1) What is Whole School Approach?

- The rationale of the whole school approach is to provide learning opportunities for students in every aspect of their school life.
- Students with special educational needs should also have equal opportunities to participate actively in school, to learn in collaboration with their peers, and to look for further improvement.
- The whole school approach will enhance team spirit among teachers, and encourage other school personnel to share responsibilities in looking after students’ individual differences and special needs.
- With the acceptance and concern from the school and their peers, and the support from other parents, students with special needs will have a stronger sense of belonging and a better environment for effective learning.

**Why Whole School Approach?**

Inclusive education is a belief system and need all stakeholders’ understanding and cooperation.

By “Whole School Approach”, we mean that all school personnel, including the school head, teachers, student guidance teacher officer, non-teaching staff, students and parents, are willing to accept students with special needs. Hence, a harmonious environment with a caring, supportive and inclusive school culture can be established.

2) The learning characteristic of gifted children

- Advanced in language development and language ability compared to their peers.
- They usually like reading. The scope and content of the books they read are broader and deeper than their peers.
- They are very observant and highly inquisitive. As they raise questions frequently, and are articulate in expressing ideas and opinions which are advanced for their age, they are often misunderstood as ‘loving to show off ’.
- They have exceptionally good memory, comprehension and information processing abilities. They are knowledgeable and able to analyze subtle cause-and-effect relationships.

2) What is “Hierarchy of Needs”?
4. Classroom Strategies to Teach Students with Autism

- provide a stable and structured learning environment
- students with autism have difficulty in adapting to changes. Prior to making any changes, teachers are advised to inform these students with autism of the changes and reasons for the changes
- guide students to study the subject from different angles
- Integration of information into learning activities that interest students can heighten their interest and enhance their effectiveness in learning.
- For example, teachers may bring out the theme by means of diagrams, music or melodies that interest the students.
- Make good use of multi-sensory learning activities to enhance experiential learning and comprehension

5. The four classroom elements in differentiated teaching strategies

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- **Learning environment** – the way the classroom works and feels.

Examples:
- Using reading materials at varying readability levels;
- Putting text materials on tape;
• Using spelling or vocabulary lists at readiness levels of students;
• Presenting ideas through both auditory and visual means;
• Using reading buddies; and
• Meeting with small groups
  – to re-teach an idea or skill for struggling learners
  – to extend the thinking or skills of advanced learners.
• Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
• Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
• Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
• Offering manipulatives or other hands-on supports for students who need them; and
• Varying the length of time a student may take to complete a task
  – provide additional support for a struggling learner
  – encourage an advanced learner to pursue a topic in greater depth

6. Should all preschool children be placed in mainstream Kindergarten?
Yes:
Under the notion of inclusive education, and the idea of no child left behind, all children regardless of their ability, culture and nationality should be accepted in the education system.

No:
Some SENs can be diagnosis in early age, for example, ASD, ID and ADHD. Inclusion in mainstream Kindergarten may not necessary do good to these students. The resources and environmental support of the mainstream school may be insufficient or inadequate.

Recommendations:
One should consider the individual needs of a child in terms of the severity, health related issue and safety concern, etc.

7. Is inclusion the same as mainstreaming?
No.
Mainstreaming hold that students with special needs be placed in the general education setting solely when they can meet traditional academic expectations with minimal assistance.

Yet, simply placing students with special needs in the regular classroom is not enough to impact learning.

Teachers in inclusive schools are asked to vary their teaching styles to meet the diverse learning styles of a diverse population of students.

Only then can the individual needs of all our students be met.

8. ADHD

Types of ADHD:
1. An inattentive type  2. A hyperactive-impulsive type and  3. A combined type

1. An inattentive type
   • inability to pay attention to details
   • a tendency to make careless errors in schoolwork or other activities
   • difficulty with sustained attention in tasks or play activities
   • apparent listening problems
   • difficulty following instructions
   • problems with organization
   • avoidance or dislike of tasks that require mental effort
   • tendency to lose things like toys, notebooks, or homework
   • distractibility
   • forgetfulness in daily activities

2. A hyperactive-impulsive type
   • fidgeting or squirming
   • difficulty remaining seated
   • excessive running or climbing
   • difficulty playing quietly
   • always seeming to be "on the go"
   • excessive talking
   • blurting out answers before hearing the full question
• difficulty waiting for a turn or in line
• problems with interrupting or intruding