School Inclusion Education Programme (SIEP) for the Integration of Students with ASD in Mainstream Schools

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BACKGROUND

Founded in 1979 and with the vision to give every child the chance to live and participate in an accepting and integrated society, TREATS is one of the pioneering non-government organizations (NGO) in Hong Kong focusing on children social inclusion and integration. School Inclusion Education Programme (SIEP) is a systematic education curriculum for school to develop students’ understanding on acceptance, equal participation and diversity in a learning environment.

OBJECTIVES

According to Gibbs (1987 & 1995), a “tribes learning community” was proposed to encourage students of all abilities to build an integrated learning environment. Modeling behind such framework, TREATS postulates the following objectives for the aforesaid SIEP:

- To cultivate a positive attitude in students through an interactive and creative approach on social inclusion
- To create an equal, mutual supporting, caring and diversified environments for the students with all abilities and backgrounds
- To arouse awareness, understanding and acceptance of individual differences in entire school

METHOD

SIEP is composed of the following four components:

1) Integration Experiential Workshop: The age appropriate curriculum-based workshop provides students with opportunities to learn the key concepts such as, acceptance, equal participation and appreciation of diversity through experiential games and interactive activities.

2) Integration Education Talk: It is designed to deliver key concepts of social inclusion by cases sharing, real stories, experiential games and personal reflection for different social groups e.g. ethnic minorities, people with disabilities, and underprivileged children.

3) Journey to Integration: This is a whole-school approach with display boards and interactive game booths set up to bring positive messages on social inclusion to the entire school.

4) Capacity Enhancement Workshop: This is specially designed for parents and teachers to enhance their positive values and attitudes towards social inclusion, for example, “How to Raise a Caring Child” and “Cultivating an Inclusive Culture at School” to parents and teachers respectively.

CONCLUSION

In 2015/16, TREATS totally provided 175 SIEP at 154 schools in Hong Kong. Among these programmes, altogether, we served over 49,000 students, teachers and parents. We hope this successful SIEP could be expanded to all mainstream schools over Hong Kong in order to create an inclusive learning environment for ASD students.

Reference

