Empowering Teachers and Frontline Professionals
on
Reading and Writing Difficulties

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READ & WRITE: A Jockey Club Learning Support Network

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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

Autism Spectrum Disorders
-Emotional problem and social communication 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

and more …

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
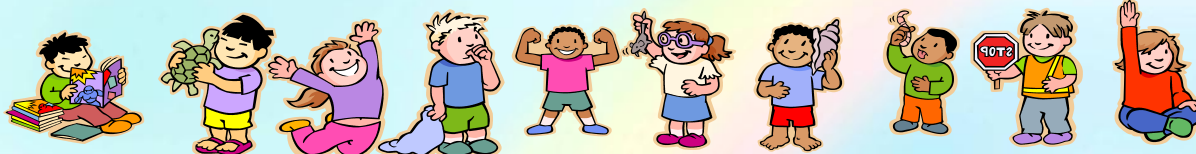- Substantial genetic influence
- Boys to girls ratio around 4:1

Prevalence Rate of Dyslexia in Hong Kong

- Prevalence rate of dyslexia in
  - USA: 8.5%
  - Britain: 4%
  - Singapore: 3.3%
  - Japan: 6%

    (Smythe, 1997)

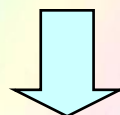- Previous belief was that there was NO DYSLEXIA in Chinese

Prevalence Rate of Dyslexia in Hong Kong

10%

2%
(Severe cases)

Chan, Ho, Tsang, Lee, & Chung (2007)

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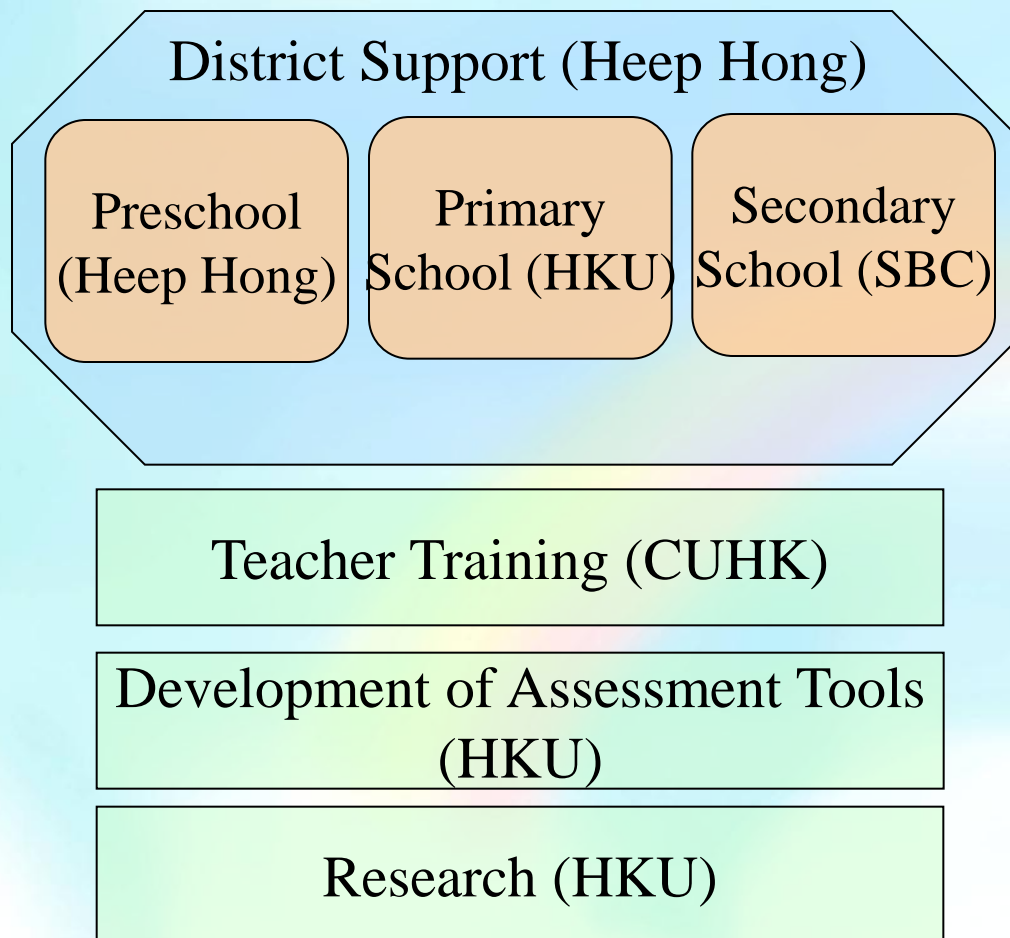
READ & WRITE:
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- Teams of Collaborators
  - The University of Hong Kong
  - The Chinese University of Hong Kong
  - The Heep Hong Society
  - The Society of Boys' Centre
  - The Education Bureau
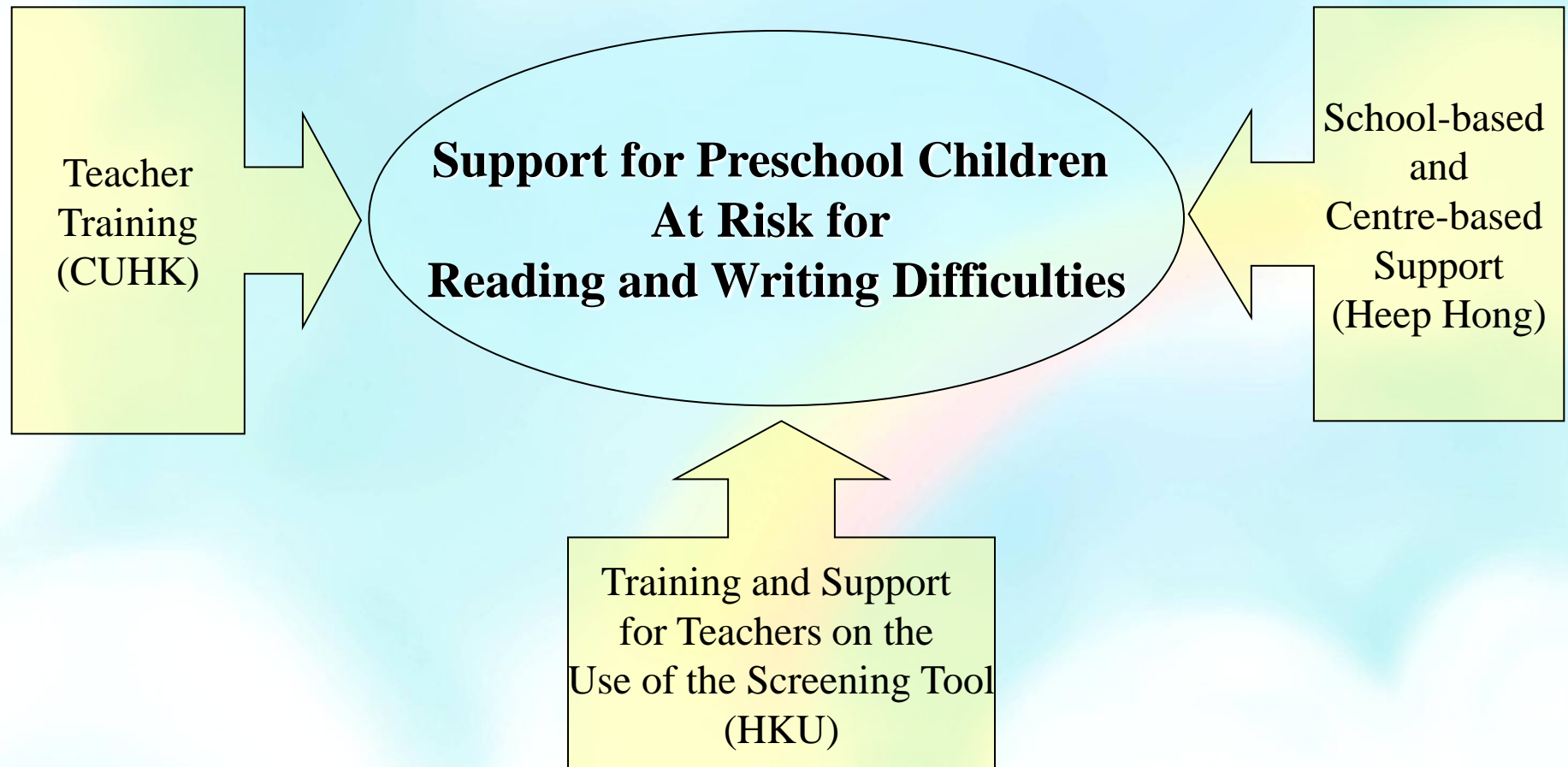
READ & WRITE: A Jockey Club Learning Support Network (Phase I)

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)

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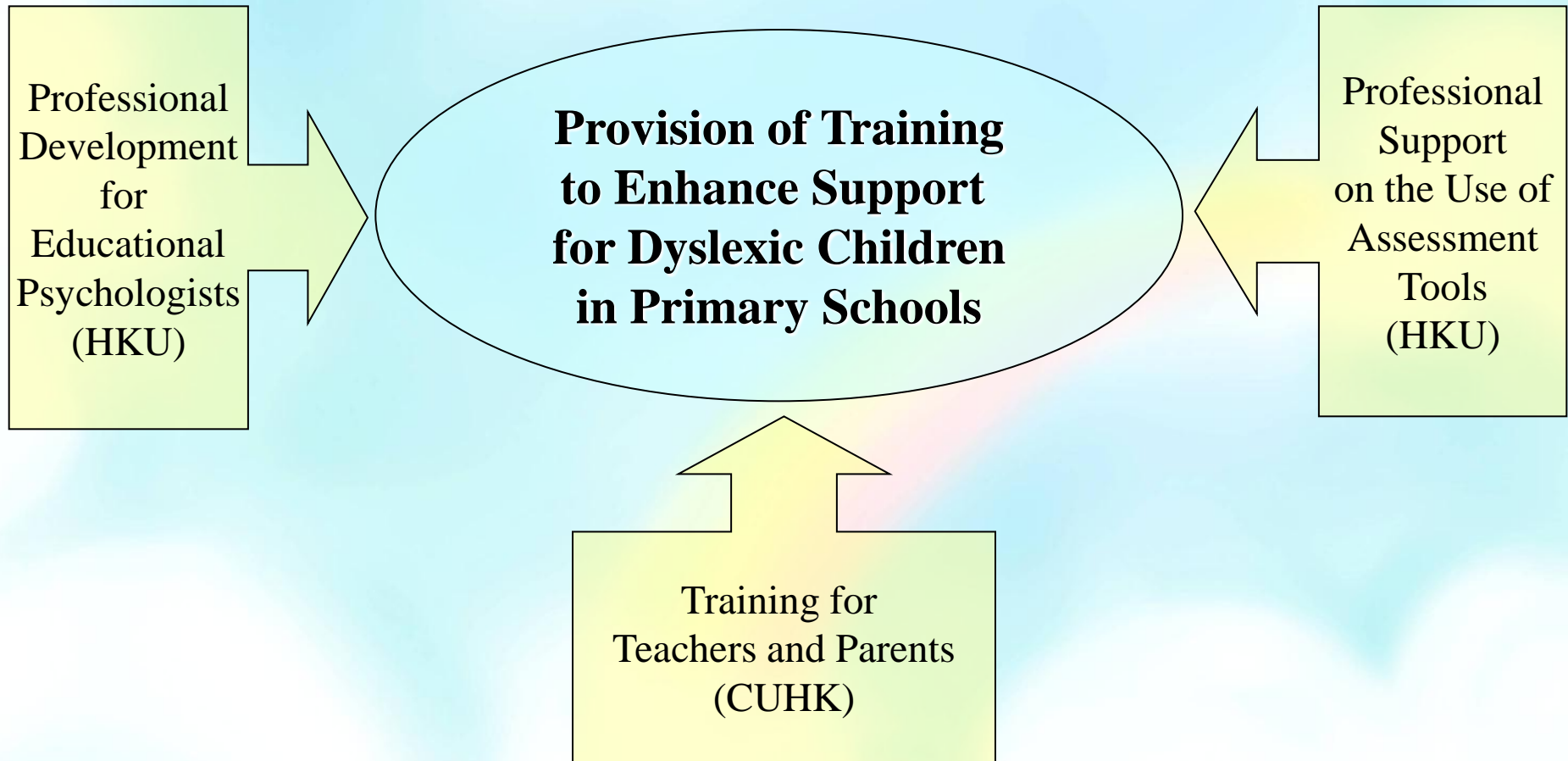
Professional Development for Educational Psychologists (HKU)

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

Professional Support on the Use of Assessment Tools (HKU)

Training for Teachers and Parents (CUHK)

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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

- 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
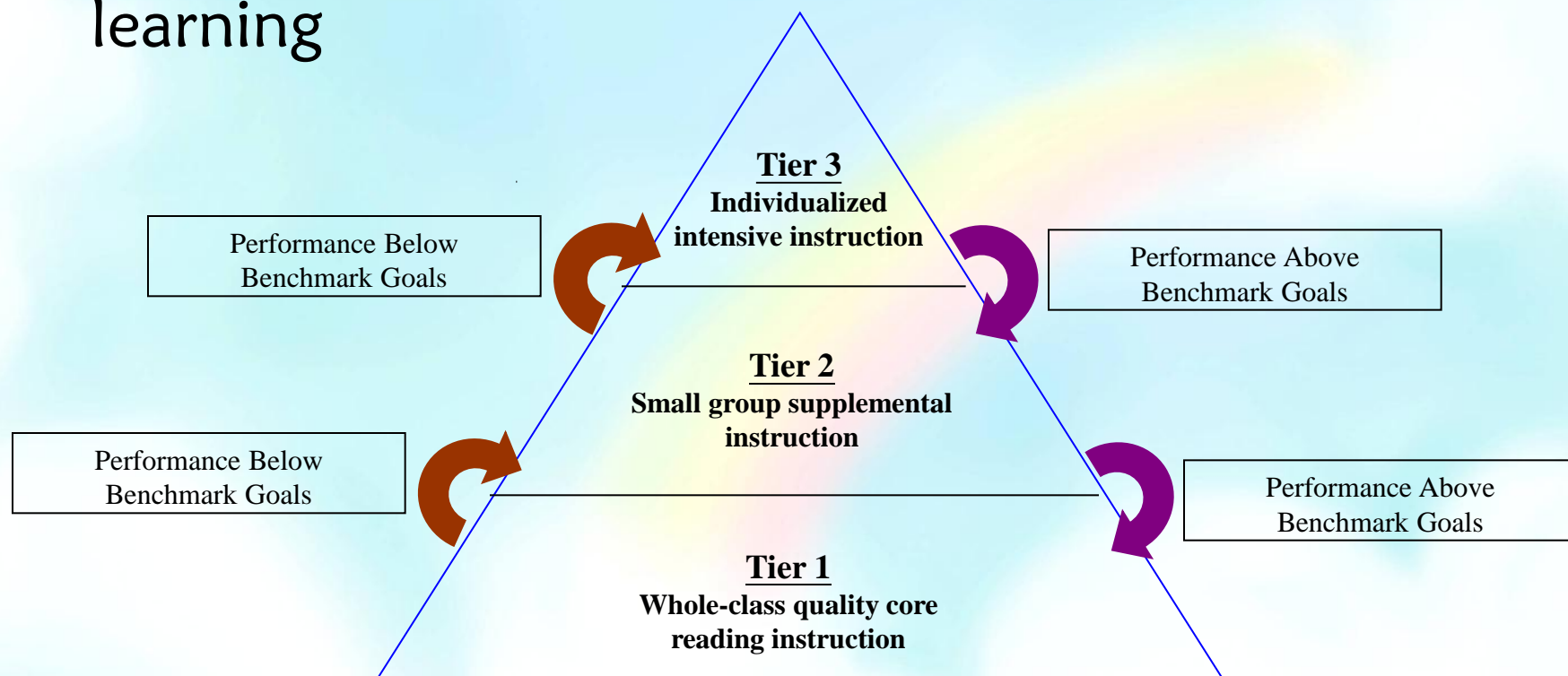for At-risk Preschool Children*

- 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

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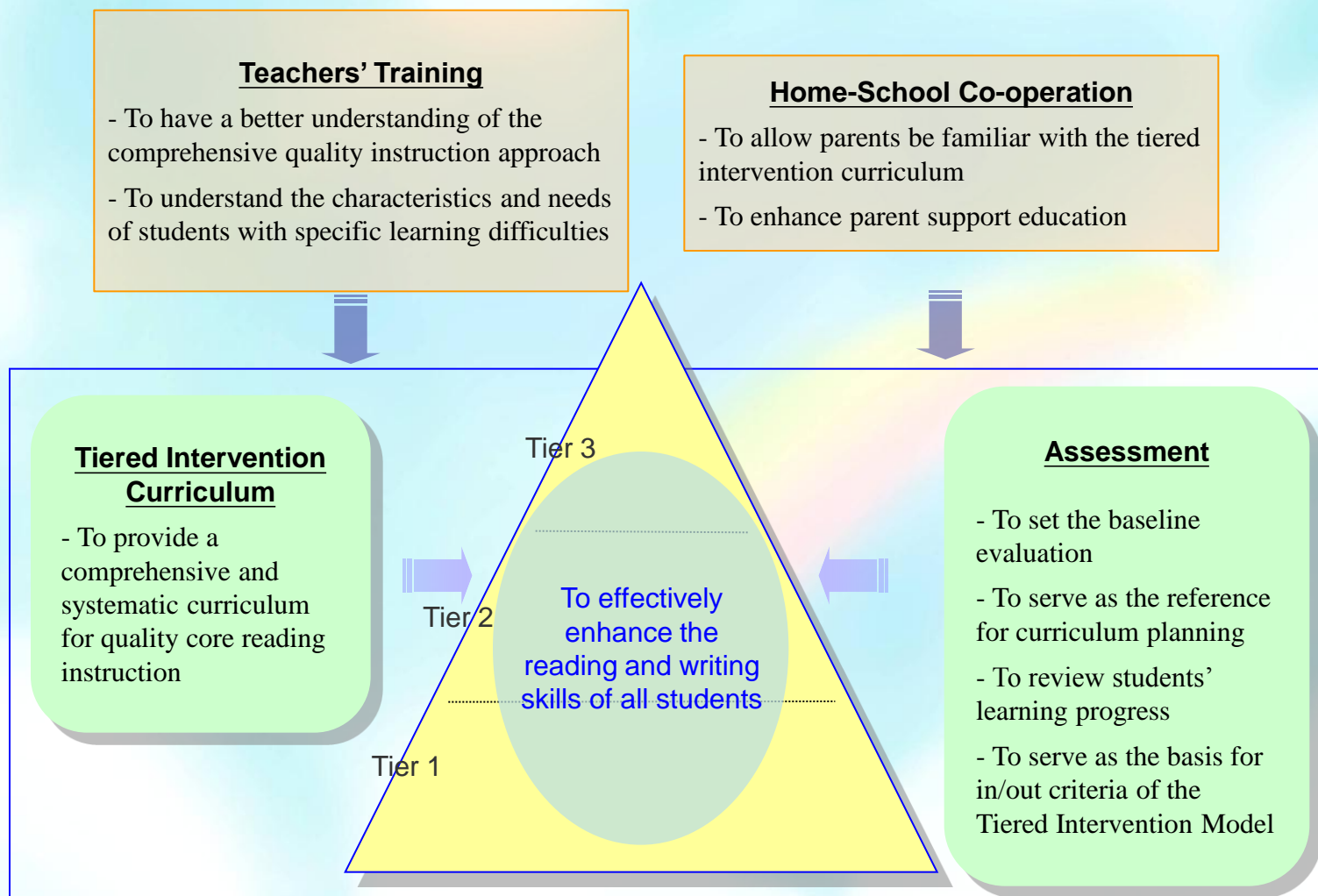香港大學・香港中文大學・香港教育學院・教育局

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

Tier 3
Individualized intensive instruction

Performance Below Benchmark Goals

Performance Above Benchmark Goals

Tier 2
Small group supplemental instruction

Performance Below Benchmark Goals

Performance Above Benchmark Goals

Tier 1
Whole-class quality core reading instruction

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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

Tier 3

Tier 2

Tier 1

To effectively enhance the reading and writing skills of all students

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

Core Instructional Components

| Oral Language Learning | Oral Language Instruction | Vocabulary, and oral language skills |
| | | Morphological skills |

| Literacy Learning: Word Level | Word Learning Instruction | Orthographic skills |
| | | Word recognition and spelling strategies |

Literacy Learning: Text Level	Syntax Instruction	Simple syntactic skills
	Reading Instruction	Reading comprehension strategies
		Reading fluency
	Writing Instruction	Simple writing

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

我從書本中找到的獨體字

上下結構的動作

○ 我做得很好
○ 我做到了
○ 我會努力

我從書本中找到上下結構的文字

左右結構的動作

○ 我做得很好
○ 我做到了
○ 我會努力

我從書本中找到左右結構的文字

全包圍結構的動作

○ 我做得很好
○ 我做到了
○ 我會努力

我從書本中找到全包圍結構的文字

祝賀叔叔生辰快樂

1. 祝 賀
2. 祝 賀
3. 祝 賀
4. 祝 賀　這個故事說得好

　填填色　拍拍照　說故事　認字易　　（簽名）

5. 祝 祝　賀 賀

6. 　　　　　　　　　喜閱寫意檔

　👀再查一次 □　👀再查一次 □

16

我的小字典

我用 👁 🔪 👄 📷 ✏ 🧑‍🏫 + 👀 方法學會了這些字

請家長用左列的認字方法，鼓勵學生每星期兩次，將已學習的字詞，填入空格，協助製成一本小字典。

家長的讚賞

我的承諾：
我會努力，增加小字典的字詞數目。 ♥
　　　　　　　　　　　　（簽名）

家長讚我 ♥ 做得很好

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

悅讀・悅寫意（三）：初小中文讀寫課程－綜合修訂版

The Hong Kong Chinese Literacy Assessment for Junior Primary School Students (CLA-P)

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- 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

- 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

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)

- 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

- 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

- **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

HKJC

CUHK

Parents

EPs

HKU

Heep Hong

Social Workers

Teachers

EDB

SBC

Many Schools

A GOOD BALANCE

NGOs

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