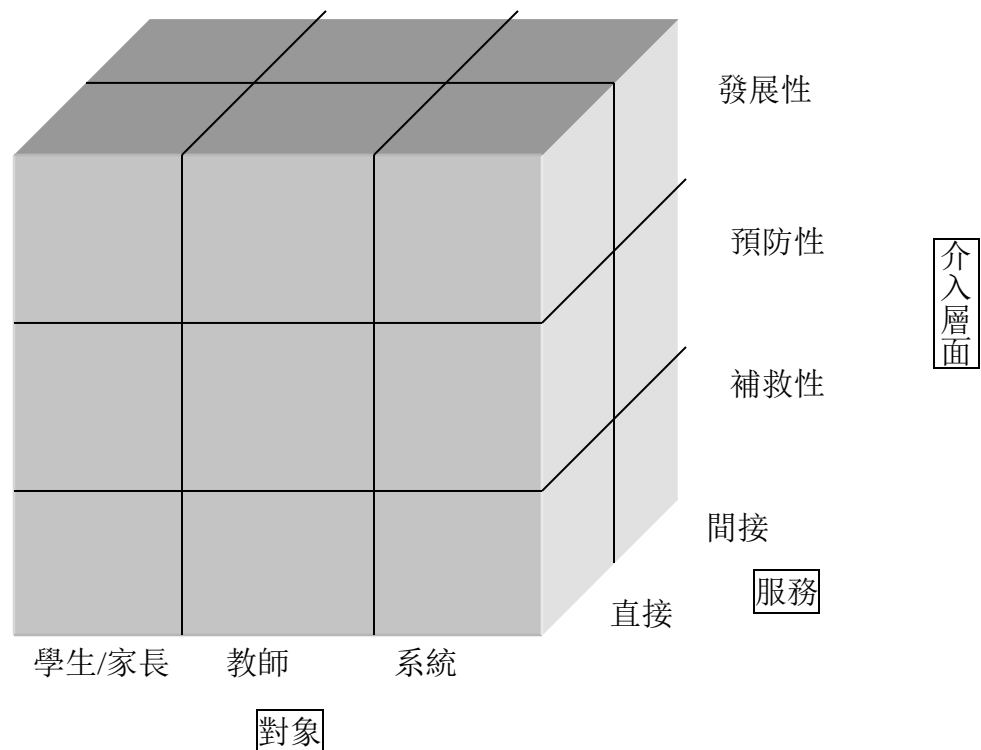


立法會 教育事務委員會
融合教育小組委員會會議
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香港心理學會教育心理學部

教育心理學家在融合教育上扮演一個重要的角色。作為學校系統的支援者，我們能夠向學生提供全面的服務。我們的服務模式可以是直接的，也可以是間接的。前者是直接向學生提供服務，例如為學生辦訓練班；後者是透過強化老師、家長、乃至於學校系統，讓學生間接受惠，例如支援學校制訂「全校參與模式」的政策和措施，以照顧有特殊需要的學生。因此，我們的服務對象，不單只是學生本人，也包括他們身邊的老師、家長、以至學校的政策、措施、制度等。而我們的介入層面涵蓋補救性、預防性、以至發展性。即是說我們不只是在問題出現後才做撲火的工作，而是在問題未發生前，也做預防性和發展性的工作，例如弱能學生容易受欺凌，在未有欺凌問題發生前，我們可以協助學校建立共融文化，讓全校師生接納這些學生。要有效幫助有特殊需要的學生，服務的任何方面也不能偏廢。以幫助有學習障礙的學生為例，我們可以為學生進行評估(直接服務)；也可以向家長和老師提供意見，為老師辦工作坊以協助他們理解這些學生的需要(間接和補救性的介入)；我們也可以協助學校發展閱讀計劃，強化所有一年級學生的閱讀能力(系統層面的發展性介入)。



雖然教育心理學家的服務模式很全面，但在現今的人手比例下，他們的服務只能縮減至上圖的左下角，集中在直接的、補救性的工作上，甚至連這一

小角的工作也無法做得好、做得徹底。今年初，香港心理學會教育心理學部成立了一個關注人手比例的工作小組。在四月二十五日，這個小組召開了一個聚焦小組的會議，邀請了十位校本教育心理學家出席。他們分別來自十個提供校本教育心理服務的辦學團體，涵蓋了所有教育局以外的服務提供者。綜合這些同工的工作經驗，我們發現以下的事實：

(一) 平均而言，每位校本教育心理學家要照顧七至八間學校。

(二) 每年只能到訪每間學校二十天左右，平均一個月大概兩天。

(三) 平均而言，每間學校每年大概有十二、三個評估個案。中學少一點，大概有十個左右，但小學因為有及早識別和輔導有學習困難的小一學生計劃，大概有十五、六個左右。

(四) 每一個教育心理學家每年平均要完成接近一百宗的評估工作。

(五) 每一宗評估工作至少需時六、七個小時。如果平均一間學校每年有十二、三個評估個案，而我們只能在一年內訪校二十天，我們大部分的時間只能投放在很狹隘評估工作上。這些就是圖表裡左下角的範疇，直接的、補救性的個案工作。於是我們能從事其他層面的工作則相應不足。

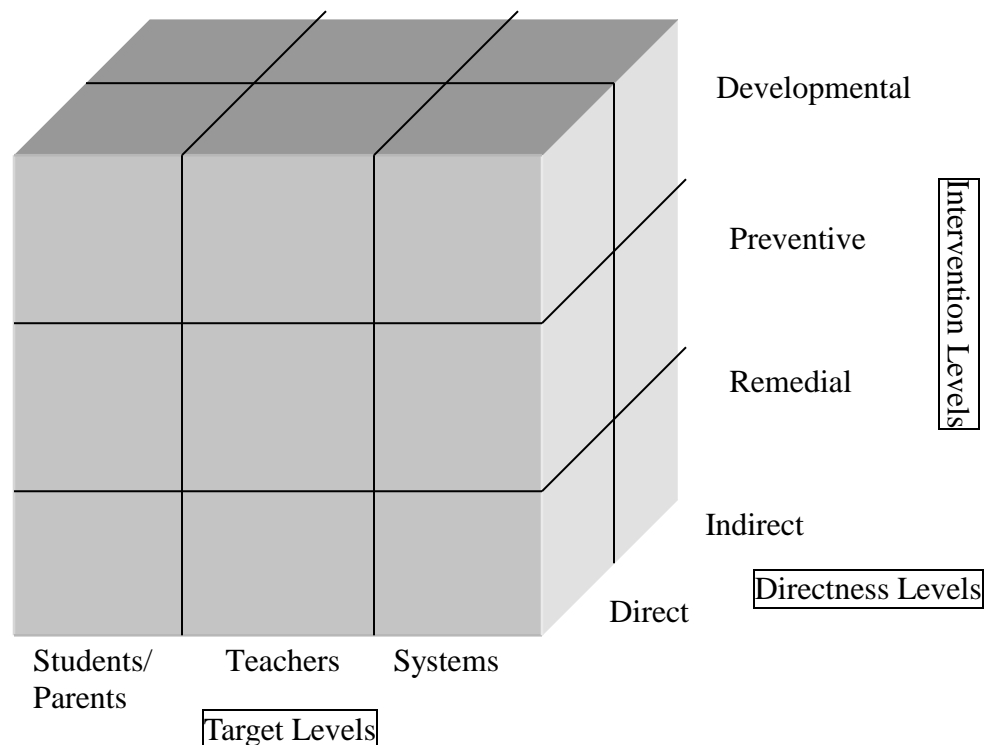
教育心理學家不應淪為評估工具。評估的目的是找出學生的需要和協助他們的方法。但六、七個小時的評估工作只足夠為學生斷症，證明這個學生有讀寫障礙、那個學生智力不足等。有了標籤不表示問題就能解決。最重要的是後續的介入工作。在如此緊逼的時間限制下，我們雖然能在評估報告上寫上一些提議，但這些提議是否有用？能否落實？我們很難提供實際的協助和跟進。

我們渴望對每一位求助的學生給予足夠的關懷和協助。但現時的人手比例不容許我們在評估以外，多參與不同層面的介入工作。如果要做到圖表顯示的各個範疇，現時校本教育心理學家與學校的比例必須改變。我們希望從現在的一對七、八間學校的情況改為一對四間學校。這樣的安排能讓心理學家每星期用四天服務四間學校，即是每一間學校每星期可以獲得一天的服務。而剩下來的一天，教育心理學家可留駐中心，以作準備、文書、行政、督導、培訓之用。每間學校所能獲得的服務時間會由二十天增至三十五天。因此，輪候的評估個案無需久等，而評估的工作也可以做得更仔細和徹底。更重要的是我們會有較大的空間做較深入的介入工作，例如為有需要的學生提供小組訓練、為他們的家長提供支援、以及為他們的老師提供更到位的諮詢服務。在我們的經驗裡，能與老師共同備課，一同試驗一些教學方案最能幫助老師。這種支援並非蜻蜓點水的研討會或工作坊，而是在實戰環境中的協作。但在現今的人手比例下，這些都是奢侈的期望。即使能偶一為之，也是杯水車薪。

今天校本教育心理學服務所遇到的最大障礙就是人手比例。要讓有特殊需要的學生獲得實質，而不是表面或口頭上的支援，解決人手比例的問題是當務之急。

**Division of Educational Psychology
The Hong Kong Psychological Society**

Educational psychologists play an important role in inclusive education. As supporters of the school systems, we are able to provide comprehensive services to students. We can provide both direct and indirect services. The former is delivered directly to students, e.g., conducting training sessions for students. The latter is delivered indirectly to students through the empowerment of teachers, parents, and even the school systems, e.g., helping the school to set up policies and measures so that teachers can use “Whole School Approach” in inclusive education. Our service targets are not only students, but also teachers, parents, and school systems. As for our intervention, it may be remedial, preventive, and developmental. We do not only provide services after the problems become serious. We act proactively to prevent problems. For example, students with special needs are easy targets for bullying. We would try to help the school build an inclusive culture so that all teachers and students can accept these students. To help students with special needs, services in all the above areas are required. For instance, if a school needs help in supporting a student with learning difficulties, we may conduct an assessment on the student’s cognitive functioning and academic performance (*direct service*). We may discuss the case with the parents and teachers, and give advice on how to teach the student (*indirect remedial intervention*). We may also conduct a teacher workshop to promote teachers’ awareness of the needs of this group of students (*preventive indirect intervention*). We may also support the school to develop a reading programme to strengthen reading skills of all the first graders (*developmental intervention at system level*).



Despite the services of educational psychologists are comprehensive, our services are constrained to the left bottom corner of the diagram because of the

unfavorable ratio between educational psychologist and school. That means we are confined to the direct and remedial work. To the worst, we cannot perform this limited work satisfactorily. In the beginning of 2014, the Division of Educational Psychology, the Hong Kong Psychological Society set up a working group to review the service ratio. On April 25, this working group called for a focus group meeting. Ten school-based educational psychologists attended the meeting. They came from 10 sponsoring bodies that provide school-based educational psychology services in Hong Kong. To summarize the work experience of these colleagues, we have the following findings:

1. On average, each educational psychologist has to take care of 7 to 8 schools.
2. They can only visit each school 20 times annually. On average, there are one to two visits each month.
3. Each school has about 12 or 13 assessment cases. Secondary school has about 10 cases and primary school has about 15 or 16 because of the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils.
4. On average, each educational psychologist has to complete about 100 assessment cases annually.
5. Every assessment case at least requires 6 to 7 working hours. If each school has 12 or 13 assessment cases and we can only pay 20 visits to each school, most of our time is being consumed in the restricted area of assessment. That is the left bottom corner of the diagram. The services in the other areas correspondingly dwindle.

Educational psychologists should not be reduced to a testing machine. The purpose of assessment is to identify the needs of the students and the ways to help them. However, the 6 to 7 hours of work in assessment is only enough for diagnosis, proving that this student has specific learning difficulties or that student has mental retardation. Having a diagnosis or label cannot solve the students' problems. The most important is the follow-up intervention. With the time constraints, we can only make some general recommendations at the end of the assessment reports. We could hardly have enough time to ensure that these recommendations are helpful or implemented.

We are eager to provide adequate care and assistance to every student who seeks our help. However, the current service ratio does not allow us with much time to do the different areas of services beyond assessment. To rectify this problem, there is an urgency to improve the current service ratio. We hope that the current ratio of educational psychologist to school can be improved from 1 to 7 to 1 to 4. With this arrangement, educational psychologist can pay visit to each school weekly. With four days of school visit in a week, the last day can be used as the center day for preparation, paper work, administration, supervision and professional development. The number of service days that each school can have will increase from 20 to 35 per year. Then the waiting time for students after referral can be shortened considerably. The assessment can be more in-depth and thorough. Most importantly, there will be more room for intensive intervention, such as providing small group training to students, support to parents, and consultation to teachers. In our experience, working collaboratively with teachers in planning and implementing instruction is most helpful to teachers. This kind of support to teachers is not one-shot seminars or workshops but peer coaching on the frontline. With the current service ratio, such collaborative work is luxurious. We can only afford it once in a blue moon.

The biggest barrier for school-based educational psychology services is the service ratio. To provide substantial instead of lip services to students with special needs, there is an urgency to improve the ratio between educational psychologists and schools.