

Subject Description Form

Subject Code	APSS568														
Subject Title	Guidance and Counselling for Students with Special Needs														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite / Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Seminar participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • the grade is calculated according to the percentage assigned; • the completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term paper	60 %	0%	2. Seminar presentation	0%	30%	3. Seminar participation	10%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Term paper	60 %	0%													
2. Seminar presentation	0%	30%													
3. Seminar participation	10%	0%													
Objectives	To develop an understanding on the adjustment of students with special needs in the regular schools, and the counselling and guidance approaches in support of inclusive education.														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Assess and analyze the strengths and weaknesses of the students with special needs in learning and adjustment to school life. b. Articulate the discourse of integration, mainstreaming and inclusion in relation to the education of children and young people with special needs. c. Analyze the context of the regular school as an educational environment for children and young people with special needs in Hong Kong. d. Identify useful adaptive and support strategies and plan a supportive learning environment for students with special needs in the regular school. e. Select from a range of counseling and guidance approaches and make a plan 														

	for individual students with special needs.																																								
Subject Synopsis / Indicative Syllabus	<ol style="list-style-type: none"> 1. Characteristics of students with special needs, including students with specific learning difficulties, intellectual disabilities, autism spectrum disorder, physical and sensory impairments, gifted and talented, and mental health problems; 2. Concepts of integration, mainstreaming, inclusion and inclusive education; 3. Development of inclusive education in Hong Kong; 4. Need assessment of special students in inclusive schools; 5. Strategies which develop the school as a supportive learning environment for students with special needs, including adaptation of the classroom, curriculum, teaching and learning, and assessment; development of support systems in the school, parent collaboration and use of community resources; 6. Current and emerging evidence-based practices for working with these students with special needs; 7. Counselling and guidance for parents of students with special needs. 																																								
Teaching / Learning Methodology	Lectures with participative class exercises with a focus on presentation and discussion of concepts, theories, and research evidence on related topics. The seminar requires students to integrate the learning from lectures and readings to analyzing the context in which students with special needs live and study, the barriers they face, and to make a plan to support them. Students need to make a presentation and lead a discussion with the seminar topic.																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods / tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>60%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Seminar Participation</td> <td>10%</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quality of the seminars can effectively reflect the understanding of the subject content, and their analytical and planning ability to support students</p>	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Term Paper	60%	√	√	√	√	√	2. Seminar Presentation	30%	√	√	√	√	√	2. Seminar Participation	10%		√	√			Total	100%					
Specific assessment methods / tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
		a	b	c	d	e																																			
1. Term Paper	60%	√	√	√	√	√																																			
2. Seminar Presentation	30%	√	√	√	√	√																																			
2. Seminar Participation	10%		√	√																																					
Total	100%																																								

	with special needs., and therefore achieving the all the learning outcomes. The term paper reflects the students’ ability to complete a written paper with better organization, further and more in-depth theory-practice integration on the chosen seminar topic. This would enhance achievement of the learning objectives to a greater depth.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Preparation for seminar and term paper	50 Hrs.
	▪ Reading	45 Hrs.
	Total student study effort	134 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Yuen, Beamish, Solberg, Yuen, Mantak, Beamish, Wendi, & Solberg, V. Scott H. (2020). <i>Careers for students with special educational needs perspectives on development and transitions from the Asia-Pacific Region</i>. Springer Singapore Pte. Limited.</p> <p>Bakken, & Obiakor, F. E. (2020). <i>Special education transition services for students with disabilities</i> (First edition..). Emerald Publishing.</p> <p>Banks, T., Obiakor, F. E., & Algozzine, B. (2017). Preparing leaders to work with students with diverse learning needs. In F. E. Obiakor, T. Banks, A. F. Rotatori & C. Utley (Eds.), <i>Leadership matters in the education of students with special needs in the 21st century; leadership matters in the education of students with special needs in the 21st century</i> (pp. 39-60, Chapter x, 209 Pages).</p> <p>Deirdre, M. (2010). <i>Language Disabilities in Cultural and Linguistic Diversity</i>, Cormwell Press Group.</p> <p>Lerner, J. W., & Johns, B. H. (2012). <i>Learning disabilities and related mild disabilities: Teaching strategies and new directions</i>. Belmont: Wadsworth Cengage Learning.</p> <p>Siegel, L. (2013). <i>Understanding Dyslexia and other learning disabilities</i>. Vancouver: Pacific Education Press.</p> <p>Swanson, H. L. (Ed.) (2013) <i>Handbook of Learning Disabilities</i>, The Guilford Press.</p>	

Supplementary

Dettmer, P., Knackendoffel, A., & Thurston, L. (2013). *Collaboration, consultation, and teamwork for students with special needs* (7th ed.). Boston: Pearson.

Friend, M., & Bursuck, W.D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Upper Saddle River: Pearson.

Marshak, L. E., Dandeneau, C. J.; Prezant, F. P. & L'Amoreaux, N. A. (2010). *The school counsellor's guide to helping students with disabilities*. San Francisco: Jossey-Bass.

Mitchell, D. (2008). *What really works in special and inclusive education: Evidence-based teaching strategies*. London & New York: Routledge.

Phillipson, S.N. (Ed.) (2007). *Learning diversity in the Chinese classroom: Contexts and practice for students with special needs*. Hong Kong: Hong Kong University Press.

Schwab, S., Nel, M., & Hellmich, F. (2018). Social participation of students with special educational needs. *European Journal of Special Needs Education: Social Participation of Students with Special Educational Needs*, 33(2), 163-165.

Trolley, B.C., Haas, H.S., Patti, D.C. (Eds.).(2012). *The school counselor's guide to special education*. Thousand Oaks & London: Sage.

Wagner, R. K., Schatschneider, C., Phythian-Sence, C., Daly, E. J., Ervin, R. A., Peacock, G. G., . . . Daly, E. J., III. (2017). *Practical Handbook of School Psychology* (1st ed.). New York: Guilford Publications
M.U.AWalter, D.P. (2010). *Rethinking learning disabilities: Understanding children who struggle in school*. New York: Guilford Publications

Watermeyer, B. (2012). *Towards a contextual psychology of disablism*. Oxon & New York: Routledge.