

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**FACULTY OF EDUCATION AND HUMAN DEVELOPMENT**

**SED4116 - School Guidance and Managing Diversity**

Offering Department:	Special Education and Counselling
Credit Units:	3
Course Duration:	One Semester
Medium of Instruction:	English
Pre-requisite(s):	Nil
Course Offering Semester*:	Semester I

*\* The offering semester is subject to change without prior notice*

**Synopsis:**

This course provides a foundation study in guidance and counselling and diversity in education. It aims to help course participants develop a caring attitude and a respect for all students and particularly those with special educational needs (SEN). The course is set upon the theoretical foundations of guidance and counselling and the principles of inclusion and diversity. Emphases are put on early identification and intervention for supporting the learning, growth and engagement of students. It also examines systematic needs assessment and the development of evidence-based strategies, and emphasizes the importance of collaboration with key school personnel, stakeholders and professionals within a whole school approach.

**Course Content:**

*Overview: Catering for Diversity and Needs of Learners*

- Guidance and counselling: concepts, goals and framework;
- Integrated Education (IE) in Hong Kong: whole school approach policy, early intervention, response-to-intervention, the three-tier intervention model;
- Equity and equality in education and education for all;
- Teachers' role as a reflective practitioner and care-giver and personal quality, responsibility and positive attitude to inclusion and diversity.

*Understanding and Assessing Diverse Learning Needs and Various Types of SEN in Mainstream Classrooms:*

- Understanding the learning, emotional and behavioral characteristics of students with disabilities, special and exceptional educational needs;

<ul style="list-style-type: none"> <li>- Cognition and Learning Needs (CLN): specific learning difficulties (SpLD) (including dyslexia and dyscalculia), intellectual disability (ID);</li> <li>- Behavioural, Emotional and Social Development Needs (BESDN), Autism Spectrum Disorder (ASD), Attention Deficit/Hyperactivity (AD/HD), Emotional and Behavioural Disorders (EBD) and mental health problems/ illnesses (MI);</li> <li>- Sensory, Communication and Physical Needs (SCPN): physical disabilities (PD), visual impairment (VI), hearing impairment (HI) and speech and language impairments (SLI);</li> <li>- Systematic assessment of guidance and SEN needs in the classroom, school, familial, cultural and societal contexts, such as behavioural difficulties, family problems, psychological and mental health issues, internet addiction, psychotropic substances abuse, suicide and child abuse cases.</li> </ul>
<p><i>Introduction of Counselling Theories:</i></p> <ul style="list-style-type: none"> <li>- Person-centered approach, cognitive-behavioral approach and behavioral approach (including functional behavioral assessment).</li> </ul>
<p><i>Use of Basic Counselling Skills</i></p> <ul style="list-style-type: none"> <li>- Attending, active listening, encourager, paraphrasing, questioning, reflection of feeling, challenging and self-disclosure.</li> </ul>
<p><i>Catering for Learner's Diversity in Mainstream Classrooms</i></p> <ul style="list-style-type: none"> <li>- Curriculum differentiation and adaptation for inclusive classrooms and student support;</li> <li>- Effective use of pedagogical methods, instructional strategies, assessment methods and evidence-based response strategies: student-centered strategies, scaffolding learning, multi-sensory learning, peer support, cooperative learning and assessment accommodation.</li> <li>- Individual Education Program (IEP);</li> <li>- Collaboration with key personnel and stakeholders: Special Educational Needs Coordinators (SENCOs), Special Educational Need Support Teachers (SENSTs), Guidance &amp; Discipline Teams in schools, parents, school social workers, and other professional staff, such as school-based educational psychologists (EPs) and school-based speech therapists (STs);</li> <li>- Local resources for teaching and supporting students with disabilities.</li> </ul>
<p><i>Crisis Intervention and Management</i></p> <ul style="list-style-type: none"> <li>- Intervention strategies, activation of school-based systems and effective use of community resources.</li> </ul>

**Assessment (*Indicative only*):**

Tasks	Weighting
Case Analysis	70%
Reflective Journal	30%

**Detailed Course Outline:**

[Course Outline SED4116.pdf](#)