

# A Quality Model of Special Education

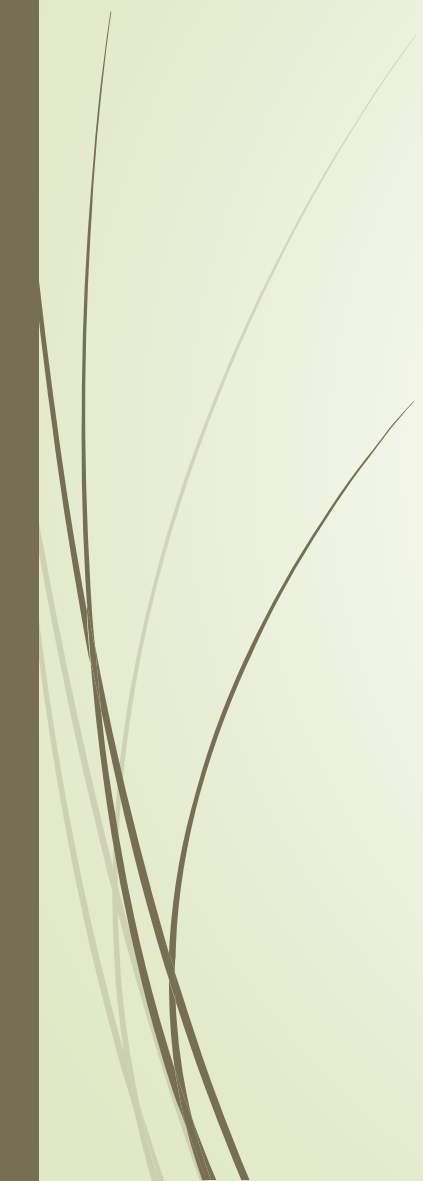
*Sharing of Experience  
from Singapore*

27 October 2017

AGM of the Hong Kong Association of  
Career Masters and Guidance Masters Ltd



# Sharing from the Singapore Experience

- Intro & Context
  - About Delta Senior School
  - Right-sighting /placement of students
  - Leveraging on partners
- 

# A little bit about myself

- Started teaching Chemistry, English & Mathematics in 1988
- Head of the Mathematics department in 1996
- Became Vice Principal in 2005
- 22 years of experience in mainstream secondary schools
- Went into Special Education in 2011 as Principal
  - Primary School
  - Post-secondary vocational school

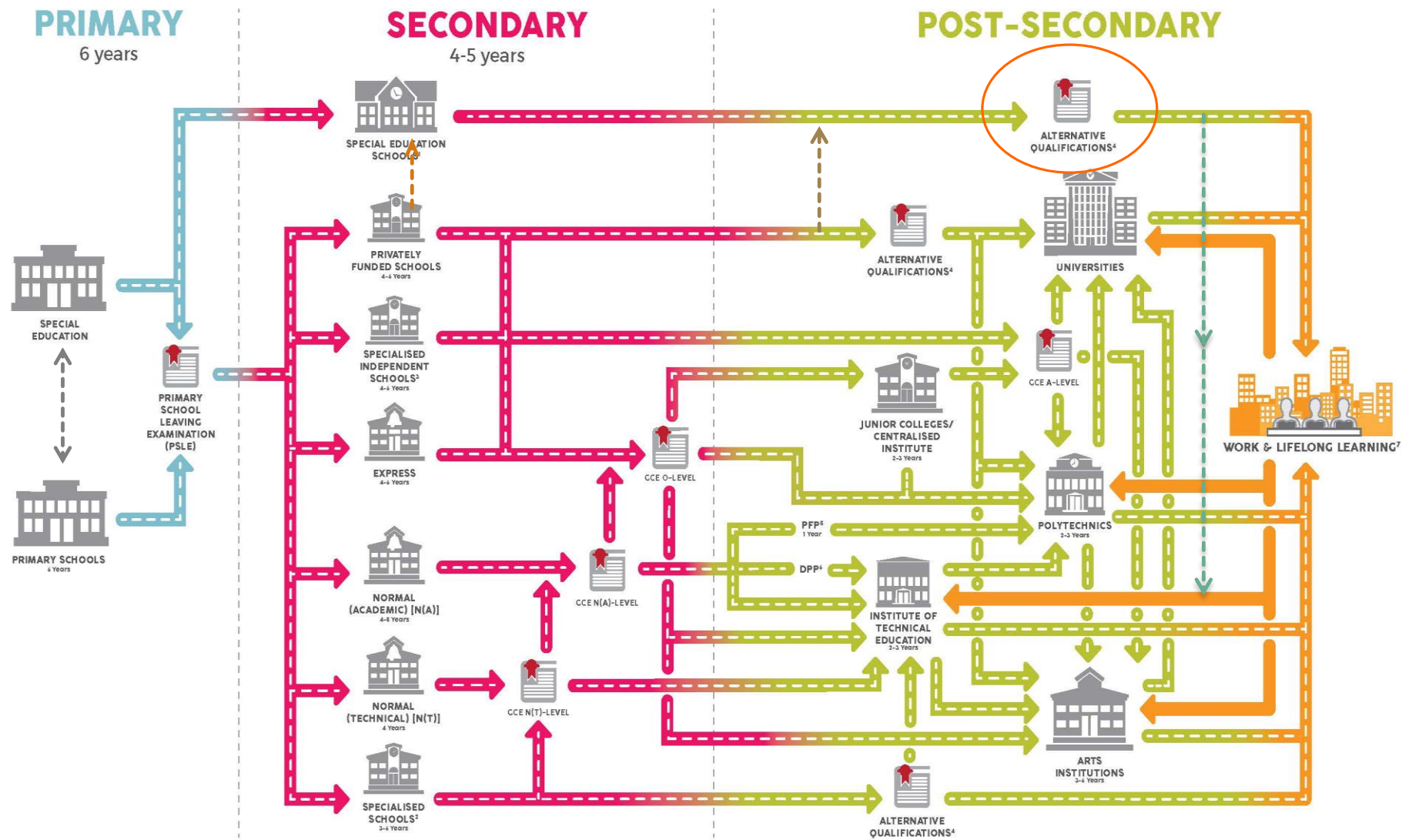
# A little bit about myself



# Students of APSN Delta Senior School



# Singapore's Education System : An Overview



<sup>1</sup> Students taking the mainstream curriculum in Pathlight School will sit for the PSLE, and may also sit for the N- or O-Level exams.

<sup>2</sup> Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

<sup>3</sup> Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

<sup>4</sup> Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

<sup>5</sup> The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

<sup>6</sup> The Direct-Entry-Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year Higher Nitec programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their Higher Nitec course.

<sup>7</sup> Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by the Singapore Workforce Development Agency (WDA).

Note: Students can opt to transfer laterally between Express, N(A) and N(T), if they are assessed to be more suitable for these courses. (This has not been fully represented)



# APSN DELTA SENIOR SCHOOL

- One of 20 special education schools in Singapore supported by NCSS and MOE
- Established in 1997 as a post-secondary school within the Association for Persons with Special Needs (APSN)
- Designated as a vocational special education school since 2010

# Association for Persons with Special Needs



## Clients of APSN

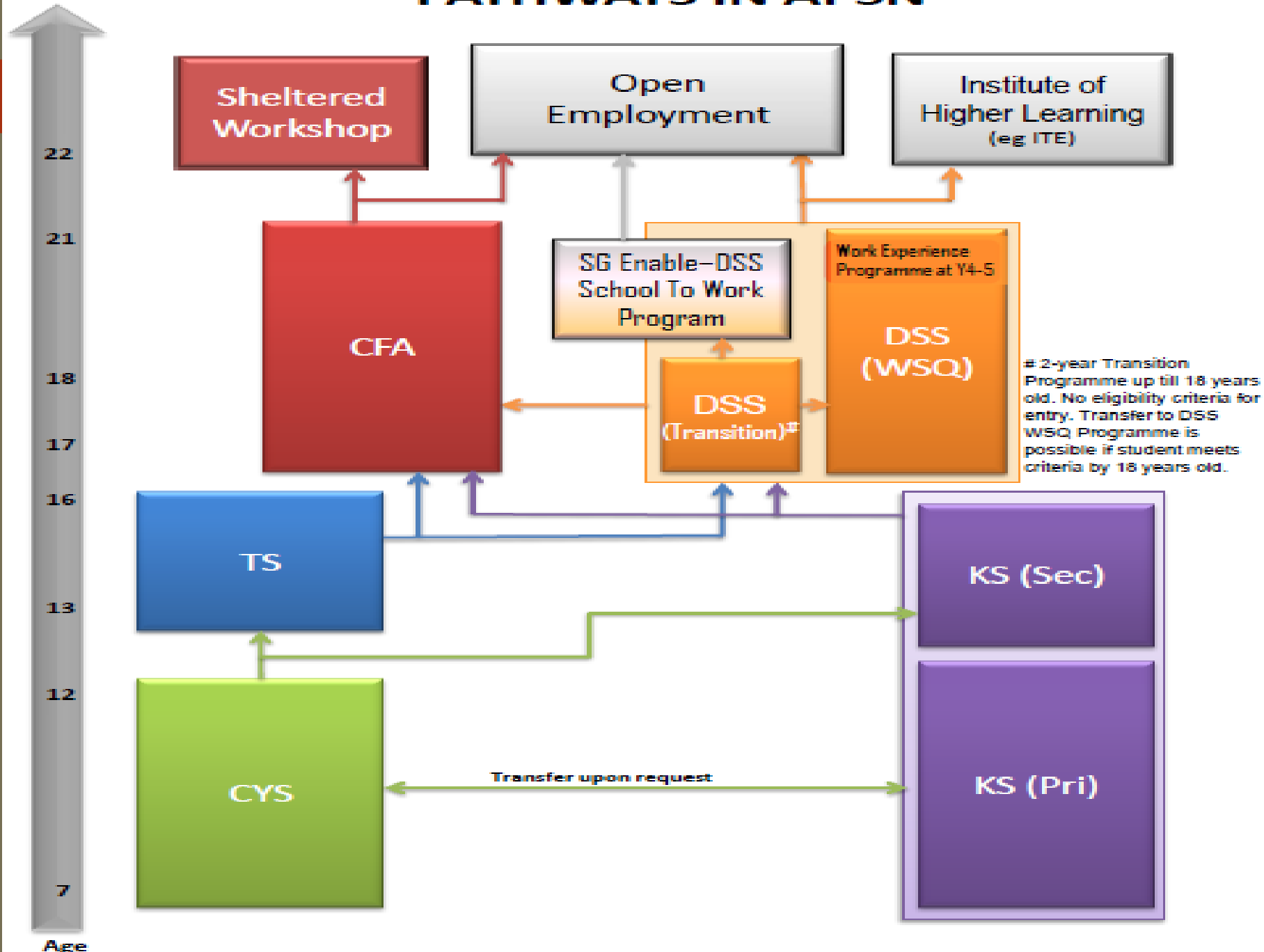
- ❑ Persons with Mild Intellectual Disability (MID), IQ 50 – 70
- ❑ Ages: 7 years old to adults

The association runs four special education schools and a centre for adults that offer services to persons with MID

- ❑ Chaoyang School
- ❑ Katong School
- ❑ Tanglin School
- ❑ Delta Senior School
- ❑ Centre For Adults



# PATHWAYS IN APSN





# Our People

Student Population: ~ 350

- ▶ 17 – 21 years old
- ▶ MID, IQ 50 -70
- ▶ Co-existing conditions: ASD, Down Syndrome, CP, ADHD, etc
- ▶ 33% on financial assistance



# Our People

Staff Strength: 115

- Teachers, Teacher Aides, Vocational Trainers, Fitness Instructors
- Allied Professionals (5 Psychologists, 4 Social Workers, 3 Occupational Therapists, 1 Speech Therapist)
- Job Coaches
- Support Staff



# Vision & Mission

Empowered Lives for An Engaged  
Community and Inclusive Society.



- Enabling Persons with Special Needs to be active contributors of society.
- Inspiring and Building capabilities of partners and the community.
- Leading and Advocating toward an inclusive society.

# School Values & Motto

- Respect
- Responsibility
- Resilience
- Integrity



# DSS Key Curriculum Goal:

## Dignified and Contributing Graduates

### Dignified:

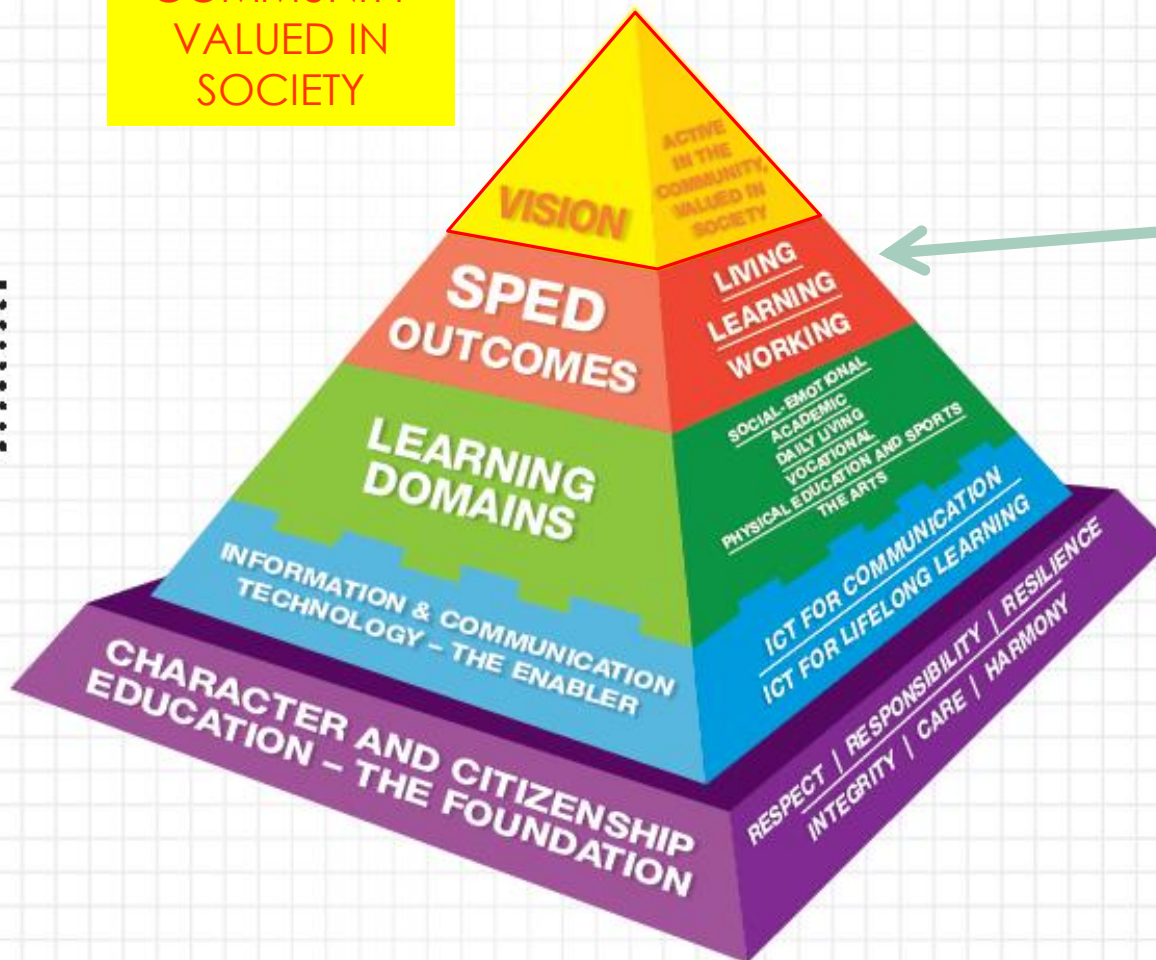
- Respected
- Educated
- Confident

### Contributing:

- Serve others and be useful members of the home and society
- Independent and gainfully employed

# National SPED Curriculum Framework

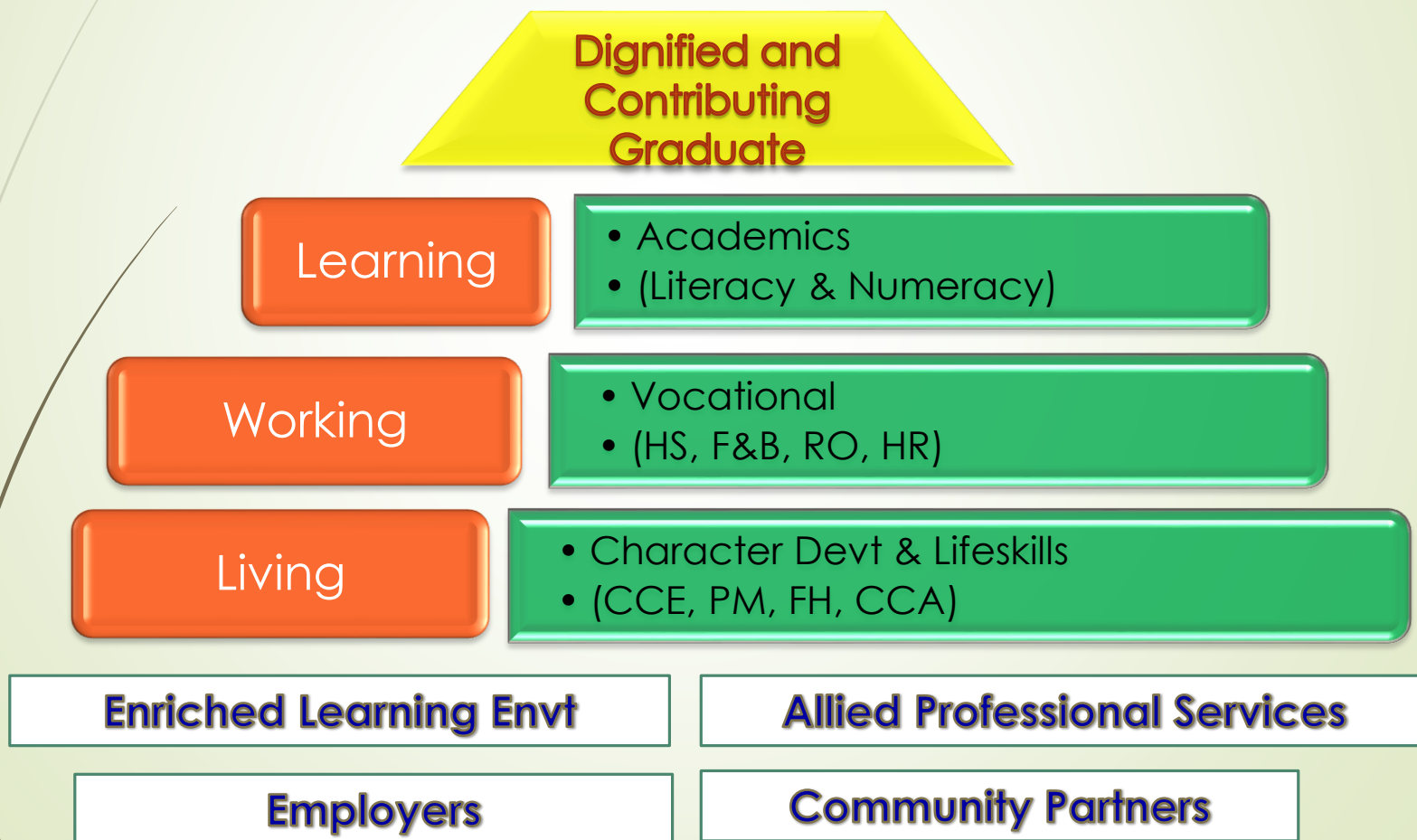
ACTIVE IN THE  
COMMUNITY  
VALUED IN  
SOCIETY



SPED Outcomes  
Living  
Learning  
Working

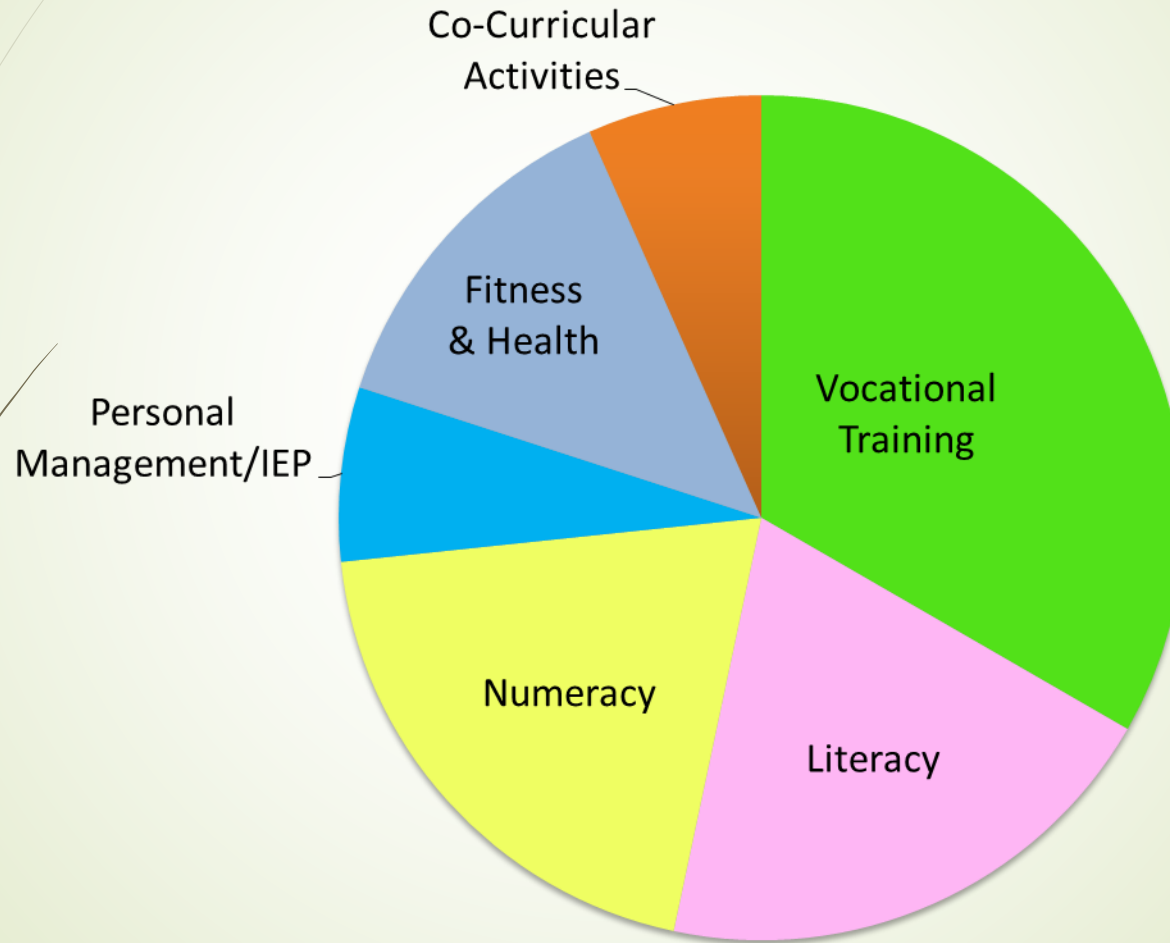
# DSS' Person-Centred Curriculum

In alignment with the national SPED curriculum framework





# Person-Centred Curriculum



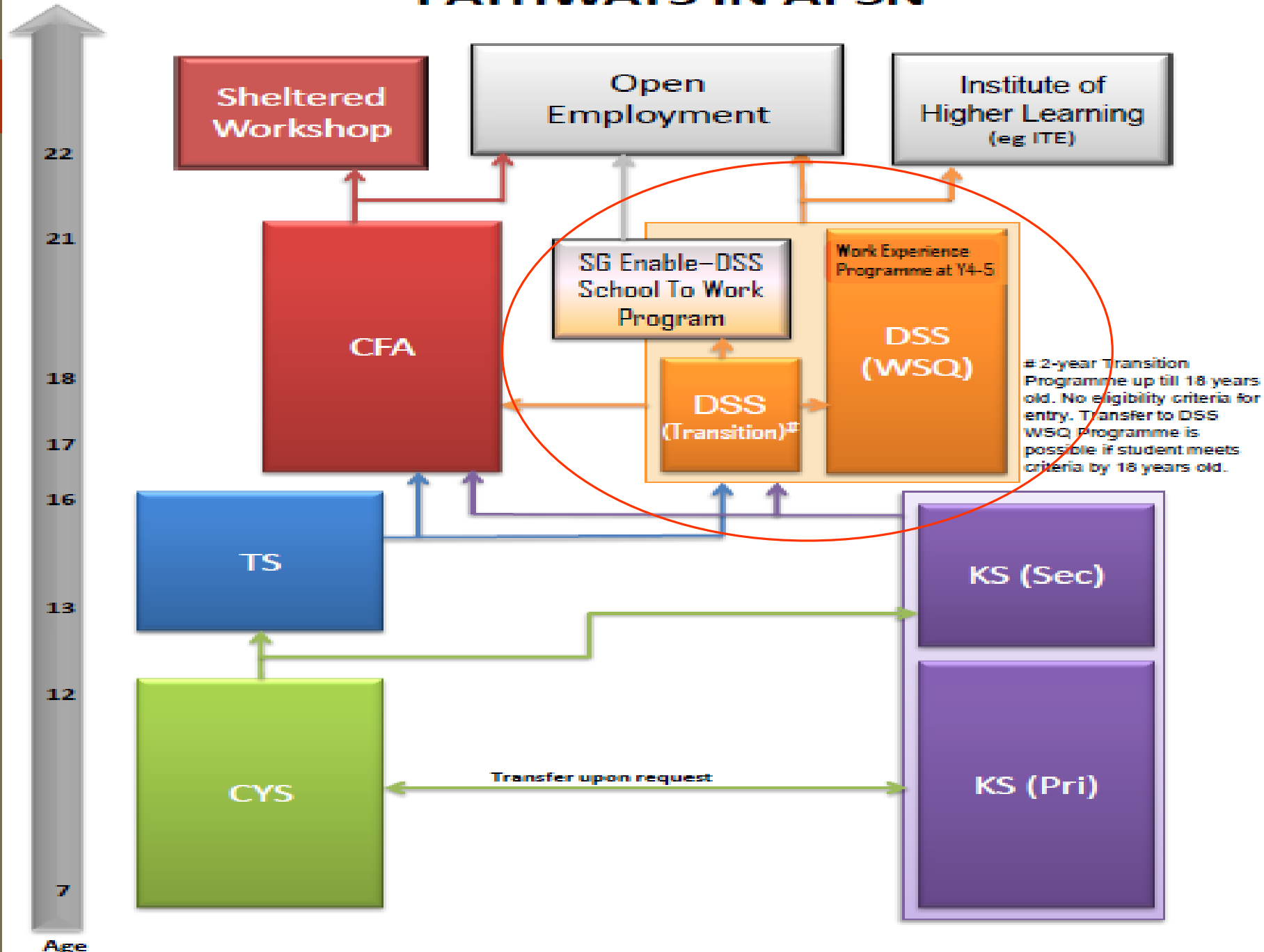
**Total: 28 hours 10 min per week**



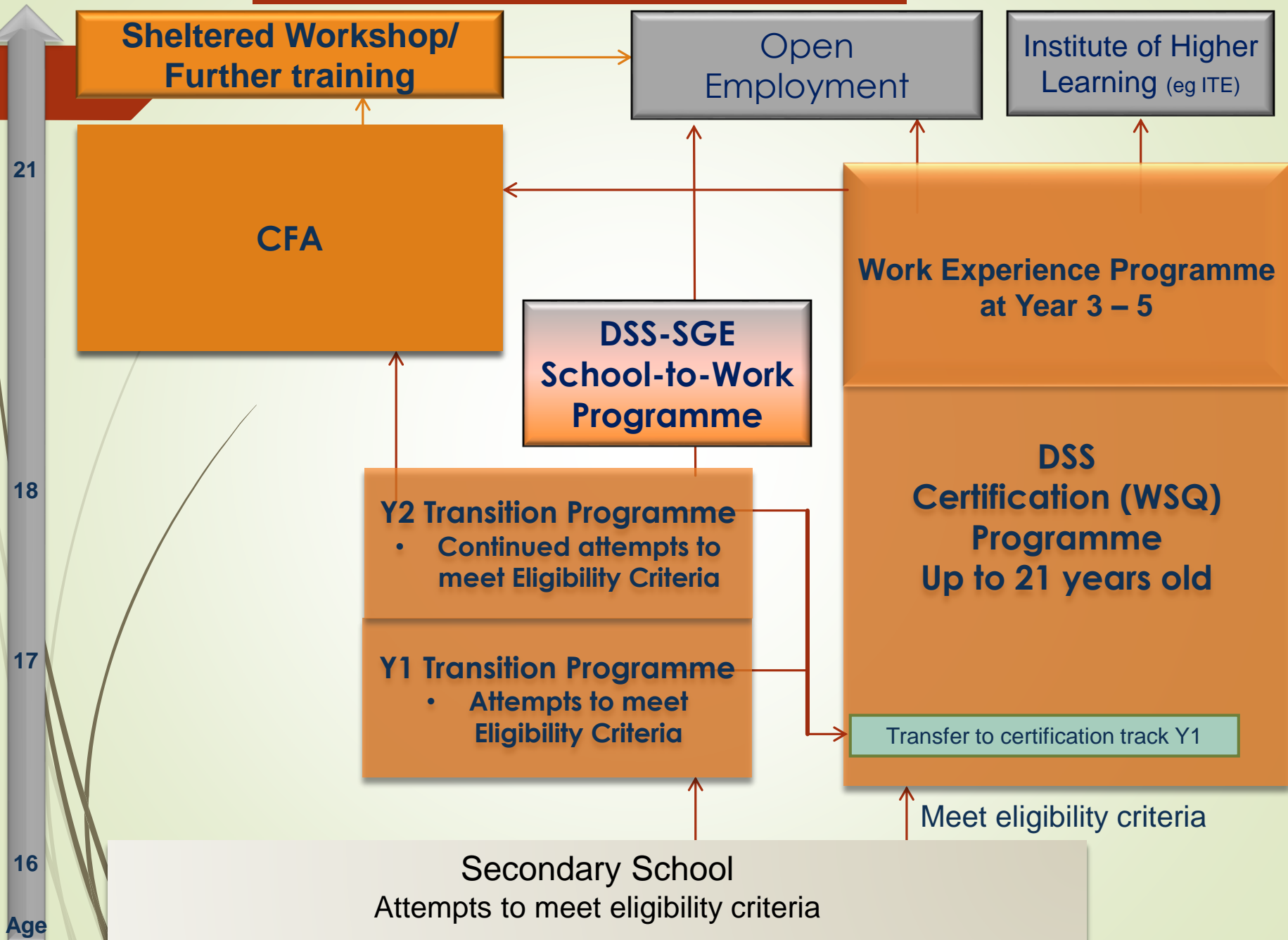
## DSS offers 2 key programmes:

- National Certification (WSQ) Programme  
(up to 21 years old)
- Transition Programme  
(up to 18 years old)

# PATHWAYS IN APSN



# 2 Key Programmes in DSS



# up to 21 years old Certification Programme



# Certification Programme

## 4 Main Vocational Training Areas

### Food & Beverage

- F&B Service
- Culinary Arts
- **Pastry**

### Hotel & Accommodations Services

- Service Guest Room
- Environmental Cleaning
- Laundry Services

### Horticulture

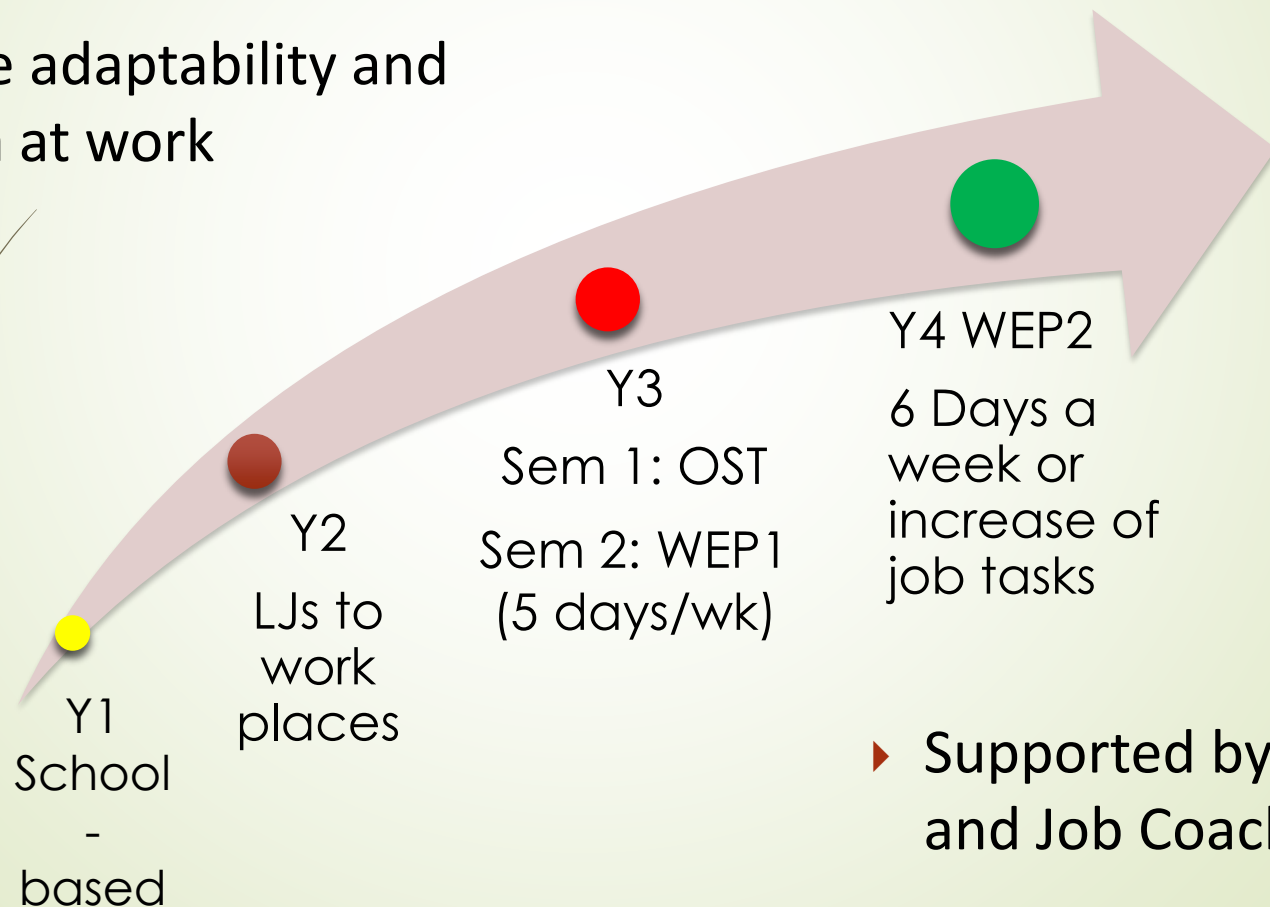
### Retail Operations

**Delta Senior School Is An  
Approved Training  
Organisation with WDA  
since 2008.**

# Community Based Training

Progressive period of work attachment to facilitate transition from school to work

- ▶ Improve adaptability and stamina at work



- ▶ Supported by Trainers and Job Coaches

# TRANSITION Programme up to 18 Years Old





# DSS Transition Programme

Focus on core competencies to equip students with life skills and work skills

## Main Training Areas

### Skills Training & Work Readiness

- Introduction to Basic Food Hygiene.
- Introduction to Workplace Safety.
- Introduction to Interacting With Others.
- Introduction to Workplace Dressing & Grooming

### Academics

- Workplace Literacy & Numeracy

### Personal Management

### Fitness & Health

**Delta Senior School has been working with MOE & SGE since 2014 on the S2W Prototype.**

# Progressive Transition to Post-Sc

Year 1  
School-based  
Training

Year 2  
Work Exposure +  
at least 15 weeks of  
On Site Training /  
Work Experience

Sustainable  
Quality Post  
School Life

Partnership with Post-school agencies:  
SG Enable, CFA, MVS, employers, etc



# Character Development Programmes

- Overseas Learning Journey
- Service Learning Programmes
- School Camps
- Co-Curricular Activities
- Fitness & Health Programmes
- National Education Programmes
- Student Leadership Programmes

# Service Learning



## Community Involvement

- Service to senior citizens
- Recycling in the community



# School Camps



# Co-Curricular Activities

Sports



Performing Arts Group



Clubs



Badminton



Soccer



IT Club



Dance Group



Percussion Group

# Life-Long Recreation Skills Fitness & Health Programme





# **Person-Centred Placement and Transition**



# Person-Centred Career Guidance & Counselling in DSS

(Driven by Students' Strengths, Interests and Preferences)

## Pre-DSS

- Briefing of feeder schools' career counsellors/TPC/ relevant personnel
- Immersion programmes in DSS
- Road Shows @ Feeder Schools
- Open Day @ DSS
- Vocational Profiling & Family Interview

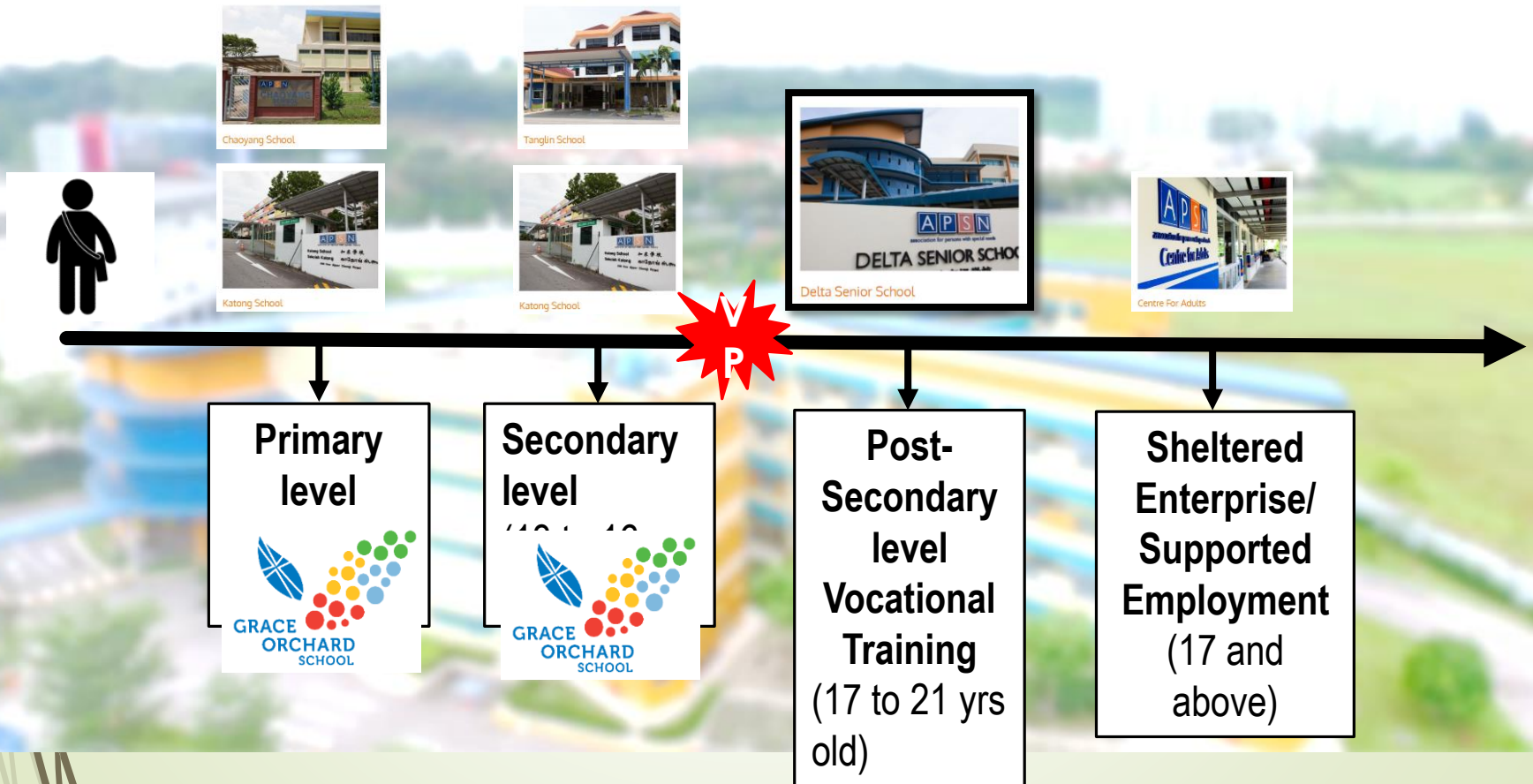
## In DSS

- Orientation for Year 1
- WSQ & S2W Curriculum & CCA
- ICDL
- "Taster", Immersion & Enrichment Programmes with external agencies (e.g., IHLs, CETs, etc.)
- ITP
- Personal Mentoring
- Therapy (OT, SLT, PSY)
- Financial Assistance
- Service Learning
- Sharing by Graduates

## Transition to Post-School

- ITP
- Job Coaching
- Learning Journeys
- On-Site training
- Work Experience Programme
- Employment fairs (by industry partners)
- Education fairs (sharing by selected higher education institutes)
- Referral to external agencies (SGEnable, MSF, hospital, etc.)

# Admission Process & Vocational Profiling (VP)



# Vocational Profiling

## Multi-Dimensional Approach of Information Gathering for Students' Transition to DSS

### Student

- Potential
- Skills
- Vocational Interest
- Work behaviour

Occupational Therapist, Psychologist,  
Vocational Trainer

### Family

- Medical concern
- Students' daily living skills
- Family environment
- Support required

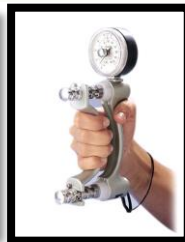
Social Worker

# Vocational Profiling

**Physical skills  
evaluation by  
Occupational  
Therapist**

**Skill-based  
assessments in 4  
vocational areas by  
Vocational Trainers**

**Observation and  
oral interview by  
Psychologists**



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Observation and  
oral interview by  
Psychologists

A snapshot of part of this observation tool is shown below:

Obs	Behaviors	Notes
1	Following verbal instructions Involves understand, handle to follow 4	Ability to copy, to work independently Follows most instructions fully 1
2	Follows visual instructions Involves understand, handle to follow 4	Follows most instructions fully 2
3	Follows written instructions Involves understand, handle to follow 4	Follows most instructions fully 3
4	Follows oral instructions Involves understand, handle to follow 4	Follows most instructions fully 4

6) Work Performance (WV)

Obs	Behaviors	Notes
1	Quality of work Consistent involves work 3	Meets production requirements Follows instructions Requirements 2
2	Quantity of work Exceeds requirements 4	Meets production requirements Follows instructions Requirements 2
3	Quantity of work Exceeds requirements 4	Meets production requirements Follows instructions Requirements 2
4	Quantity of work Exceeds requirements 4	Meets production requirements Follows instructions Requirements 2

**EXAMPLE**



# Vocational Profiling

## Tiers of Discussions

1

Triad discussion involving the Occupational Therapist, Psychologist and Social Worker

2

Consolidation of reports and discussions involving the whole Allied Professional department

3

Final meeting involving School Management & Program Heads

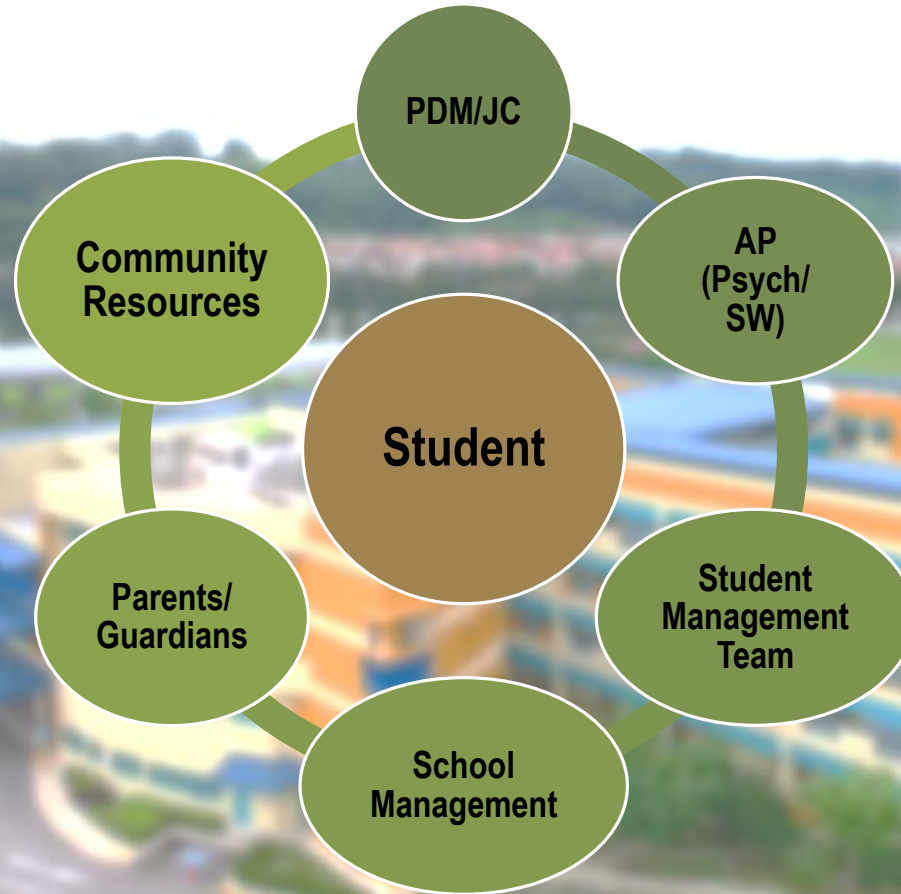


# Pre-Intervention

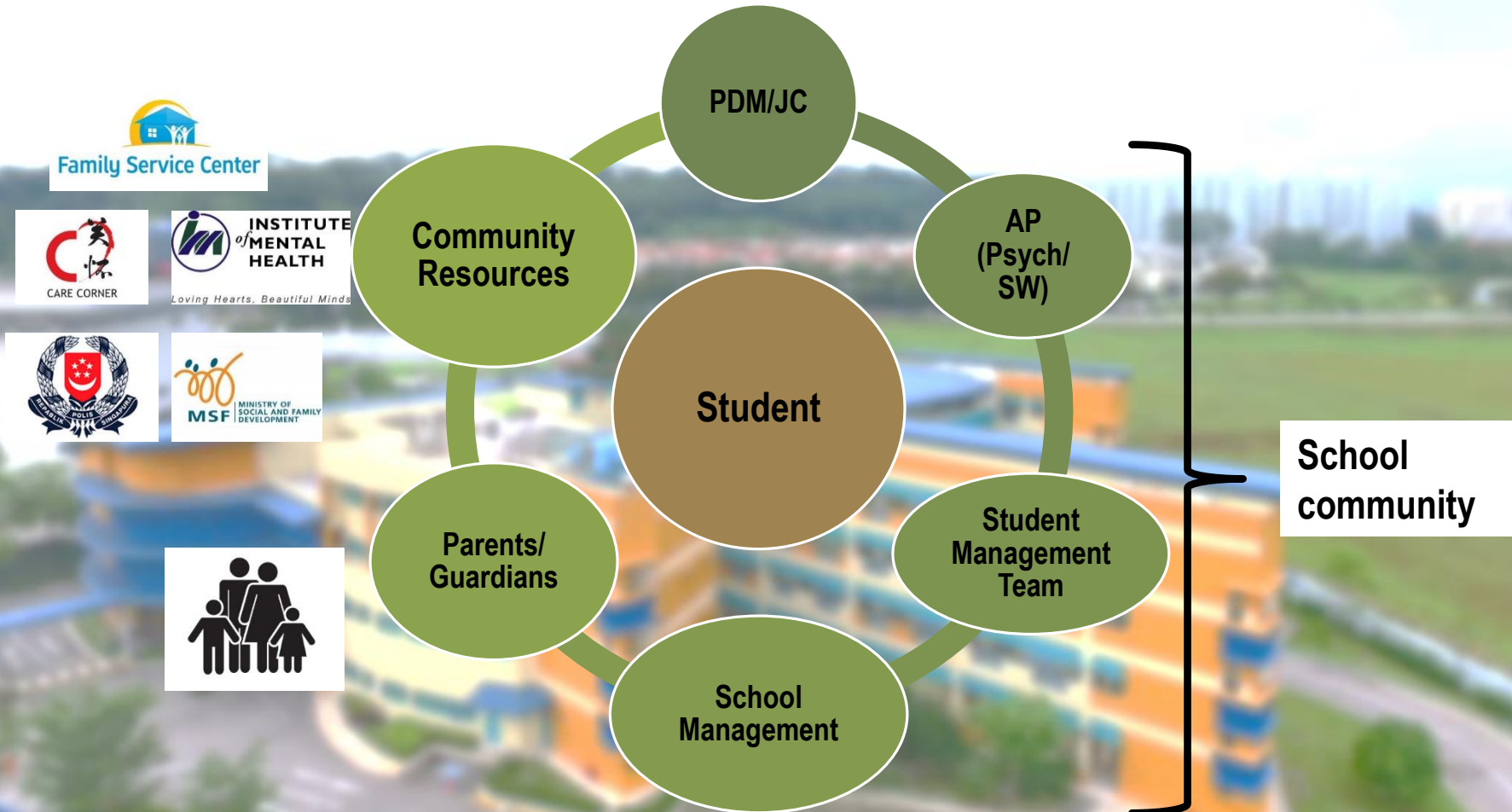
- Information gathering
  - Verification of information with different stakeholders  
(Parents/Caregivers, Teachers/Job Coaches and Employers)
- 
- Assessment and screening
  - Safety check
  - Determine the level of intervention required



# Intervention



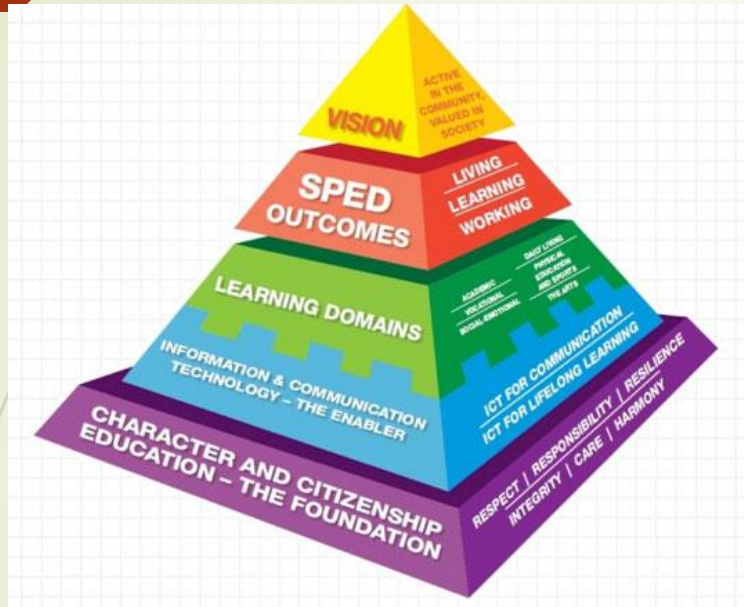
# Intervention



# After Care

- Debrief sessions (*if necessary*)
- Counselling
- Follow-up with the different stakeholders/agencies
- Continuous communication with stakeholders  
(Parents/Caregivers, Teachers/Job Coaches, Employers)
- Monitor and review

# Individual Transition Planning

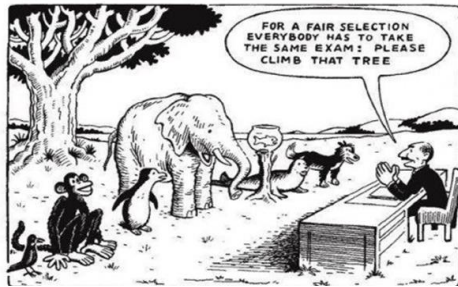


## Transition Planning for living, learning and Working: Individual Transition Plan

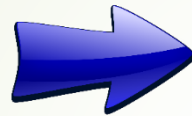
The Transition Planning team works to allow students to articulate their SIP, facilitate them to form SIP-relevant SMART post-school goals and provide them scaffolds to achieve their individualized goals.



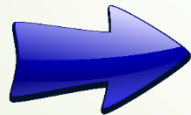
# Person Centred Guiding Principle



Different students have different abilities



There are no "one-size-fits-all" solutions



Therefore, every student will have their own *personal* ITP goal and the strategies are also *customized*.

# Transition Planning- Collaborations

**Collaboration  
with  
Education  
and Training  
Partners**

**Collaboration  
with  
Community  
Services  
Partners**

**Collaboration  
with Industry  
Partners**

**Helping the Students  
Map Their Post-School  
Landscape**



Post-school, the world is a big, dangerous and lonely place, we need to provide them with assistance to navigate at some level of competency or connect them to the relevant post-school agencies.

# Individual Transition Planning -The Process

## Formulate SMART Goals, Strategies & Mapping Pathways

Help students formulate smart goals and strategies by linking information gathered from various sources



Vocational Profiling  
Academic  
Achievements  
Medical Information  
Family Interview



INTERESTS



STRENGTHS



PREFERENC  
ES



LeaRNiNG  
LiViNG  
WoRKiNG

Specific  
Measurable  
GOAL  
Achievable  
Realistic  
Timely

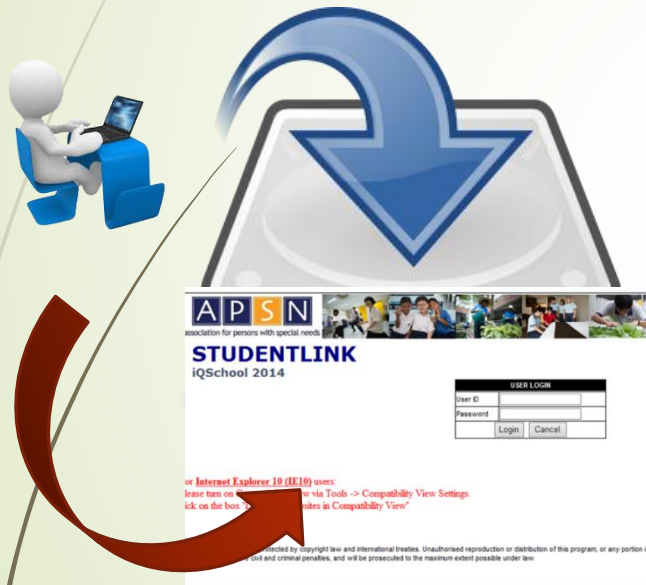
## Consensus, Communication & Collaboration



Inform all relevant stakeholders (e.g., students, home, teaching staff) to ensure common knowledge and ease of collaboration



# CENTRALIZED DATA STORAGE OF STUDENTS' TRANSITION PLAN IN STUDENTLINK



**DATA INTEGRITY**

**EASE OF RETRIEVAL**

**COMPLETENES**

**S**



# Transition Planning

## - Individualized Support

Equip &  
Guide  
Students to  
Achieve  
Their Post-  
School Goals



**Growing Self-Determination through Individual Transition Plan**  
(a school-wide behaviour-based programme)

### Specific Support:

- Personal Mentoring, Job Coaching, Career Counselling, Enrichment Workshops, Therapy (OT, SLT, PSY), Financial Assistance, referral to external agencies (MSF, hospital, etc.)



# Individual Transition Plan-Tracking

My name is Daniel  
My VC is Horticulture and  
I am a Year 1 student.

**MY ITP TRACKING TOOL**

**HOME GOAL**

I will spend time with my mother by sharing to her what happened in school at least 3x a week.

**How to use this tracking tool?**  
 e.g. I will put a tick (✓) when I achieve my goal.  
 e.g. Teacher will sign when I achieve my goal.

**My Strategies: (These are actions I will do to achieve my goal)**

- I will find time to speak to my mother and share to her my experiences in school
- I will spend more time with my mother by (e.g. joining her for breakfast on weekends)

Term 3	Remarks
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

**My ITP goal 2**

I will interrupt appropriately and wait for my turn to speak 70% of the time in all lessons.

**How to use this tracking tool?**  
 e.g. I will put a tick (✓) when I achieve my goal.  
 e.g. Teacher will sign when I achieve my goal.

**My Strategies: (These are actions I will do to achieve my goal)**

- I will pay attention when my teacher is giving instruction
- I will let the speaker finish talking before I share my own opinion
- I will listen carefully to the speaker
- I will use the correct volume of voice when I talk to my peers or teachers

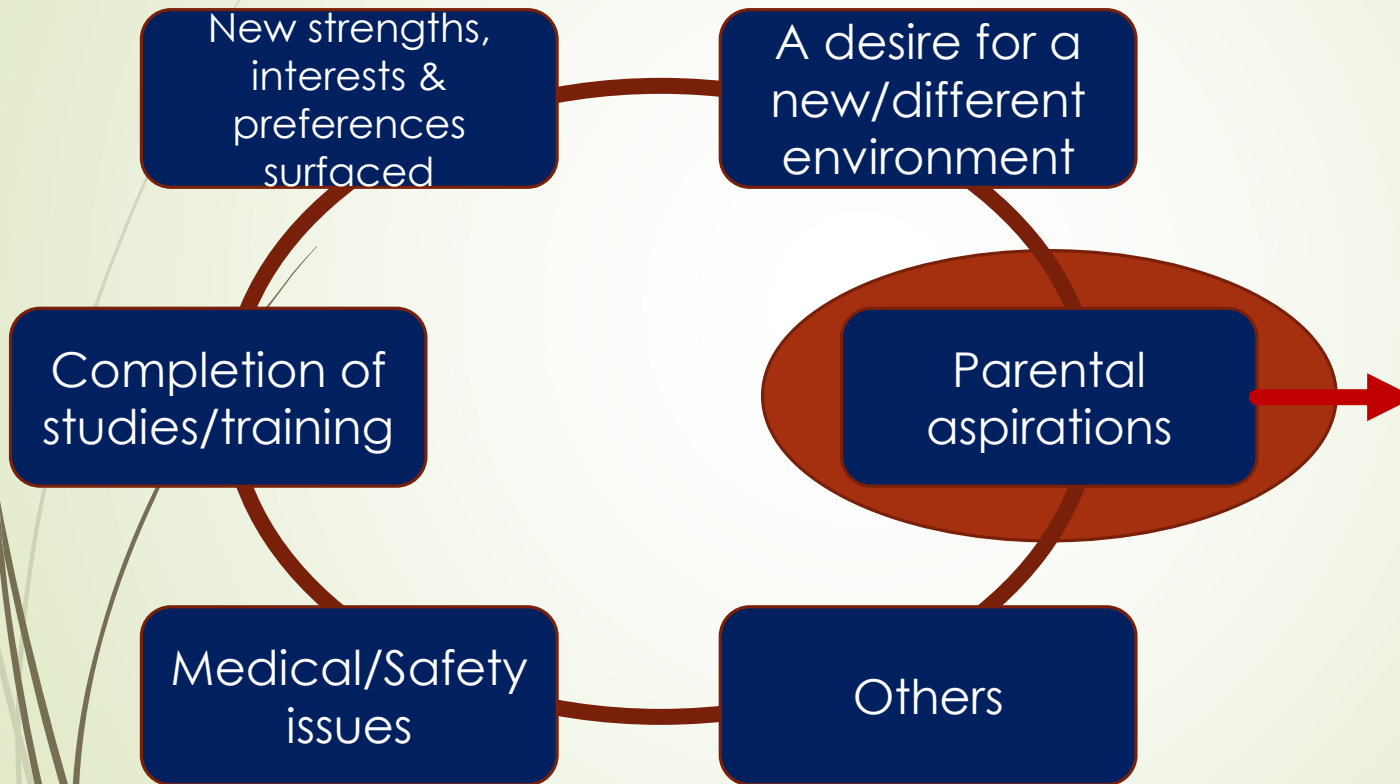
**Classroom Voice Levels**

5	Out of Control Just say too loud	
4	Loud Crowd Too loud for most activities	
3	Formal Normal Teacher speech, Class participation	
2	Low Floor Partner or team work	
1	Soft Talk Whisper quietly to your neighbor	
0	Zero Noise Level Silent, No Talking, Thinking, Individual Work	

Term 3	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Parent's signature	Remarks										
10	Date	LIT	NUM	PM	HR	HR	HR	NUM	PH	LIT	NUM	HR	HR	PH	LIT		
9																	
8																	
7																	
6																	
5																	
4																	
3																	
2																	
1																	
10/10	Date	LIT	NUM	PM	HR	HR	HR	NUM	PH	LIT	NUM	HR	HR	PH	LIT		
9																	
8																	
7																	
6																	
5																	

Student's Signature \_\_\_\_\_ RESULTS: \_\_\_\_\_

# Common Drivers of Transition Choices



- Chronic grief typical of parents of students with special needs
- Parental belief in the necessity of a formal certification for success in life
- Parental aspirations for child to be on the pathway to institutes of higher learning



# **Video – Mock Interview**

# MSF-Funded Services

Currently at its infancy phase, the application for various MSF-funded services are being centrally processed by SGE. A call to SGE Hotline confirmed the move.



## Community-Based Services

Sheltered  
Workshop

Drop-In  
Disability  
Program  
me

Day  
Activity  
Centre  
(DAC)

Home-  
Based  
Care  
Services

## Stay-In Facilities

Communi  
ty Group  
Homes

Adult  
Disability  
Hostels

Adult  
Disability  
Homes



## Committed Long-Term Partners



# Quality Partnerships

are instrumental in achieving key student outcomes.

DSS has about **50 strategic employers** supporting her students in the hospitality, landscaping, retail as well as food and beverage industries.



# School-Home Partnership



**Popiah-Making**



**Campfire Bonding**



**Visits to Jobsites**



**Parent Support Group**



# School-Home Partnership

## Workshops for Parents/Caregivers



**Literacy**



**Vocational Skills**



**Numeracy**



**Special Needs  
Trust Company**

# Community Partners





# Exceptionally Person-Centred

## Suhairi

<http://www.channelnewsasia.com/news/sport/support-system-spurs-long-jumper-suhairi-suhani-ahead-of-paralym-7783420>

<https://www.myactivesg.com/team-singapore/read/2017/9/the-jump-to-podium-suhairi-bin-suhani>

## Lim Han Ming

[https://www.youtube.com/watch?v=lBEIKpz\\_irY](https://www.youtube.com/watch?v=lBEIKpz_irY)

THANK YOU

