

兒童訓練指南

DEVELOPMENTAL LEARNING PACKAGE

兒童訓練指南綜合手冊

INTRODUCTORY HANDBOOK



協康會

HEEP HONG SOCIETY FOR
HANDICAPPED CHILDREN

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兒童訓練指南

兒童訓練指南綜合手冊



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前 言

「兒童訓練指南」的出版，足以證明策劃發展個別訓練程序的人員不但富有想像力，而且更要意志堅定。經過多年累積的實際經驗、耐力及艱苦的研究，這本革新及富創想的刊物現已完成。在同類刊物中，它是首本及唯一以中文編寫的，開創先河，極具價值及影響深遠。本人確信，除香港眾多讀者渴望一睹這本刊物外，鄰近地區的華語讀者亦有同樣需要。各位關心兒童的家長及教師千萬不要錯過這本刊物。

這項出版計劃現已大功告成，刊物內容創新及非常有意義，本人謹向協康會及曾參與這計劃的人員道賀，並祝各位讀者身心愉快！



社會福利署署長黃錢其濂

序 言

初生至入小學前的數年，是人生發展最重要，最迅速的階段；也是人最軟弱，最需要成人教養栽培的階段。活潑健康的幼兒固然需要悉心照顧，而一些因先天或後天因素而導致弱能、弱智或多種傷殘的兒童，就更加需要特殊的照顧。

香港為零至六歲的弱能兒童所提供的服務大致可分為四類：早期兒童訓練中心、特殊幼兒中心、混合幼兒中心或幼稚園、及特殊學校的預備班。幼兒工作人員與幼稚園教師在前三類服務中，都擔當直接照顧及訓練幼兒的工作，他們的質素，對服務的優劣有重大的影響。然而本港大部份的幼兒工作人員都沒有接受過特殊教育訓練，因此在教導弱能／智兒童時，難免會遇到很大的困難。再者特殊教育的參考書籍大多以英文書寫，未能迎合大部份幼兒工作人員的需要。為了解決這個問題，協康會遂於一九八二年著手編寫一套專為教育特殊兒童的「兒童訓練指南」(Developmental Learning Package)，以切合本港同業的需要。

任何完善的教育及訓練程序，都應該包括評估、程序設計、實施及檢討三個步驟。準確的評估，可幫助訓練者了解兒童的程度，以便訂立底線作為日後訓練的基礎。因此本會的訓練課程小組委員會首先著手編寫一套「兒童發展評估表」(Developmental Assessment Chart)。一九八三年完成的首套評估表是以澳洲雪梨麥高大學(Macquarie University)的「發展遲緩兒童技能評估表」(Developmental Skills Inventory of the Programme for Developmentally Delayed Children)及美國西雅圖華盛頓大學(University of Washington)的「發展進度表」(Developmental Sequence Performance Inventory of the Model Pre-school Centre for Handicapped Children)作主要參考資料，並於一九八三、八四年間在本會屬下的三間特殊幼兒中心及四間早期教育及訓練中心全面試行，及安排所有職員接受有關此「兒童發展評估表」內容及使用方法的深入訓練，務求有劃一使用方法。

經過兩年的使用，本會於一九八四年九月至翌年九月，開始為「兒童發展評估表」作第一次檢討及修訂的工作。本會屬下所有直接參予訓練兒童的專業人員及幼兒工作人員都定期開會，就「兒童發展評估表」內的每一項目作出有系統及詳盡的分析研究，隨而歸納起工作經驗，再綜合本會顧問團的寶貴意見及有關的中外參考資料，使修訂後的「兒童發展評估表」更臻完備。

為了確立評估表的準確程度，本會於一九八六年中，進行了一項「效度檢定的研究」(Validation Study)，是次研究的對象是一百名六個月至六歲，受托於育嬰院及幼兒中心的正常兒童。研究對象的性別及年齡是根據「兒童發展評估表」內的五大階段(即零至十八個月、十八個月至三歲、三歲至四歲、四歲至五歲、五歲至六歲)平均抽取。本會研究小組採用「兒童發展評估表」為每一位參予研究的兒童進行測試，研究結果使本會更加肯定「兒童發展評估表」是測驗兒童發展程度

的有效指標，雖然評估表內有部份項目仍有不完備之處，亦已根據研究所得資料，作出適當的修訂及刪改，經過第二次的修改，相信於一九八八年出版的「兒童發展評估表」會更準確更有效。

訓練兒童最重要却又最困難的環節，便是設計實用而又趣味盎然的訓練程序。為使訓練者能掌握到為弱能／智兒童設計「個別教育程序」的技巧（Individual Educational Programme），本會於一九八五年開始編寫一套五冊的「活動指引」（Activity Guides），以配合「兒童發展評估表」的五大範疇（即大肌肉、小肌肉、社交／自理、智能／學前概念、語言理解／語言表達）。每個範圍的「活動指引」都詳細分析其基本理論、訓練原則及注意事項，並按難度，由淺入深、圖文並用地列舉各項訓練活動，務使幼兒教育工作者，甚至未曾經過訓練的家長，都能夠有效地參予教育弱能／智幼兒的工作。

總結

隨著社會的進步，知識領域的拓展，弱能人士復康服務日益發展，學前特殊教育的重要性，亦逐漸受到應有的重視。本會曾於一九八六年十月及十一月間，分別假溫莎公爵社會服務大廈及城市理工學院舉行研討會，目的是向各同工介紹「兒童訓練指南」及其使用方法，各方面的反應都非常熱烈，有超過六百人參予研討會，繼而向本會索閱訓練指南，這反映出本港幼兒工作者對這類參考書籍需求甚大。一九八四年四月香港政府發表的「學前弱能兒童照顧、教育及訓練工作小組報告書」，更肯定了政府在香港推動學前特殊教育的決心：“……the policy objective in respect of the provision of care, education and training to disabled pre-schoolers should be: To facilitate the physical, mental and social development of disabled children between birth and the age of 6 to the fullest extent that their disabilities permit, thus enabling them to lead as normal a life as possible.”

（“在提供照顧，教育及訓練給予學前弱能／智兒童，政府的政策目標應為輔助零至六歲的弱能／智兒童的體能、智能及社會性發展，俾使他們盡量發揮潛能，以便日後能過正常獨立的生活。”）

這份報告書對學前弱能兒童服務所作的種種建議，對關心及從事該項服務的人士及機構起了很大的鼓舞作用，而這套「兒童訓練指南」亦正好配合政府的發展政策，本會謹以摯誠將「兒童訓練指南」獻給所有關心特殊幼兒教育的人士。

本會對編定此類書籍的經驗尚淺，倘有錯漏之處，敬請來函指導指正。至於一切轉載事宜，亦請與本會聯絡。

楊羅觀翠
協康會主席

一九八七年六月

再版序言

「兒童訓練指南」自一九八八年正式面世後，廣受同業的歡迎，需求殷切，令「指南」數度再版，它的流程度不單限於香港各幼兒中心、特殊學校及成人服務機構，澳門、台灣及中國各地亦普遍採用。

由於有關特殊教育的中文參考書籍嚴重缺乏，而「指南」又可以為家長及老師提供一套有系統的評估及訓練方法，因此不少訓練中心或特殊學校視之為一重要參考資料。年半前當本會派出一個訪問團，到台灣各省市的有關機構觀摩時，發現很多十分「面善」的評估及訓練表格，原來它們全來自「兒童訓練指南」。其後，本會更答允將「指南」在台灣發行權授予當地一間機構，而我們則負責職員培訓的工作。是次的決定主要是希望憑著本會在特殊教育多年的心得及經驗，去協助台灣在這方面的發展。

當然我們亦沒有忽略國內的弱能兒童，但由於中國地大人多，本會暫未與任何有關部門作直接的聯系，但不少在內地服務的本港機構，也購備大量的「指南」運送到他們的工作單位。此外，我們也有派員到過遼寧為當地職員提供訓練，及接待了不少的國內專業人士來本會各中心實習。透過這些不同的交流，我們希望把「指南」推廣至更多有需要的人使用。

其實當本會在一九八二年開始著手編寫這套「指南」時，我們的原意是提高自己員工的訓練素質，所以在八八年首度出版前已在本會各中心廣泛使用，但為了令更多同業可以受惠，所以才毅然出書，初期因未能預測特殊教育界對「指南」的反應如何，只印了一千多套，感謝各界多年來的愛戴及支持，「指南」一再重版，至今已印了五千多套。期間我們亦收集了不少使用者的寶貴意見及友善批評，由於本會當年在編訂此類書籍的經驗尚淺，且人才有限，因此確有很多地方未盡完善。

「指南」其中一個主要的缺點是理論不足，而一般工作人員知其言而不知其所以言，故未能將一些訓練方法靈活變通去運用於不同的情景或兒童身上，因為他們沒有充份掌握到兒童的發展歷程。有見及此，本會已於一九九二年開始編寫另外一套理論與實踐並重的「兒童發展手冊」，並於去年十月出版，它嘗試從不同的層面、縱橫的角度深入剖釋幼兒身心成長的歷程。「手冊」可作獨立閱讀，或配合「指南」一起運用於日常教學上。

將來在人力及資源許可的情況下，本會一定考慮再修訂「指南」的內容，特別是「兒童發展評估表」的準確性，暫時希望各位讀者能容忍現階段的不足，並繼續賜教，以便我們可以作出改善。服務素質的提升是有賴同業彼此的合作及支持，願大家能互勵互勉。

曾蘭斯
協康會總幹事
一九九六年一月

兒童訓練指南綜合手冊

Introductory Handbook

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簡 介

「兒童訓練指南」的結構

本會出版的「兒童訓練指南」(Developmental Learning Package, 簡稱 DLP), 共分甲乙兩部份: 甲部是為中度及輕度弱能/智兒童而編訂。而乙部則專為能力在一歲以下的嚴重弱能/智兒童而設。由於乙部尚在編製階段, 故在一九八八年出版的, 只是訓練指南甲。

為了實踐因材施教的理論, 「兒童訓練指南甲」共分三部份:

1. 兒童訓練指南綜合手冊 (Introductory Handbook)
2. 兒童發展評估表 (Developmental Assessment Chart, 簡稱 DAC)
3. 活動指引 (Activity Guides)

「兒童訓練指南綜合手冊」旨在使讀者對訓練指南及其各部份有一概括的認識及了解; 手冊內亦羅列了各項使用須知及訓練原則, 以協助訓練者更有效地運用「兒童訓練指南」。

「兒童發展評估表」是以兒童發展的五大範圍(大肌肉、小肌肉、社交/自理、智能/學前概念、語言理解/語言表達), 及五大階段(零至十八個月、十八個月至三歲、三歲至四歲、四歲至五歲、五歲至六歲)為根據而製定的, 此外更詳細列明了評估方法, 評估材料及計分標準等, 務求劃一評估程序, 以便日後的檢討及研究工作。

為了配合「兒童發展評估表」內的五大範圍而編訂的五冊「活動指引」, 內容是一系列訓練弱能/智幼兒發揮潛能的方法及所需材料, 訓練者可就弱兒的個別情況, 挑選適合的活動建議, 從而設計「個別教育程序」。

特殊兒童訓練的基礎理論

特殊兒童的發展及學習過程, 其實與正常兒童沒有分別, 只不過會受弱能/智情況的限制, 而產生不同程度的延誤或障礙, 以至暫時或永久性地不能發展某種能力。有效地掌握兒童發展及學習的理論, 不單有助建立訓練特殊兒童的目標, 更對訓練過程及步驟, 有積極的指導作用 (Bailey et, al, 1984, P.19) 故此本會「兒童訓練指南」的編寫, 是以兒童發展理論為經, 教育及行為理論為緯, 務求使特殊兒童教育達到理論與實踐並重的目標。

每一個兒童都是一個獨立的個體，要發揮最有效的訓練，莫如因材施教，為個別兒童設計教育程序，而一個有效的「個別教育程序」必須包括：評估→程序設計及推行→檢討及修訂這三個循環不息的步驟。

另一方面，大部份兒童發展理論（如Piaget 1952, Erteson 1963）都認為：兒童大致是按著特定的階段，循序漸進地分別向德、智、體、羣、美等數個範圍發展。有鑑於此，本指南特別將訓練分為五部份，即大肌肉、小肌肉、社交／自理、智能／學前概念、語言理解／語言表達。而為了配合兒童的發展程度，更將訓練項目按發展難度順序編排，以便訓練程序既全面又能由淺入深，順應兒童的發展趨勢，使訓練能收事半功倍之效。

教育及行為學派的興起（如Bardure, 1973, Bailey & Wolery 1984），為實際的訓練方法提供了具體的指示。例如仔細的行為分析（Behaviour Analysis），獎罰程序（Reward and Punishment），示範（Modelling）、提高興趣（Motivation），鼓勵模倣（Imitation）以及擴展概念（Generalization）等，都是十分有效的教學技巧。行為學派所強調的客觀及嚴謹方法去界定、量度及記錄行為，更為科學化地研究訓練程序的效能，奠定了基礎。本會的「兒童發展評估表」及「活動指引」，廣泛運用了這些教學概念和方法，更預備了簡單實用的資料記錄表（如發展進度表 Developmental Profile Sheet 簡稱 DPS），目的是使訓練過程能同時成為研究本港幼兒教育的資料。

「活動指引」使用須知及訓練原則

甲、使用須知

- 一、直接配合「兒童發展評估表DAC」——活動指引是發展評估表的續編，其中使用的項目號碼，代號（如GM 30、C45等）均與DAC相同，以方便使用者完成評估，設計訓練時，作直接參考。
- 二、有適當的範圍及分題簡介——本會特別在每個範圍及其分題（如智能便包括顏色、形狀等十個分題）的活動建議前，簡單介紹該範圍、分題的性質、訓練大綱、特別困難等，以協助使用者更正確地掌握該範圍。
- 三、預備活動及訓練活動——為使訓練步驟更精細及更易成功，每個訓練項目都分列預備活動及正式訓練活動兩種。使用者可按兒童的能力及進度，作出適當的取捨。
- 四、特別符號註釋——活動指引廣泛運用字母註釋，提示使用者在不同情況下應用活動建議，應用的符號包括：
 - P — 預備節目
 - I — 個別輔導
 - G — 小組活動
 - H — 家中訓練
 - S — 自發性活動
 - E — 擴展活動
 - AM — 為身體弱能兒童而設計的改良活動
 - AB — 為弱視或失明兒童而設計的改良活動
 - AD — 為弱聽或失聰兒童而設計的改良活動
- 五、只作參考，應靈活運用——應用活動建議時應緊記以個別兒童為中心，因而靈活變通，切忌固步自封，反受活動指引限制。
- 六、可與訓練指南乙配合運用——兒童訓練指南共分為甲乙兩部份，供不同程度的兒童訓練之用。在有需要的情况下，不妨互作參考，或諮詢會內專業同事設計最適當之訓練方法。

乙、基本訓練原則及方法

- 一. 環境—訓練的環境，能直接影响訓練效果。一個寧靜、光綫充足、座位舒適及沒有太多雜物（如吊飾）干擾注意力的環境，更能促進兒童的學習效果。
- 二. 氣氛—訓練時要建立歡樂愉快的氣氛。訓練者應保持友善、耐心及鼓勵性的態度，示範適當的行為，再獎勵兒童的嘗試。獎勵要配合兒童的興趣，份量及運用時間都要掌握得宜。
- 三. 提高專注力—為針對特殊兒童較弱的專注力及合作性，訓練者在發出指示時，應先取得兒童的注意。指示要簡潔明確，但若兒童未能明白口頭指示，便要給予適當的手勢、姿勢、口型或聲音提示作輔助，以增加兒童的成功感。
- 四. 實用性—選用的教學活動，需要與日常生活互相配合，以避免學習與應用脫節。
- 五. 教具的選擇—在日常生活中的任何物品，只要不會對兒童的安全構成威脅，均可成為自然教具。在選購教具時，要注意兒童的興趣及能力，而在運用教具施教時，要有系統地突出要施教物件的屬性。
- 六. 協助及提示方法
在訓練過程中，為增強兒童的成功機會，可以用以下的協助及提示方法。
 - (1) 動作引導 (Physical Guidance)
訓練者用手扶着兒童的手，使兒童在協助下完成學習，然後慢慢將協助減少。
 - (2) 動作協助 (Physical Prompt)
訓練者用手輕輕推動或帶動兒童去發動所要求的動作。
 - (3) 表情及手勢指示 (Visual Prompt)
讓兒童得到視覺上的提示。如訓練者的表情或擺放的位置等。
 - (4) 口頭提示 (Verbal Prompt)
訓練者用一些淺白的說話，使兒童明白學習步驟，然後跟指示去做。
 - (5) 位置指示 (Positional Indication)
用物件的位置來幫助兒童明白所要做的步驟。
- 七. 練習及擴展—由於特殊兒童的聯想力及記憶力較弱，故訓練時要經常反覆練習，多番測試，同時學習時間要充份，及經常變換教具、獎賞、教學活動等，以保持學習興趣及建立擴展能力。
- 八. 家長訓練—家中及中心的訓練目標及方法若能一致，不但能避免兒童覺得混淆，更會令訓練事半功倍。故適當的家長訓練，十分值得提倡。

Introduction on Developmental Learning Package (DLP) for Young Handicapped Children

INTRODUCTION

In the past few years, persons providing early education and care for young handicapped children in Hong Kong have often felt the need for assessment instruments and curriculum materials to help them in their work. To meet this need, translations of instruments and materials from programmes of other countries, such as, for example, the Portage Project, have been used. Since these programmes were originally prepared for a target population in somewhat different cultural, social and environmental conditions to those of Chinese handicapped children in Hong Kong, they were not entirely suitable. What was lacking were early education and care programmes specifically designed for local conditions and needs. The present Developmental Learning Package (DLP) was developed to meet these needs.

The Developmental Learning Package (DLP) is a teaching/learning package aimed at promoting the overall development and learning of young Chinese handicapped children aged zero to six years. It is intended for use by direct service personnel, such as special or regular child care workers, kindergarten teachers or special educators, who work on early education and care programmes in special or mainstream settings. It provides these persons with a methodology for the assessment, planning and carrying out of an appropriate curriculum for young children with special needs.

The DLP consists of three inter-related components based on a three stage model of an early childhood educational programme. These three stages are: 1. Assessment 2. Planning; and 3. Implementation.

Assessment is an essential component of any good early educational programme, but is particularly crucial in the case of young children with special needs where learning and developmental patterns are uneven when compared with those of normal preschool children. The results of the assessment process help to determine the strengths and weaknesses of the learner at the start of a programme, and also to establish a baseline on which to build subsequent learning.

Planning involves using the information obtained from the assessment to set up an appropriate educational programme for each child. This programme includes long term goals, short term instructional objectives and, if necessary, the breaking down of these instructional objectives into smaller steps as targets for learning.

Implementation refers to the carrying out of the educational programme by means of suitable activities, teaching methods, materials, interactions and physical settings in order to achieve the pre-determined goals, objectives and target steps.

After a period of implementation, a further assessment is carried out to determine the success of the programme and the cycle of assessment-planning-implementation is repeated.

The DLP consists of three instruments designed to help direct service personnel at each of the crucial three stages of the programme (see Figure 1).

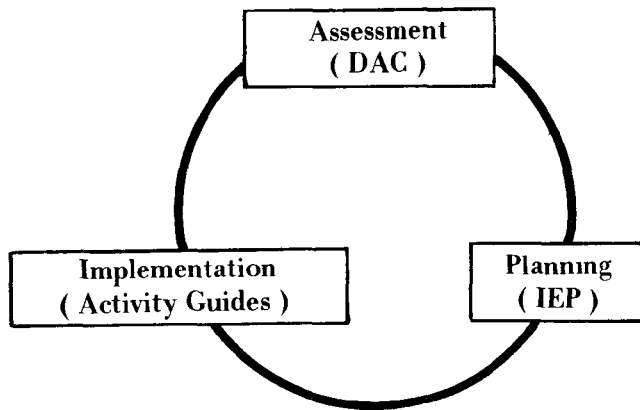


Figure 1 : Components of an Educational Programme for Young Children

1. Assessment: At the stage of assessment, a Developmental Assessment Chart (DAC) is intended to help understand and diagnose a child's level of functioning in five areas of development: gross motor, fine motor, social and self-care, cognitive and pre-academic, and language. It is accompanied by a Manual which explains the details of administration. The DAC can be used to carry out an in-depth assessment of each child and to prepare a Developmental Profile Sheet (DPS) at the beginning of the school year, or at the time a child enters an early education setting. This assessment serves as a framework for instruction by providing the initial developmental information which can be used to plan individual educational programmes. Information from successive assessments can serve as a means for comparing child progress over time as well as to help determine the success of the educational programme.

2. Planning: At the stage of planning, the information obtained from the DAC is used to plan an individual educational programme (IEP) for each child and to monitor progress on a weekly or bi-weekly basis. Two forms are used for this purpose, one for the Goals and Objectives, and another for Planning and Evaluation.

3. Implementation: At the implementation stage, five Activity Guides linked to the five developmental areas of the DAC have been designed to help the educator implement the educational programme. These Guides suggest a wide range of activities, materials, methods and types of interactions that would be suitable for helping the children achieve certain instructional objectives. They also provide some adaptations of activities for use with children with specific types of handicapping conditions such as hearing problems, visual impairment, etc.

SPECIAL FEATURES OF THE DLP

1. The DLP is based on the sequences of developmental skills of normal children. However, many of these skills have been broken down into smaller steps and additional items added to take into account the more gradual progress of handicapped children in their speed of development.

2. Assessment with the DAC provides an indication of both the acquired and the emerging skills or competencies of the child. The emerging skills, particularly those that will help the child function successfully in the preschool, the home and the community, form the basis for planning and implementing the educational programme.

3. With its emphasis on the learner, the DLP represents a child-centred approach to early education and care. The three components help the educator to assess the level of functional skills achieved by each child and subsequently to plan and carry out an educational programme adapted to the strengths and weaknesses of the learner. Its major aim is to help young handicapped children learn and develop their potential to the maximum by providing educators with a methodology and the instruments to achieve this .

4. The DLP has been adapted to specific types of handicapping conditions, eg. children with hearing and visual problems, or physical and mental handicaps. At present efforts continue to be made to increase the number of items that contain suggestions for adaptation to different categories of handicap.

5. Use of the DLP does not require specialized knowledge or advanced academic qualifications. The instructions for administration are sufficiently detailed to be understood and followed by direct service personnel in Hong Kong, i.e. child care workers and kindergarten teacher. It does, however require some background in child development and early childhood education as well as some basic assessment skills. These can be obtained by means of a relevant in-service staff development programme.

6. The DLP is based on the assumption that the most effective learning occurs when the learning task is matched to the learner's level of functioning. In other words, educational programmes have the greatest chance of success if they start at the level of the learner and move forwards from this point. In order to match learning to the learner's level, it is necessary to determine the entry point of a teaching-learning situation and to individualize educational programmes for young handicapped children so that they correspond to each child's abilities and level of functioning. By providing a variety of suggestions for activities at different levels of functioning, the Activity Guides allow for this match between the learner and the learning situation.

7. The various activities of the Activity Guide have been selected on the basis of the assumption that young children learn best when they are actively engaged with concrete objects in a playful, enjoyable situation which allows the child to be successful. These activities encourage the child to be directly involved with concrete materials, to enjoy the learning situation and to be rewarded with success.

STRUCTURE AND DEVELOPMENT

The DAC and related Activity Guides cover five broad areas of development: gross motor, fine motor, cognitive and pre-academic, social and self care, and language. A variety of sub-scales exist within each of these broad areas. Each area is sub-divided into five age groups: birth to 18 months, 18 months to three years, three to four, four to five, and five to six years. The DAC, together with the IEP forms, allow for assessment and curriculum planning in most of the crucial areas of development.

The DAC was developed over several years. After a preliminary selection of items from known social, developmental and adaptive behavioural scales and checklists and in particular the Skills Inventory of Macquarie University and the Developmental Sequence Performance Inventory of the University of Washington, Seattle, a first version was prepared. This version was tried out for two years in special centres and home-based, parent-contact programmes. During this trial period, feedback was obtained from all staff involved in direct services with the children on the effectiveness, usefulness and clarity of the items. The information obtained was incorporated into a preliminary revised version.

A validation study of the DAC was carried out with 100 children aged between 6 months and 6 years, equally divided between sex and the above-mentioned five age categories (see Table 1).

Age Range	Girls	Boys	Total
0-18 months	10	10	20
18 months-3 years	10	10	20
3-4 years	10	10	20
4-5 years	10	10	20
5-6 years	10	10	20

Table 1 : Age and Sex distribution for Validation Study

The subjects for this study were located in two regular child care centres and one creche. The DAC was administered by eleven special child care workers after an intensive training and at least two year's experience in its use. The results of this validation study led to the re-ordering of some of the existing items and the addition of some new ones. The present revised version of the DAC includes these changes.

The activities of the five Activity Guides were suggested by the staff and advisors of the Heep Hong Society on the basis of direct experience with children and a review of the relevant early childhood education and child development literature.

The present version is the result of this accumulation of experience and use. Comments and suggestions for improvement would be welcomed.

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