

*Early Identification and Intervention Programme
for Primary One Students with
Learning Difficulties*

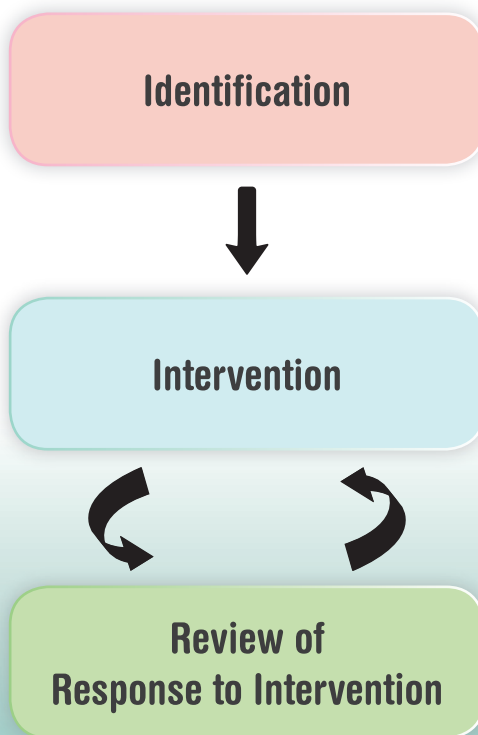


Education
Bureau 2016

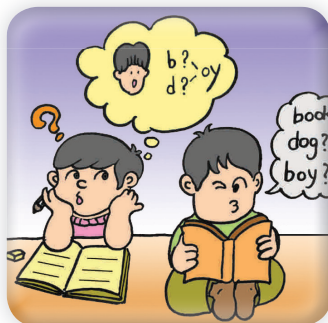
The Programme is an annual exercise implemented by all public-sector schools in Hong Kong. It aims at helping schools to identify early Primary One students at risk of learning difficulties, so as to provide timely support as appropriate.

The task is usually coordinated by the Student Support Team (SST) of the school with the professional support of the educational psychologist.

The components of the Programme are:



Primary One students with learning difficulties may show the following features



Reading and Number Concept

- unable to read simple words or words just learned
- unable to understand basic number concepts, simple single-digit addition and subtraction operations

Attention

- easily distracted
- unable to stay on-seat
- tires easily

Handwriting

- unable to write simple words
- clumsy pencil-grip
- frequent erasing during writing
- reversal of letters or word parts

Language Ability

- unable to comprehend simple spoken sentences
- unable to clearly express own needs

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 Programme

Observation September to December

Teachers observe the learning and social adjustment of every P.1 student.



Identification December to January

1. Teachers complete the Observation Checklist for Teachers (OCT) for students suspected to be at risk of learning difficulties; and
2. Identify students with mild or marked learning difficulties, according to the criteria provided by the OCT.



Intervention and Ongoing Monitoring of Students January to July

The SST formulates and implements learning support programmes for students with learning difficulties, through

1. organising learning support programmes;
2. collaborating with parents on homework and assessment accommodations; and
3. monitoring the students' progress and adjusting the intervention.



Consultation and Assessment Mid-January to July

Educational Psychologists (EPs) assist schools in

1. analysing the results of the OCT of individual students;
2. drawing up intervention plans;
3. applying 'The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students' to identify students suspected to have specific learning difficulties in reading and writing where necessary; and
4. arranging assessment for students identified to have severe learning difficulties.



Assessment by Specialists February to July

EPs provide assessment and consultation as required.

The following school year

Progress review / Follow-up support

For students showing satisfactory progress, subject teachers continue to

1. monitor their learning; and
2. offer support as appropriate.

For students not making satisfactory progress, the schools

1. provide them with extra learning support; and
2. review their progress regularly.



Consultation and Review

EPs assist schools in

1. reviewing the students' progress;
2. arranging assessment for students who show persistent learning difficulties; and
3. revising intervention plans of the students based on the results of assessment by specialists.



Assessment by Specialists

EPs provide assessment and consultation as required.

Learning Support

Classroom Support

e.g.

- Curriculum adaptation
- Adjustment in classroom teaching
- Homework accommodation
- Assessment accommodation



Group Programmes

e.g.

- Training group in reading and writing skills
- Study skills training group
- Paired-reading group
- Attention training group
- Social skills training group
- Parent-volunteer programme
- Peer tutoring programme



Developing Home-School Co-operation

Parents are encouraged to

- attend briefings organised by the school to familiarise with the “Early Identification and Intervention Programme for Primary One Students with Learning Difficulties”;
- discuss the child’s learning with teachers;
- collaborate with the school in the intervention programme; and
- attend courses organised by the school on word recognition skills, multi-sensory learning and 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 he/she may require.

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

The aim of the Programme is to identify a student's learning difficulty as early as possible so as to offer timely support before the difficulty becomes severe. Parents can obtain information about the support programme(s) offered to the child in school and try to help their child at home to complement the school's support work.

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 receiving extra support, the school will discuss with the educational psychologist and arrange further assessment for the student to understand his/her learning needs.

For further details of the “Early Identification and Intervention Programme for Primary One Students with Learning Difficulties”, please contact the child’s school or visit the following websites:

- Special Education Resource Centre, Education Bureau
<http://www.edb.gov.hk/tc/edu-system/special/resources/serc/index.html>
- Inclusion Pavilion, Hong Kong Education City
<http://www.hkedcity.net/sen/>

Enquiry

Educational Psychology Service Section Education Bureau

Hong Kong	3695 0486
Kowloon (1)	3698 4321
Kowloon (2)	3907 0949
New Territories East	3547 2228
New Territories West	2437 7270