



THEMATIC SEMINAR FOR SECONDARY SCHOOL TEACHERS ON CAREER GUIDANCE SERVICES FOR SEMINAR B: STUDENTS WITH SPECIAL EDUCATION NEEDS (SEN)

Friday, 15 January 2016

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Clinical Disorder in DSM-IV Diagnosed in Children & Adolescents

1. **Mental Retardation** 弱智
2. **Learning Disorders** 學習障礙
Reading Disorder, Mathematics Disorder, Disorder of Written Expression
3. **Communication Disorders**
 - a. Expressive Language Disorder,
 - b. Mixed Receptive-Expressive Language Disorder 表達性和感受性語言障礙,
 - c. Phonological Disorder 音位學障礙,
 - d. Stuttering 口吃
4. **Motor Skills Disorder** 運動技能障礙
Developmental Coordination Disorder
5. **Pervasive Developmental Disorder** 廣泛性發育障礙
 - a. Autistic Disorder,
 - b. Rett's Disorder 雷特病,
 - c. Childhood Disintegrative Disorder , 兒童期分裂障
 - d. Asperger's Disorder

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Clinical Disorder in DSM-IV Diagnosed in Children & Adolescents

6. **Attention-Deficit 專注力不足 & Disruptive Behavior Disorders** 破壞性行為障礙

Attention-Deficit/ Hyperactive Disorder 過度活躍症 (3 types)

Conduct Disorder 品行障礙(2 types)

Oppositional Defiant Disorder 對立違抗性障礙

7. Tic Disorders

Tourette's Disorder 妥瑞氏症

Chronic Motor or Vocal Tic Disorder 慢性運動或發聲抽動障礙

Transient Tic Disorder 短時抽搐性障礙 (2 types) :

8. Feeding & Eating Disorders

Pica 異食癖, Rumination Disorder 反芻症, Feeding Disorder of Infancy or Early Childhood

9. Elimination Disorders 排泄性疾病

Encopresis 大便失禁, Enuresis 遺尿症(3 types)

10. Other Disorders

Separation Anxiety Disorder 分離焦慮症,

Selective Mutism 選擇性緘默症,

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Types of Special Learning Difficulties

I. Childhood Disorders

Pervasive Developmental Disorder (PDD): **Childhood Autism**

Special Learning Disorders: **Reading & Writing Disorders**

Internalizing: **Anxiety Disorders**

Externalizing: **Attention-deficit & Hyperactivity Disorder (ADHD)**

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What are Special Education Needs (SEN)?

A child or young person has **special education needs**

if he or she has **LEARNING Difficulties or Disabilities**

that **make it harder** for him or her to learn than most other children and young people of about the same age
(UK government)

SEN Includes

UK Government

1. Learning Difficulties
2. Social, Emotional or Mental Health Difficulties
3. Special Learning Difficulties (Reading, Writing, Number Work, Understanding Information)
4. Sensory or Physical Needs (Hearing Impairment, Visual Impairment or Physical Difficulties)
5. Communication Problems
6. Medical or Health Conditions

HK Education Bureau Circular No. 12/2015

1. Special Learning Difficulties (SpLD)
2. Intellectual Disability (ID)
3. Autistic Spectrum Disorder (ASD)
4. Attention Deficit / Hyperactivity Disorder (AD/HD)
5. Physical Disability (PD)
6. Visual Impairment (VI)
7. Hearing Impairment (HI)
8. Speech & Language Impairment (SLI)

Understanding Special Education Needs

Externalizing Problems

Attention-Deficit Disorder (ADD) 專注力不足

Attentive Deficit Disorder with hyperactivity (ADD with H)

Attentive Deficit Disorder without hyperactivity (ADD without H)

Three subtypes

Combine type: both hyperactivity-impulsivity & inattention

Predominantly inattentive type

Predominantly hyperactive-impulsive type

Characteristics of the Predominantly Inattentive Type of ADHD

1. Inattentive Symptom

Easily distracted by extraneous stimuli

Does not seem to listen when spoken to

Difficulty following directions

Difficulty focusing & Sustaining attention

Often loses his or her place when reading

Appears to be day dreaming

Often confused

Characteristics of the Predominantly Inattentive Type of ADHD

Failed to finish work; many incomplete assignments

Difficulty working independently

Gets boiled easily

Does not pay attention to details

Poor study skills

Disorganized; loses/cannot find belongings

Little or no awareness of time

3 primary components to diagnosis ADHD

Inattention (注意力不集中)

Hyperactivity (多動)

Impulsivity (衝動)

Psychiatric-Comorbidity: Significant Co-occurring Problems

Underachieve academically: Due to intellectual capabilities & Learning Difficulties

Emotional disturbance & attention deficits

Academic Performance Deficits : difficulties completing independent work in a timely fashion

Academic Skills Deficits: difficulties with inattention, impulsivity & over-activity

Psychiatric-Comorbidity: Significant Co-occurring Problems

Internalizing Disorder: Both Depression & Anxiety Disorder

Externalizing Disorder: Serious misbehavior, usually aggressive or destructive, physically cruel, disobedient or dishonest

* Adjustment Problems: Mood problems, substance use, failed to complete high school

Positive Traits associated with ADHD

Energetic	Outgoing
Creative	Observant
Exciting	Inquisitive
Innovative	Tenacious
Risk-taker	Spontaneous
Warm hearted	Highly Verbal

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Pervasive Developmental Disorder: Autistic Disorder

Social or emotional reciprocity	Make-believe or social imitative play
Impairment in communication (>1)	Restricted repetitive & Stereotyped behavior, interests & activities (>1)
Spoken Language	Restricted interest (intensity or focus)
Initiate or sustain a conversation	Inflexible non-functional routines
Stereotyped & repetitive use of language	

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Asperger's Disorder 亞氏保加症候群

Asperger's syndrome is characterized by deficits in social interaction & stereotyped or repetitive behaviors & obsessive interests

Unlike Autism, deficits in communication & cognitive capacity are not present

Asperger deficits in adaptive functioning but rather than cognitive impairment

Questions about distinction between Asperger's disorder & High Functioning Autism (children with autism who do not have a cognitive impairment)

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Asperger's Disorder 亞氏保加症候群

Impairment in Social interaction

Restricted & Stereotyped patterns of behavior, interests & activities

Motor clumsiness

No significant delay in language

No delay in cognitive development

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Comorbidity

mental retardation

Non-verbal (i.e. mute),
language deficits

Echolalia (repeating what is
said to them)

Try to get away from sensory
stimulation

Depression & anxiety
disorders are common in
children with autism,
especially those who are
higher functioning

Autistic children show
more severe behavioral
problems
more repetitive behavior
movement problems than do
children with Asperger's
disorder

Display Emotional & Behavioral Difficulties

I. Act Out

Demonstrate Aggressive

Threatening

Disruptive and Attention
Seeking Behavior openly

II. Act In

Appear Anxious

Depressed

Withdrawn

Passive or unmotivated

Have barriers to learning

Low Self Esteem

What SEN Students Should Know & Be Able to Do in Career Choice

Think About the Concept of JOB,
Work & Career

Work

1. "An activity that
produces something of
value for people"
2. It is a process rather
than a one-time decision
3. Attempt to find the one
which better allows
them to implement their
self concept

Job

1. A piece of work
undertaken on order at
a stated rate
2. Task and organization
centered
3. A post of
employment; Full time/
Part time position

Career: Time extended working out of a purposeful life pattern through work undertaken by the person

1. **Time extended:** career is a life long process
2. **Working out:** career is the result of compromises and tradeoffs between what a person might want and what is possible.
3. **Purposeful:** career has meaning and purpose for the person, it is planned, contemplated, worked on and executed
4. **Life pattern:** career is more than one's employment or job

What SEN Students Should Know & Be Able to Do in Career Choice

1. Knowledge & Skills

- a. **Academic Skills:** Reading, Writing, Speaking & Reasoning Development
- b. **Knowledge of the world of Work place:** The Concept of Work, Work-Related Tools, Various Work Environment
- c. **Career Decision Making Skills:** Identify Personal & Societal Values, Occupational Opportunities, Sources of Occupational Information

What SEN Students Should Know & Be Able to Do in Career Choice

1. Knowledge & Skills

- d. **Job Choices:** major occupational interests, make realistic occupational choices, become familiar with career options
- e. **Life Planning:** Career Development as a continuous process, a change of careers over a working lifetime
- f. **Job Acquisition Skills:** Job Searching Skills, Application Skills, Interviewing Skills

What SEN Students Should Know & Be Able to Do in Career Choice

2. Behaviors

- a. **Social Behaviors:** State Facts Clearly, Listen & Respond Appropriately, Express Feelings & Respond Appropriately
- b. **Self-Presentation:** Demonstrate Hygiene & Grooming, Demonstrate Patience & Introduce Self
- c. **Realistic Awareness of One's Own Abilities & Limitations**

What SEN Students Should Know & Be Able to Do in Career Choice

2. Behaviors

d. Positive Image: Demonstrate Courtesy, Cooperation & Assertiveness

e. Assess Proper Behavior for Situations: Respect the rights & property of others, understand the impact of one's behavior on others

f. Working Behaviors: Attendance & Punctuality, Go to Work Regularly, Demonstrate Work Safety, Follow Rules & Procedures

Communicating with Parents & Families

1. For families of students with disabilities, **RESPECT** is critical
2. Respect for their **KNOWLEDGE, OPINIONS, POINTS OF VIEW, FEAR, CONCERNS, ADVOCACY**
3. Maintaining a **Non-Judgmental attitudes**: Willing to share information, ask questions or seek help with problems
4. **Empathy** is the ability to identify with another's feelings & to see the world from his or her perspective

Communicating with Parents & Families

5. Creating a Family-Friendly Environment to **welcome family & feel comfortable** enough to engage in a partnership

6. Communicating Positively with parents in their **preferred language** & balance negative communication with some **positive comments** about the SEN students

7. Providing Information & support to share their **child's strengths & needs** that are **realistic & comfortable** for them

SEN Case Studies Job Hunting Experiences

Video Clip

Career Counseling Models

1. **Trait & Factor & Personal Environment Fit Model**
 - a. Both cognitive & affective process
 - b. Clinical Information & Qualitative Data
 - c. Negotiate & Collaborate
2. **Learning Theory Model**
 - a. The key to enhancing self-knowledge
 - b. To develop skills, interests & abilities to expand a client's outcome potential
 - c. Cognitive functions provide clients with relationship to working world
3. **Cognitive Information-Processing (CIP) Model**
 - a. Career Choice is approached as a problem-solving activity
 - b. Self knowledge & Occupation knowledge are essential
 - c. A sequence of activities for individual learning plan
4. **Multicultural Career Counseling Model**
 - a. Identify Specific Needs of a special group of clients
 - b. Focus on contextual elements of influence & recognizes
 - c. Limited career choices & stereotypes

Clinical Practice of Cognitive Information-Processing (CIP) Counseling Model

Step 1

- a. To Establish a trusting relationship
- b. To seek information about the clients' career problems
- c. To attend to both the emotional & cognitive components of the clients' problems
- d. To foster learning

Step 2

1. To determine the client's readiness for problem solving & decision making
2. To identify client's experience difficult in the career choice process as a result of dysfunctional thinking

Clinical Practice of CIP Counseling Model

Step 3

- a. To define the problem as a "gap" between "indecision" & "Ideal state of career decidedness"
- b. To explain & state the problem in neutral rather than in judgmental terms

Step 4: To formulate goals

Step 5

- a. To Develop Individual Plan
- b. To provide a sequences of resources & activities

Clinical Practice of CIP Counseling Model

Step 6

- a. To execute individual learning plan
- b. To take the initiative in proceeding with the agreed-on plan
- c. With dysfunctional clients to use "identify", "Challenge" "Alter" & "Take Action"

Step 7

- a. To focus through all steps on the client's career decision making status
- b. To understand sources of problems or the underlying reasons for certain behavior patterns
- c. To identify actions & provides clues to decision making & problem solving

Prevocational Information

1. Sources of Occupational Information
2. Major occupational needs, interests & aptitudes
3. The requirements & demands of appropriate & available jobs
4. The process of searching, applying & interviewing for a job
5. The behaviors expected & necessary in competitive standards on a job

Special Concerns & Needs of SEN Students in Career Counseling

1. Failure to accept one's limitations
2. Experience a sense of rejection from others
3. The frustrations can be accompanied by shame & feelings of inferiority
4. Poor self-concept & dealing with prejudice & discrimination

Special Concerns & Needs of SEN Students in Career Counseling

5. Need constant supervision
6. Adjust a different work role as well as other life roles
7. Support network & positive role models
8. Lend a hand with life skill training & job loss concerns

Open Forum Cases Discussion