

A Whole School Approach to Inclusive Practices

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These terms are often viewed as interchangeable.

- Mainstreaming
- Inclusion
- Integration

Who can tell me the difference, if any, that exists between the three of them?

Mainstreaming

- Mainstreaming has generally been used to refer to the selective placement of special education students in one or more "regular" education classes ... [Mainstreaming generally assumes] that a student must "earn" his or her opportunity to be mainstreamed through the ability to "keep up" with the work assigned by the teacher to the other students in the class.
 - Rogers, 1993



Integration

- **Integration** routes from the 1960's racial desegregation legislation. Under this legislation schools were to integrate students of all abilities, races, etc. into a general education classroom.
- The belief was “integration, should incorporate the notion that **classrooms reflect naturally occurring percentages of those with disabilities** (approximately 10 percent) in relation to those without disabilities.”



Inclusion

- Inclusion “refers to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves **bringing the support services to the child**, rather than the child to the support services. It requires only that the child **will benefit from being in the class**, rather than having to keep up with the other students.”
- Inclusion suggests a more **value oriented** definition in contrast to the more legal definitions of mainstream and integration.



Inclusive Education

- <https://www.youtube.com/watch?v=8c-3YCr7zR0>



Inclusive Education

Is this Inclusion?

- *A student will attend normal classes but will be called out of the classroom to receive needed services.*
 - *For example, students with speech delays may have speech therapy and students with physical problems might take special occupational therapy courses.*
 - *Occasionally, students with ongoing problems like autism may work with a special aide in the classroom so that all work can be mainstreamed.*

GROUP Discussion

What do you know about Inclusion?

- ❖ Discuss and suggest any possible benefits of inclusion among the children
 - 1) with and without disabilities,
 - 2) families of children with and without disabilities,
 - 3) communities.

The road to integration

- Beginning in the late 1960s and early 1970s,
- Parents and advocates for students with disabilities began to use the courts in an attempt to force states to provide an equal educational opportunity for these students.
- These efforts were very successful and eventually led to the passage of federal legislation to ensure these rights.



Legislation and policies have changed the way society thinks about disabilities

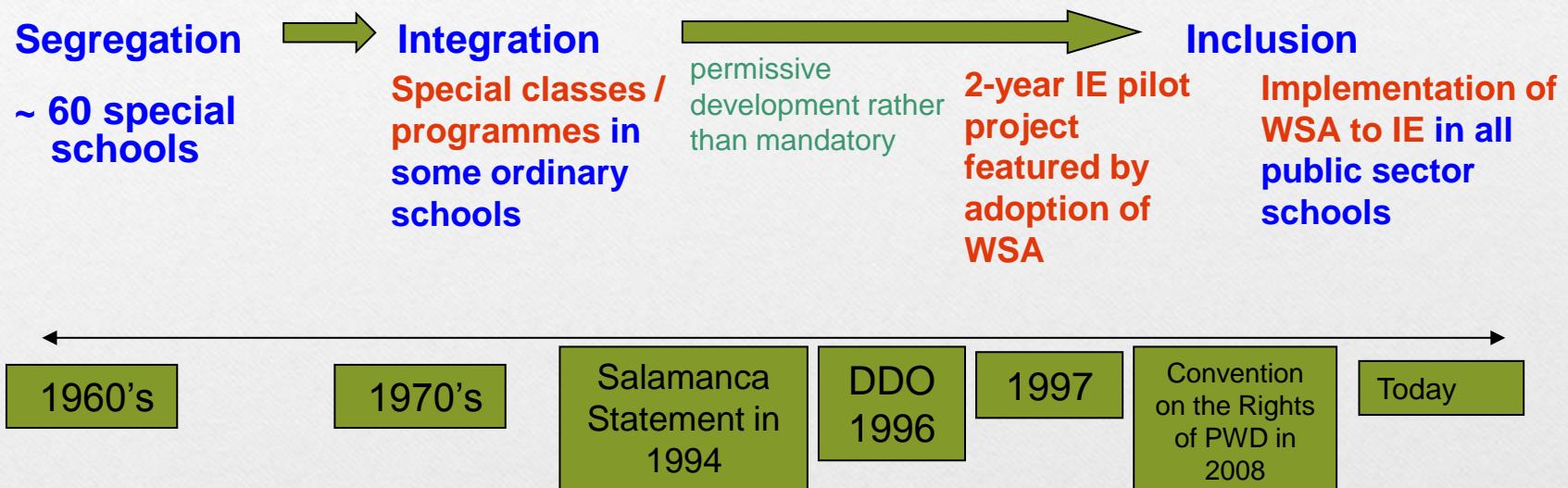
- 1977: The *White Paper on Rehabilitation - Integrating the Disabled into the Community: A United Effort* 《康復政策白皮書：群策群力，協助弱能人士更生》 has led to increased **opportunities** for students with special educational needs (SEN) to integrate into the ordinary schools.
- 1994: Salamanca Statement 《薩拉曼卡特殊教育宣言》 called upon governments to **endorse integration** in the schooling system.
- In 1996, the **Disability Discrimination Ordinance** 《殘疾歧視條例》 , safeguards equal opportunities for the disabled in education.

Legislation and policies have changed the way society thinks about disabilities

- In 2001, the *Disability Discrimination Ordinance - Code of Practice on Education* 《殘疾歧視條例教育實務守則》 came into effect. The Government, schools, teachers should ensure equal opportunities in education for students with SEN.
- In 2008, the United Nations Convention on the Rights of Persons with Disabilities (聯合國《殘疾人權利公約》) has entered into force. We are required to recognize “the importance of accessibility to ...education ... in enabling persons with disabilities to fully enjoy all human rights...”.

Developmental Milestones of Integrated/Inclusive Education

(from Segregation to Inclusion)



SEGREGATION

INTEGRATION

INCLUSION

(Tends to emphasize)

Services to Disabled People	Needs of Disabled People	Rights of Disabled People
Categorizing Disabled People	Changing Disabled People	Changing Schools
'Special' / different treatment	Equal treatment	Equality - each receives support they need to thrive & achieve their potential

SEGREGATION

INTEGRATION

INCLUSION

(Tends to emphasize)

Disability is a problem to be fixed
(in a special place)

Disability is a problem to be fixed

Everyone has gifts to bring

Services available in segregated
setting

Benefits to disabled person of
being integrated

Benefits to everyone, including all

Professional/experts

Professional/experts

friends & support

Separate **curriculum**

Curriculum delivery

Curriculum content

“Inclusion”

calls for a reform of the school system through removing all **attitudinal, environmental and pedagogical barriers** to full participation, in order to accommodate the diverse learning needs of students.



Whole School Approach

Special Education

10 Types of Special Education Needs (SEN):

- Specific Learning Difficulties (SpLD) 特殊學習困難
- Intellectual Disability (ID) 智障
- Autism Spectrum Disorders (ASD) 自閉症譜系
- Attention Deficit/Hyperactivity Disorder (AD/HD)
注意力不足/過度活躍症
- Physical Disability (PD) 肢體傷殘
- Visual Impairment (VI) 視障
- Hearing Impairment (HI) 聽障
- Speech and Language Impairments (SLI) 言語障礙
- Emotional and behavioral Disorder (EBD) 行為情緒問題
- Giftedness 資優

The Whole School Approach: A Medical Model

The **medical model of disability** is a model by which disability, being the result of a physical condition intrinsic to the individual, may reduce the individual's quality of life, and cause clear disadvantages to the individual.

It believes that curing or at least managing disability mostly or completely revolves around *identifying, controlling and/or altering* its course. By extension, the medical model also believes that a "compassionate" or society invests resources in related services in an attempt to cure disabilities *medically*, to expand functionality and/or improve functioning, and to allow disabled persons a more "normal" life.

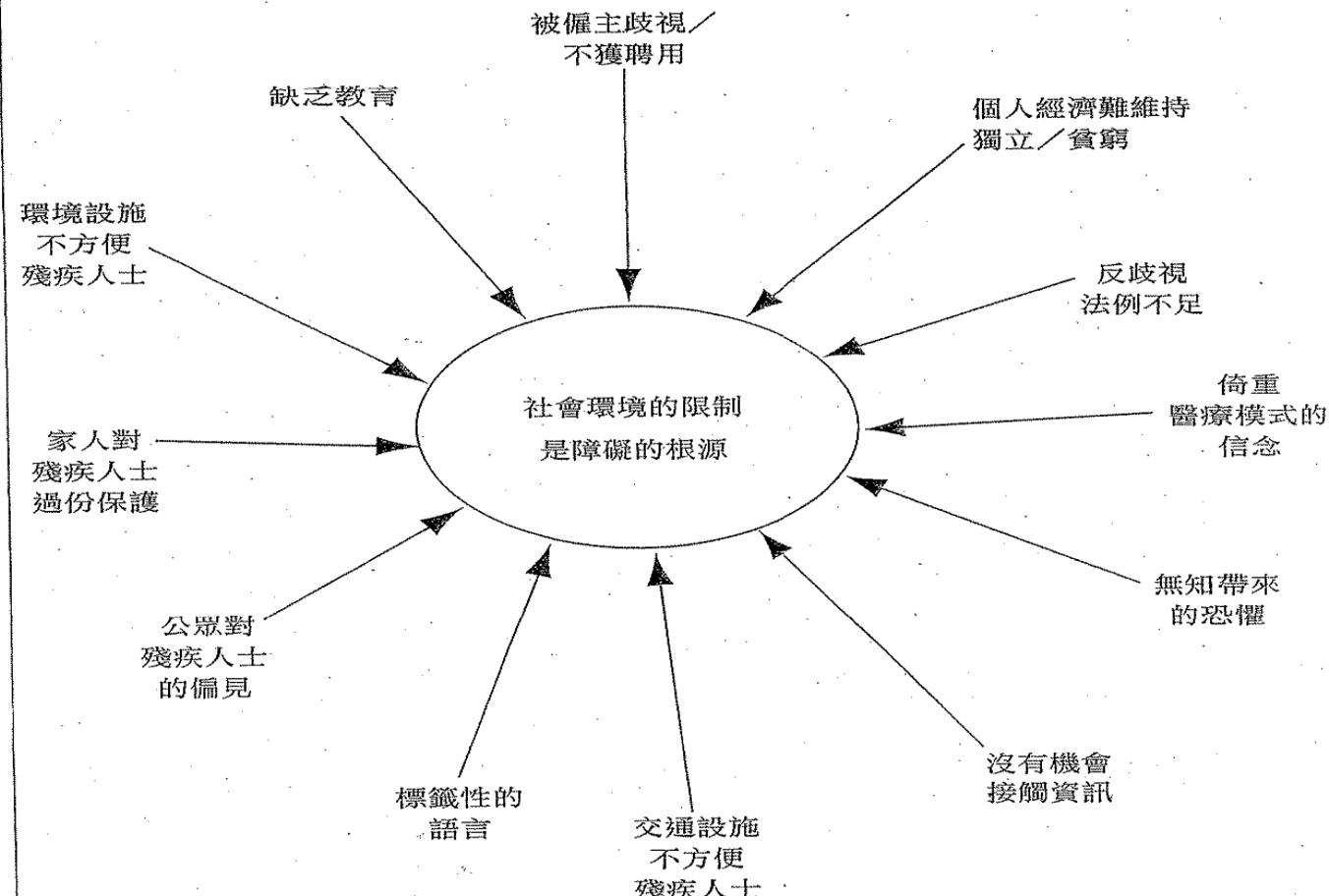
The Whole School Approach: A Social Model

- Social Model : It is society and its institutions that are oppressive, discriminatory and disabling.

Attention should be on:

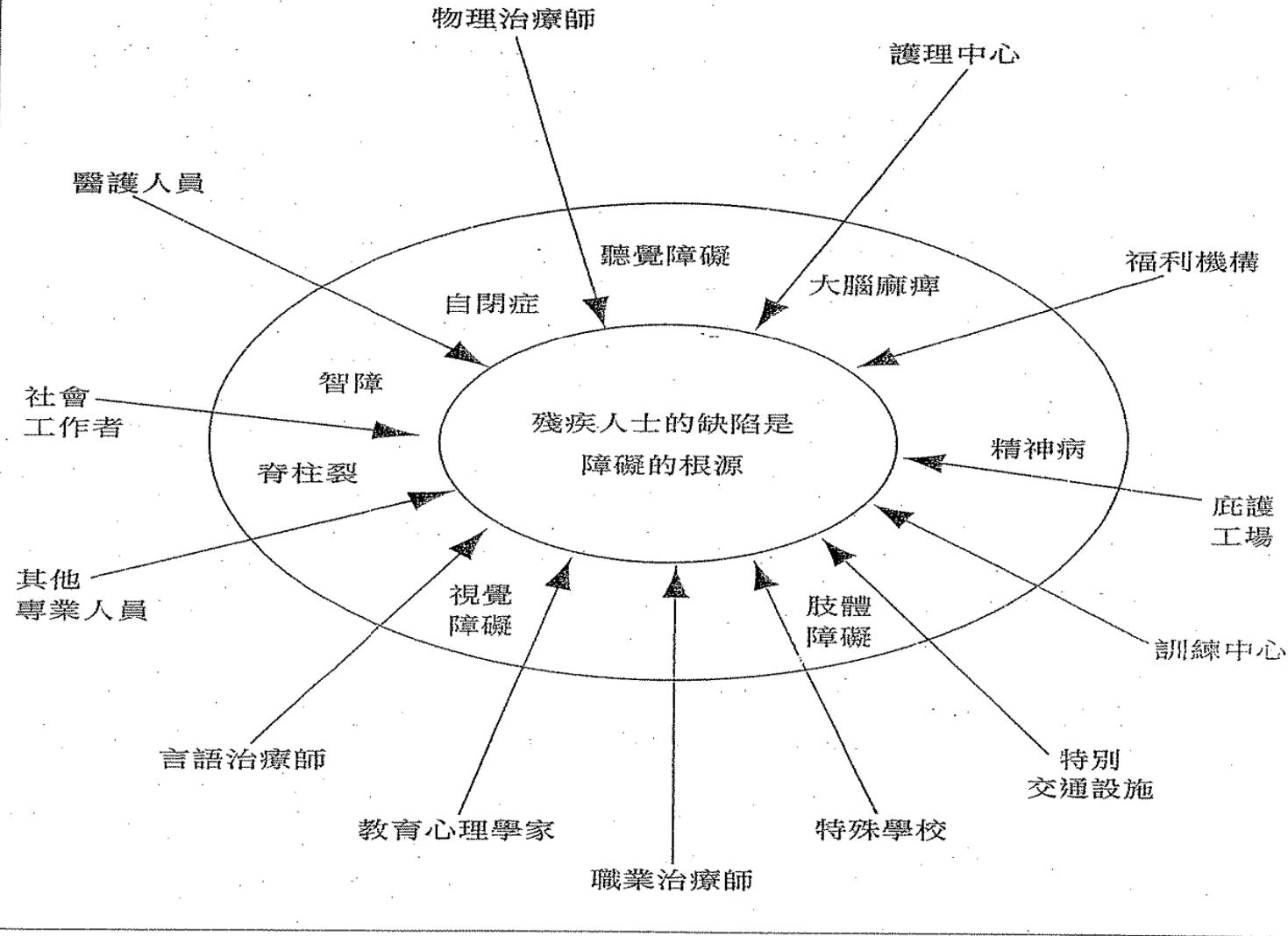
- **Accepting Individual Differences**
 - help all students/ teachers/ parents accept, respect individual differences, and celebrate differences.
- **Removing Barriers to Learning, e.g.**
 - discrimination against students with disabilities, giving up or having low expectations on these students;
 - the lack of school access facilities for movement around the campus or assistive technology to facilitate learning; and
 - insufficient opportunities for students to take part in various school activities.

社會模式

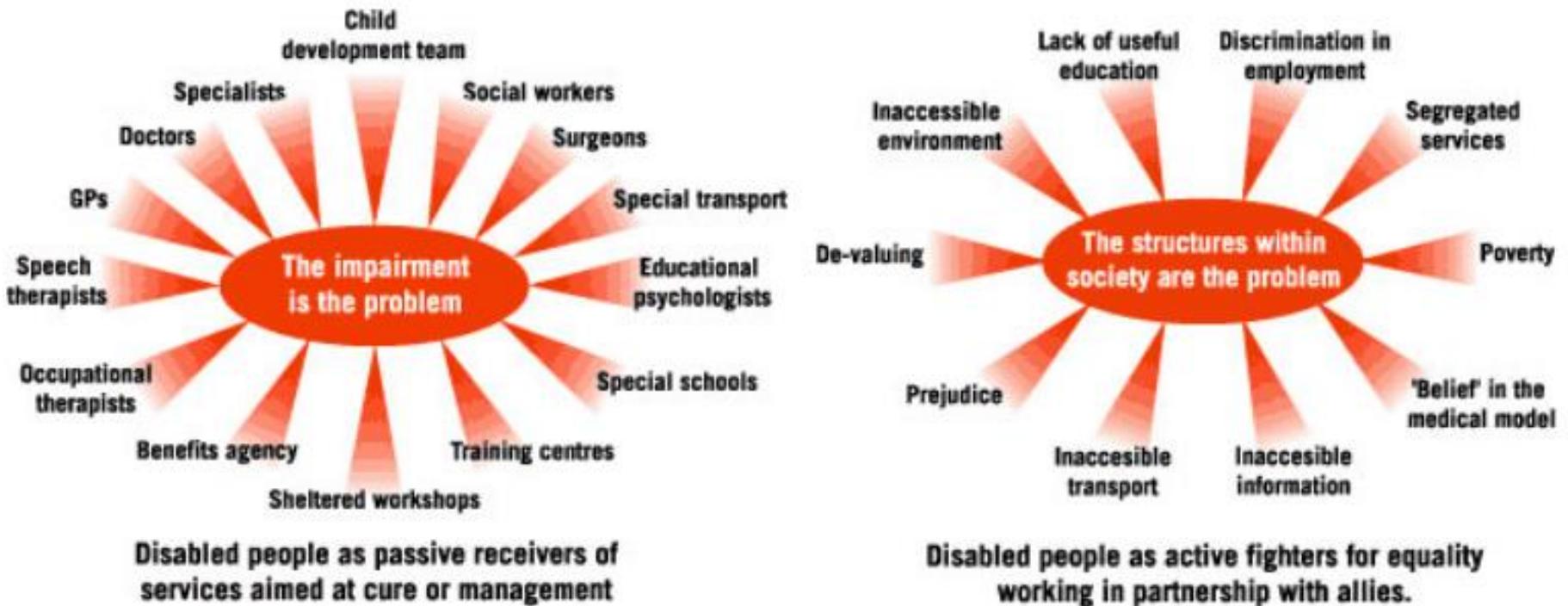


在社會模式下，殘疾人士與社會人士合作，主動地爭取平等的對待。

醫療模式



Source: 洗權鋒.杜秀慧(2000). 融合教育師資培訓實踐.香港:香港教育學院.



What is a whole-school approach?

Watkins (1992; 1987):

Personal and Social Education, Pastoral Care, and School Discipline

- A policy is a set of principles which guide action for all school members
- It is not a set of rules.
- A whole school policy aims for coherence/harmonization, not uniformity.

What makes it whole school?

- It covers all three levels:
 - Organization
 - Classroom
 - Individual
- It covers all the people in the school.

Five Basic Principles to Catering for Student Differences

**Whole School
Approach**

Early Identification

**Home-school
Cooperation**

Early Intervention

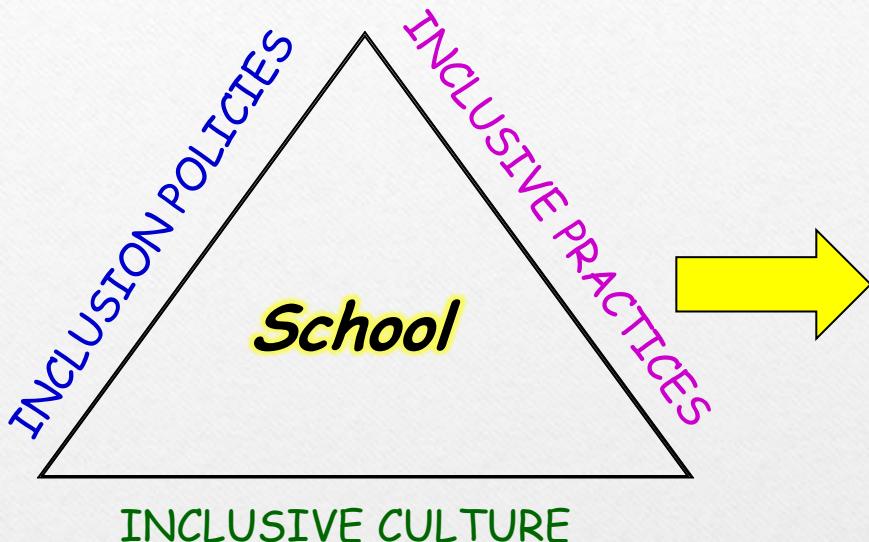
**Cross-sector
Collaboration**

The Whole School Approach

Inclusive Practices promoted in Schools since 1997

1. All staff **share the responsibility** to establish an **accommodating** environment to meet the needs of all students;
2. Curriculum is **adapted** and/or expanded when necessary, to meet SEN;
3. Instructional **modification** and **assistive technology** are provided in the regular education classroom;
4. Systematic **peer support** is organized;
5. Resource teachers and regular education teachers work together and support each other, e.g. through **co-operative teaching**;
6. When assistance from external “experts” is required, the classroom support system and curriculum are modified to help not only the individual student, but also **other students** who could **benefit** from similar support in the class; and
7. **Assessment** methods are **adapted** to meet the diverse learning styles of students.

Important concepts in WSA



- (I) Management & Organization
- (II) Learning & Teaching
- (III) Student Support & School Ethos
- (IV) Student Performance

“ Catering for Student Differences ~ Indicators for Inclusion”

(http://www.edb.gov.hk/FileManager/EN/Content_7385/indicators-082008_e.pdf)

Important stakeholders in WSA

Stakeholders of the school	Planning	Implementation & Monitoring	Evaluation
School Management Committee	<ul style="list-style-type: none">•formulating policies to cater for SEN•incorporating the SEN policies and measures into the school's Triennial School Development Plan and Annual School Development Plan	<ul style="list-style-type: none">•plans for continuing professional development of teachers•School self-evaluation	Overall planning for school improvement based on the evaluation results

Important stakeholders in WSA

Stakeholders of the school	Implementation & Monitoring	Evaluation
Head of school & Student Support Team	<p>Enhancing the collaboration of the Student Support Team members, e.g.</p> <ul style="list-style-type: none">• regular meetings chaired by the school head or deputy head• use of screening tools for early identification of students' learning difficulties and needs for support• compiling a student support register• administering curriculum and assessment accommodations• differentiating teaching approaches• organizing peer support systems• arranging for teacher's continuing professional development	<ul style="list-style-type: none">• reviewing the effectiveness of various support measures• modifying the support measures according to the evaluation results

Important stakeholders in WSA

Stakeholders of the school	Implementation & Monitoring	Evaluation
Teachers, other staff (e.g. student counsellors) and parents	<ul style="list-style-type: none">defining individualized success criteriaadministering curriculum accommodationdifferentiating teaching approachestraining study habit and skills	<ul style="list-style-type: none">measuring students' progress against the success criteriamaking adaptations as necessary

Catering for Student Differences

~

Indicators for Inclusion

A Tool for School Self-evaluation and School Development

**Education and Manpower Bureau
Hong Kong Special Administrative Region Government**

**Updated in
April
2004**

This document can be downloaded from:
http://www.emb.gov.hk/FileManagerEN/Content_187/Indicators-eng-draft-4-02042004.pdf

Indicators For Inclusion

- To enhance the capacity of schools in catering for student difference;
- To serve as a reference to high quality education for all students.

Four domains

- 1) management and organization
- 2) learning and teaching
- 3) student support and school ethos
- 4) student performance

Catering for Student Differences

~Indicators for Inclusion

- Inclusion is concerned with **the learning and participation of all students**, not only those with impairments or those who are categorized as ‘having special educational needs’.

Catering for Student Differences ~ Indicators for Inclusion

- Moves towards inclusive education are about the development of schools. They are essentially about **changing attitudes, beliefs, behaviour and actions** within the school.

The Tool of Indicators is:

- 1) an evaluative tool for critical **analysis and reflection**;
- 2) an interactive tool to facilitate **collaborative team approach**;
- 3) an agent of change in educational **culture, policy and practice**;
and
- 4) a set of materials for assisting schools to **set targets and success criteria** in school evaluation.

Domain I – Management and Organization

page

I.i	Staff development activities help staff respond to student diversity	11
I.ii	All forms of support are co-ordinated	11
I.iii	Everyone is made to feel welcome	12
I.iv	Staff and School Management Committee work well together	12
I.v	Staff expertise is fully utilized	12
I.vi	‘Special needs’ policies are inclusion policies	13
I.vii	All new staff are helped to settle into the school	13
I.viii	Staff appointments and promotions are fair	14
I.ix	The school makes its buildings physically accessible to all people	14
I.x	School resources are distributed fairly to support inclusion	14

Domain II – Learning and Teaching

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II.i	Staff seek to remove all barriers to learning and participation in school	15
II.ii	The school arranges teaching groups so that all students are valued	15
II.iii	Lessons are made accessible to all students	16
II.iv	Teachers plan, teach and review in partnership	16
II.v	Student difference is used as a resource for learning and teaching	16
II.vi	Staff develop resources to support learning and participation	17
II.vii	Lessons are responsive to student diversity	17

Domain III – Student Support and School Ethos

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III.i	Staff, members of School Management Committee, students and parents share a philosophy of inclusion	22
III.ii	Students are equally valued	22
III.iii	Support for newly arrived students are co-ordinated	23
III.iv	Pastoral and behaviour support policies are linked to curriculum development and learning support policies	23
III.v	Bullying is minimized	23
III.vi	Pressures for disciplinary exclusion are decreased	24
III.vii	Classroom discipline is based on mutual respect	24
III.viii	All students, new to the school, are helped to feel settled	25
III.ix	Barriers to attendance are reduced	25
III.x	The school strives to minimize discriminatory practices	26
III.xi	The school seeks to admit all students from its neighbourhood	26

Domain IV – Student Performance

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IV.i	Students possess positive self-concept	30
IV.ii	Students are motivated to learn	30
IV.iii	Academic performance of students has improved	30
IV.iv	Multiple intelligence of students is developed	30
IV.v	Students actively participate in school life	31
IV.vi	Students have grasped a repertoire of learning skills	31

Staff collaborate with each other

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.2]

- (a) Staff treat each other with respect irrespective of their roles in the school.
- (b) All teachers and Learning Support Assistants participate in staff meetings.
- (c) All teachers and Learning Support Assistants are involved in curriculum planning and review.
- (d) Teamwork between staff is a model for the collaboration of students.
- (e) Staff feel comfortable about discussing problems in their work.
- (f) Staff know who to turn to with a relatively urgent problem.
- (g) All staff are involved in drawing up priorities for school development.
- (h) All staff feel ownership of the school development plan.

In Hong Kong Context: Whole School Approaches to Inclusive Education Activity (Discuss and share)

In your school, how could you and the following parties make sense of WSA?

- Principal
- Subject Heads
- Curriculum Development Officer
- Heads of the Counselling and the Discipline Departments
- Resources Teacher
- Parents

Activity:

Work in groups and discuss how would you react to the following two scenarios:

1. You are assigned to teach in a class which has a notorious reputation on the behaviour of some special need students. What would you plan to do at the three levels of school organization, classroom and individual?

2. You find some of school rules are very unreasonable, particularly to some students with special need in your class. What would you do? And what would you tell your class about these rules?

Resources and Support

Education Policy for Students with SEN

- ❖ To enable children with SEN to **fully develop their potential** through education in ordinary schools as far as possible
- ❖ Subject to assessment and recommendations of specialist and consent of parents, children with **severe, profound or multiple disabilities/SEN** will be referred to **special schools** for intensive support; and
- ❖ The government provides **additional resources, teacher training** and **professional support** to enhance the capacity of **ordinary schools** in catering for students with SEN.

Support for students with SEN

~ Professional Support for Schools

- 1. Integrated Education Operation Guide 《融合教育運作指南》**
- 2. School-based Support**
 - Specialists and inspectors provide school-based professional support and advice to teachers on curriculum, teaching / learning and behavioural guidance
 - School-based Educational Psychology Service
校本教育心理服務
 - Enhanced Support Services for Students with SpLD in Reading and Writing 為有讀寫困難的學生提供加強支援服務
 - Pilot Project on Enhancement of Support Services for Students with ASD 加強支援有自閉症學生的試驗計劃

Support for students with SEN

~ Professional Support for Schools

3. Student Assessment

Assessment by specialists

Recommendations on assessment accommodations in internal
and public examinations

4. Student Placement

Placement of students with SEN in special schools

Support for students with SEN

~ Professional Support for Schools

5. Centre-based Support

- Short-term Adjustment Programme for children with behaviour and adjustment problems
- Special Schools Cum Resource Centres providing short-term attachment programmes for students
- The Special Education Resource Centre for teachers and parents

6. Networking

- 12 Special Schools cum Resource Centres
- 13 Resource Schools on Whole School Approach

Support for students with SEN

~ Professional Support for Schools

7. Parent/Public Education & Support

- Liaison with concerned groups
- A Guide for Parents on SEN Support
- Annual briefing for parents / student guidance officers on school placement
- Leaflets on different SEN types and Newsletters
- EDB Website
- Responding to public enquiries
- Production of resource packages
- Production of TV episodes on SEN
- A mediation mechanism to handle disputes between schools and parents

Support for students with SEN

~ Professional Support for Schools

8. Research & Development

- Checklists for teachers to identify the SEN of students;
- Resource packages for teaching and behaviour support of students with special educational needs;
- Assessment tools for psychologists to assess primary and secondary students with Specific Learning Difficulties;
- “READ AND WRITE – A Jockey Club Learning Support Network” for students with specific learning difficulties. It includes:
 - research projects;
 - development of screening tools and teaching packages;
 - teacher training; and
 - district-based student and parent support service.



The 3-Tier Support Framework for SEN

Tier 3

Individualized programme for students requiring intensive support due to severe disabilities

- IE Programme (with additional manpower)
- Learning Support Grant
- Temporary funds for Teaching Assistants

\$20,000

- Top-up fund for purchase of special equipment and minor conversion works
(EDBCM 41/2011)

Tier 2

Intensive remedial support for students with persistent SEN

- Intensive Remedial Teaching Programme
- Enhanced Speech Therapy Grant for primary schools
- Learning Support Grant

\$10,000

Tier 1

Regular class quality teaching to prevent deterioration of mild learning difficulties

- Capacity Enhancement Grant
- Additional teachers for remedial teaching, language teaching and guidance work
- Additional teachers for schools with large intake of band 3 and bottom 10% students

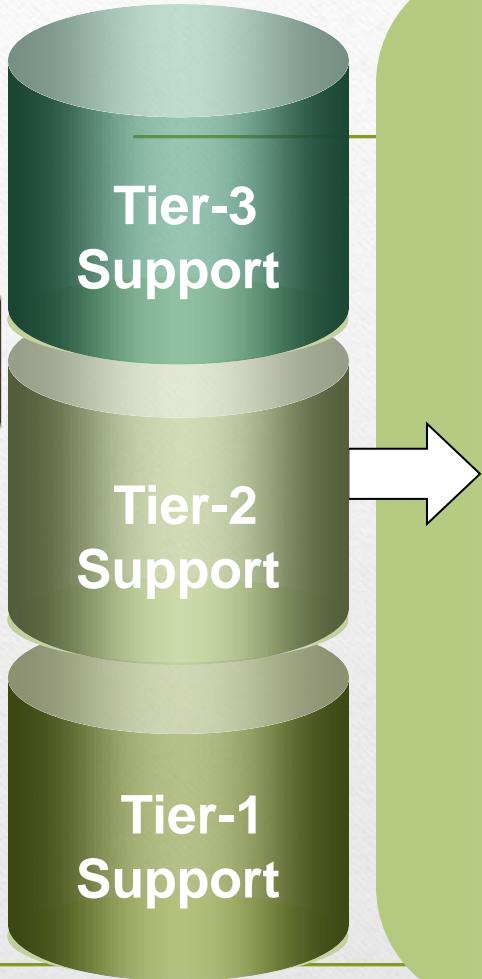


Flexibly deployment of resources



Schools can use the **screening** tools developed by EDB for early identification of students' learning difficulties. **Basic resources** such as the Capacity Enhancement Grant, additional teachers for language teaching, curriculum development and student guidance personnel/social worker may be deployed. Teachers should also pursue continuing professional development for **quality teaching** in the classroom and early intervention of learning difficulties.

Flexibly deployment of resources



- Schools can use the **additional resources** to provide support services to the students assessed to have persistent learning difficulties.
- The resources for primary schools include Intensive Remedial Teaching Programme, Learning Support Grant
- Schools can **flexibly and strategically deploy these additional resources** for supporting students with persistent learning difficulties in classroom learning through, for example, curriculum adaptation and tailored exercises, assessment accommodation, small group learning, pull-out remedial programmes or study skills training etc. Schools should assign a **Student Support Team** to plan and co-ordinate the implementation of the **Whole School Approach** to student support.

Flexibly deployment of resources



It targets at a relatively small number of students who need highly intensive support. The support measures for both primary and secondary schools include the “Whole School Approach to Integrated Education Programme” and the Learning Support Grant (basic provision of \$120,000 for the first 1-6 students requiring intensive individual support, and \$20,000 per student for the seventh and more students).

安排教師接受特殊教育培訓

主題課程：約40-60小時，針對某種特殊教育類別，讓教師能提供支援予較嚴重的個案，例如：自閉症、讀寫障礙等。

90小時的深造課程：包括核心和選修單元。完成後，教師可提供第二層支援並能夥拍專業人員，提供第三層支援予較嚴重的個案。

30小時基礎課程：以探討課程編訂、教學策略及評估原則為主。完成後，教師可提供第一層支援予有短暫/輕微學習困難的學生。

每校每特殊教育
需要類別有一名
教師受訓

每校中文及英文
教師各一名完成
讀寫障礙課程

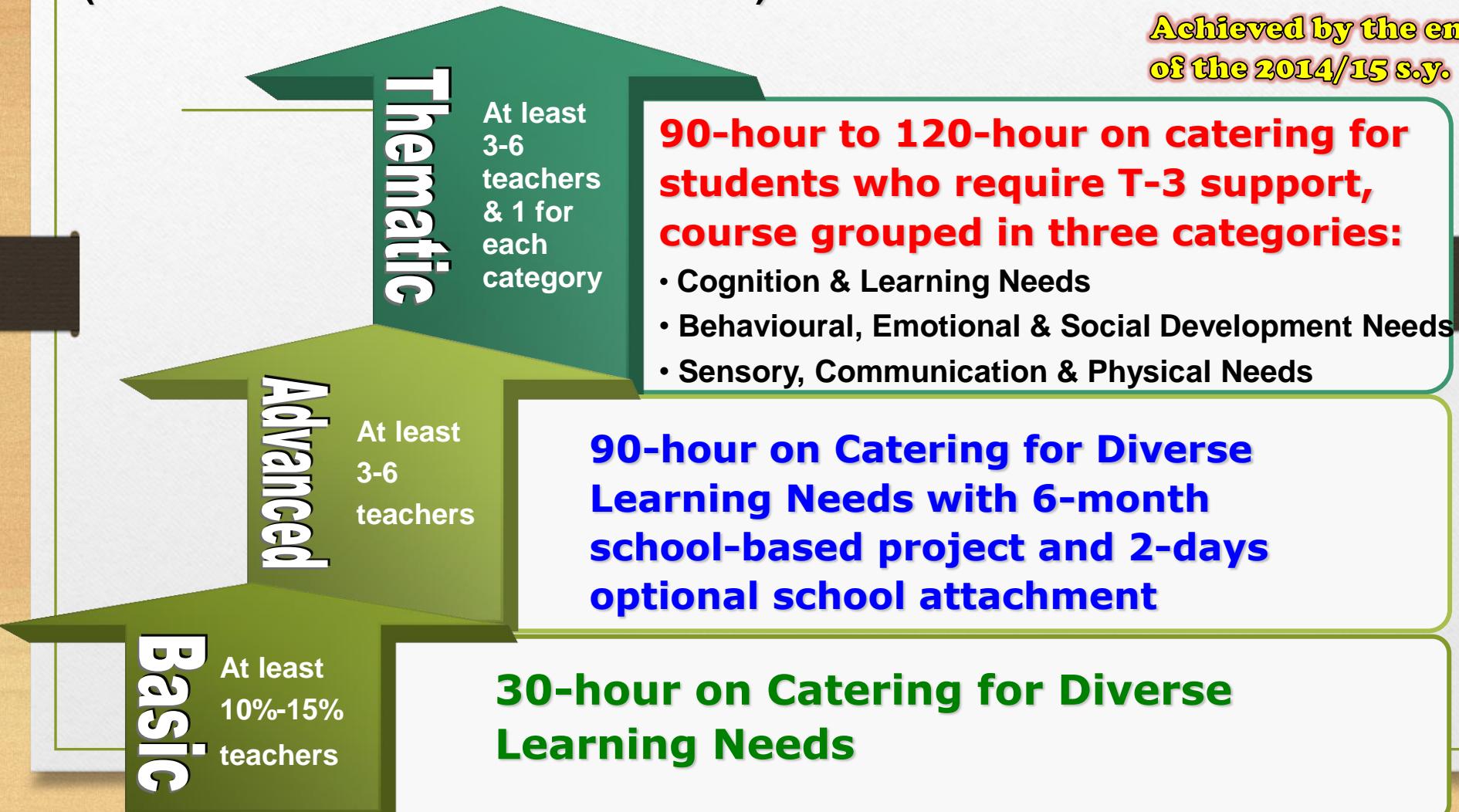
每校最少三名
教師受訓

每校最少10%
教師受訓

Support for students with SEN ~ Teacher Training

Teacher Professional Development on Catering for Students with SEN
(Education Bureau Circular No. 8/2012)

Achieved by the end
of the 2014/15 s.y.



Support for students with SEN

~ Additional Resources

❖ Learning Support Grant (LSGPS) :New Funding Mode (NFM)

學習支援津貼

- Primary Schools - (EDB Circular No. 12/2012)
- Secondary Schools - (EDB Circular No. 13/2012)

❖ Intensive Remedial Teaching Programme (IRTP) :available for P.S. only

小學加強輔導教學計劃

- frozen since 2003/04
- Additional Teacher

❖ Integrated Education Programme (IE Programme)

「全校參與」模式的融合教育計劃

- frozen since 2003/04
- Additional Teacher + Learning Support Assistant



Support for students with SEN

~ Additional Resources

- ❖ No matter what funding mode they adopt, ALL primary schools should implement the Whole School Approach to support students with SEN and ALA.
- ❖ 個別計算，整體運用
- ❖ Schools SHOULD pool resources together to provide appropriate school-based support services to students.

Development of Special Education in Ordinary Schools in Hong Kong

Special Education Provisions	Observation/ Facts
<ol style="list-style-type: none">1. Special Classes in 1970's and phased out gradually since 19972. 'Resource Class' for students with learning difficulties since 1983 ↓ 'Intensive Remedial Teaching Programme' since 20003. Skills Opportunity Schools & Practical Schools (started in 1992 and phased out or mainstreamed in 2004)	<ul style="list-style-type: none">• Only schools with poor intake were willing to operate special classes• All SEN support relied on 1 or 2 remedial support teachers only• Marginalization of resource teachers and students with SEN in ordinary schools• Some under-performed teachers were deployed to teach special classes• Low expectation on students with SEN• Much criticism from concerned groups and parents of students with SEN

Myth or Reality?

[http://programme.rthk.hk/rthk/tv/programme.php?name=tv/
hkce&d=2014-01-30&p=1981&e=248497&m=episode](http://programme.rthk.hk/rthk/tv/programme.php?name=tv/hkce&d=2014-01-30&p=1981&e=248497&m=episode)

Summary of Implementation Measures (I)

1. Whole School Approach to Catering for SEN

- Cultivating an inclusive school culture
- Establishing an inclusion school policy and incorporating inclusive practices in the School Development Plan
- Setting up a Student Support Team to implement, co-ordinate and review inclusive practices
- Keeping an SEN Register
- Pooling and re-deploying different grants and resources flexibly
- Promoting continuing professional development of all school staff
- Enhancing communication with parents and home-school co-operation / parent participation
- Reviewing student progress regularly
- Evaluating the Whole School Approach annually



Summary of Implementation Measures (II)

2. Additional **resources** to schools and allowing **flexibility** in resource deployment
3. Enhancing **teacher training** and **professional support** to schools
4. **Parent and Public Education**
5. **Monitoring and Quality Assurance**

Thank you !
