

Appendix E - Duties of Service Coordinator

The following is a summary of duties proposed by NGO operators regarding a service coordinator and the numbers in brackets indicated numbers of mentions among the 16 operators:

- coordinating the communication between the schools, parents and the professionals in the service team (13/16),
- communicating with the teachers to integrate the trainings into the service (9/16),
- allocating manpower resource to develop strategies in class to serve the needs of children with SEN (9/16),
- collecting background information of the cases from different teachers by documenting in relevant forms provided by the Project Operators on the children's conditions (9/16),
- reporting the child developmental progress to the teachers (9/16),
- arranging classroom observations and training workshops along with teachers (9/16),
- teaching school teachers to perform practical training and the usage of the materials for daily training in classroom (9/16),
- providing assistance to teachers on the suspected cases (9/16)
- communicating with the therapists on the developmental progress of the cases (8/16),
- adopting the suggestion and advice from the therapists and attending to the progress of the cases (8/16),
- discussing curriculum adjustment with therapists (8/16),
- designing how to adapt the curriculum to the child (7/16),
- discussing the training plan of the coming year near the end of the semester (7/16),
- adapting the curriculum and environment based on SEN students' needs (7/16),
- reporting the adaption strategies and measures to teachers, therapists and the parents (7/16),
- scheduling training sessions and room usage with teachers and therapists (5/16),
- attending the ITP meeting as a member of the interdisciplinary team (5/16),
- constructing inclusive school culture with setting inclusion policy focusing on diverse learning needs (5/16),
- promoting schools' understanding and acceptance of the children with SEN (5/16),
- educating parent on inclusion (5/16),

- carrying out inclusive teaching and training in the class in addition to pull-out work (5/16),
- providing Tier 1 support (3/16),
- promoting the OPRS service, and encouraging the parents to have their children early identification (2/16),
- writing IEP report (2/16), and
- participating in the decision-making on case discharge in the interdisciplinary team (1/16)