



Jockey Club Project RISE

賽馬會「童步向前」英語學習計劃

Conference on Specific Learning Difficulties

– Support and Advocate for Students with English Learning Difficulties

特殊學習困難研討會 – 支援及倡導具英語學習困難的學生

KEYNOTES 主題演講

(virtual presentation at the Conference, with simultaneous interpretation in Cantonese)
(在研討會現場以視像形式直播，並由大會提供粵語即時傳譯)

Weaving Together Literacy and Social and Emotional Supports: Promoting Response to Multi-tiered Interventions

- Professor Stephanie Al Otaiba
Southern Methodist University

Research-based Intervention Practices for Students with Reading and Writing Difficulties

- Professor Sharon Vaughn
The University of Texas at Austin

29 / 11 / 2023 (WED)

09:15 – 17:00

The Education University of Hong Kong, Tai Po

香港教育大學大埔校園

Programme 研討會內容：

- Keynote speeches 主題演講
- Sharing by invited schools and organizations 特邀學校及機構實務分享
- Introduction of the HKT-PE(J)* teacher needs assessment tool and RISE curriculum for local schools
簡介專為本地小學研發的教師甄別工具 HKT-PE(J)* 及「童步向前」英語課程

* HKT-PE(J) is a screening tool for teachers to identify P.2-P.3 students with English learning difficulties and provide them with learning needs.

* HKT-PE(J) 乃供教師使用之工具，用以甄別小二及小三有英語學習困難的學生及提供學習支援

Enquiry 查詢：

ccfsact@eduhk.hk
29488655 / 29487210

More Information 詳情：

www.eduhk.hk/jcrise



Organizers
主辦單位



香港教育大學
The Education University
of Hong Kong



Centre for Child and
Family Science
兒童與家庭科學中心





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Conference on Specific Learning Difficulties – Support and Advocate for Students with English Learning Difficulties

特殊學習困難研討會 – 支援及倡導具英語學習困難的學生

Date/Time/Venue 日期 / 時間 / 地點

29 November 2023 (Wednesday), 9:15 am – 5:00 pm, EdUHK Tai Po Campus
2023年11月29日(星期三)，上午9:15至下午5:00，香港教育大學大埔校園

Shuttle Service 專車服務

Free shuttle service will be provided on the conference day for registered participants. Limited seats on a first-come-first-served basis.

在研討會當天，大會將為已登記之參加者提供免費專車服務。座位有限，先到先得。

Morning Ride 上午班次	8:30 am University MTR Station 港鐵大學站 => EdUHK 香港教育大學
Afternoon Ride 下午班次	5:15 pm EdUHK 香港教育大學 => University MTR Station 港鐵大學站

Enrolment and Enquiry 報名與查詢

Enrolment www.eduhk.hk/jcrise
報名

Enquiry ccfsact@eduhk.hk
查詢 2948 8655 / 2948 7210

Registered participants will receive a confirmation email by late November, with detailed conference information (e.g. rundown and room numbers, shuttle boarding points, requirements and procedures for collecting the screening tool HKT-PE(J)).

已登記之參加者將於 11 月下旬收到確認電郵及研討會詳情（包括詳細程序及各場次之地點、專車登車地點、有關甄別工具 HKT-PE(J)之領取資格和手續等）。

Conference Organizers 主辦單位



Jockey Club Project RISE
賽馬會「童步向前」英語學習計劃

Project funded by
捐助機構：



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust

REMARKS: The Education University of Hong Kong reserves the right to make alterations to the Conference programme and arrangements, and to cancel any activity without prior notice.

備註：香港教育大學保留修改研討會內容和安排、及取消活動之權利，無須作事前通知。

Programme Overview 程序概覽

9:15 am	Opening 開幕禮
9:45 am	Keynote Session 主題演講 I (virtual presentation at the Conference 在研討會現場以視像形式直播) Weaving Together Literacy and Social and Emotional Supports: Promoting Response to Multi-tiered Interventions - Professor Stephanie Al Otaiba, Southern Methodist University
10:45 am	Intermission 小休
11:15 am	Keynote Session 主題演講 II (virtual presentation at the Conference 在研討會現場以視像形式直播) Research-based Intervention Practices for Students with Reading and Writing Difficulties - Professor Sharon Vaughn, The University of Texas at Austin
12:15 nm	Lunch Break 午膳時間
1:30 pm	Concurrent session 分組環節 – Sharing by invited schools and organizations 特邀學校及機構實務分享
2:40 pm	Project session 研究成果分享 I JC Project RISE – Research and Development of the HKT-PE(J)* for local schools 《賽馬會「童步向前」英語學習計劃》– HKT-PE(J)* 的研發
3:30 pm	Intermission 小休
3:45 pm	Project session 研究成果分享 II JC Project RISE – Administration of the HKT-PE(J)* and highlights of the RISE Curriculum 《賽馬會「童步向前」英語學習計劃》– 簡介 HKT-PE(J)* 的施測方法及「童步向前」英語學習課程
5:00 pm	End of conference 研討會完結 Distribution of the HKT-PE(J)* to primary schools, NGOs, school-based educational psychologists, clinical psychologists 派發 HKT-PE(J)* 予出席之小學、機構、校本教育心理學家、臨床心理學家 (Terms and conditions apply; details will be announced later) (需受相關條款及細則所規限，詳情容後公佈)

* **HKT-PE(J)** – The Hong Kong Test of English Reading and Writing for Junior Primary School Students (Primary 2 and 3) is a screening tool for teachers to identify P.2-P.3 students with English learning difficulties and provide them with learning needs. 香港初小學生英語讀寫測試（小二及小三）乃供教師使用之工具，用以甄別小二及小三有英語學習困難之學生及提供學習支援

Medium 大會語言

The morning sessions will be conducted in English, with simultaneous interpretation (from English to Cantonese) provided. The afternoon sessions will be conducted in Cantonese, supplemented with English as necessary.

上午各環節以英語進行，由大會提供粵語即時傳譯服務；下午各環節則以粵語進行，並在有需要時輔以英語解說。

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CONCURRENT SESSION 分組環節 –
SHARING BY INVITED SCHOOLS AND ORGANIZATIONS 特邀學校及機構實務分享

Invited Units 特邀單位： (by name 按英文名稱排序)

- Caritas Hong Kong – Rehabilitation Service
香港明愛 – 康復服務
- Education Bureau – Educational Psychology Service (New Territories East) Section
教育局 – 教育心理服務 (新界東) 組
- Fung Kai No.1 Primary School
鳳溪第一小學
- The Church of Christ in China Kei Tsz Primary School
中華基督教會基慈小學
- TWGHs Hong Kong and Kowloon Electrical Appliances Merchants Association Limited School
東華三院港九電器商聯會小學

ABSTRACTS OF KEYNOTE PRESENTATIONS

Keynote Speech I



Weaving Together Literacy and Social and Emotional Supports: Promoting Response to Multi-tiered Interventions

Professor Stephanie Al Otaiba
Professor and Patsy Ray Caldwell Centennial Chair in Teaching and Learning
Harold Simmons School of Education and Human Development
Southern Methodist University

The purpose of this presentation is to describe effective intensive supports that focus on literacy and social and emotional learning, particularly for elementary-aged students. First, I will describe effects from a research study comparing two types of three-tiered literacy conducted in first grade. Next, I will compare the characteristics of the students who responded well and were able to read on grade level versus students who responded less well to intervention. Then, I will describe the design of an early childhood shared book reading approach to develop language, literacy, and social and emotional learning. Finally, I will share resources for research and teacher training.

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Professor Stephanie Al Otaiba is the Patsy and Ray Caldwell Centennial Chair in Teaching and Learning at Southern Methodist University. She is also a Faculty Affiliate of the Florida Center for Reading Research, where she previously taught at Florida State University. She received her doctorate in special education from Vanderbilt University. A former special education teacher, her research focuses on early literacy interventions for students with or at-risk for disabilities, response to intervention (RTI), multi-tiered systems of support, and teacher training. She is the author or coauthor of over 140 journal articles and book chapters. She is the editor of the *Journal of Learning Disabilities*, she serves on review boards for many journals in education and psychology, and was an Associate Editor for *Education Researcher* and *Elementary School Journal*. She serves on the Board of Directors for the International Dyslexia Association.

Keynote Speech II



Research-based Intervention Practices for Students with Reading and Writing Difficulties

Professor Sharon Vaughn
Executive Director
The Meadows Center for Preventing Educational Risk
The University of Texas at Austin

This presentation will summarize the current findings from intervention research for students with reading difficulties from the early grades (beginning reading) through secondary grades. Key implications for teaching students to more effectively read for learning and understanding will be identified. Specific practices aligned with the science of reading will be explained with examples for application to practice and research. This presentation will also provide evidence for improving school-wide practices as a stepping stone for improving overall literacy for students with difficulties. Practices for differentiating instruction so that students with learning difficulties adequately benefit from instruction will be presented.

Dr. Sharon Vaughn is the Manuel J. Justiz Endowed Chair in Education and the Executive Director of The Meadows Center for Preventing Educational Risk, an organized research unit that she founded with a “make a wish” gift from the Meadows Foundation family. She is the recipient of numerous awards including the first woman in the history of The University of Texas to receive the Distinguished Faculty and Research Award, the CEC research award, the AERA SIG distinguished researcher award, and the Jeannette E. Fleischner Award for Outstanding Contributions in the Field of LD from CEC. She is the author of more than 40 books and 350 research articles, six of which have met the What Works Clearing House Criteria for their intervention reports. She has conducted technical assistance in literacy to more than 10 countries and 30 State Departments of Education and has worked as a literacy consultant to more than 50 technical assistance projects.

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