

## Subject Description Form

<b>Subject Code</b>	APSS568														
<b>Subject Title</b>	Guidance and Counselling for Students with Special Needs														
<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. 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"> <li>• the grade is calculated according to the percentage assigned;</li> <li>• the completion and submission of all component assignments are required for passing the subject; and</li> <li>• student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term paper	60 %	0%	2. Seminar presentation	0%	30%	3. Seminar participation	10%	0%
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<b>Objectives</b>	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.														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Assess and analyze the strengths and weaknesses of the students with special needs in learning and adjustment to school life.</li> <li>b. Articulate the discourse of integration, mainstreaming and inclusion in relation to the education of children and young people with special needs.</li> <li>c. Analyze the context of the regular school as an educational environment for children and young people with special needs in Hong Kong.</li> <li>d. Identify useful adaptive and support strategies and plan a supportive learning environment for students with special needs in the regular school.</li> <li>e. Select from a range of counseling and guidance approaches and make a plan</li> </ol>														

	for individual students with special needs.																																								
<b>Subject Synopsis / Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Characteristics of students with special needs, including students with intellectual disabilities, autism, sensory disabilities, physical disabilities and mental health problems;</li> <li>2. Concepts of integration, mainstreaming, inclusion and inclusive education;</li> <li>3. Development of inclusive education in Hong Kong;</li> <li>4. Critique on the policy of education for students with special needs in Hong Kong;</li> <li>5. Need assessment of special students in inclusive schools;</li> <li>6. 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;</li> <li>7. Major counselling and guidance approaches in working with these students; including behavioural and cognitive behavioural approaches, whole school approach, mentoring, peer counselling, and support and self-help groups; and</li> <li>8. Counselling and guidance for parents.</li> </ol>																																								
<b>Teaching / Learning Methodology</b>	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.																																								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="451 1289 1448 1822"> <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>	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%					
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	<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 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.</p>	
<b>Student Study Effort Expected</b>	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.
<b>Medium of Instruction</b>	English supplemented with Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Lerner, J. W., &amp; Johns, B. H. (2012). <i>Learning disabilities and related mild disabilities: Teaching strategies and new directions</i>. Belmont: Wadsworth Cengage Learning.</p> <p>Deirdre, M. (2010). <i>Language Disabilities in Cultural and Linguistic Diversity</i>, Cornwell Press Group.</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> <p><b><u>Supplementary</u></b></p> <p>Baumberger, J. P., &amp; Haper, R. E. (2006). <i>Assisting students with disabilities: A handbook for school counselors</i>. Thousand Oaks &amp; London: Sage.</p> <p>Dettmer, P. (2009). <i>Collaboration, consultation and teamwork for students with special needs (6<sup>th</sup> ed.)</i>. Columbus, Ohio: Pearson Merrill.</p>	

	<p>Friend, M., &amp; Bursuck, W.D. (2009). <i>Including students with special needs: A practical guide for classroom teachers (5<sup>th</sup> ed.)</i>. Upper Saddle River: Pearson.</p> <p>Goodley, D., &amp; Lawthom, R. (Eds.) (2006). <i>Disability and psychology: Critical introduction and reflections</i>. Houndmills &amp; New York: Palgrave Macmillan.</p> <p>Marshak, L. E., Dandeneau, C. J.; Prezant, F. P. &amp; L'Amoreaux, N. A. (2010). <i>The school counsellor's guide to helping students with disabilities</i>. San Francisco: Jossey-Bass.</p> <p>Mitchell, D. (2008). <i>What really works in special and inclusive education: Evidence-based teaching strategies</i>. London &amp; New York: Routledge.</p> <p>Phillipson, S.N. (Ed.) (2007). <i>Learning diversity in the Chinese classroom: Contexts and practice for students with special needs</i>. Hong Kong: Hong Kong University Press.</p> <p>Trolley, B.C., Haas, H.S., Patti, D.C. (Eds.).(2012). <i>The school counselor's guide to special education</i>. Thousand Oaks &amp; London: Sage.</p> <p>Walter, D.P. (2010). <i>Rethinking learning disabilities: Understanding children who struggle in school</i>. New York: Guilford Publications</p> <p>Watermeyer, B. (2012). <i>Towards a contextual psychology of disablism</i>. Oxon &amp; New York: Routledge.</p>
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