

**Celebrating the 45th Anniversary of the University of Macau:  
FED-CEPECE Seminar: “Breakthroughs and Innovations in Early  
Childhood Inclusive Education”**

**Date:** 7 May 2026

**Time:** 15:00-16:00

**Venue:** E33-2036, Faculty of Education

**Language:** Mandarin

**Registration:** <https://umac.questionpro.com.au/t/ARuLwZSCGC>

**Enquiries:** Mr. Harvey LO (Email: [FED\\_Event@um.edu.mo](mailto:FED_Event@um.edu.mo) / Tel: 8822-4593)

**Speaker:**

Prof. Nai-Hua LIU is an Assistant Professor of Early Childhood Education at the University of Macau. Her work bridges research and practice, supporting Macau kindergartens in school-based curriculum development and teacher professional development. She has led initiatives in school-based life education, everyday science learning, aesthetic education, and social-emotional learning (SEL) in inclusive early childhood settings. She has also helped kindergartens launch innovative home–school partnerships and implement authentic assessment through automated learning portfolios. Her professional mission is to address the practical needs of teachers, parents, and young children in real educational contexts.

**Abstract:**

Inclusive education continues to face significant implementation challenges. At the institutional level, schools often lack cross-disciplinary support teams (e.g., psychologists, special educators, social workers), and administrative systems provide limited support for IEPs and BSPs. Teachers, constrained by limited time and training, struggle to conduct functional behavior analysis or integrate interventions into daily instruction. Inconsistent parental involvement limits behavioral change in SEN students. Resource and personnel shortages leave teachers working in isolation. Inadequate assessment and follow-up—especially the lack of long-term data—make it difficult to sustain interventions (Ainscow, 2020; Forlin, 2010; et al.).

Pull-out models reduce peer interaction and belonging (Lindsay, 2007). Current trends emphasize teacher-led embedded interventions within natural classroom contexts (Ainscow, 2020; McLeskey et al., 2015).

Enhancing teachers' inclusive education competencies is crucial (Forlin, 2010). Classroom adjustments, visual prompts, differentiated materials, and social-emotional learning content can improve SEN students' engagement and self-regulation (Sugai & Horner, 2006; Chen, 2020). This study presents preliminary findings on three strategies: physical environment adjustments, SEL curriculum and instruction, and parent-child collaborative learning.