

# SAHK

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**Introduction:** Equipping students with skills for lifelong learning and living in society inclusively are the most important educational goals for all students with special needs. Conductive Education (CE) is one of the philosophies for special schools to facilitate the learning of students with special educational needs in Hong Kong. Based on the individual special needs of students, we purposely arrange and design structured integrated programme that are important to enhance their learning outcomes, especially in helping them to apply and generalize the acquired knowledge and skills in daily life. Establishment and operation of a school system by CE principles via the trans-disciplinary team are indispensable.

**Objectives:** The structured integrated programme, which was established by the trans-disciplinary team under CE system, was selected to study its effects in facilitating the learning of students with special needs. In addition, the effect of trans-disciplinary team approach in facilitating the learning of students will be explored.

**Method:** Case study method was selected. A newly admitted athetoid student with multiple disabilities studying in a primary class of the special school was chosen as the subject. A whole day structured programme with different tasks were designed and implemented. The programme comprised of individual treatment sessions, school subject lessons and leisure time activities, which were documented in an individualized education plan (IEP) as well. Strategies such as backward chaining basing on the expected outcomes were adopted. Regular meetings were scheduled to allow different professional staff to work together cohesively and holistically. Social communication, self-management and learning aspects of the student's performance were recorded and reported by observations, interviews, tests and records.

**Result and discussion:** Referred to the collected information, all the aspects including social communication, self-management and learning aspects were making progress. The target student acquired how to manage his school belongings effectively and independently, equipped with social communication skill to interact with peers in leisure time, and acquired some skills to express in written mode with assistive technology. More integrated and comprehensive task analysis was designed by the trans-disciplinary teamwork. Tactics of transferring facilitation skills among different staff to ensure consistency and continuity in handling persons with special needs will be discussed in the study.