

SEN涯規劃研討會

GCDF.....

如何透過生涯規劃理論與實踐
協助有特殊學習需要學生

Introduction



- Objectives
- Target clients
- Highlights on the characteristics of ASD, SpLD & ADHD
- Expected achievements
- Methodology and approach adopted (GCDF Model)
- Overall observations
- Reflections
- Q & A

Objectives



- To echo the specific needs of the targeted group of young people on life long planning
- To provide additional / enhanced professional life planning services (integration of personal experiences) to this group of young people
- To distinguish the similarity or commonality on providing life planning services to the targeted group of young people
- To arouse public awareness & concern especially when conducting facilitation process to this group of young people

Target Client



Rationale behind on choosing the following targeted group of young people:

1. ASD → spectrum
 2. SpLD → learned helplessness
 3. ADHD → loose of focus and difficult to set goals with action
- Statistical support

Tips of working young people with ASD in life planning

- Better to focus on client's internal strengths and inherent qualities (ask for any possibility without limit)
- Should use direct, simple, dynamic and multiply levels of intervention instead of single intervention
- Motivate client for the readiness for change by empowering clients to generate the hope of changes
- Genuine and respectful understanding which brings with congruent attitude during facilitation process
- Always bear in mind that “SEN” as an “identity” aspect, not “THE” identity



Tips of working young people with SpLD in life planning

- Dyslexia does not just affect academic performance, but also affect the social-emotional wellbeing. Repeated difficulties in learning and accumulated failure experiences will lead to learned helplessness
- As a result, person with Dyslexia may experience the emotion of anxiety, stress and low self-esteem, career facilitator should focus the emotion with job related context
- Adaptation and selection of appropriate assessment tools which raise the curiosity and interest in career facilitation session

Tips of working young people with SpLD in life planning

• Over the course of the life cycle of the client

- Should use direct, simple, dynamic and multiply levels of intervention instead of single intervention
- Motivate client for the readiness for change by empowering clients to generate the hope of changes
- Genuine and respectful understanding which brings with congruent attitude during facilitation process

Tips of working young people with ADHD

- More understanding on the uncontrollable symptoms
- Will forget what had been discussed in the facilitation process and need to re-cap the core conclusions from time to time
- Will forget the appointment and should remind him/her before the date of appointment
- Assist him/her to use some methods to write down the final discussions
- Assist him/ her to focus with one core point instead of pop up with too many goals at a time

Expected Achievement



- To raise self awareness in terms of value, interest and ability
- To develop manageable action plan
- To identify learning/ skills gap that to be filled
- To integrate the presenting concerns

Process



- Apply the GCDF Facilitation Model
- Five stages of facilitation process
 1. Build relationship
 2. Assessment
 3. Set goal
 4. Intervention
 5. Termination

Build relationship

- More time and patient
- Readiness of client: Self motivated & committed (client should come with clear goal)
- More observation on client's body language during facilitation session
- Genuine and respectful understanding which brings with congruent attitude

Build relationship

- To consider either using group approach in first or second session to build relationship and make initial connection with client, then follow up by individual session with consent
- Group approach is more effective to build up relationship, collecting initial information, making observation in multiple interaction with group members and finally it is cost effective because it speed up the time spent

Assessment

- Use visual card / assessment tools
- Time break during facilitation process (relax) / session
- Learn by experience (through experiential learning instead of “talking too much”)
- Repeating instructions (e.g. ASD or AD/HD client) → no response to facilitator → should clarify further

Assessment

- Should use more time and patient
 - Don't "assume" / Don't make assumption
 - Group assessment : Job Card / Holland Island
 - Drawback: will affect by others
 - Cost effective
- Debriefing: share/ broaden views

Set Goal

- Short term goal with purpose which address to individual needs (narrow down)
- Flexible to set up the goal (may not follow RUMBAS/ SMART model)
- Mid/ long term goal may not suitable to their level of understanding

Intervention

“SEN” Specific intervention:

- Identify and focus on the key issue to be tackled
- Re-state the key issue from time to time
- From vague to concrete concept
- Each session takes more than one hour

Intervention

- Empowerment / encouragement / appreciation / recognition
- List out the strength and concrete problem solving skills
- Take more time on “hand-in-hand” / “companionship”
- Guided de-briefing (lack of confidence)

Termination

- Reliance would be stronger than other cases
- Follow the same steps on reviewing / recap the key points that discussed in the facilitation sessions

Overall Observations

- More understanding and patient
- More time in terms of facilitation sessions
- More observation/ sensitive to their body language
- Facilitator should construct pieces issue/ statement into “One” concrete statement

Overall Observations

- Handle closure with cautious (reinforce confidence and make sure he/she is capable to proceed/ handle the action plan by himself/herself)
- Uphold confidentiality agreement especially faced with enquiry by the parents (ethical standard/ requirement)
- Not touch on the type of SEN, not major concern
- Added value on Career Facilitator/ Career Counsellors when handling cases with SEN characteristics

Reflections

- Real gaps were identified, differentiations from professional facilitator and other helping professions in facilitating clients in career planning (feedback from clients)
- Labelling Vs De-labelling
- SEN → no huge deviation/ difference from mainstream young people

Reflections

- Should we need to further develop a model specifically for SEN ?
(Life Planning Model 3.0 ? to be explored)
- Group career counselling Vs Individual session
(as a balance
- Rare “One to one tailor made life planning”
- Unwilling to pay for the life planning session
(culture)

Thank YOU



Q & A

