

香港心理學會
教育心理學部
校本教育心理服務
調查報告書



香港心理學會 HKPS

教育心理學部

研究機構： 香港心理學會教育心理學部 校本教育心理服務人手比例關注小組
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引言

長久以來，校本教育心理學家的工作量一直是一個令人關注的問題。到目前為止，一名教育心理學家要服務 7 至 8 所學校。單薄的人手比例不但影響服務的數量，也影響服務的質素。為了檢討現時的人手比例如何影響服務的質與量，香港心理學會教育心理學部成立了一個關注小組。小組設計了一份調查問卷（見附件一），目的是向提供校本教育心理服務的同業收集有關數據，以便了解現況，並為未來找出改善的方案。

關注小組於 2014 年的 6 月和 7 月間開展有關的問卷調查。這份報告概述了這次問卷調查的結果，並就校本教育心理學家的人手比例提出建議。

調查方法

在這次調查中，關注小組邀請了在教育局以外，提供校本教育心理服務的所有教育心理學家參與。發出的問卷一共 59 份，收回 50 份。回應率為百分之 84.7。受訪者來自 8 間提供校本教育心理服務的機構（名單見附件二），覆蓋了教育局以外所有提供校本教育心理服務的機構。

在這 50 名受訪者中，15 名為一級教育心理學家，34 名為二級教育心理學家¹。他們的平均年資為 4.4 年，最短的是 1 年，最長的是 18 年，標準差為 4.1 年。其中有 47 名是全職工作，餘下為兼職工作。為了避免統計數據受影響，第一至第五部分的調查結果只包括全職校本教育心理學家所提供的資料。

調查結果

（一） 工作量

在 2013/14 學年，受訪者一共服務 128 所中學和 204 所小學。每名全職教育心理學家在去年平均訪校 142.9 天，每一個月大概有 4.1 天留在所屬機構內從事準備、文書、行政、督導與培訓的活動。表一顯示在去年內，全職校本教育心理學家平均服務的學校數目及學生人數。

表一：在 2013/14 學年，全職校本教育心理學家平均服務的學校數目、中小學比例及學生人數

	小學的平均數	中學的平均數	中小學合併的平均數
學校數目	4.3 (2.0)	2.7 (1.9)	7.1 (0.4)
學生人數	2989.6 (1514.3)	2275.6 (1701.8)	5265.2 (741.2)

註：括弧內的數值為標準差。

平均而言，一名教育心理學家服務 4.3 所小學，2.7 所中學，小學的比率佔 61.3%，但這個比率因人而異。在 47 名全職校本教育心理學家中，有 4 位只服務中學及有 7 位只服務小學，其

¹一位受訪者沒有提供背景資料。

餘的教育心理學家則以不同比率同時服務小學及中學。既然一名教育心理學家在一年內平均訪校 142.9 天，而其服務的學校數目平均為 7.1 所，則每所學校所獲得的服務日大概為一年 20 天左右，即是每個月少於兩天。

每名校本教育心理學家服務大約五千多名學生。這個數目在國際上算是比較落後的。根據美國教育心理學家協會的建議，教育心理學家對學生的比例不應多於一對一千(National Association of School Psychologists, 2010)。雖然這是先進發達國家的水平，但事實上，即使人均國民生產總值比香港低的國家，例如土耳其、愛沙尼亞，當地教育心理學家對學生的比例也不多於一對二千 (Jimerson, Stewart, Skokut, Cardenas, & Malone, 2009)。

(二) 個案類別及所用時間

表二顯示在 2013/14 學年內，受訪者處理不同個案的平均數目與所需時間。其中值得關注的是評估個案的數目。平均而言，每名教育心理學家在一年內要處理 86.4 個純粹評估的個案，而連同直接介入的評估個案則有 9.8 個。扣除星期六、日，公眾假期及 18 天的年假，一名教育心理學家大概在一年內有 228 個工作天，即是 1824 個工作小時。處理 86.4 個純粹的評估個案和 9.8 個連同直接介入的評估個案，已用去 929.1 個工作小時，佔用了一半以上的工作時間。這些數字反映兩個值得憂慮的地方。第一，所處理的純粹評估個案數目大，而連同直接介入的個案數目小。前者竟然是後者的 8.8 倍。評估的目的是找出學生所需要的介入方案，以協助他們解決在學習、情緒或行為上的困難。但這些數字顯示教育心理學家只能在很少數的個案中提供直接的介入服務。大部分的個案是進行了評估之後，並無提供直接介入服務作跟進。第二，評估工作竟然佔用了一半的工作時間。教育心理學家的工作範圍非常偏狹。

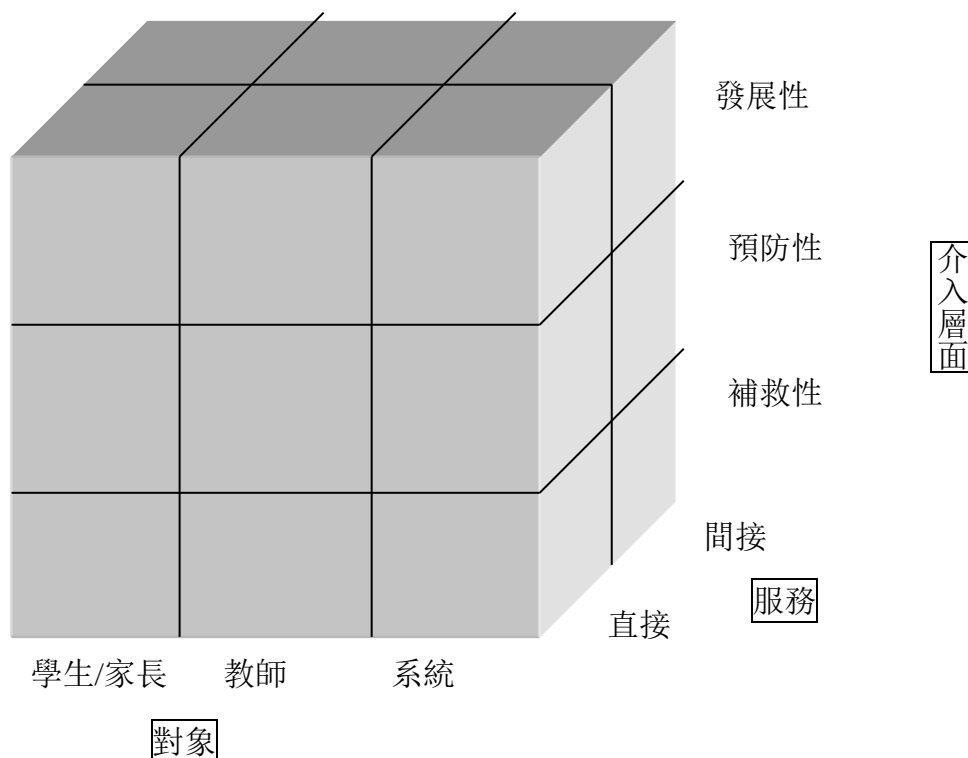
表二：在 2013/14 學年，校本教育心理學家處理不同個案的平均數目與所需時間

	平均數目	平均每一個案需時
純粹評估的個案（如小一及早識別評估）	86.4 (24.8)	9.2 (3.1)
直接介入的個案（如輔導、訓練等）	12.6 (11.1)	9.5 (5.3)
評估連同直接介入的個案	9.8 (12.4)	13.7 (7.0)
間接介入的個案（如諮詢、老師會議等）	93.3 (72.9)	2.2 (1.5)

註：括弧內的數值為標準差。時間單位為小時。所需時間包括預備、執行和跟進的時間。

教育心理學家的工作範圍不應該如此偏狹的。作為學校系統的支援者，他們應該向學生提供全面的服務（見圖一）。他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，他們的服務對象，不單只是學生本人，也包括學生身邊的老師、家長、以至學校的政策、措施、制度等。而教育心理學家的介入層面涵蓋補救性、預防性、以至發展性。即是說他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，他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，教育心理學家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）；教育心理學家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）。



圖一：教育心理學家的服務模式

雖然教育心理學家的服務模式很全面，但表二的數據顯示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徹底，例如評估過後並無直接的介入服務作為跟進。大量的個案只是純粹的評估個案而已。

導致教育心理學家服務偏狹的主要原因，無可置疑是人手比例不足。教育心理學家只能在一年內探訪一所學校 20 天，但每所學校需要作評估的個案平均有 13、14 個，而評估每一個案需要 9 個小時。因此教育心理學家的大部分時間都被評估佔用了，只能用剩餘時的間從事圖一所顯示其他服務。一所學校的個案不會無緣無故減少，要教育心理學家提供全面的服務，就要減少服務學校的數目。如果他們到訪一所學校的日子多一些，他們就可以在做完評估工作後，多一點時間做跟進的介入工作，也能從事其他面向老師和系統的預防性和發展性工作。

我們試圖探討個案數目多寡與一些因素的關係。我們有兩個假設：第一，新入職的教育心理學家因為經驗淺，不懂得與學校釐清自己工作的輕重緩急，接了大量的評估個案，搞得疲於奔命，並把自己局限在評估的狹小工作範圍內；第二，小學因為有小一及早識別評估的需要，因此服務小學較多的教育心理學家就會有較多的評估個案，無法抽身多做其他的服務。為了查究那一個假設有實證支持，我們對教育心理學家的各類個案數目進行了兩組相關係數的測試。第一，我們查探個案數目與教育心理學家的年資有否關係。第二，我們查探個案數目與教育心理學家服

務小學的比率有否關係。表三顯示了兩組相關係數測試的結果。相關係數的數值由 -1 至 1。0 代表接受測試的兩個項目毫無關係；正數值越大表示兩個項目越有正面關係，即是一個增多，另一個也同時增多；負數值越大則表示兩個項目越有負面關係，即是一個增多，另一個便減少。表三所示的測試結果支持第二個假設多於第一個假設。年資與純粹評估個案的數目之間關係不大，其相關係數為 $-.18$ ，在統計學上並未達至顯著的程度，無中生有的機會率多於 5% ($p > .05$)，不能算是有關係。相反，當一個心理學家服務的小學比率越大，他要照顧的純粹評估個案越多 ($r = .57, p < .01$)，間接介入的個案也越多 ($r = .60, p < .01$)，但評估連同直接介入的個案卻越少 ($r = -.35, p < .05$)。這些數據均支持第二個假設：小學因為有小一及早識別評估的需要，因此服務小學較多的教育心理學家就會有較多的評估個案，無法抽身多做其他的服務。然而，有一點也值得我們注意。雖然第一個假設比較少數據支持，我們也發現年資與評估連同直接介入的個案有正面的關係 ($r = .54, p < .01$)。經驗越深的教育心理學家會多做評估連同介入的個案。換句話說，越有經驗的教育心理學家越會在評估之後提供深入的介入服務。

表三：在 2013/14 學年，不同個案數量與教育心理學家年資及服務小學數目的百份比的相關係數

	年資	服務小學數目的 比率
純粹評估的個案（如小一及早識別評估）	-.18	.57**
直接介入的個案（如輔導、訓練等）	.21	-.02
評估連同直接介入的個案	.54**	-.35*
間接介入的個案（如諮詢、老師會議等）	-.11	.60**

註：括弧內的數值為 p -值。* $p < .05$; ** $p < .01$

（三） 研討會、工作坊與小組活動

表四列出了校本教育心理學家在過去一年內，針對教師、家長和學生所提供的研討會和工作坊的平均數目與所需時間。全部的平均數目竟然都是單位數，而且不超過 7。一名教育心理學家平均服務 7.1 所學校，如此低的單位數字顯示有些學校根本得不到有關的服務。表四的數據再一次顯示教育心理學家的服務偏狹，並不能覆蓋圖一的各個範疇。

表四：在 2013/14 學年，研討會和工作坊的對象、平均數目與所需時間

對象	平均數目	平均每一活動需時
教師（校本活動）	4.9 (1.8)	11.9 (8.1)
教師（聯校活動）	1.2 (0.8)	12.8 (11.9)
家長	6.2 (4.8)	10.9 (10.7)
學生	3.6 (6.8)	10.5 (10.4)

註：括弧內的數值為標準差。時間單位為小時。所需時間包括預備、執行和跟進的時間。

表五顯示在過去一年，受訪者所主持的小組活動或訓練的數目，對象、參與人數、節數、以及所需時間。從小組數目看來，這些活動的頻率是非常低的。這些數目比剛才表四的還要低。如此低的數目反映許多學校根本沒有開設有關於小組活動或訓練。現時教育心理學家的工作範疇的確十分偏狹。

表五：在 2013/14 學年，校本教育心理學家所主持的小組活動或訓練的詳情

對象	小組總數	每一小組的平均參與人數	每一小組的平均節數	平均每一小組需時
教師	0.2 (0.6)	15.4 (19.4)	3.4 (2.7)	10.8 (6.1)
家長	1.0 (1.5)	10.4 (8.3)	3.2 (1.1)	13.4 (9.5)
學生	2.5 (2.0)	7.7 (5.6)	5.0 (1.7)	13.4 (13.2)

註：括弧內的數值為標準差。時間單位為小時。所需時間包括預備、執行和跟進的時間。

(四) 系統工作

如圖一所示，教育心理學家的服務對象不單只是學生、家長、老師等，也包括系統。所謂系統就是學校的制度、常規和文化。教育心理學家透過提升學校系統，幫助有特殊教育需要的學生得到適切的支援，例如協助學校制定功課和考試的調適政策，讓有讀寫障礙的學生得到合理公平的待遇。系統工作除了有補救作用外，也有預防和發展的作用，例如教育心理學家透過支援校本的心理健康計劃，協助老師發展輔導課或生命教育課，讓所有學生的心理健康得以提升。又例如教育心理學家可以透過支援「喜閱寫意」計劃，與老師共同備課以優化語文教學，使所有學生，包括有讀寫障礙的學生，也同時受惠。系統工作可以說是教育心理學家的特色。他們在教學上的工作經驗和訓練，有利於支援學校的系統。

在人手比例緊絀的情況下，教育心理學家在系統上能否發揮應有的作用是一個疑問。為了探討這個問題，我們在問卷裡特別問及系統工作的情況。表六列舉了受訪者在系統工作上的各個範疇、所擔當的角色、所用的時間等。從會議的平均總數來看，教育心理學家用比較多的時間協助學校提升學生支援系統，和支援及早識別計劃和輔導有學習困難的小一學生；前者是20.7次會議，後者是17.3次會議。然而這樣的數字如果除以7.1，仍然是偏低。換言之，在這兩項最活躍的系統支援上，每所學校所獲得的支援也只不過是一年兩、三次會議而已。而其他類別的系統工作更少，一年的會議總數目是單位數字。這樣的支援可算是杯水車薪，聊勝於無。

我們把表六的平均會議總數乘以平均每次會議所需時間，得出每一名教育心理學家在一年內用於系統工作的時間總數，合共為133.4小時，只佔全年工時的7.3%，不足百分之十。

表六：在2013/14學年，校本教育心理學家的系統工作詳情

工作/計劃	所擔當角色	平均會議總數	平均每次會議需時
協助學校提升學生支援系統	顧問/夥伴/評估者	20.7 (10.8)	2.0 (1.4)
檢討危機處理程序	顧問/訓練者/夥伴/評估者	4.5 (2.4)	2.0 (1.5)
支援危機處理	顧問/訓練者/夥伴/評估者/ 輔導員	1.8 (1.4)	11.7 (8.6)
支援及早識別和輔導有學習困難的小一學生計劃	顧問/訓練者/夥伴/評估者	17.3 (13.2)	2.0 (1.5)
支援喜閱寫意計劃	顧問/訓練者/夥伴/評估者	6.4 (5.3)	2.5 (3.0)
支援教育局的「加強自閉症學生的延展試驗計劃」	顧問/訓練者/夥伴	2.7 (5.1)	1.7 (0.7)
支援教育局為專注力不足過動症學生而設的「執行技巧訓練：指導計劃」	顧問/訓練者	0.8 (2.3)	1.3 (0.5)
支援行動研究	顧問/夥伴	1.6 (7.5)	1.8 (0.4)
支援其他項目 (例如：校本資優教育計劃、 心理健康計劃、提升正面校風 計劃、跨部門會議等)	顧問/夥伴	1.0 (3.6)	2.8 (1.0)

註：括弧內的數值為標準差。時間單位為小時。所需時間包括預備、執行和跟進的時間。擔當角色一欄所顯示的數值為所有受訪者在各個角色上的總次數。

(五) 從事某類工作的頻密程度

以上報告的都是客觀的工作類別、數目、時間等。除了這些客觀數據，我們也希望知道教育心理學家的主觀感覺。在問卷裡，我們邀請受訪者對一系列的工作，在一個五分量表中顯示他們在過去一年內從事的頻密程度。1分是「從不」、2分是「很少」、3分是「有時」、4分是「經常」、5分是「十分經常」。表七列明了有關的結果。

教育心理學家從不或很少做的是在訪校時撰寫個案報告，評分只有 1.9。他們每年只能探訪一所學校少於 20 天，而要處理的評估個案平均有 13、14 個。以這樣的工作量來看，他們在訪校時撰寫個案報告是不可能的。撰寫只能在每個月 4.1 天的機構日內完成。完成不了的就要回家繼續做。表七顯示他們經常或十分經常超時工作或帶工作回家做，評分高達 4.7。

頻率為「很少」或「有時」的項目有以下各項：為評估個案做跟進的檢討（3.2 分）；為評估個案做跟進的介入（2.5 分）；與老師共同策劃或推行教學活動（2.5 分）；與校長或中層管理人員開會（3.1 分）；能達至撰寫報告的服務承諾（3.0 分）；與其他專業人士開會（3.0）。在這些

「很少」或「有時」的項目裡，最值得關注的是為評估個案做跟進的介入以及與老師共同策劃或推行教學活動。前者顯示了個案介入工作的不足。評估的目的是為了介入，但很可惜，受訪的教育心理學家認為他們只能「有時」為評估個案做跟進的介入。後者是教育心理學家的特有專長。因為他們在教學上的經驗和訓練，他們能協助老師優化教學。這是其他專業的支援者不會做的。但很可惜，儘管教育心理學家有這樣的專長，他們卻無用武之地。現實中，他們「很少」做這樣的工作。

儘管表七的數據大多數令人失望，但有兩個項目還是比較讓人安心的。第一個是向個別父母提供諮商；第二個是與班主任或科任老師開會。兩個項目都是教育心理學家經常做的，評分都是 4。教育心理學家是透過影響家長和老師，從而幫助學生。這是教育心理學家常用的間接介入服務。

表七：在 2013/14 學年，校本教育心理學家在個別工作上的頻密情況

	平均值	標準差
1. 為評估個案做跟進的檢討	3.2	1.0
2. 為評估個案做跟進的介入	2.5	0.8
3. 向個別父母提供諮商	4.0	0.8
4. 與班主任或科任老師開會	4.0	0.9
5. 與老師共同策劃或推行教學活動（例如共同備課、觀課、事後討論等）	2.5	0.7
6. 與校長或中層管理人員開會	3.1	0.8
7. 在訪校時撰寫個案報告	1.9	0.7
8. 能達至撰寫報告的服務承諾	3.0	0.8
9. 與其他專業人士開會(例如社工、治療師、精神科醫生等)	3.0	0.9
10. 超時工作或帶工作回家做	4.7	0.6

（六） 校本教育心理學家的困難與期望

在問卷的最後部分，我們以開放式的提問，讓受訪者表達對校本教育心理服務的意見。我們首先詢問他們覺得有什麼困難，然後詢問他們有什麼工作很希望做但在現今的情況下無法做的。附件三列舉了 50 名受訪者在問卷裡寫下的困難。附件四則列舉了他們所期望多做的工作。

附件三一共列出了受訪者寫下的 94 項有關困難的回應。我們把這些回應按其共同性而分類，發現有五個主題清晰的類別。按回應數目的多寡，這五個類別從多至寡分別是（一）過多評估個案，訪校日數不足，忽略直接介入及其他層面的介入工作；（二）沒足夠時間為日常工作做準備及處理文件工作；（三）超時工作，疲於奔命；（四）過多行政及文書工作；（五）缺乏專業進修空間。第一個類別回應數目最多，一共有 29 項。受訪者似乎都有相同的經歷：評估個案太多，壓縮了其他範疇的工作。他們表達的心聲完全吻合我們在客觀數據所發現的情況。現時教育心理學家的工作偏狹，只能退縮至圖一的左下角，未能全面發揮其支援學生、家長、老師和系統的功用。

附件四一共列出了受訪者寫下的 60 項對工作的期望。我們把這些期望也按其共同性分類，發現有三個主題清晰的類別。按回應數目的多寡，這三個類別從多至寡分別是（一）為處理個案提供更深入、全面、定期的介入；（二）與老師和校方的專業協作及支援；（三）增加校本發展性工作。他們對工作的期望和附件三所列的困難互相呼應。他們既然感到工作偏狹，無法有效地提供適切的服務，自然希望能在評估以外，提供深入、全面、定期的介入，也希望能多與老師協作，並且增加系統上的支援。

在問卷的最後一條問題，我們直接詢問受訪者最希望教育心理學家能服務多少所學校。綜合 50 名受訪者的意見，答案是 4.3 所。

綜合論述

今次調查的參與者雖然沒有包括教育局內的校本教育心理學家，但卻來自所有提供校本教育心理服務的辦學團體，而且回應率高達百分之 84.7，足以確切反映現時在教育局外的校本心理服務狀況。

我們的研究既包含量化的分析也有定性的分析。但無論是客觀的數據還是主觀的心聲，所呈現的結果都非常一致：現今校本教育心理學家的工作太偏狹了。在同時照顧 7.1 所學校時，他們大部分的工作時間都用在評估上。因為每一所學校平均有 13、14 個有待評估的個案，而評估每一個案平均要 9.2 小時，他們又只能一年到訪學校 20 天，結果導致大部分的工作就只集中在評估上，無法照顧其他的工作範疇。評估的目的是介入，但事實上教育心理學家根本沒有時間做跟進的介入服務。純粹判別這個學生有否讀寫障礙、那個學生有否智力不足實在是毫無用處。診斷的目的就是治療。光給學生一個診斷而無治療是無補於事的。再者，當大量的時間均用在評估上，其他面向老師、家長和系統的預防性和發展性工作就會受到削弱，白白浪費掉教育心理學家的專長和訓練，也讓學校得不到應有的合理支援。無怪乎受訪的教育心理學家在回答開放式的問題時，都一致認為他們的困難是「過多評估個案，訪校日數不足，忽略直接介入及其他層面的介入工作」，而他們最希望的是「為處理個案提供更深入、全面、定期的介入」、「與老師和校方的專業協作及支援」和「增加校本發展性工作」。

要避免校本教育心理學家淪為純粹的評估機器，以致白白浪費掉珍貴的校本教育心理服務，實在有必要減少要處理的評估個案。但一所學校有待評估的個案不會無緣無故自動消失的。每校每年平均有 13、14 個有待評估的個案是常態。這個數目不會受教育心理學家的年資所影響。儘管有經驗的教育心理學家更懂得與學校釐清自己工作的輕重緩急，也無法減少評估的個案數目。無論是年資深或淺的教育心理學家，只要服務的學校比較多小學，就會有更多的評估個案。既然每所學校，尤其是小學的評估個案無法減少，要減少一名教育心理學家處理的評估個案，就只能減少同時服務的學校數目。在這次問卷調查中，受訪者明確的表示理想的人手比例是一名教育心理學家對 4 所學校。

建議

根據這次調查的結果，香港心理學會教育心理學部建議校本教育心理學家對學校的比例為 1: 4。我們渴望教育心理學家能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

例不容許他們在評估以外，多參與不同層面的介入工作。如果要做到圖一顯示的各個範疇，現時校本教育心理學家與學校的比例必須從現在的一對 7、8 所學校的情況改為一對 4 所學校。這樣的安排能讓心理學家每星期用 4 天服務 4 所學校，即是每一所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所屬機構，以作準備、文書、行政、督導、培訓之用。每所學校所能獲得的服務時間會由 20 天增至 35 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。更重要的是教育心理學家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商服務。

在過去，香港教育心理學家嚴重短缺，因此無法奢談改善人手比例。然而，近年來，教育心理學家嚴重短缺的情況已經扭轉過來。今天，香港大學和理工大學的兩個專業培訓課程加起來，每年平均出產 20 名教育心理學家。按照教育局的承諾，在 2016/17 學年，校本教育心理服務將可以覆蓋全港的中學和小學。香港大約有 569 所小學和 519 所中學。如果比例改善為一對四的話，所需要的額外人手也只不過是 127 位。以現時兩所大學的培訓能力而言，只需要 6、7 年的時間就可以達成。人才不足再不是改善服務的攔路虎。

結語

香港現在是有條件、有能力改善校本教育心理服務。香港心理學會教育心理學部呼籲政府能把握機遇，盡快把教育心理學家對學校的人手比例改善為 1:4，讓校本教育心理服務發揮其應有的功能。

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The Hong Kong Psychological Society
Department of Educational Psychology
Working Group on Review of SBEP to School Ratio

Survey on School-based Educational Psychology Service (SBEPS)

The DEP has formed a Working Group on Review of EP to School Ratio for the current School-based Educational Psychology Service.

We would like to conduct a survey with all EPs who serve in the current SBEPS. We aim at suggesting a better SBEP to School Ratio and writing up a position paper from the research findings.

We would be glad if you could kindly complete the following survey, and return it to the representative of your organization.

(1) Personal Information (OPTIONAL, but your data can help a lot in our analysis)

Name of EP:	
Organization:	
Grade	<input type="checkbox"/> EP I <input type="checkbox"/> EP II
Number of years of experience as EP:	

For the following questions, please fill in the information according to the SBEPS provided by you in the 2013-2014 academic year.

(2) Background:

Are you a FULL-TIME SBEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No (____% of a full-time post)
No. of schools served	____ Primary School(s) ; ____ Secondary School(s)
Total no. of school visit days	_____ days
Average no. of centre days per month	_____ days

(3) Student Population and Cases:

3.1 What is the total no. of students in each school (size of the school)? What is the total no. of cases you serve (through assessment, consultation and direct intervention) in each school?

School	Type	Students No.	Cases No.	School	Type	Students No.	Cases No.
<u>1</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.			<u>6</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.		
<u>2</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.			<u>7</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.		
<u>3</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.			<u>8</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.		
<u>4</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.			<u>9</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.		
<u>5</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.			<u>10</u>	<input type="checkbox"/> Pri <input type="checkbox"/> Sec.		

* Pri = Primary School; Sec = Secondary School.

3.2 For all cases of all your schools, what is the total no. of cases in each of the following case types and the time allocated on each case?

Case Type	Total No. of Cases	Estimated time spent on each case on average
Assessment Only (e.g. EII cases, Review cases, suspected AD/HD cases, etc.)	_____	_____ hrs per case (Including individual assessment, classroom observation, feedback, meetings and report writing, etc.)
Direct Intervention Only (e.g. Individual counselling, group training, etc.)	_____	_____ hrs per case (Including preparation, intervention, feedback, meetings and report writing, etc.)
Indirect Intervention Only (e.g. EII meetings, IEP meetings, CAC report follow-up meetings, parent consultation, case conference etc.)	_____	_____ hrs per case (Including document preparation and meetings, etc.)
Assessment plus Intervention (e.g. Individual counselling for with formal/informal assessment, group training with pre- and post-training assessment, follow-up intervention after assessment etc.)	_____	_____ hrs per case (Including individual assessment, classroom observation, feedback, meetings and report writing, follow-up intervention, etc.)

(4) Talks/Workshops/Groups

4.1 Talks/Workshops for all schools in the 2013/2014 academic year

Target audience:	Total No. of Talks/Workshops	Estimated time spent on each talk/workshop on average
Teachers (School-Based)	_____	_____ hrs per talk/workshop (Including preparation, talk/workshop, evaluation, etc.)
Teachers (Joint-School)	_____	_____ hrs per talk/workshop (Including preparation, talk/workshop, evaluation, etc.)
Parents	_____	_____ hrs per talk/workshop (Including preparation, talk/workshop, evaluation, etc.)
Students	_____	_____ hrs per talk/workshop (Including preparation, talk/workshop, evaluation, etc.)

4.2 Training Groups for all schools in the 2013/2014 academic year

Target audience:	Total no. of groups	Average no. of targets per group	Average no. of sessions per group	Estimated time spent on each group on average
Teachers	_____	_____	_____	_____ hrs per group (Including preparation, training, feedback, meetings, evaluation, etc.)
Parents	_____	_____	_____	_____ hrs per group (Including preparation, training, feedback, meetings, evaluation, etc.)
Students	_____	_____	_____	_____ hrs per group (Including preparation, training, feedback, meetings, evaluation, etc.)

(5) System Level Work

5.1 For all schools in the 2013/2014 academic year:

Task/Project:	Role of EP	Total no. of meetings	Estimate time spent on each meeting/incident on average
Supporting school in enhancing the student support system <i>(e.g. Review on relevant school policies and mechanisms, advice on school planning, participate in SST meetings)</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____ meetings	_____ hrs per meeting (including preparation, meetings and evaluation, etc.)
Review on the crisis management procedures	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____ meetings	_____ hrs per meeting (including preparation, meetings and evaluation, etc.)
Supporting Crisis Management <i>(for your own schools and your colleagues' schools)</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____ incidents	_____ hrs per incident (including preparation, meetings, counseling and evaluation, report writing, etc.)

For all schools in the 2013/2014 academic year (cont'd):

Task/Project:	Role of EP	Total no. of meetings	Estimated time spent on each project on average
<i>Supporting the Early Identification & Intervention of Learning Difficulties (EII) Programme for Primary One Pupils</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____	_____ hrs per meeting (including preparation, meetings and evaluation, etc.)
<i>Supporting the “Read & Write” Programme in Chinese subject</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____	_____ hrs per meeting (including preparation, meetings, class observation and evaluation, etc.)
<i>Supporting the “ASD Enhanced Support Project” of EDB</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____	_____ hrs per meeting (including preparation, meetings, class observation and evaluation, etc.)
<i>Supporting the “Coaching Programme on Executive Skills (COPES)” for students with AD/HD</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____	_____ hrs per meeting (including preparation, meetings, class observation and evaluation, etc.)
<i>Supporting Action Research</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____	_____ hrs per meeting (including preparation, meetings, class observation and evaluation, etc.)
<i>Supporting other projects. Pls. specify _____ _____ _____ _____</i>	<input type="checkbox"/> Consultant <input type="checkbox"/> Trainer <input type="checkbox"/> Partner <input type="checkbox"/> Assessor <input type="checkbox"/> Counsellor <input type="checkbox"/> Others	_____	_____ hrs per meeting (including preparation, meetings, class observation and evaluation, etc.)

(6) How often did you do the followings in your EP work?

	Never	Rarely	Sometimes	Often	Very Often
1. Do follow-up review on assessment cases					
2. Do follow-up intervention on assessment cases					
3. Provide consultation to individual parents					
4. Have meetings with class/subject teachers					
5. Co-teach/Co-plan with teachers (e.g. Joint lesson preparation, class observation, post-class discussion, etc.)					
6. Meet with the principal or middle-management personnel					
7. Write case reports during the school visit					
8. Meet the service benchmark on report writing					
9. Meeting with other professionals (e.g. SWK, OT, ST, CP Psychiatrist, etc.)					
10. Work OT or bring work home					

(7) Other Difficulties in / Comments on your SBEP work?

(8) Any other EP service/work you wish to provide to the schools but could not do so in your current work?

(9) What is your preferred SBEP to School ratio? 1 EP to _____ schools

~ Thank You~

問卷受訪者所屬的辦學團體

1. 中華基督教會香港區會
2. 天主教香港教區
3. 東華三院
4. 保良局
5. 香港路德會
6. 香港基督教循道衛理聯合教會
7. 基督教宣道會
8. 基督教香港崇真會

有關校本教育心理服務的困難
回應一覽

- (一) 過多評估個案，訪校日數不足，忽略直接介入及其他層面的介入工作。
1. Heavy case load, difficult to allocate time in other level work (e.g. developmental work)
 2. Limited school visit time and irregular school visit day-> difficult to organize group/ intervention tasks
 3. Limited time, difficult to carry out follow-up intervention after assessment
 4. Insufficient school visit days to provide timely supports
 5. Heavy workload on case
 6. Not enough time/ heavy case load; Schools rely EP heavily on assessment work/ case work level, not much room for supporting teacher or system level which is more beneficial to school in long run on catering students diversity by whole school approach
 7. Insufficient time to carry out in-depth follow-up intervention and training
 8. The case load is heavy, that we spent so much time on assessment only, making follow-up or intervention to students, parents and teachers difficult
 9. Do not have enough time to do follow- up intervention on assessment cases
 10. No. of days enough to cover thorough case work, left few time for case follow-up intervention, limited time to enhance system level work
 11. Too many cases are pending for assessment, thus could not devote time to develop system level work
 12. Most of the professional time spending on the assessment work. Do not have enough time and energy to develop preventive and developmental measures with the school.
 13. Given the current SBEP to school ratio, it is sometimes difficult to ensure that appropriate proportions of time could be spent on different levels (system support, teachers and students) in each of the schools according to their specific needs.
 14. Little chance for follow-up intervention.
 15. There are too many cases for assessment in primary schools.
 16. Higher ratio would be great so that more in-depth follow-ups can be done.
 17. Too few school visit days per each serving school.
 18. For mental health and behavioral cases, follow-up interventions (such as CBT training) could not be conducted on consecutive weeks which undermine the effectiveness of interventions.
 19. For some schools with large assessment case load, there is insufficient room to provide systemic, preventive and developmental work.
 20. Too many cases to handle in every visit.
 21. Too many assessment cases and the school teachers are too busy to communicate.
 22. Not enough time to provide better support when direct intervention is needed
 23. Review cases for DSE and EII in primary school take up 80% of work time.
 24. Too many document work/therefore less time for follow-up sections.
 25. Too much work, too little time, too many schools to handle. If we want the service to cover school- wide scope, we need time and increase of school visit days to have better service.
 26. Spend a lot of time on assessment; not enough time to do intervention and collaboration with teachers and social workers
 27. Our after-assessment service such as intervention/follow-up is not enough given our limited visits to schools each school year
 28. Spend a lot of time on assessment; not enough time to do intervention and collaboration with teachers and social workers
 29. With so many assessment cases pending, we seldom have time to deliver in-depth intervention

(二) 沒足夠時間為日常工作做準備及處理文件工作（如撰寫評估報告等）

1. Insufficient time for desk work and report writing
2. Since SBEP can visit schools twice per month only, all the office hours are spent on meeting students, teachers and parents.
3. Not enough time to prepare for talks and workshops.
4. Work demand varies from different schools. The schedules in some schools are packed and it's difficult for EP to have sufficient time to finish paper work such as records and logs keeping and report writing within the school visit hours.
5. The schedule of school visit was too tight that I did not have much time to go back to base school to do the paperwork e.g. reply to agency which requested reports from EP.
6. Very little time on preparation works (e.g. talk, training groups, feedback to parents, etc.)
7. Insufficient time to do preparation work, case analysis and report writing
8. Not enough centre day
9. Inadequate time for preparation.
10. Not enough center days for paperwork especially report writing.
11. Schools rarely reserve paperwork time for us as there is a long waiting list for assessment.
12. Too much paperwork with too few administrative hours during school visits.
13. For every school visit, no time is reserved for EPs to do desk work (e.g. planning of interventions/ talks, report writing) of that school. EP is assumed to work like speech therapist to have sessions after sessions.
14. Sometimes it was difficult to maintain five center days each month to work on my reports and prepare talks and workshops, etc. Due to pop-up meetings, urgent cases, mini-crisis, etc.
15. Need to work over time on report writings, talk/workshop preparation.
16. Not enough center days for completing the preparation work and paper work e.g. report writing.
17. Schools do not normally accept to allocate time for report writing during school visit time.
18. Too much paper work that could not be efficiently done in adequate centre days.
19. Not enough time to prepare talks/ groups (very limited centre days--> some centre days are allocated on supervision meetings, team meetings, attending outside talks).
20. Not enough time to work on reports.
21. Very packed schedule in school (every school would think they only have about 20 visits so different tasks are packed on the same day)
22. We seldom have time for report-writing during our school visits day. And our limited agency days are filled up by day-to-day clerical duty such as filing, sending in and out letters.

(三) 超時工作，疲於奔命

1. Too much overtime work
2. Nearly all paper work (i.e. preparation, document like parent summary, referred letters, case notes...) have to be done at home at night. On center days, we have to do admin work, attend meetings, CPD, joint school function preparation etc.
3. It is very difficult for us to meet the service benchmark on report writing so we work OT at home very often.
4. It's difficult for EP to have sufficient time to finish paper work such as records and logs keeping and report writing within the school visit hours. Therefore, work would be piled up, which causes stress.
5. Work OT e.g. preparation work for talks or groups, report writing at home is common
6. Seldom have time to do paper work at school thus vey often bring work home
7. The current ratio also makes it difficult for EPs to maintain a healthy work-life balance.
8. EPs do not have sufficient time to write up reports and always need to work at home at night, Saturday and Sunday.
9. A lot of unpaid OT at home.
10. Too much paperwork which could not be completed during office hour.
11. It is commonplace in the field that EP either work overtime severely to meet the service benchmark on report-writing, or the benchmark is not met

(四) 過多行政及文書工作

1. Too much paper work, flooding
2. We also have large amount of administrative work and meetings which take up most of our time in centre days.
3. Too much paper work.
4. EDB requires too much paperwork on EP.
5. Supervisor also requires too much paperwork on trivial matters.
6. Too much paperwork that may not be helpful in enhancing service quality, but increases EP's workload e.g. annual progress report.
7. Quite a number of administrative work/ forms to be submitted to EDB.
8. Quite a lot administration work; no clerical support
9. Mid-year work report can be deleted as a yearly report is already enough.
10. Too much paper work for EDB
11. Many clerical paper work; Our profession should be working more on people not papers

(五) 缺乏專業進修空間

1. Very little time to study/read updated journal to enrich own knowledge on specific topics.
2. There is limited time for taking part in continuing education course that are essential for EP's professional development.
3. It is difficult to spend time on continuous professional development because of heavy workload and tight school visit schedule.
4. EP had packed school visit schedule throughout the school year, leaving inadequate time for continuing professional development.
5. With our work schedule having to fit in the school's calendars and activities for seven schools, it was very difficult to for me to participate in professional developmental programmes during normal school days.
6. There is no time for my professional development.
7. We can hardly attend EDB's professional development/other trainings.

(六) 其他

1. Unclear expectation from parents & teachers; Unclear scope of work
2. School teachers sometimes expect quick fix for emotional and behavioral problems.
3. Teachers are too busy to discuss cases and work collaboratively with EP
4. School understanding of EP service and SEN support
5. Travel with assessment tools
6. Difficult to buy and allocate resources e.g. stationary, computer, furniture
7. Heavy assessment tools, difficult to travel
8. EDB demands too much on EPs (i.e. levels of support, take the leading role in EII), which is/are unrealistic; present supervisor is not supportive to EPs and always side with EDB, instead of EPs.
9. Peer support is less due to the working environment/ office setting.
10. Principal becomes my direct supervisor, the understanding of EP work is restrained. Also, chances of conflicts of interest.
11. EDB evaluation not parallel to schools.
12. Assessment work increasing concerning ADHD/ASD.
13. Very heavy testing materials (need to carry along every day)
14. Having to work in six districts makes it more difficult for me to know the community resources of the district thoroughly.

希望從事的校本教育心理服務
回應一覽

- (一) 為處理個案提供更深入、全面、定期的介入 (包括小組及個別; 家長及學生)
1. More intervention
 2. More group work
 3. Develop more programmes and materials for intervention
 4. Direct intervention
 5. Group training
 6. More in depth support on cases, e.g. Consultation, training, etc.
 7. Group training for students, parent-child workshop
 8. More intervention work including training groups
 9. Follow up intervention on emotion-behavior cases
 10. More frequent direct intervention to students
 11. Provide intensive training e.g. CBT to students with mood problems (at least 15-20 sessions)
 12. Provide group training to students with EBD (at least 8 sessions)
 13. Individual interventions
 14. Group
 15. Intervention group, treatment session
 16. Providing in-depth interventions for student with SEN/EBD
 17. More in-depth counseling for students and parents
 18. More in-depth and regular intervention work for students
 19. Providing intervention for cases with emotional and behavioral difficulties regularly
 20. Provide intensive and direct intervention to severe EDB cases
 21. Intervention for each case
 22. Intervention, such as individual counseling
 23. Intervention, such as school training group
 24. Conduct more training groups due to limitations of time and spread of school days, it is difficult to experiment and oversee the progress of the training groups. and work on curriculum
 25. Conduct more intervention
 26. Group training for students with specific type of needs
 27. Under the current SBEP to school ratio the intervention available to students is very limited. Should the school visit days be increased per school, I wish to develop training groups for students with ASD, ADHD and SpLD
 28. Direct service to students and parents, direct intervention can be increased
 29. Individual Intervention
 30. Provide intensive intervention services to children with ASD
 31. More group counseling to students with emotional difficulties (e.g. depression and anxiety)
 32. Individual intervention which takes much time. it's a fact that the assessment case alone is occupying most of an EP's time
- (二) 與老師和校方的專業協作及支援
1. Action research on Teaching & Learning level
 2. Close collaboration of subject and class teachers on cases of emotional behavior disorders
 3. More co-planning with teachers on student support programmes/gifted programmes
 4. Improvement on tier 1 quality teaching, e.g. lesson planning, curriculum modification
 5. Consultation on curriculum accommodation, e.g. differentiated instructions.
 6. Collaborative work with teachers to enhance classroom strategies for supporting individual student
 7. Co-teach or co-plan with teachers, tier 1 intervention

8. Action research/ project
9. More consultation on overall support, SEN Policies, review exam accommodation implementation and crisis management/ crisis drill
10. Curriculum development
11. Reviewing the whole school policies on lab for learning diversity with the Student Support Team
12. Participation in Curriculum design
13. More system-level consultation and partnership with teachers
14. Catering for student diversities through curriculum planning and the design of tiered assignments with teachers
15. To participate in an action research project for improving teaching strategies for students with SpLD in English classes
16. Collaboration with teachers to improve teaching & learning
17. To collaborate with other professionals to provide intensive intervention services to children with ASD
18. Co-teach with teachers and class observation

(三) 增加校本發展性工作

1. More involvement in developmental work
2. Developmental tasks according to school needs and culture
3. Provide more support for the read and write project
4. Provide more support for the ASD project
5. Collaborate with school to conduct projects
6. Gifted student's development and related enrichment and training
7. School - wide support for motivating students to learn and achieve better
8. Positive attitude promotion for supporting and accepting SEN students

(四) 其他

1. Consolidate learning from Continuing Professional Development
2. Career connecting