

The staff of Centre of Psychopedagogical Support and Special Education of our Bureau or qualified personnel approved by our Bureau will define the relevant identities of physical malfunction (including auditory, visual or speech impediment and weak-limbed problems), autism, hypermobility syndrome, special difficulties in learning, insufficient criticality, emotional behaviour, etc. to see if the student needs one or more items of assistance so that with just a little professional help in the learning process or in the school environment, the child will be able to study and grow with the students of the same class. At present, there are altogether 214 Inclusive Education Students attending the private or public schools. Among them, 52 are studying in the private ones. Since the instigation of Inclusive Education Project, the number of private school participants keeps increasing and there are sixteen of them now. This shows that the schools hold a warm acceptance and a greater concern than before for the students bearing the need for special education.

To promote Inclusive Education and to elevate the professional quality of the teachers, our Bureau keeps collaborating with very knowledgeable

and experienced experts as well as institutions of higher learning to establish workshops and training programmes for their practice. The training courses instigated in 2005/2006 included Inclusive Education Programme, Special Learning-Impediments Workshops, Individualized Pedagogic Plan and Resources Teachers Training Courses. Furthermore, the schools may also apply for In-school Training Subsidies in accordance with their philosophy and scheme of education. From now on our Bureau will continue to expedite the development of Inclusive Education through promotion, training, perfecting the assessment tools and supplying more resources teachers to offer more quality services for the needs of the Special Education Students in their educational organizations. This is meant to consolidate the favourable conditions for the Macau schools to execute Inclusive Education.

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02 认识特殊学习困难的同学

定义

特殊学习困难学生主要在听、说、读、写或运算等方面出现显著困难，这些困难并非因感官缺陷、智能不足或情绪困扰等因素所造成，而是由于中枢神经系统功能出现异常所致。

特殊学习困难学生的特徵

特殊学习困难学生有不同的类型，而各类型也有不同的特徵。

阅读困难

- 认识的词汇较少，即使温习很多遍，仍未能牢记字词的读音。
- 念句子时经常将字的次序颠倒，省略句中的字或任意插字。
- 不能阅读太久，容易感到疲倦。
- 很害怕读书和默书。

书写困难

- 写字常写「出界」。
- 抄写时有漏字或多加笔划的情况。
- 笔划容易错放位置。
- 字体的左右或上下部分颠倒。

语言困难

- 语言的理解及表达较弱。
- 说话时常出现用词及文法错误。

数学运算困难

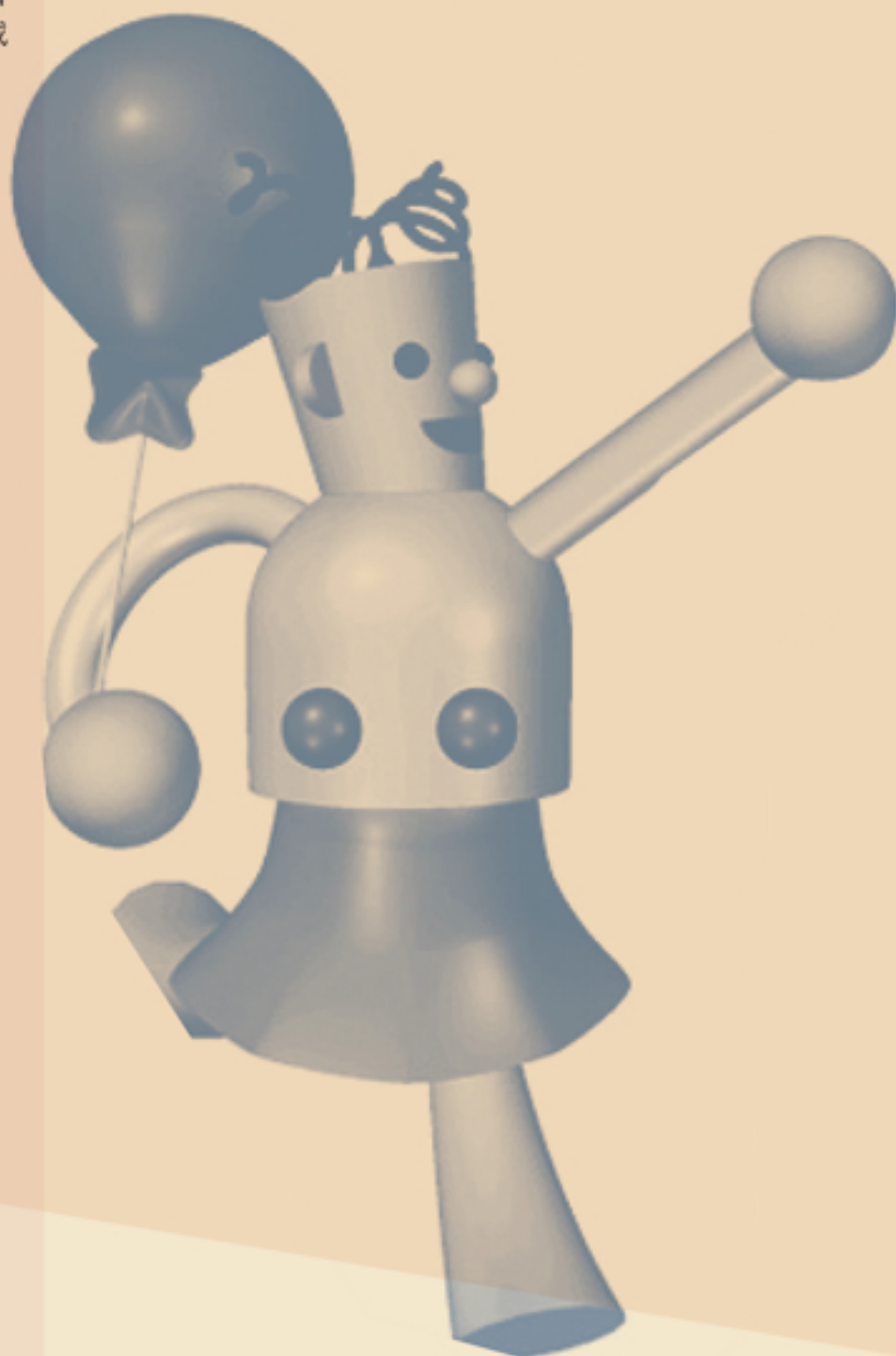
- 在分类、配对、了解算术用语及数量概念等方面感到困难。
- 对各项基本计算方法与技巧运用方面有困难。

注意力异常

- 注意力不能持续。
- 常因受到外界不相干的刺激吸引而分心。
- 不能注意该注意的重点，反而注意不重要的细节。

记忆力异常

- 短期记忆的编码分类和从长期记忆库中提取资料时出现困难。



教学策略及原则

- 利用各种感官途径增进视觉、听觉、触觉、身体动作等各种感觉机能的刺激，以增进对学习内容的理解。
- 帮助学生认识自己的困难，不要放弃自己。
- 教学时不断给予提示，并提供学生反覆练习的机会。
- 教导学生阅读、书写、记忆及问题解决的学习策略。
- 随时留意学生的表现，适时给予具体的赞美与鼓励。
- 实施多元评量，例如以操作、作品、观察记录、书面或口报告等方式来评鉴学生的能力。
- 因应学生的学习困难情况，酌量减少作业或改变作业方式。
- 多注意学生的长处和优点，并教导他们如何运用自己的长处来弥补学习上的弱点。
- 安排班上一位同学从旁协助及提醒。

家长教导原则

- 耐心观察孩子的学习特性，了解孩子的能力，不要让他们做超能力的工作，以免产生挫败感。
- 给予适当的期待，减少自暴自弃的机会。
- 勿强迫孩子把时间全花在学习上，鼓励他们适当参与游戏和社交活动。
- 培养孩子各方面的兴趣，协助他们发挥所长。
- 适当为孩子制造成功的机会，以建立孩子的自信。
- 对孩子进步的情况，给予赞美及鼓励。

相处之道

- 因应他们在学习上的困难，给予适当的协助，例如帮忙抄手册、借笔记等。
- 欣赏他们在学习以外其他方面的长处和优点。

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