13	男	中文科：-多提醒學生要專心 -個別教授，其他同學做堂課時，科任老師一對一教授，	-進行課後輔導		
學生資料 班別	Q11 年齡	性別 性別	Q8 測考調適	Q7 家長參與	Q9 情緒調適	
3C	14	女	特別試場及延長考試時間	-與家長保持緊密聯絡-家長願意配合學	-學生對自己的身體不適比較在意，而且甚至會產生適度的憂慮	
5A	16	男	不適用	家長關心學生，願意配合學校	學生的社交技巧較弱，在班中未能結交朋友，學生亦因此而感到失望，需要多教導朋輩相處技巧	
4A	15	男	特別試場及延長考試時間	與家長保持緊密聯繫	學生與哥哥常因起居作息發生摩擦，產生負面情緒，需要多作開導。	
1A	12	女	-減少默書範圍 -某些課業評分要求調低 -某些課業字數或次數減少，例如作文及閱讀	-與家長保持緊密聯繫	-加強輔導支援	
2C	13	男	特別試場及延長考試時間	家長願意配合學校	沒有特別需要	

Saved to this PC



學生個別支援委員會 2019/2020年度個別學習計劃(IEP)

Save

Cancel

Top

學生資料

姓名 廖從攸

班別 F1A

班號 19

性別 M

出生日期 Nov. 28, 2007

註冊編號 XX202173

學生的特殊教育需要類別

☐ 視覺障礙

☐ 聽力障礙

☐ 肢體傷殘

☐ 注意力不足/過度活躍

☐ 讀寫障礙

☒ 智力障礙

☐ 自閉症

☒ 言語障礙

☐ 精神病患

☐ 其他



學生個別支援委員會 2019/2020年度個別學習計劃(IEP)

Save

Cancel

Top

學生資料

+

學生的特殊教育需要類別

+

學生配置方法

-

☐ 常規課室，上課時由任課老師加以支援(中、通識按能力分組)

☒ 常規課室，上課時安排課堂支援助理介入協助

☐ 常規課室，個別科目課堂時將學生抽離

☐ 中文

☐ 英文

☐ 數學

☐ 常規課室，個別科目按能力分組

☐ 中文組

☐ 英文組

☐ 數學組

☐ 通識組

建議加入更多元化的
科目，亦可加入空格
讓老師自行輸入。



學生個別支援委員會 2019/2020年度個別學習計劃(IEP)

Save

Cancel

Top

學生資料

+

學生的特殊教育需要類別

+

學生配置方法

+

綜合資料

▶ 評估資料

發展評估

+

⊕ 學生的強項及需要

智力

+

⊕ 支援目標及達標準則

讀寫能力

+

⊕ 課堂支援

語言能力

+

⊕ 課外支援

專注/行為/情緒表現

+

⊕ 測考調適

肢體協調

+

⊕ 家長參與

聽力評估

+

⊕ 支援方案的檢視

視力評估

+

⊕ 成效總結

其他

+

建議加入「課業調適」

建議加入「社交情意」



綜合資料							
評估資料	發展評估 -						
<ul style="list-style-type: none">學生的強項及需要支援目標及達標準則課堂支援課外支援測考調適家長參與支援方案的檢視成效總結	<div>發展評估</div> <div>評估日期</div> <div>06/06/2013</div> <div>評估報告:</div> <div>沙田尤德夫人兒童智能智力測驗中心評估報告</div> <div>評估報告:其他</div> <div><input checked="" type="checkbox"/> 智力/認知能力<ul style="list-style-type: none"><input type="checkbox"/> 特優<input type="checkbox"/> 優異<input type="checkbox"/> 中上<input type="checkbox"/> 中等<input type="checkbox"/> 中下<input type="checkbox"/> 有限智能<input checked="" type="checkbox"/> 輕度智障<input type="checkbox"/> 比年齡慢</div> <div><input type="checkbox"/> 專注/行為表現<ul style="list-style-type: none"><input type="checkbox"/> 專注力失調/過度活躍症<input type="checkbox"/> 自閉症<input type="checkbox"/> 自閉症徵狀<input type="checkbox"/> 與智齡相符<input type="checkbox"/> 與年齡相符<input type="checkbox"/> 頗活躍<input type="checkbox"/> 自制力較弱</div> <div><input type="checkbox"/> 言語理解</div> <div><input type="checkbox"/> 言語表達</div> <div><input type="checkbox"/> 體能協調</div> <table><tr><td>智力</td><td>+</td></tr><tr><td>讀寫能力</td><td>+</td></tr><tr><td>語言能力</td><td>+</td></tr></table>	智力	+	讀寫能力	+	語言能力	+
智力	+						
讀寫能力	+						
語言能力	+						



綜合資料	
評估資料 <ul style="list-style-type: none">學生的強項及需要支援目標及達標準則課堂支援課外支援測驗調適家長參與支援方案的檢視成效總結	發展評估 +
	智力 -
	<div><input checked="" type="checkbox"/> 智力 評估日期 06/06/2013 評估報告: 教育局教育心理學家評估報告 評估報告:其他</div> <div><input type="checkbox"/> 香港華氏兒童智力表<ul style="list-style-type: none"><input type="checkbox"/> 識文智商<input type="checkbox"/> 靠經驗和學習而得的常識<input type="checkbox"/> 理解關係及組織概念<input type="checkbox"/> 對數量的認識及運算<input type="checkbox"/> 對圖案的認識及表達</div> <div><input type="checkbox"/> 操作智商<ul style="list-style-type: none"><input type="checkbox"/> 視覺上的專注, 對細節的留意<input type="checkbox"/> 從事件的程序綜觀整個情況<input type="checkbox"/> 分析圖形及運用積木拼立<input type="checkbox"/> 書寫的速度及準確性</div> <div><input type="checkbox"/> 總智商<ul style="list-style-type: none"><input type="checkbox"/> 特優<input type="checkbox"/> 優異<input type="checkbox"/> 中上<input type="checkbox"/> 中等<input type="checkbox"/> 中下<input type="checkbox"/> 有限<input type="checkbox"/> 低弱</div> <div><input checked="" type="checkbox"/> 香港華氏兒童智力表(第四版)<ul style="list-style-type: none"><input checked="" type="checkbox"/> 言語理解<ul style="list-style-type: none">低弱<input checked="" type="checkbox"/> 言語推論和概念形成<ul style="list-style-type: none">1<input checked="" type="checkbox"/> 詞彙知識和言語概念形成<ul style="list-style-type: none">4<input checked="" type="checkbox"/> 在社交情境中按照所理解的常規而作出實用的推理及判斷<ul style="list-style-type: none">4</div>



4
<input checked="" type="checkbox"/> 知覺推理
低弱
<input checked="" type="checkbox"/> 分析和綜合抽象視覺刺激
4
<input checked="" type="checkbox"/> 抽象和分類推理
4
<input checked="" type="checkbox"/> 視覺資料處理和抽象推理
4
<input checked="" type="checkbox"/> 工作記憶
有限
<input checked="" type="checkbox"/> 聽覺短期記憶和列序
2
<input checked="" type="checkbox"/> 列序、心智操作、聽覺短期記憶和視覺空間影像處理
7
<input checked="" type="checkbox"/> 處理速度
中等
<input checked="" type="checkbox"/> 處理速度、短期記憶、視覺壓和手眼協調
15
<input checked="" type="checkbox"/> 處理速度、視覺短期記憶、手眼協調和視覺分辨
4
<input checked="" type="checkbox"/> 總智商
58
<input type="checkbox"/> 特優
<input type="checkbox"/> 優異
<input type="checkbox"/> 中上
<input type="checkbox"/> 中等
<input type="checkbox"/> 中下
<input type="checkbox"/> 有限
<input checked="" type="checkbox"/> 低弱
<input type="checkbox"/> 適應行為評量系統第二版 (中文版)
<input type="checkbox"/> 一般適應組合 (父母評)
<input type="checkbox"/> 一般適應組合 (教師評)

Domain 4

SENST in Small Group Support



VARK

- V : Visual 視覺型
(pictures, movies, diagrams)
- A : Auditory / Aural 聽覺型
(music, discussion, lectures)
- R : Read & Write 讀寫型
(making lists, reading textbooks, taking notes)
- K : Kinesthetic 動覺型
(movement, experiments, hands-on activities)



Learn best when teaching methods and school activities match their learning styles



VARK 問卷 - 5

VARK問卷

VARK問卷調查結果

您有多模式的學習偏好。(VARK)

您的分數是：

- 視覺 15
- 聽覺 8
- 讀/寫 6
- 動覺 11

使用以下幫助表，以了解適用於你學習偏好的學習策略。

- - 多模式
- - 視覺
- - 聽覺
- - 讀/寫
- - 動覺

<https://vark-learn.com/vark問卷/>

<https://vark-learn.com/vark%E5%95%8F%E5%8D%B7/>

工作管理

清單

寫作檢視清單

<input type="checkbox"/> 1. 審視题目的重要字眼	
<input type="checkbox"/> 2. 選取合適的主旨和內容	
<input type="checkbox"/> 3. 構思及組織內容	
<input type="checkbox"/> 4. 分配字數及寫作時間	
<input type="checkbox"/> 5. 根據內容分段寫作	
<input type="checkbox"/> 6. 讀出文章，檢查是否通順	
<input type="checkbox"/> 7. 更正錯別字及標點符號	

流程

Daily Routine Checklist

Morning 	Evening 
<input type="checkbox"/> Wake Up 	<input type="checkbox"/> Pack School Bag 
<input type="checkbox"/> Bath Routine 	<input type="checkbox"/> Tidy Up Toys 
<input type="checkbox"/> Get Dressed 	<input type="checkbox"/> Drink Milk 
<input type="checkbox"/> Drink Milk 	<input type="checkbox"/> Bath Routine 
<input type="checkbox"/> Comb Hair 	<input type="checkbox"/> Put on PJs 
<input type="checkbox"/> Wear Shoes 	<input type="checkbox"/> Bedtime Reading 
<input type="checkbox"/> Goodbye Kiss 	<input type="checkbox"/> Sweet Dream 

規則

時間	這樣用
班主任課	<ul style="list-style-type: none"> • 交功課 / 回條 / 款項 • 閱讀圖書
轉堂時	<ul style="list-style-type: none"> • 清理桌面，預備課堂所需的物品，如課本、文件夾、文具等 • 寫家課冊
轉堂去特別室	<ul style="list-style-type: none"> • 帶齊課堂所需的物品，如課本、文件夾、文具等 • 安靜排隊
放學前	<ul style="list-style-type: none"> • 寫家課冊 • 清潔座位及課室 • 收拾書包

遵守常規齊做好
大家一定做得到

次序

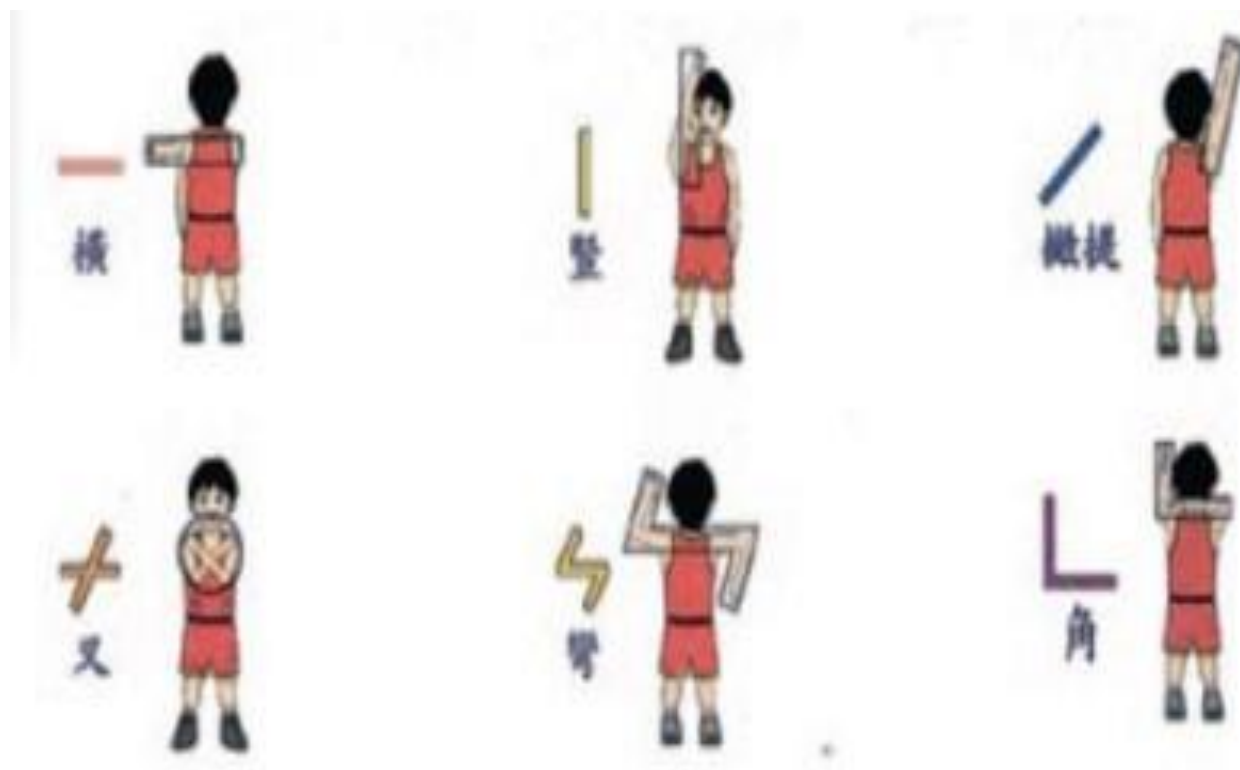


過程/步驟 - 1

圖像支援



動態表達



過程/步驟 - 2

節律支援

- 「香」：「撇十尖日」
- 「先」：「撇十橫撇角」
- 「禾」「日」
- 「水」「巷」
- 耳王十四一心
- 轟

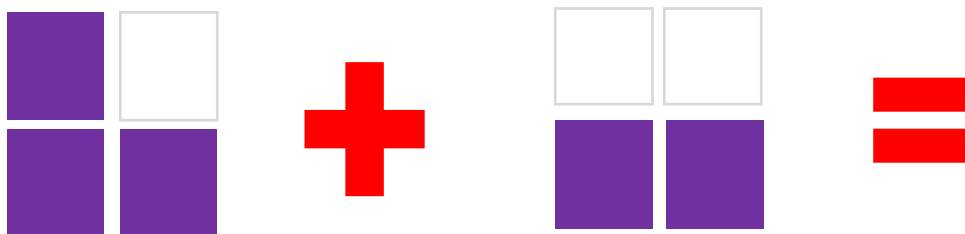
腦圖輔助



過程/步驟 - 3

工具支援

$$\frac{3}{4} + \frac{1}{2} = ?$$



過程/步驟 - 3

They _____ (be) seven years old.

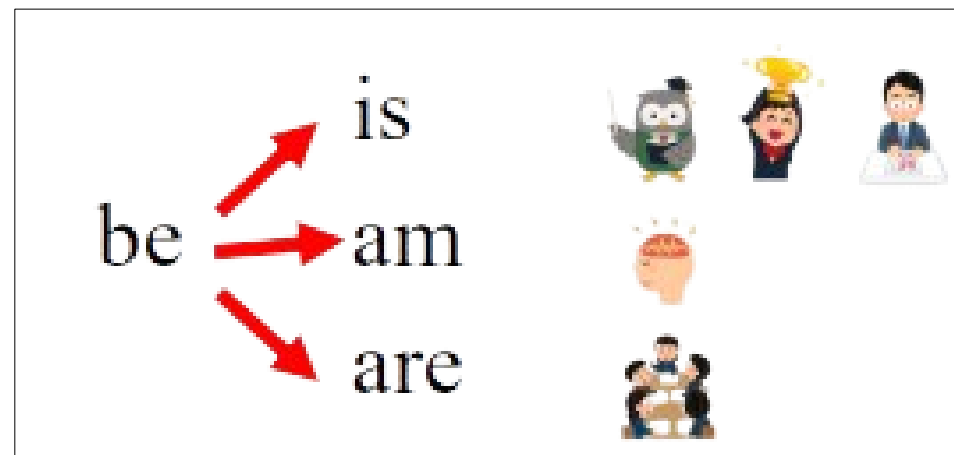
She _____ (be) Lily.

He _____ (be) my friend

She _____ (be) six years old.

I _____ (be) a girl.

錦囊提示



過程/步驟 - 4

顏色輔助

鼓勵

Common Mistakes

DON'T SAY	SAY
I know him good.	I know him well.
Everyone are late.	Everyone is late.
He doesn't has time.	He doesn't have time.

_____ 同學：

我欣賞你

- ☐ 保持校服整潔
- ☐ 帶齊書本、文具、用品等
- ☐ 保持座位及附近整潔
- ☐ 其他 _____

* 加油! 繼續努力!

_____ 上
_____ 年 ____ 月 ____ 日

欣賞卡



過程/步驟 - 5

加分制

Time-out

個人獎勵計劃表 (示例)

學生：陳大明
好行為目標：



時段：2016年2月1日 至 2016年3月15日

評分準則：3 - 做得好；2 - 表現一般；1 - 要多加努力

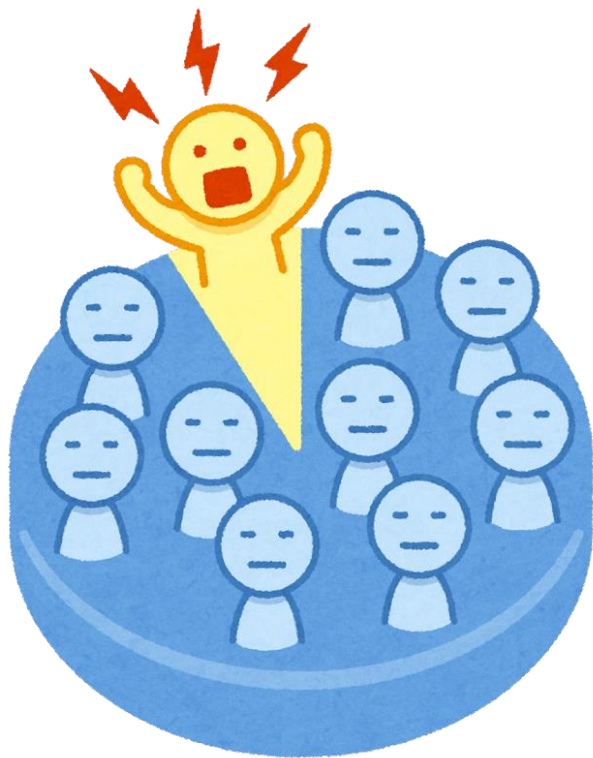
獎勵方法：以4星期計算，其中2星期每周得80分或以上，可獲得獎勵 - 主題公園一日遊

科目	中文		英文		數學		常識		總計
目標									
日期									
1/2	2	1	3	2	2	2	2	2	16
2/2	3	2	2	2	2	1	2	3	17
3/2	2	2	2	3	3	2	2	2	18
4/2	1	2	2	3	2	3	2	2	17
5/2	2	1	2	3	2	3	2	3	18
總計	10	8	11	13	11	11	10	12	86



評估/反思 - 1

回顧 (Review)



檢討 (Evaluate)

*附 / 後測

A1 學生行為表現問卷

A1.2 學生問卷

學生姓名：_____ 填寫日期：_____

學校名稱：_____ 班別：_____

請根據你在課堂的表現填寫此問卷，每題只可選一個答案。如有需要，老師可讓出題目以協助你填寫。

行為表現	完全 做到	較 多 做到	中 間 做到	較 少 做到	未 能 做到
1. 我會留意細節，避免不小心的錯誤。	5	4	3	2	1
2. 別人對著我說話時，我會聆聽。	5	4	3	2	1
3. 我能整理課本、物件等，保持書桌、書包、抽屜和座位四周整潔。	5	4	3	2	1
4. 我能每天交齊功課。	5	4	3	2	1
5. 我能帶齊課堂所需的書本和物品回校。	5	4	3	2	1
6. 我能留心聆聽，注視老師或黑板。	5	4	3	2	1
7. 我能依從老師指示，如翻開正確課本頁數、取出適當的工作紙、抄寫課題。	5	4	3	2	1
8. 我能在指定時間內完成坐課。	5	4	3	2	1
9. 我能專心上課/工作，不受外界(他人)影響分心。	5	4	3	2	1
10. 我能安坐座位中(沒有舞動的身體或移動手腳)。	5	4	3	2	1
11. 我不會擅自離座。	5	4	3	2	1
12. 我會有安定下來的時候(不會不停地活動；例如把玩文具)。	5	4	3	2	1
13. 我不會說話過多或衝口回答。	5	4	3	2	1
14. 我能先舉手後答問。	5	4	3	2	1
15. 課堂活動時，我不會輕便別人或打斷別人的說話。	5	4	3	2	1
16. 我能排隊或輪候活動。	5	4	3	2	1

評估/反思 - 2

展望（Anticipate）



計劃（Plan）

_____ 的時候，
我可以_____。



EdUHK ECA plan template based on Skills Areas and Quantitative/ Qualitative evaluations

Learning Need / Style 學習需要/風格	Skill Areas 技能方面	Quantitative measures 量化措施	Qualitative measures 質化措施
需特別支援的學生	<p>自閉症 / 圖像型 獎勵型 多感官型 (4 人)</p> <p><input checked="" type="checkbox"/> Cognitive 認知 Item(s) 項目 : (2) 、 (3) 、 (4) 、 (6)</p> <p><input checked="" type="checkbox"/> Social and Emotional 社交及情緒 Item(s) 項目 : (3) 、 (4) 、 (5) 、 (6) 、 (7)</p> <p><input checked="" type="checkbox"/> Language 語言 Item(s) 項目 : (1) 、 (3) 、 (4) 、 (5) 、 (6) 、 (7) 、 (8)</p> <p><input checked="" type="checkbox"/> Fine motor 小肌動作 Item(s) 項目 : (4) 、 (7)</p> <p><input type="checkbox"/> Gross motor 大肌動作 Item(s) 項目 : (選擇一個項目。) 、 (選擇一個項目。)</p>	Were the objectives met 達標程度 ?	

EdUHK ECA plan example based on Skills Areas and Quantitative/Qualitative evaluations

用膳 (如適用) : / 地點 : / 其他 : / Transport交通 : / Fee 費用(如適用) 團費/學費費用 : Not Applicable 不適用 入場費 : Not Applicable 不適用 交通費 : Not Applicable 不適用 服飾 : School Uniform (Winter) 整齊學校夏季校服							
Learning Need / Style 學習需要/風格	Specific Learning Activities / Support 具體學習活動 / 具體支援	Suggested LSA Manpower 學習支援助理人手建議	By Approver (SENCO) 批核者填	Skill Areas 技能方面	Quantitative measures 量化措施	Qualitative measures 質化措施	
需特別支援的學生 讀寫困難 / 多感官型 (8人)	1. 訂定規則：與學生共同訂立課堂規則及獎勵制度，並將規則記錄在一張大畫紙上。 2. 展示基本筆順並加以講解。 3. 透過多種感官學習法 <ul style="list-style-type: none"> 大動作在空氣中書寫 口噴書空 用手指臨摹 用螢光筆找出指定的筆畫 填寫漏空的筆畫 直接而明確地教導學生辨認及書寫不同的筆畫 4. 著學生跟隨一起唱「筆順歌」，並配合寫字的動作，以加強記憶。 5. 識字遊戲：找首領 <ul style="list-style-type: none"> 引導學生將部首分辨出來。 引導學生利用部首來猜想字意，並旁來記字音。 6. 學生能夠以正確的句子結構擴充句子 <ul style="list-style-type: none"> 預備合學生程度的句子，並將每句子拆開成幾個部分：主語、動詞、賓語等 把句子的部分寫在不同顏色的紙卡上(例如：主語 - 藍色；動詞 - 紅色；賓語 - 綠色)。 著學生把排好的句子朗讀出來。 	Yes 是 / (1人)	Approved No. of LSA 獲分配學習支援助理人數 (1人)	<input checked="" type="checkbox"/> Cognitive 認知 Item(s) 項目 : (2) - (6) <input type="checkbox"/> Social and Emotional 社交及情緒 Item(s) 項目 : () <input checked="" type="checkbox"/> Language 語言 Item(s) 項目 : (2-6) <input checked="" type="checkbox"/> Fine motor 小肌動作 Item(s) 項目 : (3) <input type="checkbox"/> Gross motor 大肌動作 Item(s) 項目 : ()	Were the objectives met 達標程度? <input type="checkbox"/> Fully Achieved 完全達標 <input checked="" type="checkbox"/> Partially Achieved 部份達標 <input type="checkbox"/> Higher Extent 大部份 <input type="checkbox"/> About Half 約一半 <input type="checkbox"/> Lower Extent 少部份 <input type="checkbox"/> Did Not Achieve 未能達標	Describe in words 其他補充：透過多感官學習，大部分學生的學習動機大大提升，但由於是以 ZOOM 形式學習，故互動減少。	
Evaluation 成效反思	(1) Overall Evaluation 整體成效反思 Remarkable Improvement in Student Overall Development 學生的整體發展有不俗的改進 (2) Skill (eg. skill development / skill transfer / etc) 技能方面 (例如技能提升 / 技能轉移 / 其他) Satisfactory Improvement in Student Development on Skill Transfer 活動大致能提升學生的技能轉移能力 (3) Knowledge 知識 Satisfactory Improvement in Student Relevant Knowledge 活動大致能提升學生的相關知識						

EdUHK ECA plan example based on Skills Areas and Quantitative/Qualitative evaluations

用膳 (如適用) 地點 : 自行處理午膳 其他 :						
Transport交通: Not Applicable 不適用						
Fee 費用(如適用) 團費/學費費用 : Not Applicable 不適用 入場費 : 不適用 交通費 : 不適用 服飾 : School Uniform (Winter) 整齊學校夏季校服						
Learning Need / Style 學習需要/風格	Specific Learning Activities / Support 具體學習活動 / 具體支援	Suggested LSA Manpower 學習支援助理人手建議	By Approver (SENCO) 批核者填	Skill Areas 技能方面	Quantitative measures 量化措施	Qualitative measures 質化措施
需特別支援的學生 自闭症 / 社交型 (3人)	「Google職場Map」 1. 生涯規劃工作坊 (8節): 藉此讓學生認識自己性格、專長及能力、學習職場技能和溝通、面試技巧。 2. 行業探訪 (4節): 利用行業參觀活動發掘自己興趣, 了解行業實際情況, 為自己計劃未來職業路向。 3. 實習工作 (3節): 讓學生透過公司或機構實習工作, 體驗實際工作環境、職場溝通技巧及態度。 4. 面試儀容班 (4節): 舉辦化妝及個人形象班, 讓她們了解面試時所需的儀容, 增強她們技巧及信心。	Yes 是 / (2人)	Approved No. of LSA 獲分配學習支援助理人數 (選擇一個項目。人)	<input checked="" type="checkbox"/> Cognitive 認知 Item(s) 項目: (6)、(8) <input checked="" type="checkbox"/> Social and Emotional 社交及情緒 Item(s) 項目: (1)、(9) <input type="checkbox"/> Language 語言 Item(s) 項目: <input type="checkbox"/> Fine motor 小肌動作 Item(s) 項目: <input type="checkbox"/> Gross motor 大肌動作 Item(s) 項目:	Were the objectives met 達標程度? <input type="checkbox"/> Fully Achieved 完全達標 <input type="checkbox"/> Partially Achieved 部份達標 <input type="checkbox"/> Higher Extent 大部份 <input type="checkbox"/> About Half 約一半 <input type="checkbox"/> Lower Extent 少部份 <input type="checkbox"/> Did Not Achieve 未能達標	Describe in words 其他補充:
Evaluation 成效反思		(1) Overall Evaluation 整體成效反思 Remarkable Improvement in Student Overall Development 學生的整體發展有不俗的改進 (2) Skill (eg. skill development / skill transfer / etc) 技能方面 (例如技能提升 / 技能轉移 / 其他) Remarkable Improvement in Student Development on Skill Transfer 活動能提升學生的技能轉移能力。 (3) Knowledge 知識 Remarkable Improvement in Student Relevant Knowledge 活動能提升學生的相關知識 (4) Attitude and Values 態度及價值觀 Remarkable Improvement in Student Attitude and Values 活動能改善學生的態度及價值觀				
Suggestion 建議 (例如反思進一步)		/				

三. 放入書包

7	擺起所有書	
8	功課袋要放最入	
9	然後 file 再放書	
10	最後筆袋同袋仔	
11	拉埋拉鍊 執好啫!	

你真棒!



收拾書包流程图

想一想：功課定係書?

1	擺起物品 放枱面	
2	疊齊要放 嘅左面	
3	文具袋同 袋仔放係 嚟上面	
4	擺起功課 袋	
5	功課放 嚟功課 袋	
6	書放埋 一面先	



1. 功課放嚟功課袋
2. 書放埋一面先

Task analysis and flow chart in small group support



Simulated camp site in
small group support

Tseung Kwan O Methodist Primary School



Contextualisation in
small group support

Fanling Assembly of God Church Primary School

Domain 5

SENST in Parents engagement



Domain 5: Parents' Engagement

Implementation:

School Visit 5

(Teacher/Student/Parent Interviews)

Student

Learning Support
Triangulation

Teacher

Parent

The expected support from parents :

1. Having meetings with the presence of parents (if possible)
 2. Relevant information about their children
 3. The exclusive SEN reports
 4. Specific and practical suggestions/advices
 5. The social and study skills of their children
- X NEVER use terminologies and jargons



Parents/ families centered collaboration orientation

- Active listening to their needs
- Let parents know their options and respective consequences for their decisions
- Teachers can prepare the following information for the parents

1. Clear and accurate information of their children
2. Opportunities for regular communication
3. Support measures for studies and self-discipline
4. Build up home-school networking



Genuine partnership



1. Mutual concern on students/children's needs
2. Parents opinions and participation must be valued and respected
3. Genuine and open sharing of information and explanations on justifications
4. Openness for critics or negative feedback for improvement
5. Set up learning goals and targets for children
6. Let parents participate in evaluating the SEN students' special needs

- Direct and honest
- Avoid using jargons
- Clear and unambiguous
- Only talk about what you have known. Don't estimate the situation with inadequate information
- Prior notices of the details of the meeting (E.g. date, time, venues) and agendas
- Create a welcoming atmosphere



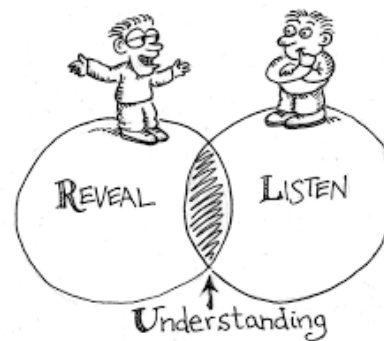
Meeting parents...

- Document the meeting minutes for reference and follow-ups in the future
- If you foresee conflicts, please invite one more colleague for immediate back-up



Home-school collaboration disciplines

- *Acceptance* : understand and respect parents' situations using friendly and welcoming language
- *Listening* : reassure parents opinions with active listening
- *Inquiry* : Investigate parents' expectations on themselves and their children



Wilson 1995

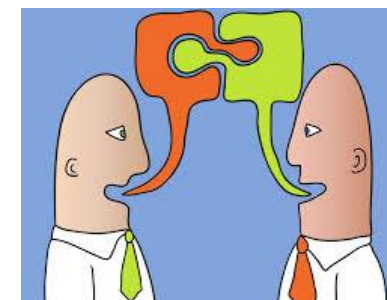
Home-school collaboration disciplines

- **Encouragement** : *highlight the possible strength of the SEN students from an optimistic perspective*
- **Induction** : *stick to the relevant agenda and introduce the resources outside the school*
- **Partnership** : *Set up shared vision on students' growth and needs*



Terms for Home-school collaboration

To be avoided	Replace with
<p>must</p> <p>lazy</p> <p>Trouble maker</p> <p>Stubborn</p> <p>Wasting time</p> <p>Poor academic standard</p>	<p>should</p> <p>Could try harder</p> <p>Interfere classroom</p> <p>persistent</p> <p>Try to spend your time effectively</p> <p>Academic standard below the expected competence and level</p>



The modes for Home-school collaboration

Modes	Content
Information exchange	◎ diagnosis and identification ◎amendments of intervention and progress reports
Partnership and training	◎ Training for parents' rights and responsibilities ◎ IEP meetings ◎ resources from schools and the community
Families and communities	◎ Behavioral management scheme ◎ Family counseling ◎ Training for special education measures
inquiry	◎ crisis management ◎ special case discussion ◎ negotiation
Support services	◎ parents volunteers

Channels for home-school collaboration

- *Parents' days*
- *Home visits*
- *Learning logs*
- *Meetings*
- *Students' handbook*
- *E-platform*



Facilitating home-school collaboration

- School-based policy to encourage home-school collaboration
- Establish an evaluation criteria to assess home-school collaboration
- Share with teachers the ways to collaborate with parents



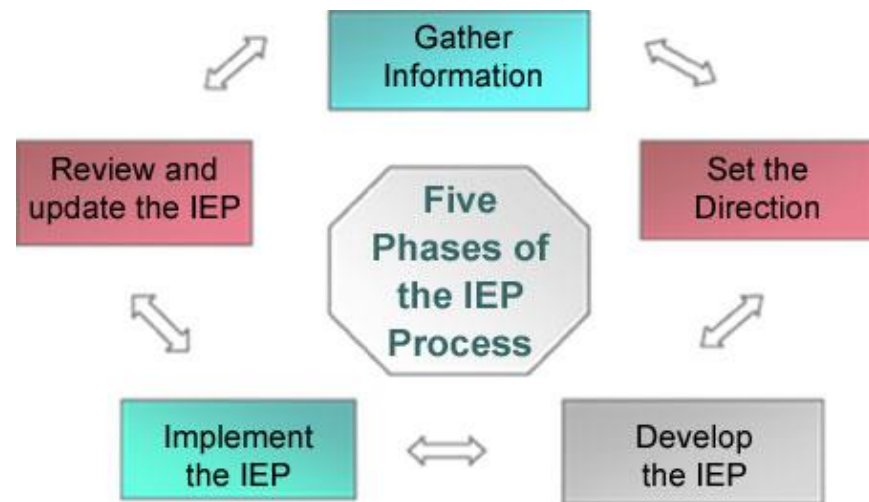
Facilitating home-school collaboration

- Using questionnaires or focus group interviews with parents to elicit their opinions on the school-based curriculum
- Invite parents to be volunteers
- Invite parents for lesson observations
- Establish parents' peer support group



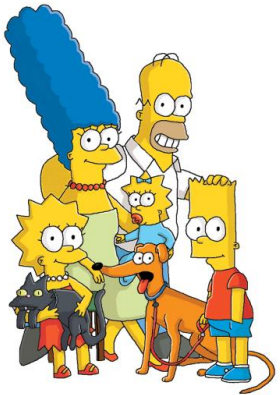
The parents' participation of IEP meeting

- Parents' consent and signatures are a must
- Parents should provide the latest information about the students
- Parents' catering at home should effectively assist the *school-based SEN measures*



The presetting of home-school collaboration

- Parents are the first teachers of students.
- Families are the first school campus
- The things students learnt in families in their childhood benefit them most in the future.
- All parents are striving for the good for their children



Ehlers & Ruffin 1990

Our Learning Support (LS) Team

Dr. Chim Ho Yeung,
Hastings
(PI)



Dr. Lin Siu Fung
(Tutor)



Ms. Ching Sau
Man
(Tutor)



Dr. Ho Fuk Chuen
(Consultant)



Dr. Leung
Sheung Kwan,
Sharon
(Tutor)



Mr. Chan Wai
Man
(Tutor)



Our Team

Ms. Tam Gee May
(APM)



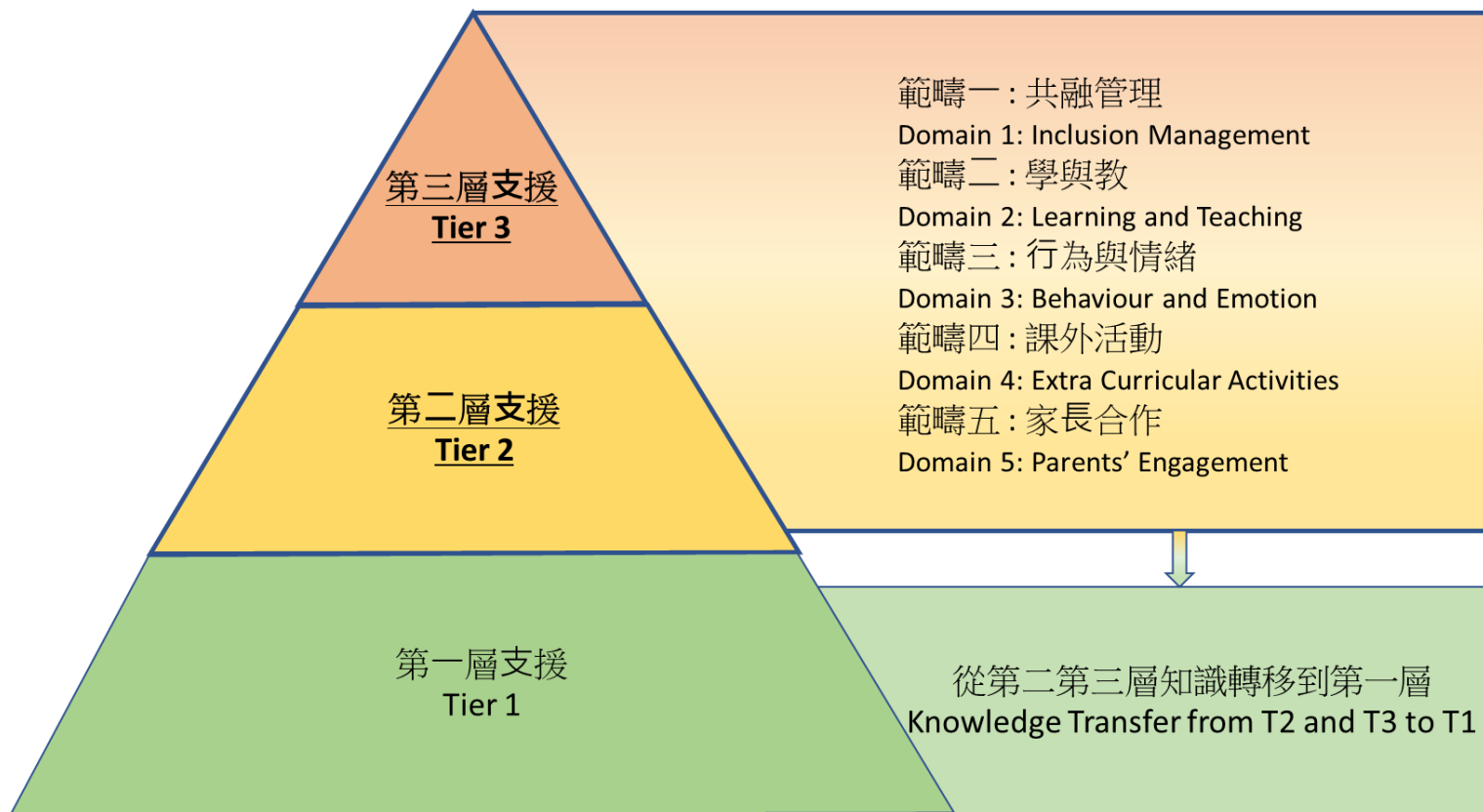
Ms. Ng Lok Yiu,
Yoyo
(PA)



Ms. Yeung Hei
Tung, Krystal
(PA)



WHOLE SCHOOL APPROACH WHOLE PERSON DEVELOPMENT

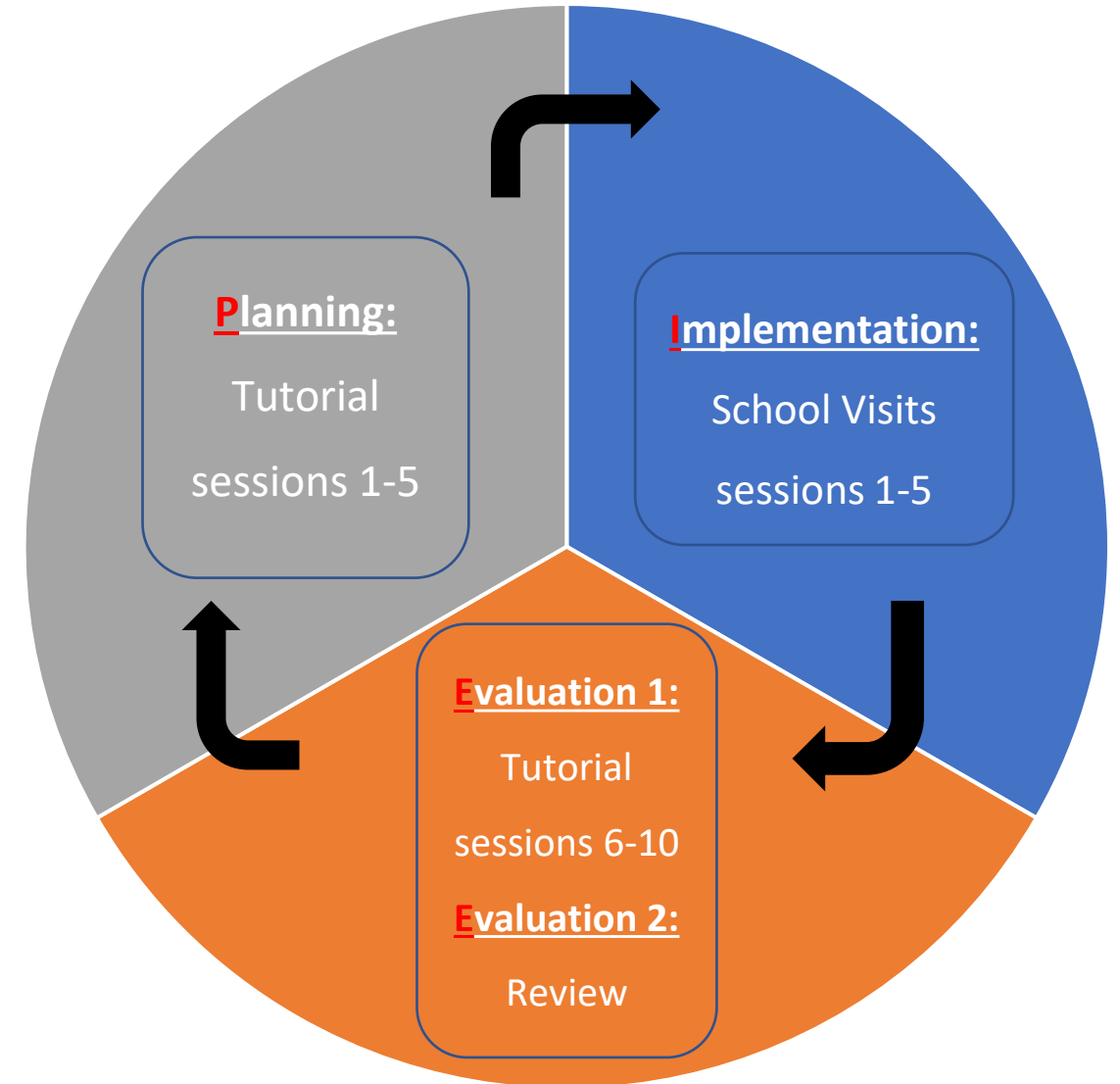


PIE cycle

Professional tutorials:

Focus on group sharing, case-based discussion, feedback, peer evaluation so that the learning support measures discussed in the tutorials will be more school-based.

Total: 15 sessions per year

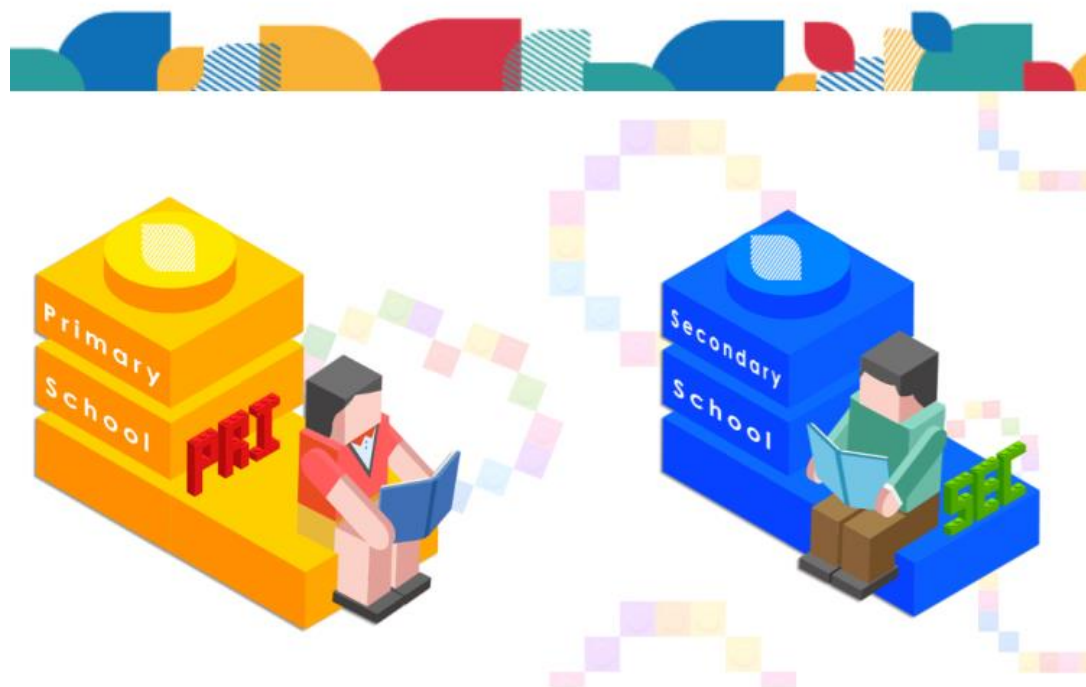




Learning Support Team



Tutorials



Tutorials-Primary School1

List Tutorials



1st Training



2nd Training



3rd Training



4th Training



5th Training



6th Training



7th Training



8th Training



9th Training



10th Training

School	No.	Remarks
Core Schools	6	2021-2024
Newly joined schools	25	Join in Year 2 2022-2023

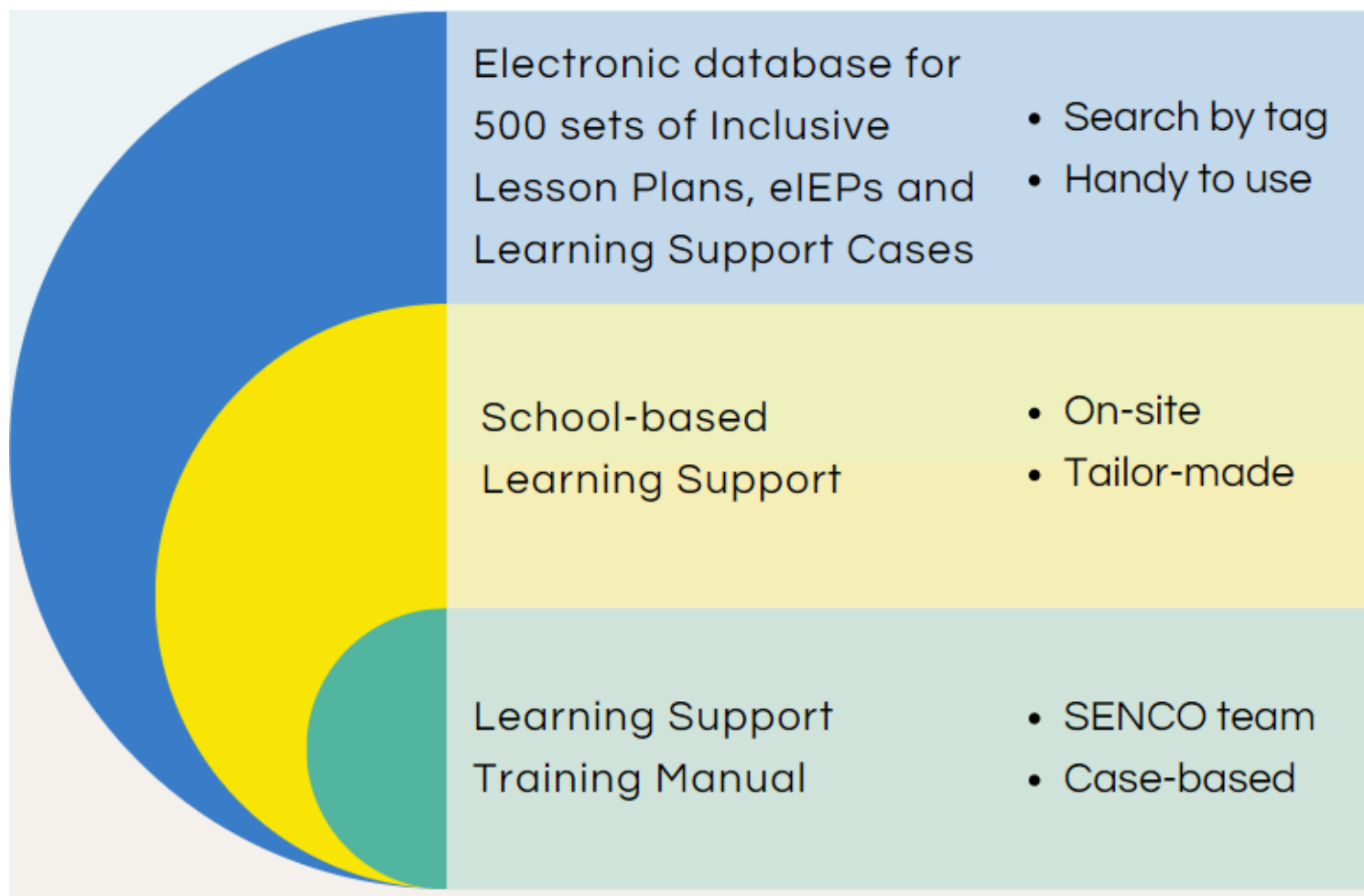
School List	Class 1: Special School	Class 1: CSS	Class 2: DMPS	Class 2: DMSS	Class 1: CPS	Class 2: DMPS	Class 1: DMSS	Class 2: DMSS
1	明愛樂義學校	香港紅卍字會大埔卍慈中學	寶血小學	裘錦秋中學（屯門）	基督教粉嶺神召會小學	培僑書院	聖伯多祿中學	香港聖公會何明華會督中學
2	香港航海學校	潔心林炳炎中學	慈雲山天主教小學	曾壁山(崇蘭)中學	將軍澳循道衛理小學	港大同學會小學	循道中學	中華基督教會馮梁結紀念中學
3			保良局王賜豪(田心谷)小學	潮州會館中學	亞斯理衛理小學	浸信會沙田圍呂明才小學		中聖書院
4			香海正覺蓮社佛教正覺蓮社學校	新會商會中學	番禺會所華仁小學	香港學生輔助會小學		救世軍卜維廉中學
5			香港路德會增城兆霖學校	萬鈞伯裘書院		祖堯天主教小學		官立嘉道理爵士中學(西九龍)
6								棉紡會中學



SCHOOL-BASED SUPPORT MODEL 校本支援模式



Learning Support Resources Manual



Q&A

