

ARTICLE

A case study of a one-to-one SEN TA and Speech Therapist led pull-out Chinese learning intervention for Year 4 pupils with ADHD in a Hong Kong IB school.

Yibo Zou

Abstract

This case study aims to determine whether a pull-out intervention for pupils with ADHD is effective for these pupils' Chinese-language learning. This intervention happens in a Hong Kong school, where English is used for teaching instruction, while Cantonese is generally most pupils' native language and Chinese their third language. Students in Hong Kong are required to learn Chinese well, although Chinese is difficult to learn because of the complicated strokes and pronunciations. This case study focuses on individual students' needs and provides insights into the intervention received. It adopts a subjectivist approach and uses qualitative methods. Data showed that the one-to-one intervention helped because of the focus on individual needs and its use of adaptive teaching methods. However, such an intervention is very costly, and with the current manpower in this field, it is hard to maintain the frequency that this kind of intervention needs. The effectiveness also varied from for different pupils.

Introduction

This case study aims to explore whether the pull-out intervention for Year 4 pupils with ADHD (attention deficit disorder and attention deficit hyperactivity disorder) is effective for the pupils' Chinese language learning in a Hong Kong Direct Subsidy Scheme School (School L) where the International Baccalaureate curriculum is used, and how the intervention can be more effective and sustainable for pupils with these needs.

The intervention group observed consists of two Year 4 pupils from the same class (Class N) receiving one pull-out lesson (45 minutes) per week. The intervention was conducted by a full-time special educational needs teaching assistant (SEN TA) and a part-time speech therapist.

There are nine pupils in year 4 who received this intervention. This case study focuses on the two aforementioned pupils. This program happened during timetabled Chinese lessons, or sometimes arranged after school. The SEN TA spoke Chinese and the intervention was limited within the language learning area.

In school L, there are 25 pupils in each year 4 class. School L doesn't arrange an Education Assistant for Chinese teachers, so the Chinese teachers have no one to support them while teaching. It is hard for one teacher to pay attention to every pupil in class. When the teacher tries to cover the majority needs of the pupils, some special and different needs of the pupils with ADHD are ignored.

According to the United Nations Children's Fund's (UNICEF, 2017) definition of inclusive education, teaching and learning should include all students no matter what level of ability they have.

The International Baccalaureate (IB, 2013, p.1-4) announced that satisfying students' diverse learning needs is a very important part of teaching and learning. IB educators should try different teaching methods to improve the learning effectiveness of students with ADHD symptoms and help students to learn more smoothly.

The Hong Kong Government Education Bureau (HK EDB, 2021) also has the policies of "early intervention". It believes that early intervention should be one of the most important and basic rules schools adopt to support SEN students.

As an IB school and a Hong Kong Direct Subsidy Scheme School, School L follows these guidelines. It has been deemed necessary to provide extra support to the pupils with ADHD, such as the intervention, when Chinese teachers cannot support their Chinese learning effectively in class.

The Learning Issue

School L uses English as the language of instruction for all the subjects except Chinese. While the language environment in Hong Kong is complicated due to political and geographic reasons, this case study is not going to discuss this topic. The majority of the pupils in School L are locals who speak Cantonese at home, which is pronounced differently from Mandarin. Mandarin is only spoken in Chinese lessons so pupils have limited opportunity to practise Mandarin/Chinese at school. In addition, there are many complex traditional written Chinese characters in the primary textbooks that pupils have to learn in Hong Kong. All the above reasons make Chinese/Mandarin confusing to pupils. Pupils have to spend more time and attention on it if they want to learn it well.

It is accepted that pupils with ADHD may have limited ability to concentrate (Wolraich and Hagan, 2019). According to Wolraich and Hagan (2019) pupils exhibiting ADHD symptoms often have three indicators in their behaviour: 1. They may not be capable of listening or learning attentively even if they want to. 2. They may be hyperactive. 3. They may exhibit impulsive behaviour. Even if some pupils with ADHD have high intellectual qualities, they may appear not to be able to complete the written work. It may be hard for them to deal with difficult tasks when these tasks require concentration or when they feel the learning process is boring (Hudson, 2015).

It is obvious that some weaknesses in learning and ADHD were wholly combined with each other (Raymond, 2010, p.152). Sometimes the pupils are labelled with “laziness” or “naughty” mistakenly because of being late for classes or submitting their work, not paying attention to instructions, but in fact they are controlled by the ADHD symptoms. According to Alfano and Beidel’s (2014) research, pupils with ADHD behave differently in the learning process and even in future learning results with extra and targeted support from teachers, though the “symptoms may accompany these pupils throughout their whole life and may impact pupils’ academic results such as note-taking ability and homework completion” (Alfano and Beidel, 2014, p.187).

Literature Review

The Hong Kong EDB has built a cross-bureau/department collaborative mechanism for SEN pupils. If parents give consent, the Child Assessment Centres of the Department of Health (DH) and the Hospital Authority (HA) will send assessment results of the children to the EDB, then the EDB will contact the schools and transfer the information to the pupils’ recipient schools at the beginning of every school year. Based on that mechanism, interventions are organised by schools and usually conducted by school staff and outside specialists, such as social workers, therapists, psychologists, etc. (HK Education Bureau, 2021)

In School L, a 3-Tier Support Model is adopted to meet students’ individual learning needs. Each tier is uplifted from the lower one (School L’s SEN policy, 2022).

- Tier 1 pupils have early identification and teaching in regular classrooms, while the teachers use different methods of teaching, and give information about the progress of these pupils to the school L Inclusive Learning Team.
- Tier 2 pupils have additional interventions. They have difficulties with normal class learning, and are diagnosed with SEN. Their interventions include small-group training, pull-out or push-in lessons.
- Tier 3 pupils have severe and persistent difficulties, so are provided with intensive interventions.

The Tier 2 group are the target populations of this research. The pupils’ intervention in this case study was conducted as one to one pull-out Chinese tuitions.

123 studies of The Education Endowment Foundation show that effective one to one tuition approaches have some important elements:

- Targeted for pupils who are struggling in particular areas
- Additional and related to normal lessons
- Highly-costed and are more cost-effective if delivered through TAs
- TAs should be trained, supported and experienced

Studies also indicate that one to one tuitions have a positive impact on the targeted pupils after more than 5 months approximately in primary schools. Usually, sessions are short and regular (e.g., 30 minutes, three to five times per week), and it takes a period of time (up to ten weeks) to have optimum impact (The Education Endowment Foundation, 2022).

As to the intervention targeted at SEN pupils, the first step is to identify the SEN, and the second step is to provide a planned intervention, which will support the pupil and help them conquer the difficulty of meeting the requirements of learning (Cowne, 2015).

The mainstream teaching method to train ADHD pupils in intervention is influenced by behaviourism, paying more attention to behaviours which can be observed rather than mental activities. Learning is treated as “newly acquired habits of behaviour” (Pritchard, 2017, p.37), though the influence of behavioural theories on SEN intervention is a controversial topic. Skinner (1974, as cited in Cowne, 2015, p.40-42) has faith in the influence of the environment on humans. According to his theory, teachers can set up a goal for pupils and manipulate the environment, then manage pupils’ behaviour and make them achieve the goal. Many interventions in school for SEN students are still being done in this way, which means that the teacher leads the way of pupils’ learning, sets precise little steps for pupils and controls the learning environment. Though it is successful in many cases, two criticisms of this kind of intervention remain (Wedell, 1978, as cited in Cowne, 2015, p.40-42).

1. How can teachers afford labour-demanding intervention? It needs a SEN teacher or a TA to put a lot of effort or work into this way of teaching. What if there are many SEN pupils?
2. What future progress will these pupils have when they enter the stage of secondary school if they are learning in a teacher-centred way and their self-motivation and feelings are not considered? (Cowne, 2015, p.40-42)

In addition, how to collaborate is another important issue of the SEN intervention. First of all, pupils’ reactions and feelings should be considered and treated as a more important factor. A case study from Burton End Primary Academy Specialist Provision Hub on how to support children in Reception and Key Stage One with complex learning needs shows that the result of the intervention was constantly checked by asking students questions and observing the students (The Education Endowment Foundation, 2022).

Secondly, the subject teachers or homeroom teachers should be involved in. Cowne (2015, p.53) believes intervention should be managed in a whole-school approach. Other teachers should do cooperative planning, monitor the progress, link the intervention and the learning objective of the mainstream class, and so on.

The third is the challenge from parents. Support from parents is actually the very base of the whole intervention. HK EDB has set the rule that integrated education must be built upon parental consent. In HK, there is a system called EDB’s Special Education Management Information System (SEMIS). Only if parents give permission, the school can keep students’ SEN and other respective information into SEMIS (HK Education Bureau, 2022).

Meanwhile, seeking parents’ support for SEN intervention is not always easy. Some parents agree that their child be identified and therefore have access to intervention, while others are worried that the name or

labelling might have a disadvantageous impact on their child or just want to ignore the fact that the pupils have SEN (Cowne, 2015, p.11).

Furthermore, even when parents agree to put the pupils into this system and receive intervention, pupils' academic success also relies on parents' support at home. Parents need to do home-based learning activities, such as monitoring task completion, discussing the suitability of the intervention for pupils, providing learning opportunities at home, and even helping children to find their books, considering ADHD pupils' attention deficit and disorganisation (DuPaul and Stoner, 2014, P.382).

Following on from this acknowledgement on the literature about the importance of providing support for pupils identified with special educational needs, this case study will explore how this takes place in one Hong Kong primary school.

Methodology

Case studies are seen as comparatively ideal to carry out an intervention research project. Interventions in schools are usually designed individually and targeted at specific pupil(s). Case studies are regarded as capable of recognising the diverse value of engaging activities about educational issues. The advantage of case studies is providing contextual evidence, which helps the readers to deeply understand this case (Hamilton and Corbett-Whittier, 2012). This characteristic of case study makes it a perfect fit for intervention research.

The methodology of each case study is related closely to the purpose of the case study. The aim of educational research is always to improve students' learning (Masters, 1999, as cited in Hamilton and Corbett-Whittier, 2012, p.37).

This case study's aim is to explore the effectiveness of pupils with ADHD's Chinese learning intervention by providing readers data and analysis with the example of the intervention in School L. The subjectivist approach is the main method to survey the data collected. This case study is built on a small group of people, who are pupils with ADHD and the staff who are leading this intervention, so the methodology of abstracting reality, using the mathematical methods and quantitative analysis might not be quite suitable to interpret the findings of this case. On the contrary, this research project wants to search the consequences of actions, so the subjectivist approach, which focuses on representation of reality to compare and analyse is more useful (Greenfield, 1975, as cited in Cohen, Manion and Morrison, 2018, p.7).

Qualitative data is subtle and not direct, which depends on ordering, categorising, interpretation, surveying, explanation, reasoning and linking, so researchers play an essential role in the study. Researchers can have multiple interpretations after analysing the qualitative data, that is the advantage and also the disadvantage of adopting this subjectivist approach and qualitative method (Manion and Morrison, 2018, p. 643).

As to this case study, firstly, observations (non-participant observation) took place. This case study had been planned to include some participant observation at the beginning because it would be more time efficient, then the researcher found that it would be hard to keep neutral when leading and observing the intervention at the same time. In fact, there is risk to be unfair, unrepresentative and biased when a researcher is choosing and interpreting the facts and data (Manion and Morrison, 2018, p.648). Considering this, the researcher of this case study decided to do non-participant observation instead, and checked the reflexivity when carrying out this case study, including doing analysis of interviews, documents and pictures mentioned below. Secondly, interviews (formal and informal) were arranged. Thirdly, documents were collected. Fourthly, pictures were taken. Finally, the researcher checked the data and irrelevant data was given up.

As the British Educational Research Association (BERA, 2019) indicates, researchers should maintain confidentiality and anonymity of data collected from participants when they conduct the research, and also

be cautious about revealing the identity of participants. The researcher of this case study used capital letters to replace the real name of the school, pupils and other staff, and blurred the detailed background of the intervention. Also, the researcher did not interview pupils or parents involved, and tried not to influence the real situation of the intervention to protect the pupils' learning rights.

Data Collection

Intervention observations were conducted in a period of two weeks. There were four intervention sessions that happened in these two weeks. Pupil F and pupil N each had one intervention per week. Each session was 45 minutes long. The observations were recorded by notes, including pupils' behaviour, pupils' response to SEN TA, the learning outcome, the teaching materials and teaching contents. Every time during the observation, the researcher sat behind the pupil. The researcher went to the pupils' normal Chinese class from time to time, carrying out some informal observations.

Interviews were conducted. Two were formal, with the SEN TA and the speech therapist respectively. The researcher took notes and recorded the answers briefly. The questions asked to the SEN TA were about Chinese teaching for the two pupils and other ADHD pupils, pupils' progress and intervention planning. The questions asked to the speech therapist were about the pupils' screening report and language ability of the pupils. Informal interviews were conducted several times during three weeks. The researcher asked the homeroom teacher and Chinese subject teachers questions, regarding pupils' improvement after intervention, the cooperation needed to support the ADHD pupils and so on. The researcher summarised the conversations and organised the information after the informal interviews.

The documents collected were pupils' homework, teaching materials, lesson plans, e-class documents on pupils' progress, Pupil N's Chinese Intervention Progress Record 2022-2023 and an inclusive teaching checklist. Some were captured via pictures and some were shown briefly to the researcher to maintain pupils' confidentiality. Through the data mentioned above, the researcher wanted to find out how the intervention was organised, whether it was effective or not, how it can be improved, whether it needs extra support.


我的每月目標		第一節	第二節	第三節	第四節	第五節
目標						
1 寫字端正 Write neatly.		✓	✓			
2 專心上課 Pay attention		✓	✓			
3 完成家課 Finish homework		✓	✓			
獎勵		✓				

Figure 1: Pupil discussed his/her target of Chinese learning intervention and did self-assessment after each intervention session. If they completed the sessions well, they would receive rewards.

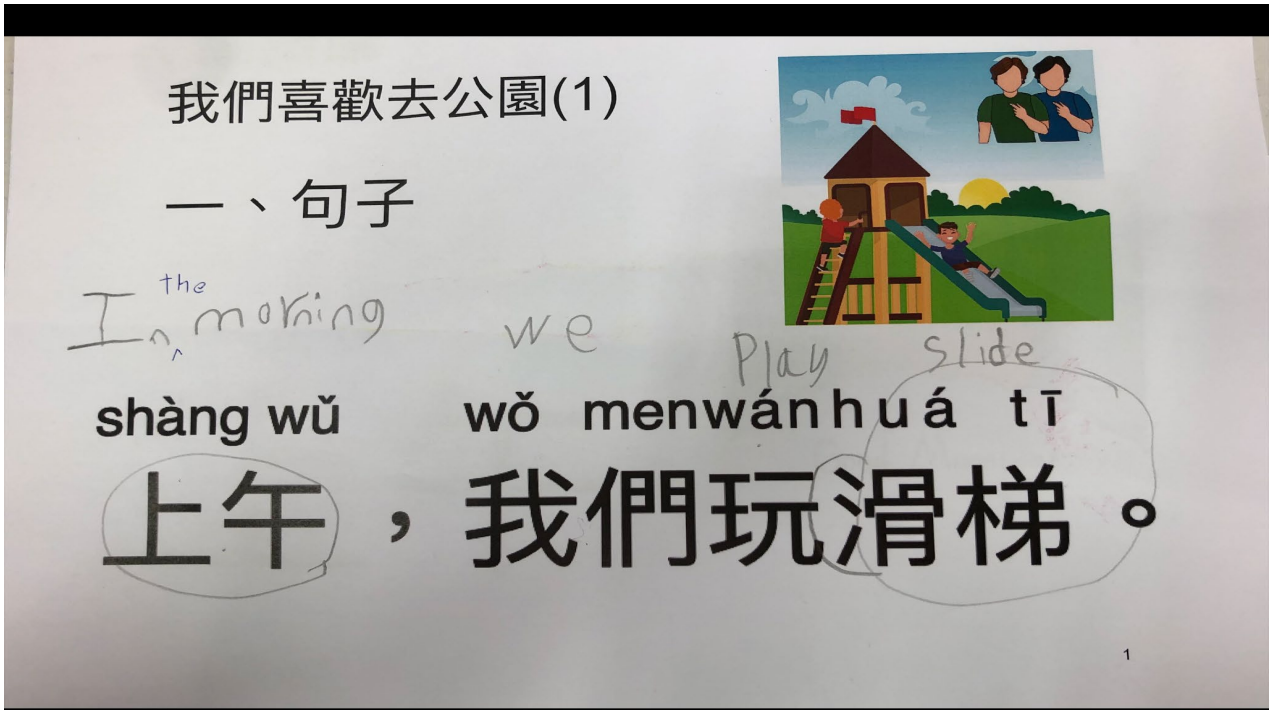


Figure 3: Pupil's homework from the intervention

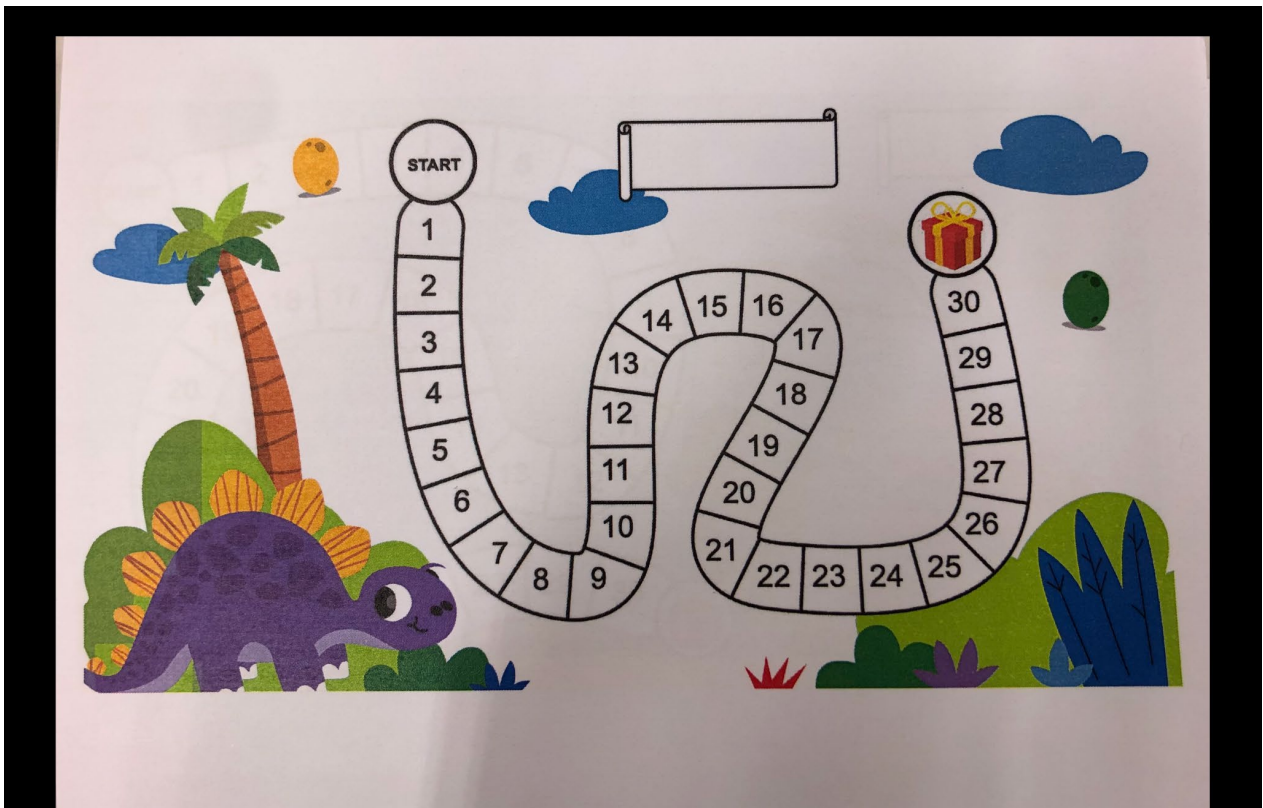


Figure 2: The gift map designed for this intervention. If pupils complete 30 Chinese learning tasks, they can have a surprise gift.

		G	H	I	J	K	L	
		2nd Term (After mid-year review)						
		1)						
		2)						
four by 字形結構) out and prepare ards by herself s of the day	Performance of the day			Student Worksamples		Goals achieved? (✓/✗)	Type of prize given	
	Learning	Behavioural		Topic	Link			
午、滑梯 讀、寫	- Wrote her name and the date without any prompting (all strokes correct except for 衍), reminded her the way to remember it - Able to read 100% of the words shown in the sentence learnt today - Able to remember both words of the day very well	- Remember the greetings in Mandarin - More concentrated this lesson, only prompted her once - On-task		2022.12.15 Classwork	https://drive.google.com/file/d/1UJinHZ6iYRMh6i9Pp7WAwG31iGabYT3/view?	✓	- 1 sticker	

Figure 4: Intervention's record and reflection. The SEN TA did it.

Data analysis and discussion

In School L, there are 4 classes in Year 4. Normally one or two pupils show ADHD symptoms in each class. As the levels of symptoms are different, also the family backgrounds and parents' opinions are diverse, and some students were diagnosed while others may not. This is the basic background of the intervention.

During the interview, the SEN TA told the researcher that only pupils diagnosed with ADHD could have the opportunity to have this intervention. Besides symptoms, parents' permission was essential for the intervention. In Hong Kong, only if the EDB receives the consent from a pupil's parents, the pupils' information will be put into the SEMIS system (HK Education Bureau, 2022). But parents who have children with ADHD may have concerns about giving permission to the school or the education bureau (Cowne, 2015, p.11).

The SEN TA said that the cost of the intervention was a factor that had to be taken into account. If pupils were listed into the SEMIS system, the Hong Kong Education Bureau would assign an amount of money to school, which could pay for a part-time specialist from an outside company to screen the pupil. The diagnosis was another essential factor. Only after the pupil was diagnosed with SEN, could the pupil have the intervention for pupils with SEN.

When the SEN TA sent emails to parents to ask for their permissions, she didn't receive feedback each time. She said, "In the Hong Kong society, there is still discrimination against SEN pupils or SEN education." She hoped that more pupils could have this intervention but she could do nothing if parents didn't allow this.

The intervention was about Chinese language learning. The researcher hence examined the language background of pupils in School L. The fact was that most of the pupils were local, and the Chinese level taught in year 4 was not low. According to the SEN TA, the target pupils with ADHD couldn't catch up with their peers in normal Chinese lessons. In the intervention, the speech therapist and the SEN TA set up specific targets for the pupils, slowed the learning pace, reminded the pupils of some adverse behaviours, used more encouraging words and so on. In addition, the pupils' homework is different from pupils in the mainstream lessons. The SEN TA who does the teaching gives comments on pupils' work and sometimes writes emails to parents to communicate about the learning.

When the speech therapist was interviewed, she showed the researcher the screening report of the two pupils. The clinical Evaluation of Language Fundamentals (5th Edition) was used in the screening test. According to the report, Pupil F is experiencing "mild difficulties in perceiving relationships in the meaning of words and forming word associations". The speech therapist believes that this is the main reason that

student F can't learn Chinese well. In order to help pupil F in this area, the speech therapist sets two goals for his intervention: vocabulary, and sentence structures and complexity.

During the intervention sessions observed, the SEN TA designed the sessions (including learning objectives, lesson plans and teaching materials) to reach the two goals. She used Chinese characters cards of bigger size, asked pupils to imitate and read the characters repeatedly, then the pupils made sentences with these characters. She used short and simple instructions and avoided long sentences. The instructions were explicit, in line with guidance from the Education Endowment Foundation (2022). In the mainstream lesson, such teaching practices are usually used with lower primary pupils, not year 4 pupils. The SEN TA said that the preparation was time-consuming.

Pupil F followed the instructions though sometimes hesitated for some minutes. A similar situation occurred in the intervention of pupil N. During the sessions, the pupils didn't show any sign of irritation. They were calm and seemed to enjoy the session.

The teaching theories followed by the SEN TA in the intervention were mainly behaviourist approaches (Cowne, 2015, p.40-42). The SEN TA broke the learning outcomes into separate small ones so the pupils with ADHD can learn with less pressure (Pritchard, 2017, p.37). In order to manage the intervention, she created individual teaching materials for different pupils and searched for suitable resources after she received guidance from the speech therapist. In fact, this kind of workload was heavy because she did most of the job by herself. But since every pupil only had one session each week, she said she could manage it.

In the whole of School L, there are only four full time teaching staff---including the primary head who was busy with other duties---to carry out the interventions for primary pupils with SEN. There are also two social workers who do not teach intervention sessions. The manpower is limited. As mentioned above, one to one tuition is expensive and more cost-effective if delivered through TAs (The Education Endowment Foundation, 2022), it might be because of the cost, TAs are delivering the interventions in School L.

From the intervention observed, the SEN TA who conducted the intervention for Pupil N and F was trained and put her efforts to the job. In Pupil N's E-class documents, there's a comment: "Weak in Chinese reading and writing, give her opportunity to answer easy questions to build up confidence". The SEN TA said that she felt rewarded after teaching Pupil N for more than one year because Pupil N had improved a lot. Even though they didn't do academic assessment, she knew Pupil N's improvement. Pupil N was able to write down her own name and make sentences with structure now. In comparison, when pupil N began the intervention one year ago, she was reluctant to speak in Chinese. When pupil N was observed in her mainstream Chinese lessons, the researcher found that her reaction was slower than her peers but she could focus on doing her worksheets most of the time and answer some questions. And her Chinese subject teacher also agreed that her Chinese was improving continuously.

In this individual case, the intervention had a positive impact on the pupil. But it couldn't be denied that the progress of intervention was monitored and judged by the SEN TA herself. In fact, she was covering most of the work of this intervention and decided the quality of the whole intervention. If the SEN TA who leads an intervention is doing a good job, the intervention would be successful, and the pupils who take part in this intervention will benefit from it; but if things go in the opposite way, the pupils might waste the time attending the intervention or even receive negative impact from it.

Then it leads to another question: how to monitor the result of the intervention. Cowne (2015, p. 27-30) suggests a "3 waves" model of teaching. The intervention of this case study belongs to "Wave 3- Additional highly personalised interventions". With personalised learning, the school can apply "curriculum assessment" to help SEN pupils, and analyse the tasks to divide the complicated activity into easy ones. Cowne named it "precise teaching". The researcher thinks that "precise teaching" and "curriculum assessment" should be included in this case to make sure that the quality of the intervention is guaranteed, but unfortunately the teaching and assessment is not so precise in reality.

To discover the reason why “precise teaching” didn't happen in this case, the researcher continued to do observations and interviews. It is found that the whole school approach that Cowne (2015, p.53) believes useful wasn't built in to the process in School L. Chinese subject teachers and homeroom teachers were not really cooperating for the intervention, although the reason behind this phenomena is outside the scope of this case study. The intervention saw pupils pulled out of lessons, so teachers didn't observe the interventions, and they didn't have regular meetings to discuss the pupils' progress in Chinese. Only the SEN TA monitored the pupil's progress: mainstream teachers didn't link their teaching to the intervention. That results in another issue: how can it be sustainable in the future and related with the class learning, even though pupils' Chinese have improved compared with their own starting point?

Furthermore, parents' support differs from one pupil to another, Pupil N's mother helped Pupil N a lot in Chinese at home (according to the SEN TA's comments, the mother even helped to create and edit the teaching materials), so Pupil N's improvement after the intervention was greater than pupil F's.

Conclusion

This case study aimed to find out whether the intervention in School L for year 4 ADHD pupils' Chinese learning was effective, and how it could benefit the pupils in a more effective and sustainable way. The research showed that the one to one intervention helped because it focused on the individual needs and using adaptive teaching methods. Meanwhile, it cost a lot of time and work, and School L provided the intervention sessions at the frequency of once a week, not three to five times/week to have an optimum impact (as suggested by the Education Endowment Foundation, 2022).

Moreover, the intervention could be more effective if it had become a whole school approach intervention. Only if parents had given consent and provided support, and subject teachers/homeroom teachers had paid more attention to the pupils of the intervention, could the outcome be expanded. Otherwise, the effectiveness of the intervention would be likely to be reduced because the intervention had not been related with the mainstream lessons and pupils' progress had been limited within the intervention itself.

The teaching methods used in the intervention were mainly behaviourist approaches. The teaching had positive results based on pupils' practising. Even outside of the intervention, parents and pupils needed to put effort and time into it. So how can it be sustainable if pupils lack support out of the intervention?

In order to make the intervention more sustainable, the researcher believes that the school has to improve the strategies of the intervention: either to build a realistic system out of the whole school support (encouraging other teachers and specialists to be involved) or to improve the teaching methods) of the intervention by adopting diverse ways to intervene and help. To conclude, the intervention was helpful and the staff were trying their best to help the ADHD pupils, however there was still a lot to do in order to improve the quality of it.

References

Alfano, C.A. and Beidel, D.C. (2014) *Comprehensive evidence-based interventions for children and adolescents*. Hoboken, NJ: Wiley.

British Educational Research Association (2019) *Ethical guidelines for educational research, Fourth edition (2018), BERA*.

Cohen, L., Manion, L. and Morrison, K. (2017) *Research methods in education*. New York: Routledge.

Cohen, L., Manion, L. and Morrison, K. (2018) *Research methods in education, eBook Central*. New York: Routledge.

Cowne, E.A., Frankl, C. and Gerschel, L. (2015) *The Senco Handbook: Working Within a whole-school approach*. London: Routledge.

DuPaul, G.J. and Stoner, G. (2014) *ADHD in the schools: Assessment and intervention strategies*. New York: The Guilford Publications.

Education Endowment Foundation (2022) *One to one tuition, EEF*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> (Accessed: December 31, 2022).

Education Endowment Foundation (no date) *An EEF school case study: Diagnostic assessment*. Available at: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Case_Study_Diagnostic_Assessment_Burton_End_Primary.pdf?v=1672471278 (Accessed: December 31, 2022).

Education Endowment Foundation (2022) *Reflecting on your practice every teacher as a teacher of send*. Available at: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/SEND_Five_a_day_Reflection_document_1.0.pdf?v=1649927356 (Accessed: December 31, 2022).

Hamilton, L. and Corbett-Whittier, C. (2012) *Using case study in education research*. London: Sage.

Hong Kong Education Bureau (2021) *Early Identification, Integrated Education and Special Education Information Online*. Available at: <https://sense.edb.gov.hk/en/integrated-education/principles/early-identification.html> (Accessed: December 31, 2022).

Hong Kong Education Bureau (2022) *Education bureau circular no. 4/2022 transfer of information of ...* Available at: https://sense.edb.gov.hk/uploads/page/integrated_education/Transition_through_Different_Learning_Stages/EDBC22004E.pdf (Accessed: December 31, 2022).

Hudson, D. and English, J. (2015) *Specific learning difficulties: What teachers need to know*. London: Jessica Kingsley Publishers.

International Baccalaureate Organization (2013, p.1-4) Meeting student learning diversity in the classroom. Available at: http://inclusivepyclassroom.weebly.com/uploads/1/8/4/7/18470104/meeting-students-learning-diversity_ib-continuum-.pdf (Accessed: December 30, 2022).

Inclusive Education - including children with disabilities in quality learning: what needs to be done? - UNICEF (2017) Available at: https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220917_brief.pdf (Accessed: December 31, 2022).

Pritchard, A. (2017) *Ways of Learning: Learning Theories for the classroom*. London: Routledge, Taylor & Francis Group.

Raymond, E.B. (2010) *Learners with mild disabilities*. Boston: Pearson Education.

School L's SEN policy (No link because of ethical considerations).

Wolraich, M. and Hagan, J.F. (2019) *ADHD: What every parent needs to know*. Itasca, IL: American Academy of Pediatrics.