

A case study of a small group pull-out SEN specialist-led writing intervention for KS3 pupils with dyslexia in a local Hong Kong Secondary School

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Abstract

This case study focuses on a small group pull-out writing intervention for Key Stage 3 pupils with dyslexia from a local Hong Kong secondary school and aims to evaluate the effectiveness of the current pull-out writing intervention for KS3 dyslexic pupils in meeting their unique needs and to determine if a revision of the approach is necessary. Data including observations, interviews, questionnaires were triangulated, with analysis revealing that while the intervention aimed to improve pupils' confidence and motivation in learning and help them become more autonomous, there was no formalized reading intervention, and the lack of a reading program negatively impacted pupils' ability to follow written instructions for written tasks. The study also found that there was no agreed-upon approach or methodology for helping with reading and writing consistently used throughout the intervention and transferred to the broader classroom. The study concludes that collaboration and coordination between the English and SEN departments is needed to streamline a consistent approach to support pupils with dyslexia. The study recommends incorporating typing practice in all interventions, extending writing interventions to have a more lasting effect, establishing a reading program or intervention for the whole class, and using the five writing strategies recommended by Slavin et al. (2019) to equip secondary school pupils with healthy writing routines beyond their school years.

Introduction

The school's geographic location on the city's outskirts, bordering the Chinese city of Shenzhen and surrounded by public housing estates, explains why most of the school student population speak Mandarin and Cantonese as their primary languages. As a result, English is of little significance in their daily lives, and they get little literacy support outside of the English classroom due to challenging personal and family circumstances (Das, 2009). About 171 pupils are diagnosed with having special educational needs (SEN) under the Hong Kong Government Education Bureau (EDB) screening process. This figure accounts for roughly a quarter of the student population, and 121 are identified with a specific learning difficulty (SpLD) associated with dyslexia (see Appendix). McBride-Chang, C. et al. (2011) cites that 'approximately 43% of Hong Kong Chinese children ages 6 to 11 years old with a prior history of early language delays manifested dyslexia, a similar pattern to that found in alphabetic languages'. According to the SENCO, the school receives approximately one million dollars in Hong Kong government funding annually to provide SEN-related services. This budget includes all SEN related staff salaries and is directly related to the amount of SEN pupils in a school.

The writing intervention and approach of the SEN department will be analysed to assess whether the unique needs of a small pull-out group of dyslexic pupils are being sufficiently met. The intervention starts when a designated SEN specialist pulls four KS3 (Key Stage 3, 13-14-year-old) pupils out of their regular English class during writing lessons to focus on their writing difficulties due to their dyslexic diagnosis. The pull-out writing intervention comprises two 40 minute-lessons, one on a Tuesday before lunchtime and the other during the first and second lessons on Thursdays. The school aims to equip them with tailored writing and learning strategies so that they can confidently settle back into their regular English class. It is hoped that they would acquire the coping mechanisms to deal with the demands of the English curriculum as set out in the mid-term plan.

The research question is a short list of questions narrowed down (Ledford & Gast, 2014) to a specific focus linked to the literature review topics. After careful analysis and scrutiny, the limitations of the current

writing intervention would be evaluated to justify whether a revision of the approach and the premise is necessary. The premise would be based on the intervention objective's perceived success criteria, which would be revealed in the research findings.

Literature review

Dyslexia and special needs

Generally, dyslexia is a neurobiological disorder associated with the difficulty in converting written texts to speech (decoding) and the spoken form to writing (encoding), which predominantly affects reading, writing and spelling skills (Vellutino & Fletcher, 2007, as cited by Mather, 2011). People with dyslexia find it easier to think in pictures than words and in a multidirectional way (Das, 2009). Strategies and learning methods can be adapted to cope with this hereditary condition called developmental dyslexia. Orton (1937), as cited by Mather (2011), categorises this particular learning disability as the difference in the brain, any physical or mental impairment, and environmental, cultural or economic disadvantages should be excluded (Witte et al., 2015 as cited by Quigney & Studer, 2016). Dyslexics' display of verbal prowess is often let down by the lack of spelling and punctuation skills when focusing too much on content and yet insufficient when attempting to meet the required word count. The resulting academic deficit also affects social and emotional behaviour in the area of low self-esteem and social skills (Mercer & Pullen, 2009).

Educational approaches recommended to support pupils with this particular disability include explicit instruction, direct instruction, differentiated instruction, accommodation, content enhancement, study skills and learning strategies (Quigney & Studer, 2016). These approaches can be compared to diversified teaching strategies advised by the EDB guidelines (2014) (see Appendix 7).

Dyslexia and the Hong Kong perspective

How people read depends on their first language (L1), and the inherent characteristics of that language determine the difficulties facing pupils with dyslexia. Reading and spelling difficulties are impacted by how the language is written or its orthographic system. Therefore, dyslexia affects individuals differently across different languages. Finnish uses a shallow alphabetic orthography with a perfect letter-to-sound representation. In contrast, English uses a deep alphabetic orthographic system consisting of an 'irregular phoneme to grapheme correspondence with a complex syllable pattern'. Chinese is mostly logographic and uses symbols to represent words or parts of words with phonetic and semantic features to support reading (Mather, 2011). Pupils whose first language (L1) is Mandarin or Cantonese Chinese with inherent logographic skills tend to struggle with phonological and morphological awareness in English (Chung & Ho, 2010). As Mather (2011) noted, even though negative L1 transfer into L2 characteristics is similar to that of monolingual readers of English with dyslexia, this should not be confused with English language learners with dyslexia.

Dyslexia and the writing challenge

It should be noted that authentic reading skills must involve decoding and comprehending texts. Besides having a natural ability to comprehend text when it is read out, the deficit in cognitive processing affects the sequencing of sound patterns in words during phonological coding. This deficit adversely hampers the pupils' ability to understand written instructions necessary to complete writing tasks independently of intervention practitioner translation (Das, 2009). Writing skills consist of two major components. Even with the advent of the use of computers and, specifically, iPad use during the intervention, 'the physical aspect of forming written words and letters cannot be ignored when constructing texts, especially during written examinations (Das, 2009). The other aspect of transferring thoughts and ideas into composed sentences, paragraphs and essays forms part of the text creation component; both need careful thought and planning (Das, 2009, p.64-68). The process of planning is needed in compositions or narratives so that the writing is organised into coherent ideas. The cognitive process of transcribing or translating thought into text should not be overloaded by other elements like writing mechanics that could limit coherent expression. When spelling and writing, pupils with dyslexia may spell a word through phonological coding or write the whole word without sounding it (direct visual access). Consequently, they could have difficulty assembling the

letters into words in sequence, especially the middle part (McCarthy & Warrington, 1990 as cited by Das, 2009).

Writing approaches and interventions

Orton-Gillingham approach

According to Mather (2011), Orton's (1925) structured phonics approach to reading is more beneficial than focusing on sight words for pupils with dyslexia. The Orton-Gillingham intensive, systematic approach to literacy and coping with dyslexia established in 1966 is still highly recognised and widely used (see Appendix 11.2 for the techniques of the Orton-Gillingham approach). It focuses on catering to the needs of individuals by giving structured and sequenced instruction in reading and spelling. Connections between sounds and letters are made and when sounds are blended into words, they are assembled into larger units. Orton (1966) emphasised strict adherence to the VAKT (Visual, Auditory, Kinaesthetic, Tactile) procedure for an engaging multisensory learning experience.

Education Endowment Fund (EEF) report on writing approaches

The Evidence Review endorsed by the EEF on writing approaches within the age range of the study's case is one of the few dedicated research on writing interventions for secondary school pupils (Department of Education, 2012 as cited by Slavin et al., 2019). For this case study, the focus will be on the following effective writing strategies for struggling writers proposed by Graham et al. (2015) as cited by Slavin et al. (2019):

1. Create a motivating writing environment where pupils can write freely and share their drafts with their peers. Writing tasks assigned should be related to their needs, and good work should be praised.
2. Set up writing teams to implement the process writing approach so that pupils can help each other plan, draft, revise, edit and publish the assigned writing.
3. Create frequent opportunities to practice different writing genres.
4. Encourage pupils to work together and give each other feedback at each stage of the writing process. Pupils would gain insight into improving their writing.
5. Set high but achievable expectations to foster improvement in writing, which aligns with the teaching standards.

Teaching and assisting with 'writing skills, knowledge, strategies, handwriting, spelling, typing, sentence construction and sentence combining', as well as regular feedback, should form the basis of the proposed strategies.

A morphological Intervention

Post (2003) raised an issue about code-based literacy methods such as the Orton-Gillingham method. A segment, syllable, or word has ambiguous boundaries in speech, so the transition from speech to a script becomes linguistically and cognitively challenging. Therefore, a morphological approach to reading, spelling and vocabulary as a basis for writing could be an option. Morphological principles apply to exceptions in spelling that phonology cannot.

A research study by McBride-Chang. et al. (2011) into pre-secondary school pupils in Hong Kong predisposed to dyslexia and the subsequent interventions suggest weaknesses in morphological awareness. This weakness could indicate that phonological awareness instruction, as advised by the EDB handbook, may not be sufficient in helping all dyslexic pupils with their literacy needs.

Morphological awareness promotes advocacy as the other option in supporting reading, spelling and writing for pupils coping with their particular needs.

The following foundational findings from research outline the case for learning morphology to gain literacy skills (Selby, 2021):

1. Morphological awareness supports learning to read and write (McCutchen et al., 2013).
2. Morphological awareness can be trained through interventions to improve literacy skills.

3. Pupils with reading difficulties respond well to morphological awareness training.

Building on insights from relevant literature, this case study proceeds informed by the perspective of published research into similar cases that will support interpretation of the approaches in the case study school.

Methodology

Case study

Merriam (1998), cited by Hamilton (2013), describes three qualitative perspectives which resemble this research the most. The bounded unit aspect of the case study is particularistic to the point where it is focused on the needs of the dyslexic participants in answering the research question. It is descriptive in the details of the intervention being studied and heuristically strives to increase the understanding of the intent and purpose of the case study. A range of perspectives (various teaching staff), collection methods (observations, interviews, questionnaires) and collection tools (video, audio recordings, survey forms) were used. These primarily qualitative approaches were adopted to construct a rich understanding and viewpoint of the complexities surrounding the case study (Pollard, 2011 as cited by Hamilton, 2013), which helps triangulate data and legitimise the outcomes drawn. The sequence of data collection methods was deliberately arranged with the observation first to understand the intervention and inform the formation of interview questions that follow for direction and purpose. This process was carried out with caution so as not to intentionally design collection methods that would create biases (BERA, 2018).

Observations

The first unstructured non-participant observation (Sharp, 2012) was done to collect basic information about the procedure and workings of the intervention by watching and listening. The aim was to jot down pupil-teacher interaction, peer-to-peer interaction, pupil behaviour patterns and the teaching, and write reflective notes later (Ledford & Gast, 2014). The second semi-structured non-participant observation was carried out in the same activities room using field notes with pre-planned headings and sub-headings to take note of specific information during the observation to 'retain conscious awareness of the original thinking' (Hopkins, 2014, p.127-128). The information ranged from class teacher preparation details before pulling out to how pupils are assessed.

Qualitative Interviews

Contrary to widespread belief, Brinkmann (2013) believed qualitative interviews are not as subjective as one might expect. In these interviews, total objectivity is preserved when kept inquiry-based. Two post-observation face-to-face semi-structured interviews were conducted with the intervention practitioner to collect detailed information about facts of the intervention, like frequency, duration and scheduling. It also explored the expressed views, opinions, perceptions and attitudes of the practitioner about the theme of the intervention itself (Brinkmann, 2013). The control of the interview was slightly leaning towards the interviewer but in no way dominating to allow for extended discussions and explanations (Sharp, 2012).

There were two additional semi-structured interviews. The interview with the class teacher was to discuss the behaviour of the pupils and gather opinions about the intervention. The other was with the SENCO to gain insight into the structure and purpose of interventions in the school. The last two interviews were recorded and transcribed according to quality and ethical standards as warranted by Cohen, (2018).

Questionnaires

Two semi-structured questionnaires were distributed through Google Forms, an online tool for creating question forms with easy access and quick response time via a smartphone or a personal computer. They consisted of a mix of open and close-ended questions to gather facts and verify information (Sharp, 2012). Questions directed at the class teacher involved the behaviour and performance of the pupils and those for the SEN specialist centred around intervention details. Therefore, according to Cohen. et al. (2018), the questionnaires were designed and purposeful with the research analysis in mind, which differed between

the two participants. They were by no means leading and complicated but encouraged the dissemination of detailed information.

Quantitative data

Two end-of-unit summative assessments were obtained to compare the writing and reading attainment scores. Numeracy data compares facts from scores from one unit assessment to another (Bell, 2014).

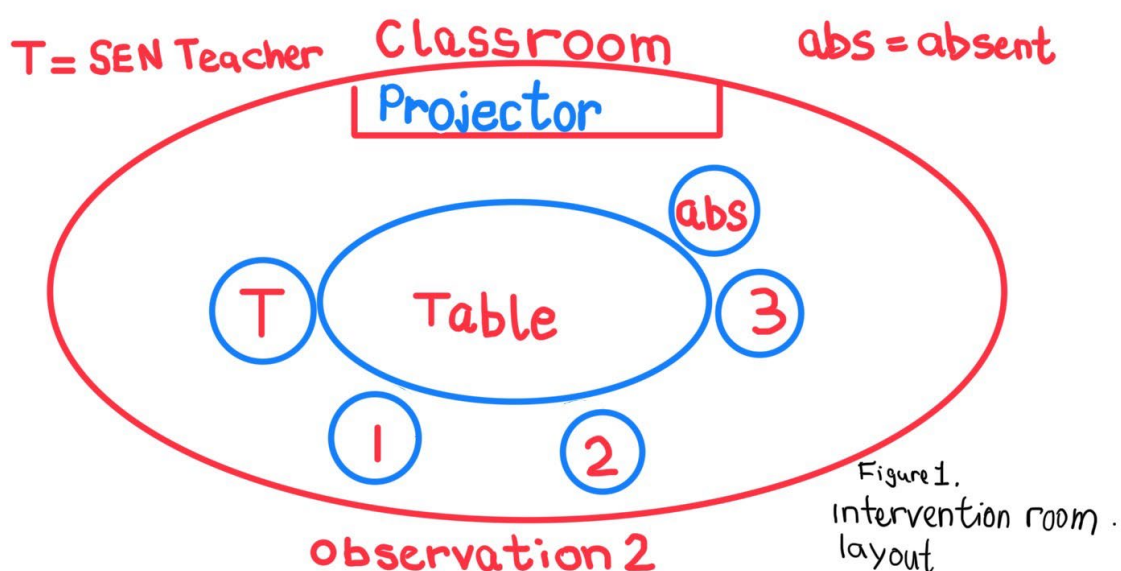
Additional data

Pupil writing samples from assessments done in during the intervention were collected. Samples from the Chinese writing intervention was also collected.

Triangulation and link to data collection

According to Pollard (2011), as cited above, triangulation should be achieved as more than two data collection tools from different perspectives were used at various times during the intervention. Qualitative data ranged from unstructured to semi-structured to allow for more flexibility in the data collection methods. Other data included English writing samples, English attainment scores, the post-secondary academic attainment level report and the school record of the SEN student population.

Data collection results



Observations

The first unstructured observation with reflective notes is summarised in a written narrative in Appendix 1; the second semi-structured consist of detailed field notes with a summary narrative (see Appendix 2). The observation theme involves the practitioner's strategies for helping pupils complete writing tasks. See Figure 1 for a plan of the intervention room layout. Scaffolding methods involve mind-mapping ideas, translating abstract or challenging vocabulary, blending sounds for spelling, and creating gap fill for sentence practice and modelling. A mix of open and close-ended questions was used to assess pupils' understanding, and materials were adapted to suit the needs of the pupils. Technology is widely used for teaching and sharing written work. The special attention of the practitioner immediately keeps them on task when distracted. Peer-to-peer interaction seems civil, and motivation is high. The understanding of the pupils receiving the L1 medium of instruction is apparent.

Interviews, questions, notes, and audio recordings are transcribed and summarised in written narratives.

The two interviews show the practitioner's attitude and perceptions towards the intervention. He aims to make the pupils more self-sufficient in learning English and writing when they return to their regular classroom environment (see Appendix 3.1 & 3.2). The class teacher interview consists of perceptions based

on a detailed account of the pupils' disruptive behaviour when not pulled out. (see Appendix 3.3) The interview with an SEN specialist of another writing intervention shows consistency with the approaches of the intervention practitioner. The SENCO gives information on how the SEN department operates in relation to the school's policy and the government funding received (see Appendix 3.4).

Google Form questionnaire questions and answers

The class teacher's response in the questionnaire detailed the scheduling and duration of the intervention and confirmed the disruptive nature of the pupil's behaviour. It also highlights suggestions for future improvement (see Appendix 4.1). The SEN specialist's response details the approaches used by SEN staff in writing interventions which ultimately focuses on helping pupils complete the writing assignments for submission purposes (see Appendix 4.2).

Statement from the intervention practitioner

The statement shows the practitioner's attitude towards the issues surrounding the pupils and the duties assigned by the school (see Appendix 6).

School Roster for SEN staff and intervention practitioners

The list shows the focus of the school's objectives in handling the needs of the SEN pupils (see Appendix 5).

Policy

The EDB Operational Guide (2014, 3rd Edition) focuses on the needs of pupils with dyslexia in English learning and specifically suggested writing interventions (see Appendix 7).

Writing samples

Participant writing samples of the writing assignments show how the pupils approached the writing assignment with the practitioner's assistance and whether there was any improvement (see Appendix 8).

Summative assessments

The pupil end-of-term summative assessments of reading and listening show the overall English abilities across these two skills (see Appendix 9). Extra materials in the form of samples from the Chinese writing intervention were also collected. The samples show how they learn to write logographic symbols (Appendix 10).

Data analysis and discussion

Creswell's (2004) framework for analysis and interpretation of qualitative data (cited by Hopkins, 2014) (see Appendix 12) will be considered in the background of adapting Hopkin's (2014) own matrix for analysing classroom research data. This analysis will be done in four stages. Firstly, the hypothesis or theme is constructed from the data collected to describe what is happening in the case study. Secondly, the hypothesis is validated by triangulating the data to 'test its trustworthiness' to develop findings (Elliott & Adelman, 1976, as quoted by Hopkins, 2004). This method is mentioned in Bratlinger's (2005) guidelines for evaluating the credibility of qualitative research in special education, as cited by Ledford & Gast (2004). Thirdly, the data will be interpreted by using the deductive analysis approach by describing the themes or trends in the data collected from the qualitative study regarding the theory (Fraenkel & Wallen, 2006 as cited by Ledford & Gast, 2014). Finally, the action taken would be to use the meaning or understanding derived from the research data to answer the research question.

Analysis of intervention according to data collected

According to all five interviews, there is a common theme that the premise of the intervention is to assist the pupils in comfortably adjusting to the environment of the regular classroom after pulled-out periods. These adjustments focus on improving confidence and motivation in learning compared to their peers, which should positively influence appropriate non-disruptive behaviour in the classroom. For this reason, the pulled-out aspect of this intervention adheres to the tier-two procedure in giving additional support to students with persistent learning difficulties. This tier two approach is quite similar to the targeted

approach suggested by the EEF Guidance Report on Special Education Needs in Mainstream Schools (2022) on educational support which focuses intensively on small-group interventions to affect progress. The SEN department has agreed to focus on behaviour more than performance. The research question starts with whether the students are progressing enough to benefit from spending time away from their regular classroom (EEF Guidance Report on Special Education Needs in Mainstream Schools, 2022).

The SEN practitioner helps pupils be more autonomous in their learning by showing them practical strategies for using technologies and tools. For example, using online translation applications and word meaning searches is in line with the school's policies and, according to the EDB guidelines replacing the practice of writing by hand with typing. The EEF Report on Recommended Writing Approaches (Slavin, 2019) also confirms that improving typing and using the Internet browser effectively helps pupils overcome writing difficulties, a common practice in the intervention. During the second interview with the practitioner, it was clear that there had been progress since the first observation two months before. The pupils were working to a routine, so they were more focused on tasks, with less or shorter disruption and seemed much calmer. Based on the evidence so far, the answer is favourable to the question posed by Dempsey (2020) whether the pulled-out intervention is evidenced based, of equitable quality and worth the pupils' time away from the classroom. The patience, professionalism, and delicate handling of pupils (see Appendix 4) in helping them progress and confidently complete tasks confirm this. However, in the view of the class teacher, the intervention needs to be extended. Could the class teacher feel inadequate dealing with pupils with special needs?

It is also confirmed in the interviews with SEN staff that there is no formalised reading intervention which focuses on bridging the gap in reading knowledge and skills for their level. The lack of a reading programme negatively impacts pupils when they are required to follow written instructions for written tasks on their own, which is illustrated by Das (2009). Enhanced reading skills would also assist in using the internet when doing research.

The questionnaires have revealed a few notable facts according to the responses of the class teacher and the SEN specialist. Firstly, it is felt that a three-month writing intervention is insufficient to have a long-term effect on writing performance and behaviour. Secondly, it is confirmed that no agreed-upon approach or methodology for helping with reading and writing is consistently used throughout the intervention and transferred to the broader classroom. The class teacher and the SEN specialist feel that collaboration and coordination between the English and the SEN departments would help streamline a consistent approach for improvement purposes.

According to the practitioner's statements, broader issues of the pupils are not being addressed, which could influence the long-term effectiveness of any program or intervention. The School Roster of SEN Staff Duty does not seem to be aligned with the Tier One recommendations in the EDB guidelines on SEN support. The SEN staff have divulged that the programmes or interventions set by the SEN department at the school's request are at their discretion once approved.

The writing attainment data of the first units and the writing samples do not show much difference in performance owing to the short time frame. The overall English attainment data shows significantly weak scores in the reading of the four pupils, which are the lowest compared to the already low class average: below 30%. The Chinese writing interventions showed that the SEN specialist is responsible for other language interventions besides English and may not be an expert in both disciplines despite EDB guidelines mentioning the presence of a native speaker. It also shows the logographic nature of the L1 writing system and the attention to detail displayed in the pupil's samples.

This discovery is consistent with the research on Chinese English language learners, similar to the writing difficulties encountered by pupils with dyslexia.

Conclusion

It is essential to know that there is a dedicated trained SEN team with sufficient government funding to set up interventions. SEN specialists have also trained counsellors that need the assistance of teachers to help

them handle the workload of caring for many pupils with dyslexia. Current interventions have only been active for two years, with many disruptions due to school shutdowns due to the COVID situation. According to the SEN staff and the class teacher, there is a considerable gap in the pupils' English foundation compared to that of their more able peers. In the short term, the intervention's dedicated attention is seen as helping pupils improve their motivation and confidence for learning and social skills (Mercer & Pullen, 2009). In the long term, lots of work must be done to help the pupils bridge the gap with practical learning skills. There does not seem to be much improvement in writing according to the attainment scores, but it does show a severe issue in their reading comprehension and language usage skills, which should be addressed.

There needs to be collaboration and coordination between the English and the SEN departments to streamline a consistent approach for improvement purposes, which the EDB recommends. The SENCO recommendation on training more comprehensive staff to cater to the needs of pupils with dyslexia could be investigated further. As recommended by Das (2009) regarding difficulties in writing for people with dyslexia, typing and using the Internet browser effectively is one of the strengths of the intervention, so, therefore, an element of typing practice should be included in all interventions. According to the class teacher and attainment scores, little progress has been shown in the pupils' writing in the short time frame. Writing interventions such as this should be extended to have a more lasting effect, which is also suggested by EDB guidelines and EEF reports on interventions in mainstream schools. A reading program or intervention for the whole class should be established, owing to their poor reading skills according to the attainment scores and as advised by the class teacher. An adapted Orton-Gillingham approach for this age range and level should be incorporated with a morphological skills development element to cover all bases. Alternatively, the current writing intervention could be paired with a dedicated reading programme so that both skills support each other for literacy improvement purposes. Finally, any writing intervention should include the five writing strategies that Slavin et al. (2019) recommended, as this would equip secondary school pupils with healthy writing routines beyond their school years. All the recommendations explored should have time-bound solutions so that they can be executed probably with all stakeholders involved.

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Appendices

Appendix 1. Unstructured Observation (1st)

Appendix 1.1

Reflective Notes

The intervention:

Helping dyslexic pupils with English writing

Participants:

Four KS3 boys diagnosed with Dyslexia

Intervention Practitioner:

The Sen specialist

The task:

Complete English writing assignment of a film review

Materials:

Student writing file, textbook with sample film review as illustration.

The lesson:

Pupils sit together with the practitioner around an oval table.

The practitioner shows the sample writing and instructs pupils to construct each paragraph one sentence at a time. The process takes long as each sentence requires translation and scaffolding of vocabulary. Some words are difficult to elicit and eventually supplies the necessary vocabulary which requires explanation of meaning through L1 translation.

The practitioner is constantly distracted by the behaviour of the pupils and takes some time to get them back on task. There seems to be a lot negotiating going on so that they can eventually complete one paragraph. The sentences do not seem to be complete with coherence. The practitioner models the correct sentence forms by writing it down on paper.

Behaviour:

With the exception of one pupil, the others are not focused on the lesson. Two pupils are either doing something else or watching videos on their iPads and one pupil keeps standing up and is distracted by the other interventions going on at the far side of the room.

Appendix 1.2

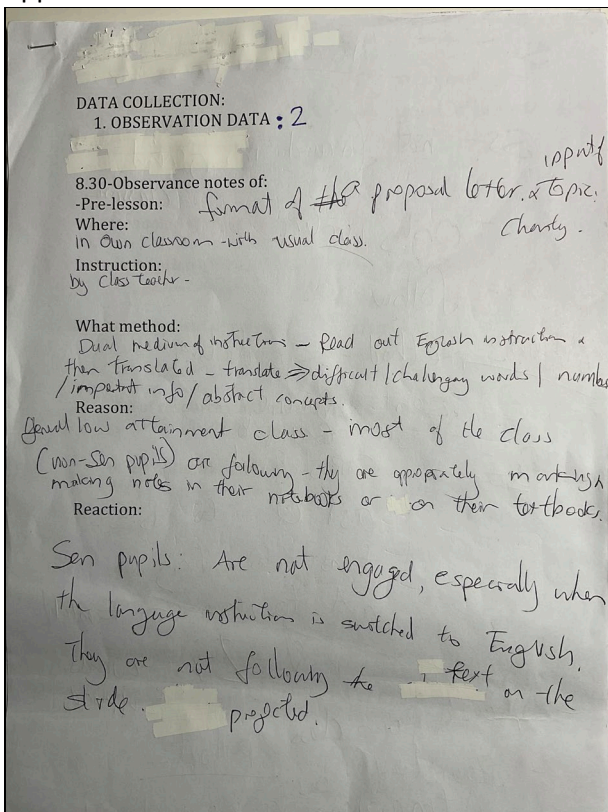
Summary Narrative

The intervention practitioner has quite an exhausting job making sure pupils can produce the intended basic sentences to complete the film review writing task.

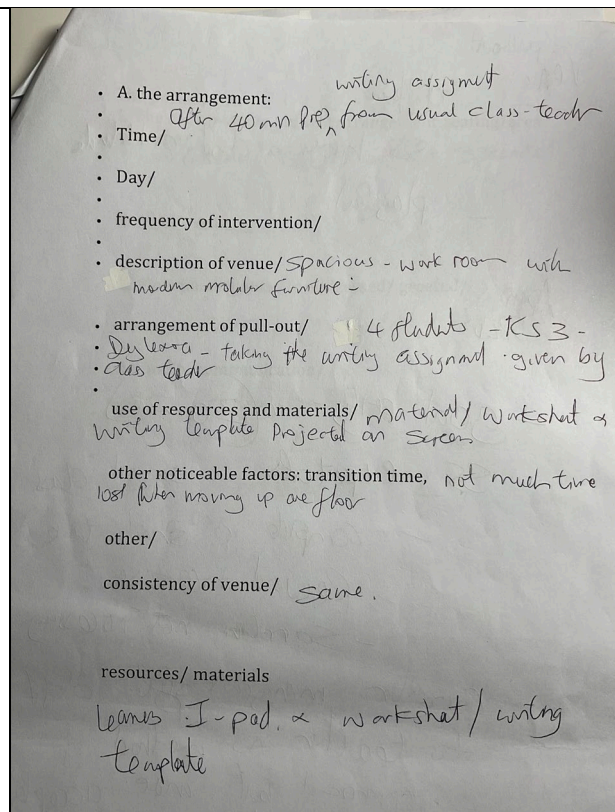
Topic of the film seems relatable and of interest but writing sentences in logical sequence seems to be quite difficult. There is not enough general understanding of vocabulary that is supplied by the practitioner, especially beyond simple primary school level words. The instruction is mainly in the L1 and the vocabulary are mostly supplied by the practitioner. More often than not the sentences are dictated to the pupils in order to complete the paragraph. Spelling is also provided. There would be another observation to see how far the students have progressed and what other methods the practitioner has employed to help with learning.

Appendix 2. Semi-structured Observation (2nd)

Appendix 2.1



Field Notes page 1



Field Notes page 2

- The participants:
- 1. The set-up-venue-student arrangement-seating/area of venue/ *Circular table with - spreadsheet*
- share or exclusive
- 2. How participants are addressed/ greeted/
- settled/ *calm / comfortable / helpful.*
- method of communication/
- only reading the English -*
- Medium in L1 - Cantonese.*
- pupils answer in L1 - some in Eng.*

Field Notes page 3

- 3. Intervention lesson (what is done/ how done- method / how many times/ any standout elements):
- teach layout & content of proposed letter*
- How initiated/
- Scaffolded - writing with opening sentence*
- relates in L1 for content to fill in gap*
- in sentences created (gives options to choose the focus of lesson/)*
- teacher of proposed change to written Chinese*
- translation is provided next to abstract / challenge words (e.g. homeless)*
- how instructions are given through L1.*
- procedures/ *learners have their mind map from the class teacher to assist in writing. - use iPad to search for content.*
- Focus: *what tasks- activities/ writing out the entire text of proposed paragraph - most ss are writing the same as the teacher.*
- any adaptations/ *task is adapted for all learners according to understanding.*
- Formative assessments/ *asking ss in L1 of concept for content generation - vocab generation*
- language use/ *open ended & close ended to clarify understanding.*
- wait for ss to process content then ask & to transfer to writing. uniform understanding is ask to*

Field Notes page 4

behaviour management/ *Calm & assertive*

consistent discipline from ADHD pupil/ E mental

stand out elements/

how unexpected events are handled/

adjournment/other

4. Participants:

How they are responding/

challenge

talkative - many around

specific behaviour traits/

1 x ADHD - 2 x quiet

3 x Dylex a. ① + ③

Eng. L1

②

① ② ③

noticeable issues/

reactions to instruction-venue-facilities-resources-lesson/

comfortable - learners can give desired reaction.

Field Notes page 5

no. outside disturb

concentration levels/ *generally ...*

besides one learner slightly unsorted

venue - comfort - spacious - big factor (ADHD)

understanding - mostly them understand what needs to be done as instructions are clear & simple & in L1, no limitations & accomplishment/ disturbances

general feeling of lesson-teacher-well being/

Learners are in a happy environment.

ability of pupils/

learners are able to type & write in English even though it's worth reproducing similar work as the teacher.

5. Any standout noticables

T - constantly provides in ppt by giving examples and blending instruction with key English words (verbs) (nouns)

Do "prepare"

Field Notes page 6

Appendix 2.2

Summary Narrative

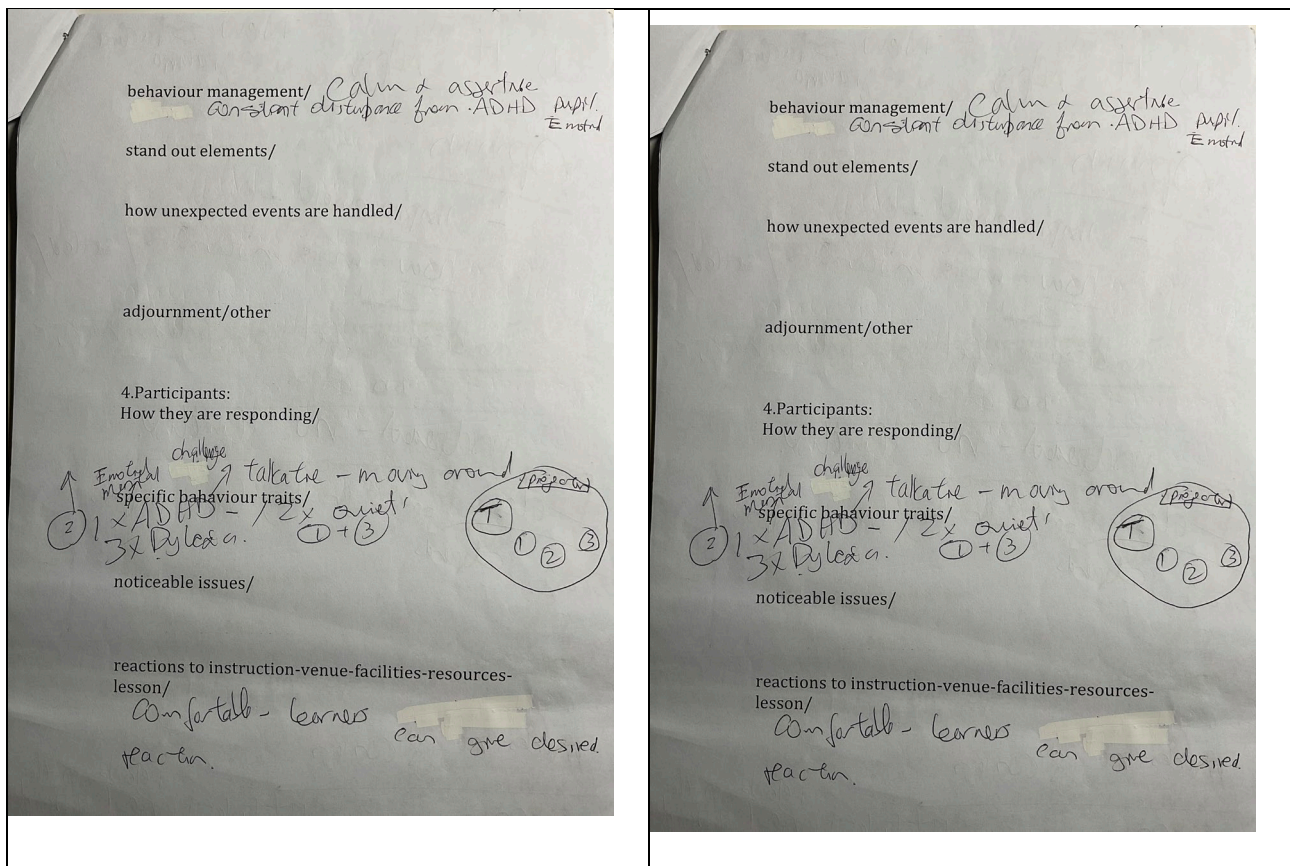
It should be noted that nobody else was in the Intervention room besides the practitioner and the pupils. As this was the last week of the term, it is logical to compare this observation to the first one done at the

beginning of the intervention about two months ago. Even though one pupil was absent, the other three pupils were generally very calm and relaxed. The pupils were mostly engaged in the lesson. There were a few factors responsible for this positive behaviour. There were hardly any distractions and the pupil with a slight attention issues only got up briefly only a few times. Guidance was very clear and you were many illustrations, especially the use of multimedia through the use of the projector. Practitioner allowed people to use their iPads that were connected to the projector to display the search results when browsing meaning of English words. This was very useful, especially when they were allowed them to use translation applications to search for new words. The practitioner scaffolded a lot full meaning and understanding of words and useful phrases. Besides, translating difficult words, the practitioner also helped learners with blending sounds of words for pronunciation purposes. Overall, learners seemed more confident and motivated when completing tasks.

Appendix 3. Interviews

Appendix 3.1

Interview 1 -Practitioner: Post Unstructured Observation (1st)-Narrated Summary



As mentioned in his statement (Appendix 5), the practitioner feels that the pupils are extremely weak in all aspects of English learning. It takes a bit of time to settle them. He tries to use different methods to help breakdown the work to make it easier for them. He cares about their wellbeing. When asked about what methods he employs, he say that he uses the theory of ZPD to help them learn new words or meaning of words that they don't know. Generally, there is no set approach. He tries a few methods in the class and stick to what works for a while but he says quite difficult because some of the pupils don't just have dyslexia. Some have a combination of needs, like ADHD and hearing impairment.

Appendix 3.2

Interview 2 -Practitioner: Post Semi-structured Observation (2nd)-Narrated Summary

- The practitioner has highlighted the methods he uses that he thinks is unique to the intervention. He sends them the example sentence structure he wants to create and give lots examples to look at. They will first copy it then he will ask them some questions to help their understanding and translate the Chinese into English or ask them to search for the English equivalent of the L1 words.
- His aim in the lesson is to help them improve their level of English by getting to be more interested in English and also change their attitude towards English. He shows them how to make better use of English, like using the internet.
- He informs that the challenge in reading is a problem accumulated from the time they were diagnosed with dyslexia in primary school.
- In his opinion, he has seen an improvement in their learning attitude and motivation for learning. He attributes this to the relaxed learning environment that is provided when me they are pulled out. There is less pressure to perform in front of their more able peers so they seemed more focused. The ultimate goal is to equip them with self learning strategies so that they can be more self sufficient outside of the school environment.

Appendix 3.3

Interview 3 -Class Teacher: Transcribed Audio Recording and Narrated Summary

Audio Transcription:

Q: What do you think of **the intervention**:

I think the intervention program is beneficial to the students because they have smaller classes, they have more time with teacher's attention so they can pay more attention, I mean more focus on them on the work. Especially if those students have dyslexia because they cannot read properly or as long as students so they need more time and more teachers attention.

Q: What kind of **behaviour** did you notice that is different to the rest of the other students?

Their motivation is low and their attention span is very short and they always feel tired and if they are they if they could not catch up with my progress. They will just lie on the desk and day dream. Them being in the class did affect the other students, they will do something like they will talk to others, they want somebody to chat with them. I will try to turn on the iPad to watch something that they like it or they're interesting and if they are not focusing the other students day but they know and they will try to copy what she's doing so that affect my class, so then

Q: When they are not in the classroom, does it make a difference to the performance of your regular students?

Now they will pay more attention to me because the student weren't there paying attention the others want to follow and they usually lost the track if they are gone. Now is of course the number of students are smaller now, they more focus and I can time I am here more time on each student and I can see it. What do you need and I can have more time to help them especially doing the writing lesson. There is more personal attention. When they encounter any problem with the writing they just raise their hands or say can I write it like this or can I use the camera or am I on the right track. Always ask questions like this so if so the number of students is less than before then it will help.

Q: So I know this is only for the writing. **How are they with the other skills?**

They easily give up give up easily. I have example if they do dictation most likely to finish the first few words vocabulary, if they find it. They spell it once and if they don't understand the word they will just give up and wait until the end of the dictation.

Q: **How about the reading skills?**

They always say that the **English alphabet for them it's not easy to remember they don't know how to say that.** It's not easy to write and also not easy to pronounce and I am the father to spell the word is not an easy time so I try to use colours to make the letters bolder. I separate the words into phonics to make it easy. I told them some phonics you if they if they remember they some of the easier to talk to on a daily were they can't they can't Do you know his form 3, there are sophisticated word for more complex topic related yeah and also they have to learn the phrase.

Q: **Can they read the instructions for the writing,** do they understanding it?

If I don't give any help or give guidance, I don't think they can do it so **they won't know what to write because they can't read instructions** and I have to break down the long sentence into chunks and help them to learn slowly and I use a mind map and how to have them to break down the questions and saying into different directions and also look into the details.

Q: How about if you ask them to read anything at all in the classroom

Also I need a vocabulary and the sentences we have the sentence making I will make some example every together but for the long also in a grammar lesson **I will ask them to read the whole sentences most of them will not able to do it recognise the voice** of the care I know

Q: Can you evaluate the writing that they did for the last four pieces

I think I'm very detail explanation of the topic or the situation is very important because otherwise they don't know what to do and I did them The situation I give them very clearly clear instruction and what they have to do and also I have to teach them how to develop their ideas separate to ID into paragraph And also the format of the writing that means they're Sara because they're not familiar with the genre, feature article they may have In junior form or maybe two I guess they forgot what are those so I have to go through all the things again and again so they will have a an idea what is that and also Just a text for Textbook is the content are very abundant. I can use the sample writing there and also they have the instruction how do you do the paragraphing Time to time and they are they have them I just followed you yeah Search things that help thank you to see more questions or want one I think

Q: Before the SEN specialist takes them out of the classroom, what do you do with them before?

I give them the material that I use in the classroom and I also put up some materials on the one lot of the teams so they can use the paper. I did not the paper print out also that the soft format but a soft copy on the one oh yeah and also on the window when I'm doing my Teaching they also think because the synchronising at the same same time so even though they're in in a separate classroom also watching what I'm doing in my classroom in my actual class so they can I see my notes very just instantly so Simon well I guess I wasn't there I guess Simon will have them too Look at those yeah information or resources to sort some point

Q: Do you notice any difference after return to your classroom?

Little slower than the class than I'm teaching but that doesn't have the same task that I have to complete is the students said it is the same thing, same task as the other ones that are pulled out of the classroom.

Q: What is the medium of instruction in your classroom?

OK if I speak hundred percent English, they don't understand yeah that's true and I have to supplement with Chinese.

Q: Now that we have finished the first term, what is your opinion? Do you think it has helped their behaviour.

Back to the very beginning as I said interventions are very good program for students as yeah and If school can have the manpower resources that will be fine, it's good for the student, for me I have to spend extra time to work with the SEN teacher and I have to prepare some time if he really wants to help the students.

Q: What do you think is the advantage of the intervention?

They need more attention and I need more time sometime is there in a separate classroom that will be quieter and they can be more concentrate. On the work so I guess intervention or pulled out program that will help those they are they are easily distracted, distracted social behaviour. I'm so amazing that I can I can go out and have some fresh air and change the environment and give for them to try something.

Q: Do you think of this has helped them improve, especially with the writing assignment?

We can't really judge if it has helped them academically. It doesn't reflect it in their marks.

Narrated Summary

Overall, the class teacher feels that the intervention is very useful to help with the student behaviour and she feels that they need this focused attention. She also does not think that it will help with the writing performance in the long run, therefore she feels that the intervention should carry on for much longer. She says that she tries her best to help them when they are back in the classroom but feels that they are will progress faster from trained experts.

Appendix 3.4

Interview 4 -SENCO Transcribed Audio Recording and Narrated Summary

Audio Transcription: (The sample of the transcript show that it was not audible enough for a clear transcription)

Q: What is your role with this program?

I need to manage the SCO quality the school and I need to organise in I have a penny every years Sometimes I will organise the meeting I will be meeting you at school and I am in to communicate with a appearance in Sometimes I will go to cars and in and look after them and I'm server okay good and then I am how do they planned it It's probably have different program some for what time is your thumb for writing anthem for a bit as this one is for dyslexia you say social skills

Narrated Summary of the SENCO's role and his responsibilities to the school and the SEN needs of the pupils:

SENCO will follow the schools policies and train specialist and staff for interventions. Meetings will be held to discuss ways to improve intervention, depending on the program and some will do IEP planning to cater for individual special needs. Writing interventions are mainly done with junior secondary school students

and they help them with English vocabulary. Senior secondary school students will get special privileges when writing exams, for example, extra time and a different exam room.

There will be meetings with SEN staff towards the end of the school year to look at some attainment scores and speak to class teachers about motivation and behavioural problems. The SENCO has mentioned that the interventions are in their second year and they have had many disruptions because of Covid. It is important to note that education bureau will also supply names of the students that require special attention. Please official cases the school will have enough funds to outsource expertise for example, speech, therapist or special, subject tutors. He has also highlighted the need to educate parents and teachers with skills to deal with these special pupils.

Appendix 4. Questionnaire

Appendix 4.1

Questionnaire 1: Class Teacher

1/18/23, 4:38 PM

Question for case study: (For class teacher)

Question for case study: (For class teacher)

1. During which lessons are they pulled out of your class? *

Writing lessons

2. What is your role in the classroom during these lessons?

I am the main room English subject teacher

3. What are the difficulties facing these pupils when they are in your class?

They have reading and writing difficulties. Short attention span. Easily get tired. Lack of motivation to learn.

4. How often are they pulled out these classes? Is it a set regular schedule or does it depend on a specific circumstance or teaching unit? Please elaborate.

2 times (4 periods) a week

5. Do these pupils get pulled out as soon as the lesson begins or is there a waiting period before the SEN specialist comes to collect them? Please give the reason for the delay in being pulled out immediately.

They join the big class first and will be pulled out when they need to start their work(writing tasks).

1/18/23, 4:38 PM

Question for case study: (For class teacher)

6. In your opinion, have you noticed any visible difference in the overall performance and behaviour of these pupils since the intervention started? Please reference evidence that informs this opinion.

Not very obvious since the intervention lasts only three months and the aim of this intervention is not to improve students' performance.

7. Do you think that the intervention has been helpful to these students. Please elaborate.

For students, yes because they will be given more time and guidance when pulled out.

8. In your opinion, what else do you think needs addressing in order to help with their learning?

SEN teachers may prepare some preparation activities for them before the students started writing.

這份表單是在 Jockey Club Man Kwan Eduyoung College 中建立。

Google

<https://docs.google.com/forms/d/1RxxYmhfGFdGm5GsYz4epKYTWfW-8DyT778ajj1Yu94/edit?pli=1#responses>

1/2

<https://docs.google.com/forms/d/1RxxYmhfGFdGm5GsYz4epKYTWfW-8DyT778ajj1Yu94/edit?pli=1#responses>

2/2

Questionnaire 1 -Narrated Summary

Summarised in the research findings of the case study.

Appendix 4.2

Questionnaire 2: SEN Specialist of a similar intervention

2023/1/20 下午3:19

Question for case study - SEN specialist of a similar intervention

Question for case study - SEN specialist of a similar intervention

1 則回應

[發布分析結果](#)

1. What is your role in the school and in particular, what is your SEN role?

1 則回應

SENT

2. Do you run a similar intervention as the specialist in this case study? Please describe it briefly.

1 則回應

Yes, I pulled out a few SEN students in the main class to teach them writing.

3. Please describe the overall needs of the pupils in the intervention that you lead. What difficulties do they face?

1 則回應

They need extra support than the main class. Their English level is not even enough for sentence making, it's too hard for them to do writing. They feel frustrated, confused when they see the topic. They don't understand what's the topic about.

Another difficulty they faced is the content of writing, they do not have enough life experience to provide logical examples in writing.

4. What are the methods that you employ when addressing those needs? Are they similar to this study case?

1 則回應

I teach them by using google translate and wikipedia. I think is similar?

Also, I tried to encourage them not only because of learning English, but enhancing their problem solving skills.

5. Does your SEN department come to a consensus as to what methods to use? If so, what are they?

1 則回應

I don't think we have a set of methods. We just do by our own.



6. Please describe the writing intervention methods that you will use.

1 則回應

I wrote some sentences for them, then they try to fill in the blanks.

7. In your opinion, have you noticed any visible difference in the overall performance and behaviour of these pupils since the intervention started? Please reference evidence that informs this opinion.

0 則回應

目前還沒有人回應這個問題。

8. Do you think that the intervention has been helpful to these students. Please elaborate.

1 則回應

7. I can't fill that, I just type here. I think their problem solving skills is much better, they can do a writing by themselves after my explanation. They can't make even a sentence in the beginning.

8. I think the intervention is good for students which can help them to finish the task at least. Finishing tasks are also helping their self confidence.

9. In your opinion, what else do you think needs addressing in order to help with their learning?

1 則回應

SEN department should cooperate with English subject department to adjustment in the materials they teach.

10. Is there anything you would like to add that sheds more light on this intervention or the approaches that you are tasked to implement? Please elaborate.

1 則回應

To create more materials to help them logically, to train the mindset on how to write under a structure like Topic sentence etc.

11. Are there any future plans to update this intervention? What are they?

1 則回應

Same as 10?



Appendix 5

School Roster of SEN Specialist Duty

Counsellor	Job duty
Assisting teacher's duty	<ul style="list-style-type: none"> ➤ Assist the teacher in class or take out some students out of the class to have a small group teaching in writing (English subject) ➤ Adjust the workload of homework of SEN students ➤ Analyze the student school academic performance
Student support duty	<ul style="list-style-type: none"> ➤ Write and implement the IEP and ISP of some SEN students ➤ Organize the AIM Scheme (Gov. Programme) for ASD students. ➤ Organize different counselling group and peer friendly group ➤ Basic assessment for some needed student ➤ Life-planning for SEN students ➤ Help to invigilate SEN student's examination at school and HKDSE ➤ Plan and follow the reward scheme for SEN student ➤ Help to carry SEN students for some outdoor visit ➤ Plan or assist in some lunch time activities
Administration work	<ul style="list-style-type: none"> ➤ Assisting school SENCO ➤ Attend SEN meeting every week ➤ Filing and tidying SEN students' folder ➤ Administration work assigned by school ➤ Finding quotation for SEN activities. Follow up and observe the preogress. ➤ Communication with SEN students' parents ➤ Tidy and rearrange all the things in 303B ➤ Other work assigned by school

Appendix 6:

Statement provided by the intervention practitioner

EDB provided guideline for school to follow on the use of the funding. However, the guideline is too general, that only mentioned to help students' academic, behavior, psychological and social problem. There is no any detail guideline of what the school counselor should do. People why are hired under the funding need to provide support of school SEN student, but it is not clear of "how" and "what" to provide in detail.

From school counsellor's observation of A-school,
A-school problems:

- Student's academic performance extreme weak

- Some students with low knowledge skills
- The best class students at school from each form is not good enough compared with other schools outside. Those students may know that they are only good at A-school but below average in HK. They may be diffident, low motivation for future, passive, negative mood, low self-value, etc. They are also weak in critical thinking, and creativities.

2022-2023 job duty (Sen Specialist)

- 全校宣傳心理健康和輔導工作
- Promote psychological wellness and counselling at school
- 完善學校輔導工作
- To perfect the school's counselling system
- 向老師介紹不同的介入手法
- Introduce different intervention for teachers to tackle some SEN students' problem.
- 輔介表格和輔導內容
- Making referral form
- 老師、社工、輔導員的合作和溝通
- Improve communication between teachers, social worker and counsellor
- 增加學生個別輔導
- Individual counselling
- 入班觀察學生上課情況
- In-class observation
- 不同的課後活動
- Group counselling or activities
- 與學生部合作改善學生行為問題 (學生部負責獎罰，輔導員負責找出後原因及深化學生對自身的做法的理解。
- Improve students' behavior. Cooperation with school discipline department
- ID 小組
- Taking care of intelligent disorder's student
- MI 關注
- Taking care of Mental illness's student
- 行為小組
-
- 生涯規劃小組
- Life-planning for SEN student
- 上堂抽離輔導
-

活動 Activities :

小組和個人輔導

Individual and group counselling

輔導工作坊

Counselling workshop

生涯規劃*

Life-planning workshop

入班觀察和識別

每班每年有 2 次的入班介紹心理健康課題

Each form has two psychological wellness talk

新老師 SEN workshop (3 年內新入職)

New teachers' training

毅智改造計劃

Improve personal skill for school I and P class (Form 1 to 3)
Booth helping programme (身心健康站)

Appendix 7: EDB Guidelines

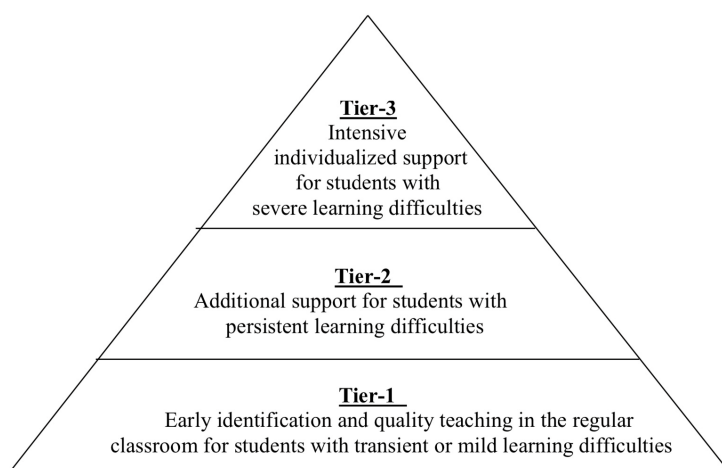
Appendix 7.1: EDB (Education Bureau) Guideline on Tier Support

(taken from: Hong Kong Government Education Bureau (EDB) Operation Guide on Whole School Approach to Integrated Education, 2014, 3rd Edition)

2.2 The 3-Tier Support Model

Among students with the same type of disability, their need and the degree of support required may differ from one person to another. Schools should adopt a 3-tier support model to provide appropriate support for students according to their diverse needs

3-Tier Support Model



Appendix 7.2: EDB (Education Bureau) Guideline on SpLD-Dyslexia

Appendix 8.1: Definition of Dyslexia

(taken from: Hong Kong Government Education Bureau (EDB) Operation Guide on Whole School Approach to Integrated Education, 2014, 3rd Edition)

(1) Specific Learning Difficulties (SpLD)

SpLD in reading and writing, also known as dyslexia, is the most common type of SpLD. Students with SpLD, despite having normal intelligence and having received formal instructions, are unable to read, spell and dictate words accurately and fluently. Generally speaking, they display the following characteristics:

- do better in oral than written expression;
- cannot read with fluency; mispronounce words or forget the pronunciations;
- cannot spell/dictate words even after making considerable effort;
- omit or add unnecessary strokes in copying Chinese characters:

Appendix 7.3: EDB guideline on teaching strategies for pupils with dyslexia
(taken from: Hong Kong Government Education Bureau (EDB) Operation Guide on Whole School Approach to Integrated Education, 2014, 3rd Edition)

In supporting students with SpLD, teachers are advised to adopt diversified teaching strategies such as:

- break tasks into small steps to suit the pace and learning capabilities of the student;
- adopt the multi-sensory approach such as highlighting certain parts or strokes of words with coloured pens;
- structure the tasks and grade the curriculum materials in accordance with the level of difficulty;
- teach students various learning skills such as identifying salient points, getting to know key words, etc.;
- help students develop the habit of reading, such as making

- strengthen students' writing ability by introducing the "6 Ws" method, using mind-maps, visual organization charts, flowcharts and tree diagrams, etc.;
- adjust the level of difficulty of the learning materials such as replacing difficult words with simpler ones;
- help students develop the habit of self-review in order to reduce writing errors;
- provide assessment accommodations by reducing the amount of materials for dictation, informing students of the marking scheme in advance, allowing extra time for tests and examinations, etc.;
- administer homework accommodations by assigning appropriate homework in accordance with the students' ability, reducing assignments which require a lot of copying, enlarging the writing grid, etc.; and
- encourage the use of computers and information technology (IT) to facilitate students' learning such as using word processing to replace pen and paper.

Appendix 9: Pupil English Attainment Scores
 Appendix 9.1: Writing Attainment Scores

2022-23 English 3 (207) Class Name List

班別	學號	學生姓名	英文姓名	W1	W2	W3	W4	
3R 明 (6)				53	72 ✓	81	54	
				68	61 ✓	71	63	
				57	57 ✓	61	54	
				47	67 ✓	64		
				66	60 ✓	85	63	
3V 德 (10)				57	75 ✓	75	81	
				54	60 ✓	52	49	
				52	58 ✓	42	55	
			pupil-1	42	60 ✓	41	50	
				58	68	72	52	
				67	78 ✓	57	58	
				64	60 ✓	53		
				43	50 ✓	33	59	
				57	58 ✓	70	67	
				58	72 ✓	74	67	
	3E 誠 (7)				54	61 ✓	28	50
					54	59 ✓	52	55
			pupil-3	54	47 ✓	52	53	
				56	68 ✓	76	63	
				41	72 ✓	70	65	
			39	65 ✓	59	74		
			pupil-4	53	54 ✓	52	49	

□ 4 writing assignment scores out of 100

Appendix 9.2: Overall Reading comprehension and language usage scores (reading quiz)

Quiz

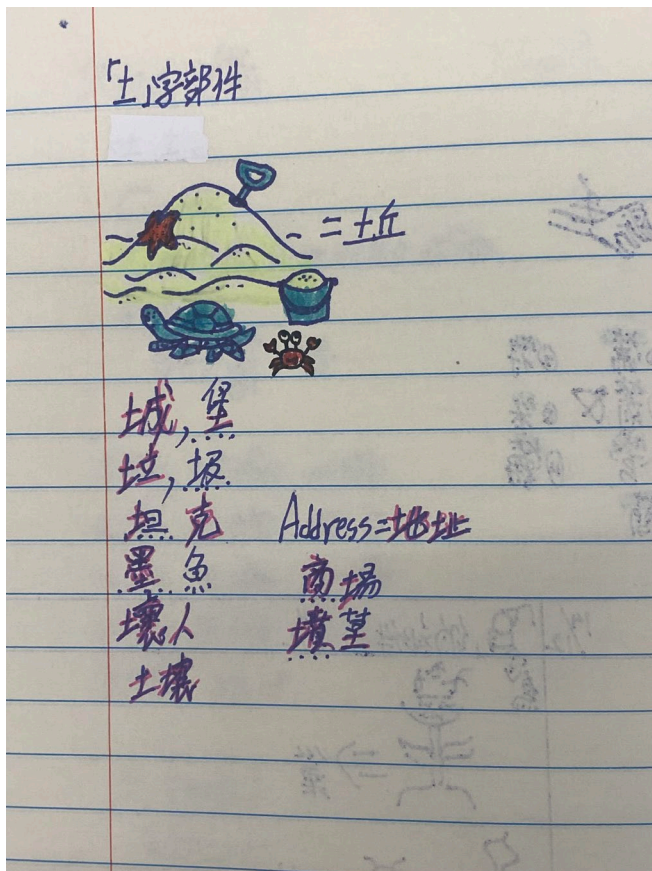
2022-23 English 3 (207) Class Name List

班別	學號	學生姓名	Reading Quiz	Language Quiz	Reading Quiz	Language Quiz
3R 明 (6)			25	28		
			24	63	27	80
			32	39	16	40
			22	43	8	40
			18	57	22	45
			34	63	14	70
3V 德 (10)			27	43	14	60
			32	30	16	63
			36	90	17	70
		pupil - 1	19	50	18	29
			17	58	18	16
			23	35	17	50
			18	33	14	30
		pupil - 2	21	20	17	27
			24	73	18	39
			29	63	15	40
3E 誠 (7)			22	93	10	30
			17	48	13	40
		pupil - 3	37	47	27	50
			36	62	23	40
			36	98	14	50
			30	61	11	50
	pupil - 4	22	50	18	69	
			Full	100	100	100
			Fail	22	9	22
			Passed	0	13	0

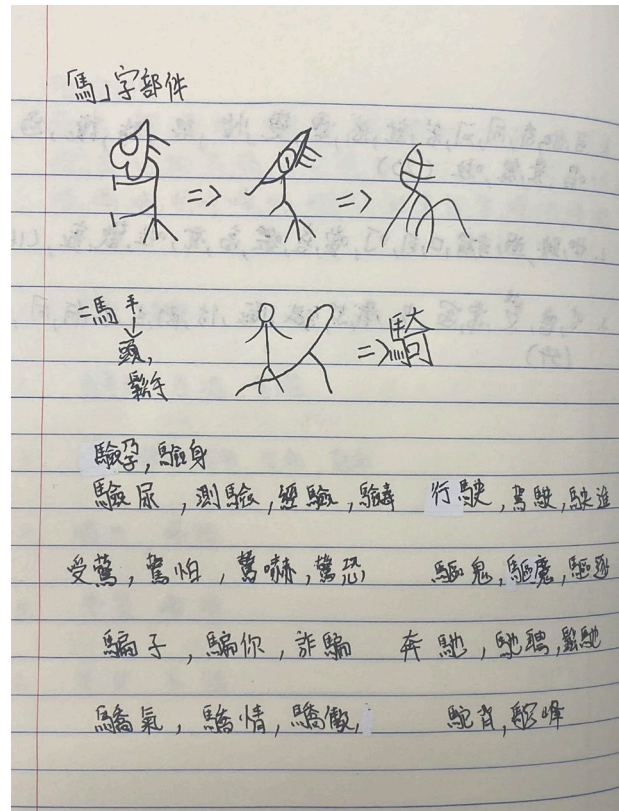
Reading Quiz marks out of 100
 No pupils have passed the reading and Language usage quiz.

Appendix 10: Chinese logographic samples from the Chinese writing intervention

Address.



Ride



Appendix 11:

(taken from: Mather, N. and Wendling, B.J. (2011) *Essentials of dyslexia assessment and intervention*. Hoboken, N.J: Wiley.)

Appendix 11.1: Symptoms and Characteristics of Dyslexia

Rapid Reference 1.3

What Dyslexia Is: Symptoms and Characteristics

Difficulty learning to rhyme words.

Difficulty learning the letter names and letter sounds of the alphabet.

Confusions of letters and words with similar visual appearance (e.g., *b* and *d* and *was* and *saw*).

Confusions of letters with similar sounds (e.g., */f/* and */v/*).*

Reversals and transpositions of letters and words that persist past the age of 7 (e.g., *p* and *q*, and *on* and *no*).

Trouble arranging letters in the correct order when spelling.

Difficulty retaining the visual representation of irregular words for reading and spelling (e.g., *once*).

Spelling the same word in different ways on the same page (e.g., *wuns*, *wunce*, for *once*).

Spelling words the way they sound rather than the way they look (e.g., *sed* for *said*).

Difficulty pronouncing some multisyllabic words correctly (e.g., *multiblication*).

Slow word perception that affects reading rate and fluency.

*Note when a letter is enclosed between two forward slashes // it refers to the letter sound, not the letter name.

Rapid Reference 2.3

The Orton-Gillingham Technique (J. Orton, 1966)

1. The child is shown a letter and repeats its name after the teacher.
2. The teacher demonstrates how to form the letter; and the child traces over the model. The child then copies the word, and then writes the word from memory.
3. Each phonic unit is presented on individual cards with consonant letters on white cards and vowel letters on salmon-colored cards. The sound is introduced with a key word. The student repeats the key word before he provides the sound.
4. The letter sounds are taught in groups as rapidly as they can be learned. The first letters introduced with their corresponding sounds are a (short sound as in cat), b, f, h, j, k, m, p, and t.
5. After the names and sounds are learned, blending is introduced. A consonant, vowel, and consonant are presented, and the student provides the sounds rapidly until she can produce the whole word.
6. The teacher then pronounces a word slowly and separates the sounds. The teacher then asks the child to repeat the word, name the letters, write the word while naming each letter, and then read back the word.
7. Once mastery is assured, additional letters and corresponding sounds are introduced. The manual provides the following sequence of letter introduction: g (as in get), o, initial r and l, n, th (as in this), u, ch, e, s, sh, d, w, wh, y, v, and z.
8. Consonant blends are introduced and then the following letters and blends with their corresponding sounds are presented: qu, x, y, ph, and s (as /z/).
9. The long sounds of all vowels are introduced and the vowel consonant –e spelling pattern (e.g., a_e, safe).
10. The student reads material with a controlled vocabulary (decodable text) to practice this alphabetic approach to words.

Appendix 12: Creswell’s Model of Qualitative Data Analysis (2004)

