A Whole School Approach to Inclusive Education
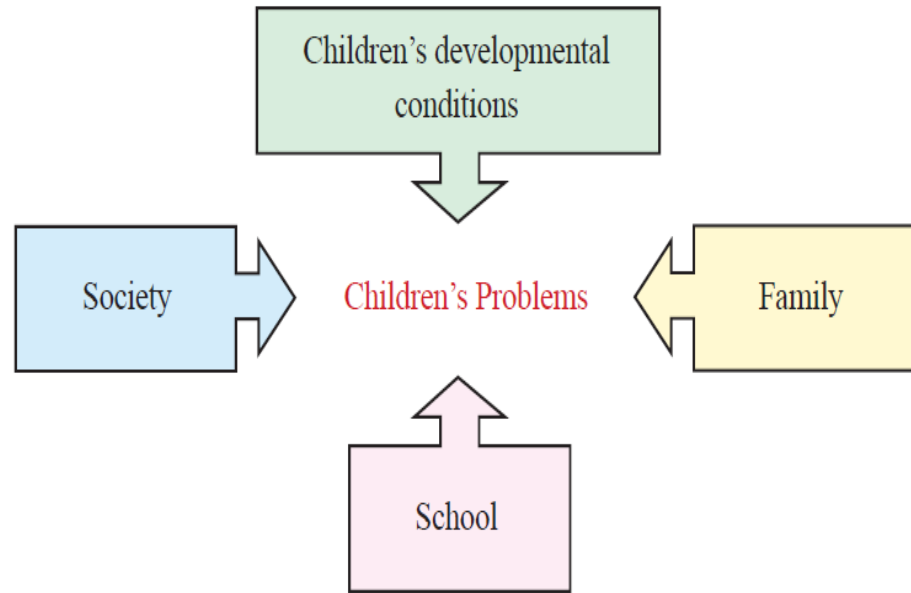
Early Identification and Intervention

Dr. Kean Poon

Nature and Cause of SEN

Developmental and learning problems of children may be associated with a combination of factors.

The child's own developmental conditions or other environmental factors, such as the family, school or society, may play a part.

Early Identification of SEN

When children exhibit a particular learning, emotional or behavioural problem, apart from being aware of the severity, duration and frequency of this problem, teachers should also gather information from different sources to understand every possible factor that may attribute to the children's behaviour. Sometimes, a problem may be caused by different factors.

Early Identification of SEN

For instance, if children are inattentive and cannot concentrate in class, the possible reasons are:

- They have problems in attention control.
- Recent family confl icts have upset them and affect their concentration in class.
- The noisy environment of the school easily distracts their attention.
- The curriculum may be too diffi cult for them such that they lose interest in class.

Hence, teachers should pay attention to the various factors when observing children's performance.

Tips on Monitoring Children's Learning

If teachers suspect that a child has developmental or learning problems, the following points should be taken into account when monitoring his/her conditions:

1. The progress of development varies among children. It is perfectly natural that some children attain some milestones earlier and others later than the general trend.
   → Disorder versus Delay

Tips on Monitoring Children's Learning

2.There may be a wide age gap among children in the same class. Younger children may need more time and assistance to master the knowledge and skills taught. Teachers and parents should adjust their expectations on children's learning accordingly.

3.Children's performance may vary in different settings. Communication between teachers and parents enables the two parties to have a better understanding on the children's behaviour under different circumstances.

Tips on Monitoring Children's Learning

4.If children have been absent from school for a period due to sickness or any other reasons, they may have difficulty getting back on track with their learning in the short run. Teachers and parents should spend more time assisting and monitoring the children's adjustment.

Assessment in Children

- The word *assessment derives from a concept that indicates assignment of value to objects (as in a tax* assessment), and has a variety of meanings for parents and professionals.

- **Assessment = Getting to Know Children**

What is Child Assessment?

- Process of observing, recording, and documenting work of children

- Allows educators to make the best decisions for the child

- Methods can include standardized tests, observations, child portfolios, teacher and parent checklists and child and parent interviews

Purposes of Assessment

- By now it is obvious that assessment in early childhood is a complicated and multifaceted enterprise.

- Recommendations from the field and the professional literature indicate that early care and education programs should incorporate into their services, coherent *systems of assessment organized to address the* following purposes:

Purposes of Assessment

Screening - To identify potential problems in development; ensure development is on target.

Instructional - To inform, support, and monitor learning.

Diagnostic - To diagnose strengths and areas of need to support development, instruction, and/or behavior. To diagnose the severity and nature of special needs, and establish program eligibility.

Program Evaluation/Accountability - To evaluate programs and provide accountability data on program outcomes for the purpose of program improvement.

What about a child is assessed?

- **Emotional/Social**: expressing feelings, forming friendships, resolving conflicts with others

- **Language**: listening and talking

- **Physical**: using pencils (fine motor skills), climbing and running (gross motor skills)

- **Cognitive**: numbers, colors, and patterns

- **Approaches to Learning**: curiosity and excitement about learning and ways of learning new information

Steps for Assessment

- Screening

- Identify Children's SEN

- Program and Curriculum Design

- Monitoring

- Curriculum Evaluation

What is a "screening" ?

Sometimes a parent, teacher or evaluation team may be concerned about a child's development – without being sure why.

A screening can be used to:

- Find out what areas of development -if any- are behind what's expected.

- Help the evaluation team decide what type of evaluation may be best.

- Find out if the child's development is "on target" even though a problem was suspected.

Purpose of Screening

The ultimate purpose of screening in early childhood is rapid assessment of large groups of children to identify those who need more in-depth assessment of special needs. It is well-documented in educational and medical professional literature that developmental outcomes for young children with delays and disabilities are improved with early identification and intervention.

Teacher's role in early identification

Teacher plays very important role in identifying children's special needs, and teachers' long-term observation records of children in different situation will help us to have a better understanding of children's skill, ability and their special needs.

http://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/Chapter%203%20-%20English.wmv

Teacher as the observer

Observation is one of the most important skills of an educator. As the one who can observe the children's interaction with different adults and peers in different settings, teachers' observation need to be objectively and systematically

Observe objectively:

- Subjectively: Lucy looks happy today.

  Objectively: Lucy smiles a lot this morning and she cried once when she came into the classroom.

- Subjectively: Mark is easily get angry.

  Objectively: Every time when we need to change another activity, Mark will shout: No!

In order to collect the information about children's development:

Observation is when a child care worker recognizes and notes an identifiable performance or behavior and uses instruments such as checklists, anecdotal records and running records. The instruments are used to measure progress against a standard and to share results with assessment experts.

Observation tools we can use…

	時常	間中	很少	從不	不適用 / 不知道
(A) 中文					
* 1. 能讀出簡單而常見的文字，例如水、手、早、雨、天、花。	○	○	○	○	○
* 2. 能朗讀簡單的句子。	○	○	○	○	○
* 3. 能流暢地朗讀課文，不會斷斷續續、讀錯字、讀漏字、跳行或讀出多餘的字。	○	○	○	○	○
* 4. 能依圖畫的內容選取所提供的單字進行配詞，例如　天—空、火—車。	○	○	○	○	○
5. 能依圖畫的內容選取所提供的配詞配成簡單的句子。	○	○	○	○	○
* 6. 能看圖口述造句。	○	○	○	○	○
7. 能運用書本插圖提示，順序地口頭描述故事。	○	○	○	○	○
* 8. 無須輔以圖畫而能選取所提供的詞語配成簡單句子。	○	○	○	○	○
* 9. 能寫出簡單的單句，例如我有很多玩具；我和同學一起玩耍。	○	○	○	○	○
10. 能在句子裏適當地加入基本的標點，例如逗號、句號。	○	○	○	○	○
11. 能適當地控制筆桿進行書寫，不會過度用力或乏力。	○	○	○	○	○

Date of review :

Participants and posts :

Student's Progress : (refer to the pre-set objectives and criteria for success)	
Parents' comment :	Student's feedback :
Specialist's comment :	Other information :
Conclusion and recommendation :	

*Evaluation :

Not achieved			Partly achieved				Fully achieved		
1	2	3	4	5	6	7	8	9	10

*Please circle the appropriate number.

Assessment 評估

Class 班別： K1EPA1pm	Teacher 教師：

● 表現優良 Outstanding
⊗ 已能掌握 Very Effective
⊘ 基本認識 Effective
○ 未能達到 Poor

項目 Subject：

Communication 交流, Language & Literacy 語文/Mathematical Development 數能/Physical Development 體能/Creative Development 美能/音樂/創作活動/ Knowledge of the World 常識/Personal, Social and Emotional Education 社交、情緒及德育

Students' Name. 學生姓名	Performance. 表現	Remarks. 備註	Date. 日期

Gathering information of children…

- Work sample

- Portfolio

- Standardized tests

- Checklist

- https://www.youtube.com/watch?v=jNMsEEWxr_I

Comprehensive Child Development Service

Pre-primary teachers detect:

Children with physical, developmental, behavioural, and/or learning problem(s)

Children with family issues

Refer them to the MCHC in the respective district for assessment

Refer the parents to IFSC/ISC in the respective district for follow up of social service needs

Refer them to CAS for assessment if needed

Refer them to HA for specialty consultation according to their needs

Refer the children to pre-primary training programmes based on their needs

Roles of Teachers

- teachers always come into close contact with children apart from their parents, and thus are more likely to notice their varied needs. Upon *identifying* a child with early signs of special needs, the teacher should communicate with the parents for a timely *referral* , and professional assessment and assistance at the Child Assessment Center (CAC).

Strategies to Propose Referral to Parents

- http://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/Chapter%204%20-%20English.wmv

The flowchart below helps us to consider whether a child needs referral:

Problems identified

Teacher identified a child with
problems in learning or development

↓

School or other contributing factors

Is the performance of the child affected by the school
environment or other factors (e.g., difficult curriculum,
absence from school due to sickness)?

Yes
┈┈┈┈▶ continue to observe

No

↓

Comparison with children of the same age

Are there significant discrepancies in performance
between the child and the peers of the same age?

No
┈┈┈┈▶ continue to observe

Yes

↓

Duration	**Pervasiveness**	**Severity**
Has the problem lasted for quite some time?	Does the same problem occur in different settings (e.g., at school or at home)?	Is the problem affecting the child's learning, or social and daily life?

No to all
┈┈┈┈▶ continue to observe

Yes

↓

Referral recommended

Discussion

- Why do we need to help children with SEN as early as possible?

- What is early intervention?

Why Early Intervention?

- "Critical window of opportunity" for children of 0 to 6 years old

- Brain has higher degree of plasticity

- Providing intensive intervention during these early years leads to a higher degree of independence and overall maximized outcomes

Effective Early Intervention

- General consensus on the factors contributing most to program effectiveness

- Important: "ONE SIZE DOES NOT FIT ALL"

- Programming must be individualized & implemented in a flexible manner

- Entry into program should begin as soon   as diagnosis is given

Effective Early Intervention

Best Practices:

- Based on current research & effective practices
- Uses a variety of methodologies & approaches
- Based on comprehensive assessment results
- Reflective of individual needs
- Outcome based
- Includes parents as part of multidisciplinary team

Early Intervention In HongKong

- Since 1970S,the govement of HK started to providing support for ordinary schools in catering for students with SEN.

- Child Assessment Service

  The Child Assessment Center (CAC) of the Department of Health provides comprehensive specialized assessment services for children with developmental problems. We aim to promote optimal physical, mental and emotional development of children with special needs and enable them to achieve their full potential.

Early Intervention In HongKong

- ## Heep Hong Society
  - http://www.youtube.com/watch?v=3SvmVosDJdc#t=71

- ## Po Leung Kuk

- ## Special Child Care Services
  - http://www.poleungkuk.org.hk/en/20090820507/child-care-services/special-child-care-service.html

Professionals in Special Education
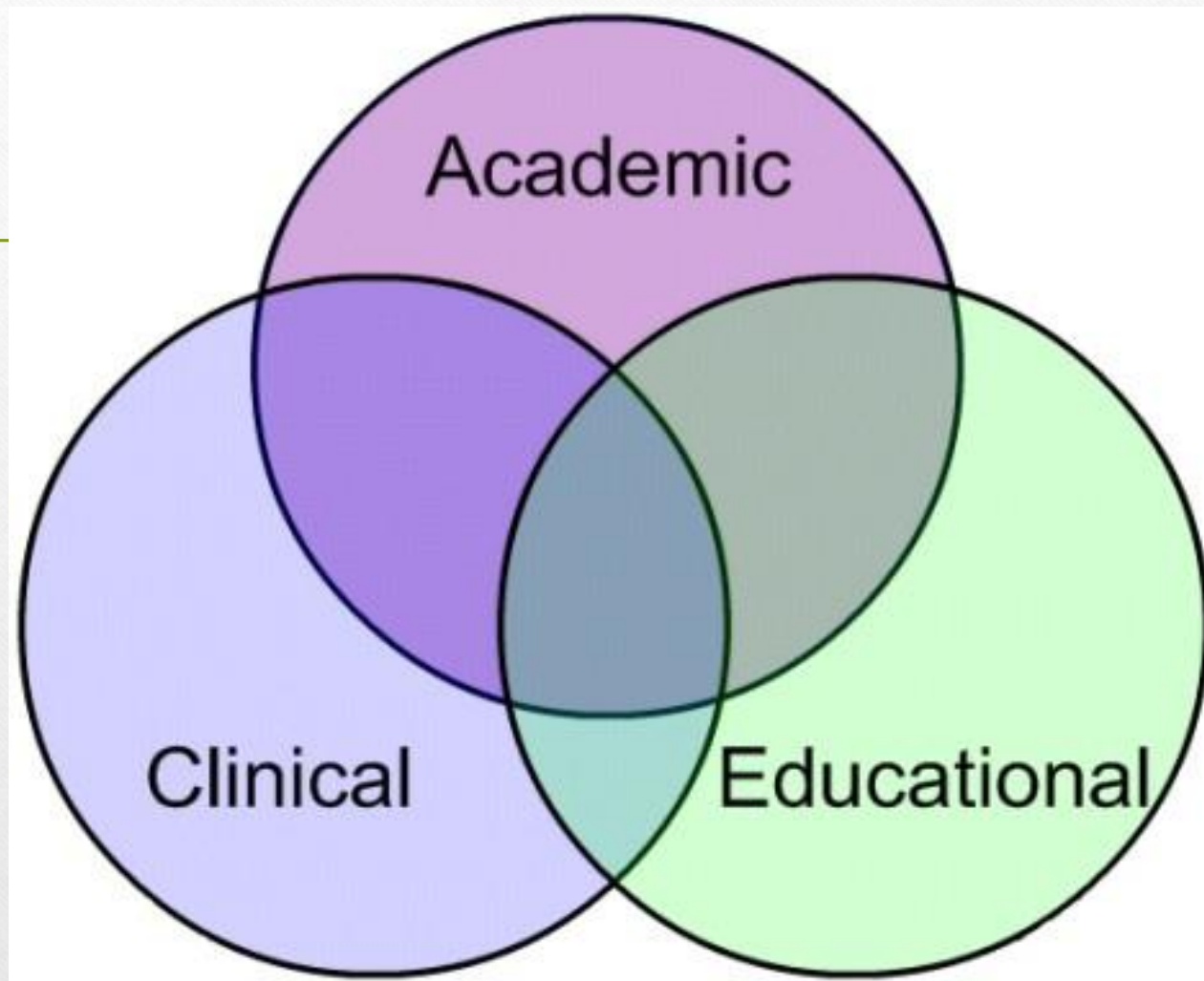
Educational Psychologist:

- Educational Psychologists are professionals who are licensed to administer intelligence tests and other assessments used in determining whether a student is eligible to receive special education service; they also provide psychological counseling in educational communities , coordination and referral to other professionals, and work with families to design interventions to help students learn social skills and appropriate behavior.
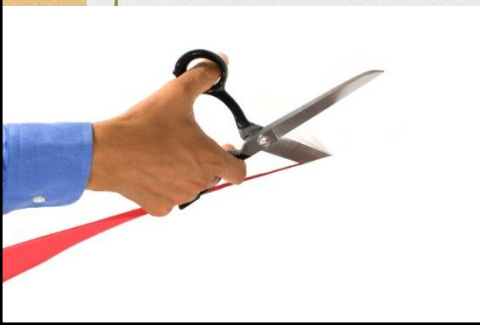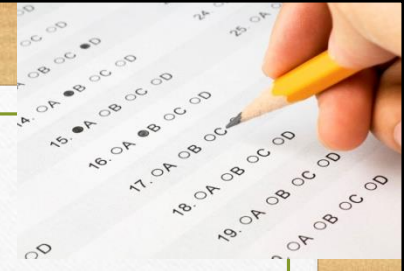
Speech Therapist (ST):

- A speech therapist is a specialist with training in the diagnosis and treatment of a variety of speech, voice, and language disorders who works with people, unable to make speech sounds or cannot make them clearly. They also work with people who stutter, have fluency and rhythm problems, inappropriate pitch, or harsh voice and speech quality problems.

Occupational Therapist (OT):

- An occupational therapist helps students gain independence by teaching skills such as grasping a pencil, cutting with scissors, buttoning and zipping clothes, and tying shoes.

Physical Therapist (PT):

- Is also called **Physiotherapist.**

   Physical therapy is concerned with identifying and maximizing quality of life and movement potential .

   This professional deals with students' strength and flexibility, mobility, posture, and positioning.

Discussion:

- Which professional might help student to learn alternative ways of communication?

- Which professional might help students learn to feed themselves, wash their faces, or cook their own meals?

- Which professional might help student stand for a while each day to improve circulation?

- Which professional are responsible for communicating special education service with parents?

Curriculum Accommodation

- On the principle of "one curriculum framework for all', students with special educational needs (SEN), like their able counterparts follow the mainstream school curriculum and are offered essential life-long learning experiences.

- Tailor: tailor curriculum to meet the individual needs of student

- Adjustment: the contents/teaching materials used may be adjusted

- The Education Bureau provide a full range of special education services for <u>school</u> children.

The 3-Tired Intervention Model

- Among students with the same type of disability, their need and the degree of support required may differ from one person to another. Schools should adopt a 3-tier support model in order to provide appropriate support to each student.

- (a) Tier-1 support – quality teaching in the regular classroom for supporting students with transient or mild learning difficulties;

- (ii) Tier-2 support – "add on" intervention for students assessed to have persistent learning difficulties, including those with SEN. This may involve small group learning, pull-out programmes, etc; and

- (iv) Tier-3 support – intensive individualized support for students with severe learning difficulties and SEN, such as drawing up of an Individual Education Plan.

Tier-1: Quality Teaching

(1) Catering for Student Differences

(2) Enhancement of a student's learning motivation

(3) Teachers may employ a wide range of resources in teaching

(4) Schools may apply different modes of assessment

(5) Effective learning and teaching strategies

Tier-2 : Additional Support

(1) Small Group Learning

(2) Collaborative Teaching

(3) Co-operative Learning

(4) Whole Language Approach

(5) Differentiated Teaching

(6) Peer Tutoring

(7) Develop Study Skills and Self-learning Abilities

(8) Teaching Resources

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Tier 3
What is an IEP?

What is an IEP?

- IEP stands for **Individualized Education Program** (IEP). The IEP describes the education plan for a student with a disability.

- Among other things, your IEP talks about:

✓ Students' disability

✓ Students' skills they need to learn

✓ what student will do in school this year

✓ what services the school will provide

✓ where students learning will take place.

Tier-3 : Intensive Individualized Support

Draw up an "Individual Education Plan" (IEP)

- An IEP is an Individualized Education Program for children who qualify for special education. It is a legally binding document that must be followed to the letter of the law and tailored to meet a child's unique needs.

- **Long-term/ Annual plans**

  – establish long-term education goals, having regard to the expectations of parents, students and schools, and post-education options; and

- **Short-term Plan**

  – including short-term learning objectives, relevant teaching strategies, success criteria, and dates of review.

An IEP must include:

- A statement of the child's present levels of academic achievement and functional performance;

- A statement of the child's eligibility/disability category;

- A statement of measurable annual goals, including academic and functional goals;

- A statement of the special education and related services and supplementary aids and services to be provided to the child;

- A statement of the program modifications or supports for school personnel that will be provided to the child;

- A statement of any individual appropriate accommodations that are necessary for the child on assessments;

- The projected date for the beginning of the services and modifications including the frequency, location and duration of those services and modifications;

- By no later than the child's 16 birthday an Individual Transition Plan outlining measurable postsecondary goals, independent living skills goals and the transition services needed to accomplish those goals; and

What is an IEP?

An IEP is:

- a **written plan** for a particular pupil that addresses specific needs,

- developed through a **collaborative process** involving the school, parents, pupil and other professionals

- a **record of adapted** or modified aspects of the educational programme

- a focus on the **priority learning needs** of the pupil

What is an IEP?

- Areas of identified need arising from assessment should be included

- Amount of adaptation and support will vary from pupil to pupil

- **An IEP is an ongoing 'living process' rather than a finished product**

WHY have an IEP for
students with special educational needs?

- Supports **access** to a broad and balanced Curriculum

- Provides **Structure**

- Provides for a **continuum of support**

- Ensures **records are kept**

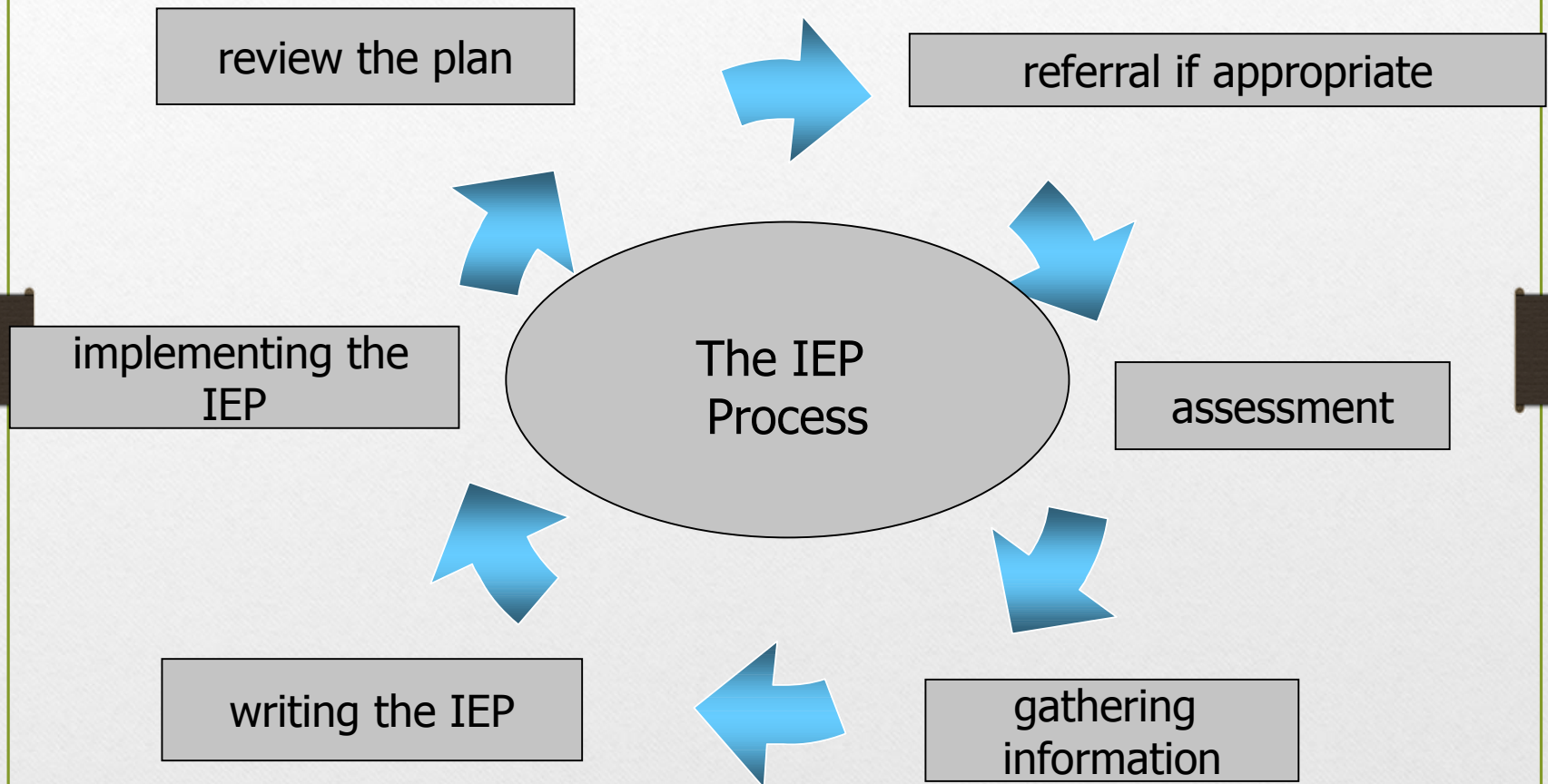- Identifies **pupil progress** at a level commensurate with ability

IEPs and Transition/Transfer

- Assist with long-term planning

- Promote sharing of information

- Provide for continuity

- Allow for allocation/transfer of resources and specialist services as required

- Reassure pupil/parent

- Highlight issues for teachers /year-heads/ class tutors

- Aids successful inclusion

Stages in the IEP Process - review as appropriate

review the plan

referral if appropriate

implementing the IEP

The IEP Process

assessment

writing the IEP

gathering information

Information contained in the IEP

An IEP contains information about the

- pupil's **strengths** and **needs**

- pupil's **current level of performance**

- pupil's **priority learning needs**

- **resources** and **personnel** involved

- **implementation** of the plan

- date of **review** of the IEP

Assessment
Finding a Starting Point

- Teacher Observation

- Teacher Designed Tasks/Tests

- Concept Mapping

- Work Samples/ Portfolios/ Projects

- Curriculum Profiles

- Checklists/ Rating Scales

- Interview

    Pupil (as appropriate)

- Parent

- Case History

Assessment – Finding a Starting Point

- Diagnostic Testing

- Criterion-Referenced Assessment

- Standardised tests by teacher

- Standardised tests by:

  - Educational Psychologist

  - Speech and Language Therapist

  - Occupational Therapist

Writing targets means identifying:

- What the pupil **will do** and what **material and supports** are required.

- How the pupil **will perform the task** within a **specific timeframe**.

- **Where** the pupil will perform the task.

- **When** the pupil will perform the task.

- **Who** might support the pupil.

Targets

- Avoid Overload

- Prioritise

- Ideally targets should be phrased as statements and where possible state the behaviour, condition and criterion
  - 'Cassie will stay in her own personal space at all times when in male company'
  - 'When listening to stories, Tom will sit on the mat for 5 minutes'

Targets

S.M.A.R.T.

<u>S</u>pecific
<u>M</u>easurable
<u>A</u>chievable
<u>R</u>ealistic
<u>T</u>imed

…. be agreed by all involved

Strategies

- Strategies are about what the adult will do to support the pupil to achieve his/her targets (including adaptive equipment etc).

- Some of these are across the curriculum affecting all teacher planning.

- Some are more specific to individual situations. (*p. 37 NCSE Guidelines*)
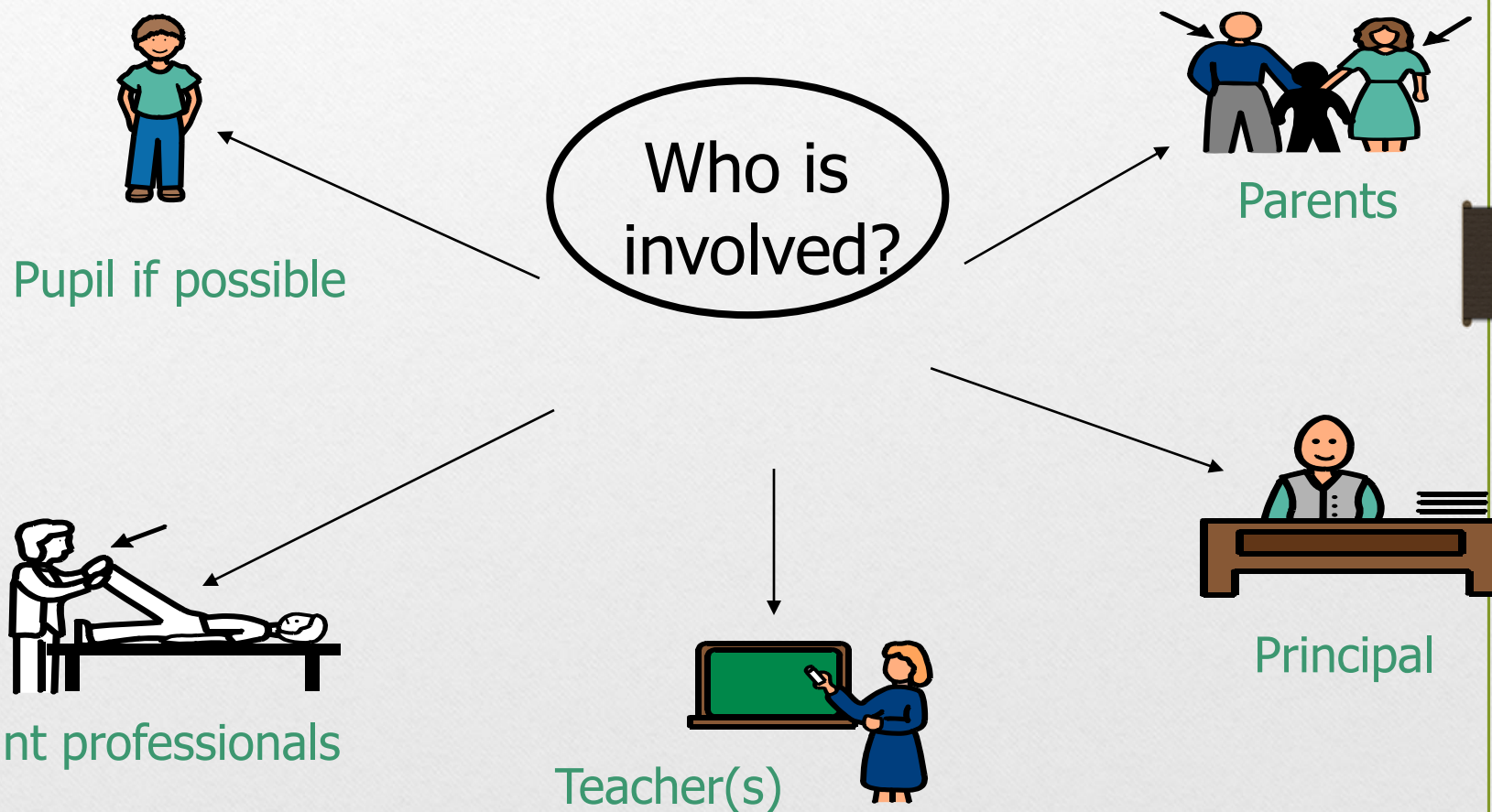
Review of the IEP

It is good practice for schools to review each IEP as appropriate depending on the needs and progress of the pupil but in any case not less than once per year.

Developing/ and Reviewing the IEP

Who is involved?

Pupil if possible

Parents

Relevant professionals

Teacher(s)

Principal

Parent Involvement

Parents:

- are consulted about an education plan

- receive a copy of the plan

- are informed of any changes to the plan

- receive a report of any review of the plan

Remember…

'The Individual Education Plan (IEP) tells

Where the child is,

Where he should be going,

How he'll get there

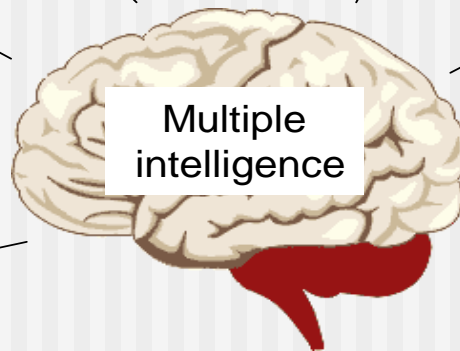*How long it will take and how you will know when he has arrived'*

Activity

What are the ways teachers can do to enforce Quality Teaching?

E=mc²

Multiple intelligence

•Tier-2 Additional Support

Case Study

Individual Education Plan ： **Case 1 (Identified as Attention Deficit / Hyperactivity Disorder)**

Name of Student ：	Lee Bun Bun (pseudonym)
Age ：	11
Class ：	Primary 5A
SEN ：	Attention Deficit/ Hyperactivity Disorder
Date of Discussion ：	2009/10/5
Date of Implementation ：	2009/10/12 - 2009/4/11 (6 Months)

Background information ：	
Strengths & hobbies ：	- good memory - good performance in music; capable of composing melody and learning to play trumpet - able to recognize words and speak in English better than in Chinese - being curious, able to ask questions actively regarding the new matters - enjoying participation in activities
Weaknesses ：	- weak concentration in class, only able to concentrate for 4 to 5 minutes, and always disturbs classmates during lessons - unable to do homework at home, hence failing to hand in homework - weak social skills, poor relationship with classmates, refuses to be acquainted with classmates, self-centred, unable to think for others and handle others' mistakes

Conclusion

- The early years of a child's life are very important. During the infant and toddler years, children grow quickly and have so much to learn.

- Some children and families face special challenges and need extra help. Early help does make a difference!