

Tier-2 Support: “Add-on” Intervention

- Based on the development stage of students and with regard to their difficulties, adopt evidence-based strategies to provide them with supplemental training on executive skills, learning skills, emotional regulation, impulse control, etc.
- Provide students with opportunities to develop their strengths, nurture their sense of competence and self-confidence so that they can give full play to their potential

Tier-3 Support: Individualised Intensive Support

- Formulate individual education plans for a small number of students with persistent and serious adjustment difficulties to strengthen support with regular review and follow-up
- Arrange individual coaching, set goals related to learning, social interaction and emotional management so as to systematically improve students’ self-management, thus enhancing their learning effectiveness and community adaptation

Home-School Cooperation

Schools, parents and professionals (including doctors, educational psychologists and school social workers) should maintain close collaboration and communication so as to understand students’ needs and progress, and discuss appropriate and consistent support strategies to facilitate the development of students.



Useful Websites and Telephone Numbers for Enquiry

- Education Bureau**
<http://www.edb.gov.hk>
Hong Kong Regional Education Office 2863 4646
Kowloon Regional Education Office 3698 4108
New Territories East Regional Education Office 2639 4876
New Territories West Regional Education Office 2437 7272
General Enquiries on Special Education 3698 3957

Educational Psychology Service Section

- Hong Kong 3695 0486
- Kowloon 3698 4321/ 3907 0949
- New Territories East 3547 2228
- New Territories West 2437 7270

“SENSE” Integrated Education and Special Education Information Online

<https://sense.edb.gov.hk/en>

Information about supporting students with AD/HD

- <https://sense.edb.gov.hk/en/types-of-special-educational-needs/attention-deficit-hyperactivity-disorder/index.html>
- <https://sense.edb.gov.hk/en/types-of-special-educational-needs/attention-deficit-hyperactivity-disorder/resources/resources-for-parents/100.html>
- <https://sense.edb.gov.hk/en/integrated-education/joyful-online-learning-at-home-series/supporting-students-with-attention-deficit-hyperactivity-disorder/index.html>

Parent Guide on the Whole School Approach to Integrated Education”

<https://sense.edb.gov.hk/uploads/page/integrated-education/guidelines/ieparentguide.pdf>

Operation Guide on the “Whole School Approach to Integrated Education”

https://sense.edb.gov.hk/uploads/page/integrated_education/landing/ie_guide_en.pdf

- Department of Health**
 - Child Assessment Service
<https://www.dhcas.gov.hk/en/>
 - Student Health Service
<https://www.studenthealth.gov.hk/eindex.html>
- Social Welfare Department**
<https://www.swd.gov.hk>

How to Support Children with Attention Deficit/Hyperactivity Disorder



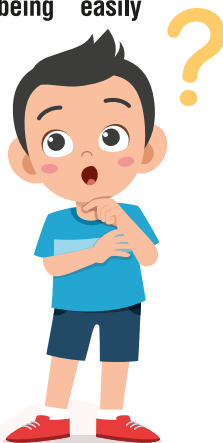
Introduction

Parents always wish to nurture their children's talents by providing them with a suitable living and learning environment. Early identification and support help children with special educational needs adapt to everyday life and the learning environment, and develop their potential.

What is Attention Deficit / Hyperactivity Disorder (AD/HD)?

AD/HD is a child developmental disorder. Children with AD/HD are significantly different from those without AD/HD of their age in attention, activity level and impulse-control, such that their learning as well as social and family life are hindered. Common symptoms include the following:

- Short attention span
- Difficulty in focusing and being easily distracted by extraneous stimuli
- Weak organisation of work
- Overly active
- Difficulty in staying on seat
- Acting impulsively without considering the consequences



Roles of Parents

I suspect that my child may have AD/HD...

- Initiate contact with the Special Educational Needs Coordinator, class teacher, student guidance personnel or school social workers, so that the school may further understand the child's learning and social adjustment, provide appropriate support, and arrange further assessment for the child when necessary

My child has been assessed to have AD/HD...

- Provide the school with information of the diagnosis of your child promptly and proactively, keep in touch and discuss with the school appropriate support strategies for his/her learning and social adjustment
- Attend medical appointments with your child on schedule, follow the treatment advice of the medical doctor, and observe the child's progress

You may consider the following strategies to guide your child:

- **Positive Communication and Expectation**
 - Make good use of parent-child time to enhance parent-child relationship
 - Communicate with your child in a positive tone and attitude
 - Have positive and reasonable expectations on your child
- **Manage Behaviours Appropriately**
 - Set appropriate and achievable goals for your child and reinforce good behaviours
 - Use appropriate reward methods, including positive feedback
 - Give clear and specific instructions
 - Teach and model ways to control impulsive behaviours
 - Work on the antecedents and consequences to reinforce good behaviours
- **Develop Emotional Regulation**
 - Practice what you preach and demonstrate good ways to manage emotions
 - Teach your child methods to regulate emotions, e.g. take deep breaths, do relaxation exercises, etc.
 - When your child has inappropriate behaviours or express his/her emotions in inappropriate ways, calm down your own and your child's emotions first before analysing the matter with him/her and finding solutions

Enhance Learning Skills

- Arrange an orderly learning environment to reduce environmental interference
- Divide tasks into small parts according to the ability of your child and the nature and difficulty of tasks
- Work out a practical timetable with your child so that learning activities and leisure activities can be carried out alternately
- Use various activities to enhance your child's concentration in learning
- Divide revision contents into small segments, review them after a period of time to strengthen memory
- Teach your child to use visual cues, such as clue sentences, pictures, lists and others, as self-reminders

Support Services and Strategies

In general, students with AD/HD receive education in ordinary schools. Schools will provide the following support in accordance with the needs of the students:

Tier-1 Support: Quality Teaching

- Provide a well-structured learning environment, e.g. arrange seats which are free from distractions for the students, arrange fixed places for the students to put their belongings, etc.
- Adopt structured classroom routines and teaching procedures to make it easier for the students to master and follow classroom requirements
- Give the students clear rules and establish reward plans with them to reinforce positive classroom behaviours
- Divide teaching activities into different sections to maintain the students' concentration

