

Home-School Cooperation

Parents are encouraged to

- Attend briefing sessions organised by the school or read relevant school notices to understand the EII Programme
- Discuss their child's learning with teachers
- Collaborate with the school on the intervention programme planned
- Attend courses organised by the school on word recognition skills, multi-sensory learning strategies, paired reading skills, etc.

Q&A

1 What can parents do if they suspect that their child has difficulty in learning?

Parents can contact the teachers to discuss their child's learning and the support needed.

2 What can parents do to help if their child is identified to have learning difficulties through the EII Programme?

The aim of the EII Programme is to identify a student's learning difficulty as early as possible so as to offer timely support in order to prevent his/her learning difficulty getting worse. Parents can obtain information about the support programme(s) offered to their child by the school and collaborate with the school to facilitate their child's learning at home.

3 What will the school do if a student has persistent learning difficulties after receiving extra support?

If a student's learning difficulty remains severe or persistent after he/she has received extra support, the school will discuss with the EP and arrange further assessment for the student to understand his/her learning needs so as to provide appropriate support.

Useful Websites and Telephone Numbers for Enquiry

For further details of the EII Programme, please contact the child's school or visit the following websites:

- 1 **"SENSE" Integrated Education and Special Education Information Online**
<https://sense.edb.gov.hk/en/integrated-education/transition-through-different-learning-stages/pre-primary-to-primary-schooling.html>
- 2 **Inclusion Pavilion, Hong Kong Education City**
https://www.hkedcity.net/sen/spId/basic/page_5292c930e34399b231000000

Telephone Numbers for Enquiry

Educational Psychology Service Sections of the Education Bureau

Hong Kong	3863 1747
Kowloon	3698 4321/ 3907 0949
New Territories East	3547 2228
New Territories West	2437 7270

Early Identification and Intervention Programme

for Primary One Students with Learning Difficulties



Introduction

The Early Identification and Intervention Programme (EII Programme) is an annual exercise implemented by all public sector primary schools in Hong Kong. It aims at helping schools identify Primary One (P.1) students at risk of learning difficulties early so as to provide timely support as appropriate. The task is usually coordinated by the Student Support Team (SST) of the school with the professional support of the educational psychologist (EP). The components of the Programme are:



P.1 students with learning difficulties may show the following features

Reading and Number Concepts

- Unable to read simple words or words just learned
- Having difficulty in understanding basic number concepts, simple single-digit addition and subtraction operations

Handwriting

- Unable to copy simple words
- Clumsy pencil-grip
- Frequent erasing during writing
- Reversal of letters or word parts

Language ability

- Unable to comprehend simple sentences spoken to them
- Unable to clearly express their own needs verbally

Attention

- Being easily distracted
- Unable to stay in their seats
- Getting tired easily

Memory

- Unable to follow multi-step oral instructions, e.g. "Fetch the chopsticks from the kitchen and put them on the table."

Work Flow of the EII Programme - Primary One

Observation (September to December)

Teachers observe the learning performance and behavior of every P.1 student

Identification and Setting Intervention Plans (December to February)

- Teachers complete the Observation Checklist for Teachers (OCT) for students suspected to be at risk of learning difficulties
- Identify students with mild or marked learning difficulties with reference to the identification results from OCT
- With the assistance of the EP, the school analyses the identification results of individual students and develops intervention plans for them

Intervention and Ongoing Monitoring of Progress (January to July)

The SST formulates and implements learning support plans for students with learning difficulties, including

- Providing learning support
- Arranging homework and assessment accommodations
- Reviewing students' progress and revising the intervention plans
- Arranging assessment for individual students with severe learning difficulties

The following school year

Progress Review / Follow-up Support

For students showing satisfactory progress, subject teachers continue to

- Monitor their learning conditions
- Offer support as appropriate

For students not making satisfactory progress, the schools need to

- Provide them with extra learning support
- Review their progress regularly

Learning Support

Classroom Support

- e.g.
- Curriculum adaptation
 - Adjustment in classroom teaching
 - Homework accommodation
 - Assessment accommodation

Consultation and Assessment by Specialists (February to July)

EP

- Providing consultation regarding the learning of individual students
 - Arranging assessment and consultation for students identified to have severe learning difficulties
- ➡ The school revises the intervention plans of the students based on the results of assessment by specialists.

Consultation and Assessment by Specialists

EP assists the school in

- Reviewing the students' progress
 - Arranging assessment for students who show persistent learning difficulties
- ➡ The school adjusts the intervention plans of the students based on the results of assessment by specialists.

Group Programmes

- e.g.
- Reading and writing skills training group
 - Study skills training group
 - Paired reading group
 - Attention training group
 - Social skills training group