

Hong Kong Diploma of Secondary Education
Liberal Studies
Structured Enquiry Approach
Independent Enquiry Study Report

Standard Covering Page (for written reports and short written texts of non-written reports)

Enquiry Question: Should the policy of inclusive education continue?

Year of Examination: 2017

Name of Student:

Class/ Group:

Class Number:

Number of words in the report/ _____ **Viewing time of the**
short written text: 4102 non-written report: _____

Notes:

1. Written reports should not exceed 4 500 words. The reading time for non-written reports should not exceed 22 minutes and the short written texts accompanying non-written reports should not exceed 1 100 words. The word count for written reports and the short written texts does not include the covering page, the table of contents, titles, graphs, tables, captions and headings of photos, punctuation marks, footnotes, endnotes, references, bibliography and appendices.
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Table of Contents

(A) Problem Definition	1
Introduction and objectives	1
Scope	1
Significance and point of interest for enquiry	2
Focus questions	2
(B) Relevant Concepts and Knowledge/ Facts/ Data	3
Characteristics of ADHD students	3
Concepts	3
Research methodology	5
(C) In-depth Explanation of the Issue.....	6
Supporting views.....	6
Opposing views	8
(D) Judgement and Justification.....	10
Summary.....	10
Receptivity of students	11
Difficulties and Suggestions.....	11
Conclusion.....	15
Appendix.....	16
References	16
Questionnaires sample.....	17
Tallying	23
Transcripts	25

(A) Problem Definition

Introduction and objectives

Education is important for developing students' potentials and equipping them with necessary skills entering the society. Since 1997, the government has started the pilot project of inclusive education.¹ Under the prevailing government policy, children with severe disabilities attend special schools while other students with SEN are placed in ordinary schools where they can learn with their peers for the full benefits of education². It has almost been two decades since the launch of inclusive education. In this project, effectiveness of inclusive education will be measured by comparing discrepancies between the objectives and the actual practice. This will be an indicator to reflect whether inclusive education should continue in the future.

Objectives of inclusive education³

- | | |
|---|---|
| 1 | Curricula under inclusive education are adapted for the needs of SEN students |
| 2 | To provide equal opportunities to all students to develop their potential to the full |
| 3 | To promote mutual respect of individual differences among teachers and students |

Scope

The scope of my study will be limited on ADHD students because they are a group of majority among SEN and are often least accepted by people around. According to some statistics from the Equal Opportunities Commission, ADHD is the second commonest type of SEN among all schools in Hong Kong⁴. Among all types of SEN, ADHD students are often labeled as “lazy”, “disobedient” and “disruptive” by teachers.⁵ With limited time and resources, focusing on ADHD students will make my study representative as people's acceptance towards them can reflect their acceptance towards most SEN students. Effectiveness of inclusive education will be measured from the perspectives of teachers, ordinary students and ADHD students.

¹照顧個別差異 支持融合教育. Retrieved 30-03-2016, from <http://www.edb.gov.hk/tc/20131002175915.html>

² Operation Guide on The Whole School Approach to Integrated Education. Retrieved 26-07-2015. from http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf

³ Special Educational Needs. Retrieved 30-03-2016, from <http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/special-educational-needs/index.html>

⁴香港特區政府融合教育發展歷程與政策啟示 Retrieved 30-03-2016 from https://www.ied.edu.hk/include_n/getrichfile.php?key=f36e60a3e20cb230938f89b524835d9e&secid=event1041&file name=cgc/2014_12_12_Roundtable/S3_SIN_Kuen_Fung%20.pdf

⁵ Basic Facts about ADHD : Q & A. Retrieved 30-03-2016, from <http://www.adhd.hk/web/subpage.php?lang=en&mid=14>

Significance and point of interest for enquiry

Firstly, this topic is controversial under different stakeholders' views. Some teachers and ordinary students may hold opposing views due to the increased workload and distraction on learning, while other teachers may think the benefits of inclusive education outweigh its drawbacks as it can broaden ADHD students' horizon, improve their social skills and avoid discrimination in the future. However, present situation may not favor inclusive education as there is lack of capital and qualified teachers. Therefore continuation of inclusive education can be discussed.

Secondly, inclusive education has a high social significance on educational and social aspects. As education can affect adolescents' attitudes, perceptions and understanding of the world, whether to continue to adopt inclusive education in the future may affect the development of their life skills of both ADHD and ordinary students, such as social skills of accepting differences and respect others. It may also play a part in the social aspect as the change in education policies on whether to continue inclusive education affect the availability of capital for the allocation of social welfare.

Thirdly, issues about ADHD students have a high prevalence. Due to the advance in medical science, more cases of ADHD are discovered at early age. At the same time, the government begins to put emphasis on SEN students by promoting inclusive education in 1997¹ and setting up the Hong Kong Association for AD/HD⁶ in 2006. Besides, mass media like newspapers and television programs often shows stories about achievements on academics or career of people with SEN. These encouraging stories lead to an increase in awareness of interests of SEN students and more citizens begin to care for these groups of people in our society, thus issues on SEN students become more prevalent in recent years.

Focus questions

1. How do schools adapt their curricula to fit into the needs of ADHD students under inclusive education?
2. Are students granted equal opportunities to develop their potential to the full?
3. Is there mutual respect of individual differences among teachers and students?
4. What suggestions can be made in response to the difficulties that teachers, ordinary and ADHD students face?

(650 words)

⁶ Hong Kong Association for AD/HD . Retrieved 30-03-2016. From <http://www.adhd.org.hk/>

(B) Relevant Concepts and Knowledge/ Facts/ Data

Characteristics of ADHD students⁷

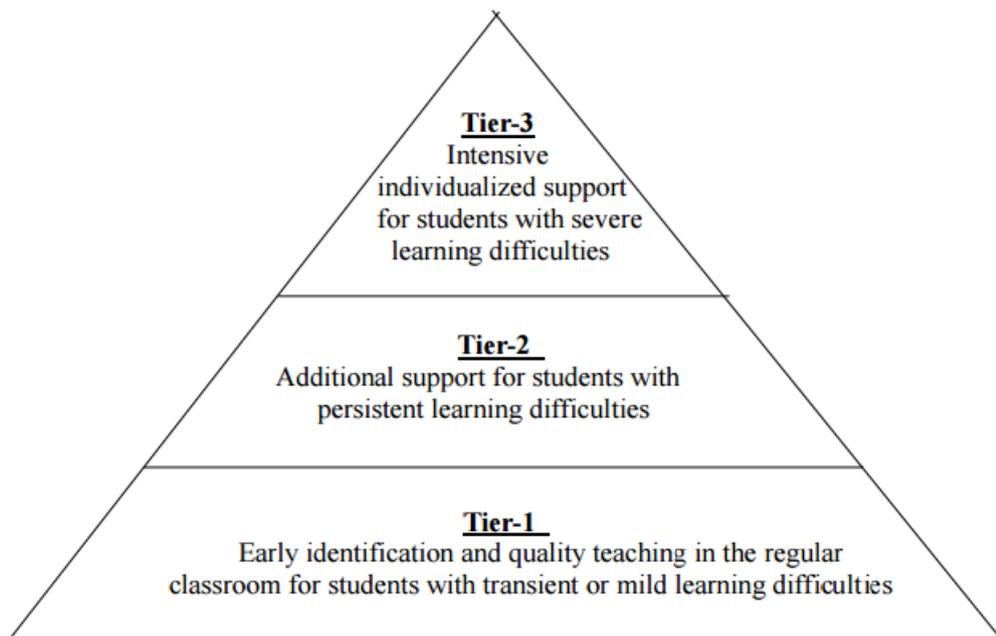
- Restlessness
- Easily bored
- Easily distracted
- Impulsive

Concepts

1. Inclusive education

Inclusive education is the placement of SEN students in mainstream schools.⁸ Currently, a 3-tier support model² is implemented at schools to facilitate early identification and early support for students according to their needs. Schools are advised to set up a Student Support Team (SST) to plan, implement and review student support services.²

3-Tier Support Model



By knowing about the 3-tier support model, I can investigate to see if following the model helps schools achieve the objectives. As I know that SSTs are responsible for support measures, I can interview them to see if the measures can meet the objectives of inclusive education.

⁷ 20 Common ADHD Characteristics. Retrieved 30-03-2016. From <http://www.drhallowell.com/blog/20-common-adhd-characteristics/>

⁸ Inclusive Education for All: A Dream or Reality?. Retrieved 30-03-2016. From http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/secondary/hk%20inclusion_%20june%202012_peter%20farrell.pdf

2. Effectiveness

Effectiveness in this project means whether the practice of inclusive education in mainstream school meets the objectives. It can be measured by comparing differences between actual practice and the objectives from different stakeholders' point of view, including teachers, ordinary and ADHD students. Based on the effectiveness, I can then make conclusions on whether inclusive education should continue in the future and make suggestions based on the objectives that are not met.

3. Self-esteem

Self-esteem refers to self-evaluation and overall impression of students with ADHD, which can be observed by whether they can integrate into social groups of ordinary students, and whether they perceive themselves as equally worthy to receive care. Self-esteem is related because it is an obvious indicator of the ADHD students' level acceptance by schoolmates and whether they encounter difficulties in learning. These allow me to judge if objectives three and one are met respectively. Low level of self-esteem may be one of the difficulties faced by ADHD students which I need to give suggestions on.

4. Peer relationship

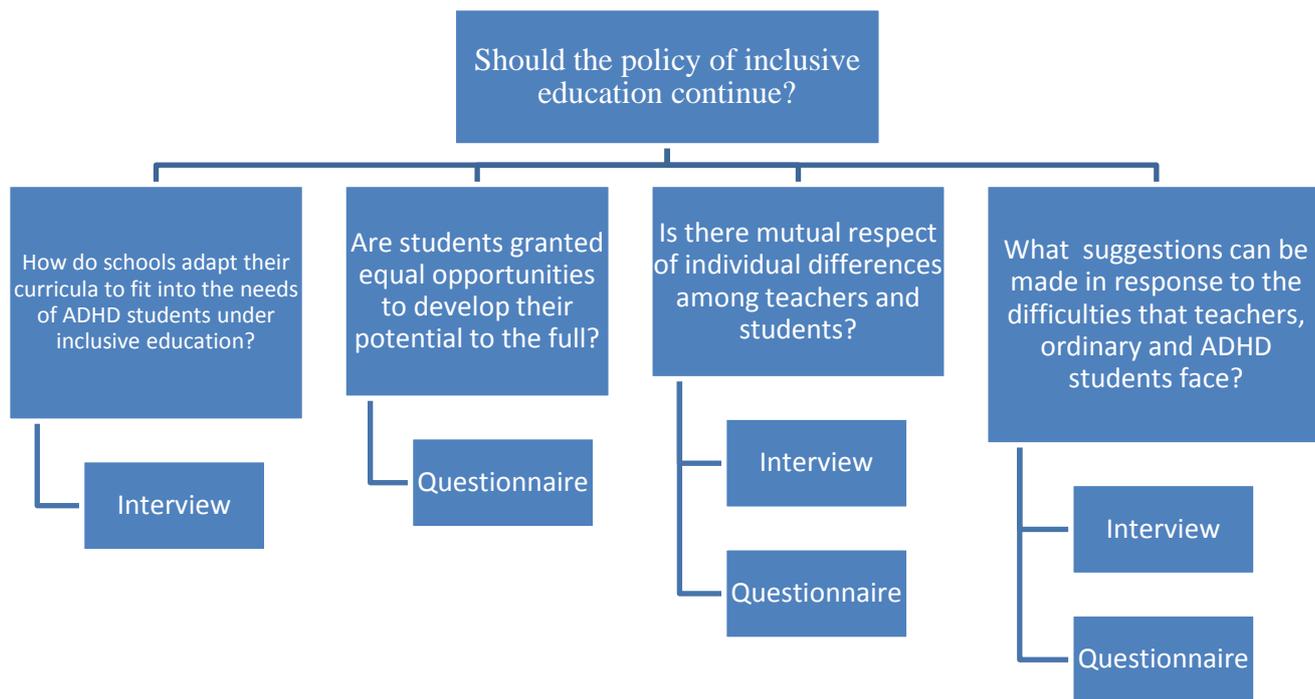
Peer relationship is the relationship between ordinary and ADHD students. It is the way students interact and socialize with each other during lessons or outside schools as friends. According to the Maslow's hierarchy of needs⁹, adolescence is a period when peer interaction is the key interpersonal relationship. As teenagers begin to develop their identity, they value others' opinions on themselves (such as their appearance, academic achievements). Therefore, the way ordinary students treat ADHD students will greatly affect the development of their self-esteem. By investigating the peer relationship of ADHD student, I will be able to conclude if the third objective is met.

5. Social skills

Social skills are life skills necessary for ADHD and ordinary students to communicate, interact and make friends with each other. They include skills like accepting differences, respect others and effective communication skills. Students that can exhibit these skills imply that they can handle peer relationship well. By interpreting whether students have acquired these skills through questionnaires, I can conclude if mutual respect among students exists. This allows me to conclude if objective three is met.

⁹ Maslow and Early Adolescence. Retrieved 30-03-2016. From <https://team4b.wordpress.com/2012/12/06/maslow-and-early-adolescence/>

Research methodology



Interviews will be used as a qualitative data collection method. I will target on three teachers and one of them will be in the Student Support Team (SST). As teachers from SST help devise and implement the support systems, I can find out details about the rationales and implementation of support systems. Moreover, teachers are observers of the interactions between ordinary and ADHD students so they can give reliable comments about whether mutual respect is observed. Through interviews, I can collect specific, in-depth information on the support system of the school from them and judge if the support from schools is suitable and adequate for students with ADHD.

Questionnaires will be used as a quantitative data collection method. I will target on two groups of students: ordinary and ADHD students who are F4-5. Sample size of ordinary students is 40 while that of ADHD students is 12. F4-5 students are senior students who are considered more mature than junior students. They should be able to give logical answers and provide feasible suggestions to the improvement of inclusive education. Random sampling will be used. Large number of respondents can be asked in limited time so that a general feedback about inclusive education can be collected. Analytical tools can be used to analyze the data after collection

Document review will also be used as qualitative data collection method to complement the diverging views on this controversy apart from determining the effectiveness of inclusive education through own research. I will target on views of government, teachers and parents of ordinary students.

(731 words)

(C) In-depth Explanation of the Issue

Supporting views

Teachers

Inclusive education should continue because of the adequate support systems commonly provided by schools and presence of mutual respect between teachers and students. (Objective 1 and 3 are achieved.)

Below is a list of support systems gathered from the interviews:

Before admission	<ol style="list-style-type: none">1. Confirm suspected cases of ADHD by suggesting parents to take their children for assessment by educational psychologists2. Gather information of the ADHD students (e.g. seriousness, any needs on medication, any behavioral problems) through communicating with parents.
In-school	<ol style="list-style-type: none">1. Distribute ADHD students equally into every class2. Avoid putting them in the top and bottom class3. Arrange the seats such that the good students (who are attentive and not talkative in class) will sit beside ADHD students4. Put them in front seats and remind them to keep their desks clean and tidy5. Ask them to clean backboards for teachers
After-school	<ol style="list-style-type: none">1. Encourage ADHD students to engage in sports activities2. Devise mentorship programs3. Arranging individual executive functioning training (執行技巧訓練)

Table 3.1

The support systems before admission allow schools to better understand situation of ADHD students. This helps school to allocate its resources better by accurately deciding which tier of support system the students really need and can provide programs that are tailor-made for them.

For in-school support systems, the special distribution of ADHD students to classes can minimize disturbance to ordinary students. The arrangement of seats in classroom at the front and near good students will help ADHD students focus in lessons as teachers can monitor them easily and good students can act as role models for them. Keeping desks tidy and asking them to clean backboards can help them burn energy so they will sit still in lesson.

For after-school systems, participation in sports activities helps them burn the excess energy. In mentorship program, a mentor can be a class teacher. He or she will spend time with students after school for chats and continually monitor the situation of the students (e.g. whether he or she has violent tendencies). This helps boost the self-esteem of ADHD students as they can feel they are cared by others. Mentors can also encourage good behaviors by giving students small treats. This can motivate ADHD students to behave well.

In the interview with teachers, all 3 interviewees agree that there is mutual respect among students and among student and teacher under inclusive education. According to their observation, most ordinary students can get along well with students with ADHD unless they are dealing with students with more serious ADHD who may be very emotional and impulsive. Interviewee 2 thinks that mutual respect exists because some students think it is their duty to respect teachers. Interviewee 3 also suggests that if teachers respect students by preparing well for the lesson and treating every student equally, students will respect them in return.

Ordinary and ADHD students

Inclusive education should continue because students agree that they are granted equal opportunities to develop their potential (Objective 2 is achieved.)

Percentage of agreement about equal learning opportunities (agreement includes those opting for strongly agree and agree)

	Ordinary	ADHD
1. Everyone can participate in extracurricular activities. (ECA)	93%	100%
2. Everyone can participate in public and inter-school activities.	80%	92%
3. Teachers treat every student equally.	93%	92%
4. Every student has equal chances to answer questions in lessons.	98%	75%
Average	91%	90%

Table 3.2 (figures are corrected to nearest integer)

In the questionnaires, a great majority of students agree the objective of providing equal learning opportunities is achieved. For item 4, the agreement percentage for ADHD students is slightly lower than that of ordinary students. There is an explanation for this. Refer to part B (characteristics of ADHD students), as most ADHD students tend to be easily distracted during lesson, they may miss the chance of answering the questions; or they try to answer the questions at inappropriate times. Overall, the high agreement percentage on average indicates most students (90-91%) think objective 2 is achieved.

The government (legislative councilor Ip Kin Yuen)

As the Convention on the Rights of Persons with Disabilities is applicable to Hong Kong, the government shall abide by the convention to promote, protect and ensure the full and equal enjoyment of all human rights.¹⁰ According to Mr. Ip¹¹, individuals with disabilities are not only disabled by their impairments but also by the environmental and cultural barriers. Removing these barriers to let the disabled enjoy services provided by the community is a human right. The government should take up its responsibilities to safeguard the human rights of all citizens.

¹⁰ Convention on the Rights of Persons with Disabilities applicable to Hong Kong. Retrieved 01-04-2016, from http://www.lwb.gov.hk/UNCRPD/Publications/22072008_e.pdf

¹¹葉建源：落實《殘疾人權利公約》融合教育急須改善。Retrieved 01-04-2016, from <https://www.hkptu.org/6581>

Opposing views

Teachers

According to a research conducted by the Hong Kong Federation of Education Workers¹², about four-fifth teachers indicate that they do not have adequate time to take care of SEN students. Over half respondents said that the teaching pace is affected by SEN students. This reflects a majority of teachers encounter difficulties handling the increased workload under inclusive education, as they need to put their attention on both ordinary and SEN students and take care of all their needs concurrently.

ADHD students

Inclusive education should not continue because ADHD students do not receive much respect as ordinary students think they do.(Objective 3 is not achieved.)

Percentage of agreement about mutual respect (agreement includes those opting for strongly agree and agree)

	Ordinary	ADHD
1. I feel comfortable to communicate with all students.	88%	100%
2. Help is always offered among students.	83%	75%
3. I never bully classmates with ADHD I am never bullied by other students	85%	50%
4. Classroom atmosphere is harmonious.	93%	67%
5. I can always get help from teacher if I am in need.	95%	83%
6. I am happy to do group work with any classmate I am welcomed by classmates when we do group work.	83%	83%
Average	88%	76%

Table 3.3 (figures are corrected to nearest integer)

In the questionnaires, most ordinary students think mutual respect exists because they agree that help is always offered among students, they never bully ADHD students and harmonious classroom atmosphere can be maintained. However, there is a significant difference when compared to the agreement percentage of ADHD students. Particularly for the item 3, agreement percentage of ordinary students is 85% while that of ADHD students is 50%. The average percentage also differs by 12%. The gap between the percentage shows that some ordinary students may have been unfriendly to ADHD students and hurt their feelings unintentionally. This implies some ordinary students are not taught how to communicate with ADHD students. To make matters worse, the identity of ADHD students cannot be disclosed to their peers. This is why ordinary students do not pay special attention to the feelings of ADHD students when chatting to them about sensitive topics. This lowers the self-esteem of ADHD students as they feel unwelcomed and unworthy to be

¹² 「教師對融合教育的意見」問卷調查結果. Retrieved 14-04-2016, from <http://www.hkfew.org.hk/listdetail.php?cid=77&aid=1479>

respected by others. Peer relationship may have been negatively affected. This eventually disrupts the mutual respect among students. Therefore, objective 3 is not achieved.

Parents of ordinary students

According to a research conducted by the Equal Opportunities Commission¹³, majority of the parents agree SEN students disturb their child's learning and nearly two-fifth of them agree SEN students occupy so much school resources. This reflects parents often have complaints about the behavioral problems (such as bullying and causing troubles in lessons), and privileges SEN students enjoy (such as mentorship programs, extra time allowance for assessments). They think it is unfair to their own children under inclusive education.

(994 words)

¹³ Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System. Retrieved 01-04-2016, from http://www.eoc.org.hk/EOC/Upload/ResearchReport/IE_eReport.pdf

(D) Judgement and Justification

Summary

Summing up my findings from the interviews and questionnaires, I agree that the policy of inclusive education should continue because all of the 3 objectives are met according to majority views and some difficulties arisen from inclusive education can be alleviated by different measures.

For the **first objective**, the support systems listed in the interview show that curricula under inclusive education are well adapted for the needs of SEN students.

Firstly, the support systems as shown on table 3.1 in Part (C) can cover the needs of ADHD students before admission, in school and after school. This reflects a comprehensive support system is adopted.

Secondly, support system listed on the table can be divided into three types of support: tier-1, tier-2 and tier-3. Support systems before admission allows early identification of ADHD students at schools (tier-1), in-school systems like special sitting arrangement of ADHD students provides additional support to them (tier-2) and after-school systems like individual executive functioning training provides individualized support for them (tier-3). This reflects support systems are adequate as it can cater for needs of students with different severity of ADHD. Therefore, first objective is met.

For the **second objective**, the questionnaires show that majority of the students, both ordinary and ADHD students, are treated equally both in class and outside classroom (table 3.2). Majority of them indicate that they can participate in extracurricular activities, public and inter-school activities as well as answer questions in lessons and be treated equally by teachers. Therefore equal opportunities are provided to all students to develop their potential to the full. Second objective is met.

For the **third objective**, the findings from the interviews and questionnaires show that there is mutual respect among teachers and students, and among students.

In the interviews, all three interviewees agree mutual respect exists. For mutual respect among students, according to their observation, most ordinary students can get along well with ADHD students unless they are dealing with serious cases of ADHD where students may be very emotional and impulsive. This shows that ADHD students are generally welcomed, respected and accepted by majority ordinary students. A harmonious peer relationship can be maintained. For mutual respect among teachers and students, interviewee 2 mentions that mutual respect exists because some students still possess the traditional mindset that it is their duty to respect teachers. Interviewee 3 also suggests that if teachers respect students by preparing well for the lesson and treat every

student equally, students will respect them in return.

In the questionnaires, a majority of student (both ordinary and ADHD students) agree that mutual respect among students exists. Despite the gap between the agreement percentage on mutual respect of ordinary and ADHD students on bullying (item 3.3 in table 3), the overall average percentage agreement of both groups of students is still high, with 88% for ordinary students and 76% for ADHD students. This implies most ordinary students have acquired the social skills of accepting differences and respecting others, which in turn makes most ADHD students feel they have received equal amount of respect as ordinary students do. Therefore the third objective is met.

Therefore, inclusive education is effective in carrying out its objectives. It should be continued in the future.

Receptivity of students

Percentage of agreement about continuation of inclusive education (agreement includes those opting for strongly agree and agree)

	Ordinary	ADHD
1. I have a lot of friends in the school.	88%	92%
2. I am willing to go to school on time.	90%	83%
3. I am happy in school.	88%	83%
4. I can concentrate on my learning in class.	75%	75%
5. I am motivated to learn.	73%	50%
Average	83%	77%

Table 4.1 (figures are corrected to nearest integer)

From the questionnaires, both ordinary and ADHD students have shown a high receptivity towards inclusive education in mainstream schools. Both average percentages are over 75%. This shows a majority of students love going to school and can learn effectively under inclusive education. Therefore it should continue. For item 5, the agreement percentage is lower for ADHD students. This may be due to their characteristics of being easily bored, which makes learning in lesson very dull for them.

Difficulties and Suggestions

From the interviews, teachers mention that they often face difficulties under inclusive education, but they can eventually alleviate the problems with different solutions.

The first difficulty is not being able to catch the attention of students with ADHD. The teachers have come up with 4 solutions to tackle this problem:

- i. Build a good relationship with them based on mutual trust and talk to them like a friend. This can raise their interest towards the content of the lesson.

- ii. Use more multi-media elements in teaching in order to attract them and help them stay focused.
- iii. Put good students near them who can act as role models.
- iv. Give reminders to them when they lose control of themselves.

Secondly, teachers have difficulties preparing teaching materials for students with different learning progress. This problem arises as ordinary students have longer attention span and may learn better than those with ADHD. This can be solved by dividing students into different groups according to their subject results, i.e. students with higher English marks will be arranged to groups with similar English ability. This narrows the gap of learning ability between students of the same group.

From how teachers cope with inclusive education, we can see most teachers can cope with the common problems arisen from inclusive education by using different tactics and making small changes to their teaching plans. Most teachers have been proactive in solving the above problems despite the increasing workload. Therefore this policy is well adapted by mainstream schools and should be allowed to continue.

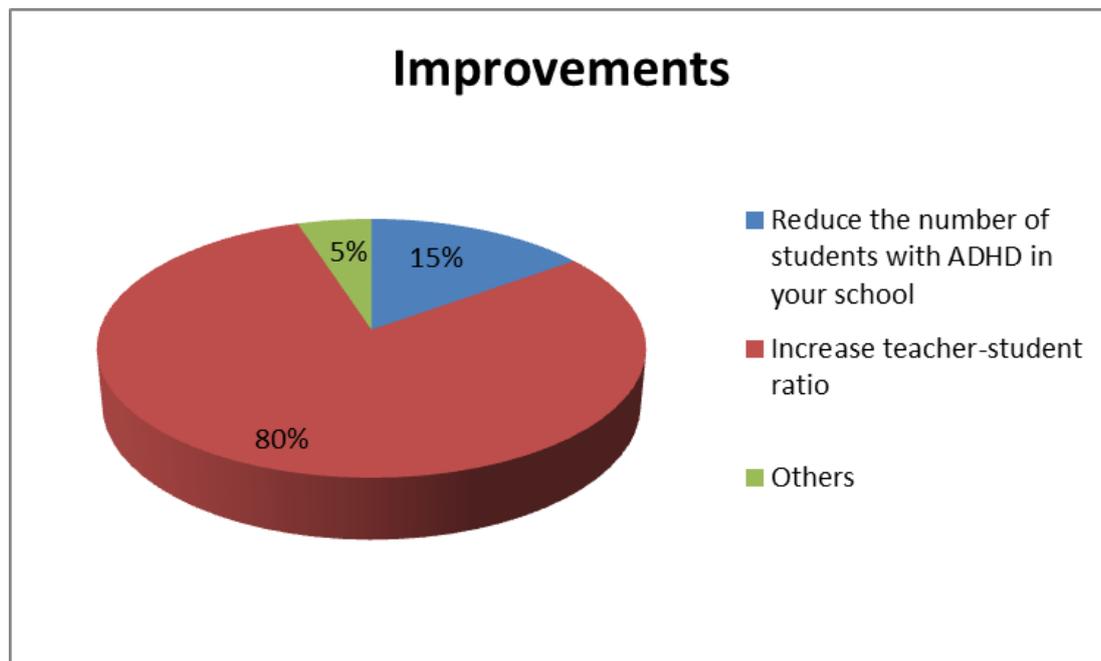
However, there are still areas for improvements. From table 4.1, only half respondents with ADHD agree that they are motivated to learn and percentage for concentration in class despite teachers' effort in trying to catch their attention in lesson.

This causes problems for different stakeholders:

Ordinary students	Inattentive ADDH students may destroy class discipline, as mentioned by teachers in the interviews.
ADHD students	Learning effectiveness may be lowered due to inability to stay focused in lessons
Teachers	Have to handle an increased workload looking after both ADHD and ordinary students with different learning abilities and motivation while maintaining class discipline.

In response to the problems, I have a few suggestions for the government and schools.

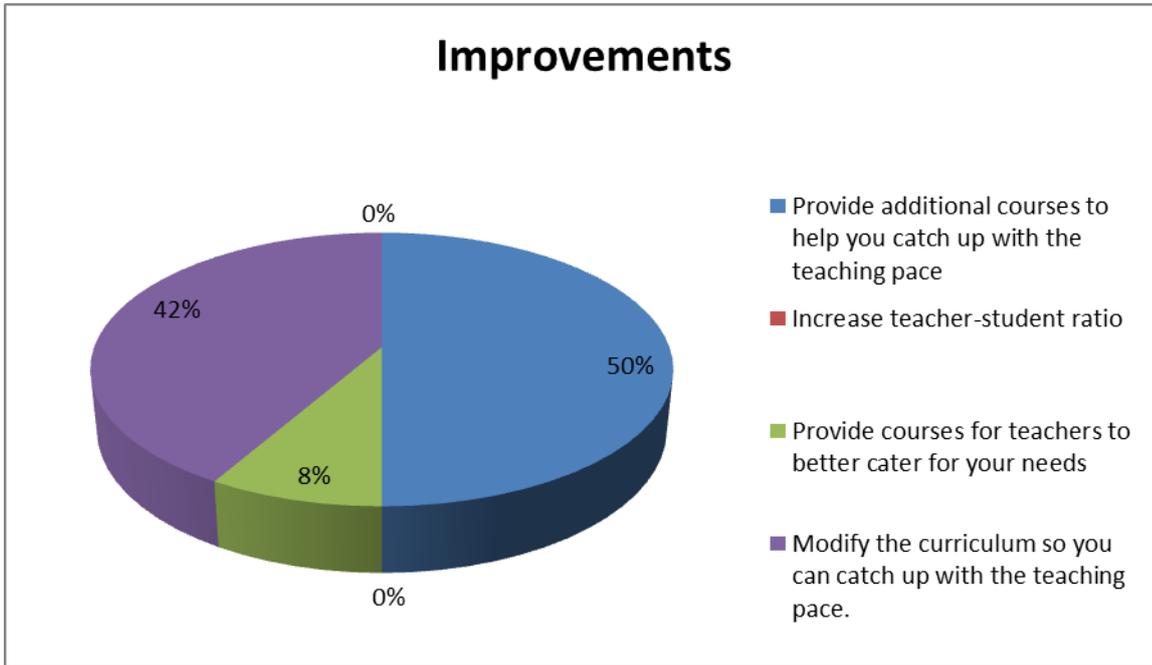
Suggestions by ordinary students from the questionnaires:



For the government, it is hoped that it can allocate more resources like capital and human resources to schools so that teacher-student ratio can be raised as it is the most supported option of improvement by majority (80%) of ordinary students in the questionnaire. Same effect can also be achieved by implementing small-class teaching. By increasing teacher-student ratio, teachers can provide each student with more individual attention. They have more time to engage with each student and do interactive and fun class activities which may not be feasible with large class size, such as drama. It also encourages students to participate more actively in lesson as each of them has more chances to answer questions. This solves the problem of ADHD students being unable to stay focus in lesson. Smaller class size also allows easier control of discipline as teachers have fewer students to monitor. This solves problem faced by ordinary students. Fewer students to handle means their workload is reduced. This can boost the morale of teachers and solve their problem.

Secondly, provide more subsidized in-service training for teachers so they can better equip themselves while not affecting their work. According to a research conducted by the Hong Kong Federation of Education Workers¹², 37% respondents admit that they do not have adequate trainings for handling SEN students. Subsidized trainings will encourage teachers to polish their skills in handling SEN students and improve their learning effectiveness. For instance, skills to make lessons more fun in order to catch their attention, skills to help ADHD students calm down when they lose control of themselves. This solves problems faced by ordinary and ADHD students.

Suggestions by ADHD students from the questionnaires:



For schools, it is hoped that they can provide trainings on sustained attention and social skills that last for the whole school year. According to the interview, the most common trainings currently provided are only limited to 10-12 lessons (for the school I interviewed) and will stop afterwards. Extending the training programs will provide more chances to train and lengthen the attention span of ADHD students. Regular and continuous trainings also allow teachers to monitor progress of ADHD students and prevent their situation from worsening. For example, reducing the frequency of their mental breakdowns as ADHD students are characterized as being impulsive. During the training period, there should be constant communication among colleagues, parents and students, so that parents, teachers and mentors of ADHD students are well-informed of the progress and situation of the ADHD students at school and at home. This way, the school can come up tailor-made trainings which can better fit the needs of the students. This solves the problems faced by ordinary and ADHD students as classroom discipline can be maintained when ADHD students can control their emotions.

Secondly, provide additional courses to help students with ADHD catch up with the teaching pace. The nature of these courses is academic-oriented. Teachers can review the notes that have been gone through in lessons and provide them with extra exercises. This suggestion is the most supported one in the questionnaire done by students with ADHD, where 50% of them supported this option. The courses will provide ADHD students with more academic support to cater for some slow-learners who cannot focus in lessons. This narrows down the gap of learning ability between students, and makes it easier for teachers to plan their lessons, which may in turn reduce their workload. This solves the problem faced by teachers.

Conclusion

In conclusion, the policy of inclusive education is currently well-adapted in mainstream school as 3 objectives are met and common difficulties arisen can be alleviated. As a teacher from the SST mentioned in the interview, the rationale of inclusive education is to help every student learn by removing their learning obstacles. ADHD students are just as intelligent as ordinary students. Putting them in special school is a way to avoid troubles, but not removing their obstacle and giving them a chance to learn. Only in mainstream schools, they can learn to socialize, build up self-confidence and learn about the social norm in the society. At the same time, these students do not cause profound negative impacts on the learning of ordinary students. They are welcomed as friends by ordinary students. This shows that inclusive education is not only beneficial to students with ADHD, but also ordinary students who are their peers and can learn the life skills of accepting differences and communication skills. Inclusive education is a way to remove barriers and avoid discriminations between ordinary students and those with ADHD. As legislative councilor Mr. Ip says, it is the human right for SEN students to enjoy quality education in Hong Kong, just as other ordinary students do. Therefore, for the benefits of students with ADHD, ordinary students and our society which is aiming to build a barrier-free environment, inclusive education should continue in the future.

Appendix

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Questionnaires sample

GROUP 1(ordinary students)

Hello! I am doing a questionnaire for my Liberal Studies IES project about inclusive education, focusing on students with ADHD. The aim is to analyze the effectiveness of inclusive education in terms of achieving its objectives from the perspectives of teachers, regular students and students with ADHD. The information you provided will be kept confidential and destroyed immediately after the research. It would be appreciated if you could spend a few minutes to finish the questionnaire. Thank you.

Instructions: Please tick the corresponding boxes.

1. Which form are you in?
 Form 4-6 others
2. What is your gender?
 Male Female

****Inclusive education refers to the educational practice of putting students with special educational needs (SEN) into mainstream schools. SEN in this questionnaire focuses on students with ADHD**

融合教育是指將有特殊教育需要的學生安排在普通學校接受教育。(Attention Deficit Hyperactivity Disorder 注意力不足過動症)

Part A: Actual practice of inclusive education

i) Mutual respect among teachers and students

Under inclusive education,	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel comfortable to communicate with all students. 主動和其他同學交談,我感覺很自在。					
2. Help is always offered among students. 我和同學之間互相幫助。					
3. Classroom discipline can always be maintained. 上課時同學會守紀律。					
4. I can pay attention in class without any distractions from other classmates. 我上課時不會被同學騷擾。					

5. Classroom atmosphere is harmonious. 課室氣氛和諧。					
6. Teaching pace is suitable. 教學進度適合。					
7. I can always get help from teacher if I am in need. 有需要時我能獲得老師幫助。					
8. There is respect among teachers and among students. 老師和同學間互相尊重。					
9. I appreciate classmates who are different from me. 我會欣賞其他同學與我的不同之處。					
10. I never bully classmates with ADHD. 我不曾欺凌患有 ADHD 的同學。					
11. I am happy to do group work with any classmate. 做分組活動時，我願意和任何同學一組。					

ii) Equal learning opportunities

Under inclusive education, 在融合教育下	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Everyone can participate in extracurricular activities. 所有人都能參與課外活動。					
6. Everyone can participate in public and inter-school activities. 所有人都能參與公開及校際活動。					
7. Teachers treat every student equally. 老師公平地對待每一個學生。					

8. Every student has equal chances to answer questions in lessons. 每個同學有平等機會回答老師的問題。					
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Part B: Improvements

Under inclusive education, what do you think the school/ the government can do to further assist your learning? (Please choose one, choose the best option)

在融合教育下，你認為學校/政府能如何在教育上提供幫助？(請選一項)

A. Reduce the number of students with ADHD in your school 減少學校有 ADHD 的學生

B. Increase teacher-student ratio 增加師生比例

C. Others 其

他: _____

Part C: Continuation of inclusive education

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I have a lot of friends in the school. 我在學校有很多朋友。					
2. I am willing to go to school on time. 我願意按時上學。					
3. I am happy in school. 我在學校生活得開心。					
4. I can concentrate on my learning in class. 我在課堂上能專心學習。					
5. I am motivated to learn. 我有學習動機。					

-End of Questionnaire-

Thank you for your support!

Hello! I am doing a questionnaire for my Liberal Studies IES project about inclusive education, focusing on students with ADHD. The aim is to analyse the effectiveness of inclusive education in terms of achieving its objectives from the perspectives of teachers, regular students and students with ADHD. The information you provided will be kept confidential and destroyed immediately after the research. It would be appreciated if you could spend few minutes to finish the questionnaire. Thank you.

Instructions: Please tick the corresponding boxes.

1. Which form are you in?
 Form 4-5 others
2. What is your gender?
 Male Female

****Inclusive education refers to the educational practice of putting students with special educational needs (SEN) into mainstream schools. SEN in this questionnaire focuses on the students with ADHD.**

融合教育是指將有特殊教育需要的學生安排在普通學校接受教育融合教育是指將有特殊教育需要的學生安排在普通學校接受教育(Attention Deficit Hyperactivity Disorder 注意力不足過動症)

Part A: Actual practice of inclusive education

i) Mutual respect among teachers and students

Under inclusive education, 在融合教育下	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel comfortable to communicate with my classmates. 主動和其他同學交談,我感覺很自在。					
2. I have a social circle of friends. 我有廣闊的社交圈子。					
3. I get on well with classmates. 我與同學相處融洽。					
4. Help is always offered among students. 我和同學之間互相幫助。					
5. I am never bullied by other students. 我不曾被同學欺凌。					
6. Other students are friendly to me. 同學對我友善。					

7. Classroom atmosphere is harmonious. 課室氣氛和諧。					
8. I can always get help from teacher if I am in need. 有需要時我能獲得老師幫助。					
9. I feel comfortable playing with other students in breaks. 小休時和其他同學一起玩耍，我感覺很自在。					
10. I am welcomed by classmates when we do group work. 做分組活動時，同學都歡迎我與他們一組。					
11. Teachers respect me. 老師尊重我。					
12. I do not disturb other classmates' learning. 我不會打擾其他同學的學習。					

ii) Equal learning opportunities

Under inclusive education,	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I can participate in extracurricular activities. 我能參與課外活動。					
2. I can participate in public and inter-school activities. 所有人都能參與公開及校際活動。					
3. Teachers treat every student equally. 老師公平地對待每一個學生。					
4. Every student has equal chances to answer questions in lessons. 每個同學有平等機會回答老師的問題。					

Part B: Improvements

Under inclusive education, what do you think the school/ the government can do to further assist your learning? (Please choose one, choose the best option)

在融合教育下，你認為學校/政府能如何在教育上提供幫助？（請選一項）

- A. Provide additional courses to help you catch up with the teaching pace
提供增潤課程來協助你跟上學習進度
- B. Increase teacher-student ratio 增加師生比例
- C. Provide courses for teachers to better cater for your needs 提供課程給老師，讓他們能更全面地照顧你的需要
- D. Modify the curriculum so you can catch up with the teaching pace. 更改課程，讓你更容易跟上進度
- E. Others 其他:
他: _____

Part C: Continuation of inclusive education

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I like studying in a mainstream school. 我喜歡普通學校接受教育。					
2. I have a lot of friends in the school. 我在學校有很多朋友。					
3. I am willing to go to school on time. 我願意按時上學。					
4. I am happy in school. 我在學校生活得開心。					
5. I am motivated to learn. 我有學習動機。					

-End of Questionnaire-

Thank you for your support!

Tallying

Group 1: (total 40 respondents)

part A (i)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	14	21	4	1	0
2	11	22	5	2	0
3	12	16	8	4	0
4	11	20	6	3	0
5	18	19	1	2	0
6	15	20	5	0	0
7	14	24	2	0	0
8	18	20	2	0	0
9	8	22	9	1	0
10	22	12	4	2	0
11	16	17	6	1	0
(ii)					
1	19	18	2	0	1
2	14	18	7	1	0
3	21	16	2	1	0
4	13	26	1	0	0
part B					
A	6				
B	32				
C	增加教學設施及社工幫助				
part C					
1	18	17	4	0	1
2	14	22	2	0	2
3	16	19	4	0	1
4	14	16	8	0	2
5	12	17	8	1	2

Group 2: (total 12 respondents)

part A	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
(i)					
1	4	8	0	0	0
2	3	6	1	1	1
3	3	8	1	0	0
4	1	8	3	0	0
5	1	5	5	1	0
6	1	7	3	0	1
7	0	8	3	0	1
8	3	7	2	0	0
9	6	4	1	0	1
10	1	9	2	0	0
11	1	11	0	0	0
12	2	6	3	1	0
(ii)					
1	5	7	0	0	0
2	2	9	1	0	0
3	1	10	1	0	0
4	1	8	3	0	0
part B					
A	6	0	0	0	0
B	0	0	0	0	0
C	1	0	0	0	0
D	5	0	0	0	0
part C					
1	2	9	1	0	0
2	2	8	1	0	1
3	2	8	1	1	0
4	3	6	2	1	0
5	1	5	6	0	0

Transcripts

Interview Transcript 1 (with teacher)

M=Interviewer

T=Interviewee

Part A: Support system from school

M: Let us begin with the support system from school. Has the school provided any support systems for students with ADHD?

T: Yes.

M: What are they?

T: The first measure is to adjust the situation in class. We arrange ADHD students to sit at front seats and remind them to keep their desks clean and tidy. This prevents them from putting unrelated materials like toys and magazines on their desks which will distract them from their studies. Secondly, we provide after-class trainings like executive function training(執行技巧訓練), a training specially designed teachings for the ADHD students. This program is recommended by the EDB and our school has participated in it during 2012-13 school year. It mainly focuses on training ADHD students on the 11 skills: response inhibition, working memory, self-regulation of affect, sustained attention, task initiation, planning, organization, time management, goal-directed persistence, flexibility and metacognition. The aim of having this executive function training is to strengthen the self-control and self-management skills of ADHD students in order to help them handle their studies and social life.

M: Oh I see. Then can you explain more on the rationales and working principles behind? (for example, special curricula adapted? Screening system to separate students into different class)

T: Well, the main aim is to help ordinary to learn to accept and respect individual differences and help those with ADHD to remove their obstacles in learning.

M: May I ask if you think the support systems are suitable and adequate for students with ADHD in terms of the assistance in academic development and personal growth and development, i.e. development on life skills like effective communication, sharing, and be cooperative?

T: I think it is clear that the financial assistance for SEN students from the EDB is limited and it is not enough for schools to provide long-lasting help for small groups or individuals who are having ADHD. Moreover, Hong Kong is not using small-class teaching at this moment so it is hard for teachers to remind students with ADHD to concentrate on class frequently as the teacher has to take care a large group of students.

M: So it seems that the support system from the EDB is not adequate yet.

T: They are certainly not adequate to provide long-lasting help for individuals.

Part B: Mutual respect among teachers and students

M: Next, shall we move on to talk about mutual respect among teachers and students under inclusive education?

T: Sure.

M: Do you think ordinary students can get along well with students with ADHD? Is there mutual respect among them?

T: Students with ADHD only have weaker ability on self-control and staying focused, their other behaviors are same as ordinary students, so it is not a big problem for ordinary students to get along with students with ADHD. Unless there are individual cases where the students with ADHD are very emotional and impulsive and are affecting discipline of the class. It is more common to see that students with autism are isolated due to their poor social and communication skills.

M: Then do you think you, as a teacher, is respected by all students, including those with ADHD?

T: If we respect students, they will respect us in return. It is important that we, teachers set a good role model for them.

M: Yes, I think the key to promote mutual respect among teachers and students is to start by setting a good example. This way, students can learn from you and treat their peers with respect as well.

Part C: Difficulties and improvements

M: Have you encountered any difficulties in teaching under inclusive education?

T: Yes, especially when ADHD students are easily distracted by other things during lessons.

M: Did you manage to solve the problems?

T: First, I need to build a good relationship with them based on mutual trust, and talk to them like a friend talking to them during lessons in order to raise their interest towards the content of my lesson, and use more multi-media element to teach in order to attract them and help them stay focused.

M: Have you observed any difficulties encountered by ordinary students and/or students with ADHD under inclusive education? You may elaborate in terms of their academic development and personal growth and development, i.e. whether students can develop social skills and communicate with each other and get along harmoniously?

T: I can see that some of the students often complain about ADHD students interrupting the class discipline. But if I can remind the ADHD students (like walking near to their desks), the situation will improve a lot and they will stop disturbing the class.

M: Can you suggest any ways to alleviate the difficulties brought by inclusive education by the school and the government respectively?

T: For government, I would suggest allocating more resources like capital, human resources (more teachers) and provide more in-service training. For school, I hope it can provide trainings that last for the whole school year (on sustained attention and social skills) to help ADHD students adapt to school life. (Currently, the trainings provided are only limited to 10-12 lessons and will stop afterwards.)

Part D: Continuation of inclusive education

M: Lastly, by considering the workload of teachers and development of ordinary and students with ADHD respectively, do you think the policy of inclusive education should continue? Why/Why not?

T: It is necessary for inclusive education to continue. Because ADHD students have normal IQ and intelligence, it is not appropriate to allocate these students to special school where they will be put with students with relatively poorer intelligence. This will limit the development of ADHD students in the long run. But it is also crucial that schools can receive support from the government in order to provide quality education for all.

M: This is the end of the interview. Thank you very much for your time and patience.

T: You're welcome.

Interview Transcript 2 (with teacher)

M=Interviewer

T=Interviewee

Part A: Support system from school

M: Let us begin with the support system from school. Has the school provided any support systems for students with ADHD?

T: Yes.

M: What are they?

T: There are a few, like having interviews with parents to understand students' situation, like medications they need and their behaviors, arranging training groups for students, arranging individual executive functioning training (執行技巧訓練)if needed, and allow students with ADHD more chance to use up their energy, like helping teachers to clean the blackboards.

M: What are the rationales and working principles behind? (for example, special curricula adapted? Screening system to separate students into different class)

T: The aim is to let students with ADHD have equal learning opportunities to learn with other students.

M: Do you think the support systems are suitable and adequate for students with ADHD in terms of the assistance in academic development and personal growth and development, i.e. development on life skills like effective communication, sharing, and be cooperative?

T: Yes, the system supports those students according to their needs, like by interviewing parents I've mentioned just now, we can know clearly the situation and which area the student needs the most help. Then, we provide training courses like training on sustaining attention to cater for their individual needs.

Part B: Mutual respect among teachers and students

M: Next, shall we talk about mutual respect among teachers and students under inclusive education?

T: Of course.

M: Do you think ordinary students can get along well with students with ADHD? Is there mutual respect among them?

T: Yes, actually students with ADHD are just similar to ordinary students in many aspects. They get along quite well.

M: Then do you think you are respected by all students, including those with ADHD?

T: Yes, students respect me according to their attitude. Most of them think it is the duty of a student to respect teachers. As every student treats me with respect, I treat all of them equally with respect, no matter they have ADHD or not.

M: So mutual respect does exist in your school.

T: Yes.

Part C: Difficulties and improvements

M: As a teacher, have you encountered any difficulties in teaching under inclusive education?

T: Yes. As students with ADHD often have poorer ability to stay focused, their academic results are often a bit behind other students. There are differences among students' learning progress. It is difficult for teachers to prepare different teaching materials for all levels.

M: But did you manage to solve the problem? How did you solve it?

T: Yes I did. Students are divided into different groups according to their subject results, i.e. students with higher English marks will be arranged to groups with similar English ability. We try to narrow the gap of learning ability between students of the same group.

M: Have you observed any difficulties encountered by ordinary students and/or students with ADHD under inclusive education? You may elaborate in terms of their academic development and personal growth and development, i.e. whether students can develop social skills and communicate with each other, get along harmoniously ?

T: ADHD and ordinary students don't have many problems getting along well with each other, but occasionally, some ordinary students think the teachers need to spend lesson time to deal with those students with ADHD and it is wasting their time.

M: What are the ways to alleviate the difficulties brought by inclusive education by the school and the government respectively?

T: For school, I think there should be increased communication among colleagues, parents and students. As for the government, I hope it can provide more guidance for teachers on the skills to take care of those SEN students.

Part D: Continuation of inclusive education

M: Lastly, by considering the workload of teachers and development of ordinary and students with ADHD respectively, do you think the policy of inclusive education should continue? Why/Why not?

T: The rationale of inclusive education is beneficial for both ordinary and ADHD students. Research also shows that inclusive education provides students the environment to face adversity in society. Thus, it should continue.

M: This is the end of the interview. Thank you very much for your time.

T: I am glad that I can help you.

Interview Transcript 3 (with teacher from SST)

M=Interviewer

T=Interviewee

Part A: Support system from school

M: Let us begin with the support system from school. Has the school provided any support systems for students with ADHD?

T: Yes.

M: What are the support systems?

T: Actually there are a few and they are an ongoing process. Firstly when we admit students who are suspected to have ADHD, we will check from the data bank provided by the government to see if he is really proven to have ADHD. If we cannot find his data, then we will ask their parents to take them for assessment by professionals like educational psychologists. After this screening process, we will move on to support systems provided by the school. In school, we have measures like distributing ADHD students equally into every class, avoiding the top and bottom class in order to minimize disturbance caused to other students. We also try to arrange the seat such that the good students (who are attentive and not talkative in class) will sit beside those with ADHD in order to provide a role model for them. After-school, we have programs like trainings to raise their sustainability on attention, exercises on controlling their muscles and strengthening hand-eye coordination. During these trainings, we stress on changing their behaviors by letting them understand consequences before they act. For example, some ADHD students have a strong will of swinging their fists and wanting to punch somebody. In the training, we will ask them take deep breaths and count at least 10 seconds every time before they want to punch others. And if they are able to control their fists and avoid fights for like 1 week, we reward them using small treats like snacks or inviting them for tea. But if they failed and punch others again the next day, we ask them if they followed the instructions of taking deep breaths and counting. We want them to reflect on themselves and ask them if they can do better next time, or if there are better ways to prevent punching others again. This way, their motives for punching will be reduced. Apart from trainings, we also let them engage in sports activities in order to burn their energy. Moreover, we also have a mentor scheme for students with ADHD. A mentor is usually a class teacher, he or she will keep a close eye on his or her mentee in order to let the mentee feel that they are cared and worthy for love by others. This is an important stage of building their self-esteem. Once they achieve something, like are able to control themselves and not disturb others during class, mentors also treat them with small treats like asking them what they want. Some students want to have tea

with teachers, upgrading their conduct mark, while one of them even wanted a picture with the headmaster once. This reward will motivate them to change their bad behaviors.

M: Oh I see. Then can you explain more on the rationales and working principles behind?

T: The basic principle of education is to provide equal learning opportunities to every student in order to help them grow and unleash their true potential. This of course applies to inclusive education as well. In the case of students with ADHD, we want to help them remove their obstacles in learning in order to unleash their potential.

M: May I ask if you think the support systems are suitable and adequate for students with ADHD in terms of the assistance in academic development and personal growth and development, i.e. development on life skills like effective communication, sharing, and be cooperative?

T: Well, if you ask me if it is adequate, I am not quite sure, but I think my school is doing better than many other schools in terms of support provided to students.

Part B: Mutual respect among teachers and students

M: Next, shall we move on to talk about mutual respect among teachers and students under inclusive education?

T: Yes.

M: Do you think ordinary students can get along well with students with ADHD? Is there mutual respect among them?

T: Yes of course. But there are exceptional cases like if that ADHD student is really annoying and really talkative, disturbing their classmates during lesson, then ordinary student may not feel comfortable staying with them in class.

M: Then do you think you, as a teacher, is respected by all students, including those with ADHD?

T: This depends on the teacher. If that teacher prepares well for the lesson, and is fair to every student, favoritism does not exist, then every student of course respects that teacher. It is important to have mutual respect.

Part C: Difficulties and improvements

M: Have you encountered any difficulties in teaching under inclusive education?

T: Yes. Some ADHD students are really talkative or will suddenly move their arms and want to punch someone during class.

M: Did you manage to solve the problems?

T: I will put good students beside them, and ask them beforehand what they want me to do to remind them if they go crazy during the lesson. Some of them will want me to knock on their desks, tap on their shoulder to remind them, or let them go to wash their face. This gives them a chance of calming

down and will not hurt their self-esteem as they will not be reprimanded in front of the class. All they need is a reminder and it helps them to think before they act. But this may not work every time.

M: Have you observed any difficulties encountered by ordinary students and/or students with ADHD under inclusive education? You may elaborate in terms of their academic development and personal growth and development, i.e. whether students can develop social skills and communicate with each other and get along harmoniously?

T: Yes, ordinary student may be distracted by those with ADHD. When ADHD students are destroying classroom discipline by doing something to catch others' attention, ordinary students often join them such that the lesson can be delayed when the teacher has to deal with their issues. Some just want to "watch the drama" and have fun while destroying classroom discipline with them.

M: Can you suggest any ways to alleviate the difficulties brought by inclusive education by the school and the government respectively?

T: For schools, actually from my experience and observation, there are almost 1/10 ADHD students but there are definitely no 1/10 teachers have received proper trainings to deal with those students. More training is needed so teachers know how to deal with these students who learn slowly and have low motivation to learn. Teachers also have to learn to control their own emotion, not be affected by students and prepare for lessons well. The traditional way of teaching--- chalk and talk is not going to work. Students are not interested if you do it that way. What we want is interactive and fun lessons by using more multi-media elements in order to attract them and catch their attention.

M: How about the government?

T: Of course more funding will be needed in order to train more teachers. I will also recommend small-class teaching as there are almost 10 out of 40 students who have SEN.

Part D: Continuation of inclusive education

M: Lastly, by considering the workload of teachers and development of ordinary and students with ADHD respectively, do you think the policy of inclusive education should continue? Why/Why not?

T: It should definitely continue. ADHD students are not stupid. They are just having more obstacles in learning but they are just as intelligent as ordinary students. They should not be put to special schools. Because only in mainstream schools, they can learn to socialize, build up self-confidence and learn about the social norm in the society. We have to bear in mind the rationale of inclusive education—which is to help every student learn by

removing their learning obstacles.

M: This is the end of the interview. Thank you very much for your time.

T: You are welcome.

Title	Marks*		Comments
Should the policy of inclusive education continue?	AB	9	<ul style="list-style-type: none"> ● The candidate explained clearly the objectives and the points of interest of the enquiry study.
	CD	8	<ul style="list-style-type: none"> ● S/he provided a concise explanation of highly relevant concepts and the analytical framework. For instance, the assessment criteria for the effectiveness of inclusive education were clearly described.
	PO	9	<ul style="list-style-type: none"> ● S/he was able to design a questionnaire that gathered highly relevant data in response to the enquiry question. ● S/he demonstrated an ability to think from multiple perspectives through providing a thorough evaluation of the equality of opportunity and mutual respect and receptivity of students. ● In response to the enquiry question, s/he was able to substantiate his/her arguments logically with evidence from various sources, e.g. the questionnaire surveys of ordinary and ADHD students and interviews with teachers. ● However, a more in-depth analysis could have been made by conducting case studies/ in-depth interviews of a few ADHD students, instead of having a questionnaire survey identical to that for the ordinary students. For a policy evaluation, more views from different bands of schools and stakeholders (such as parents, SEN students, educators and SEN concern groups) should have been collected. Also, data from various sources could have been better integrated in the formulation of arguments (e.g. in the discussion on mutual respect on p.10 and 11). ● S/he was able to discuss the issues with arguments which were logical and succinctly supported by the data collected, in a coherent and well-structured manner. ● S/he acknowledged the sources clearly.

***AB: Problem Definition and Identification of Concepts/Knowledge (Parts A & B)**

CD: Explanation and Justification (Parts C & D)

PO: Presentation and Organisation (the whole report)