**表一：全校第二層支援檢視及轉移概覽（由小學特殊教育需要統籌主任填寫）**

**甲：有特殊教育需要學生從第二層支援措施中獲得的知識和技巧概覽**

基本資料

|  |  |  |  |
| --- | --- | --- | --- |
| 學校名稱： | 小一/ 二 | 小三/ 四 | 小五/ 六 |
| 學校中接受第二層支援措施的有特殊教育需要學生人數： |  |  |  |

1. 建議填寫表格時間：制定每年第二層支援服務前填寫
2. 為校內在不同學習階段中接受第二層支援措施的有特殊教育需要學生，按照下列知識和技巧的需求程度進行評分，評分範圍為0至2分（0分表示無需求，1分表示有需求，2分表示非常有需求）。
3. 根據學校最近一個學年向不同學習階段@的有特殊教育需要學生提供的第二層支援措施所包含的訓練內容填寫，並將以下表格內的相應方格填上黃色。

|  |  |  |  |
| --- | --- | --- | --- |
| ***甲 ：社交、情緒及行為需要*** | 小一/ 二 | 小三/ 四 | 小五/ 六 |
| 1. 識別情緒 (Recognizing Emotions) |  |  |  |
| 1. 情緒因果 (Causes and Consequence of Emotions) |  |  |  |
| 1. 情緒標籤 (Labelling Emotions) |  |  |  |
| 1. 情緒表達 (Emotion Expression) |  |  |  |
| 1. 情緒調節 (Emotion Regulation) |  |  |  |
| 1. 溝通技巧 (Communication Skills) |  |  |  |
| 1. 規則和規定 (Rules and Regulations) |  |  |  |
| 1. 反應抑制 (Response Inhibition) |  |  |  |
| 1. 利他行為 (Prosocial Behaviors) |  |  |  |
| 1. 有彈性 (Flexibility) |  |  |  |
| 1. 換位思考\* (Perspective Taking) |  |  |  |
| 1. 完形處理\* (Gestalt Processing) |  |  |  |
| 1. 幽默和人際關係\* (Humor and Relatedness) |  |  |  |
| ***乙： 認知及學習需要*** | 小一/ 二 | 小三/ 四 | 小五/ 六 |
| 1. 任務展開 (Task Initiation) |  |  |  |
| 1. 工作記憶 (Working Memory) |  |  |  |
| 1. 持續專注 (Sustained Attention) |  |  |  |
| 1. 組織 (Organization) |  |  |  |
| 1. 時間管理 (Time Management) |  |  |  |
| 1. 學習動機 (Learning Motivation) |  |  |  |
| 1. 自學和複習策略 (Self-Study and Revision Strategies) |  |  |  |
| 1. 目標設定\* (Goal Setting) |  |  |  |
| 1. 考試策略\* (Exam/ Test Taking Strategies) |  |  |  |
| 1. 計劃和優次\* (Planning and Prioritization) |  |  |  |
| 1. 元認知\* (Meta-cognition) |  |  |  |
| 1. 其他 (Others)： （請註明） |  |  |  |
| \*適合小學三至六年級學生的學習知識和技巧 | | | |

**乙：第二層支援措施計劃表（由小學特殊教育需要統籌主任填寫）**

1. 檢視**甲部**內容，按校內不同學習階段@學生的需要挑選3 - 5項計劃轉移的目標知識和技巧，並計劃所須的第二層支援措施。

|  |  |  |  |
| --- | --- | --- | --- |
| **學校名稱：** |  | | |
| **學習階段：** | 小一/ 二 | 小三/ 四 | 小五/ 六 |
| **接受第二層支援措施的學生人數：** |  |  |  |
| **計劃轉移的目標知識和技巧#（建議選擇3至5個項目）：** |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **組別的數目：** |  |  |  |
| **節數：** |  |  |  |
| **時限：** |  |  |  |

#轉移的目標知識和技巧

|  |  |  |
| --- | --- | --- |
| **甲：社交、情緒及行為需要** | | |
| 1. 識別情緒 (Recognizing Emotions) | 1. 情緒因果 (Causes and Consequence of Emotions) | 1. 情緒標籤 (Labelling Emotions) |
| 1. 情緒表達 (Emotion Expression) | 1. 情緒調節 (Emotion Regulation) | 1. 溝通技巧 (Communication Skills) |
| 1. 規則和規定 (Rules and Regulations) | 1. 反應抑制 (Response Inhibition) | 1. 利他行為 (Prosocial Behaviors) |
| 1. 有彈性  (Flexibility) | 1. 換位思考\* (Perspective Taking) | 1. 完形處理\* (Gestalt Processing) |
| 1. 幽默和人際關係\* (Humor and Relatedness) |  |  |

|  |  |  |
| --- | --- | --- |
| **乙：認知及學習需要** | | |
| 1. 任務展開 (Task Initiation) | 1. 工作記憶 (Working Memory) | 1. 持續專注 (Sustained Attention) |
| 1. 組織 (Organization) | 1. 時間管理 (Time Management) | 1. 學習動機 (Learning Motivation) |
| 1. 自學和複習策略 (Self-Study and Revision Strategies) | 1. 目標設定\* (Goal Setting) | 1. 考試策略\* (Exam/ Test Taking Strategies) |
| 1. 計劃和優次\* (Planning and Prioritization) | 1. 元認知\* (Meta-cognition) | 1. 其他 (Others) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\* 適合小學三至六年級學生學習的知識和技巧

@ 本表格把小學分成三個學習階段，為「小一/ 二、小三/ 四及小五/ 六」，學校可按校本需要分配學習階段自行修訂表格，以便計劃第二層支援措施。

**轉移知識和技巧的定義與例子**

|  |  |  |
| --- | --- | --- |
| 知識和技巧 | 定義 | 例子 |
| *甲 ：社交、情緒及行為需要* | | |
| 1. 識別情緒 | 能夠識別自己和他人的面部表情和情緒帶來的身體反應。 | 學生認識到眉頭緊皺是表達憤怒的面部表情。 |
| 1. 情緒因果 | 能夠理解自己和他人情感背後的原因和影響。 | 學生對明天的學校旅行感到喜悅和期待。 |
| 1. 情緒標籤 | 能夠以準確的詞彙命名基本和複雜的情緒。 | 學生表示，當他的母親向班主任談論他的淘氣行為時，他感到尷尬。 |
| 1. 情緒表達 | 能夠根據文化和環境規範表達情感。 | 學生告訴老師，他對同學在課堂上取笑他感到憤怒。 |
| 1. 情緒調節 | 能夠根據環境使用合宜的策略調節情緒。 | 學生在感到憤怒時，用冷水洗臉來冷靜自己。 |
| 1. 溝通技巧 | 能夠以合宜的方式與他人交流信息。 | 學生在休息時間與同學展開對話，分享他的興趣。 |
| 1. 規則和規定 | 能夠遵守學校制定的指引或規則。 | 學生在課堂上提問前先舉手。 |
| 1. 反應抑制 | 能夠控制說或做某事的衝動，讓學生有時間評估自己的行為可能對他人產生的影響。 | 學生在老師給出課堂活動指示之前等待，避免干擾活動進行。 |
| 1. 利他行為 | 能夠做一些有益、幫助或關心他人的事情。 | 學生在繪畫練習中與同學分享顏色筆。 |
| 1. 有彈性 | 能夠在面對障礙、挫折、新信息或錯誤時修改原來的計劃。 | 學生可以接受課堂替代方案，例如在雨天進行不同的運動取代足球。 |
| 1. 換位思考\* | 能夠從另一個觀點感知情況或理解概念。 | 學生理解到有人喜歡吃他不喜歡的食物。 |
| 1. 完形處理\* | 能夠在人際溝通及對話中自然地將不同的訊息整合，如選取最有用、最相關、最合宜的訊息來處理，其餘則置之不理。 | 學生能在較嘈吵的環境下，專注聆聽及理解老師的指示。 |
| 1. 幽默和人際關係\* | 能夠善用幽默來建立人際關係，在團體中建立歸屬感，減輕緊張和焦慮。 | 學生以開玩笑的方式談論自己的錯誤來化解尷尬的情境。 |
| *乙 ：認知及學習需要* | | |
| 1. 任務展開 | 能夠在不拖延的情況下開始項目，以高效或及時的方式進行。 | 學生在老師給予指示後立即開始作業。 |
| 1. 工作記憶 | 能夠在執行複雜任務時保持信息記憶。它包括利用過去的學習或經驗應用於當前情況或未來預測的能力。 | 學生能夠記住並遵從一至兩個步驟的指示。 |
| 1. 持續專注 | 能夠在容易分心、疲勞或無聊的情況下專注於一個任務。 | 學生能夠在短暫休息後專注於作業，持續30分鐘。 |
| 1. 組織 | 能夠創建和維護系統以追蹤有關信息或資料。 | 學生在提醒下整理放在書桌抽屜裡的書本和文具。 |
| 1. 時間管理 | 能夠估計工作所須時間，如何分配時間，以及如何在時限和截止日期前完成任務。 | 學生能夠在老師或家長設定的時間限制內完成一個短期任務。 |
| 1. 學習動機 | 能夠具有高度自覺的學習能力、自信、師生關係和歸屬感，以及對學習感到有意義。 | 學生積極向老師提問，釐清自己在課堂上的疑問。 |
| 1. 自學和複習策略 | 能夠使用不同的策略幫助自己複習/鞏固已學知識。 | 學生利用記憶策略提高溫習效果。 |
| 1. 目標設定\* | 能夠制定行動計劃引導個人達到目標。 | 學生會把零用錢存起來，以便購買重要的東西。 |
| 1. 考試策略\* | 能夠使用不同的策略幫助自己在考試中表現良好。 | 學生根據不同題目的分數比例合理安排考試時間。 |
| 1. 計劃和優次\* | 能夠創建一個達到目標或完成任務的路線圖。它還涉及能夠決定要關注什麼重要和什麼不重要的信息。 | 學生在得到指導後能夠思考如何解決與同學之間的衝突，並作出合適的抉擇。 |
| 1. 元認知\* | 能夠退一步，從鳥瞰的角度觀察自己，如何解決問題。 | 學生能夠根據老師的反饋改變自己的行為。 |

**參考資料：**

Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, 54(3), 144–161.

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Winner, M. G. (2022). *Why teach social thinking?: Questioning our assumptions about what it means to learn social skills.* Think Social Publishing.

**Form 1: Overview of Tier-2 Support Measures Assessment and Transition in the School (Completed by SENCo at Primary Schools)**

**a: Overview of Targeted Knowledge and Skills that Students with SEN Acquired from the Tier-2 Support Measures**

Background information

|  |  |  |  |
| --- | --- | --- | --- |
| School Name: | P.1-P.2 | P.3-P.4 | P.5-P.6 |
| Number of students with SEN receiving Tier 2 support measures at school: |  |  |  |

1. It is recommended to fill in the form before implementing the Tier-2 support services each year.
2. Please fill in the level of need for the following knowledge and skills on a scale of 0 to 2 for students with special educational needs who receive Tier-2 support measures at different stages of learning within the school. (0 indicates no need, 1 indicates some need, 2 indicates very high need).
3. Based on the training content included in the Tier-2 support measures provided to students with special educational needs at different learning stages@ last year, please fill in the corresponding cells in the table below in yellow.

|  |  |  |  |
| --- | --- | --- | --- |
| *A. Social, emotional and behavioral needs* | P.1-P.2 | P.3-P.4 | P.5-P.6 |
| 1. Recognizing Emotions |  |  |  |
| 1. Causes and Consequence of Emotions |  |  |  |
| 1. Labelling Emotions |  |  |  |
| 1. Emotion Expression |  |  |  |
| 1. Emotion Regulation |  |  |  |
| 1. Communication Skills |  |  |  |
| 1. Rules and Regulations |  |  |  |
| 1. Response Inhibition |  |  |  |
| 1. Prosocial Behaviors |  |  |  |
| 1. Flexibility |  |  |  |
| 1. Perspective Taking\* |  |  |  |
| 1. Gestalt Processing\* |  |  |  |
| 1. Humor and Relatedness\* |  |  |  |
| *B. Cognitive and learning needs* | P.1-P.2 | P.3-P.4 | P.5-P.6 |
| 1. Task Initiation |  |  |  |
| 1. Working Memory |  |  |  |
| 1. Sustained Attention |  |  |  |
| 1. Organization |  |  |  |
| 1. Time Management |  |  |  |
| 1. Learning Motivation |  |  |  |
| 1. Self-Study and Revision Strategies |  |  |  |
| 1. Goal Setting\* |  |  |  |
| 1. Exam/Test Taking Strategies\* |  |  |  |
| 1. Planning and Prioritization\* |  |  |  |
| 1. Meta-cognition\* |  |  |  |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Please specify) |  |  |  |
| \*Knowledge and skills suggested to be targeted for P.3-P.6 students in primary schools | | | |

**b: Planning of Tier-2 Support Measures (Completed by SENCo at Primary Schools)**

1. Please refer to **part a** to fill in the table. According to the different learning stages@ of the students at school, select 3-5 target knowledge and skills for transition, and plan the required Tier-2 support measures.

|  |  |  |  |
| --- | --- | --- | --- |
| **School Name:** |  | | |
| **Learning Stages:** | P.1-P.2 | P.3-P.4 | P.5-P.6 |
| **Number of students receiving Tier-2 support measures:** |  |  |  |
| **Targeted Knowledge and skills to be transited# (suggested to choose 3 to 5 items):** |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Number of classes or groups:** |  |  |  |
| **Number of sessions:** |  |  |  |
| **Length of sessions:** |  |  |  |

# Transited knowledge and skills

|  |  |  |
| --- | --- | --- |
| *A. Social, emotional and behavioral needs* | | |
| 1. Recognizing Emotions | 1. Causes and Consequence of Emotions | 1. Labelling Emotions |
| 1. Emotion Expression | 1. Emotion Regulation | 1. Communication skills |
| 1. Rules and Regulations | 1. Response Inhibition | 1. Prosocial Behaviors |
| 1. Flexibility | 1. Perspective Taking\* | 1. Gestalt Processing\* |
| 1. Humor and Relatedness\* |  |  |

|  |  |  |
| --- | --- | --- |
| *B. Cognitive and learning needs* | | |
| 1. Task Initiation | 1. Working Memory | 1. Sustained Attention |
| 1. Organization | 1. Time Management | 1. Learning Motivation |
| 1. Self-Study and Revision Strategies | 1. Goal Setting\* | 1. Exam/Test Taking Strategies\* |
| 1. Planning and Prioritization\* | 1. Meta-cognition\* | 1. Others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\* Knowledge and skills suggested to be targeted for P.3-P.6 students in primary schools

@ This form divides primary school learning stages into "P1-P2, P3-P4, and P5-P6". Schools can revise the form according to their own needs to plan for the Tier-2 support measures.

**Definition and example of the transited knowledge and skills**

|  |  |  |
| --- | --- | --- |
| Knowledge and skills | Definition | Example |
| *A. Social, emotional and behavioral needs* | | |
| 1. Recognizing Emotions (RE) | Being able to recognize facial expression and somatic response of emotion in oneself and others. | A student recognizes furrowing brows is a facial expression that expresses anger. |
| 1. Causes and Consequence of Emotions (CE) | Being able to understand the reasons and impacts behind one’s own and others’ emotions. | A student understands feelings of joy and anticipation for the school picnic tomorrow. |
| 1. Labelling Emotions (LE) | Being able to name basic and complex emotions with nuanced vocabulary. | A student expresses he/she feels embarrassed when his/her mother talks to his/her class teacher about his/her mischievous behaviors. |
| 1. Emotion Expression (EE) | Being able to express emotions in accordance with cultural norms and social context. | A student tells the teacher that he/she feels angry when his/her classmates make fun of him/her in class. |
| 1. Emotion Regulation (ER) | Being able to regulate emotions with helpful strategies in accordance with social context. | When feeling angry, the student washes his/her face with cold water to calm himself/herself down. |
| 1. Communication skills (CS) | Being able to exchange information with others in socially acceptable ways. | During break time, a student engages in conversation with classmates and shares his/her interests. |
| 1. Rules and Regulations (RR) | Being able to comply to school established guidelines or rules. | A student raises his hand before asking the teacher a question in class. |
| 1. Response Inhibition (RI) | Being able to resist the urge to say or do something, allowing the child to have time to evaluate a situation and how his/her behaviors might impact it. | A student waits for the teacher to give instruction on class activities before being disruptive. |
| 1. Prosocial Behaviors (PB) | Being able to do something to benefit, help or care for someone else. | A student shares his color pencil with his classmate in a drawing exercise. |
| 1. Flexibility (FL) | Being able to modify original plans in the face of obstacles, setbacks, new information, or mistakes. | A student can accept alternatives, such as engaging in different sports instead of playing football on rainy days. |
| 1. Perspective Taking\* (PT) | Being able to perceive a situation or understand a concept from another point of view. | A student understands someone enjoys eating food he does not like. |
| 1. Gestalt Processing\* (GP) | Being able to naturally integrate different messages in interpersonal communication and conversation, such as selecting the most useful, relevant, and appropriate information to process, while ignoring the rest. | A student can focus on listening and understanding their teachers' instructions even in noisy environments. |
| 1. Humor and Relatedness\* (HR) | Being able to use humor to build interpersonal relationships, foster a sense of belonging in a group, and alleviate tension and anxiety. | A student uses humor to talk about his/her mistakes and diffuse awkward situations. |
| *B) Cognitive and learning needs* | | |
| 1. Task Initiation (TI) | Being able to begin projects without undue procrastination, in an efficient or timely fashion. | A student starts an assignment right after receiving instructions from the teacher. |
| 1. Working Memory (WM) | Being able to retain information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future. | A student holds in mind and follows one- or two-step directions. |
| 1. Sustained Attention (SA) | Being able to stay focused on a task in situations that are easily distracting, tiring, or boring. | A student can pay attention to homework with short breaks, for 30 minutes. |
| 1. Organization (OG) | Being able to create and maintain systems to keep track of information or materials. | A student, with a reminder, organizes books and stationaries inside the desk drawer. |
| 1. Time Management (TM) | Being able to estimate the time required for work, how to allocate time, and how to complete tasks before deadlines. | A student completes a short task within a time limit set by teachers or parents. |
| 1. Learning Motivation (LM) | Being able to have high self-perceived learning ability, a sense of confidence, teacher-student relationships, and a sense of belonging, as well as finding meaning in learning. | A student actively asks the teacher questions to clarify what his/her doubts in class. |
| 1. Self-Study and Revision Strategies (SRS) | Being able to use different strategies to help themselves revise/consolidate learnt knowledge. | A student uses mnemonic strategies to improve the revision effectiveness. |
| 1. Goal Setting\* (GS) | Being able to develop an action plan to guide a person towards a goal. | A student saves his pocket money over time to buy something of importance. |
| 1. Exam/Test Taking Strategies\* (ETS) | Being able to use different strategies to help themselves perform well in exam/tests. | A student allocates exam time reasonably based on the score distribution of different questions. |
| 1. Planning and Prioritization\* (PP) | Being able to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what is important to focus on and what is not important. | A student with guidance, thinks how to solve a conflict with classmates. |
| 1. Meta-cognition\*(MC) | Able to stand back and take a bird’s- eye view of oneself in a situation, to observe how to solve problems. | A student can change behavior in response to feedback from a teacher. |

**References**

Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, 54(3), 144–161.

Dawson, P. (2014). Best practices in assessing and improving executive skills. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology* (pp. 269–286). Bethesda, MD: National Association of School Psychology.

Dembo, M. H., & Seli, H. (2016). *Motivation and learning strategies for college success: A focus on self-regulated learning* (Fifth edition.). Routledge.

Winner, M. G. (2022). *Why teach social thinking?: Questioning our assumptions about what it means to learn social skills.* Think Social Publishing.

**表二：第二層支援服務目標知識和技巧轉移計劃（由服務提供者填寫）**

**日期：**

**學校名稱：**

**小組/ 課堂主題：**

**特殊教育需要類別： 智力障礙 / 自閉症 / 注意力不足/過度活躍症 / 特殊學習困難 / 肢體傷殘 / 視覺障礙 / 聽力障礙 / 言語障礙 / 精神病**

**學生年級：**

**學生人數：**

**負責專業人員：**

1. 建議填寫表格時間：相關第二層支援服務中後期階段。
2. 服務提供者填寫表格前須與特殊教育需要統籌主任協商。
3. 由左至右填寫下表，挑選3 – 5項知識和技巧作轉移目標，詳述服務中用於培訓目標知識和技巧的策略，並為如何把目標知識和技巧轉移至普通課堂提供建議。

|  |  |  |  |
| --- | --- | --- | --- |
| 計劃轉移的目標知識和技巧#（例：識別情緒） | 服務提供者用於培訓目標知識和技巧的策略（例：學生在組內遊玩不同的桌上遊戲，以桌遊規則讓學生明白守規的重要。） | 把目標知識和技巧轉移至普通課堂的建議策略（策略須以課堂實際情況加以說明） | |
| 1. 教學環境的建議  2. 教學材料的建議  3. 教學策略的建議  4. 教師學生間的互動策略建議  5. 其他建議 | （例：善用視覺提示，把課堂常規張貼於當眼處。） |
| 1. |  |  | |
| 2 |  |  | |
| 3 |  |  | |
| 4 |  |  | |
| 5 |  |  | |

#轉移的目標知識和技巧

|  |  |  |
| --- | --- | --- |
| **甲 ：社交、情緒及行為需要** | | |
| 1. 識別情緒 (Recognizing Emotions) | 1. 情緒因果 (Causes and Consequence of Emotions) | 1. 情緒標籤 (Labelling Emotions) |
| 1. 情緒表達 (Emotion Expression) | 1. 情緒調節 (Emotion Regulation) | 1. 溝通技巧 (Communication Skills) |
| 1. 規則和規定 (Rules and Regulations) | 1. 反應抑制 (Response Inhibition) | 1. 利他行為 (Prosocial Behaviors) |
| 1. 有彈性   (Flexibility) | 1. 換位思考\* (Perspective Taking) | 1. 完形處理\* (Gestalt Processing) |
| 1. 幽默和人際關係\* (Humor and Relatedness) |  |  |

|  |  |  |
| --- | --- | --- |
| **乙 ：認知及學習需要** | | |
| 1. 任務展開 (Task Initiation) | 1. 工作記憶 (Working Memory) | 1. 持續專注 (Sustained Attention) |
| 1. 組織 (Organization) | 1. 時間管理 (Time Management) | 1. 學習動機 (Learning Motivation) |
| 1. 自學和複習策略 (Self-Study and Revision Strategies) | 1. 目標設定\* (Goal Setting) | 1. 考試策略\* (Exam/ Test Taking Strategies) |
| 1. 計劃和優次\* (Planning and Prioritization) | 1. 元認知\* (Meta-cognition) | 1. 其他 (Others) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\* 適合小學三至六年級學生學習的知識和技巧

**Form 2: Targeted Knowledge and Skills in Tier-2 Support Service Transition Plan (Completed by Service Providers)**

**Date:**

**School name:**

**Topic of Groups/Lessons:**

**SEN types: ID / ASD /AD/HD / SpLD / PD / VI / HI / SLI/ MI**

**Grade of Students:**

**No. of Students:**

**Responsible Professionals and Personnel:**

1. It is recommended to fill in the form during the later stages of the relevant Tier-2 support measures.

2. The service provider should communicate with the SENCo before filling in the form.

3. Filling in the table from left to right, selecting 3-5 knowledge and skills for transition. Provide detailed strategies used in the service for training the targeted knowledge and skills and offer suggestions on how to transit the targeted knowledge and skills to ordinary classrooms.

|  |  |  |
| --- | --- | --- |
| Targeted knowledge and skills# (e.g., Recognizing Emotions) | Strategies used by service providers to train targeted knowledge and skills (e.g. Students can play different board games in the group, allowing them to understand the importance of following rules through game rules.) | Suggested strategies for transiting targeted knowledge and skills to ordinary classrooms (strategies should be explained based on actual classroom situations) |
| 1. Suggestions for teaching/instruction environment  2. Suggestions for teaching/instruction materials  3. Suggestions for teaching/instruction strategies  4. Suggestions for interaction strategies among students and teacher  5. Other recommendations   (E.g., Make good use of visual cues and post classroom rules in prominent places.) |
| 1. |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

# Transited knowledge and skills

|  |  |  |
| --- | --- | --- |
| *A. Social, emotional and behavioral needs* | | |
| 1. Recognizing Emotions | 1. Causes and Consequence of Emotions | 1. Labelling Emotions |
| 1. Emotion Expression | 1. Emotion Regulation | 1. Communication skills |
| 1. Rules and Regulations | 1. Response Inhibition | 1. Prosocial Behaviors |
| 1. Flexibility | 1. Perspective Taking\* | 1. Gestalt Processing\* |
| 1. Humor and Relatedness\* |  |  |

|  |  |  |
| --- | --- | --- |
| *B. Cognitive and learning needs* | | |
| 1. Task Initiation | 1. Working Memory | 1. Sustained Attention |
| 1. Organization | 1. Time Management | 1. Learning Motivation |
| 1. Self-Study and Revision Strategies | 1. Goal Setting\* | 1. Exam/Test Taking Strategies\* |
| 1. Planning and Prioritization\* | 1. Meta-cognition\* | 1. Others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\* Knowledge and skills suggested to be targeted for P.3-P.6 students in primary schools

**表三：第二層支援服務措施目標知識和技巧的轉移的課堂評估（由班主任/科任教師填寫）**

**觀察日期/時間：**

**負責教師（科目）：**

**所觀察的學生：**

**學生班別：**

**特殊教育需要類別：** **智力障礙 / 自閉症 / 注意力不足/過度活躍症 / 特殊學習困難 / 肢體傷殘 / 視覺障礙 / 聽力障礙 / 言語障礙 / 精神病**

1. 建議填寫表格時間：相關第二層支援措施完成後一個月
2. 班主任/科任教師填寫表格前須與特殊教育需要統籌主任協商，並檢視相關表二內容。
3. 由左至右填寫下表，評估3 – 5項目標知識和技巧的轉移成效，詳述學生在課堂中的表現及未能完成轉移的原因，並為後續的第二層支援提供建議。

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 轉移的目標知識和技巧#（例：識別情緒） | 轉移成效 (0, 1, 2)^ | 學生在轉移的知識和技巧方面的課堂表現觀察  （例：學生桌面整潔情況有所改善，但學生的桌櫃內仍十分凌亂。） | 未能完成轉移的原因 (如適用)  （例：小組導師建議未有針對教導如何整理桌櫃及執拾書包） | 就後續的第二層支援，請提供建議。（例：在小組加入相關訓練，或安排輔導員進行個別訓練。） |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |

^轉移成效程度，0 = 尚未完成（學生在所轉移的知識和技巧上的課堂表現未有明顯改善或進步）；1 = 部分完成；（學生在所轉移的知識和技巧上的課堂表現有改善或進步）；2 = 完成（學生在所轉移的知識和技巧上的課堂表現有明顯改善或進步）

#轉移的目標知識和技巧

|  |  |  |
| --- | --- | --- |
| **甲：社交、情緒及行為需要** | | |
| 1. 識別情緒 (Recognizing Emotions) | 1. 情緒因果 (Causes and Consequence of Emotions) | 1. 情緒標籤 (Labelling Emotions) |
| 1. 情緒表達 (Emotion Expression) | 1. 情緒調節 (Emotion Regulation) | 1. 溝通技巧 (Communication Skills) |
| 1. 規則和規定 (Rules and Regulations) | 1. 反應抑制 (Response Inhibition) | 1. 利他行為 (Prosocial Behaviors) |
| 1. 有彈性  (Flexibility) | 1. 換位思考\* (Perspective Taking) | 1. 完形處理\* (Gestalt Processing) |
| 1. 幽默和人際關係\* (Humor and Relatedness) |  |  |

|  |  |  |
| --- | --- | --- |
| **乙：認知及學習需要** | | |
| 1. 任務展開 (Task Initiation) | 1. 工作記憶 (Working Memory) | 1. 持續專注 (Sustained Attention) |
| 1. 組織 (Organization) | 1. 時間管理 (Time Management) | 1. 學習動機 (Learning Motivation) |
| 1. 自學和複習策略 (Self-Study and Revision Strategies) | 1. 目標設定\* (Goal Setting) | 1. 考試策略\* (Exam/ Test Taking Strategies) |
| 1. 計劃和優次\* (Planning and Prioritization) | 1. 元認知\* (Meta-cognition) | 1. 其他 (Others) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\* 適合小學三至六年級學生學習的知識和技巧

**Form 3: Evaluation the Effectiveness of Transition of Targeted Knowledge and Skills from Tier-2 Service Measures to Ordinary Classroom (Completed by Class/ Subject Teacher)**

**Observed Date/ Period:**

**Responsible Teacher (Subject):**

**Observed Student:**

**Class of Student:**

**SEN types:** **ID / ASD /AD/HD / SpLD / PD / VI / HI / SLI / MI**

1. It is recommended to fill in the form one month after the completion of the relevant Tier-2 support measures.

2. Before filling in the form, the class /subject teacher should communicate with the SENCo and review the relevant content in Form 2.

3. Fill in the table from left to right, assessing the transition effectiveness of 3-5 targeted knowledge and skills. Describe the student's performance in the ordinary classroom and the reasons for not being able to complete the transition and provide recommendations for subsequent Tier-2 support measures.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Transited knowledge and skills# (e.g., Recognizing Emotions) | Perceived effectiveness of transition (0, 1, 2)^ | Observation of the student's classroom performance in terms of transited knowledge and skills. (e.g., The tidiness of the students' desks has improved, but the inside of their drawer is still very messy.) | Reason for Transition not being completed (if applicable)  (E.g., The group training did not include how to organize the desk and tidy up the school bag) | Suggestions and recommendations for subsequent Tier-2 interventions.  (E.g., Join relevant training in groups or arrange for counselors to provide individual training.) |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |

^Scale of perceived effectiveness of transition, 0 = Not yet accomplished (The students' classroom performance in terms of knowledge and skills transited has not shown significant improvement or progress.); 1 = Partially accomplished (The classroom performance of students in terms of knowledge and skills transited has improved or progressed.); 2 = Accomplished (The students' classroom performance in terms of knowledge and skills transited has shown significant improvement or progress.)

# Transited knowledge and skills

|  |  |  |
| --- | --- | --- |
| *A. Social, emotional and behavioral needs* | | |
| 1. Recognizing Emotions | 1. Causes and Consequence of Emotions | 1. Labelling Emotions |
| 1. Emotion Expression | 1. Emotion Regulation | 1. Communication skills |
| 1. Rules and Regulations | 1. Response Inhibition | 1. Prosocial Behaviors |
| 1. Flexibility | 1. Perspective Taking\* | 1. Gestalt Processing\* |
| 1. Humor and Relatedness\* |  |  |

|  |  |  |
| --- | --- | --- |
| *B. Cognitive and learning needs* | | |
| 1. Task Initiation | 1. Working Memory | 1. Sustained Attention |
| 1. Organization | 1. Time Management | 1. Learning Motivation |
| 1. Self-Study and Revision Strategies | 1. Goal Setting\* | 1. Exam/Test Taking Strategies\* |
| 1. Planning and Prioritization\* | 1. Meta-cognition\* | 1. Others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\* Knowledge and skills suggested to be targeted for P.3-P.6 students in primary schools