

# SAHK

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**Session Objectives:** Conductive Education (CE) is a holistic education system for the habilitation in people with neurologically impairment and has been widely adopted and implemented around the globe. Using strategies such as structured environment, task series and daily routines to motivate students in active learning, the system aims to develop positive and active personality. Previously much experience has been focused in the application of CE strategies and principles for the motor and functional habilitation in students with physical and mental disabilities. To cater for the specific educational needs and going in line with the educational reform, the special schools under Spastics Association of Hong Kong have further developed and extended the application of CE principles into the core academic systems and school activities, such as curriculum development, classroom learning and teaching, development of self-determination and generic skills in students with special needs. CE infrastructure was built or restructured in order to plan and implement such development. Monitoring and follow-through systems were strengthened and efforts were put to incorporate CE principles into the development of school such as Outcome-based Education (OBE) and Individualized Education Plans (IEP). **Session Description:** To share our experience how a whole school approach of CE is implemented and further extended into the core academic system and activities and how CE is concerted with the OBE and IEPs, we will first introduce the objectives and rationales of such development and how CE infrastructures are built, how different task groups in the school are concerted and coordinated in order to plan, to develop and to implement CE principles in curriculum development, in classroom teaching and in the development of IEPs and OBE. Examples of systems and practice to support the implementation will be shared such as focused staff training, collaborative IEPs and lesson planning, collaborative teaching and implementation. Monitoring and follow-up of the implementation will be illustrated, such as incorporating rubrics concerning CE into the appraisal system, development of teaching support group and peer-group supporting system. A brief illustration of the outcomes and benefits for the students of such development will be given, such as the development of self-determination and active personality.



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