



THEMATIC SEMINAR FOR SECONDARY SCHOOL TEACHERS ON CAREER GUIDANCE SERVICES FOR
SEMINAR C: STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES (SPLD)

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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)

Defining Severe Learning Disabilities

Learning Disabilities refers to...

- A heterogeneous group of disorder
 - Significant difficulties in the acquisition and use of “Listening, Speaking, Reading, Writing, Reasoning or Mathematical abilities”
3. These disorder are intrinsic to the individual
 4. Due to Central Nervous System Dysfunction

Neurobiology of Learning Difficulties

- 1. Motor Skills** 1. Motor Speed, Coordination, Ability to imitate motor movement
- 2. Rhythm** 2. Perceive & repeat rhythmic patterns, sing a song from memory
- 3. Tactile** 3. Finger localization, two-point discrimination, movement or shape discrimination
- 4. Visual** 4. Visual recognition or Discrimination

Neurobiology of Learning Difficulties

- 5. Receptive Speech** 5. Follow simple commands, comprehend visual-verbal direction, decode phonemes
- 6. Expressive Language** 6. Ability to read & repeat words & simple sentences, name objects from description, use automated speech
- 7. Writing** 7. Analyze Letter sequences, spell, write from direction
- 8. Reading** 8. Letter & word recognition, sentence & paragraph reading

Neurobiology of Learning Difficulties

- 9. Arithmetic** 9. Simple arithmetical abilities, number writing & number recognition
- 10. Memory** 10. Verbal & non-verbal memory
- 11. Intelligence** 11. Vocabulary development, verbal reasoning, picture comprehension, social reasoning, deductive

Indicators of Dyslexia Types Difference

Difficulties copying

Persistent Difficulties with spelling

Difficulties automatising skills

Extra effort will be required with college work

Reading Difficulties persist

The Current Dyslexia Action Definition

A special learning difficulty

Affects Reading & Spelling

Difficulties in processing word sounds

Weaknesses in short-term verbal memory

Inefficiencies in language-processing

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The Current Dyslexia Action Definition

Dyslexia is life-long

Dyslexia is not related to intelligence, race or social background

Dyslexia often occurs alongside other specific learning difficulties such as Attention Deficit Disorder

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Dyslexic Differences in Behavior

Poor Attention Span, easily distracted

Embarrassed by apparent difficulties

Becoming alienated from peers

Becoming isolated

Tending to work/play alone

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Dyslexic Differences in Behavior

Denying difficulties or rejecting help

Using range of “distracting” techniques to avoid starting to write or read

Difficulties completing tasks & needs unexpected extra time to complete tasks

Short term memory Difficulties

Difficulty following instructions, frequently getting lost, arriving late

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Case Study

Video Clip

Practical Considerations for School Based Professionals

Significant co-occurring problems

academic underachievement,
conduct problems,
anxiety symptoms,
depression,
intra and inter personal difficulties
Co-morbidity (Multiple disorders/problems)

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Practical Considerations for School Based Professionals

Career Counseling Intake Interview

1. Identifying information
2. Presenting Problem
3. Current Status Information
4. Health & Medical Information
5. Family Information
6. Social/Cultural Issues
7. Career Choice & Career Development Constraints
8. Clarifying Problems
9. Identifying Client Goals

Practical Considerations for School Based Professionals

Educational & Occupational Exploration Strategies

1. A description of the type of person, the preferences for work & leisure, the strengths & weakness
2. List several occupational that are related to their own interests & abilities
3. Explore one occupation in depth, training requirement, working conditions & personal attributes
4. Preparation Requirements (Subjects, Abilities, Type of work)

Case Study

Small Group Discussion

Practical Considerations for School Based Professionals

Free Local Assessment Tools for Career Counseling

1. The Hong Kong Federation of Youth Groups (香港青年協會)

a. 職業性向測試 (<http://yen2.hkfyg.org.hk/yen2009/lifeplanning/Research/Html/test2.php>)

b. 影響事業發展因素測試 (<http://yen2.hkfyg.org.hk/yen2009/lifeplanning/Research/Html/test1.php>)

Practical Considerations for School Based Professionals

2. 香港專上學科選擇測評量表

(<http://student.hk/appraisal/appi/list.php?lang=c>)

3. 香港勞工處互動就業服務

(<http://www1.jobs.gov.hk/1/0/webForm/>)

4. Youth.gov.hk (就業升學路)

(<http://www.youth.gov.hk/tc/career-and-study/index.htm>)

5. 勞工處展翅青見計劃

(http://www.ywets.labour.gov.hk/tc/tm_intro_ypyt.aspx)

The Career Coaching: Growth Model

Stage One: Goal Setting

1. The goal is specific & feels realistic & achievable
2. Listen enthusiastically & to respond positively to clients' dream or aspiration
3. The goal to end up is realistic for the time frame & context

Stage Two: Reality

1. Ask open, exploratory questions & listen reflectively
2. Focus more on the emotional side of how clients have experienced the working world
3. To identify or articulate the reality of their situation

The Career Coaching: Growth Model

Stage Three: Options

1. To generate opinion, thinking in a broad & creative way about all the different options
2. List of options & apply some analysis & evaluating the various options
3. Narrow it down to something more manageable

Stage Four: The Way Forward

1. To enable clients to identify some specific steps to meet their goals
2. Action points should be the clients' need to do
3. To lead clients to increase their commitment & motivation to change

(source: Alexander, G. (2006) Behavioral Coaching. In J.Passmore (ed.), Excellence in Coaching. London: Kogan Page.)

Cognitive Behavioral Coaching (CBC)

When your client has been rejected for a job he/she applied for.....

1. To listen out for possible thinking errors
2. To encourage clients to replace their PITS (Performance Inhibiting Thoughts: Repeat thinking to make them feel less confident & less capable than they really are)
3. To work out specifically PETs (Performance Enhancing Thoughts: What thoughts to make them feel positive & increase self-efficacy

Thinking Error

Think Error	Possible Consequence
1. All or Nothing	1. They reject possible opportunities & have unrealistic expectation
2. Magnification	2. Lowered Self-efficacy & setting lower goals in future
3. Minimization	3. Wasting opportunity to enhance self efficacy & not take credit to their achievements

Thinking Error

Thinking Error	Possible Consequence
4. Personalization	4. Blame themselves & feel personally responsible
5. Labeling	5. Stereotyping groups & risks writing off opportunities
6. Focusing on the negative	6. Results in lowered self-efficacy & lead to a defeatist approach

What should a career counselor know?

1. A good overview of the labor market

- a. Given routes to access the information
- b. In the form of signposts to useful websites
- c. Information that can tell clients how likely they are to get a job in a particular field
- d. The entry routes, the value of qualifications & the selection & recruitment methods

What should a career counselor know?

2. In-depth exploration that help clients to a more fruitful job hunt

- a. Make Clients themselves more attractive than other applicants
- b. An understanding of future trends within the economy as a whole
- c. An awareness of the job shortage within our labor market
- d. Re-training or special technical skills
- e. A conscious rational approach to decision making

What should a career counselor know?

3. Strategies for sharing information with clients

- a. Careers Information changes constantly
- b. Employer Perspectives: put themselves in the shoes of the employer & think about what they are looking for in a candidate
- c. Client Perspectives: Highlight the elements that are most relevant to this particular job
- d. Impression Management: Self-promotion, Ingratiation, Intimidation, Supplication & Exemplification

Class Practice & Discussion

Case Interview on
understanding the working
world

給特殊教育學童創造生命故事



生命教育 如樹如風
人本關懷 傾聽心語
非凡品質 美善人生