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Social Work Honours Project
Honor Project Report (60%) –

Parents' perspectives on the support provided by the Hong Kong's integrated education system to SEN primary students and caregivers.

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Abstract

Since Hong Kong's integrated education policy and implementation results have been receiving attention from the outside world, it has been pointed out that there are still gaps in the system that many SEN students and their parents feel very helpless. With the reminders of different parties and the government has continued to allocate resources to optimize the relevant policies, has the current integrated education policy still failed to meet the need of SEN students and the expectation of their parents? This study aims to investigate whether the current "The 3-tier Intervention Model" in primary schools has met the SEN students' and their parents' needs after increasing resources. Also, to determine children and parents' needs for SEN support and further analyze and apply the suggestions for the improvement.

To test the hypothesis that the current policy of integrated education in primary schools is insufficiently effective in supporting SEN students. Respondents were found by a social worker from that part of the population that is close to hand and existing respondents recruit future respondents among their acquaintances, and they were asked to complete a questionnaire through the Internet. Responses were analyzed using correlation. The results showed a small effect in the opposite direction than hypothesized: The needs of SEN children and their parents are not being met by the school's support services because of the lack of transparency and targeting of the support provided by the school.

These results suggest that Education Bureau provides schools with clear work content on the support policy for integrated education and maintains good communication between schools and parents, which can help improve the support effectiveness of integrated education and reduce the occurrence of problems. On this basis, the concept of the unique needs of each SEN child and providing individual support plans for each SEN child should be considered when implementing integrated educational support.

Acknowledgements

We thank Dr Helen Ho for the useful discussion and guidance. We thank Zoie Ho and Alan Lee for their support in collecting questionnaires.

List of Abbreviations

The following table describes the meaning of various abbreviations used throughout the report. The following table describes the meaning of various abbreviations used throughout the report. Nonstandard acronyms that are used in some places/institutions to abbreviate the names are not in this list.

Abbreviation	Meaning
SEN	Special Educational Needs
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit and / Hyperactivity Disorder
SpLD	Special Learning Difficulties
SENCO	Special Education Coordinator
IEP	Individual Educational Program

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CHAPTER ONE: Introduction

1.1 Rationale of the study

In order to help SEN students overcome their limitations and difficulties, attain the learning level in accordance with their abilities, and realize their potential at different stages of development, the Education Bureau (EDB) has been encouraging ordinary schools to implement the Whole School Approach to integrated education and motivate schools to adopt the 3-Tier Intervention Model to cater for students with SEN (the Education Bureau, 2020). However, some studies indicate that the 3-Tier Intervention Model fails to provide adequate support for children with SEN, causing great difficulties and challenges for children and their parents. This study of parents' perceptions of school support to SEN children helps identify gaps in current integrated education policy and suggest improvements.

The general aim is to explore the effectiveness of providing support services to SEN primary students in learning, social and emotional and behavioural needs and their caregivers under “The 3-tier Intervention Model”. And then to have a broader discussion on the suggestions.

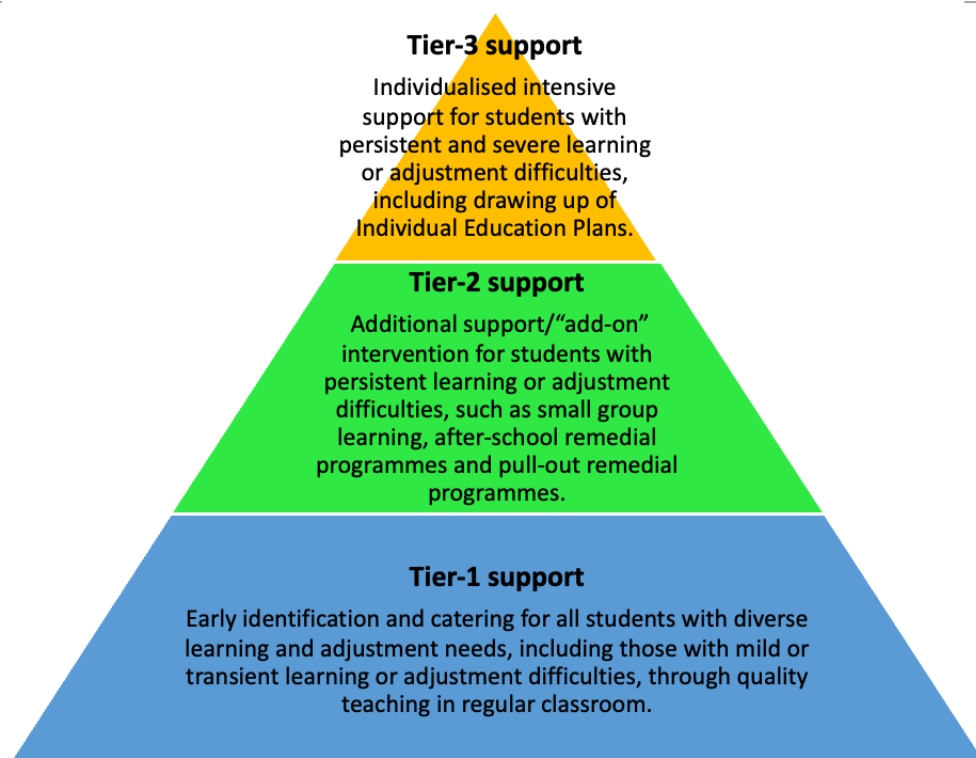
1.2 Background information

At present, the government adopts the "dual-track system" to implement special education. For students with more severe or multiple disabilities, the Education Bureau (EDB) will refer them to special schools based on the assessment and suggestions of professionals and with the consent of their parents to receive enhanced support services. Other students with Special Education Needs (SEN) will be admitted to ordinary schools, which is called integrated education (Education Bureau, 2020).

Since 1997, the EDB has implemented the "whole school participation" model of integrated education, allowing schools to uphold the five basic principles of "Early Identification", "Early Intervention", "Whole School Approach", and "Home-school Cooperation" and "Cross-sector Collaboration". To provide SEN students with an "integrated education" policy that is compatible with the learning environment. In 2008, the EDB compiled the "Operation Guide on the Whole School Approach to Integrated Education". The purpose is to provide ordinary schools in Hong Kong with guiding principles and practical methods. It is hoped that all different stakeholders in the school, including teachers, staff, social workers, counsellors, students, parents, etc. can participate in the implementation of integrated education, recognize, accept and respect individual differences, to promote personal growth and build an inclusive campus and society (Education Bureau, 2020).

“The 3-tier Intervention Model”

The EDB uses the "three-tier intervention model" to classify students' learning difficulties into three levels from mild to severe. The overall content of the Three-tier Intervention Model is as follows (Education Bureau, 2020):



The 3-tier Intervention Model

School teachers use the "Response to Intervention" method in the three-tier intervention model to provide appropriate support according to students' circumstances and special education needs and make adjustments by regularly reviewing students' responses and progress. The school has established a "Student Support Team", which is responsible for determining the level of support they need based on the needs of students, and arranging to provide adjustments in teaching, curriculum and assessment, to help them overcome limitations and difficulties and enable students to achieve their abilities and learning. The EDB calculates the subsidy amount based on the number of SEN students at each level every year and provides a learning support subsidy to schools (Education Bureau, 2020).

1.3 Problem formulation

Since Hong Kong's integrated education policy and implementation results have been receiving attention from the outside world, it has been pointed out that there are still gaps in the system that many SEN students and their parents feel very helpless (see the literature review below for details). With the reminders of different parties and the government has continued to allocate resources to optimize the relevant policies, has the current integrated education policy still failed to meet the need of SEN students and the expectation of their parents?

1.4 Research objectives and research questions

Objectives of the Study:

1. To understand if the current "The 3-tier Intervention Model" in primary schools has met the SEN students' and their parent needs or not after increasing resources;
2. Based on the results of data collection, systematically analyze children and parents' needs for SEN support;

3. To further analyze and apply the suggestions for the improvement of the current Hong Kong's integrated education system for SEN primary students and its future development.

Research Questions:

- Under the “The 3-tier Intervention Model”, what do parents with SEN children think about the services provided by the school?
- Under the “The 3-tier Intervention Model”, do the SEN services provided by the school can meet the learning/ social/ emotional/ personal needs of SEN students?
- Under the “The 3-tier Intervention Model”, do the SEN services provided by the school can fulfil the parental expectations of SEN students?

CHAPTER TWO: Literature Review

2.1 Review of previous studies and literature

According to the definition of the EDB, SEN students are divided into 9 categories, including special learning difficulties (dyslexia), attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), speech disorder, mental retardation, hearing Handicap, physical disability, visual impairment and mental illness (2018/19 will also include students with emotional problems) (Education Bureau, 2020).

According to statistics, the number of SEN students studying in mainstream public-sector schools has continued to increase. The number of students in the 2017-2018 school year reached 45,360, a significant increase of 34.1% from the 33,830 students in the 2013-2014 school year. In the 2017-2018 school year, students with special educational needs accounted for 7.8% of the total number of students in public mainstream schools (Information Research Group of the Legislative Council Secretariat, 2019). This shows that SEN students are becoming more common in mainstream primary schools, and their needs cannot be ignored.

The needs of SEN students

SEN students face many challenges in elementary school, especially when they enter primary school in kindergartens, it is even more difficult for students to face an unfamiliar school environment and adapt to new learning methods. They have to adapt to the pace of mainstream primary schools which may cause anxiety problems. Besides, parents also face a lot of pressure about the problem of child's adaption (Wong, So, Chan, 2018). Therefore, SEN students need appropriate assistance to cope with various challenges, including their learning, social, behavioural and emotional aspects.

A survey conducted by the Hong Kong Association of Community Organizations in 2015 showed that the main difficulties in caring for children with SEN are "supervising children to do their homework" (52.5%) and "disciplining children for misbehaviour" (50.8%). "Supervising children to do their homework" has also become the main source of stress for caregivers, with 56.5%, followed by "handling children's negative emotions" (46.8%), and "disciplining children's inappropriate behaviours" (45.2%). This reflects that SEN students' learning support, emotional support and behavioural control, and parents' support in disciplining their children in mainstream primary schools are very much needed for them and their families (Wong, 2019). In addition, some SEN students do not know how to get along with others, and will easily conflict with others when getting along; in the new environment, it is difficult for SEN students to establish and maintain long-lasting friendships with others due to their introverted personality or limited communication skills (Equal Opportunities Commission, 2012). It will cause various social crises in general. Therefore, SEN students need appropriate teaching and training opportunities, coupled with the tolerance and acceptance of their peers, to improve their social skills.

Furthermore, SEN students may be prone to impulsive behaviour due to the influence of their biological issues, and it is difficult to suppress their behaviours and emotions. Therefore, it will also affect the order of the classroom and confuse the teacher. And these negative behaviours will cause SEN students to be labelled as naughty students, who have to bear negative images and often be punished, which will reduce their self-image and cause low self-confidence (Equal Opportunities Commission, 2012). For these reasons, with appropriate teaching and training, SEN students can learn how to perform appropriately according to the environment.

Status of support for SEN students in primary schools

Facing the increasing demand for SEN student support, the government's resources for implementing integrated education in public-sector ordinary schools have also increased, from about 1.222 billion dollars in the 2014/15 school year to about 2.012 billion dollars in the 2018/19 school year, an increase of about 65% (Information Research Group of the Legislative Council Secretariat, 2019).

In addition, the EDB will add a graduate teacher post to each public primary school in phases starting from the 2017/18 school year within three years, so that the school can assign a dedicated teacher to serve as the coordinator of special education needs. Starting from the 2019/20 school year, the EDB will double the number of individual allowances in the third tier and will provide additional regular teaching posts for schools that admit more students with special educational needs. The school has a more stable teacher team and additional resources that can be deployed flexibly to support students with special educational needs (Education Bureau, 2020).

However, with the increase in SEN support resources, it still also heard many parents reflect that the school provides insufficient support for SEN students and questioned the effectiveness of integrated education, causing their children to encounter many problems in the school and causing parents to feel pressure. Parents criticize the limitations of the "school-based support" model. The main problems include the lack of targeted support, the uneven support provided by schools, and the lack of transparency, which has led to insufficient support for the majority of SEN children in primary school.

Support lacks specificity, and the situation of support provided by schools varies

The post of Special Education Needs Coordinator (SENCO) needs to be expanded to one in each school. However, the Audit Office analyzed the distribution of SEN students in each school in the 2016/17 school year and the report found that the workload of the SENCO varies greatly from school to school. SENCO in 5 schools needs one person to take care of 150 SEN students; while SENCO in 206 schools only needs to take care of 1 to 24 SEN students (Hong Kong Audit Office, 2018). It can reflect the uneven manpower ratio, which will also affect the effectiveness of schools in implementing SEN support services.

Besides, the situation in teacher training is not as ideal. Although the EDB has stipulated that SENCO must complete basic, advanced and special courses (three-level courses) related to catering for students with special education needs. However, as of January 2018, of the 244 SENCOs, 56 (23%) are still studying the three-tier courses required to support students with special education needs. Some schools also have failed to meet the training goals for implementing integrated education (Hong Kong Audit Office, 2018).

The EDB's annual learning support subsidy is calculated by the "three-tier support model". In the 2016/17 school year, a total of 696 public-sector ordinary primary and secondary schools received learning support grants from the EDB, totalling 559 million dollars (Hong Kong Audit Office, 2018). However, the EDB only issues guidelines to schools on the three-tier support and does not establish clear criteria for schools to determine which level of SEN students belong. Therefore, the level of support required by SEN students is determined by the school. In addition, the EDB's guidelines have not touched on the corresponding support services that schools need to provide for students of different SEN categories, and the services provided by schools do not need to specifically target SEN children of a certain category. Some schools only provide

homework tutorial classes and other general services. Some schools will choose outsourcing services, but the EDB lacks guidelines and supervision on those outsourcing services (Ng, 2018).

In the 2016/17 school year, of the 692 schools receiving the Learning Support Grant, 366 (52.9%) had a surplus, of which 122 (33%) had a surplus of more than 10%. The Audit Commission believes that the EDB needs to take measures to encourage schools to make full use of the Learning Support Grant (Hong Kong Audit Office 2018). This can be reflected in the current system that the SEN support provided by schools is not guaranteed, and there is no guideline to specify the corresponding services. The subsidized service model that only uses cash subsidies and additional teaching staff cannot solve the individual difference problems of different numbers, types, and levels of SEN students in different schools. The service becomes to be not in place and not targeted. As a result, the school has failed to provide the most appropriate services for SEN students, and school support does not match the expectations of parents, which may eventually hinder the learning and growth of SEN students (Wong, Chan, 2018).

Lack of transparency in support and insufficient support for SEN children at primary school

If students in public primary schools suspect that they have learning difficulties, such as literacy or intellectual problems, the school may refer them to school-based educational psychologists for evaluation. If a school suspects that a student has a speech impaired problem, it can be assessed by the school-based speech therapy service. Moreover, if a student is suspected of autism, attention-deficit/hyperactivity disorder or mental illness, etc., a school can refer him/her to a psychiatrist, government medical system (including the Department of Health/HA Child Physical Intelligence Test Center, Student Health Service) to provide evaluate. Beginning in

the 2017/18 school year, in order to strengthen the connection between children and primary schools, the EDB, the Social Welfare Department (SWD), the Department of Health, and the Hospital Authority (HA) have established a collaborative mechanism for children's physical intelligence testing services to allow primary schools to know early about students have special needs. With the consent of the parents, send the assessment data of the children and the progress report prepared by the pre-school rehabilitation service unit funded by the SWD for the children enrolled in Primary One to the EDB, so that the EDB can contact the school before the start of the new school year. The student support team of the school carefully reads the assessment information and/or progress report of the primary one students, and after discussing the daily performance of the students with their parents, they will add their information to the student support record book and formulate and arrange appropriate support service according to the actual needs of the students. After obtaining parental consent, record the support measures in the "Summary of Early Childhood Linkage Support" (「幼小銜接支援概要」). The EDB will make an understanding and provide professional advice. Schools must also provide parents with a copy of the summary so that they can understand the school's support arrangements and can make appropriate cooperation to promote the effectiveness of support and home-school communication (Li, 2019).

However, the Audit Commission's review of the Education Bureau's records found that in the 2016/2017 school year, of 6131 students diagnosed with special educational needs or students with poor academic performance, 31.8% were diagnosed only between primary three to six (Hong Kong Audit Office, 2018). Early identification is an essential part of integrated education. If students can be found to have learning difficulties, it can allow parents and teachers to provide them with appropriate support as soon as possible and reduce other

problems. Therefore, the EDB should strengthen measures to identify students with special educational needs as soon as possible.

However, in the qualitative research conducted by the Hong Kong Association of Community Organizations (Wong, Chen, 2018), it was found that home-school communication is still insufficient and school support is lacking in transparency. All parents interviewed stated that they did not know which level their children belong to in the "three-tier intervention model", nor did they know the corresponding services provided by the school for their children, and did not receive reports from the school about their children receiving SEN support at school. It is believed that the school's support information is not transparent, which affects and reduces parents' confidence in school-based SEN support. Some parents even stated that even when the parents took the initiative to inquire about the situation of their children at school, they did not know clearly the situation of SEN children participating in activities at school. Parents are also not clear about the division of labour between the coordinator and social worker.

On the contrary, parents said that there is a big difference between preschool SEN support services and school-age SEN support services. The transition from comprehensive and close support to low transparency and sparse support services can easily make parents feel at a loss and feel lost and powerless. It is worth noting that the survey found that the proportion of depression among SEN parents is also higher, and some parents always need to go to a psychiatrist for follow-up consultation (Wong, Chen, 2018). It is conceivable that if parents feel a lack of support and face too much uncertainty when assisting SEN children in their study and life, they will face enormous mental stress and leading to physical and mental fatigue.

In addition, in the study, all parents interviewed reported that school-based support failed to effectively deal with the emotional, behavioural, and social issues of SEN children. Some children were unable to concentrate in school, or would nuisance and conflict with others; some children will be inferior, have no self-confidence, and lack friends. Parents said that the group training provided by the school is not continuous. For example, there are only 6-8 lessons in a semester, and the training after promotion will be afraid of termination. The speech therapy training time is short and the training interval is too long, which also seriously affects the effectiveness of the service (Wong, Chen, 2018). In addition, according to a report issued by the National Audit Office in April 2018, about 91% of school educational psychologists only visit the school for 18-22 days per year, which is less than the number of visits to each school per school year No less than 30 days (香港審計署, 2018). All the interviewees had a vague impression of educational psychologists, and they also stated that their children had never met an educational psychologist (黃文杰, 陳榕珍, 2018). This reflects that the current number of educational psychologists visiting schools is seriously insufficient, and they are unable to assist SEN students in need and provide effective support to teachers.

This shows that in the absence of clear guidance and supervision from the Education Bureau, there are many uncertainties in the number and quality of schools supporting SEN students. The opaque support information will cause SEN students to lack appropriate support and cause them to face many difficulties and derivative problems in integrating mainstream education. However, the "school-based support" model has limitations, including the lack of targeted support and the uneven use of resources among schools, which makes the support services inadequate and lacks transparency, leading to the lack of support for most SEN children at school age,

which leads to learning and emotions. Social and behavioural problems and increase the pressure on their caregivers.

CHAPTER THREE: Methodology

3.1 Research design

It is a quantitative study trying to list and analyze the policy options, by means of quantifying the collection and analysis of data. The questionnaire is shown in the Appendix.

3.2 Target informants and sampling

This questionnaire targeted the parents of children with ASD/ ADHD/ Specific learning difficulties (SpLD). And children with other SEN, such as hearing handicaps, physical disabilities, or mental illness, were excluded from this research. Parents of children who are currently attending a primary school (Government and subsidized schools) and have indicated to the school that they have SEN, or who have received SEN services at the school were the respondents of our questionnaire.

It is convenience and snowball sampling. It aimed to collect 100 sample sizes. Finally, 100 parents were successfully found to complete the questionnaire.

3.3 Data collection

The pilot test was conducted with two respondents to ensure the questions are relevant, appropriate and friendly before delivering the questionnaires. The questionnaire was published online and sent to the potential participants who could be located or recruited as the primary consideration. In order to ensure the completion of the questionnaires filled by the respondents, the worker will try her best to follow up on the situation of each parent filling in the questionnaires. If there is any unclear point in the content of the questionnaire, she will immediately ask the respondents about the content and make corrections.

3.4 Data analysis

The data was analyzed basically by SPSS.

3.5 Confidentiality and ethical issues

The researcher asked the graduated students from the EETC to complete the questionnaire. The researcher ensured confidentiality that would not disclose their name or identity on the result. Ethics approval was sought from GCC. All data was destroyed after the completion of the research project.

CHAPTER FOUR: Results/Findings of SEN's Parent Survey and Analysis

4.1 Introduction

This is a questionnaire survey on "Whether the school's support for children with special educational needs (SEN) and their parents is adequate under the three-tier support model" in February-March 2021.

4.2 Background information of respondents

4.2.1 Gender

Among the 100 respondents, parents with male SEN children formed a higher proportion representing 73% of the whole sample while 27% were the parents with female SEN children counterparts. (Table 4.2.1)

Table 4.2.1: Gender

	Frequency	Percent	Cumulative Percent
Male	73	73.0	73.0
Female	27	27.0	100.0
Total	100	100.0	

4.2.2 Age

In terms of age, the highest proportion of respondents' children fell into the age category of studying primary 1-2, which accounted for 43% of the whole sample. This was followed by studying primary 3-4, which accounted for 41%. The age group studying primary 5-6 is the smallest proportion. It accounts for 16% only. (Table 4.2.2)

Table 4.2.2: Age

		Frequency	Percent	Cumulative Percent
Valid	Primary 1-2	43	43.0	43.0
	Primary 3-4	41	41.0	84.0
	Primary 5-6	16	16.0	100.0
	Total	100	100.0	

4.2.3 Type of SEN involved

Among the 100 SEN children, the highest proportions involved in SpLD, and more than one special needs category, which accounted for 31% and 29% respectively. These were followed by AD/HD and ASD which represented 21% and 19% of the SEN children sample respectively. (Table 4.2.3)

Table 4.2.3: Type of SEN

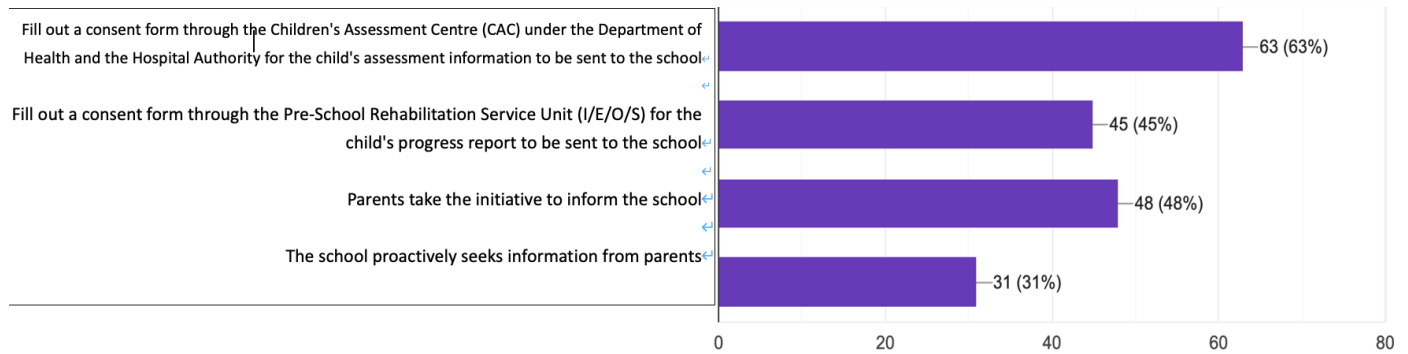
		Frequency	Percent	Cumulative Percent
Valid	ASD	19	19.0	19.0
	AD/HD	21	21.0	40.0
	SpLD	31	31.0	71.0
	More than one learning difficulties	29	29.0	100.0
	Total	100	100.0	

4.2.4 The way for the school to know about children's SEN

Complete the consent form through the Children's Assessment Centre (CAC) under the Department of Health and the Hospital Authority for the child's assessment information to be sent to the school was the most popular method used by the respondents (63%), followed by parents take the initiative to inform the school (48%), through the pre-school rehabilitation service unit (I/E/O/S position) filling in the consent form to allow the progress of the child report to school (45%) and the school proactively seeks information from parents (31%).

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Figure 4.2.4: The way for the school to know about children's SEN

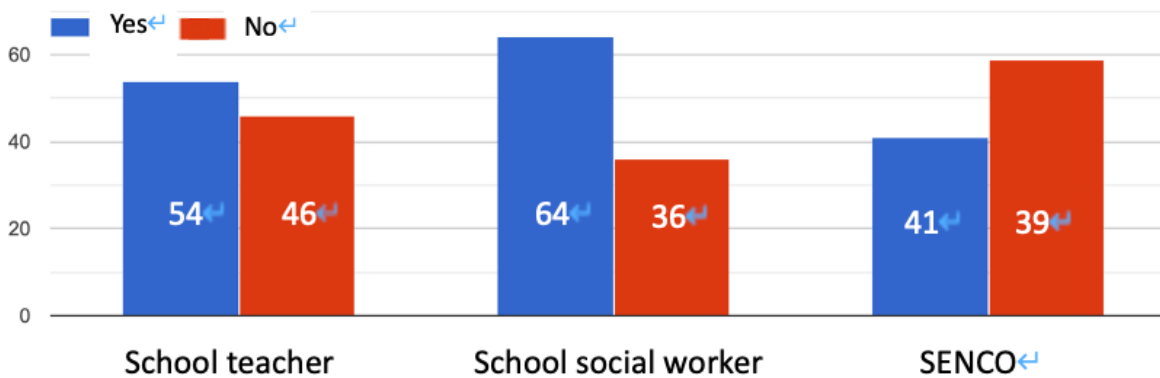


4.3 The situation of parents knowing about the SEN supports by the school

4.3.1 The situation of the school contact parents before the child admission / admission

Before the SEN children admission / admission to school, social workers are more commonly those who have proactively contacted parents about the child's situation, which accounted for 64%. (Figure 4.3.1a).

Figure 4.3.1a: The situation if school personnel contact parents before the child admission / admission



21% of the respondents did not receive the information from the school teacher/social worker/special education coordinator (SENCO) who care them about the situation of the child before/in the early stage of school. There was no significant difference between those contacted by the school or not based on children's SEN type. (Table 4.3.1b)

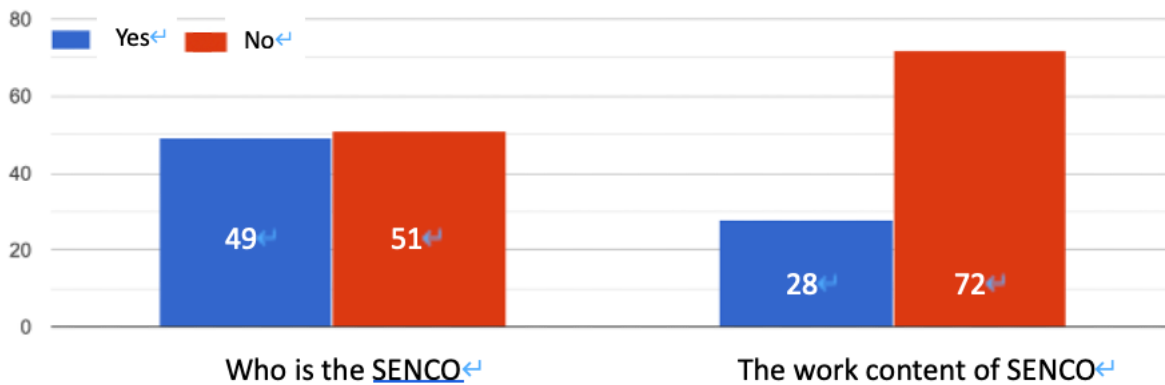
Table 4.3.1b: Analysis of the background of respondents who were not contacted by the school before the child's admission/admission

		None of the teachers/social workers/SENCO ever took the initiative to contact the parents
The type of SEN:	ASD	2
	AD/ HD	5
	SpLD	6
	More than one learning difficulties	8
Total		21

4.3.2 The situation of SEN children’s parents knowing about SENCO

Among the 100 respondents, above half (51%) of the respondents don't know who the school SENCO is. Most of the respondents (72%) don't know the job duties of the school SENCO. (Figure 4.3.2)

Figure 4.3.2: The situation of SEN children’s parents knowing about SENCO



4.3.3 Respondents' understanding of the SEN support services implemented by the school in the "three-tier support model"

The majority of respondents in the whole sample claimed that they are very unclear or unclear about the SEN support services implemented by the school in the "three-tier support model", which accounted for 29% and

53% respectively. (Table 4.3.3a) However, there were no significant differences between the respondents' understanding of the SEN support service and the age of the children.

Table 4.3.3a: Respondents' understanding of the "three-tier support model"

		Frequency	Percent	Cumulative Percent
Valid	Very clear	1	1.0	1.0
	Clear	17	17.0	18.0
	Unclear	53	53.0	71.0
	very unclear	29	29.0	100.0
	Total	100	100.0	

Most of the respondents (88%) don't know about their child belongs to which support level in the school's "three-tier support model". (Table 4.3.3b) However, there were no significant differences between the respondents' understanding of their child belongs to which support level in the "three-tier support model" and the age of the children.

Table 4.3.3b: Parents' knowledge about their child belongs to which support level in the school's "three-tier support model"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Know	12	12.0	12.0	12.0
	Don't know	88	88.0	88.0	100.0
	Total	100	100.0	100.0	

4.4 The situation of SEN children under school support

4.4.1 Type of class in school

Most SEN children study in normal class which is classified on children's age or children's ability, which accounted for 51% and 36% respectively. Few of them are studied in resources class that is divided into different groups according to the child's ability or SEN category when teaching the main subjects. (Table 4.4.1)

Table 4.4.1: Type of class in school

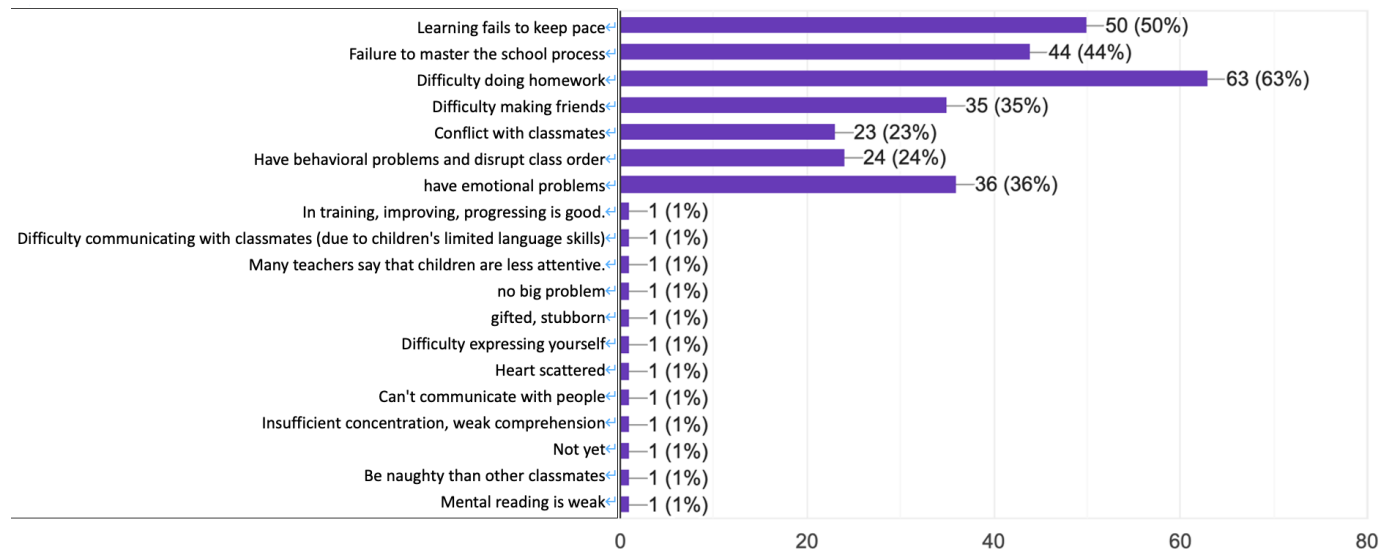
		Frequency	Percent	Cumulative Percent
Valid	Isolation Resource Class	0	0	0
	General class (classified according to the age of the child)	51	51.0	51.0
	General class (classified according to the age of the child)	36	36.0	87.0
	General class (classified according to the type of the SEN)	0	0	0
	When teaching main subjects (for example: Chinese, English, mathematics), in segregated resource classes; when teaching non-major subjects, in general classes (classified according to children's age, ability, or SEN category)	6	6.0	93.0
	Not clear	6	6.0	99.0
	Other	1	1.0	100.0
	Total	100	100.0	

4.4.2 Analysis of the difficulties and needs of SEN children in school

Respondents said that their children's current difficulties in school are the difficulty of doing homework (63%) and failing to keep up with the progress of learning (50%), accounting for half or more of the respondents.

Followed by failure to master the school process (such as copying manuals, picking up schoolbags, etc.) (44%), emotional problems (36%), difficulty in making friends (35%), behavioral problems, disturbing class order and (24%) having conflict with classmates (23%). (Figure 4.4.2a)

Figure 4.4.2a: Difficulties encountered by children in school



Considering the type of SEN among 100 respondents' children sample, children who had more than one special need category and ASD significantly had a higher degree of difficulty in making friends than the other groups of ADHD or SpLD ($p=0.026$, $p<0.05$). (Table 4.4.2b)

Table 4.4.2b: Analysis of the background of respondents' children who have difficulty in making friends

	Difficult to make friends		Total
	Yes	No	
The type of SEN: ASD	10	9	19
AD/ HD	4	17	21
SpLD	7	24	31
More than one learning difficulties	14	15	29
Total	35	65	100

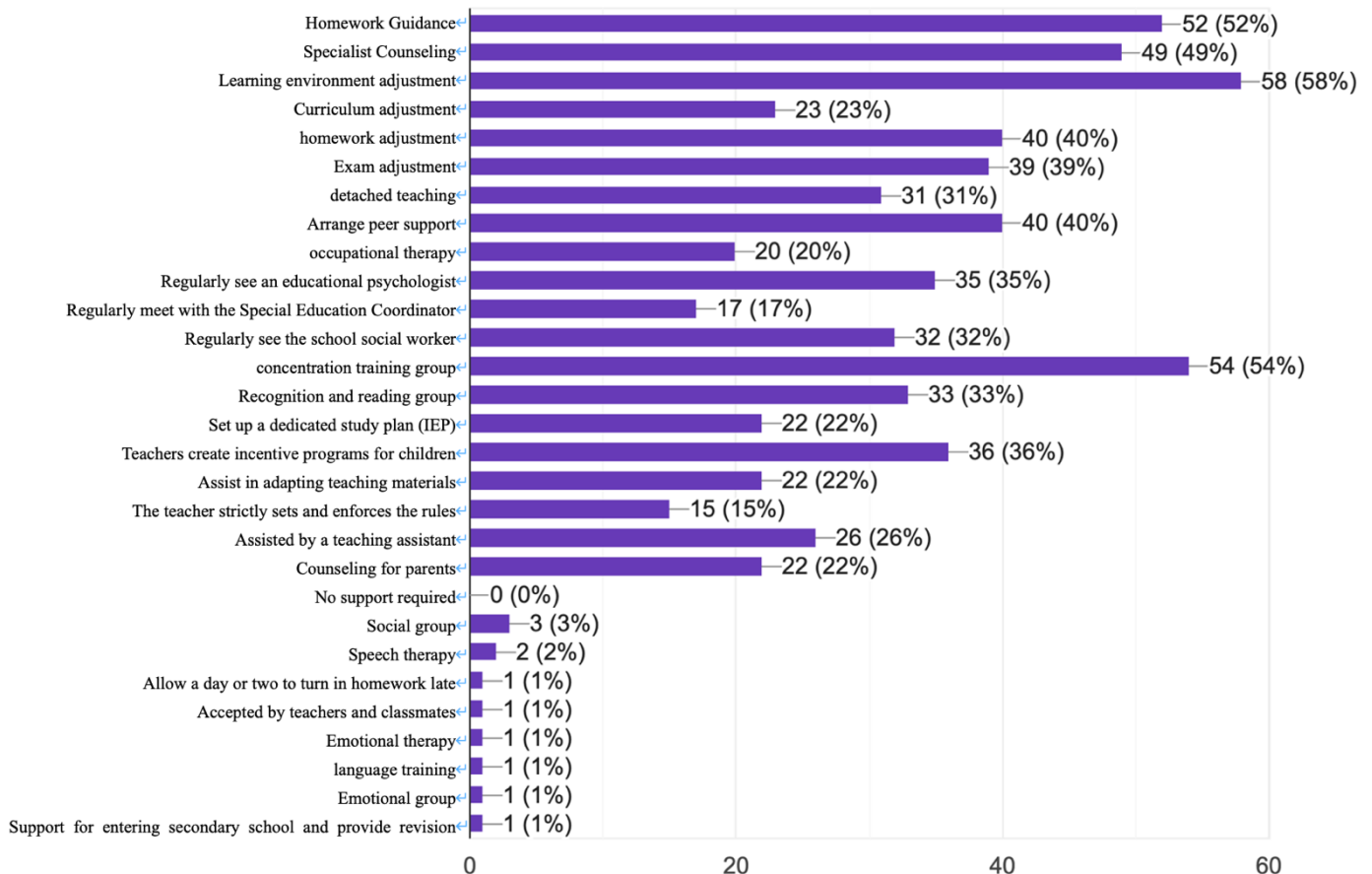
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.294 ^a	3	.026
Likelihood Ratio	9.466	3	.024
Linear-by-Linear Association	.009	1	.923
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.65.

Half or more of the respondents said that their children's current needs in school are Adjusting the learning environment (sitting in the front seat, having an environmental reminder card, etc.) (58%), having a concentration training group (54%), and having homework guidance (52%). Followed by having tutoring in the specialist subject (49%), providing homework adjustment (40%), arranging peer support (40%), providing exam adjustment (39%), etc. (Figure 4.4.2c)

Figure 4.4.2c: Needs encountered by children in school



Considering the type of SEN among 100 respondents' children sample, children who had SpLD and more than one special need category significantly had a higher degree of need in having homework guidance than the other groups of ASD or ADHD ($p=0.012$, $p<0.05$). (Table 4.4.2d)

Table 4.4.2d: Analysis of the background of respondents' children who have needs in homework guidance

		Needs in homework guidance		Total
		Yes	No	
The type of SEN:	ASD	5	14	19
	AD/ HD	8	13	21
	SpLD	21	10	31
	More than one learning difficulties	18	11	29
Total		52	48	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.904 ^a	3	.012
Likelihood Ratio	11.177	3	.011
Linear-by-Linear Association	8.250	1	.004
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.12.

Considering the type of SEN among 100 respondents' children sample, respondents who had SpLD and more than one special need category significantly had a higher degree of need in having tutoring in the specialist subject than the other groups of ASD or ADHD ($p=0.008$, $p<0.05$). (Table 4.4.2e)

Table 4.4.2e: Analysis of the background of respondents' children who have needs in tutoring in the specialist subject

		Needs in tutoring in the specialist subject		Total
		Yes	No	
The type of SEN:	ASD	3	16	19
	AD/ HD	10	11	21
	SpLD	20	11	31
	More than one learning difficulties	16	13	29
Total		49	51	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.830 ^a	3	.008
Likelihood Ratio	12.735	3	.005
Linear-by-Linear Association	7.317	1	.007
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.31.

Considering the type of SEN among 100 respondents' children sample, children who had more than one special need category significantly had a higher degree of need in arranging peer support than the other groups of ASD, ADHD or SpLD ($p=0.048$, $p<0.05$). (Table 4.4.2f)

Table 4.4.2f: Analysis of the background of respondents' children who have needs in arranging peer support

		Needs in arranging peer support		Total
		Yes	No	
The type of SEN:	ASD	10	9	19
	AD/ HD	5	16	21
	SpLD	9	22	31
	More than one learning difficulties	16	13	29
Total		40	60	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.892 ^a	3	.048
Likelihood Ratio	8.020	3	.046
Linear-by-Linear Association	.317	1	.573
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.60.

Considering the type of SEN among 100 respondents' children sample, children who had more than one special need category significantly had a higher degree of need in having occupational therapy services than the other groups of ASD, ADHD or SpLD ($p=0.07$, $p<0.05$). (Table 4.4.2g)

Table 4.4.2g: Analysis of the background of respondents' children who have needs in having occupational therapy service

		Needs in having occupational therapy service		
		Yes	No	Total
The type of SEN:	ASD	3	16	19
	AD/ HD	2	19	21
	SpLD	3	28	31
	More than one learning difficulties	12	17	29
Total		20	80	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.000 ^a	3	.007
Likelihood Ratio	11.249	3	.010
Linear-by-Linear Association	5.288	1	.021
N of Valid Cases	100		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.80.

Considering the type of SEN among 100 respondents' children sample, children who had more than one special need category significantly had a higher degree of need in meeting an educational psychologist regularly than the other groups of ASD, ADHD or SpLD ($p < 0.001$). (Table 4.4.2h)

Table 4.4.2h: Analysis of the background of respondents' children who have needs in meeting an educational psychologist regularly

		Needs in meeting an educational psychologist regularly		Total
		Yes	No	
The type of SEN:	ASD	6	13	19
	AD/ HD	2	19	21
	SpLD	8	23	31
	More than one learning difficulties	19	10	29
Total		35	65	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.112 ^a	3	<.001
Likelihood Ratio	19.816	3	<.001
Linear-by-Linear Association	8.936	1	.003
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.65.

Considering the type of SEN among 100 respondents' children sample, children who had SpLD and more than one special need category significantly had a higher degree of need in meeting a school social worker regularly than the other groups of ASD or ADHD ($p = 0.015$, $p < 0.05$). (Table 4.4.2i)

Table 4.4.2i: Analysis of the background of respondents' children who have needs in meeting a school social worker regularly

		Needs in meeting a school social worker regularly		Total
		Yes	No	
The type of SEN:	ASD	9	10	19
	AD/ HD	1	20	21
	SpLD	10	21	31
	More than one learning difficulties	12	17	29
Total		32	68	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.396 ^a	3	.015
Likelihood Ratio	12.725	3	.005
Linear-by-Linear Association	.263	1	.608
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.08.

4.4.3 Analysis of SEN children's current use of support services in school

Over half of the respondents indicated that they did not/have not used the needed support services at school, including curriculum adjustment (Table 4.4.3a), homework adjustment (Table 4.4.3b), examination adjustment (Table 4.4.3c), extractive teaching method (Table 4.4.3d), occupational therapy (Table 4.4.3e), regular meets with educational psychologists (Table 4.4.3f), regular meets with SENCO (Table 4.4.3g), concentration training groups (Table 4.4.3h), recognition and reading training group (Table 4.4.3i), setting up Individual Educational Program (IEP) (Table 4.4.3j), teachers setting up reward schemes for children (Table 4.4.3k), assisting in adjusting teaching materials (Table 4.4.3l) and providing guidance to parents (Table 4.4.3m).

Table 4.4.3a: Children's needs for curriculum adjustment and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for curriculum adjustment at present?	Yes	6	0	17	23
	No	5	0	72	77
Total		11	0	89	100

Table 4.4.3b: Children's needs for homework adjustment and children's current use in school?

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for homework adjustment at present?	Yes	13	0	26	39
	No	7	0	54	61
Total		20	0	80	100

Table 4.4.3c: Children's needs for examination adjustment and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for examination adjustment at present?	Yes	13	0	26	39
	No	4	0	57	61
Total		17	0	83	100

Table 4.4.3d: Children's needs for extractive teaching method and children's current use in school

		Use of support services and their circumstances				Total
		Missing answer	Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for extractive teaching method at present?	Yes	1	11	2	17	31
	No	1	4	1	63	69
Total		2	15	3	80	100

Table 4.4.3e: Children's needs for occupational therapy and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for occupational therapy at present?	Yes	2	0	18	20
	No	6	1	73	80
Total		8	1	91	100

Table 4.4.3f: Children's needs for regular meets with educational psychologists and children's current use in school

		Use of support services and their circumstances				Total
		Missing	Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for regular meeting with educational psychologist at present?	Yes	1	7	5	22	35
	No	0	7	2	56	65
Total		1	14	7	78	100

Table 4.4.3g: Children's needs for regular meets with SENCO and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for regular meeting with SENCO at present?	Yes	3	3	11	17
	No	4	1	77	82
Total		7	4	88	99

Table 4.4.3h: Children's needs for concentration training groups and children's current use in school

		Use of support services and their circumstances				Total
		Missing	Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for concentration training group at present?	Yes	1	17	6	30	54
	No	0	13	5	28	46
Total		1	30	11	58	100

Table 4.4.3i: Children's needs for recognition and reading training group and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for recognition and reading group at present?	Yes	8	2	23	33
	No	14	2	51	67
Total		22	4	74	100

Table 4.4.3j: Children's needs for setting up IEP and children's current use in school

		Use of support services and their circumstances				Total
		Missing	Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for setting up IEP at present?	Yes	0	6	0	16	22
	No	1	13	1	63	78
Total		1	19	1	79	100

Table 4.4.3k: Children's needs for teachers setting up reward schemes for children and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for setting up reward schemes for children at present?	Yes	17	0	19	36
	No	20	2	42	64
Total		37	2	61	100

Table 4.4.3l: Children's needs for assisting in adjusting teaching materials and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for assisting in adjusting teaching materials at present?	Yes	4	0	18	22
	No	6	1	71	78
Total		10	1	89	100

Table 4.4.3m: Children's needs for providing guidance to parents and children's current use in school

		Use of support services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Do you think your children need support for providing guidance to parents at present?	Yes	2	2	18	22
	No	12	4	62	78
Total		14	6	80	100

Considering the type of SEN among 100 respondents' children sample, children who had more than one special need category significantly had a higher participation rate in exam adjustment than others ($p=0.031$, $p<0.05$).

(Table 4.4.3n)

Table 4.4.3n: Analysis of the background of respondents' children who use the support of exam adjustment

		Children's current use of examination adjustment services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
The type of SEN:	ASD	0	0	19	19
	AD/ HD	2	0	19	21
	SpLD	6	0	25	31
	More than one learning difficulties	9	0	20	29
Total		17	0	83	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.893 ^a	3	.031

Likelihood Ratio	11.582	3	.009
Linear-by-Linear Association	8.780	1	.003
N of Valid Cases	100		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 3.23.

Considering the type of SEN among 100 respondents' children sample, children who had ASD and children who had more than one special need category significantly had a higher participation rate in the emotional training group than others ($p < 0.001$). However, more than half of children with complex SEN think the emotional training group is not efficient. (Table 4.4.3o)

Table 4.4.3o: Analysis of the background of respondents' children who use the support of emotional training group

		Children's current use of emotional training group services and their circumstances			Total
		Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
The type of SEN:	ASD	12	2	5	19
	AD/ HD	3	1	17	21
	SpLD	7	2	22	31
	More than one learning difficulties	7	8	14	29
Total		29	13	58	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.411 ^a	6	<.001
Likelihood Ratio	21.916	6	.001
Linear-by-Linear Association	2.654	1	.103
N of Valid Cases	100		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 2.47.

It found that children who study primary 3-4 significantly had a higher participation rate in the support of environmental adjustment than others and thought it was effective ($p=0.015$, $p<0.05$). (Table 4.4.3p)

Table 4.4.3p: Analysis of the age of respondents' children who use the support of environmental adjustment

		Children's current use of environmental adjustment and their circumstances				Total
		Missing	Have/have used and thought it was effective	Have/have used but do not think it is effective	No/never used	
Children's school grade:	Primary 1-2	0	30	1	12	43
	Primary 3-4	2	30	0	9	41
	Primary 5-6	0	5	0	11	16
Total		2	65	1	32	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.851 ^a	6	.015
Likelihood Ratio	16.037	6	.014
Linear-by-Linear Association	4.115	1	.042
N of Valid Cases	100		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .16.

It found that children who study primary 3-4 significantly had not used/ never used the support of arranging peer support than others (<0.001). (Table 4.4.3q)

Table 4.4.3q: Analysis of the age of respondents' children who use the support of arranging peer support

		Children's current use of arranging peer support and their circumstances			Total
		Missing	Have/have used and thought it was effective	Have/have used but do not think it is effective	

Children's school grade:	Primary 1-2	0	16	2	25	43
	Primary 3-4	0	10	0	31	41
	Primary 5-6	1	7	4	4	16
Total		1	33	6	60	100

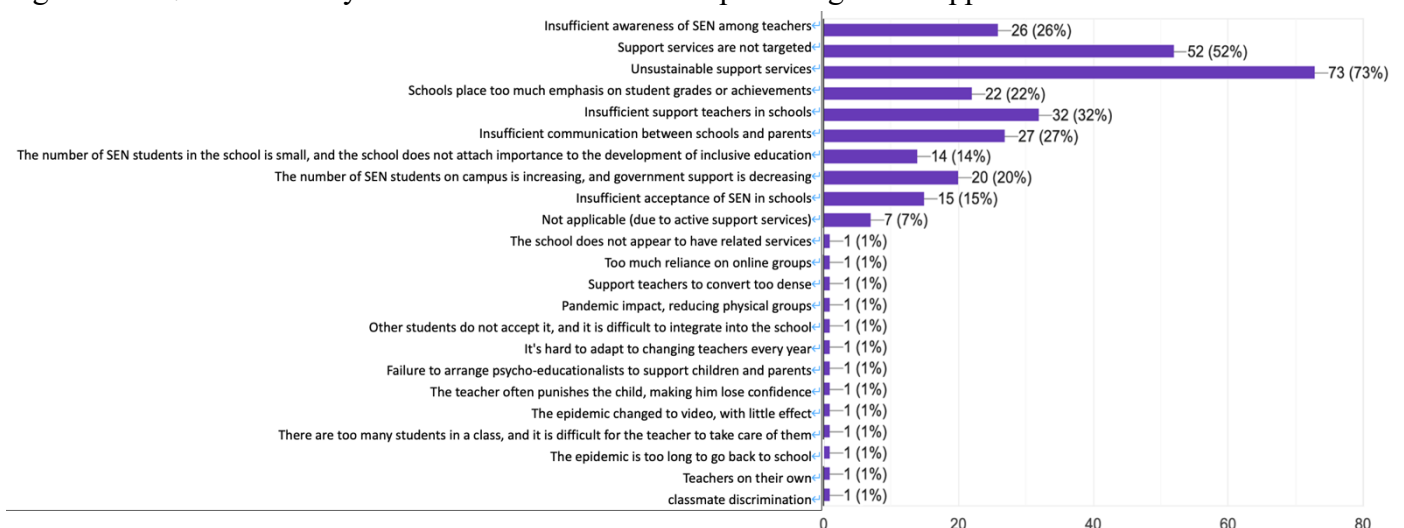
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.136 ^a	6	<.001
Likelihood Ratio	21.565	6	.001
Linear-by-Linear Association	1.109	1	.292
N of Valid Cases	100		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .16.

73% of the respondents believed insufficient support services (such as insufficient training times, short service hours, etc.) are the reasons why current school support services for children with SEN are not effective. Second is the belief that support services are less targeted, which accounted for 52%, the insufficient number of support teachers in schools (32%), insufficient communication between schools and parents (27%), and insufficient knowledge of SEN among teachers (26%), etc. Only 7% of respondents thought school support services for SEN children are effective. (Figure 4.4.3r)

Figure 4.4.3r: Reasons why schools are not effective in providing SEN support services

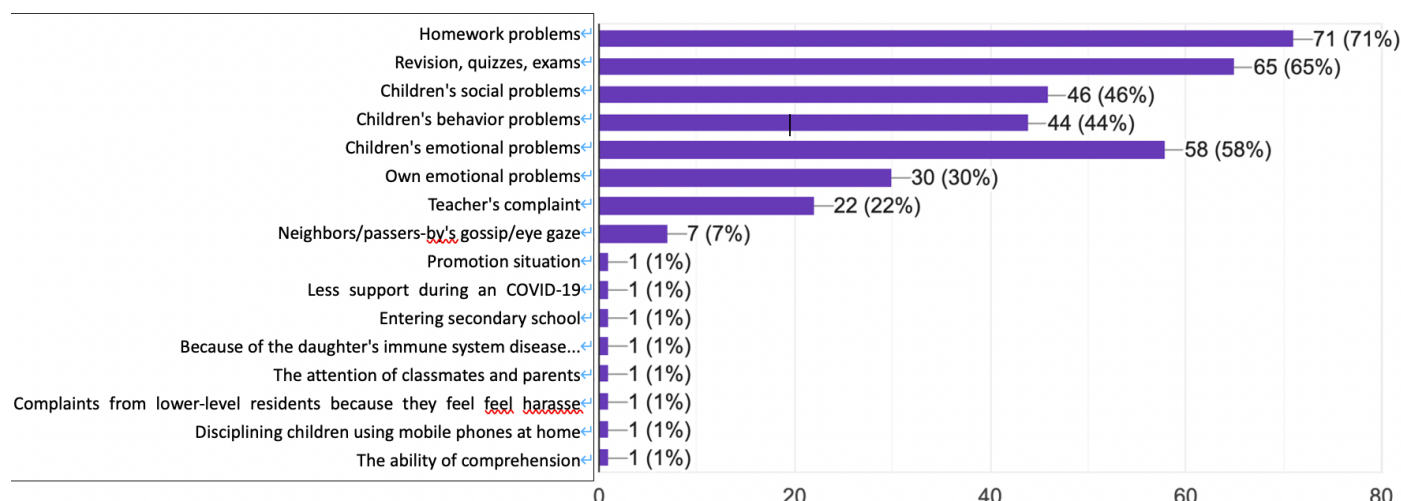


4.5 The situation of parental care of SEN children and school support

4.5.1 The Respondents' concerns about caring for children

Questions about homework and reviewing for dictation/quizzes/exams were the most frequent concerns of respondents, accounting for 71% and 65% respectively. Followed by children's emotional problems (58%), children's social problems (46%), children's behaviour problems (44%), and their emotional problems (30%). Finally, there is pressure from the outside world, including complaints from teachers, gossip from neighbours, etc. (Figure 4.5.1)

Figure 4.5.1: Respondents' concerns about caring for children



4.5.2 Views on support when respondents face the difficulties in dealing with children's academic, social, behavioural and emotional problem

Among the 100 respondents, 70% the respondents will find a teacher to help when they meet difficulties in dealing with children's academic, social, behavioural and emotional problems, which is the people most parents will seek. Only about half of respondents thought the teacher was useful, while half thought it was ineffective. (Table 4.5.2a) Followed by school social worker, which accounts for 62% and most of them

thought it was effective (51%). (Table 4.5.2b) More than half of respondents would seek help from a social worker at a community centre/family service centre or will seek online/book knowledge for help, which accounts for 54% and 57% respectively, and most of them (more than 90%) found it effective. (Table 4.5.2c & Table 4.5.2d)

Table 4.5.2a: Views on teacher support when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	1	1.0	1.0
	Have/have used and thought it was effective	15	15.0	16.0
	Have/have used but do not think it is effective	10	10.0	26.0
	No/never used	74	74.0	100.0
	Total	100	100.0	

Table 4.5.2b: Views on school social worker support when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	2	2.0	2.0
	Have/have used and thought it was effective	51	51.0	53.0
	Have/have used but do not think it is effective	11	11.0	64.0
	No/never used	36	36.0	100.0
	Total	100	100.0	

Table 4.5.2c: Views on social worker at a community center/family service center support when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	1	1.0	1.0
	Have/have used and thought it was effective	49	49.0	50.0
	Have/have used but do not think it is effective	5	5.0	55.0
	No/never used	45	45.0	100.0
	Total	100	100.0	

Table 4.5.2d: Views on seeking online/book knowledge for help when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	2	2.0	2.0
	Have/have used and thought it was effective	48	48.0	50.0
	Have/have used but do not think it is effective	9	9.0	59.0
	No/never used	41	41.0	100.0
	Total	100	100.0	

Most of the respondents would not seek help from SENCO, accounting for 74%, and only some of those who would do so thought it was effective. (Table 4.5.2e)

More than half of the respondents would not seek help from other parents, family members or private tutoring/interest class teachers, accounting for 64%, 58%, and 56% respectively, but some of those who would seek help from their families believed that family help was effective. Most of the people who will find other parents or private tutoring/interest class teachers think those can effectively help them solve their difficulties.

(Table 4.5.2f & Table 4.5.2g & Table 4.5.2h)

Table 4.5.2e: Views on SENCO support for help when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	1	1.0	1.0
	Have/have used and thought it was effective	15	15.0	16.0
	Have/have used but do not think it is effective	10	10.0	26.0
	No/never used	74	74.0	100.0
	Total	100	100.0	

Table 4.5.2f: Views on seeking other parents support for help when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	1	1.0	1.0
	Have/have used and thought it was effective	29	29.0	30.0
	Have/have used but do not think it is effective	6	6.0	36.0
	No/never used	64	64.0	100.0
	Total	100	100.0	

Table 4.5.2g: Views on family support for help when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	2	2.0	2.0
	Have/have used and thought it was effective	27	27.0	29.0
	Have/have used but do not think it is effective	13	13.0	42.0
	No/never used	58	58.0	100.0
	Total	100	100.0	

Table 4.5.2h: Views on private tutoring/interest class teachers support for help when respondents face the difficulties

		Frequency	Percent	Cumulative Percent
Valid	Missing data	1	1.0	1.0
	Have/have used and thought it was effective	35	35.0	36.0
	Have/have used but do not think it is effective	8	8.0	44.0
	No/never used	56	56.0	100.0
	Total	100	100.0	

However, there was no significant difference between views on support when respondents face difficulties in dealing with children's problems and children's SEN type.

4.5.3 Views on communication between respondents and school

More than 70% of respondents believe that the communication between parents and schools on supporting children with SEN is insufficient or very insufficient. (Figure 4.5.3a) The main reason why parents do not take the initiative to communicate with the school is that they think teachers/social workers/ SENCO are busy with their work, they are afraid of being disturbed, and they think they look for teachers/school social workers/SENCO too often that will make their children have unfriendly treatment. 50% and 41% respectively. After that, 34% of the respondents believed that the school's ability to help was very low/failed to help, so they did not take the initiative to communicate with the school. (Figure 4.5.3b)

However, there was no significant difference between the respondents and school's communication and children's SEN type. Also, the reasons for parents not taking the initiative to communicate with the school and children's SEN types were no significant difference.

Figure 4.5.3a: Perspectives on whether parent-school communication is sufficient

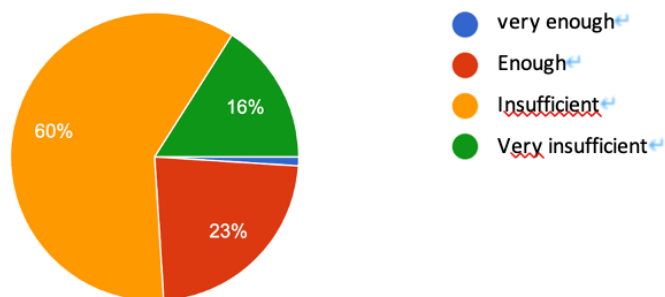
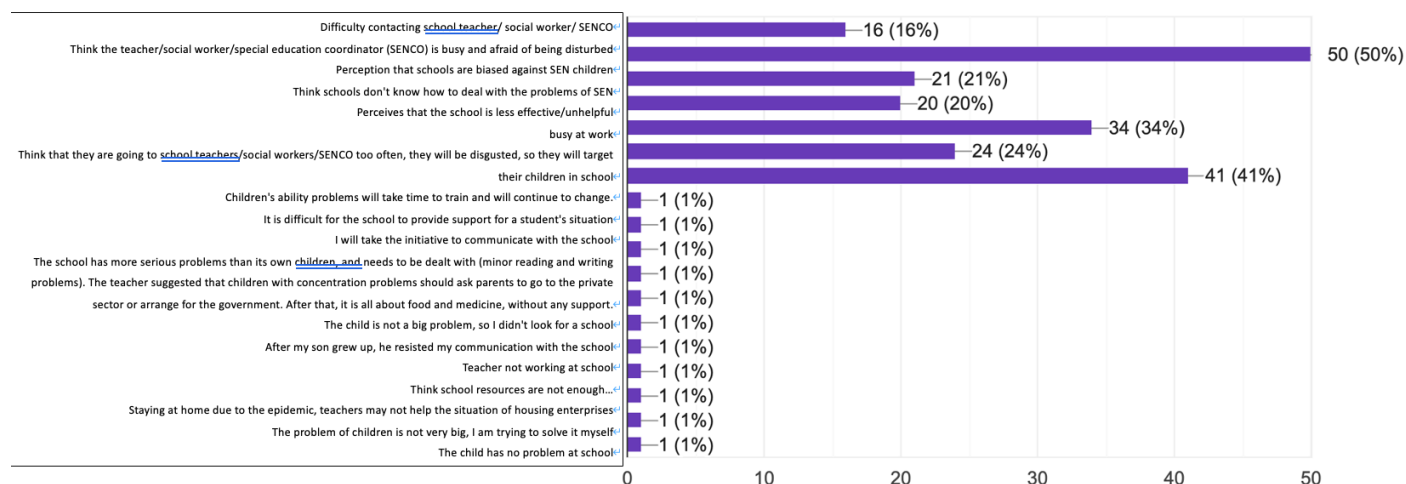


Figure 4.5.3b: Reasons why parents do not take the initiative to communicate with the school



4.6 Suggestions on how the Government and schools can strengthen the implementation of support services for SEN primary school students and their carers

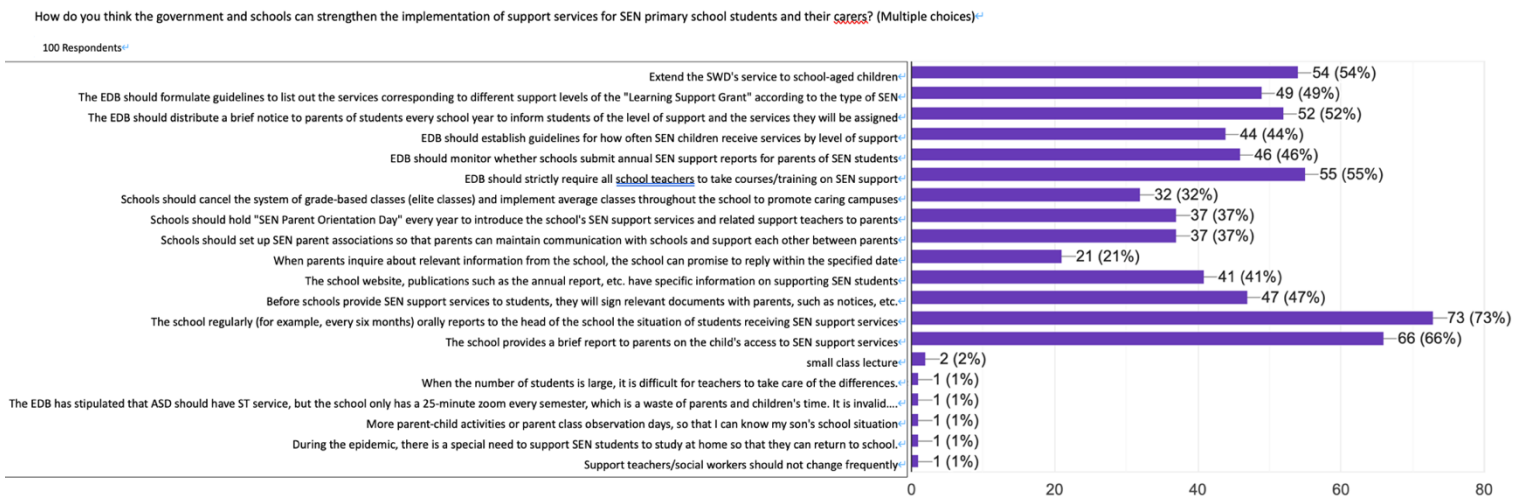
More respondents believe that the school regularly report (for example, every six months) to the parent about children receive SEN support services to parents orally or providing a brief report to parents can strengthen the current school's support for SEN and parents, accounting for 73% and 66% respectively. (Figure 4.6)

Nearly half of the respondents believed that “the Education Bureau should strictly require all school teachers to take courses/training related to SEN support” (55%), "the Social Welfare Department's "Subsidized Pre-school Rehabilitation Services", "Learning and Training Grants for Children Waiting for Subsidized Pre-school Rehabilitation Services" and "On-School Pre-school Rehabilitation Services Pilot Scheme" were extended to school age Children” (54%),“The Education Bureau should distribute a simple notice to parents

of students every school year to inform students of the support level and the level of support they are in.”(52%), “The Education Bureau should formulate guidelines to list the services corresponding to different support levels of the “Learning Support Grant” according to the type of SEN” (49%), “Schools will sign relevant documents with parents before providing SEN support services to students, such as circulars, etc.” (47%) and “Education Bureau It should be monitored whether schools submit annual SEN support reports for parents of SEN students”(46%), which can help strengthen the government and schools' implementation of SEN support services for primary school students and their carers. (Figure 4.6)

However, the recommendations on the integrated educational policy and school of parents (respondents) and children’s SEN types were no significant difference.

Figure 4.6: Views on the government and schools can strengthen the implementation of SEN support services for primary school students and their carers



CHAPTER FIVE: Discussion

– Contribution of the study

SENCO's role is not fulfilled at school which affects SEN support services

Although the EDB has stipulated that SENCO are responsible for leading the Student Support Team to assist the principal and vice-principal in planning, coordinating and promoting the "whole school participation" model of inclusive education (Education Bureau, 2020), according to the results of this questionnaire survey, social workers are the first ones to contact parents about the situation of SEN children more often than SENCO in the early stage of school enrollment. Also, above half of the respondents don't know who the school SENCO is and most of the respondents don't know the job duties of the school SENCO. This can explain why most of the respondents would not seek help from SENCO. It reflects that most of the SENCO is not successful in planning, implementing and reviewing support for students with SEN in school. This may be related to the previously mentioned uneven workload of SENCOs in each school and the fact that there are SENCO who have not yet completed their special education training or obtained their equivalent.

Insufficient transparency of support services provided by schools

It is worrisome that few parents know about SEN support services implemented by the school in the "three-tier support model" clearly and their child belongs to which support level in school. This is related to the school's failure to maintain adequate communication with parents regarding SEN support with their children at school. It is because more than 70% of respondents believe that the communication between parents and schools on supporting children with SEN is insufficient or very insufficient. The reason for the lack of

communication can be attributed to the school's impression of a lack of openness and confidence in SEN support to parents

The previously mentioned literature shows that a lack of transparency of support services can affect and reduces parents' confidence in school-based SEN support and can easily make parents feel lost and powerless, and it may have catastrophic consequences, such as causing mental illness (Wong, Chen, 2018).

The inefficiency of support services provided by schools

According to the results of the questionnaire survey, over half of the respondents indicated that they did not/have not used the needed support services at school. It shows that the current support service for SEN children in school did not respond to the needs of SEN children. The reason for this phenomenon because the EDBs guidelines have not touched on the corresponding support services that schools need to provide for students of different SEN categories, and the services provided by schools do not need to specifically target SEN children of a certain category (Ng, 2018). When the school does not familiar with the knowledge of SEN or school policy does not focus on the development of SEN services, it will cause the problem of the inefficiency of support services easily.

Furthermore, the main reasons why parents think that the current support services provided by schools to SEN children are ineffective are consistent with the above-mentioned situations. In addition to the lack of targeted and transparent support services and insufficient communication between parents and schools, special attention should be paid to support services that are not sustainable. Because of the absence of clear guidance and supervision from the Education Bureau, there are many uncertainties in the number and quality of schools supporting SEN students (Wong, Chan, 2018).

Different SEN children have different needs for SEN support in school

According to the survey results, children with autism and multiple learning difficulties are more likely to have problems with making friends than children with ADHD and SpLD. It is not surprising that children with ASD have particular difficulty making friends because they cannot read the mind, regulate emotions, express and socially interact with people (Heep Hong society, 2021). However, it is surprising that children with multiple learning difficulties have similar difficulties. Therefore, they also received more support from emotional training groups at school than others, in addition, they are more likely to receive exam-adaptive support than others.

In addition, there are many children with multiple learning difficulties and children with SpLD who have higher needs for learning assistance and social work assistance. It is because they have significant difficulties in learning, which will make it difficult for them to keep up with school progress and academic requirements, and thus more likely to have emotional problems that require social workers to follow up (Heep Hong Society, 2011).

Children with multiple learning difficulties are more likely to need the service of OT training and EP meeting regularly. It shows that they need more personal guidance to help them develop their abilities in self-care, play or study (Heep Hong Society, 2011).

These survey results reflect those children with multiple learning difficulties typically face more problems than other children with one learning difficulty. Children with special learning disabilities and multiple learning difficulties are more in demand of support services in school.

- **Implication to social work practice**

Based on the expectations of parents, the support services provided by the school, and the difference in the level of help provided to them, it is easy for parents to develop a hostile relationship with the school. Social workers can comprehensively assess the growth needs and plans of SEN children in the role of case managers; they can also ensure the connection between services, so that parents and teachers can master the training process and support methods of SEN students, and promote a good communication bridge (Anonymous, 2018).

- **Limitation of the study**

Most of the respondents in this research did not know which tier of the three-tier support model their children belonged to at school, so it was difficult to see the relationship between the respondents' use of services and the three-tier support mode. Also, this questionnaire only looked at the effectiveness of services from the perspective of parents and did not comment on the performance of children after receiving support services from the other angles, such as the perspective of social workers or teachers, so the results of service effectiveness were limited.

The limitation in convenience and snowball sampling methods might lead to bias or inaccuracy in the findings. A researcher found people she knew because of the working place and invited friends to invite the potential target to complete the questionnaires. This means a researcher might only be able to reach out to a small group of people and cannot gather any information about an entire group of people.

Also, it can only collect data through the online format because it is affected by the Covid-19. This does not allow immediate follow-up of questions that arise when respondents fill out the questionnaire. In addition, the

respondents will give up in the process of filling out the questionnaire and it is difficult to follow up, and it is relatively difficult to find a specified number of respondents to help complete the questionnaire.

CHAPTER SIX: Conclusion and Recommendations

The suggestions for the improvement of the current Hong Kong's integrated education system to SEN primary and its future development

The results of the questionnaire survey showed that parents attached great importance to the transparency of school support services, and they hoped that schools would let parents know the progress and situation of their children's support in schools through oral presentations or written reports. Therefore, it is helpful for the Education Bureau to clearly state the requirement for schools to explain the progress of children to their parents. In addition, in most foreign policies, parents are seen as important partners in supporting children with SEN. Taking the United Kingdom as an example, before implementing every support related to children's SEN, the relevant parties must first consult the parents and understand their wishes. This is quite different from the fact that Hong Kong's SEN policy focuses on children, the school has insufficient communication with parents, the school's support services do not meet parents' expectations, and the support for parents' pressure, emotions, and child discipline is insufficient (Wong, So & Chan, 2018). Therefore, this is a worthy reference for Hong Kong's SEN child support policy to make intervention services more effective.

Because different types of SEN children have different needs for support, however, assigning which tier of "the 3-tier Intervention model" to the corresponding support services according to the severity of the diagnosis of the child. Therefore, the support that each child needs is unique and should be given on a child-by-child

basis, not a generalization. The service should also be given referring to the type of diagnosis of the child is better. Referring to the support policy for children with SEN in the UK, a comprehensive growth progress assessment will be carried out for students to track their needs, and the school must also conduct annual assessments on the progress of students (So & Chan, 2018). Hong Kong can refer to this practice and refer to the current pre-school rehabilitation services that provide each child with an IEP every year. The content and intensity of support services can be determined according to the content of the IEP, not only "third tier" students can use this service format.

In addition, if the EDB can provide schools with clear instructions or regulations on what services to provide for different types of SEN children, the problem of insufficient targeted support services at present can be improved.

Recommendations about the future research area

Because most of the respondents do not know which tier of the three-tier support model their children receive at school, it is recommended to find respondents who know which tier of support their children belong to for research, so as to have a more comprehensive and in-depth understanding of the service effectiveness under the current three-tier support model.

With regard to the previous recommendations on the EDB and the policy for integrated education, if the EDB will refer to the recommendations in the future to implement IEP for each SEN primary school student enrolled in government-funded programs, it is believed that a pilot program will be conducted first to test the

effectiveness. It is recommended to study the effectiveness of the plan and compare it with the services of the current three-tier support model. This can be adjusted according to the research content when the service is fully implemented.

A conclusion about the study

To conclude, the current “The 3-tier Intervention Model” in primary schools has not met the SEN students’ and their parents’ needs after increasing resources because of insufficient guidance to Integrated Education from the Education Bureau. It has been 14 years since the “Operation Guide on the Whole School Approach to Integrated Education” was launched in 2008. With the increasing number and complexity of children in SEN, the content of the guidelines should be reviewed and adjusted according to the current situation, not just by adding resources without providing substantive guidance to schools.

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Appendix A

- Cover Letter to Informants

Appendix B

- Consent Form

Appendix C

- Tool(s) for Data Collection (Questionnaire)

宏恩基督教學院社會工作學院 - 「在三層支援模式下，學校對特殊教育需要 (SEN) 小學生和其父母的支援是否足夠」問卷調查 (2021 年 2-3月)

每名確診 SEN 兒童的家長填一份 (供已就學的兒童家長填寫)

※所有資料將會保密，及只作本次調查結果發佈用途※

 s20970581@gratia.edu.hk (未分享) [切換帳戶](#)

 已還原草稿

*必填

填寫本調查問卷約需3-5分鐘 (共20條問題)，您提供的個人資料及意見絕對保密，並會於是次問卷調查完畢後銷毀。希望您能抽空完成以下問卷，與我們分享寶貴意見，多謝！

調查目標：了解在三層支援模式下，學校對回應特殊教育需要(SEN)小學生在學習、社交及行為情緒需要及其照顧者支援的有效程度，並提出改善校本融合教育政策的建議。

被訪對象：確診特殊教育需要(SEN)學童的家長 (特殊學習困難、自閉症、注意力不足/過度活躍症)

「在三層支援模式下，學校對特殊教育需要 (SEN) 小學生和其父母的支援是否足 * 夠」參與研究同意書

同意

本人備悉上述研究計劃目的在研究家長對學校為SEN兒童及其家長提供支援服務的想法。本人亦知悉此研究負責人來自宏恩基督教學院之社會工作學士學位課程學生 (萬子恩)。

本人知悉所提供的資料將根據香港法例第486章《個人資料(私隱)條例》加以保護。而此研究所得的資料將會被錄音及可能被用作日後的研究及發表，但該研究及發表中亦不會包含能夠識別本人身份的細節。本人的私隱權利會得以保留，本人的個人資料不會被公開。

研究人員已向本人清楚解釋列在所附研究程序上的資料，本人明瞭當中涉及的利益及風險；本人自願參與研究項目，並同意參與提供個人意見。

本人知悉本人有權就程序的任何部分提出疑問，並有權隨時退出而不受任何懲處。

參與者姓名 *

您的回答

日期 *

日期

日/月/年

備註： 就有關上述研究細則，可聯絡宏恩基督教學院社會工作學院 (Dr. Helen Ho)
電話： 5804 4140

繼續

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清除表單


請勿利用 Google 表單送出密碼。

這份表單是在 Gratia Christian College 中建立。 [檢舉濫用情形](#)

Google 表單

Appendix B

宏恩基督教學院社會工作學院 - 「在三層支援模式下，學校對特殊教育需要 (SEN) 小學生和其父母的支援是否足夠」問卷調查 (2021年 2-3月)

 cheungchingcentre@gmail.com (未分享) [切換帳戶](#)



*必填

(一) 受訪家庭資料

1.) 特殊教育需要(SEN)子女姓名： (只作檢視收集問卷之用，家長可只填寫子女的名字最後兩個字) *

您的回答

2.) 子女性別： *

男

女

3.) 子女被確診為 (可多選)： *

自閉症

注意力不足/過度活躍症

特殊學習困難 (包括但不限於讀寫障礙/ 數學運算障礙/ 語言障礙/ 發展性協調障礙/ 視覺空間感知障礙)

4.) 子女就讀學校： *

您的回答

5.) 子女就讀年級： *

1-2年級

3-4年級

5-6年級

返

繼

回

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清除表單

第 2 頁, 共 5 頁

Appendix C

(二) SEN 兒童在校支援情況

6.) 子女在學校就讀於什麼班級? *

- 隔離資源班
- 普通班級 (根據孩子的年齡分班)
- 普通班級 (根據孩子的能力分班)
- 普通班級 (根據孩子的SEN類別分班)
- 教授主科 (例如: 中、英、數) 時, 在隔離資源班; 教授非主科時, 在普通班級 (根據孩子的年齡、能力、或SEN 類別分班)
- 不清楚
- 其他: _____

7.) 在子女入學前/初期, 如何讓學校得知子女的特殊教育需要(SEN)需要? (可多選) *

- 透過衛生署及醫管局轄下的兒童體能智力測驗中心 (CAC) 填寫同意書讓兒童的評估資料送交學校
- 透過學前康復服務單位 (I/E/O/S位) 填寫同意書讓兒童的的進展報告送交學校
- 家長主動告知學校
- 學校主動向家長了解情況

8.) 在子女入學前/初期, 學校老師/社工/特殊教育統籌主任(SENCO)有否曾就兒童的情況而主動聯絡家長? *

	有	沒有
學校老師	<input type="radio"/>	<input type="radio"/>
社工	<input type="radio"/>	<input type="radio"/>
特殊教育統籌主任(SENCO)	<input type="radio"/>	<input type="radio"/>

9.) 子女現時在校遇到甚麼困難？ (可多選) *

- 學習未能跟上進度
- 未能掌握上學流程 (如抄手冊、執塊拾書包等)
- 做功課困難
- 難以結交朋友
- 與同學相處有衝突
- 有行為問題, 打擾上課秩序
- 有情緒問題
- 其他: _____

10.) 你知道學校的特殊教育統籌主任(SENCO)是誰及其工作內容嗎? *

	知道	不知道
學校的SENCO是誰	<input type="radio"/>	<input type="radio"/>
學校SENCO的工作內容	<input type="radio"/>	<input type="radio"/>

11.) 你認為自己對學校在推行「三層支援模式」的特殊教育需要(SEN)支援服務內容有多了解? *

- 非常清楚
- 清楚
- 不清楚
- 非常不清楚

12.) 你知道子女在校「三層支援模式」中所屬的支援層級嗎? *

- 知道
- 不知道

13.) 你覺得現時子女最需要學校的支援有哪些？（可多選） *

- 功課輔導
- 專科輔導
- 學習環境調適(坐前座、有環境提示咭等)
- 課程調適
- 功課調適
- 考試調適
- 抽離式教學
- 安排朋輩支援
- 職業治療
- 定期見教育心理學家
- 定期見特殊教育統籌主任
- 定期見學校社工
- 專注力訓練小組
- 認讀寫小組
- 訂立專門的學習計畫(IEP)
- 老師為兒童訂立獎勵計劃
- 協助調適教材
- 老師嚴格訂立及執行規矩
- 有教學助理從旁協助
- 為家長提供輔導
- 沒有需要支援
- 其他: _____

14.1.) 子女現時使用在校的支援服務及其情況：（可多選）（有/曾試用的話，需同時選擇其有效程度）*

	有/曾使用	沒有/未曾使用	有效用	沒有效用
功課輔導	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
專科輔導	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
學習環境調適 (如坐前座、有環境提示咭等)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
課程調適	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
功課調適	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
考試調適	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
抽離式教學	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
安排朋輩支援	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
言語治療	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
職業治療	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

請家長記得根據每項有使用的服務，同時別選右面的有效程度（有效用/沒有效用），謝謝！

14.2.) 子女現時使用在校的支援服務及其情況： (可多選) (有/曾使用的話，需同時選擇其有效程度)

	有/曾使用	沒有/未曾使用	有效用	沒有效用
定期見教育心理學家	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
定期見特殊教育統籌主任 (SENCO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
情緒訓練小組	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
專注力訓練小組	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
認讀寫小組	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
訂立專門的學習計畫(IEP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
老師為子女訂立獎勵計劃	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
協助調適教材	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
為家長提供輔導	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
其他支援(請在下一題註明)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
未有任何支援	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(承上題) 其它支援? (請註明)

您的回答

15.) 你認為現時學校提供給特殊教育需要(SEN) 子女的支援服務沒有效的原因是? *
(可多選)

- 教師對SEN的認識不足
- 支援服務欠針對性
- 支援服務欠持續性 (如訓練次數不足、服務時間過短等)
- 學校過於著重學生的成績或成就
- 學校的支援老師不足
- 學校與家長的溝通不足
- 校內SEN 學生數量少, 學校不重視融合教育發展
- 校內SEN 學生數量多, 政府支援越來越少
- 學校對SEN的接納度不足
- 不適用 (因支援服務有效)
- 其他: _____

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清除表單

(三) 照顧者情況

16.) 你照顧子女經常為以下哪些情況擔心或煩惱? (可多選) *

- 功課問題
- 溫習默書、測驗、考試
- 子女的社交問題
- 子女的行為問題
- 子女的情緒問題
- 自己的情緒問題
- 老師的投訴
- 街坊/途人的閒言閒語/目光注視
- 其他: _____

17.) 若你在處理子女的學業、社交、行為及情緒上有困難時，你會向哪些人尋求支援及認為其有效程度？（可多選）（有/曾尋求的話，需同時選擇其有效程度） *

	有/曾尋求	沒有/未曾尋求	能夠有效地諮詢 並協助解決有關 疑難	不能夠有效地諮詢 並協助解決有 關疑難
學校老師	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
學校社工	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
學校SENCO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
家人	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
其他家長	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
私人補習/興趣班 老師	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
社區中心/家庭服 務中心的社工	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
自行尋找網絡/書 本的知識	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
其它(請在下一題 註明)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

請家長記得根據以上每項尋求過的支援，同時別選右面的有效程度（有效協助解決疑難/沒有效協助解決疑難），謝謝！

(承上題) 其它支援? (請註明)

您的回答

18.) 你認為家長與學校保持溝通對支援特殊教育需要(SEN)兒童方面是否足夠? *

- 非常足夠
- 足夠
- 不足夠
- 非常不足夠

19.) 有何因素會影響你不主動與學校溝通? (可多選) *

- 難以聯絡學校老師/社工/特殊教育統籌主任(SENCO)
- 認為老師/社工/特殊教育統籌主任(SENCO)工作繁忙, 怕打擾
- 認為學校對SEN子女有偏見
- 認為學校不懂得處理SEN學生的問題
- 認為學校能幫助的成效很低/未能幫助
- 自己工作忙碌
- 認為太經常找學校老師/社工/SENCO, 他們會反感, 從而針對在校的子女
- 其他: _____

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(四) 政策倡議

20.) 你認為政府及學校可如何強化推行SEN小學生和其照顧者的支援服務? (可多選) *

- 將社會福利署的「資助學前康復服務」、「為輪候資助學前康復服務的兒童提供學習訓練津貼」計劃和「到校學前康復服務試驗計劃」延長至學齡兒童
- 教育局應訂立指引，根據SEN的種類列明「學習支援津貼」不同支援層級相對應的服務
- 教育局應每學年派發簡單通告予學生家長告知學生所處的支援層級與將獲派的服務
- 教育局應訂立指引，按支援層級規定SEN兒童接受服務的頻率
- 教育局應監察學校是否有為SEN學生的家長每年提交在校SEN支援報告
- 教育局應嚴格要求所有學校老師有修讀有關SEN支援的課程/培訓
- 學校應取消按成績分班（精英班）的制度，全校實行平均班以推動關愛校園
- 學校應每年舉辦「SEN家長導向日」，向家長介紹學校SEN支援服務及相關支援老師
- 學校應設立SEN家長會，讓家長可與學校保持溝通及家長間互相支持
- 家長向學校查詢有關資料時，學校能承諾在指定日期內確實回覆
- 學校網站、刊物如年報等有具體列明支援SEN學生相關的資料
- 學校為學生提供SEN支援服務前會與家長簽有關文件，如通告等
- 學校定期（例如每半年）向家長口頭匯報學生接受SEN支援服務的情況
- 學校為兒童接受SEN支援服務的情況向家長提供簡要報告
- 其他: _____

問卷完畢，多謝填寫！

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