



Our suggestions to HKEAA

1. Parents are important stake-holders and advocates for the candidates. Parents need to be informed at every stage of the application process and outcome of application (one copy sent to parent by HKEAA).
2. The general impression for application for accommodations for SLD is that there are many traps in the process: If you get rejection, you often do not know what you have gone wrong! Hence we suggest that all reasons for rejection (e.g. reports not up to professional standard/ not properly done, wrong/ missed documents, mandatory assessments/ tests not done) need to be specified, so that appropriate remedial action is possible. The appeal process and deadline should be included in the rejection letter. The time frame (e.g. allowing time for missed documents) should be reasonable.
3. The application process for accommodation needs to be user-friendly:
 - what tests/ assessments are mandatory
 - what professionals are needed to provide relevant documents
 - the questions in point 2 below related to reading and writing are confusing (as if it is a trap for rejection of application):

此部分由心理學家填寫 This part to be filled in by the psychologist

(曾於香港中學會考/香港高級程度會考因學障而獲得特別考試安排的考生，若所申請的特別考試安排與往屆考試相同，申請時無須心理學家填寫此部分。)
(Candidates who have been given special examination arrangements in a previous Hong Kong Certificate of Education Examination or Hong Kong Advanced Level Examination on the ground of specific learning disabilities will not need to have this part completed by the psychologist if they apply for the same special examination arrangements.)

1. 以前曾作的評估 (請於適當方格內加上✓號)
Previous Assessment (Please put a ✓ in the appropriate box.)

	測試日期 Date administered	測驗名稱 Test administered	測試結果 Test Results	結論 Conclusion			
				正常? Normal?	是 Yes <input type="checkbox"/>	不是 No <input type="checkbox"/>	
智力 Intellectual Functioning							
讀寫能力 Reading & Writing				讀寫障礙? Dyslexia?	有 Yes <input type="checkbox"/>	無 No <input type="checkbox"/>	其他 Others <input type="checkbox"/>

2. 目前的評估(考試前四年內)*
Current Assessment (within four years before the examination)*

	測試日期 Date administered	測驗名稱 Test administered	測試結果 Test Results	結論† Conclusion†		
				正常? Normal?	是 Yes <input type="checkbox"/>	不是 No <input type="checkbox"/>
智力 Intellectual Functioning						
讀寫能力 Reading & Writing			<input type="checkbox"/> 符合有關測驗的讀寫障礙準則 Criteria of the test for dyslexia are met <input type="checkbox"/> 不符合有關測驗的讀寫障礙準則 Criteria of the test for dyslexia are not met	讀寫障礙? Dyslexia?	有 Yes <input type="checkbox"/>	無 No <input type="checkbox"/>



replacing the crucial question below with only 1 question:

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智力 Intellectual Functioning				正常? Normal?	是 Yes <input type="checkbox"/>	不是 No <input type="checkbox"/>
讀寫能力 Reading & Writing			Would you recommend accommodations related to dyslexia based on an update review of the candidate's difficulties? Yes _____ No _____			

- Accommodations should be provided according to professional reports' recommendations, if such reports are of satisfactory standards and supported by appropriate evidences (e.g. benefits of accommodations in school). Cost should not be limiting factors (we think it is acceptable to charge more if more service is needed).
- Multiple SEN/ co-morbid disabilities with more needs than single disability with similar severity should be recognized.

HKASLD
1st March 2012