Empowering Teachers and Frontline Professionals on Reading and Writing Difficulties

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READ & WRITE: A Jockey Club Learning Support Network
14.11.2012
Outline

1. Characteristics and Prevalence Rate of SpLD
2. Background of the READ & WRITE: A Jockey Club Learning Support Network
3. Achievement Highlights of the Network
4. Challenges of Working with Different Partners
5. Means of Effective Collaboration
6. Sustainability and Future Directions
Types of SpLD

**Dyspraxia**
- Motor and coordination difficulties

**Dyslexia**
- Difficulties with the acquisition of reading, spelling and writing skills

**Dyscalculia**
- Difficulties performing mathematical calculation

**Attention Deficit Disorder with or without Hyperactivity**
- Concentration difficulties with heightened activity levels and impulsiveness

**Autism Spectrum Disorders**
- Emotional problem and social communication difficulties

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Dyslexia is …

• The most common type of SpLD (~80%)

• A kind of developmental and persistent difficulties in word recognition, spelling, reading comprehension, and fluency

• Not caused by intellectual disabilities, sensory impairments, environmental factors or emotional problems

• Substantial genetic influence

• Boys to girls ratio around 4:1
Prevalence Rate of Dyslexia in Hong Kong

• Prevalence rate of dyslexia in
  – USA: 8.5%
  – Britain: 4%
  – Singapore: 3.3%
  – Japan: 6%
  (Smythe, 1997)

• Previous belief was that there was NO DYSLEXIA in Chinese
Prevalence Rate of Dyslexia in Hong Kong

- 10% (Total cases)
- 2% (Severe cases)
What have been done?

... and ...

How to address the problem?
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READ & WRITE:
A Jockey Club Learning Support Network

• An 8-year project funded by the Hong Kong Jockey Club Charities Trust
  – Phase I
    • 2006 to 2011 (5 years)
  – Phase II
    • 2011 to 2014 (3 years)
READ & WRITE: A Jockey Club Learning Support Network

• Objectives
  – To provide evidence-based and prevention-focus support to children, from preschool to adolescent period, with specific learning difficulties
    • Screening and assessment tools
    • Learning packages and curriculum materials
    • School-based support model
    • Teacher training
  – To empower teachers, frontline professionals, and parents to identify and teach children with reading and writing difficulties
READ & WRITE:
A Jockey Club Learning Support Network

• Teams of Collaborators
  – The University of Hong Kong
  – The Chinese University of Hong Kong
  – The Heep Hong Society
  – The Society of Boys’ Centre
  – The Education Bureau
READ & WRITE: A Jockey Club Learning Support Network (Phase I)

District Support (Heep Hong)
- Preschool (Heep Hong)
- Primary School (HKU)
- Secondary School (SBC)

Teacher Training (CUHK)

Development of Assessment Tools (HKU)

Research (HKU)
READ & WRITE: A Jockey Club Learning Support Network (Phase II)

Support for At-risk Preschool Children

Support for Preschool Children At Risk for Reading and Writing Difficulties

Teacher Training (CUHK)

School-based and Centre-based Support (Heep Hong)

Training and Support for Teachers on the Use of the Screening Tool (HKU)

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READ & WRITE: A Jockey Club Learning Support Network (Phase II)
Training for Frontline Professionals, Teachers & Parents

Provision of Training to Enhance Support for Dyslexic Children in Primary Schools

Professional Development for Educational Psychologists (HKU)
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Achievement Highlights

• Early identification & early intervention for preschool children at risk for reading and writing difficulties

• Developed a school-based Tiered Intervention Model

• Empowering teachers and frontline professionals on school-based intervention

• Development of standardized screening and assessment tools
Achievement Highlights

1. Early Identification & Early Intervention for At-risk Preschool Children

• Development of a standardized screening tool for identification of preschool children at risk for reading and writing difficulties
  – The Hong Kong Reading Ability Screening Test for Preschool Children (RAST-K)

• Training workshops and school-based support for principals and teachers
  – Facilitate the effective use of screening tool in preschools
Achievement Highlights

1. Early Identification & Early Intervention for At-risk Preschool Children

- Development of a support and learning package for preschools
  - Pre-primary Language Learning Package

《聽說讀寫小寶盒—幼兒語文學習教材套》
Achievement Highlights

1. Early Identification & Early Intervention for At-risk Preschool Children

• School-based support for kindergarten principals and teachers to promote the application of the Language Learning Package
  – Intensive school-based support and training will be provided to 18 kindergartens
  – Training workshops will be provided to 80 kindergartens
  – Approximately 1,000 preschool children will receive support through the Language Learning Package

• Centre-based support for preschool children with early signs or dyslexia to provide early intervention program
  – 13 satellite centres have been established in various districts and social workers were trained how to run the courses
  – More than 200 at-risk preschool children will receive centre-based after-school support on language learning
Achievement Highlights

1. Early Identification & Early Intervention for At-risk Preschool Children

• Training for kindergarten principals and teachers (a 5-day course)
  – Over 1,000 principals and teachers will be trained
  – Promote effective early identification and intervention in preschool settings
Achievement Highlights

2. Development of a School-based Support Model

- Development of a school-based Tiered Intervention Model for Chinese language learning

- Tier 1: Whole-class quality core reading instruction
  - Performance Below Benchmark Goals
  - Performance Above Benchmark Goals

- Tier 2: Small group supplemental instruction
  - Performance Below Benchmark Goals
  - Performance Above Benchmark Goals

- Tier 3: Individualized intensive instruction
  - Performance Below Benchmark Goals
  - Performance Above Benchmark Goals
Achievement Highlights

2. Development of a School-based Support Model

**Teachers’ Training**
- To have a better understanding of the comprehensive quality instruction approach
- To understand the characteristics and needs of students with specific learning difficulties

**Home-School Co-operation**
- To allow parents be familiar with the tiered intervention curriculum
- To enhance parent support education

**Tiered Intervention Curriculum**
- To provide a comprehensive and systematic curriculum for quality core reading instruction

**Assessment**
- To set the baseline evaluation
- To serve as the reference for curriculum planning
- To review students’ learning progress
- To serve as the basis for in/out criteria of the Tiered Intervention Model

To effectively enhance the reading and writing skills of all students
## Core Instructional Components

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<th>Oral Language Learning</th>
<th>Oral Language Instruction</th>
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<td>Vocabulary, and oral language skills</td>
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<td>Morphological skills</td>
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<th>Literacy Learning: Word Level</th>
<th>Word Learning Instruction</th>
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<td>Orthographic skills</td>
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<td>Word recognition and spelling strategies</td>
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<th>Literacy Learning: Text Level</th>
<th>Syntax Instruction</th>
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<td>Simple syntactic skills</td>
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<td>Reading comprehension strategies</td>
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<td>Reading fluency</td>
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<th>Writing Instruction</th>
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<td>Simple writing</td>
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Consolidation activities
Learning Passport
字形結構訓練層次

1. 漢字結構
2. 部首的意義
3. 部首的變形及常見位置
4. 聲旁及其特性

漢字結構考考你 我做動作你來評

獨體字的動作
- 我做得很好
- 我做到了
- 我會努力

上下結構的動作
- 我做得很好
- 我做到了
- 我會努力

左右結構的動作
- 我做得很好
- 我做到了
- 我會努力

全包圍結構的動作
- 我做得很好
- 我做到了
- 我會努力
### 祝贺叔叔生日快乐

| 1 | 祝賀 |
| 2 | 祝賀 |
| 3 | 祝賀 |
| 4 | 祝賀 | 這個故事說得好
| 5 | 祝賀 |  |
| 6 |  |  |

请家长用左列的认字方法，鼓励学生每星期两次，将已学习的字词，填入空格，协助制成一本小字典。

家长的赞赏:

我的承诺：
我努力，增加小字典的字词数目。

家长签名：
做得很好
Achievement Highlights

2. Development of a School-based Support Model

- Publication of a set of tiered intervention curriculum and a standardized assessment tool
Achievement Highlights

2. Development of a School-based Support Model

• Implementation of the Tiered Intervention Model in over 35 primary schools
  – With the promising evidence of effectiveness, EDB has taken up the school support work to implement the model in 200 local primary schools from 2011 to 2016
Achievement Highlights

3. Empowering Teachers and Professionals on School-based Intervention

• Training for primary school teachers on knowledge and skills in teaching children with reading and writing difficulties (Basic training)
  – Over 4,000 teachers from more than 500 primary schools have been trained
  – Facilitate teachers’ participation in school-based intervention

• Training on implementation of school-based intervention and support plan for school panels and senior teachers (Advanced training)
  – Approximately 300 school panels and leaders will be equipped with more advanced teaching skills and support model development techniques to sustain long-term support for students with reading and writing difficulties

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Achievement Highlights

3. Empowering Teachers and Professionals on School-based Intervention

- Publication of the Implementation Guide (for school heads and teachers) and the Trainer’s Guide (for educational psychologists and EDB support officers)
Achievement Highlights

3. Empowering Teachers and Professionals on School-based Intervention

• Professional development for EPs on school consultation and development skills for Tiered Intervention Model implementation
  – Over half of the practicing EPs and all current EP trainees will gain knowledge on how to develop an effective school support system
Achievement Highlights

3. Empowering Teachers and Professionals on School-based Intervention

• Professional and technical support for EPs and school support staffs on the use of assessment tools
  – Over 100 primary schools will be trained on how to use the assessment tools effectively in school for identification and progress monitoring
Achievement Highlights

4. Development of Standardized Screening & Assessment Tools

• Primary School
  – The 2nd Edition of Behavior Checklist for Primary School Students (BCL-P(II))
  – The 2nd Edition of Hong Kong Test of Specific Learning Difficulties in Reading and Writing (HKT-P(II))
  – The Hong Kong Chinese Literacy Assessment for Junior Primary School Students (CLA-P)

• Secondary School
  – A Behavior Checklist for Screening of Secondary School Students with Specific Learning Difficulties in Hong Kong (BCL-JS)
  – The Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students (2nd Edition) (HKT-JS(II))
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Challenges of Working with Different Partners

A GOOD BALANCE

Parents
HKJC
HKU
EDB
CUHK
Heep Hong
EPs
Teachers
SBC
NGOs
Many Schools
Challenges of Working with Different Partners

• A **Good Balance** of
  – Mission & vision *vs* reality
    • E.g., Doing real work or promoting publicity
  – Different partners with different perspectives
    • E.g., How to teach Chinese effectively
  – Different partners with different needs
    • E.g., Different professional, social & material needs
Means of Effective Collaboration

• Goal Setting
  – Specific
  – Measurable
  – Achievable
  – Realistic

• Effective Communication
  – Be open-minded
  – Be reflective
  – Regular meetings with partners
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Sustainability & Future Directions

• A lot of work has already been done on different aspects of support & development at the primary school level

• Training the trainers and implementing the support model in around half of the local schools, engaging EDB and frontline professionals help to sustain the impact of the project in the long-term

• For preschools, the project has successfully promoted the public awareness of early identification and early intervention

• Future work is still needed to provide long-term school-based support and parent training in preschools for enhancing the learning of at-risk children