

## Subject Description Form

<b>Subject Code</b>	APSS 5011																	
<b>Subject Title</b>	Exceptionality in Children and Adolescents: Diagnoses, Interventions and Prevention																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite Co-requisite/ Exclusion</b>	/ Nil																	
<b>Assessment Methods</b>	<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. Class Attendance and Participation</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Seminar Presentation of One in-depth Case Study</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>4. One Written Report based on Case Study</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <p>The grade is calculated according to the percentage assigned.</p> <p>The completion and submission of all component assignments are required for passing the subject.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Attendance and Participation	25%	0%	2. Quiz	25%	0%	3. Seminar Presentation of One in-depth Case Study	0%	25%	4. One Written Report based on Case Study	25%	0%
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<b>Objectives</b>	<p>All children exhibit differences from one another in terms of their physical, psychological, cognitive attributes and learning abilities. The objectives are three-folded. <b>Firstly</b>, the subject aims to equip students (Educational Psychologists-in-Training, EPiTs) with essential knowledge and professional skills in diagnoses, intervention and prevention for children and adolescents with special needs, including the concepts, different classification systems and types, problems and issues. <b>Secondly</b>, the subject contributes to identification and instructional strategies to different types of exceptional students including those with intellectual disability, specific learning difficulties/ disabilities, behavioral and/or emotional problems, physical disabilities; health or sensory impairment, communication (speech and language) disorders, hearing loss, blindness and low vision, and severer disabilities, as well as those who are intellectually gifted or have a special talent. <b>Thirdly</b>, it also provides the EPiTs with historical background of special education in Hong Kong, and current provisions for children with special needs, diagnostic and remedial</p>																	

	<p>strategies used with special needs students in mainstream and special educational settings, issues about integration of exceptional students into mainstream settings, and effects of a handicapped child on family life. The exceptional children and adolescents differ from the norm either below or above to such an extent that an individualized program of adapted, specialized education, modifications in curriculum and instruction and/ or specific training programs are required to cater for different types of special needs students. General and specific remediation, developmental and preventive strategies are also focused for low and high-end students for developing their potential.</p>
<p><b>Intended Learning Outcomes</b></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Acquire essential knowledge about different classification systems, diagnostic criteria, and identification for different types of exceptional children including those with specific learning disabilities, intellectual disability, diverse abilities ranging from high ability, gifted, creative talents, to underachievers and slow learners due to developmental disorders;</li> <li>b. Examine psycho-educational needs of exceptional children and adolescents with emotional and behavioural disorders, and/ or communication disorders, sensory or health impairments;</li> <li>c. Discuss the definition and historical background, provisions for exceptional children and special and integrated education in Hong Kong;</li> <li>d. Inquire into diagnostic, remedial and preventive measures used for students with special needs in mainstream and special educational settings;</li> <li>e. Assess and critically evaluate problems and issues related concepts, diagnoses and intervention for children and adolescents with exceptional needs;</li> <li>f. Examine effects of a disabled child on family life and to engage parents and families of children with special needs;</li> <li>g. Examine effects of disabled or handicapped children on parents, lives of family and schools;</li> <li>h. Make effective use of identification and educational approaches for different types of exceptional children and adolescence including intellectually different students (the intellectually gifted or talented and intellectual disability), learning disabilities, communication disorders, sensory or health impairments or special health care needs, emotional and behavioral disorders, severe disabilities.</li> <li>i. Effectively utilize technology for psycho-educational research and evaluation of provisions for exceptional children and adolescents into special schools/ centres, and integrated settings; and</li> <li>j. Design and implement individualized educational programs, general remediation and preventive programs, differentiated instruction strategies, and special programs for different types of students with special or exceptional needs.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>This subject introduces students (EPiTs) with an overview of the special education system, problems and issues related to children with special needs, including different types of high-end, low-end and marginal students, as follows:</p>

	<ol style="list-style-type: none"> <li>1 Concepts and Issues of Exceptional Children and Adolescents <ol style="list-style-type: none"> <li>1.1 Definitions: Concepts, local and global classification systems, diagnostic criteria, and identification for different types of exceptional children &amp; adolescents;</li> <li>1.2 Current Provision for School-Aged Children with Special Needs: Special schools/ special education centres, &amp; inclusive education.</li> </ol> </li> <li>2 Issues and Problems related to Children and Adolescence with Exceptional Needs <ol style="list-style-type: none"> <li>2.1 Issues about Special Schools and Inclusive Education in Hong Kong: Critical appraisal;</li> <li>2.2 Effects of having children with single/dual/multiple exceptionality on schooling and family lives;</li> <li>2.3 Early Identification: Key notions and issues</li> <li>2.4 Support of Research-based Technology: Genetics, Neuropsychology, and MRI</li> <li>2.5 Learning Environment: The Least Restrictive in local and global contexts</li> <li>2.6 Issues / Problems arising from Education Reforms: Literacy Strategies, Integrated Curriculum and Instruction for meeting SEN students in mainstream primary, secondary and preschool schools.</li> </ol> </li> <li>3 Theoretical and Evidence-Based Knowledge of Exceptionality in Children and Adolescents: An Overview of Identification, Diagnoses, Intervention and Prevention <ol style="list-style-type: none"> <li>3.1 Cognitive Aspects of Exceptionality: Intellectually different students</li> <li>3.2 Gifted and talented, Disabled Gifted w/Dual Exceptionality;</li> <li>3.3 Intellectual Disability</li> <li>3.4 Neurological / Developmental Aspects of Exceptionality <ul style="list-style-type: none"> <li>• Specific Learning Disabilities (SpLD) / Learning Difficulties(LD): Bringing up children with SpLD / LD; Promoting literacy among local and global communities; Support of Technology; Teaching and teacher training;</li> <li>• Developmentally delay</li> </ul> </li> </ol> </li> <li>4 Social and Emotional Aspects of Exceptionality: Children with Emotional and Behavioural Disorders;</li> <li>5 Students with Communication Disorders, Sensory or Health Impairments; Medical Needs of and Effective Provision for School-aged Children</li> <li>6 An Overview of Specific Programs for Different Types of Students with Special or Exceptional Needs available in Local and Regional Contexts <ol style="list-style-type: none"> <li>6.1 Individualized Educational Programs;</li> <li>6.2 General Remediation and Preventive Programs;</li> <li>6.3 Differentiated Instruction Strategies, and</li> <li>6.4 Any special programs deemed appropriate.</li> </ol> </li> </ol>
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<p><b>Teaching/Learning Methodology</b></p>	<p>This subject emphasizes upon identification, diagnoses, intervention and prevention for different types of students with special or exceptional needs in local and regional contexts. The learning and teaching approach therefore takes account of the problem-based model and social environments, and investigates culturally relevant approaches. During class meetings in lectures and seminars, students (Educational Psychologists-in-Training, EPiTs) are expected to be active learners, developing team-building, and joint problem-solving skills through co-operative learning. They are provided with de-identified case examples for illustration of teaching points, and also are required to spend some time discussing the required and supplementary readings as recommended. When discussing different types of exceptional children/adolescents, the subject lecturer / experienced educational psychologist(s) should bring samples, tapes and work with authentic cases with special needs for discussion. The EPiTs should invest time learning about all required diagnostic criteria, and mastering the skills competency through practice of specific identification procedures and intervention used for children/adolescents with special needs. They should also become a skilled observer of these children/ adolescents, such as behaviour changes, self-talk, problem-solving strategies employed, etc. Seminar discussions are focused on indigenous adaptation, and the EPiTs are guided to appraise contributions and limitations of various types of special education provision.</p>																																																																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="483 1024 1427 1633"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="10">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> <th>f</th> <th>g</th> <th>h</th> <th>i</th> <th>j</th> </tr> </thead> <tbody> <tr> <td>1. Class Attendance and Participation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Seminar Presentation of One in-depth Case Study</td> <td>25%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>4. One Written Report based on Case Study</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="10"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li><b>Attendance and participation in class exercises.</b> Class participation will be rated for each class based on preparation and participation in class discussion and activities. Students (Educational Psychologists-in-Training, EPiTs) are required to be present for <b>all</b> class meetings, and to notify</li> </ol>											Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)										a	b	c	d	e	f	g	h	i	j	1. Class Attendance and Participation	25%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2. Quiz	25%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3. Seminar Presentation of One in-depth Case Study	25%	✓	✓		✓				✓		✓	4. One Written Report based on Case Study	25%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Total	100 %										
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	<p>subject teacher(s) concerned if he/she expects to miss class. Unexcused absences or coming late will reduce the grade. Make-up class in alternate format, say video-taped lecture, should be arranged to ensure rigorous skills training.</p> <p>2. <b>Quiz.</b> This may be in the form of multiple choice or short answers to ensure understanding of the lecture contents. The quiz will be held on <b>7 December 2015.</b></p> <p>3. <b>Seminar presentation and discussion of ONE case study.</b> Students will form groups of three and they will select a condition for presentation. The presentation should be 1.5 hours. The presentation should include the nature of the condition, assessment of the condition, and methods of intervention for the condition. For this subject, the assessment is based on in-depth understanding of a child/ adolescent with special/ exceptional needs, based on what is learnt from this subject, with a detailed account of the diagnostic criteria and the impact of the condition on the child/adolescent and his/her family.</p> <p>4. <b>ONE written report based on case study.</b> The written assignment is to prepare a report which <i>may be</i> based on the case presented in the seminar. Each EPiT is required to complete <b>ONE report</b>, which should include a critique of the diagnostic tools or tests and the definition of the exceptional child /adolescent in study; an appraisal of the contributions and limitations of intervention and preventive measures for meeting exceptional needs of the child/ adolescent under study, and also recommendation for improving the current provision in local context. Each student is assessed and graded according to: <b>(i)</b> the appropriate application of the acquired knowledge and skills concerning exceptionality in children and adolescents in the local and regional contexts; <b>(ii)</b> the comprehensiveness and precision of the diagnostic criteria, intervention and preventive measures; and <b>(iii)</b> clarity in presentation and creative originality in contents. <b>The due date is 11 December 2015.</b></p>	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Practice assessment case	30 Hrs.
	▪ Private study	40 Hrs.
	Total student study effort	109 Hrs.

<b>Medium of Instruction</b>	English
<b>Medium of Assessment</b>	English
<b>Reading List and References</b>	<p><b><u>Recommended Textbooks and Journal Articles</u></b></p> <p>Ainscow, M., Farrell, P., &amp; Tweddle, D. (2000). Developing policies for inclusive education: A study of the role of local education authorities. <i>International Journal of Inclusive Education</i>. 4(3), 211-229.</p> <p>Alber, S., Bicard, D., &amp; Wood, C, (2005). Student study guide to accompany exceptional children.</p> <p>Daniels, H., &amp; Garner, P. (2000). <i>Inclusive education: Supporting inclusion in education systems</i>. London: Kogan Page.</p> <p>Farrell, P. (2001) Special education in the last twenty years: have things really got better? <i>British Journal of Special Education</i>, 28(1), 3-9.</p> <p>Farrell, P. (2004). School psychologists, making inclusion a reality for all. <i>School Psychology International</i>, 25(1), 5-19.</p> <p>Farrell, P., &amp; Ainscow, M. (2002) 'Making special education inclusive: From research to practice'. Fulton , London.</p> <p>Farrell, P., Ainscow, M., Howes, A., Frankham, J., Fox, S., &amp; Davis, P. (2004). Inclusive education for all: Dream or reality? <i>Journal of International Special Needs Education</i>, Vol 7, pp. 7 – 11.</p> <p>Farrell, P., &amp; Harris, K. (2003). <i>Access to education: For children with medical needs – A map of best practice</i>. Nottingham: DfES Publications.</p> <p>Farrell, P., &amp; Polat, F (2003) The long term impact of residential provision for young people with emotional and behavioural difficulties. <i>European Journal of Special Needs Education</i>, 18(3), 277-293.</p> <p>Fletcher J. M., &amp; Lyon, G. R. et al. (2007). <i>Learning disabilities: From identification to intervention</i>. New York: The Guilford Press.</p> <p>Fredrikson, N., &amp; Cline, T. (2002). <i>Special educational needs, inclusion and diversity: A textbook</i>. Buckingham: Open University Press. [ HKPolyU serial no. <a href="#">LC3736.G7 F74 2002</a>]</p> <p>Gargiulo, R.M. (2006). <i>Special education in contemporary society: An introduction to exceptionality</i>. (2<sup>nd</sup>ed.). Singapore: Wadsworth Cengage Learning.</p> <p>Gelfand, D.M., &amp; Drew, C. J. (2003). <i>Understanding Child Behavioral Disorders</i> (4<sup>th</sup>ed.). Singapore: Wadsworth Cengage Learning.</p> <p>Heward, W. L. (2008). <i>Exceptional children: An introduction to special education</i>. (9<sup>th</sup> ed.) NJ: Pearson Merrill Prentice Hall.</p>

	<p>House, A. E. (2002). DSM-IV diagnosis in the schools. New York: Guilford.</p> <p>Howlin, P. (1998). Children with Autism and Asperger Syndrome: A guide for practitioners and carers. Chichester: John Wiley. [ HKPolyU serial no. RJ506.A9 H682 1998 ]</p> <p>Harris, K., &amp; Farrell, P. (2004). Educating children and young people with medical needs: Effective provision and practice. Support for Learning, 19(1), 13-18.</p> <p>Kamphaus, R. W., &amp; Campbell, J. M. (Eds.) (2006). Psychodiagnostic assessment of children: Dimensional and categorical approaches. New York: Wiley.</p> <p>Kaufman, A.S., &amp; Kaufman, N.L. (Eds.). (2001). Specific learning disabilities and difficulties in children and adolescents : Psychological assessment and evaluation. Cambridge: Cambridge University Press.</p> <p>Lerner, J. (2008). Learning Disabilities: Theories, diagnosis, and teaching strategies. NY: Houghton Mifflin Company.</p> <p>Lunt I. (1999). Unity through diversity: An achievable goal. The Psychologist, 12, 10, 492-496.</p> <p>Lunt I. (2002). The challenge of inclusive schooling for pupils with special educational needs. In C. Campbell (Ed.), Developing Inclusive Schooling: Perspectives, policies and practices. London, UK: Institute of Education, London University.</p> <p>Lunt, I., &amp; Norwich, B. (1999). Can effective schools be inclusive schools? London, UK: Institute of Education.</p> <p>Matson, J.L., Matson, M.L., &amp; Rivet, T.T. (2007). Social-skills treatment for children with Autism Spectrum Disorders: An overview. Behavior Modification, 31, 682-707.</p> <p>Mercer, C. D. (2007). Students with learning disabilities. NJ: Merrill.</p> <p>Reid, G., &amp; Wearmouth, J.(Eds). (2002). Dyslexia and literacy: Theory and practice. NY: John Wiley &amp; Sons.</p> <p>Reis, S. M. (2007). Research-based practices for talented readers. Pearson/Scott Foresman: Research Brief.</p> <p>Reis, S. M. (2007). The underachievement of gifted students: Multiple frustrations and few solutions. In K. Kay, D. Robson, J.F. Brenneman (Eds.). High IQ kids. Minneapolis, MN: Free Spirit Press.</p> <p>Reis, S. M., &amp; Hebert, T. P. (2008). Gender and giftedness. In S. Pfeiffer (Ed.), Handbook of giftedness in children. (271-293). New York: Springer.</p> <p>Reis, S., &amp; Housand, A. (2007). Characteristics of gifted and talented learners: Similarities and differences across domains. In F.A.Karnes, &amp; K. R. Stephens. (Eds), Achieving excellence (pp. 62-81). New York: Pearson, Merrill/Prentice</p>
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- Reis, S. M., & Sullivan, E. E. (2008). Characteristics of gifted learners: Consistently varied; refreshingly diverse. In F. Karnes & S. Bean. (Eds.). Methods and materials for teaching the gifted. Waco, TX: Prufrock Press. pp. 3-36
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- Wallander, J. L., Dekker, M. C., & Koot, H. M. (2003). Psychopathology in children and adolescents with intellectual disability: Measurement, prevalence, course, and risk. In L. M. Glidden (Ed.), International Review of Research in Mental Retardation, Vol. 26, (pp. 93-134). New York: Academic Press.
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- 中華民國特殊教育學會主編,《資優學生創造力與特殊才能》(臺北: 心理出版社, 1993)
- 中華民國特殊教育學會主編,《資優學生鑑定與輔導》(心理出版社有限公司, 1987)
- 香港心理學會 教育心理學部《教育心理手冊》(香港特別行政區: 香港心理學會, 2004). [Chinese original manuscript, entitled: Division of Educational Psychology (2004). Educational psychology handbook (for professional practice). Hong Kong Special Administrative Region: Hong Kong Psychological Society.]

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**Recommended Academic and Professional Journals**

Relevant international conference / symposia proceedings and scholarly journal articles on Exceptional Children and Adolescents, as follows:

1. Asia-Pacific Journal of Giftedness
2. Australian Journal of Gifted Education
3. British Journal of Educational Psychology
4. Child Development
5. Developmental Psychology
6. Dyslexia
7. Education and Early Development
8. Educational Psychology
9. Educational Psychology in Practice, published by Association of Educational Psychologists, Durham, England, U.K.
10. European High Ability Journal
11. Gifted Education Quarterly
12. Gifted International
13. Infants and Young Children
14. International Journal of Behavioral Development
15. International Review of Research in Mental Retardation
16. Journal of Applied School Psychology
17. Journal of Autism and Developmental Disorders
18. Journal of Educational Psychology
  
19. Journal of Educational and Child Psychology, and DCEP Newsletter, published by Division of Educational and Child Psychology, British Psychological Society
20. Journal of Learning Disabilities
21. Journal of Psycho-educational Assessment
22. Journal of School Psychology
23. Learning Disabilities Quarterly
24. Psychological Assessment
25. Reading and Writing: An Interdisciplinary Journal
26. School Psychology Quarterly
27. School Psychology Review
28. 台灣(中華民國)特殊教育學會期刊 Periodicals of Taiwan Special Education Association (in Complicated Chinese)

**Useful Websites:** Freely accessible resources retrievable

1. Council for Exceptional Children (CEC), Smart Briefs, USA: <http://www.smartbrief.com/news/cec/>
2. Autism Spectrum Disorders (ASD) and Asperger's Disorder(AD)  
Amazon: <http://www.amazon.com/s/ref=sr keywords=Asperger>  
Jessica Kingsley: <http://www.jkp.com/catalogue/>
3. World Autism Congress, every four years: <http://www.wac>
4. The British Dyslexia Association: <http://www.bda-dyslexia.org.hk>
5. The Dyslexia Institute, UK: <http://www.dyslexia-inst.org.uk/>
6. The International Dyslexia Association: <http://www.interdys.org>
7. Manulife Centre for Children with Specific Learning Disabilities, Department of

- Applied Social Sciences, The Hong Kong Polytechnic University, Hong Kong Special Administrative Region, China: <http://apss.polyu.edu.hk/mccsld/>
8. Nurturing the Gifted And Talented Children (NGAT), local and overseas project, Department of Applied Social Sciences, The Hong Kong Polytechnic University, Hong Kong S.A.R., China: [http:// www.acad.polyu.edu.hk/~ssgifted](http://www.acad.polyu.edu.hk/~ssgifted)
  9. Specific Learning Disabilities online, USA: <http://ldonline.com>
  10. The World Dyslexia Network Foundation: <http://web.ukonline.co.uk/wdnf/>
  11. National Attention Deficit Disorder Association: <http://add.org/>
  12. Centre for Talent Development: <http://www.ctd.northwestern.edu/>
  13. National Association for Gifted Children (NAGC), USA: <http://www.nagc.org>
  14. World Council for Gifted and Talented Children (WCGTC), University of Winnipeg, Canada: <http://www.wcgtc.org>
  15. 台灣(中華民國)特殊教育學會: <http://www.cspe.org>
  16. Division of Educational Psychology, Hong Kong Psychological Society (2008). Standards for the training of professional educational psychologists in Hong Kong. The Hong Kong Special Administrative Region: China. Document retrievable at: <http://www.hkps.org.hk/dep>

#### **Recommended Audio-visual Materials**

1. Exploring psychological disorders. (1996). Pacific-Grove, CA: Brooks/Cole Publishing. Computer optical disc ; 4 3/4 in. + 1 book (168 p.) . Based on Chute's MacLaboratory for Psychology program, this interactive CD-ROM allows users to view actual video clips of interviews with clients, work through diagnostic criteria, and use DSM-IV decision trees to diagnose a variety of clinical case. In addition, users can explore animations on difficult-to-grasp concepts and use multimedia features including an interactive glossary, text, graphics, and movies. [HKPolyU CALL no.RC454 .E96 CDM]
2. The Association for Supervision and Curriculum Development (ASCD), USA. Relevant audio-visual information retrievable at website: <http://www.ascd>
3. 《醫生與你: 兒科系列》(香港電台電視部, 2001). Chinese television news, interview and consultation (2001). Medical doctor and you: Mental health problems of children. News Channel, Radio-Television of Hong Kong, The Government of Hong Kong Special Administrative Region. [HKPolyU Call no. VCD 17136 ]
4. 《健康大道: 兒科系列》(香港電台電視部, 2009). Chinese television interviews and consultation with medical doctors and related helping professionals about children suffering from neuro-biological, developmental and emotional problems (2009). Radio-Television of Hong Kong, The Government of Hong Kong Special Administrative Region. [HKPolyU Call no. VCD 17136 ]
5. 《天下父母心系列》(香港電台電視部, 2009). Chinese television news, interviews with parents and case studies on children and adolescents with special educational needs (2009). parenting. Radio-Television of Hong Kong, The Government of Hong Kong Special Administrative Region. [HKPolyU Call no. VCD 17136 ]