

賽馬會學前校園優質融和計劃

Jockey Club Inclusive Quality Preschool Project

Seminar

6 January 2023

Dr Shirley Leung

Hon. Clinical Associate Professor, HKU (DPAM)

Background 背景

The Preschool Rehabilitation Service

學前校本康復服務

• On-site Preschool Rehabilitation Services (OPRS) 到校學前康復服務

- Children with mild disabilities attending KGs / KG-cum-CCCs
- Piloted in 2015/16, Regularised in 2018/19
- About 10,000 places by 2022/03
- Operated by 21 NGOs

• Pilot Tier 1 Support Service 第一層支援服務試驗計劃

- Operated by 6 NGOs
- In about 80 KGs / KG-cum-CCCs w OPRS
- Objective: Early identification & intervention
- From 2020.08 → 2023.08

JC IQ Preschool Project (JC Project)

賽馬會學前校園優質融和計劃 [賽馬會計劃]

• Collaborators/Participants 協作/參與者

- 4 of the 6 NGOs
- 8 KGs / KG-cum-CCCs served by each NGO (Total 4 x 8 = 32 Preschools)
 - 16 Intervention Preschools (介入組)
 - 16 Control Preschools (對照組)

• Intervention 介入

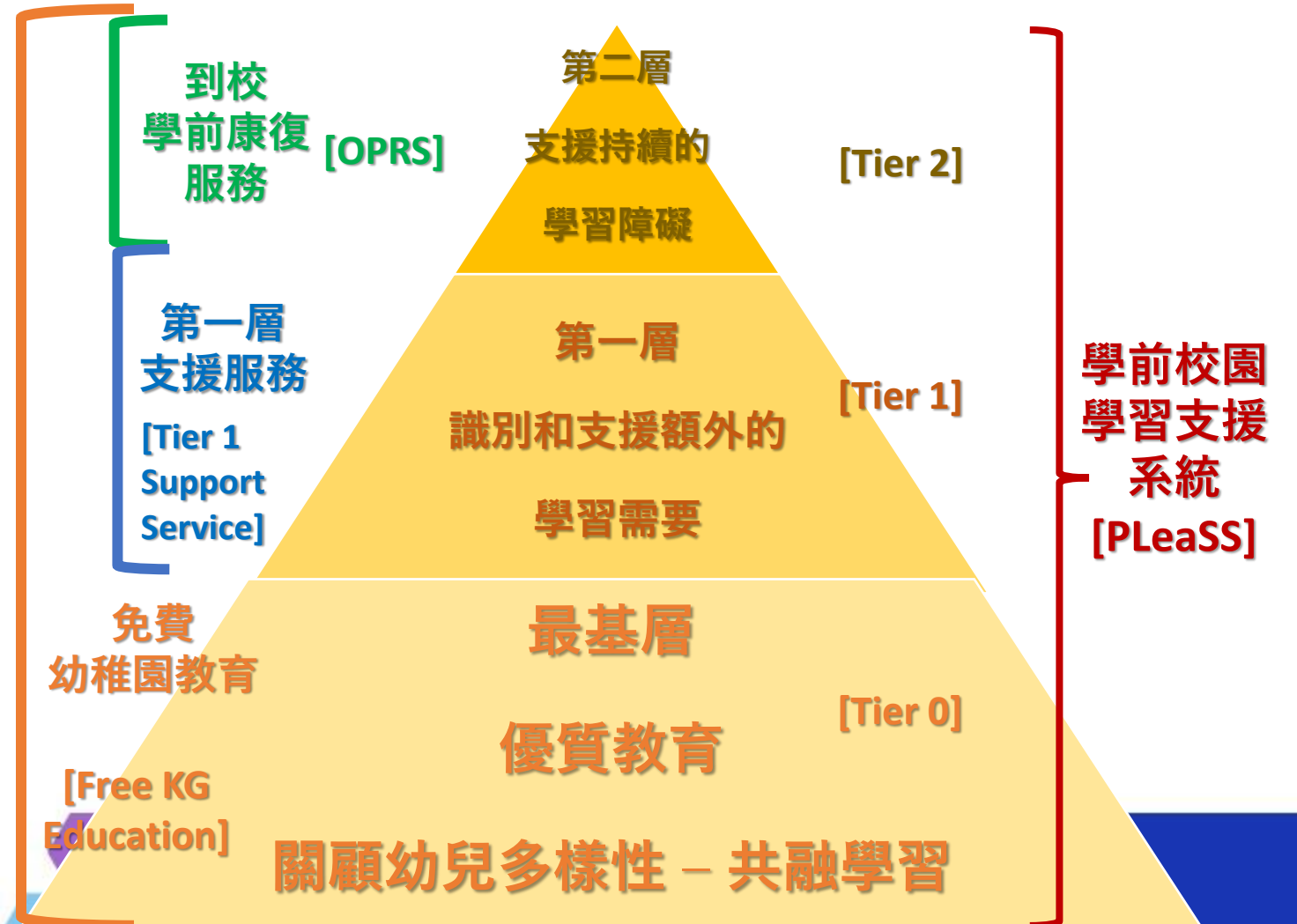
- Training / Capacity Building 培訓以提升能力
- Extra MP Resources 額外人手資源

An Ideal Model of Quality Education for All Preschool Children

為所有幼兒提供優質學前教育的
理想模式

Quality Education For All 為所有幼兒提供優質學前教育

A Comprehensive, Integrated & Flexible Preschool Learning Support System
全面、綜合和靈活的「學前校園學習支援系統」


















Top Up Manpower for the Preschool Learning Support (PLeaSS) Team by the JC Project

[賽馬會計劃]給學前學習支援團隊的
額外人手資源

Preschool Learning Support Team: Manpower per Preschool

學習支援團隊: 每所學校的人手

假設每所幼稚園平均有 1 7 6名幼兒，其中 1 0名正在接受「到校學前康復服務」

Posts	OPRS	Pilot Tier 1 Service	Top up from JC Funding	PLeaSS Team [Days per Week] 學習支援團隊 [每星期天數]
Educational / Clinical Psychologist 教育/臨床心理學家				0.5
SCCW (LC) 特殊幼兒工作員				5 [Full Time]
Senior SCCW 高級特殊幼兒工作員				1.5
Social worker (All Grades) 社會工作員 (各級)				1.5 – 2
OT 職業治療師/助理				1
PT 物理治療師				0.5
ST 語言治療師				1

Support for Teachers 給教師的支援

- Each Intervention School
 - 3 Seed Teachers 種子老師 receive extra support
- Teaching relief 代課教師
 - About a half-time teacher per school (x 14 months) 一個半職教師 (x 14 個月)
- School-based Support Officer (Experienced Early Childhood Education Professionals) 校本支援主任 (資深幼兒教育專業人士)
 - Monthly school visit
 - Discussions with seed teachers (± other teachers)
 - Case conference 個案會議 with teachers and PLeaSS team

Introducing Concepts & Principles in Inclusive Education

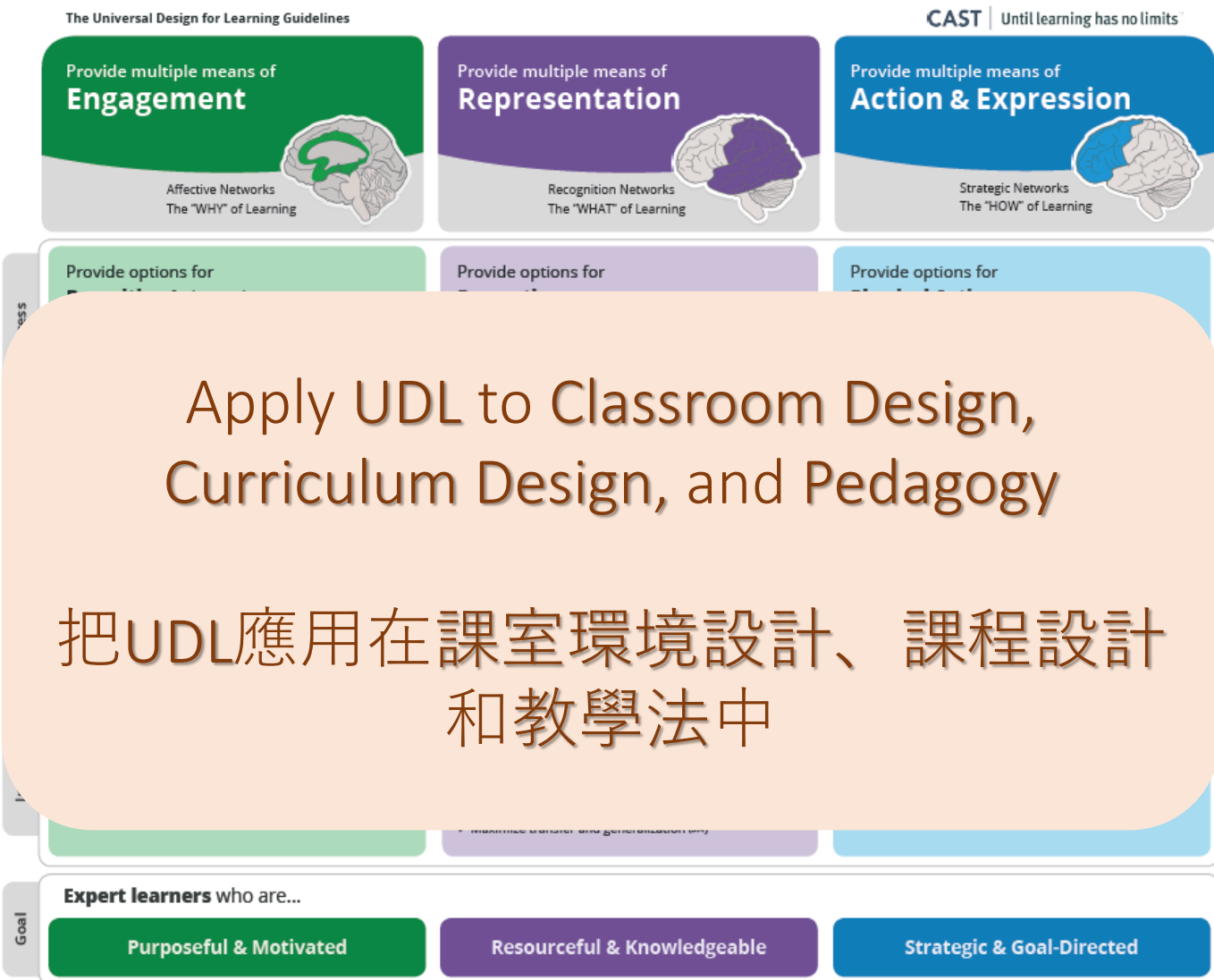
引入融合教育的概念和原則



Universal Design for Learning (UDL)

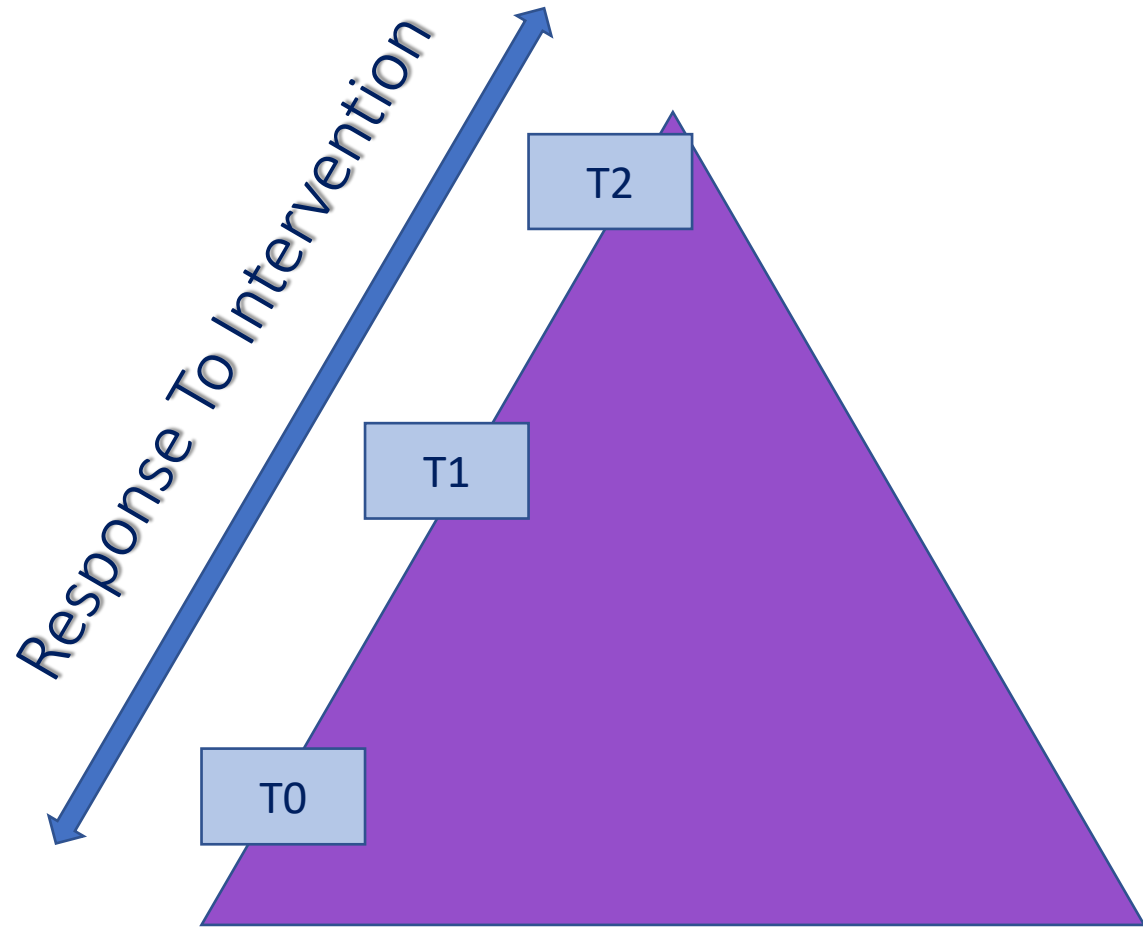
- Cater for Diverse Learning Needs

「全方位學習設計」： 照顧幼兒多樣性



1. Multiple Means of Engagement – use multiple ways to motivate learners
提供「多樣化的參與方式」引起學習動機
2. Multiple Means of Representation – present content in different ways to facilitate understanding
以「多樣化的呈現方式」教授概念和信息
3. Multiple Means of Action & Expression – allow learners to use different ways to express what they know
容許「多樣化的行為及表達方式」展示所學知識

Response to Intervention: Approach to Early Identification & Intervention 「支援-成效模式」：及早識別與介入(支援)



Key Elements 要素

- (i) High Quality classroom instruction 優質教學
- (ii) Ongoing student assessment and progress monitoring 持續的學生評估和進度監察
- (iii) Tiered instruction and intervention 學生得到切合他們需要的教導和支援
 - Effective (evidence-based) 實證為本
 - Allows the intensity of support to match the child's needs, enabling efficient use of resources 支援的強度切合學生需要的水平，有效利用資源

Routine-based Intervention (RBI) 「作息為本介入」

How Children Learn:
Young Children Learn Best
in their
Natural Environment
(Family & Preschool)
through
Interacting with
People & Materials

幼兒如何學得最好？

通過在自然環境(家庭和課堂)中
與人和物的互動

Children with Special Needs
有特殊需要的幼兒

- Embed Developmental Interventions In Daily Routines (& activities) in their Natural Environment 【把發展介入嵌入自然環境的日常作息和活動中】
- Skills learned are functional that enable meaningful participation in daily life 【學到的技能是實用的，讓幼兒有意義地參與日常生活】
- Outcome: Improvement in Engagement, Independence & Social Relations (EISR) 【結果：參與度、獨立性和社交關係的改善】

Change in the Mode of Child Intervention/Support

提供 幼兒介入/支援/治療/訓練 模式的改變

Segregated Mode
抽離模式



Integrated Mode
融合模式

Location of
Therapy
訓練的場所

In a separate room away
from the Child's Classroom
把幼兒抽離課室

In the Child's Classroom
在幼兒的課室裡

Context of
Therapy
訓練的環境

Therapy provided aside from
ongoing classroom routines
and activities
與當時課堂流程和活動無關

Therapy as part of classroom
routines and activities
治療成為課堂流程和活動的
一部分

Role
of Therapist
治療人員的
角色

To provide direct therapy to
the child
為幼兒提供直接治療

To collaborate with & support
the child's family and teachers
與幼兒教師和家長協作

Co-training for PLeaSS Teams & Teachers

學習支援團隊和教師的共同培訓

- **Universal Design for Learning (UDL) 「全方位學習設計」**
 - Self-paced online course (7 Modules) ≈ 22 Hour provided & facilitated by the Center for Applied Special Technology (CAST), Massachusetts, USA 由原作者提供的網上課程
 - 10 monthly lectures (@3 Hours) to unpack and localize the UDL principles by Project Team ECE specialists 由計劃團隊幼兒教育專家把 UDL 原則解構和本地化
- **Response to Intervention (RTI) 支援-成效模式**
 - A 3-hour lecture delivered by an Educational Psychologist
- **Collaborative Consultation to Children's Classrooms (CC2CC)**
幼兒教室合作諮詢
 - Application of RBI in the classroom 應用於課堂的作息為本介入
 - 8 online (real-time) lectures (@ 2 Hours) delivered by Professor Robin McWilliam, Evidence-based International Early Intervention Office (EIEIO), Alabama, USA 由原作者提供的網上課程

Implementation

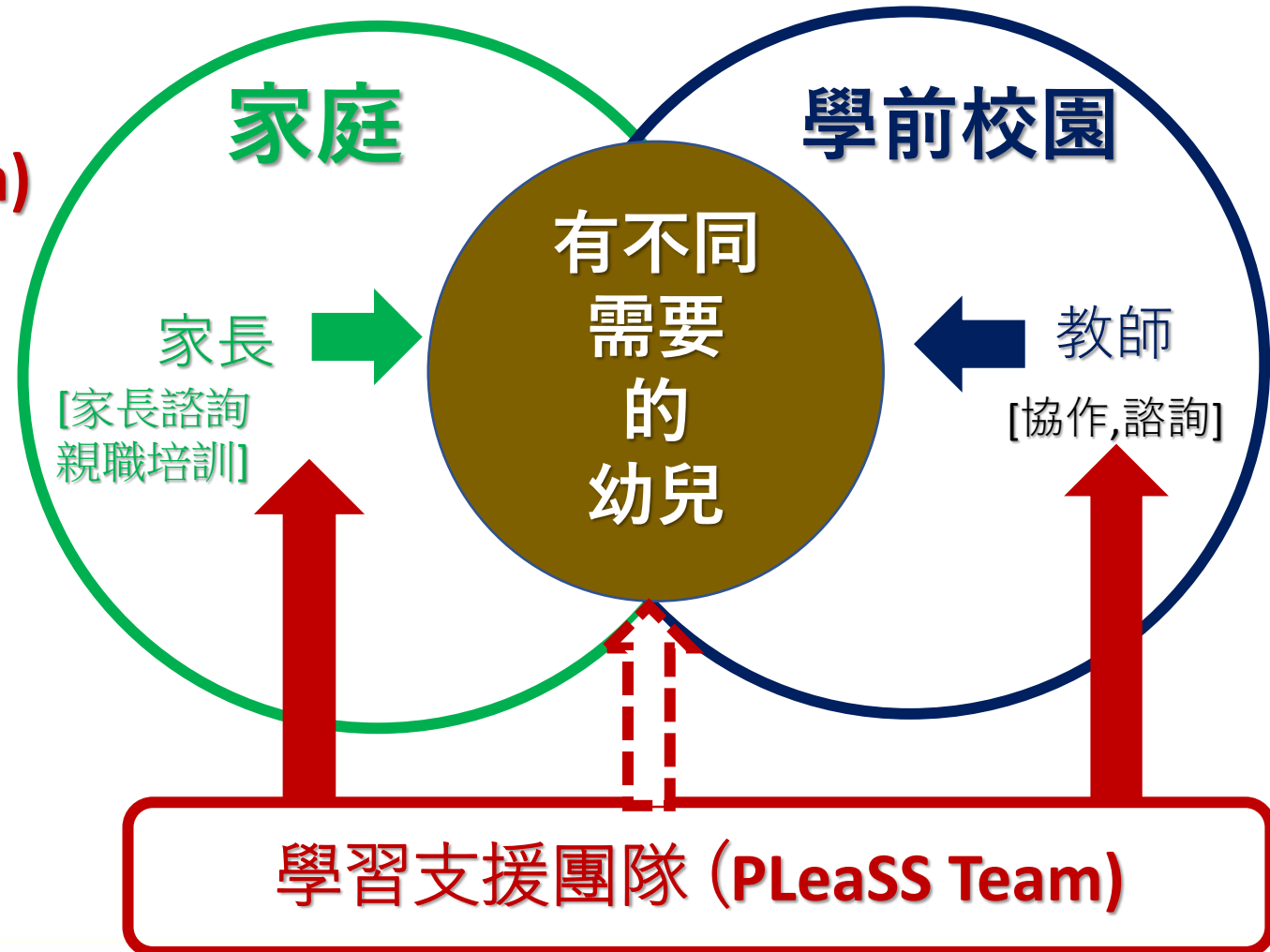
實施



跨專業協作 • 支援全校幼兒學習

學習支援團隊 (PLeaSS Team)

- 教育心理學家 (EP)
- 特殊幼兒工作員 (SCCW)
- 語言治療師 (ST)
- 職業治療師 (OT)
- 物理治療師 (PT)
- 社工 (SW)



校本支援主任 (SBSO)

Jockey Club Inclusive Quality Preschool Project: Implementation Schedule

「賽馬會學前校園優質融和計劃」實施時間表

2021							2022												2023			
Jun 6	Jul 7	Aug 8	Sep 9	Oct 10	Nov 11	Dec 12	Jan 1	Feb 2	Mar 3	Apr 4	May 5	Jun 6	Jul 7	Aug 8	Sep 9	Oct 10	Nov 11	Dec 12	Jan 1			
培訓 Training			10 個關於全方位學習設計的 月度講座 10 Monthly Lectures on UDL																			
			實施 停止面授課 → 提前放暑假																			
			評估和報告 [研討會 + 實踐範例] Evaluation & Reporting [Seminar + Practice Exemplars]																			

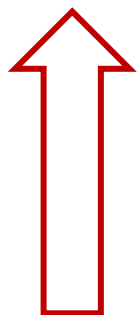
Project Evaluation Framework

計劃評估框架



Final Outcome
最終結果

Improvement in Student Learning / Behaviour Outcome
學生在學習和行為的進步



Intermediate Outcome
中期結果

Practice 實踐

- Comprehensive support 全面支援 of all children by an integrated Team 綜合團隊
- Flexible provision 靈活提供 of support matching the level of needs

- Collaboration 協作 between PLeaSS Team & Teachers
- Intervention integrated into classroom routines 把介入融入課堂
- Application of UDL 全方位學習設計 principles



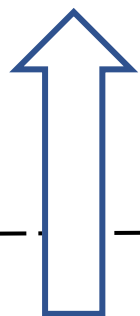
Formation of 4 Preschool Learning Support (PLeaSS) Teams
成立 4 個
學前學習支援 團隊

Protected time for Seed Teachers
種子教師額外時間

↑ Knowledge 知識 of PLeaSS Teams & Teachers

- UDL
- CC2CC / RBI
- RTI

↑ Efficacy 效能感 of Teachers & PLeaSS Team in..
Collaboration & Application of knowledge



Project Input
計劃輸入

Extra MP Resources
額外人手資源

Co-Training
共同培訓

Discipline specific discussion groups

Facilitation
鞏固與深化學習

Monthly meeting w SBSO



For Evaluation Results, please read PPT
presentation by Dr Bonnie Yim & Dr Cynthia Leung

請閱讀 Dr Bonnie Yim & Dr Cynthia Leung 的 PPT
介紹評估結果

Thank You!

Thank You!

