




Project C.A.R.E.
Children and Adolescents at Risk Education
【有教無『戾』 --- 校園欺『零』計畫】
(Project Number: 2008/0208)

Final Report to
Quality Education Fund
(From March 2011 to August 2011)



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Part 1: Project Overview

From March 2011 to August 2011, there were several major achievements during this period, including the completion of therapeutic groups for aggressors in secondary schools, therapeutic groups for aggressors, their parents and both students and parents in primary schools, ambassador program in secondary schools, and second round of educational talks and workshops for students, teachers and parents. Post-assessment was conducted to evaluate the effectiveness of therapeutic groups and ambassador program. An awarding ceremony was organized in July 2011 to celebrate the success of all students and parents who participated in the project.

Besides, a series of non-core activities were organized to raise the public awareness of school bullying and educate the related parties on the strategies to handle the issue.

Table 1 showed the highlighted activities in the captioned period:

Table 1 Highlights of activities from March 2011 to August 2011

Date	Content	Details
Evaluation of the therapeutic groups for aggressors in 2009-2011 (Details in 2.5)		
March 2011 – May 2011	Post-test for aggressors (2010-11 semester 2)	2.5
	Pre-test and Post-test for teachers of aggressors (2010-11 semester 2)	2.5
	Pre-test & Post-test for parents of aggressors (2010-11 semester 2)	2.5
May 2011	3-month follow-up test for aggressors (2010-11 semester 1)	2.5
Implementation of therapeutic groups and control groups for aggressors (Details in 2.6)		
Implementation of 2nd round of student educational talks, parent workshops and teacher training workshops from January 2009 (Details in 2.1, 2.2, & 2.3)		
Press release and interviews by mass media (Details in 3)		
Antibullying committee and forum (Details in 3 & 4)		
QEF Booth (Details in 5)		
Additional teacher and parent training workshops to non-serving schools (Details in 6, 7, & 8)		
Harmony school competition & harmony school life competition (Details 9 & 10)		
Drama Video for Manual Production (Details in 11)		
Enewsletter (Details in 13)		

Part 2: Service for Treatment-serving Schools

2.1 Teacher Training Workshop

Objectives and basic information

The second round teacher training workshops, titled “Intervention of victims in school bullying”, have been held in treatment-serving schools from March to July, 2011.

The main objectives of the workshops were as follows:

1. To equip teachers with knowledge on victimization;
2. To acquire skills and procedures in handling aggressive victims and passive victims in immediate stage and long run
3. To enhance teachers’ understanding about the project and their role in implementing the project, gaining their support and cooperation to reduce labeling effect on group members

Table 2 Date, time and number of participants of teacher training workshop in semester B

	School	Date and Time	No. of Participants
Primary Schools	1. Ho Shun Primary School	17 June 2011 (Mon) 3:15pm – 4:15pm	28
	2. LST Leung Kau Kui Primary School (Branch)	25 March 2011 (Fri) 2:00pm – 3:00pm	40
	3. Ping Shek Estate Catholic Primary School	20 May 2011 (Fri) 10:45am – 11:45am	unknown
	4. Po On Commercial Association Wan Ho Kan Primary School	7 April 2011 (Thu) 2:00pm – 3:00pm	26
	5. St. Bonaventure Catholic Primary School	8 June 2011 (Wed) 2:00pm – 3:00pm	42
Secondary Schools	1. Christian Alliance Cheng Wing Gee College	8 June 2011 (Wed) 2:00pm – 3:00pm	47
	2. Fing Kai Liu Man Shek Tong Secondary School	3 June 2011 (Fri) 9:00am – 10:00am	47
	3. Kwai Chung Methodist College	18 March 2011 (Wed) 9:20am – 10:50am	52
	4. Lung Cheung Government Secondary School	23 March 2011 (Wed) 2:30pm – 3:30pm	38
	5. Nam Wah Catholic Secondary College	19 April 2011 (Tue) 2:00pm – 3:00pm	62
	6. Pui Shing Catholic Secondary School	15 April 2011 (Tue) 9:00am – 10:00pm	44
	7. Shun Tak Fraternal Association Seaward Woo College	23 March 2010 (Mon) 9:00am – 10:00am	49
Total Number of Participants			475

The details of the teacher training workshop have been described in fourth progress report. The evaluation is attached in Appendix 1 and 2.

2.2 Student Education Talk

Objectives and basic information

The student educational talk in the semester B focused on identifying and understanding the characteristics of aggressive victims and passive victims. All students were expected to equip with essential coping skills and method when facing bullying situation.

The objectives of the talk were as follows:

1. For aggressive victims
 - To identify the beliefs, emotions and behavioral response of aggressive victims
 - To strengthen the superego of aggressive victims
 - To provide different perspectives and coping methods in case of being bullied
2. For passive victims
 - To identify the beliefs, emotions and behavioral response of passive victims
 - To strengthen the superego of aggressive victims
 - To provide different perspectives and coping methods in case of being bullied
3. For bystanders
 - To provide rational beliefs, emotions and behavioral response when being bullied
 - To provide coping methods in case of being bullied

Table 3 Date, time and number of participants of student educational talk in semester B

	School	Date and Time	Estimated No. of Participants
Primary Schools	1. Ping Shek Estate Catholic Primary School	3 March 2011 (Thurs) 10:00am-12:30pm	unknown
	2. Po On Commercial Association Wan Ho Kan Primary School	11 March 2011 (Fri) 1:40pm – 2:40pm	180
	3. St. Anthony's School	27 June 2011 (Mon) 11:00am – 12:00 pm	49
	4. St. Bonaventure Catholic Primary School	11 April 2011 (Mon) & 14 April 2011 (Thurs) 2:15 pm – 3:15 pm	72
	5. St. Patrick's School	3 June 2011(Fri) 2:10 pm - 3:15pm 7 July 2011 (Thurs) 8:40am - 9:40am 10:10am – 11:20am	155
Secondary Schools	1. Christian Alliance Cheng Wing Gee College	3 May 2011 (Tue) 8:00am – 9:00am 6 May 2011 (Thus)	96

		8:00am – 9:00am	
2.	Fing Kai Liu Man Shek Tong Secondary School	19 January 2011(Wed) 2:00pm – 3:30pm 3 March 2011(Thus) 11:45 – 12:45	163
3.	Kwai Chung Methodist College	17 February 2011 (Thurs) 2:20pm – 3:30pm 22 March 2011 (Tue) 2:20pm -15: 20pm	523
4.	Nam Wah Catholic Secondary College	2 March 2011 (Wed) 2:30pm – 3:30pm 9 March 2011(Wed) 2:30pm – 3:30pm	163
5.	Pui Shing Catholic Secondary School	15 April 2011 (Fri) 8:30am – 11:00am	162
6.	Shun Tak Fraternal Association Seaward Woo College	25 May 2011 (Wed) 12:30pm – 1:30pm	130
Total No. of Participants			1693

The details of the student education talk have been described in fourth progress report. The evaluation is attached in Appendix 3 and 4.

2.3 Parent Workshop

Objectives and basic information

In semester B, the parent workshop was entitled “Know more about your child’s social life”, which focused on the understanding the social life of teenage children and the difficulties they faced, and how parents could help their children handle such difficulties. The workshop was especially designed for parents to understand more about both types of victims as victims usually had more problems in their social life.

The workshop aimed at:

1. To enhance the concern and understanding of the social life of participants’ children
2. To improve parents’ self-reflection on their attitude when handling their children’s stress in interpersonal relationship
3. To equip parents with the basic skills to widen their children’s belief through their daily interaction, and to improve children’s degree of assertiveness

Table 4 Date, time and number of participants of parent workshop in semester B

	School	Date and Time	No. of Participants (estimate)
Primary Schools	1. Ho Shun Primary School	7 May 2011 (Sat) 9:30am – 10:30am 14 May 2011(Sat) 9:30am – 10:30am	169
	2. Ping Shek Estate Catholic Primary School	17 May 2011 (Thurs) 2:00pm – 3:00pm	17
	3. PLK Riverian Primary School	25 March 2011 (Fri) 7:30pm – 8:30pm	unknown
	4. St. Anthony’s School	12 March 2011 (Sat) 10:00am – 11:00am	42
	5. St. Bonaventure Catholic Primary School	16 March 2011 (Tue) 8:30am – 9:30am	43
	6. St. Edward’s Catholic Primary School	19 March 2011 (Sat) 11:10am – 12:10pm	24
	7. St. Patrick’s School	21 May 2011 (Sat) 3:00pm – 4:00pm	34
Secondary Schools	1. China Holiness College	13 March 2011 (Sun) 3:00pm – 16:00pm	9
	2. Christian Alliance Cheng Wing Gee College	11 March 2011 (Fri) 7:40pm – 8:45pm	17

	3. Fing Kai Liu Man Shek Tong Secondary School	10 June 2011 (Fri) 7:00pm – 8:00pm	14
	4. Kwai Chung Methodist College	15 May 2011 (Sun) 2:30pm – 3:30pm	20
	5. Lung Cheung Government Secondary School	8 April 2011 (Fri) 7:00pm – 8:30pm	27
	6. Nam Wah Catholic Secondary College	25 March 2011 (Fri) 7:30pm – 8:30pm	9
	7. Pui Shing Catholic Secondary School	25 March 2011 (Sat) 4:00pm – 5:00pm	16
Total No. of Participants			441

The details of the parent talk have been described in fourth progress report. The evaluation is attached in Appendix 5 and 6.

2.4 Assessment, selection and evaluation of participants

Specific research and treatment targets for each of academic year were set up in the project. Due to the differences in the objectives, the research designs, recruitment of target students and the assessment tools involved were different between 2009-10 and 2010-11 academic year. In order to present the information of each of the year clearly and minimize confusions, the research designs, participants involved, procedures and assessment tools involved would be discussed separately in two parts below.

2.4.1.1 2009-10 academic year

The treatment and research target were set on aggressors in the 2009-10 academic year. An experimental design with therapeutic groups on aggressors during the first term and second term respectively was consumed for each of the 20 schools. For primary schools, there were 3 forms of therapeutic groups: Students, parents, student-parent (parallel). On the other hand, only students were involved in the therapeutic groups in secondary schools. There were 9 students in each group.

Quantitative (self-report questionnaire) and qualitative (structured interview) methods were used to assess the suitability of group participation for the aggressors as well as the effectiveness of the project. Three parties influencing the students' behaviors were involved in the assessment process. They were students themselves, their parents and their teachers. Cognitive, emotional and behavioral aspects of the students were assessed by all three parties. The viewpoint of all three parties was assessed before, immediately after the treatment for aggressive victims, 3 months, 6 months, 1 year and 2 years after the treatment.

2.4.1.1a School recruitment and participants

The recruitment of treatment-serving schools for school year 2009-2010 started in May

2009. An invitation letter with a brief introduction of the project was sent to all primary schools and secondary schools in Hong Kong to participate in the recruitment orientation on 9 May 2009. 62 primary schools and 28 secondary schools replied to join the orientation, while 36 primary schools and 25 secondary schools showed interest in the project but the school representatives were unable to attend the orientation. Relevant information was therefore faxed or emails to them afterwards.

The recruitment orientation was held in two sessions, with the morning session for secondary schools and the afternoon session for primary schools. Each session was divided into 2 parts. The first part was presented by Dr. Annis Fung (the Project Director) on the goals and objectives of project, characteristics of proactive aggressor, reactive aggressor, aggressive victim and passive victim, and the implementation of the project in school. In the second part, invited guests from treatment-serving schools in 2008-2009 shared their experience on the implementation of project in school, and especially the positive changes of the students after participating in the therapeutic group. The guest speakers in the morning session were [redacted] (Guidance Head) from Holy Carpenter Secondary School and [redacted] (Vice-principal) from Toi Shan Assosication College, while the guests in the afternoon session were [redacted] (Social Worker) from Caritas Fanling Chan Chun Ha Secondary School and [redacted] (Form Coordinator) from Buddhist Mau Fung Memorial College.

In the orientation, an application form for coming school year was distributed to representatives of each school. 19 secondary schools and 28 primary schools applied for the project. After considering the situation of aggression and victimization in school, banding, number of students, district, and willingness to commit to the project, 10 primary schools and 10 secondary schools were selected to take part in the project in school year 2009-2010.

In September, 2009, a screening questionnaire would be given to all students from P.4 to F.3 (plus F.4 and 5 in Sung Lan Middle School) so as to screen out the potential aggressors in those 20 schools. After screening, pre-assessment with identified aggressors, their teachers and parents would be conducted to the potential aggressors before the therapeutic groups in semester A and B respectively to identify the aggressors and their parents to take part in the project activities in that semester. At the end of both semesters, post-assessments would be done with the same parties to assess the change of the identified aggressors after they or their parents participated in the project activities. One secondary school, Chinese YMCA Secondary School has quitted the project in October 2009. Therefore the data of this school would not be reported.

Participants of the screening procedure were 3274 primary and 3841 secondary students in Hong Kong. The mean age of those primary 4 to primary 6 students was 10.12 and the mean age for secondary 1 to secondary 3 students was 13.53. The form, sex distribution and mean age of students in those 19 schools was summarized in Table 5 to 10.

Table 5 Form distribution of students in 10 primary schools in 2009-10

School	Forms			
	P.4	P.5	P.6	Subtotal
	No. of Students			
1. Buddhist Chung Wah Kornhill Primary School	36	66	95	197
2. Fresh Fish Traders' School	29	34	66	129
3. Fuk Wing Street Government Primary School	85	126	112	323
4. Po Leung Kuk Tin Ka Ping Primary School	123	109	133	365
5. Precious Blood Primary school	69	92	81	242

6. Pun U Association Wah Yan Primary School	139	130	122	391
7. Sham Shui Po Government Primary School	144	162	147	453
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	104	146	107	357
9. Tai Po Old Market Public School	138	119	129	386
10. Tak Sun School	130	145	156	431
Total	997	1129	1148	3274

Table 6 Form distribution of students in 9 secondary schools in 2009-10

School	Forms			
	F.1	F.2	F.3	Subtotal
	No. of Students			
1. Heung To Secondary School (Tseung Kwan O)	108	105	110	323
2. Ho Dao College	159	167	165	491
3. HKWMA Chu Shek Lun Secondary School	77	86	105	268
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	120	106	169	395
5. Sung Lan Middle School	9	0	278 (F.3-5)	287
6. Lok Sin Tong Wong Chung Ming Secondary School	144	186	180	510
7. Tin Shui Wai Government Secondary School	156	192	183	531
8. HKMA K S Lo College	185	197	193	575
9. Ling Liang Church M H Lau Secondary School	150	153	158	461
Total	1108	1192	1541	3841

Table 7 Sex distribution of students in treatment-serving schools (primary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Buddhist Chung Wah Kornhill Primary School	120	77	0	197
2. Fresh Fish Traders' School	76	51	2	129
3. Fuk Wing Street Government Primary School	161	159	3	323
4. Po Leung Kuk Tin Ka Ping Primary School	190	171	4	365
5. Precious Blood Primary school	75	166	1	242
6. Pun U Association Wah Yan Primary School	391	0	0	391
7. Sham Shui Po Government Primary School	260	184	9	453
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	169	184	4	357
9. Tai Po Old Market Public School	195	189	2	386
10. Tak Sun School	430	0	1	431
Total	2067	1181	26	3274

Table 8 Sex distribution of students in treatment-serving schools (secondary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Heung To Secondary School (Tseung Kwan O)	195	128	0	323
2. Ho Dao College	318	173	0	491
3. HKWMA Chu Shek Lun Secondary School	119	139	10	268

4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	250	145	0	395
5. Sung Lan Middle School	186	100	1	287
6. Lok Sin Tong Wong Chung Ming Secondary School	295	214	1	510
7. Tin Shui Wai Government Secondary School	243	288	0	531
8. HKMA K S Lo College	285	287	3	575
9. Ling Liang Church M H Lau Secondary School	300	161	0	461
Total	2191	1635	15	3841

Table 9 Mean age of students in treatment-serving schools (primary)

School	Mean Age
1. Buddhist Chung Wah Kornhill Primary School	10.78
2. Fresh Fish Traders' School	11.31
3. Fuk Wing Street Government Primary School	10.35
4. Po Leung Kuk Tin Ka Ping Primary School	9.91
5. Precious Blood Primary school	10.04
6. Pun U Association Wah Yan Primary School	9.85
7. Sham Shui Po Government Primary School	10.27
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	9.97
9. Tai Po Old Market Public School	9.80
10. Tak Sun School	10.04
Overall	10.12

Table 10 Mean age of students in treatment-serving schools (secondary)

School	Mean Age
1. Heung To Secondary School (Tseung Kwan O)	13.17
2. Ho Dao College	13.29
3. HKWMA Chu Shek Lun Secondary School	14.16
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	13.35
5. Sung Lan Middle School	16.37
6. Lok Sin Tong Wong Chung Ming Secondary School	13.54
7. Tin Shui Wai Government Secondary School	13.15
8. HKMA K S Lo College	12.00
9. Ling Liang Church M H Lau Secondary School	13.14
Overall	13.53

In each school, about 30 students were invited to take part in the pre-test (second round of screening), with most of the participants were selected through first round screening questionnaire and the remaining nominated by school teachers and social workers. They were regarded as potential aggressors, and further assessment would be conducted to determine their service needs. The criterion of selecting students was based on the score of RPQ and MPVS scale. First, the students with MPVS total scores above the standard deviation of 1.5 were excluded. Next, their RPQ total scores were sorted descending. The first 30 to 35 students who got the highest score in RPQ scale were selected as potential aggressors and took part in the pre-test.

Aggressor treatment group for secondary schools – October 2009 to June 2010

Among 9 secondary schools which have joined the project, 4 of them would implement the 1-year long anti-bullying ambassador program. A total of 103 students participated in this

program in those four schools.

The other 5 schools would conduct therapeutic groups for identified aggressors. There were a total of 23 therapeutic groups implemented in those 5 secondary schools in both semester A and B. In semester A of school year 2009-2010, 8 therapeutic groups for the identified aggressors in 5 secondary schools have been implemented. Each therapeutic group consisted of about 9 aggressors selected from screening and pre-assessment. Two types of therapeutic groups were adopted to compare the effectiveness of different types of treatment on the participants. A total of 70 students achieved the attendance rate of 80% or above, making 70 as the final valid sample size. In semester B of school year 2009-2010, 15 therapeutic groups for the identified aggressors in secondary schools have been implemented. Each therapeutic group consisted of about 9 aggressors selected from screening and pre-assessment. Therapeutic groups for both proactive aggressors and reactive aggressors were adopted to compare the effectiveness of different types of treatment on the participants. A total of 131 students achieved the attendance rate of 80% or above, making 131 as the final valid sample size.

Aggressor treatment group for primary schools– October 2009 to June 2010

In semester A of school year 2009-2010, 11 therapeutic groups for parents of identified aggressors in primary schools have been implemented. Each therapeutic group consisted of about 6 parents selected from screening and pre-assessment. Two types of therapeutic groups were adopted to compare the effectiveness of different types of treatment on the participants. A total of 67 parents finally achieved the attendance rate of 50 % or above, making 67 as the valid sample size. In addition, 1 therapeutic group for identified aggressors has been implemented. It consisted of about 12 students selected from screening and pre-assessment.

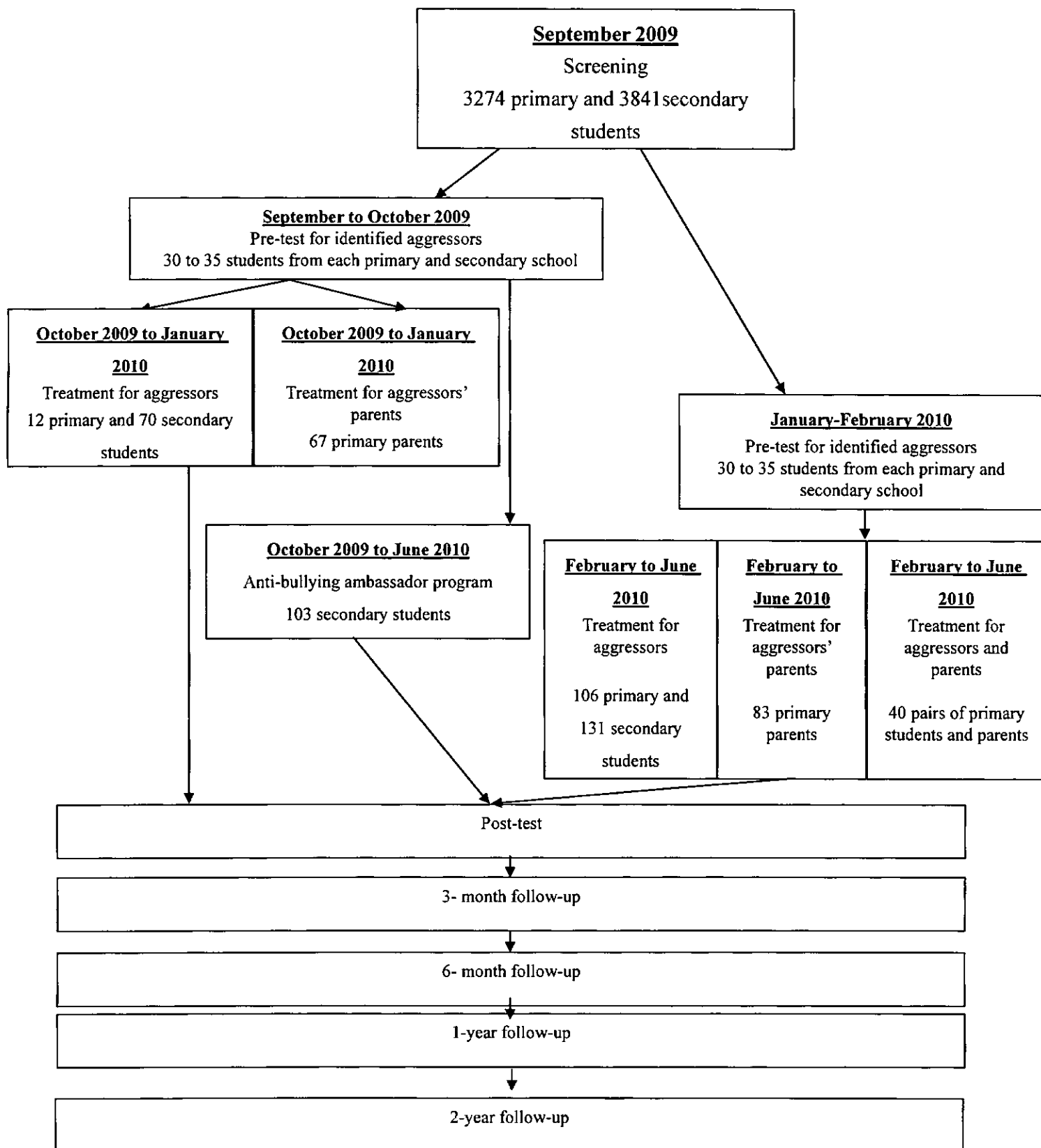
In semester B of school year 2009-2010, 12 therapeutic group for identified aggressors in

primary school has been implemented. It consisted of about 12 students selected from screening and pre-assessment. Therapeutic groups for reactive aggressors were adopted in this semester. A total of 106 students achieved the attendance rate of 80% or above, making 106 as the valid sample size. Besides that, about 12 therapeutic groups for parents of identified aggressors in primary schools have been implemented. Each therapeutic group consisted of about 6 parents selected from screening and pre-assessment. Therapeutic groups for reactive aggressors were adopted in this semester. A total of 83 parents achieved the attendance rate of 50% or above, making 83 as the valid sample size. In addition, therapeutic parallel groups for identified aggressors and their parents in primary schools have been implemented. Each therapeutic group consisted of about 6 pairs of students and parents selected from screening and pre-assessment. Therapeutic groups for reactive aggressors were adopted in this semester. There were altogether 40 pairs of parents and students who achieved the attendance rate of 80% or above, making 40 as the valid sample size.

2.4.1.1b Outline of procedures

The assessment by student themselves were divided into either three or four steps. There were screening, pre-test, post-test, 3-month and 6-month follow-up questionnaire. The time frame and number of participants included in the procedures are summarized in Figure 1.

Figure 1: Time frame for research process in 2009-2010 academic



2.4.1.1c Screening

All original versions of assessment tools were written in English. Translation of questionnaires into Chinese and back-translation into English has been completed.

Screening questionnaire measuring their frequency of aggressive behaviors and other related characteristics was distributed to 19 treatment-serving schools in September 2009, with paper questionnaire used in primary schools and electronic questionnaire in secondary schools. Students were briefly introduced the project before they started completing the questionnaires. Trained university students were present during the assessment to provide necessary explanations to students if needed. 7115 primary and secondary students completed and returned the questionnaire. The questionnaire was employed to screen out potential candidates for subsequent services in school, as well as to evaluate the overall picture of school bullying in primary and secondary schools in Hong Kong. (As mentioned, Chinese YMCA Secondary School has quitted the project in October 2009. Therefore the data of this school would not be reported.)

Given the numerous assessment tools used in the two-year project, detailed information about the source and psychometrics of the assessment tools would be further discussed in later sessions. Thus, we only listed out the assessment tools for the screening test in Table 11.

Table 11 Summary of assessment tools included in quantitative questionnaires in screening

Time point	Assessment tools
Screening	<ol style="list-style-type: none"> <li data-bbox="514 371 1404 461">1. Reactive Proactive Aggression Questionnaire (RPQ; Raine et al., 2006) <li data-bbox="514 499 1404 589">2. The Antisocial Process Screening Device (APSD; Frick & Hare, 2001) <li data-bbox="514 622 1235 656">3. Cognitive-Affective-Somatic Empathy Scale (CASES) <li data-bbox="514 689 1404 801">4. Multidimensional Peer Victimization Scale (MPVS; Mynard & Joseph, 2000) <li data-bbox="514 813 1404 902">5. demographic variables (age, family structures, household income and living area)

Selection criteria for pre-test questionnaire and interview –aggressors

Scores in the screening questionnaire were examined to recruit high-risk aggressors for the pre-test questionnaire and interview. The selection of high-risk aggressors for the therapeutic groups was based on students' scores on RPQ and MPVS. First of all, the students who scored 1.5 standard deviation below MPVS scores were selected. Then, the RPQ total score was sorted descending. The first 30 to 35 students who got the highest score in RPQ scale were selected as potential aggressors and took part in the pre-test questionnaire and interview.

Table 12-17 showed the form distribution, sex distribution and mean age of pre-test students in treatment-serving schools.

Table 12 Form distribution of pre-test students in treatment-serving schools (primary)

School	Forms			
	P.4	P.5	P.6	Subtotal
	No. of Students			
1. Buddhist Chung Wah Kornhill Primary School	15	21	26	62
2. Fresh Fish Traders' School	9	12	18	39
3. Fuk Wing Street Government Primary School	26	38	30	94
4. Po Leung Kuk Tin Ka Ping Primary School	26	19	31	76
5. Precious Blood Primary school	29	12	22	63
6. Pun U Association Wah Yan Primary School	32	28	18	78
7. Sham Shui Po Government Primary School	26	16	18	60
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	22	26	25	73
9. Tai Po Old Market Public School	27	33	27	87
10. Tak Sun School	40	25	31	96

Total	252	230	246	728
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Table 13 Form distribution of pre-test students in treatment-serving schools (secondary)

School	Forms			
	F.1	F.2	F.3	Subtotal
	No. of Students			
1. Heung To Secondary School (Tseung Kwan O)	15	14	10	39
2. Ho Dao College	20	22	12	54
3. HKWMA Chu Shek Lun Secondary School	14	11	16	41
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	9	17	42	68
5. Sung Lan Middle School	1	0	39 (F.3-5)	40
6. Lok Sin Tong Wong Chung Ming Secondary School	8	6	6	20
7. Tin Shui Wai Government Secondary School	14	12	5	31
8. HKMA K S Lo College	9	14	8	31
9. Ling Liang Church M H Lau Secondary School	13	8	9	30
Total	103	104	147	354

Table 14 Sex distribution of pre-test students in treatment-serving schools (primary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Buddhist Chung Wah Kornhill Primary School	41	15	6	62
2. Fresh Fish Traders' School	23	10	6	39
3. Fuk Wing Street Government Primary School	51	26	17	94

4. Po Leung Kuk Tin Ka Ping Primary School	39	25	12	76
5. Precious Blood Primary school	31	26	6	63
6. Pun U Association Wah Yan Primary School	74	0	4	78
7. Sham Shui Po Government Primary School	42	17	1	60
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	32	31	10	73
9. Tai Po Old Market Public School	37	20	30	87
10. Tak Sun School	78	5	13	96
Total	448	175	105	728

Table 15 Sex distribution of pre-test students in treatment-serving schools (secondary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Heung To Secondary School (Tseung Kwan O)	22	14	3	39
2. Ho Dao College	34	16	4	54
3. HKWMA Chu Shek Lun Secondary School	23	14	4	41
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	36	17	15	68
5. Sung Lan Middle School	24	16	0	40
6. Lok Sin Tong Wong Chung Ming Secondary School	12	7	1	20
7. Tin Shui Wai Government Secondary School	20	10	1	31
8. HKMA K S Lo College	17	14	0	31
9. Ling Liang Church M H Lau Secondary School	25	5	0	30

	Total	213	113	28	354
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Table 16 Mean age of pre-test students in treatment-serving schools (primary)

School	Mean Age
1. Buddhist Chung Wah Kornhill Primary School	10.39
2. Fresh Fish Traders' School	11.23
3. Fuk Wing Street Government Primary School	10.18
4. Po Leung Kuk Tin Ka Ping Primary School	9.83
5. Precious Blood Primary school	9.75
6. Pun U Association Wah Yan Primary School	9.67
7. Sham Shui Po Government Primary School	10.10
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	9.81
9. Tai Po Old Market Public School	9.59
10. Tak Sun School	9.97
Overall	10.05

Table 17 Mean age of pre-test students in treatment-serving schools (secondary)

School	Mean Age
1. Heung To Secondary School (Tseung Kwan O)	13.37
2. Ho Dao College	12.97
3. HKWMA Chu Shek Lun Secondary School	14.05
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	13.76
5. Sung Lan Middle School	16.33
6. Lok Sin Tong Wong Chung Ming Secondary School	13.21

7. Tin Shui Wai Government Secondary School	12.93
8. HKMA K S Lo College	12.81
9. Ling Liang Church M H Lau Secondary School	13.10
Overall	13.61

2.4.1.1d Pre-test

After the screening process, potential aggressors were invited to take part in the assessment. In order to gain understanding about the participants through multiple perspectives, parents and teachers are also engaged and involved in our pre-test assessment.

Student pre-tests. The pre-test for aggressors was held between late September and early October 2009 as well as late January and early February 2010. The interviews were conducted by trained university students, who were blind to the treatment process. The pre-test involved a set of quantitative questionnaire. Pre-test students were invited to fill in a questionnaire to further assess their level of aggression and relevant characteristics of aggressors. Four scales were included in the questionnaire:

- Schizotypal Personality Questionnaire (SPQ; Raine et al., 1991; 1995)

A number of researches have pointed to the association between bullying / victimization and various personality disorders, including schizotypal personality (characterized by odd behavior and thinking and need for social isolation). The SPQ is a 22-item questionnaire used to assess schizotypal personality patterns and to screen out the schizotypal personality among potential aggressors. The SPQ consists of three factors including: cognitive-perceptual deficits (Ideas of Reference, Magical Thinking, Unusual Perceptual Experiences, and Paranoid Ideation), interpersonal deficits (Social Anxiety, No Close Friends, Blunted Affect, Paranoid Ideation), and disorganization (Odd Behavior, Odd Speech). Students answered the 22 items with simple yes/no answers.

- COD QUESTIONNAIRE (Conduct and Oppositional Defiant Disorder; Raine, 2009)

This 23-item self-report instrument provides a quick dimensional assessment of self-report oppositional defiant disorder (ODD) and conduct disorder (CD), two psychiatric disorders closely related to adolescent behavioral problems. Students are asked to report whether they have conducted delinquent behaviors (e.g. lost their temper, deliberately annoyed people) or more serious conduct problems (bullied or threatened someone, stolen things or shoplifted). They responded to the questions based on a 3-point

scale (0 = never, 1 = sometimes, 2 = often).

- Brief GRIT scale (GRIT; Duckworth & Quinn, 2009; Duckworth, Peterson, Matthews, & Kelly, 2007)

Proactive aggressors are often characterized by their use of aggressive behaviours as means to obtain long-term or short-term goals and reinforcements. Thus, we also include a scale to assess students' attitudes towards goal attainments. Brief GRIT scale was used to examine perseverance and passion for long-term goals. It was a short, 8-item scale related to goal attainments (e.g. I am diligent / I finish whatever I begin). Students responded to the questions based on a 5-point Likert scale (1 = Not like me at all, 2 = Not much like me, 3 = Somewhat like me, 4 = Mostly like me, and 5 = Very much like me).

- Child Behavior Checklist - Youth Self-Report (CBCL-YSR; Achenbach, 1991)

CBCL-YSR was a self-report questionnaire which allowed students to rate their own behaviors in the past three months. Students rated whether each item (e.g., "I worry a lot;" "I get into many fights") was "not suitable", "quite suitable" or "very suitable" to them. Four subscales of CBCL-YSR were used in the screening questionnaire, including "aggressive behavior", "anxious/depressed", "attention problem", and "delinquent behavior". Responses to the CBCL questions were summed to create the score for each subscale.

The assessment tools used in aggressor pre-test were attached in Appendix 7 and 8.

Teacher pre-tests. Teacher assessment was based on 3 teachers of each identified aggressor. One teacher was interviewed and filled in a questionnaire, while the other two teachers were only required to fill in a questionnaire. In some treatment-serving schools, the teachers were unable to spare time for interview, therefore only questionnaires were completed and collected.

The selection criteria of the teacher for the teacher assessment was that he¹ must be

¹ From here on, the term "he" will be referring to both "he" and "she"; it is merely shortened for convenience purpose.

familiar with that particular group member, e.g. if he was the class teacher of that group member or if he has handled that group member's problem. Schools were informed about the selection criteria for them to select suitable teachers for the teacher assessment.

Teachers filled in a questionnaire which included the background information of those teachers, Child Behavior Checklist – Teacher Report Form (CBCL-TRF; Achenbach, 1991), Conners' Teacher Rating Scale (CTRS; Conners, 1973), Reactive and Proactive Aggression Questionnaire (RPQ; Raine et al., 2006), and Teacher Discipline Style Inventory (TDSI; Tomal, 1998).

- Child Behavior Checklist – Teacher Report Form (CBCL-TRF; Achenbach, 1991)

CBCL-TRF was a measure to assess children's behavioral problems by teacher report. Four subscales of CBCL-TRF were used in this questionnaire: "aggressive behavior", "anxious/depressed", "attention problem," and "delinquent behavior". Teacher rated whether each item (e.g., "I worry a lot;" "He get into many fights") was "not suitable," "quite suitable," or "very suitable" to that student. Responses to the CBCL questions were summed to create subscale scores.

- Conners' Teacher Rating Scale (CTRS; Conners, 1973)

CTRS was another measure to assess the children's behavioral problems by teacher report. CTRS consisted of 30 items. Each one was rated by the teacher on a 4-point scale (0 = never, 1 = a little, 2 = quite a lot, 3 = many) on the behaviors of the children. All subscales, Conduct Problem, Hyperactivity, Anxiety-tension and Inattentive-passive were used for the current study.

- Reactive and Proactive Aggression Questionnaire – Teacher rating scale (RPQ; Raine et al., 2006)

This scale was developed from the RPQ and was filled in by teacher to assess the reactive and proactive aggressive behaviors of the students. Items were rated on a 3-point scale (0 = never, 1 = sometimes, 2 = often) for the occurrence frequency of certain behaviors. (e.g. "yells at others when they annoy them"; "fights with others to show who is on top").

- Teacher Discipline Style Inventory (TDSI; Tomal, 1998)

TDSI was a scale that assessed the discipline methods used by the teachers. The scale assessed different aspects of discipline methods the teachers used, including enforcer, abdicator, supporter, compromiser, and negotiator. Items were rated on a 5-point scale from 1 (never) to 5 (always), for the occurrence frequency of certain behaviors (e.g. “I exhibit high control over my students”; “I try to avoid disciplining my students”).

For the structured interview, apart from the background of the teacher, such as the major duties in school, teachers were also asked questions in the structured interview concerning (1) the school life of the group members in general; (2) the classroom behaviors of the group members; (3) the interpersonal relationship of the group members in school; (4) the aggressive intentions and behaviors of the group members; (5) the emotions in aggressive situations of the group members; (6) the reasons for the aggressive behaviors of the group members; (7) how group members’ peers interact with their aggressive behaviors; (8) the handling methods of the teachers; (9) the parenting styles of their parents; and (10) their expectation on the program. Assessment tools used in teacher pre-test on aggressors were attached in Appendix 9.

Parent pre-tests. Parent pre-tests were held during October 2009 as well as February to March 2010 for aggressors. One parent of selected students was invited to take part in an interview and fill in a parent questionnaire as parent pre-assessment. Parent questionnaire included subscales of Child Behavior Checklist – Parent version (CBCL-Parent version; Achenbach, 1991), Reactive and Proactive Aggression Questionnaire – Parent Rating Scale (RPQ; Raine et al., 2006), The Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al, 2001), The Chinese version of the Social Problem-Solving Inventory-Revised (SPSI-R; D’Zurilla, Nezu & Maydeu-Olivares, 1996; Siu & Shek, 2005), Hypercompetitive Attitude Scale (HAS; Ryckman et al, 1990), COD Questionnaire (Conduct and Oppositional Defiant Disorder Questionnaire; Raine, 2009), The Antisocial Process Screening Device (APSD; Frick & Hare, 2001), Adjective Checklist (ACL; Friedman & Goldstein, 1993); The Family Questionnaire (FQ; Wiedemann et al, 2002), The Kessler Psychological Distress Scale

(K10; Kessler et al, 2003), and questions on demographic information.

- Child Behavior Checklist – Parent version (CBCL-Parent version; Achenbach, 1991)

CBCL-Parent version was a measure to assess children's behavioral problem by parent report. Four subscales of CBCL-TRF were used in this questionnaire: "aggressive behavior", "anxious/depressed", "attention problem", and "delinquent behavior". Parent rated whether each item (e.g., "I worry a lot", "He get into many fights") was "not suitable", "quite suitable" or "very suitable" to their children. Responses to the CBCL questions are summed to create subscale scores.

- Reactive and Proactive Aggression Questionnaire – parent rating scale (RPQ; Raine et al., 2006)

This scale was developed from the RPQ and was filled in by parent to assess the reactive and proactive aggressive behavior of their children. Items were rated on a 3-point scale (0 = never, 1 = sometimes, 2 = often) for the occurrence frequency of certain behaviors. (e.g. yells at others when they annoy them.; fights others to show who is on top.).

- The Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al, 2001)

The Parenting Styles and Dimensions Questionnaire (Robinson, et al., 2001) was one of the most commonly used scale for examining the parenting styles of responding parents. The scale consists of 32 items, split into 7 parenting dimensions: connection, autonomy, regulation, verbal hostility, physical coercion, non-reasoning/punitive and indulgence. Sample items include "I am responsive to our child's feelings and needs" and "I shout at him". Parents rated themselves on 5-point Likert type scale anchored by 1 (never) and 5 (always).

- The Chinese version of the Social Problem-Solving Inventory-Revised (SPSI-R; D'Zurilla, Nezu & Maydeu-Olivares, 1996; Siu & Shek, 2005)

Previous researches have suggested that reactive aggressors tended to be weak in problem solving and impulsive in face of difficulties. Since parents are the role model for

shaping children's problem-solving strategies, it is also of interest to examine the problem-solving styles of parents themselves. In order to fulfill the purpose, the Social Problem-solving Inventory-revised (D'Zurilla et al., 1996) was used. It was originally a 52-item measure of individual's problem-solving abilities across a number of dimensions. The original scale includes both positive subscales (e.g. Positive Problem Orientation, Rational Problem Solving) and negative subscales (e.g. Negative Problem Orientation, Impulsivity/Carelessness Style, avoidance Style). Focusing on reactive aggressions, only two subscales, including negative problem orientation and impulsivity/carelessness style, were selected in the assessment. There were a total of 20 items for these two subscales, and parents were asked to rate how the items fits with their usual problem-solving styles using a 5-point scale (does not fit at all, somewhat does not fit, somewhat fit, fits very much, fits exactly).

- Hypercompetitive Attitude Scale (HAS; Ryckman et al, 1990)

One of the parental attributes that is likely to be associated with children is the degree of hypercompetitiveness among parents, which is defined as the indiscriminate need to compete at any cost as a means of maintaining or enhancing feelings of self-worth (Horney, 1937, cited in Ryckman et al, 1990). In assessing level of hyper-competitiveness among parents, the Hypercompetitive Attitude Scale (Ryckman, et al., 1990) was used. It was a 26-item scale attempting to assess maladaptive desire for competition. Sample items include "It's a dog-eat-dog world. If you don't get the better of others, they will surely get the better of you" and "I find myself turning a friendly game or activity into a serious contest or conflict". Parents were invited to respond to the questionnaires based on a 5-point scale (strongly disagree, disagree, neither agree or disagree, agree, strongly agree).

- COD Questionnaire (Conduct and Oppositional Defiant Disorder Questionnaire; Raine, 2009)

This 23-item instrument provides a quick dimensional assessment of oppositional defiant disorder (ODD) and conduct disorder (CD), two psychiatric disorders closely related to adolescent behavioral problems. Parents are asked to report whether their

children have conducted delinquent behaviors (e.g. lost their temper, deliberately annoyed people) or more serious conduct problems (bullied or threatened someone, stolen things or shoplifted). They responded to the questions based on a 3-point scale (0 = never, 1 = sometimes, 2 = often). The scale also included items regarding the onset and the level of impact to the child's overall functioning.

- The Antisocial Process Screening Device (APSD; Frick & Hare, 2001)

The APSD was a 20-item behavior rating scale that was designed for the parents to assess adolescents' features associated with severe antisocial and aggressive behavior; and also psychopathic traits. A three-factor structure was found in this scale through implementing it in a large sample of community and outpatient children, comprising "callous-unemotional traits" (e.g. is concerned about the feelings of others), "narcissism" (e.g. thinks he or she is more important than others), and "impulsivity" (e.g. acts without thinking) (Frick, Bodin, and Barry, 2000). Parents rated each item on a 3-point scale from 1 (very uncharacteristic of me) to 3 (very characteristic of me).

- Adjective Checklist (ACL; Friedman & Goldstein, 1993)

The Adjective Checklist (Friedmann & Goldstein, 1993, 1994) is a self-report questionnaire for family members. It included 20 adjectives, 10 with positive values (e.g. loving, good-natured, friendly, devoted) and another 10 with negative values (e.g. rude, mean, lazy). Based on these adjectives, parents were asked to evaluate the communication patterns twice, in which the first time parents' own behaviors towards their children and, the second time, their children's behavior towards themselves. Parents were given a 8-point scale to rate whether the adjectives fit with the communication patterns between their children and themselves.

- The Family Questionnaire (FQ; Wiedemann et al, 2002)

The family questionnaire was a scale originally used to measure level of maladaptive communication pattern among families with psychiatric patients. To assess the family environment among children's family, the scale was modified and adopted in the current assessment. While the original scale includes two subscales, including

Hostile/Critical subscale and the Emotional Overinvolvement Subscale, only the latter were used currently. The subscale includes 10 items measured in a 4-point scale (never, rarely, sometimes, often), and sample items include “I tend to neglect myself because of him / her” and “When something about him / her bothers me, I keep it to myself”.

- The Kessler Psychological Distress Scale (K10; Kessler et al, 2003)

The Kessler Psychological Distress Scale (K10) is a simple, 10-item measure of psychological distress. The scale served as a brief assessment of depressive and anxious symptoms in the parents. The K10 scale involves 10 questions about emotional states (e.g. feeling tired without reasons, nervous). Parents were asked to answer the questions with a five-level response scale (always, often, sometimes, rarely, never).

For the structured interview, parents were asked questions concerning (1) the members in the family; (2) the temperament of the group member; (3) the home behaviors of the group members; (4) the aggressive behaviors of the group members; the emotions of the group members; (5) the family relationship of the group members, especially their conflicts with family members; (6) the interpersonal relationship of the group member in school; (7) the handling methods of the parent on the group members' aggressive behaviors; (8) the parenting styles; and (9) the support from school.

Assessment tools used in parent pre-test on aggressors were attached in Appendix 10.

Table 18 Mean age of selected students in treatment-serving schools (primary)

School	Mean Age
1. Buddhist Chung Wah Kornhill Primary School	11.04
2. Fresh Fish Traders' School	10.65
3. Fuk Wing Street Government Primary School	10.50
4. Po Leung Kuk Tin Ka Ping Primary School	9.42
5. Precious Blood Primary school	9.47
6. Pun U Association Wah Yan Primary School	9.55
7. Sham Shui Po Government Primary School	9.00
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	9.83
9. Tai Po Old Market Public School	9.52
10. Tak Sun School	9.47
Overall	9.84

Table 19 Mean age of selected students in treatment-serving schools (secondary)

School	Mean Age
1. Heung To Secondary School (Tseung Kwan O)	13.28
2. Ho Dao College	13.00
3. HKWMA Chu Shek Lun Secondary School	14.11
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	13.64
5. Sung Lan Middle School	16.67
6. Lok Sin Tong Wong Chung Ming Secondary School	13.21
7. Tin Shui Wai Government Secondary School	12.93
8. HKMA K S Lo College	12.81
9. Ling Liang Church M H Lau Secondary School	13.10
Overall	13.64

Table 20 Form distribution of selected students in treatment-serving schools (primary)

School	Forms			
	P.4	P.5	P.6	Subtotal
	No. of Students			
1. Buddhist Chung Wah Kornhill Primary School	0	6	9	15
2. Fresh Fish Traders' School	4	5	4	13
3. Fuk Wing Street Government Primary School	11	11	15	37
4. Po Leung Kuk Tin Ka Ping Primary School	8	6	4	18
5. Precious Blood Primary school	9	5	5	19
6. Pun U Association Wah Yan Primary School	11	3	7	21
7. Sham Shui Po Government Primary School	3	0	0	3
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	7	8	8	23
9. Tai Po Old Market Public School	12	10	7	29
10. Tak Sun School	16	6	5	27
Total	81	60	64	205

Table 21 Form distribution of selected students in treatment-serving schools (secondary)

School	Forms			
	F.1	F.2	F.3	Subtotal
	No. of Students			
1. Heung To Secondary School (Tseung Kwan O)	12	8	7	27
2. Ho Dao College	14	14	8	36
3. HKWMA Chu Shek Lun Secondary School	7	5	6	18
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	5	9	23	37
5. Sung Lan Middle School	0	0	9 (F.5)	9
6. Lok Sin Tong Wong Chung Ming Secondary School	8	6	6	20
7. Tin Shui Wai Government Secondary School	14	12	5	31
8. HKMA K S Lo College	9	14	8	31
9. Ling Liang Church M H Lau Secondary School	13	8	9	30
Total	82	76	81	239

Table 22 Sex distribution of selected students in treatment-serving schools (primary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Buddhist Chung Wah Kornhill Primary School	15	0	0	15
2. Fresh Fish Traders' School	11	2	0	13
3. Fuk Wing Street Government Primary School	28	6	3	37
4. Po Leung Kuk Tin Ka Ping Primary School	10	8	0	18
5. Precious Blood Primary school	9	10	0	19
6. Pun U Association Wah Yan Primary School	21	0	0	21
7. Sham Shui Po Government Primary School	3	0	0	3
8. Sheng Kung Hui Tseung Kwan O Kei Tak Primary School	14	9	0	23
9. Tai Po Old Market Public School	20	9	0	29
10. Tak Sun School	27	0	0	27
Total	158	44	3	205

Table 23 Sex distribution of selected students in treatment-serving schools (secondary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Heung To Secondary School (Tseung Kwan O)	19	8	0	27
2. Ho Dao College	28	8	0	36
3. HKWMA Chu Shek Lun Secondary School	12	6	0	18
4. Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College	26	10	1	37
5. Sung Lan Middle School	4	5	0	9
6. Lok Sin Tong Wong Chung Ming Secondary School	12	7	1	20
7. Tin Shui Wai Government Secondary School	20	10	1	31
8. HKMA K S Lo College	17	14	0	31
9. Ling Liang Church M H Lau Secondary School	25	5	0	30
Total	163	73	3	239

2.4.1.1e Post-test and follow-up test

Following treatments, students who participated in our groups have taken part in post-test evaluations across specific time frames, which were arranged in the last session of the therapeutic group. The detailed procedures for aggressors will be discussed below.

Student post-test and follow-up test. For aggressors, the follow-up evaluations were held in post-test (i.e. immediately after the end of the therapeutic group), 3-month, 6-month, 1-year and 2-year post-treatment. During each time point, students were given the questionnaires which involved slightly different combination of assessment tools based on the research needs. The assessment tools included in each time-point of assessment was summarized in Table 24.

Table 24 Summary of assessment tools included in quantitative questionnaires in follow-up studies for aggressors

Time point	Assessment tools
Post-test, 3- month, 6- month, 1-year, 2-year follow-up	<ol style="list-style-type: none"> 1. Reactive Proactive Aggression Questionnaire (RPQ; Raine et al., 2006) 2. The Antisocial Process Screening Device (APSD; Frick & Hare, 2001) 3. Cognitive-Affective-Somatic Empathy Scale (CASES) 4. Schizotypal Personality Questionnaire (RPQ; Raine et al., 1991; 1995) 5. COD QUESTIONNAIRE (Conduct and Oppositional Defiant Disorder; Raine, 2009) 6. Brief GRIT scale (GRIT; Duckworth & Quinn, 2009; Duckworth, Peterson, Matthews, & Kelly, 2007) 7. Child Behavior Checklist - Youth Self-Report (CBCL-YSR; Achenbach, 1991) 8. demographic variables (age, family structures, household income and living area)

Teacher post-test and follow-up test. Teacher assessment was based on 3 teachers of each identified aggressor. Each teacher was required to fill in a questionnaire. The teacher who participated in the teacher post-test must be the same teacher who participated in the teacher pre-test. The contents of the post-test are similar to that of the pre-test as listed above.

Parent post-test and follow-up test. Following the completion of the treatment, face-to-face interview was carried out along with the post-test, 3-month, 6-month, 1-year and 2-year questionnaires. The quantitative questionnaires were similar to that of the pre-test questionnaires, of which the information could be found in the pre-test session above.

2.4.1.2 2010-11 academic year

Project C.A.R.E. has stepped into the fourth year in September 2010. In the current year, the focus was still put in the treatment of aggressors. An experimental design with therapeutic groups on aggressors during the first term and second term respectively was consumed for each of the 20 schools. There were two modules of treatment targeting reactive and proactive aggression respectively during 2010-2011 academic year. For primary schools, there were 3 forms of therapeutic groups: Students, parents, student-parent (parallel). On the other hand, all the secondary schools are invited to implement therapeutic treatment for young aggressors (students only) and also join the Anti-bullying Ambassador program. There were 9 aggressors recruited into each primary and secondary therapeutic group.

Similar to the 2009-10 academic year, a number of additional scales were added to the questionnaires in order to further our understandings towards the students. Some of the questionnaires specifically measured relationships with peers and parents, which assisted our examination of how environmental factors impact the aggressive tendency of adolescents.

Through the computerized screening questionnaire and structured interview, aggressive students were selected to be the group members. Teacher and parent pre-assessments have also been conducted to evaluate the conditions of the selected

aggressors before the treatment.

2.4.1.2a School recruitment and participants

With extra resources, in order to widen the service scope, 2 schools have been recruited to become the treatment-serving schools this year, including Sha Tin Wai Dr. Catherine F. Woo Memorial School and Yuen Long Long Ping Estate Tung Koon Primary School. HKMA K S Lo College and Ling Liang Church M H Lau Secondary School were the serving schools last year, however they only joined the Anti-bullying Ambassador program. After the recruitment, they are one of the 10 most available secondary schools to implement therapeutic treatment for young aggressors and victims. Therefore, HKMA K S Lo College and Ling Liang Church M H Lau Secondary School continuous to be the treatment schools this year. In total, the project serves 11 secondary schools and 12 primary schools in year 2010-2011.

Similar to the academic year of 2009-10, research study has been conducted in all treatment-serving schools to evaluate the project effectiveness and also to reveal the overall picture of school aggression in Hong Kong. An electronic screening questionnaire would be given to all students from P.3 to F.3 so as to screen out the potential aggressors. A total of 8864 students participated in the recruitment screening process and their form, sex distribution, mean age were summarized in Table 25 to 30. Pre-assessment with identified aggressors, their teachers and parents would be conducted to the potential aggressors in the beginning of semester A and B respectively to identify the aggressors and their parents to take part in the project activities in that semester. At the end of both semesters, post-assessments would be done with the same parties to assess the change of the identified aggressors after they or their parents participated in the project activities.

Table 25 Form distribution of students in treatment-serving schools (primary)

School	Forms				
	P.3	P.4	P.5	P.6	Subtotal
	No. of Students				
1. Ho Shun Primary School	87	93	155	94	429
2. LST Leung Kau Kui Primary School (Branch)	103	120	154	156	533

3. Ping Shek Estate Catholic Primary School	59	60	95	94	308
4. PLK Riverian Primary School	131	122	146	140	539
5. Po On Commercial Association Wan Ho Kan Primary School	45	44	76	47	212
6. St. Anthony's School	76	97	107	110	390
7. St. Bonaventure Catholic Primary School	89	84	81	80	334
8. St. Edward's Catholic Primary School	165	175	167	169	676
9. St. Patrick's School	113	122	127	130	492
10. The Little Flower's Catholic Primary School	20	35	65	63	183
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	50	45	58	52	205
12. Yuen Long Long Ping Estate Tung Koon Primary School	24	20	21	41	106
Total	962	1017	1252	1176	4407

Table 26 Form distribution of students in treatment-serving schools (secondary)

School	Forms			
	F.1	F.2	F.3	Subtotal
	No. of Students			
1. China Holiness College	78	92	87	257
2. Christian Alliance Cheng Wing Gee College	177	192	197	566
3. Fung Kai Liu Man Shek Tong Secondary School	173	184	194	551
4. HKMA K S Lo College	176	0	0	176
5. Kwai Chung Methodist College	134	185	168	487
6. Lung Cheung Government Secondary School	77	96	96	269
7. Nam Wah Catholic Secondary School	114	163	190	467
8. Pui Shing Catholic Secondary School	172	180	187	539
9. Shun Tak Fraternal Association Seaward Woo College	178	180	187	545
10. S.K.H. Li Ping Secondary School	125	180	183	488
11. Ling Liang Church M H Lau Secondary School	112	0	0	112
Total	1516	1452	1489	4457

Table 27 Sex distribution of students in treatment-serving schools (primary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Ho Shun Primary School	237	190	2	429
2. LST Leung Kau Kui Primary School (Branch)	266	266	1	533
3. Ping Shek Estate Catholic Primary School	157	147	4	308
4. PLK Riverian Primary School	292	244	3	539
5. Po On Commercial Association Wan Ho Kan Primary School	122	90	0	212
6. St. Anthony's School	205	182	3	390
7. St. Bonaventure Catholic Primary School	166	163	5	334
8. St. Edward's Catholic Primary School	355	317	4	676
9. St. Patrick's School	247	237	8	492
10. The Little Flower's Catholic Primary School	105	78	0	183
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	111	93	1	205
12. Yuen Long Long Ping Estate Tung Koon Primary School	63	41	2	106
Total	2326	2048	33	4407

Table 28 Sex distribution of students in treatment-serving schools (secondary)

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. China Holiness College	177	80	0	257
2. Christian Alliance Cheng Wing Gee College	288	278	0	566
3. Fung Kai Liu Man Shek Tong Secondary School	298	252	1	551
4. HKMA K S Lo College	73	103	0	176
5. Kwai Chung Methodist College	288	197	2	487
6. Lung Cheung Government Secondary School	148	117	4	269

7. Nam Wah Catholic Secondary School	212	251	4	467
8. Pui Shing Catholic Secondary School	339	198	2	539
9. Shun Tak Fraternal Association Seaward Woo College	305	240	0	545
10. S.K.H. Li Ping Secondary School	309	178	1	488
11. Ling Liang Church M H Lau Secondary School	76	36	0	112
Total	2513	1930	14	4457

Table 29 Mean age of students in treatment-serving schools (primary)

School	Mean Age
1. Ho Shun Primary School	9.96
2. LST Leung Kau Kui Primary School (Branch)	9.72
3. Ping Shek Estate Catholic Primary School	10.11
4. PLK Riverian Primary School	9.51
5. Po On Commercial Association Wan Ho Kan Primary School	9.69
6. St. Anthony's School	9.69
7. St. Bonaventure Catholic Primary School	9.43
8. St. Edward's Catholic Primary School	9.39
9. St. Patrick's School	9.58
10. The Little Flower's Catholic Primary School	10.25
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	9.68
12. Yuen Long Long Ping Estate Tung Koon Primary School	10.60
Overall	9.80

Table 30 Mean age of students in treatment-serving schools (secondary)

School	Mean Age
1. China Holiness College	13.49
2. Christian Alliance Cheng Wing Gee College	13.04
3. Fung Kai Liu Man Shek Tong Secondary School	13.28
4. HKMA K S Lo College	11.95
5. Kwai Chung Methodist College	13.26

6. Lung Cheung Government Secondary School	14.47
7. Nam Wah Catholic Secondary School	14.51
8. Pui Shing Catholic Secondary School	13.12
9. Shun Tak Fraternal Association Seaward Woo College	13.20
10. S.K.H. Li Ping Secondary School	13.61
11. Ling Liang Church M H Lau Secondary School	12.20
Overall	13.29

Based on the results of the screening processes and with consideration of opinions from the school teachers and social workers, 30- 35 (for secondary schools) and 60 (for primary schools) potentially high-risk aggressors were selected in the academic year of 2010- 2011 to participate in the pre-test. Combining information obtained from both screening and pre-tests, we were thus able to select at least 18 aggressors in each school to participate in our therapeutic groups.

Aggressor treatment group for secondary schools – October 2010 to June 2011

From October 2010 to June 2011, a total of 23 therapeutic groups for proactive and reactive aggressors along with the 1-year long Anti-bullying Ambassador Program have been successfully conducted in all of the 11 serving secondary schools. Each therapeutic group was designed based on theories and practices of Cognitive-behavioral Therapy (CBT), and each therapeutic group consisted of 9 aggressors. Two workers were responsible to hold each group for every session.

Aggressor treatment group for primary schools – October 2010 to June 2011

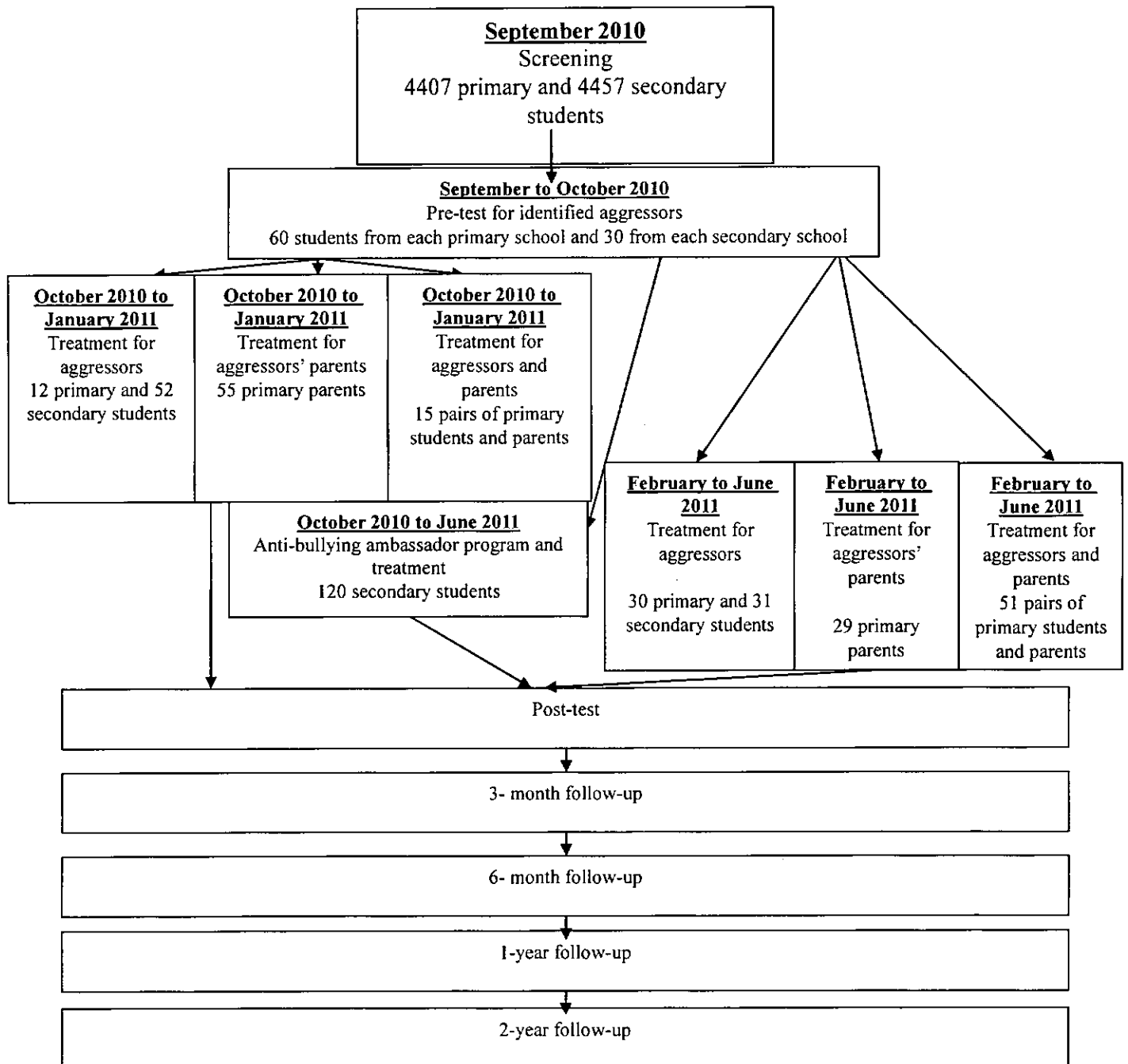
From October 2010 to June 2011, a total of 37 therapeutic groups for proactive and reactive aggressors, aggressors' parents, or aggressors and parents have been successfully conducted in all of the 12 serving primary schools. Each therapeutic group was designed based on theories and practices of Cognitive-behavioral Therapy (CBT) as well as Cognitive Therapy (CT) and each therapeutic group consisted of 9 aggressors. Two or three workers were responsible to hold each group for every session.

2.4.1.2b Outline of procedures

The assessment by student themselves were divided into four steps. There were

screening, pre-test, post-test and follow-up quantitative assessment. The time frame and number of participants included in the procedures are summarized in Figure 2.

Figure 2: Time frame for research process in 2010-2011 academic year



2.4.1.2c Screening

The screening questionnaire was computerized and students from P.3 to F.3 in all the Project C.A.R.E. schools completed the screening questionnaires in September 2010. 4407 primary and 4457 secondary students completed the questionnaires.

The screening questionnaire was employed to screen out potential candidates for the aggressor groups, as well as evaluate the overall picture of school bullying in secondary schools in Hong Kong. All original versions of assessment tools were written in English. Translation of questionnaires into Chinese and back-translation into English has been completed.

Selection criteria for pre-test interview

In each school, about 30 students who were potential aggressors were invited to take part in the pre-test. About 25 students were selected through the screening questionnaire while the remaining students were nominated by school teachers.

Two assessment tools which was Reactive and Proactive Aggression Questionnaire (RPQ; Raine et al., 2006) and Multidimensional Peer Victimization Scale (MPVS; Mynard & Joseph, 2000) were used to screen out potential candidates for the aggressor therapeutic groups. First, the students with MPVS total scores above the standard deviation of 1.5 were excluded. Next, their RPQ total scores were sorted descending. The first 30 to 35 students who got the highest score in RPQ scale were selected as potential aggressors and took part in the pre-test. Table 31 to 36 showed the mean age, form distribution and sex distribution of pretest students in 23 schools.

Table 31 Mean age of pretest students in 12 primary schools in 2010-11

School	Mean Age
1. Ho Shun Primary School	10.16
2. LST Leung Kau Kui Primary School (Branch)	9.78
3. Ping Shek Estate Catholic Primary School	10.58
4. PLK Riverian Primary School	10.00
5. Po On Commercial Association Wan Ho Kan Primary School	9.63
6. St. Anthony's School	10.00
7. St. Bonaventure Catholic Primary School	9.80
8. St. Edward's Catholic Primary School	9.09
9. St. Patrick's School	9.79
10. The Little Flower's Catholic Primary School	10.48
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	9.80
12. Yuen Long Long Ping Estate Tung Koon Primary School	10.15
Overall	9.92

Table 32 Mean age of pretest students in 11 secondary schools in 2010-11

School	Mean Age
1. China Holiness College	13.29
2. Christian Alliance Cheng Wing Gee College	13.22
3. Fung Kai Liu Man Shek Tong Secondary School	13.22
4. HKMA K S Lo College	12.00
5. Kwai Chung Methodist College	13.54
6. Lung Cheung Government Secondary School	14.31
7. Nam Wah Catholic Secondary School	14.31
8. Pui Shing Catholic Secondary School	12.84
9. Shun Tak Fraternal Association Seaward Woo College	12.92
10. S.K.H. Li Ping Secondary School	13.41
11. Ling Liang Church M H Lau Secondary School	12.38
Overall	13.32

Table 33: Form distribution of pretest students in 12 primary schools in 2010-11

School	Forms				
	P.3	P.4	P.5	P.6	Subtotal
	No. of Students				
1. Ho Shun Primary School	7	15	14	14	50
2. LST Leung Kau Kui Primary School (Branch)	4	10	12	11	37
3. Ping Shek Estate Catholic Primary School	8	5	11	19	43
4. PLK Riverian Primary School	8	16	15	28	67
5. Po On Commercial Association Wan Ho Kan Primary School	9	9	20	12	50
6. St. Anthony's School	9	14	21	29	73
7. St. Bonaventure Catholic Primary School	8	10	9	14	41
8. St. Edward's Catholic Primary School	20	10	6	11	47
9. St. Patrick's School	5	8	9	11	33
10. The Little Flower's Catholic Primary School	6	6	13	15	40
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	11	16	18	15	60
12. Yuen Long Long Ping Estate Tung Koon Primary School	10	3	4	7	24
Total	105	122	152	186	565

Table 34: Form distribution of pretest students in 11 secondary schools in 2010-11

School	Forms			
	F.1	F.2	F.3	Subtotal
	No. of Students			
1. China Holiness College	17	10	9	36
2. Christian Alliance Cheng Wing Gee College	9	8	15	32
3. Fung Kai Liu Man Shek Tong Secondary School	9	15	8	32
4. HKMA K S Lo College	19	0	0	19
5. Kwai Chung Methodist College	8	10	10	28
6. Lung Cheung Government Secondary School	13	9	10	32
7. Nam Wah Catholic Secondary School	11	12	9	32
8. Pui Shing Catholic Secondary School	7	11	2	20
9. Shun Tak Fraternal Association Seaward Woo College	12	20	7	39
10. S.K.H. Li Ping Secondary School	6	17	6	29
11. Ling Liang Church M H Lau Secondary School	17	0	0	17
Total	128	112	76	316

Table 35: Sex distribution of pretest students in 12 primary schools in 2010-11

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Ho Shun Primary School	33	16	1	50
2. LST Leung Kau Kui Primary School (Branch)	25	11	1	37
3. Ping Shek Estate Catholic Primary School	31	9	3	43
4. PLK Riverian Primary School	51	15	1	67
5. Po On Commercial Association Wan Ho Kan Primary School	29	20	1	50
6. St. Anthony's School	46	27	0	73
7. St. Bonaventure Catholic Primary School	31	9	1	41
8. St. Edward's Catholic Primary School	34	13	0	47
9. St. Patrick's School	24	9	0	33
10. The Little Flower's Catholic Primary School	33	7	0	40
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	36	23	1	60
12. Yuen Long Long Ping Estate Tung Koon Primary School	15	6	3	24
Total	388	165	12	565

Table 36: Sex distribution of pretest students in 11 secondary schools in 2010-11

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. China Holiness College	25	10	1	36
2. Christian Alliance Cheng Wing Gee College	21	11	0	32
3. Fung Kai Liu Man Shek Tong Secondary School	16	16	0	32
4. HKMA K S Lo College	9	10	0	19
5. Kwai Chung Methodist College	17	11	0	28
6. Lung Cheung Government Secondary School	24	8	0	32
7. Nam Wah Catholic Secondary School	16	16	0	32
8. Pui Shing Catholic Secondary School	19	1	0	20
9. Shun Tak Fraternal Association Seaward Woo College	26	13	0	39
10. S.K.H. Li Ping Secondary School	18	11	0	29
11. Ling Liang Church M H Lau Secondary School	13	3	1	17
Total	204	110	2	316

2.4.1.2d Pre-test

Student pre-test. Following screening, potential aggressors were invited to have the pre-test and they were invited to fill in a questionnaire. Pre-test students were invited to fill in a questionnaire to further assess their level of aggression and relevant characteristics of aggressors. The questionnaire included the following scales and the content of the pre-test questionnaire have been attached in Appendix 11 and 12.

- *Children's Hope Scale (CHS: Snyder et al., 1997)*

This six-item scale measures agency and pathways aspects of hope and has demonstrated reliability and concurrent validity. The agency items are: “I think I am doing pretty well”, “I think the things I have done in the past will help me in the future”, and “I am doing just as well as other kids my age.” The pathway items were, “When I have a problem, I can come up with lots of ways to solve it,” “I can think of ways to get the things in life that are most important to me,” “Even when others want to quit, I know that I can find ways to solve the problem”. Responses were indicated on a 6-point Likert scale ranging from “none of the time” (scored 1) to “all of the time” (6).

- *Mechanisms of Moral Disengagement (MMD; Bandura, Barbaranelli, Caprara, & Pastorelli, 1996)*

Mechanisms of moral disengagement Scale is a 32 item questionnaire assessing children’s morality-related beliefs that are associated with bullying behaviors. There are 8 subscales included in the measurement, including moral justification (“It is alright to fight to protect your friends”), Euphemistic language (“Slapping and shoving someone is just a way of joking”), Advantageous comparison (“Damaging some property is no big deal when you consider that others are beating people up.”), Displacement of responsibility (“If kids are living under bad conditions they cannot be blamed for behaving aggressively”), Diffusion of responsibility (“A kid in a gang should not be blamed for the trouble the gang causes.”), Distorting consequences: (“It is okay to tell small lies because they don't really do any harm.”), Attribution of blame (“If kids fight and misbehave in school it is their teacher's fault.”), Dehumanization (“Some people deserve to be treated like animals.”). Students are asked to complete the questions using a 5-point scale (scored 1-5 based on their

degree of agreeing with individual items).

- *State-Trait Anger Expression Inventory (STAXI; Spielberger, 1988)*

STAXI measured the experience and expression of anger. For experience of anger, State-Anger (S-Anger) and Trait-Anger (T-Anger) assessed the experience of anger in different perspectives. S-Anger referred to the intensity of angry feelings at a particular time. T-Anger, on the other hand, measured the disposition to perceive a wide range of situation as provoking and respond with anger. T-Anger was divided into two subscales, including angry temperament (T-Anger/T), a measurement on the general tendency to experience and express anger without specific provocation, and angry reaction (T-Anger/R), a measurement on the tendency to express anger when provoked. In the questionnaire, only T-Anger was employed as the tendency of experience anger across situations would be the focus in the project, while the experience of anger at a particular time was irrelevant.

On contrary, there were three subscales measuring the expression of anger. Anger-in (AX/IN) measured the frequency of suppressed anger, while Anger-out (AX/OUT) assessed the frequency of expressed anger towards other people or objects. The third subscale, Anger Control (AX/CON), measured the frequency of controlling one's expression of anger. Based on the responses on the above subscales, an index on the frequency of anger expression could be calculated, regardless of the direction of expression (Anger expression, AX/EX). The formula for such calculation was:

$$AX/EX = AX/OUT + AX/IN - AX/CON + 16$$

A 4-point scale was used in the above subscales (1 = almost none, 2 =

sometimes, 3 = always, 4 = almost everyday). A higher score meant a higher tendency of the measured domains.

- *Cognitive-Affective-Somatic Empathy Scale (CASES)*

Past researches have suggested a close link between empathy (and the lack of it) and the occurrence of aggressive behaviors. In order to assess the level of empathy among potential aggressors, the Cognitive-Affective-Somatic Empathy Scale (CASES) were used. It is a 60-item questionnaire designed to comprehensively evaluate empathy on various levels and directions, including “somatic/motor – positive” (e.g. Seeing parents and their children smiling makes me smile too.), “somatic/motor – negative” (e.g. I flinch when I see someone being hit.), “emotional – positive” (e.g. I get a warm feeling inside me when I see someone helping a poor person or a small child), “emotional – negative” (e.g. Seeing a thin, starving child upsets me), “cognitive – positive” (e.g. When someone is in a good mood I can tell by how they look and behave) and “cognitive – negative” (e.g. It must be scary at times to be a soldier in a war.). Students responded to each item using a 3-point scale (0=rarely, 1=sometimes, 2=often).

- *Child Behavior Checklist - Youth Self-Report (CBCL-YSR; Achenbach, 1991)*

CBCL-YSR was a self-report questionnaire which allowed students to rate their own behaviors in the past three months. Students rated whether each item (e.g., “I worry a lot;” “I get into many fights”) was “not suitable”, “quite suitable” or “very suitable” to them. Four subscales of CBCL-YSR were used in the screening questionnaire, including “aggressive behavior”, “anxious/depressed”, “attention problem”, and “delinquent behavior”. Responses to the CBCL questions were summed to create the score for each subscale.

- *The Antisocial Process Screening Device (APSD; Frick & Hare, 2001)*

The APSD-youth version is a 20-item behavior rating scale that was designed to assess adolescents' features associated with severe antisocial and aggressive behaviour. It also assesses psychopathic traits. Through implementing it in a large sample of community and outpatient children, a three-factor structure was found in this scale. The factors include "callous-unemotional traits" (e.g. Your emotions are shallow and fake), "narcissism" (e.g. You brag a lot about your abilities, accomplishments and possessions), and "impulsivity" (e.g. You do risky or dangerous things) (Frick, Bodin, and Barry, 2000). The students are asked to answer the questions on a 3-point scale (0 = totally not true, 1 = somewhat true, 3 = completely true).

Teacher pre-test. Similar to the arrangement of teacher pre-test in 2009-10 year, teachers were also invited to provide information regarding the students both before and after the therapeutic groups. Teacher assessment was based on 1 to 3 teachers of each identified aggressor. At least one teacher was interviewed and filled in a questionnaire, while the other two teachers were only required to fill in a questionnaire. In some treatment-serving schools, the teachers were unable to spare time for interview, therefore only questionnaires were completed and collected. The selection criteria of teacher for teacher assessment was that he/she must be familiar with the selected students, for example he/she was the class teacher, or he/she has handled that the problems of that student. Schools were informed of the selection criteria to select suitable teachers for the teacher assessment.

Teachers were invited filled in a questionnaire which included the background information of those teachers as well as the following assessment tools (the

questions for teacher questionnaire were attached in Appendix 13)

- *Reactive and Proactive Aggression Questionnaire – Teacher rating scale (RPQ; Raine et al., 2006)*

This scale was developed from the RPQ and was filled in by teacher to assess the reactive and proactive aggressive behaviors of the students. Items were rated on a 3-point scale (0 = never, 1 = sometimes, 2 = often) for the occurrence frequency of certain behaviors. (e.g. “yells at others when they annoy them”; “fights with others to show who is on top”).

- *Child Behavior Checklist – Teacher Report Form (CBCL-TRF; Achenbach, 1991)*

CBCL-TRF was a measure to assess children’s behavioral problems by teacher report. Four subscales of CBCL-TRF were used in this questionnaire: “aggressive behavior”, “anxious/depressed”, “attention problem,” and “delinquent behavior”. Teacher rated whether each item (e.g., “I worry a lot;” “He get into many fights”) was “not suitable,” “quite suitable,” or “very suitable” to that student. Responses to the CBCL questions were summed to create subscale scores.

- *Strength and Difficulties Questionnaire (SDQ; Goodman, 1997)*

This scale was a measure to assess the children's empathetic behaviors perceived by their teachers. It is a 25- item scale developed by Goodman (1997) tapping prosocial behaviors, conduct problems, peer relationship,

inattention/hyperactivity. Two subscales of SDQ were used in this questionnaire: “peer relationship” and “prosocial behavior”. Teacher rated whether each item (e.g., “Considerate of other people's feelings;” “Generally liked by other children”) was “not true,” “somewhat true,” or “certainly true” to that student. Responses to the SDQ questions were summed to create subscale scores.

Parent pre-test. One parent of selected students was invited to fill in a parent questionnaire as parent pre-assessment. A number of scales were included in the questionnaire. Parent questionnaire included subscales of Reactive and Proactive Aggression Questionnaire – Parent Rating Scale (RPQ; Raine et al., 2006), Child Behavior Checklist – Parent version (CBCL-Parent version; Achenbach, 1991), The Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al, 2001); The Chinese version of the Social Problem-Solving Inventory-Revised (SPSI-R; D’Zurilla, Nezu & Maydeu-Olivares, 1996; Siu & Shek, 2005), Interpersonal Reactivity Index (IRI; Davis, 1980), The Antisocial Process Screening Device (APSD; Frick & Hare, 2001), The Family Questionnaire (FQ; Wiedemann et al, 2002), The Kessler Psychological Distress Scale (K10; Kessler et al, 2003), and questions on demographic information. In addition, the questions on demographic information. The scales included in the questionnaire were listed below and the questions for parent questionnaire are shown in Appendix 14.

- *Reactive and Proactive Aggression Questionnaire – parent rating scale (RPQ; Raine et al., 2006)*

This scale was developed from the RPQ and was filled in by parent to assess the reactive and proactive aggressive behavior of their children. Items were rated on

a 3-point scale (0 = never, 1 = sometimes, 2 = often) for the occurrence frequency of certain behaviors. (e.g. yells at others when they annoy them.; fights others to show who is on top.).

- *Child Behavior Checklist – Parent version (CBCL-Parent version; Achenbach, 1991)*

CBCL-Parent version was a measure to assess children's behavioral problem by parent report. Four subscales of CBCL-TRF were used in this questionnaire: "aggressive behavior", "anxious/depressed", "attention problem", and "delinquent behavior". Parent rated whether each item (e.g., "I worry a lot", "He get into many fights") was "not suitable", "quite suitable" or "very suitable" to their children. Responses to the CBCL questions are summed to create subscale scores.

- *The Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al, 2001)*

The Parenting Styles and Dimensions Questionnaire (Robinson, et al., 2001) was one of the most commonly used scale for examining the parenting styles of responding parents. The scale consists of 32 items, split into 7 parenting dimensions: connection, autonomy, regulation, verbal hostility, physical coercion, non-reasoning/punitive and indulgence. Sample items include "I am responsive to our child's feelings and needs" and "I shout at him". Parents rated themselves on 5-point Likert type scale anchored by 1 (never) and 5 (always).

- *The Chinese version of the Social Problem-Solving Inventory-Revised (SPSI-R; D’Zurilla, Nezu & Maydeu-Olivares, 1996; Siu & Shek, 2005)*

Previous researches have suggested that reactive aggressors tended to be weak in problem solving and impulsive in face of difficulties. Since parents are the role model for shaping children’s problem-solving strategies, it is also of interest to examine the problem-solving styles of parents themselves. In order to fulfill the purpose, the Social Problem-solving Inventory-revised (D’Zurilla et al., 1996) was used. It was originally a 52-item measure of individual’s problem-solving abilities across a number of dimensions. The original scale includes both positive subscales (e.g. Positive Problem Orientation, Rational Problem Solving) and negative subscales (e.g. Negative Problem Orientation, Impulsivity/Carelessness Style, avoidance Style). Focusing on reactive aggressions, only two subscales, including negative problem orientation and impulsivity/carelessness style, were selected in the assessment. There were a total of 20 items for these two subscales, and parents were asked to rate how the items fits with their usual problem-solving styles using a 5-point scale (does not fit at all, somewhat does not fit, somewhat fit, fits very much, fits exactly).

- *Interpersonal Reactivity Index (IRI; Davis, 1980)*

This scale has been widely used as a measure of empathy in many studies concerning aggressive behavior. There are totally four subscales; namely Perspective taking (PT), Fantasy (FS), Empathic Concern (EC), and Personal Distress (PD). The PT subscale examines one’s ability of taking the view point of others (e.g. I sometimes find it difficult to see things from the "other guy's" point of view); the FS subscale examines one’s ability of putting oneself into the feelings and actions of

fictional characters in movie or novel (e.g. I really get involved with the feelings of the characters in a novel); the EC subscale assesses the tendency of feeling sympathy for other's unfortunate (e.g. I often have tender, concerned feelings for people less fortunate than me.); the PD subscale assesses the tendency of feeling personal anxiety and unease upon some tense interpersonal situation (e.g. In emergency situations, I feel apprehensive and ill-at-ease) (Davis, 1980). There are totally 28 items in the questionnaire, while parent rates each item in a 5-point scale from 1 (extremely uncharacteristic of me) to 5 (extremely characteristic of me).

- *The Antisocial Process Screening Device (APSD; Frick & Hare, 2001)*

The APSD was a 20-item behavior rating scale that was designed for the parents to assess adolescents' features associated with severe antisocial and aggressive behavior; and also psychopathic traits. A three-factor structure was found in this scale through implementing it in a large sample of community and outpatient children, comprising "callous-unemotional traits" (e.g. is concerned about the feelings of others), "narcissism" (e.g. thinks he or she is more important than others), and "impulsivity"(e.g. acts without thinking) (Frick, Bodin, and Barry, 2000). Parents rated each item on a 3-point scale from 1 (very uncharacteristic of me) to 3 (very characteristic of me).

- *The Family Questionnaire (FQ; Wiedemann et al, 2002)*

The family questionnaire was a scale originally used to measure level of maladaptive communication pattern among families with psychiatric patients. To assess the family environment among children's family, the scale was modified and adopted in the current assessment. While the original scale includes two subscales,

including Hostile/Critical subscale and the Emotional Overinvolvement Subscale, only the latter were used currently. The subscale includes 10 items measured in a 4-point scale (never, rarely, sometimes, often), and sample items include “I tend to neglect myself because of him / her” and “When something about him / her bothers me, I keep it to myself”.

- *The Kessler Psychological Distress Scale (K10; Kessler et al, 2003)*

The Kessler Psychological Distress Scale (K10) is a simple, 10-item measure of psychological distress. The scale served as a brief assessment of depressive and anxious symptoms in the parents. The K10 scale involves 10 questions about emotional states (e.g. feeling tired without reasons, nervous). Parents were asked to answer the questions with a five-level response scale (always, often, sometimes, rarely, never).

Considering the scores of various scales of all possible aggressors and their performance in pretest, 42 identified aggressors, 84 aggressors’ parents and 66 pairs of aggressors and their parents from primary schools as well as 203 aggressors from secondary schools joined the therapeutic groups and eventually achieved at least 50% attendance rate. About 9 aggressors were selected for each therapeutic group. Table 37 to 42 showed the mean age, form and sex distribution of the selected aggressors.

Table 37 Mean age of selected aggressors in 12 primary schools in 2010-11

School	Mean Age
1. Ho Shun Primary School	10.27
2. LST Leung Kau Kui Primary School (Branch)	9.62
3. Ping Shek Estate Catholic Primary School	10.43
4. PLK Riverian Primary School	10.04
5. Po On Commercial Association Wan Ho Kan Primary School	10.04
6. St. Anthony's School	9.80
7. St. Bonaventure Catholic Primary School	9.83
8. St. Edward's Catholic Primary School	8.82
9. St. Patrick's School	10.00
10. The Little Flower's Catholic Primary School	10.38
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	9.83
12. Yuen Long Long Ping Estate Tung Koon Primary School	9.67
Overall	9.92

Table 38 Mean age of selected aggressors in 11 secondary schools in 2010-11

School	Mean Age
1. China Holiness College	13.19
2. Christian Alliance Cheng Wing Gee College	13.20
3. Fung Kai Liu Man Shek Tong Secondary School	13.22
4. HKMA K S Lo College	12.10
5. Kwai Chung Methodist College	13.74
6. Lung Cheung Government Secondary School	14.31
7. Nam Wah Catholic Secondary School	14.20

8. Pui Shing Catholic Secondary School	12.88
9. Shun Tak Fraternal Association Seaward Woo College	12.97
10. S.K.H. Li Ping Secondary School	13.48
11. Ling Liang Church M H Lau Secondary School	12.50
Overall	13.38

Table 39: Form distribution of selected aggressors in 12 primary schools in 2010-11

School	Forms				
	P.3	P.4	P.5	P.6	Subtotal
	No. of Students				
1. Ho Shun Primary School	5	8	9	12	34
2. LST Leung Kau Kui Primary School (Branch)	4	10	7	9	30
3. Ping Shek Estate Catholic Primary School	4	5	9	11	29
4. PLK Riverian Primary School	4	4	7	13	28
5. Po On Commercial Association Wan Ho Kan Primary School	4	5	6	8	23
6. St. Anthony's School	7	6	12	15	40
7. St. Bonaventure Catholic Primary School	5	9	6	10	30
8. St. Edward's Catholic Primary School	12	5	2	3	22
9. St. Patrick's School	1	4	7	8	20
10. The Little Flower's Catholic Primary School	5	5	11	11	32

11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	9	14	16	14	53
12. Yuen Long Long Ping Estate Tung Koon Primary School	6	2	2	3	13
Total	66	77	94	117	354

Table 40: Form distribution of selected aggressors in 11 secondary schools in 2010-11

School	Forms			
	F.1	F.2	F.3	Subtotal
	No. of Students			
1. China Holiness College	13	10	4	27
2. Christian Alliance Cheng Wing Gee College	9	7	14	30
3. Fung Kai Liu Man Shek Tong Secondary School	9	15	8	32
4. HKMA K S Lo College	10	0	0	10
5. Kwai Chung Methodist College	5	6	8	19
6. Lung Cheung Government Secondary School	13	9	10	32
7. Nam Wah Catholic Secondary School	10	10	5	25
8. Pui Shing Catholic Secondary School	5	11	2	18
9. Shun Tak Fraternal Association Seaward Woo College	9	15	6	30
10. S.K.H. Li Ping Secondary School	3	15	3	21
11. Ling Liang Church M H Lau Secondary School	10	0	0	10
Total	96	98	60	254

Table 41: Sex distribution of selected aggressors in 12 primary schools in 2010-11

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. Ho Shun Primary School	23	10	1	34
2. LST Leung Kau Kui Primary School (Branch)	20	9	1	30
3. Ping Shek Estate Catholic Primary School	24	4	1	29
4. PLK Riverian Primary School	22	6	0	28
5. Po On Commercial Association Wan Ho Kan Primary School	17	6	0	23
6. St. Anthony's School	29	11	0	40
7. St. Bonaventure Catholic Primary School	24	5	1	30
8. St. Edward's Catholic Primary School	16	6	0	22
9. St. Patrick's School	17	3	0	20
10. The Little Flower's Catholic Primary School	27	5	0	32
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	34	18	1	53
12. Yuen Long Long Ping Estate Tung Koon Primary School	11	2	0	13
Total	264	85	5	354

Table 42: Sex distribution of selected aggressors in 11 secondary schools in 2010-11

School	Sex			
	Male	Female	Missing	Subtotal
	No. of Students			
1. China Holiness College	17	10	0	27
2. Christian Alliance Cheng Wing Gee College	20	10	0	30
3. Fung Kai Liu Man Shek Tong Secondary School	16	16	0	32
4. HKMA K S Lo College	5	5	0	10
5. Kwai Chung Methodist College	13	6	0	19
6. Lung Cheung Government Secondary School	24	8	0	32
7. Nam Wah Catholic Secondary School	12	13	0	25
8. Pui Shing Catholic Secondary School	17	1	0	18
9. Shun Tak Fraternal Association Seaward Woo College	20	10	0	30
10. S.K.H. Li Ping Secondary School	13	8	0	21
11. Ling Liang Church M H Lau Secondary School	9	1	0	10
Total	166	88	0	254

2.4.1.2e Post-test and follow-up test

Post-test has been conducted so as to evaluate the effectiveness of all types of groups. Students would be evaluated from the angles of three parties: teachers, parents, and the students themselves. Post-test for aggressors was conducted after all group sessions were completed. For groups in semester A, they were conducted in December 2010, while post-tests for semester B were completed among June 2011.

Post-tests involved a questionnaire, which were the same as that of pre-test. Information regarding the contents of the questionnaires are provided in the session on pre-test.

Student post-test and follow-up test. For all types of treatment groups in semester A and semester B, there would be post-tests, 3-month, 6-month, 12-month and 24-month follow-up test after the completion of treatment groups.

Teacher post-test and follow-up test. Teacher post-test assessments which included post-tests, 3-month, 6-month, 12-month and 24-month follow-up test were based on one teacher of each group member. The teacher who participated in the teacher post-test may be different from the teacher who participated in the teacher pre-test but he/she had to be familiar with the students. Details of questionnaire are the same as pre-test and have been described in above sessions.

Parent post-test and follow-up test. One parent of each group member filled in a parent post-test questionnaire after the group session has been completed at post-tests, 3-month, 6-month, 12-month and 24-month follow-up test. Details of questionnaire are the same as pre-test and have been described in above sessions.

2,5 Outcome Studies

Quantitative evaluation of treatment effectiveness

Scores before treatment were either obtained from the screening questionnaire or pre-test. For the sake of convenience, all the scores obtained before treatment are called as score in pre-test.

Primary School

Student Group

1. Quantitative results for 2009-11 reactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of reactive aggressor's therapeutic group. The score in pre-test, post-test, 3-month follow-up, and 6-month follow-up interview were within-subject variables. The comparisons of means were shown in Table 43 and 44.

Table 43: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	2.82	.00**
Pre-test – 3-month Follow-up	3.91	.00**
Pre-test – 6-month Follow-up	4.72	.00**

Table 44: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	2.20	.01**
Pre-test – 3-month Follow-up	3.44	.00**
Pre-test – 6-month Follow-up	4.11	.00**

The score of both reactive and proactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test, and also there was significant difference found between pre-test and follow-up assessments. Thus, the treatment had a long-term effect after the completion of treatment.

2. Quantitative results for 2009-11 proactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of proactive aggressor's therapeutic group. The score in pre-test, post-test, and 3-month follow-up interview were within-subject variables. The comparisons of means were shown in Table 45 and 46.

Table 45: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	1.75	.01**
Pre-test – 3-month Follow-up	2.02	.01**

Table 46: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	-.87	.16
Pre-test – 3-month Follow-up	.00	1.00

The score of reactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test, and also there was significant difference found between pre-test and follow-up assessments.

The results showed that there was no significant difference between the score of pre-test and post-test in the proactive aggression for therapeutic group as well as the score of pre-test and follow-up assessment.

Parent Group

1. Quantitative results for 2009-11 reactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of reactive aggressor's therapeutic group. The score in pre-test, post-test, 3-month follow-up, and 6-month follow-up interview were within-subject variables. The comparisons of means were shown in Table 47 and 48.

Table 47: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	3.00	.00**
Pre-test – 3-month Follow-up	2.53	.00**
Pre-test – 6-month Follow-up	2.38	.05*

Table 48: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	2.66	.00**
Pre-test – 3-month Follow-up	2.75	.00**
Pre-test – 6-month Follow-up	4.38	.00**

The score of both reactive and proactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test, and

also there was significant difference found between pre-test and follow-up assessments. Thus, the treatment had a long-term effect after the completion of treatment.

2. Quantitative results for 2009-11 proactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of proactive aggressor's therapeutic group. The score in pre-test, post-test, and 3-month follow-up interview were within-subject variables.

The comparisons of means were shown in Table 49 and 50.

Table 49: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	1.79	.02*
Pre-test – 3-month Follow-up	4.41	.00**

Table 50: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	.58	.34
Pre-test – 3-month Follow-up	2.76	.05*

The score of reactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test, and also there was significant difference found between pre-test and follow-up assessments.

The score of proactive aggression failed to show a significant difference when comparing pre-test and post-test. However, there was a significant decrease in the score of proactive aggression in 3-month follow-up assessment when comparing with the score in pre-test and 3-month follow-up assessment. Thus, the treatment had a long-term effect after the completion of treatment.

Parallel Group

1. Quantitative results for 2009-11 reactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of reactive aggressor's therapeutic group. The score in pre-test, post-test, 3-month follow-up, and 6-month follow-up interview were within-subject variables. The comparisons of means were shown in Table 51 and 52.

Table 51: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	3.16	.00**
Pre-test – 3-month Follow-up	3.11	.00**
Pre-test – 6-month Follow-up	5.19	.05*

Table 52: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	1.48	.04*
Pre-test – 3-month Follow-up	1.69	.07
Pre-test – 6-month Follow-up	4.39	.00**

The score of both reactive and proactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test, and also there was significant difference found between pre-test and follow-up assessments. Thus, the treatment had a long-term effect after the completion of treatment.

2. Quantitative results for 2009-11 proactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of proactive aggressor's therapeutic group. The score in pre-test and post-test were within-subject variables. The comparisons of means were shown in Table 53 and 54.

Table 53: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	2.49	.00**

Table 54: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	-.10	.89

The score of reactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test.

The score of proactive aggression failed to show a significant difference when comparing pre-test and post-test. Thus, a mixed treatment had been found after the completion of treatment.

Secondary School

Student Group

1. Quantitative results for 2009-11 reactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of reactive aggressor's therapeutic group. The score in pre-test, post-test, 3-month follow-up, and 6-month follow-up interview were within-subject variables. The comparisons of means were shown in Table 55 and 56.

Table 55: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	3.29	.00**
Pre-test – 3-month Follow-up	3.20	.00**
Pre-test – 6-month Follow-up	4.23	.00**

Table 56: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	2.21	.00**
Pre-test – 3-month Follow-up	.90	.40
Pre-test – 6-month Follow-up	1.77	.10

The score of reactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test, and also there was significant difference found between pre-test and follow-up assessments.

The score of proactive aggression in RPQ decreased significantly when comparing pre-test and post-test, and there was no significant difference when comparing pre-test and follow-up assessments. Thus, a mixed treatment had been found after the completion of treatment.

2. Quantitative results for 2009-11 proactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of proactive aggressor's therapeutic group. The score in pre-test, post-test, and 3-month follow-up interview were within-subject variables.

The comparisons of means were shown in Table 57 and 58.

Table 57: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	3.49	.00**
Pre-test – 3-month Follow-up	3.83	.00**

Table 58: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group

	Mean difference	Sig.
Pre-test – Post-test	1.74	.01**
Pre-test – 3-month Follow-up	3.17	.00**

The score of both reactive and proactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test, and also there was significant difference found between pre-test and follow-up assessments. Thus, the treatment had a long-term effect after the completion of treatment.

Ambassador Program

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of the ambassador program. The score in pre-test, post-test, 3-month follow-up, and 6-month follow-up interview were within-subject variables. The comparisons of means were shown in Table 59 and 60.

Table 59: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for ambassador program

	Mean difference	Sig.
Pre-test – Post-test	3.18	.00**
Pre-test – 3-month Follow-up	4.01	.00**
Pre-test – 6-month Follow-up	5.53	.00**

Table 60: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for ambassador program

	Mean difference	Sig.
Pre-test – Post-test	1.79	.00**
Pre-test – 3-month Follow-up	1.64	.02*
Pre-test – 6-month Follow-up	3.21	.00**

The score of both reactive and proactive aggression in RPQ of the ambassador program member decreased significantly when comparing pre-test and post-test, and also there was significant difference found between pre-test and follow-up assessments. Thus, the treatment had a long-term effect after the completion of ambassador program.

Student Group with Ambassador program

1. Quantitative results for 2009-11 reactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of reactive aggressor's therapeutic group with ambassador program. The score in pre-test and post-test were within-subject variables. The comparisons of means were shown in Table 61 and 62.

Table 61: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group with ambassador program

	Mean difference	Sig.
Pre-test – Post-test	3.27	.00**

Table 62: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for reactive aggressor therapeutic group with ambassador program

	Mean difference	Sig.
Pre-test – Post-test	1.02	.33

The score of reactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test.

The score of proactive aggression failed to show a significant difference when comparing pre-test and post-test. Thus, a mixed treatment had been found after the completion of treatment.

2. Quantitative results for 2009-11 proactive aggressors

Paired sample t-tests were used to analyze the score of reactive and proactive aggression subscales in RPQ of proactive aggressor's therapeutic group with ambassador program. The score in pre-test and post-test were within-subject variables. The comparisons of means were shown in Table 63 and 64.

Table 63: A comparison of means of score of reactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group with ambassador program

	Mean difference	Sig.
Pre-test – Post-test	3.72	.00**

Table 64: A comparison of means of score of proactive aggression subscale in Reactive and Proactive Aggression Questionnaire for proactive aggressor therapeutic group with ambassador program

	Mean difference	Sig.
Pre-test – Post-test	.76	.47

The score of reactive aggression in RPQ of the therapeutic group member decreased significantly when comparing pre-test and post-test.

The score of proactive aggression failed to show a significant difference when comparing pre-test and post-test. Thus, a mixed treatment had been found after the completion of treatment.

2.6 Therapeutic Group

After rigorous and in-depth screening and pre-assessment, the behavioral problems, cognitive distortion and emotional disturbance of the identified aggressors would be handled by different strategies. 9 secondary schools have joined the project and all of them would conduct therapeutic groups for identified aggressors.

In the 12 primary schools, three types of therapeutic groups would be conducted in semester B, including one for identified aggressors and another type for parents of identified aggressors and the last one was parent-child parallel group. The group combination and number of participants in each school would be determined by the research results and also the response rate of potential participants.

2.6.1 Student group in secondary schools

In semester B of school year 2010-2011, 12 therapeutic groups for the identified aggressors in secondary schools have been implemented. Each therapeutic group consisted of about 9 aggressors selected from screening and pre-assessment. Three types of therapeutic groups were adopted to compare the effectiveness of different types of treatment on the participants.

The number of students in each treatment-serving school was shown in Table 65.

Table 65 Number of participants in student groups in treatment-serving schools (secondary)

School	Number of groups	Number of students
1. China Holiness College	1	9
2. Christian Alliance Cheng Wing Gee College	2	17
3. Fung Kai Liu Man Shek Tong Secondary School	1	9
4. Kwai Chung Methodist College	1	9
5. Lung Cheung Government Secondary School	2	19
6. Nam Wah Catholic Secondary School	1	9
7. Pui Shing Catholic Secondary School	1	9
8. Shun Tak Fraternal Association Seaward Woo College	2	18
9. S.K.H. Li Ping Secondary School	1	10
Total	12	109

Group 1

Linking up different literatures and based on relevant theories on aggression, a therapeutic group for reactive aggressors was designed and implemented by adopting Cognitive Behavioral Therapy (CBT). Based on literature, reactive aggressors had difficulties in encoding of social cues, the first step of Social Information Processing Model (SIP Model). They acquired the social cues selectively, and thus wrongly interpreted the intentions and behaviors of others. The hot-tempered reactive aggressors then react to people aggressively (Dodge, 1991; Crick & Dodge, 1996; Pettit, Polaha, & Mize, 2001). Therefore, the group process aimed at disputing the irrational beliefs of using violent ways to respond to self-interpreted hostility of others and replacing it by a rational belief. Assertiveness training was also employed to improve their social and problem-solving skills.

Two workers were responsible to hold each group for every session. Apart from the in-group tasks, members' transference of learning from classroom into their daily lives was also emphasized. Workers made unflagging effort to encourage each member to do homework assignment after each session so that they could think over, practice and internalize what they had learnt in each session.

The main goals of the reactive aggressors group were as follows:

Cognitive Level

1. To learn the concept of A-B-C (Activating event, belief, consequence) of CBT
2. To assist the members to discover, dispute and replace their irrational beliefs
3. To improve members' ability of encoding information and cues comprehensively
4. To improve members' ability of interpretation correctly

Emotional Level

5. To reduce the hostility of members towards others
6. To learn how to manage their emotions and anger

Behavioral Level

7. To minimize the frequency of using violent ways to react to others

8. To improve the social skills and problem-solving skills of members

Objectives of each session of reactive group

Session	Objectives
1	<ul style="list-style-type: none"> • To develop the trust and security among workers and members • To make a group contract and regulations • To share the expectation of members • To let the members understand the rationale and content of the group
2	<ul style="list-style-type: none"> • To let members understand there are different sensors to collect cues • To let members explore their dominant sensors • To understand the comprehensive use of sensors would affect their behavioral and emotional responses
3	<ul style="list-style-type: none"> • To explore members' past experience of aggression and bullying • To explore the attribution, behavioral response and emotional response of members
4	<ul style="list-style-type: none"> • To learn the concept of A-B-C • To explore the irrational beliefs of members
5	<ul style="list-style-type: none"> • To understand the concept of A-B-C • To discover the irrational beliefs of members and help members recognize their own irrational beliefs
6	<ul style="list-style-type: none"> • To teach the themes of irrational beliefs • To help members visualize the long term negative consequences of irrational beliefs • To motivate members to change their irrational beliefs
7	<ul style="list-style-type: none"> • To teach the elements of rational thoughts • To let members discover the irrational elements of their irrational thought (Dispute) • To create mutual support for change in group • To encourage members to try new behaviors in order to create exceptional experience
8	<ul style="list-style-type: none"> • To dispute the irrational beliefs of members • To evaluate the experience of trying the new behaviors and consolidate members' rational beliefs • To build up the support among members in trying out new behaviors
9	<ul style="list-style-type: none"> • To teach anger management skills • To teach problem-solving skills
10	<ul style="list-style-type: none"> • To consolidate the learning of members in group

	<ul style="list-style-type: none"> • To prevent members from being relapse • To empathize the change and strength of members • To strengthen the confidence of members to have positive change
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Group 2

Linking up different literatures and based on relevant theories on aggression, a therapeutic treatment group for proactive aggressors was designed and implemented by adopting Cognitive Behavioral Therapy (CBT). Based on literature review, the proactive aggressors encountered problems in the third to fifth step in the Social Information Processing Model (Dodge, 1986; Crick & Dodge, 1996; Pettit, Polaha, & Mize, 2001). In the response research process, the proactive aggressors mainly use violence and aggressive ways to obtain their instrumental goals and neglect the negative consequences. They are cautious, swift and well-planned to action without empathy and sympathy. Therefore the group process aimed at disputing the irrational beliefs of using violent ways to attain their instrumental goals of proactive aggressors and replacing it by a rational belief. Lastly, empathy training was provided to proactive aggressors to reconstruct their sense of empathy.

Two workers were responsible to hold each group for every session. Apart from the in-group tasks, members' transference of learning from classroom into their daily lives was also emphasized. Workers made unflagging effort to encourage each member to do homework assignment after each session so that they could think over, practice and internalize what they had learnt in each session.

The main goals of the proactive aggressors groups were as follows:

Cognitive Level

1. To learn the concept of A-B-C of Cognitive Behavioral Therapy
2. To assist the members to discover, dispute and replace their irrational beliefs
3. To expand members' ways of achieving goals and the types of goals
4. To explore the primary reinforcer of members and detect the secondary reinforcer of the aggressive behaviors
5. To develop the secondary reinforcer of members on positive behavior .

Emotional Level

1. To rebuild the empathy of members including understanding their own and others' feelings

Behavioral Level

1. To minimize the frequency of using aggressive means to attain goals
2. To practice using positive behavior in achieving goals

Objectives of each session of proactive group

Session	Objectives
1	<ul style="list-style-type: none"> • To develop the trust and security among workers and members • To make group contract and regulations • To facilitate the sharing on the expectation of members towards the group • To explore and assess the school life and aggressive behavior of members
2	<ul style="list-style-type: none"> • To explore the primary reinforcer of members and detect the secondary reinforcer of the aggressive behavior • To explore the source of learning of members on aggressive behaviors • To explore the goals of members • To stimulate members to raise the awareness on the negative consequences of aggressive behavior
3	<ul style="list-style-type: none"> • To explore and assess members' ways of achieving goals • To raise the self-consciousness of members on achieving goals through various ways
4	<ul style="list-style-type: none"> • To explore the suppressed emotions of members • To assist the members to realize different emotions under different context
5	<ul style="list-style-type: none"> • To learn the concept of A-B-C and recognize the relationship between belief, emotion and behavior • To explore the irrational beliefs of members
6	<ul style="list-style-type: none"> • To assist members to develop different perspectives to handle conflicts and various situations in life • To identify the irrational beliefs of members and explore the negative

	<p>emotions and behavior according to irrational beliefs</p> <ul style="list-style-type: none"> • To motivate the members to make changes and dispute the irrational beliefs
7	<ul style="list-style-type: none"> • To introduce the concept of sensibility (合情合理合法) • To dispute the irrational beliefs of members through applying the concept of sensibility
8	<ul style="list-style-type: none"> • To assist the members to apply rational beliefs and positive behavior to achieve their own goals • To dispute the irrational beliefs of members • To build the support among members in trying out new positive behaviors
9	<ul style="list-style-type: none"> • To enhance the empathy of members in the perspective of victims and significant others • To encourage the members to have a new perspective to solve problems and try to reduce their aggressive behaviors
10	<ul style="list-style-type: none"> • To consolidate the learning of members through the sessions • To empathize the changes and strengths of members • To strengthen the confidence of members of making positive changes in life

Group 3

With the rigorous and in-depth screening and assessment, a group for identified aggressors has been started since semester B. Generally, two workers were responsible to hold a group.

The theme of the group was to help students to minimize some of their problematic behaviors through increasing their motivation in learning. During the ten counseling sessions, workers would try to explore some negative behavior of students (if any) through observation and sharing in different activities. At the same time, workers would try to promote them some positive methods, thoughts and values in order to facilitate some positive changes to students. Besides, some important concepts were applied in order to meet the needs of youths / students.

Some researches indicated that learning is an active process that helps people builds an understanding of the world. People learn because this helps them satisfy

needs. Some of needs are simple but some of them are complex. However, the problem is that people may have chances to learn some problematic methods such as violence to satisfy different needs. Since learning is always one of the major tasks for youths, so we can help them to learn some better methods through the process of learning.

To facilitate youths to learn some better methods instead of problematic one, we need to help children become more self-disciplined and more in control of themselves and these always involve helping them to make choices and exercise independence.

In this group, workers have arranged various activities in different sessions that help students to use ways / methods that are more positive to meet different needs for autonomy, competence, relatedness, self-esteem, and enjoyment. These needs are always consider as important needs for students. Besides, the concept of intrinsic motivation was also involved in the sessions because workers want to use it to reinforce some positive behaviours of students that observed by workers. Intrinsic motivation refers to the desire to do an activity for its own sake, just for the interest and enjoyment that activity provides. According to theory of intrinsic motivation, feeling competent and autonomous are particularly important to motivation. Therefore, workers have also applied this concept into the sessions in order to facilitate students to make positive changes. Workers also encouraged group members to apply what they have learnt in the sessions in order to internalize those skills and knowledge in their daily lives.

The main goals and objectives of the groups for aggressors were as follows:

Goals

It is believed that the concepts mentioned above can help students to meet three different goals. Goals are: 1) To help student to be a good leader in different field 2) To increase students' motivation in learning 3) To help student to minimize some problematic behaviors and promote some positive behavior

Objectives

The main objectives in holding the group for the students of aggressors are as follow:

1. To expand the ways of thinking of members and cultivate more positive beliefs and values

2. To increase the motivation of members on some positive behaviors
3. To learn techniques in managing members' emotions under stress and anxiety
4. To strengthen the communication skills of members
5. To facilitate students to have positive behavioral changes and reduce negative behaviors

Objectives of each session of the group

Session	Objectives
1	<ul style="list-style-type: none"> • To provide a comfortable atmosphere for group members • To introduce the group and allow group members to know each other • To allow workers to build trust and rapport with group members • To establish group contract through different activities
2	<ul style="list-style-type: none"> • To provide a comfortable climate for group members • To allow group members to know each other deeper and more • To allow workers to build trust and rapport with group members • To help group members and workers to become better acquainted and to be aware of and appreciate their own uniqueness while sharing together.
3	<ul style="list-style-type: none"> • To facilitate the group members to examine their learning motivation • To introduce and compare mastery goals and performance goals • To encourage group members to possess mastery goals in their learning in order to facilitate some positive changes in both their cognitive and behavioral level
4	<ul style="list-style-type: none"> • To help group members to learn the importance of creativity in learning and solving problems • To help group members to learn the importance of creativity as a

	potential leader
5	<ul style="list-style-type: none"> · · To help group members to explore their strengths · To help group members to discover and admire others' strengths
6	<ul style="list-style-type: none"> · To help group members to learn to express in different ways · To help group members to learn the importance of communication as a leader · To motivate the group members to build autonomy and self-determination towards their thinking and behavior
7	<ul style="list-style-type: none"> · To help group members to learn to express in different ways · To explore some important elements in communications such as focusing, listening and discussing · To learn the difference between one-way communication and two-way communication · To facilitate the group members to learn how listening can reduce misunderstanding and the negative behavior induced from misbehavior
8	<ul style="list-style-type: none"> · To help group members to learn solve problem. · To help group members to learn the importance of decision-making as a leader
9	<ul style="list-style-type: none"> · To facilitate the group members to recognize the importance of different life events in their life and establish their own goals
10	<ul style="list-style-type: none"> · To help members to review something about their life such as their expectation, career, future goal, · To summarize and consolidate the knowledge learned in previous sessions

2.6.2 Parent group in primary schools

In semester B of school year 2010-2011, 7 therapeutic groups for parents of identified aggressors in primary schools have been implemented. Each therapeutic group consisted of about 8 parents selected from screening and pre-assessment. The proactive treatment group for the parents of aggressors was the main therapeutic group for proactive aggressors' parent.

The number of parents in each treatment-serving school was shown in Table 66.

Table 66 Number of participants in parent group in treatment-serving schools (primary)

School	Number of groups	Number of parents
1. Ping Shek Estate Catholic Primary School	1	10
2. PLK Riverian Primary School	1	10
3. Po On Commercial Association Wan Ho Kan Primary School	2	12
4. St. Anthony's School	1	9
5. The Little Flower's Catholic Primary School	1	6
6. Sha Tin Wai Dr. Catherine F. Woo Memorial School	1	6
Total	7	53

The theme of the parent group was to facilitate parents' parenting style. Parenting styles were often used in studies investigating parenting styles in relation to diverse child outcome variables (Dornbusch et al., 1987; Hart, Nelson, Robinson, Olsen, & McNeilly-Choque, 1998). Some researchers indicated that adaptive and effective parenting was beneficial to children development as opposed to the negative outcomes produced by ineffective parenting (Demo & Cox, 2000).

Based on literature and local experience, indigenous strategies had been designed and were carried out in our groups. Generally, a common group work strategies had been designed through CBT. At the same time, in response to the unique circumstance of each therapeutic group, social workers were responsible to fine tune and make necessary adjustment in order to fit with the development and needs of each group.

Apart from the in-group tasks, members' transference of learning from group into their daily lives was also emphasized. Workers had made unflagging effort to encourage each member to do homework assignment after each session so that they could think over, practice and internalize what they had learnt in each session.

The main goals and objectives in holding the treatment group for the parents of aggressors were as follow:

Goals

Group members were expected to develop a more flexible ways to think, in order to promote a more functional parenting practices and hence minimize negative behaviors of their child.

Objectives

Cognitive Level

- 1) To learn the concept of cognitive model
- 2) To assist the members to discover, dispute and to cope with their distorted thoughts in parenting
- 3) To expend members' ways of thinking and cultivate more positive beliefs and values
- 4) To change or modify members' rigid rules and attitude in parenting

Emotional Level

- 5) To rebuild the empathy of members including understanding their own and others' feelings

Behavioral Level

- 6) To strengthen parent-child communication skills
- 7) To use positive behavior in parenting

Objectives of each session for the parents of proactive aggressors group

Session	Objectives
1	<ul style="list-style-type: none"> • To let members understand the rationale and content of the group • To make group contract and regulations • To develop trust and security among workers and members • To understand the expectation of members towards the group • To introduce the assignment of mood thermometer to group • To increase members' awareness towards their behavior, emotions and distorted thoughts through video (小孩不笨).
2	<ul style="list-style-type: none"> • To allow members to identify and review their parenting style • To understand the relationship between maladaptive parenting style and aggressive children behavior • To enhance effectiveness of parenting practices • To help members to learn more about the concept of cognitive model
3	<ul style="list-style-type: none"> • To let members understand the fundamental role of distorted thoughts to negative body sensations, emotions and behaviors • To introduce typical cognitive distortions • To identify distorted thoughts of members • To let member understand the influence of their behaviors, emotions, and distorted thoughts to their children
4	<ul style="list-style-type: none"> • To learn techniques in coping with distorted thoughts • To let members know about the importance of rules and assumptions • To let members to identify their rules and assumption towards parenting
5	<ul style="list-style-type: none"> • To explore and review their life history in order to find out some factors that influenced the formation of their own parental rules and regulations. • To help group members to understand more about their parental rules and regulations • To help group members understand more about their parenting style and how parenting style influenced their relationship with their children.
6	<ul style="list-style-type: none"> • To teach members to reduce the rigidity of their rules and assumptions towards parenting • To change or modify parenting rules and to make them more functional • To introduce tips in changing or modifying rules
7	<ul style="list-style-type: none"> • To build empathy of members in the perspective of the victims and

	<p>significant others</p> <ul style="list-style-type: none"> • To develop a new perspectives for members to change their bullying behaviors
8	<ul style="list-style-type: none"> • To consolidate the learning of members in past sessions • To encourage members to apply their learning into daily life • To evaluate the progress/improvement of individual members • To help members in setting future goals and plans

2.6.3 Student group in primary schools

In semester B of school year 2010-2011, 4 therapeutic groups for identified proactive aggressors have been implemented. It consisted of about 38 students selected from screening and pre-assessment. The proactive treatment group for aggressors was the main therapeutic group in primary school.

The number of students in each treatment-serving school was shown in Table 67.

Table 67 Number of participants in student group in treatment-serving schools (primary)

School	Number of groups	Number of students
1. PLK Riverian Primary School	1	10
2. St. Anthony's School	1	10
3. The Little Flower's Catholic Primary School	1	9
4. Sha Tin Wai Dr. Catherine F. Woo Memorial School	1	9
Total	4	38

Group 1

Cognitive Behavioral Therapy (CBT) has been adopted in the planning and implementing of groups. Based on literature and local experience, indigenous strategies have been designed and carried out in our groups. Generally, a common group work strategies had been designed through CBT. At the same time, in response to the unique circumstance of each therapeutic group, social workers were responsible to fine tune and make necessary adjustment to fit with the development and needs of each group.

Two workers were responsible to hold each group for every session. Apart

from the in-group tasks, we also emphasized members' transference of learning from classroom into their daily lives. Social workers made unflagging effort to encourage each member to do homework assignment after each session so that they could think over, practice and internalize what they had learnt in groups over the week.

The main goals and objectives of the proactive aggressors groups were as follows:

Goals

After the group, the group members were expected to become self-actualized and no longer use any aggressive means to attain their goals. They would be empathic and that their behaviors would lead to negative consequences. By developing the super-ego of the group members, they would adopt different perspective in problem-solving and have a harmony school life.

Objectives

Cognitive Level

1. To learn the concept of A-B-C of CBT
2. To assist the members to discover, dispute and replace their irrational beliefs
3. To expand members' ways of achieving goals
4. To expand the types of goals of members
5. To explore the primary reinforcer of members and detect the secondary reinforcer of the bullying behaviors
6. To develop the secondary reinforcer of positive behavior

Emotional Level

7. To rebuild the empathy of members including understanding their own and others' feelings

Behavior Level

8. To minimize the frequency of using violent ways to attain goals
9. To try out using positive behavior in achieving goals

Objectives of each session for proactive aggressors group

Session	Objectives
1	<ul style="list-style-type: none"> • To develop the trust and security among workers and members • To make a group contract and regulations • To share the expectation of members • To let the members understand the rationale and content of the group
2	<ul style="list-style-type: none"> • To explore the primary reinforce of members and detect the secondary reinforce of the bullying behaviors • To explore the source of learning of bullying behaviors of members

	<ul style="list-style-type: none"> To explore the goals of members
3	<ul style="list-style-type: none"> To explore members' way of achieving goals To raise the self-consciousness of members
4	<ul style="list-style-type: none"> To explore the suppressed emotions of members To let members understand they had different emotions under different context
5	<ul style="list-style-type: none"> To learn the concept of A-B-C To explore the irrational beliefs of members
6	<ul style="list-style-type: none"> To understand the negative consequences of bullying To develop members to have different perspectives
7	<ul style="list-style-type: none"> To understand the concepts of having negative consequences when violation of rule, being socially proper, and empathic with others. To apply the concepts on bullying behavior To discover the irrational beliefs of members
8	<ul style="list-style-type: none"> To try out the positive behaviors of achieving goals To dispute the irrational beliefs of members To develop a new perspectives for members to change their bullying behaviors To consolidate the learning of members in group To prevent members from being relapse

2.6.4 Parent-child parallel group in primary schools

In semester B of school year 2010-2011, 7 therapeutic groups for identified aggressors have been implemented. It consisted of about 60 students selected from screening and pre-assessment.

The number of students in each treatment-serving school was shown in Table 68.

Table 68 Number of participants in parent-child parallel group in treatment-serving schools (primary)

School	Number of groups	Number pairs of parent-child
1. Ho Shun Primary School	1	12
2. LST Leung Kau Kui Primary School (Branch)	1	6

3. St. Anthony's School	1	11
4. St. Bonaventure Catholic Primary School	1	7
5. St. Edward's Catholic Primary School	1	10
6. St. Patrick's School	1	6
7. Shun Tak Fraternal Association Seaward Woo College	1	8
Total	7	60

Group 1

Enhancing children's social-cognitive and emotional regulation processes are crucial for reducing their aggressive behaviors. On the other hand, parenting behavior is also a risk factor for aggressive behaviors. As child behavior affects parenting behavior in a bidirectional manner (Fite, Colder, Lochman, & Wells, 2006), this parent-child parallel group focused on both children's cognition and self regulation and the parenting practices of their parents in order to alleviate aggression.

Multicomponent interventions with treatments given to both children and their parents had been proved to be effective in reducing children's delinquent behaviors (Conduct Problems Prevention Research Group, 2002). In addition, it was suggested by Lochman & Wells (2004) that the intervention effects were most apparent when both parent and child were involved in the treatment program.

The theme of the parallel group of the parent side is to facilitate parents' parenting style. Parenting styles are often used in studies investigating parenting styles in relation to diverse child outcome variables (Dornbusch et al., 1987; Hart, Nelson, Robinson, Olsen, & McNeilly-Choque, 1998). Some researchers indicated that adaptive and effective parenting was benefit to children development as opposed to the negative outcomes produced by ineffective parenting (Demo & Cox, 2000).

Cognitive Behavioral Therapy (CBT) had been adopted in the planning and implementing of groups. Based on literature and local experience, indigenous strategies had been designed and carried out in our groups. Generally, a common group work strategies had been designed through CBT. At the same time, in response to the unique circumstance of each therapeutic group, social workers were responsible to fine tune and make necessary adjustment to fit with the development

and needs of each group.

With the rigorous and in-depth screening and assessment, 11 students and their parents for parallel group in the second semester. The parallel group design was based on Cognitive Behavioral Therapy.

The main goals and objectives in holding the treatment group for the parents and the proactive aggressors were as follow:

Goals

Group members are expected to develop a more flexible ways to think, in order to promote a more functional parenting practices, so as to minimize negative behaviors of their children.

Objectives

Cognitive Level

1. To learn the concept of cognitive model
2. To assist the members to discover, dispute and to cope with their distorted thoughts in parenting
3. To change or modify members' rigid rules and attitude in parenting
4. To expand the types of goals and members and their ways of achieving goals
5. To detect secondary reinforcer of children's bullying behaviors and develop the secondary reinforce of positive behavior
6. To expend members' ways of thinking and cultivate more positive beliefs and values

Emotional Level

7. To rebuild the empathy of members including understanding their own and others' feelings

Behavioral Level

8. To strengthen parent-child communication skills
9. To promote effective parenting styles
10. To minimize the frequency of children using violent ways to attain goals

Objectives of each session for proactive parent-child parallel group

Session	Objectives
1	<ul style="list-style-type: none"> • To let members understand the rationale and content of the group • To make group contract and regulations that develop trust and security among workers and members • To assist parents realize the relationship between their maladaptive parenting style and aggressive children's behavior • To guide the parents to review their parenting styles and reflect the areas for improvement • To assist the children to set up their individual goals in the group and discuss the ways to achieve in the sessions
2	<ul style="list-style-type: none"> • To assist the parents to understand the importance of thoughts and realize how their thoughts induce different behaviors and emotions • To facilitate the parent-child communication and encourage mutual understanding • To let members realize the fundamental relation between distorted thoughts, negative body sensations, emotions and behaviors • To stimulate children's awareness on their emotions
3	<ul style="list-style-type: none"> • To introduce 10 types of typical cognitive distortions and identify distorted thoughts of each parent • To explore the primary and secondary reinforcers of children on their bullying behaviors • To explore the source of learning of children's bullying behavior and stimulate children to realize the negative consequences of bullying
4	<ul style="list-style-type: none"> • To let parents and children understand the expectations of each other and assist them to brainstorm more realistic and reasonable ones that can facilitate better parent-child relationship • To explore and review the life story of parents in order to explore the factors influencing the formation of parental rules and regulations • To let parents understand the impact of parenting styles of previous generation on their thought, emotions and behavior in parenting • To assist the children to realize the relationship between thoughts, behavior, emotion and body reaction
5	<ul style="list-style-type: none"> • To raise the awareness of parents and children on realizing the body reactions and emotions of family members that can enhance the parent-child relationship • To assist the parents to learn techniques in coping with distorted thoughts
6	<ul style="list-style-type: none"> • To assist the parents to evaluate their inappropriate parental rules and

	<p>motivate them to revise more functional parenting styles</p> <ul style="list-style-type: none"> • To raise the awareness of children on distorted thoughts and the linkage with aggressive behavior • To introduce the concept of sensibility (合情合理合法) to children that encourage them to think in different angles when they have distorted thought and reduce their aggressive behavior
7	<ul style="list-style-type: none"> • To introduce tips for changing or modify rules on parenting • To assist parents to take children's perspective and be empathic with their children • To strengthen children's abilities on dealing with distorted thoughts through recognizing their efforts and reviewing the difficulties they face • To build empathy of children in the perspective of the victims and significant others • To develop a new perspective for children to reduce their bullying behavior
8	<ul style="list-style-type: none"> • To introduce the concept and importance of "I-message" • To facilitate the parents and children to practice "I-message" through communicating with each other • To consolidate the learning of members in past sessions and encourage the application of learning into daily life • To evaluate the improvement of individual members throughout the group • To assist members in setting common future goals and plans

2.7 Ambassador Program

The anti-bully ambassador program is organized in 9 treatment secondary schools of this year. It aims at handling the aggressive students through peer intervention. Therefore, throughout the school year, the ambassadors would 1) organize two or more activities for engagement, and 2) provide individual/group peer counseling to the selected students with aggressive behaviors from screening and pre-assessment.

In maximizing the positive influence on targeted students, each ambassador would conduct peer counseling with 3 to 4 aggressors. Such arrangement was to induce positive change in aggressive youth in school, and also to fully train the ambassadors as peer leader in providing help and support to their peers. It would help sustain the anti-bullying culture and ways to cope with student aggression at school in a long run.

The objectives of the Anti-bullying Ambassador program were shown as follows:

1. To train potential students to become peer leaders
2. To help the school in identifying aggressors through interfering peer system, aiming to reduce their aggressive behavior
3. To build up resources in school to reduce school bullying
4. To improve the school culture in building a harmonious school atmosphere

Table 69 Timeline of the Anti-bullying Ambassador program

Date	Content
September 2010	Interview & finalize the selected list of ambassadors
October 2010	Ambassador training days
November 2010 to January 2011	Ambassador organize the first semester activities for mentees
December 2010 to May 2011	Bi-weekly peer counseling activities Finishing the report in logbook after each meeting
1 and 15 of each month	Ambassadors reporting progress to responsible teacher
January 2011 and May 2011	Submission of ambassadors' logbooks to responsible teacher on the first day of school in January & April
February 2011 to May 2011	Mid-term evaluation meeting with

	ambassadors and teachers
February 2011 to May 2011	Ambassador organize the second semester activities for mentees
June 2011	Final evaluation meeting with ambassadors and teachers
9 July 2011	Award ceremony
August 2011	Final meeting with school's principal, vice principle and teachers

Table 70 Number of Anti-bullying Ambassador Activities in treatment-serving schools

School	No. of activities
1. China Holiness College	4
2. Christian Alliance Cheng Wing Gee College	2
3. Fung Kai Liu Man Shek Tong Secondary School	4
4. Kwai Chung Methodist College	2
5. Lung Cheung Government Secondary School	3
6. Nam Wah Catholic Secondary School	2
7. Pui Shing Catholic Secondary School	3
8. Shun Tak Fraternal Association Seaward Woo College	2
9. S.K.H. Li Ping Secondary School	2
Total	24

After the completion of the Ambassador Program, one of the ambassadors from each school was awarded in the ceremony as the best ambassador to recognize his/her contribution on the Ambassador Program and the effort of the care of the mentee.

To appreciate the effort and contribution of treatment school and evaluated the effectiveness on carried out the Ambassador program. One school was awarded the "Best Ambassador School" in the Ceremony for recognition at the end of this year.

2.7.1 Anti-bullying Ambassador program Booklet with DVD

To promote the peer counseling concept and educate social workers and teachers for

the operation of the ambassador program, a booklet with DVD was produced at this year. The contents of the booklet covered the selection, training, activities and the sample of the manual. On the other hand, the content of the DVD focused on various scenarios which depicted difficulties that ambassadors may encounter. In total, 1000 booklets with DVD were published and gave to schools based on request.

2.8 Awarding Ceremony

Project CARE Awarding Ceremony held on 9th July, 2011 (secondary schools) and 10th July, 2011 (primary schools) from 10:00 a.m. – 4:30 p.m., at Wei Hing Theatre, City University of Hong Kong invited all participating students, school teachers and parents to mark the remarkable achievement of students and their parents (Table 71,72). The guests of honor awarding the certificate to all participating students were listed in Table 50. Teachers, parents and students were delighted to share the successful experience of the Project by broadcasting the reminiscence moments of the group members and the sharing of students, teachers and parents. The rundown of the four sessions was shown in Table 74 to 77.

Table 71 Attendance of 11 serving secondary schools

School	Principal & Teachers	Students	Parents
1. China Holiness College	2	26	1
2. Christian Alliance Cheng Wing Gee College	4	26	14
3. Fung Kai Liu Man Shek Tong Secondary School	0	13	5
4. HKMA K S Lo College	1	10	1
5. Kwai Chung Methodist College	9	28	29
6. Lung Cheung Government Secondary School	4	42	0
7. Nam Wah Catholic Secondary School	3	20	0
8. Pui Shing Catholic Secondary School	2	14	2
9. Shun Tak Fraternal Association Seaward Woo College	2	28	7
10. S.K.H. Li Ping Secondary School	2	23	0
11. Ling Liang Church M H Lau Secondary School	2	8	2
Total	31	238	61

Table 72 Attendance of 12 serving primary schools

School	Principal & Teachers	Students	Parents
1. Ho Shun Primary School	2	15	13
2. LST Leung Kau Kui Primary School (Branch)	3	15	7
3. Ping Shek Estate Catholic Primary School	0	9	8
4. PLK Riverian Primary School	1	16	14
5. Po On Commercial Association Wan Ho Kan Primary School	1	12	14
6. St. Anthony's School	2	20	24
7. St. Bonaventure Catholic Primary School	2	19	18
8. St. Edward's Catholic Primary School	1	11	11
9. St. Patrick's School	2	15	15
10. The Little Flower's Catholic Primary School	2	11	11
11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	1	18	17
12. Yuen Long Long Ping Estate Tung Koon Primary School	1	5	5
Total	18	166	157

Table 73 Guests of honor in the Award Ceremony

9 th July, 2011 Secondary School, Morning session	Mr. Brian Lee Siu Fung, Principal inspector of the Education Bureau - Guidance & Discipline
	Dr. Alice Chong Ming Lin, Associate Professor of Department of Applied Social Studies, City University of Hong Kong
	Dr. Leung Kwan Kwok, Associate Professor of Department of Applied Social Studies, City University of Hong Kong
	Dr. Anna Hui Na Na, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong
	Professor Ng Sik Hung, Chair Professor of Social Psychology of Department of Applied Social Studies, City University of Hong Kong

9 th July, 2011 Secondary School, Afternoon session	Kong
	Miss Mandy, Judge of Harmony School Life Competitions - Comics
	Mr. Raymond Li, Director of Production House
10 th July, 2011 Primary School, Morning session	Dr. Raymond Chan Kwok Hong, Associate Head of Department of Applied Social Studies, City University of Hong Kong
	Dr. Esther Chow Oi Wah, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong
	Mr. Keswick Chuk Wing Hung, Center-In-charge of Integrated Service Centre for Reconciliation of ELCHK
	Mr. Li Tin Lun, Supervisor of Shamshuipo East Integrated Children and Youth Service of HKCS
	Ms Winnie Lui Wai Ling, Project clinical supervisor
10 th July, 2011 Primary School, Afternoon session	Professor Lo Tit Wing, Professor of Department of Applied Social Studies, City University of Hong Kong
	Dr. Sylvia Kwok Lai Yuk Ching, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong
	Miss Lobintan, Judge of Harmony School Life Competition - Comics
	Mr. Ko Tin Lung, Judge of Harmony School Life Competition - Drama
	Ms Winnie Lui Wai Ling, Project Clinical Supervisor

Table 74 Rundown of Ceremony at 9th July 2011 (Secondary School, Morning session)

Time	Rundown
10:00-10:15	<p>Welcoming Speech</p> <ul style="list-style-type: none"> • Dr. Annis Fung Lai Chu, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong • <p>Award-giving speech</p> <ul style="list-style-type: none"> • Mr. Brian Lee Siu Fung (Principal inspector of the Education Bureau – Guidance & Discipline) <p>Souvenir presentation to guests</p> <ul style="list-style-type: none"> • Mr. Brian Lee Siu Fung (Principal inspector of the Education Bureau – Guidance & Discipline) • Dr. Alice Chong Ming Lin, Associate Professor of Department of Applied Social Studies, City University of Hong Kong • Dr. Leung Kwan Kwok, Associate Professor of Department of Applied Social Studies, City University of Hong Kong • Dr. Anna Hui Na Na, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong • Principals / School Representatives of 6 serving schools
10:15 – 10:20	Video
10:20 – 10:26	<p>Award presentation (Round 1)</p> <ul style="list-style-type: none"> • Ling Liang Church M H Lau Secondary School • S.K.H. Li Ping Secondary School
10:26 – 10:29	Student Sharing (Student Group Member)
10:29 – 10:39	<p>Award presentation (Round 2)</p> <ul style="list-style-type: none"> • Christian Alliance Cheng Wing Gee College • Shun Tak Fraternal Association Seaward Woo College
10:39 – 10:42	Teacher Sharing
10:42 – 10:47	Q&A
10:47 – 10:53	<p>Award presentation (Round 3)</p> <ul style="list-style-type: none"> • HKMA K S Lo College

	<ul style="list-style-type: none"> • Lung Cheung Government Secondary School
10:53 – 10:59	Student Sharing (Ambassador & Mentee)
10:59 – 11:01	Award presentation for “The Best Ambassador”
11:01 – 11:11	Student Sharing (The Best Ambassador)
11:11 – 11:16	Harmony School Competition Award presentation <ul style="list-style-type: none"> • “Most Harmonious Campus” Honor • “Most Harmonious Family School Cooperation” Prize
11:16 – 11:46	Harmony School Competition Award Performance – Winner of “Most Harmonious Campus” Honor and “Most Harmonious Family School Cooperation” Prize
11:46 – 11:51	Student Video
11:51 – 12:00	Conclusion

Table 75 Rundown of Ceremony at 9th July 2011 (Secondary School, Afternoon Session)

Time	Rundown
2:30 – 2:45	Welcoming Speech <ul style="list-style-type: none"> • Dr. Annis Fung Lai Chu, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong Award-giving speech <ul style="list-style-type: none"> • Professor Ng Sik Hung, Chair Professor of Social Psychology of Department of Applied Social Studies, City University of Hong Kong Souvenir presentation to guests <ul style="list-style-type: none"> • Professor Ng Sik Hung, Chair Professor of Social Psychology of Department of Applied Social Studies, City University of Hong Kong • Miss Mandy, Judge of Harmony School Life Competitions – Comics • Mr. Raymond Li, Director of Production House • Principals / School Representatives of 5 serving schools
2:45 – 2:50	Video
2:50 – 3:01	Award presentation (Round 1) <ul style="list-style-type: none"> • China Holiness College

	<ul style="list-style-type: none"> • Nam Wah Catholic Secondary School
3:01 – 3:04	Student Sharing (Group member)
3:04 – 3:09	Award presentation (Round 2) <ul style="list-style-type: none"> • Fung Kai Liu Man Shek Tong Secondary School • Kwai Chung Methodist College
3:09 – 3:12	Teacher Sharing
3:12 – 3:17	Q & A
3:17 – 3:20	Award presentation (Round 3) <ul style="list-style-type: none"> • Pui Shing Catholic Secondary School
3:20 – 3:25	Student Sharing (Ambassador & Mentee)
3:25 – 3:27	Award presentation for “The Best Ambassador”
3:27 – 3:37	Student Sharing (The Best Ambassador)
3:37 – 3:38	Award presentation for “Outstanding Harmony School”
3:38 – 3:41	Teacher and Student Sharing (Outstanding Harmony School)
3:41 – 3:51	Harmony School Life Competitions Award Presentation <ul style="list-style-type: none"> • Slogan Competition • Comics Competition • Drama Competition
3:51 – 4:11	Drama Performance – Winner of Drama Competition
4:11 – 4:16	Student Video
4:16 – 4:30	Conclusion

Table 76 Rundown of Ceremony at 10th July 2011 (Primary School, Morning Session)

Time	Rundown
10:00 – 10:15	Welcoming Speech <ul style="list-style-type: none"> • Dr. Annis Fung Lai Chu, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong Award-giving speech <ul style="list-style-type: none"> • Dr. Raymond Chan Kwok Hong, Associate Head of Department of Applied Social Studies, City University of Hong Kong Souvenir presentation to guests <ul style="list-style-type: none"> • Dr. Raymond Chan Kwok Hong, Associate Head of Department of Applied Social Studies, City University of Hong Kong • Dr. Esther Chow Oi Wah, Assistant Professor of Department of

	<p>Applied Social Studies, City University of Hong Kong</p> <ul style="list-style-type: none"> • Mr. Keswick Chuk Wing Hung, Center-In-charge of Integrated Service Centre for Reconciliation of ELCHK • Mr. Li Tin Lun, Supervisor of Shamshuipo East Integrated Children and Youth Service of HKCS • Ms Winnie Lui Wai Ling, Project clinical supervisor • Principals / School Representatives of 6 serving schools
10:15 – 10:20	Video
10:20 – 10:25	<p>Award presentation (Round 1)</p> <ul style="list-style-type: none"> • Yuen Long Long Ping Estate Tung Koon Primary School • Ho Shun Primary School
10:25 – 10:27	Student Sharing (Student Group)
10:27 – 10:32	<p>Award presentation (Round 2)</p> <ul style="list-style-type: none"> • LST Leung Kau Kui Primary School (Branch) • St. Edward’s Catholic Primary School
10:32 – 10:35	Teacher Sharing
10:35 – 10:40	Q&A
10:40 – 10:43	<p>Award presentation (Round 3)</p> <ul style="list-style-type: none"> • PLK Riverian Primary School
10:43– 10:46	Parent Sharing (Parent Group)
10:46 – 10:49	<p>Award presentation (Round 4)</p> <ul style="list-style-type: none"> • St. Bonaventure Catholic Primary School
10:49 – 10:52	Student and Parent Sharing (Parallel Group)
10:52 – 11:02	<p>Harmony School Competition Award presentation</p> <ul style="list-style-type: none"> • “Most Harmonious Campus” Honor • “Most Harmonious Teaching Team” Prize • “Most Harmonious Family School Cooperation” Prize
11:02 – 11:47	<ul style="list-style-type: none"> • Harmony School Competition Award Performance - Winner of “Most Harmonious Campus” Honor, “Most Harmonious Teaching Team” Prize and “Most Harmonious Family School Cooperation” Prize
11:47 – 11:52	Student Sharing Video
11:52 – 12:00	Conclusion

Table 77 Rundown of Ceremony at 10th July 2011 (Primary School, Afternoon Session)

Time	Rundown
2:30 – 2:45	<p>Welcoming Speech</p> <ul style="list-style-type: none"> • Dr. Annis Fung Lai Chu, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong <p>Award-giving speech</p> <ul style="list-style-type: none"> • Professor Lo Tit Wing, Professor of Department of Applied Social Studies, City University of Hong Kong <p>Souvenir presentation to guests</p> <ul style="list-style-type: none"> • Professor Lo Tit Wing, Professor of Department of Applied Social Studies, City University of Hong Kong • Dr. Sylvia Kwok Lai Yuk Ching, Assistant Professor of Department of Applied Social Studies, City University of Hong Kong • Miss Lobintan, Judge of Harmony School Life Competition – Comics • Mr. Ko Tin Lung, Judge of Harmony School Life Competition – Drama • Ms Winnie Lui Wai Ling, Project Clinical Supervisor • Principals / School Representatives of 6 serving schools
2:45 – 2:50	Video
2:50 – 3:00	<p>Award presentation (Round 1)</p> <ul style="list-style-type: none"> • Ping Shek Estate Catholic Primary School • St. Anthony's School
3:00 – 3:03	Student Sharing (Group member)
3:03 – 3:13	<p>Award presentation (Round 2)</p> <ul style="list-style-type: none"> • The Little Flower's Catholic Primary School • St. Patrick's School
3:13 – 3:16	Teacher Sharing
3:16 – 3:26	Q & A
3:26 – 3:31	<p>Award presentation (Round 3)</p> <ul style="list-style-type: none"> • Po On Commercial Association Wan Ho Kan Primary School

	<ul style="list-style-type: none">• Sha Tin Wai Dr. Catherine F. Woo Memorial School
3:31 – 3:34	Parent Sharing (Parent Group)
3:34 – 3:40	Student and Parent Sharing (Parallel Group)
3:40 – 3:55	Harmony School Life Competitions Award presentation <ul style="list-style-type: none">• Slogan Competition Awards• Comics Competition Awards• Drama Competition Awards
3:55 – 4:15	Drama Performance – Winner of Drama Competition
4:15 – 4:20	Student Video
4:20 – 4:30	Conclusion

Part 2.9 Final School Meeting

The final school meeting with the principal, disciplinary teachers, counseling teachers, and social workers of most of the individual treatment-serving schools were held in August 2011. It aimed at reporting and evaluating the progress of research and services in each school. The date and time of the meeting has been confirmed for most of the school. Table 78 showed the schedule of the final school meeting for the treatment-serving schools in 2010-2011.

Table 78 Date and time of the final meeting

	School	Date and Time
Primary Schools	1. Ho Shun Primary School	15 August 2011 (Monday) 10:00 am – 11:00 am
	2. LST Leung Kau Kui Primary School (Branch)	24 August 2011 (Wed) 3:00 pm – 4:30 pm
	3. Ping Shek Estate Catholic primary School	19 August 2011 (Friday) 1:30 pm – 2:45 pm
	4. PLK Riverian Primary School	26 August 2011 (Friday) 9:00 am – 10:00 am
	5. Po On Commercial Association Wan Ho Kan Primary School	16 August 2011 (Tuesday) 4:00 pm – 5:00 pm
	6. St. Antony's School	17 August 2011 (Wed) 11:00 am – 12:00 noon
	7. St. Bonaventure Catholic Primary School	22 August 2011 (Monday) 10:00 am – 11:00 am
	8. St. Edward's Catholic primary School	25 August 2011 (Thursday) 2:00 pm – 3:00 pm
	9. St. Patrick's School	22 August 2011 (Monday) 11:30 am – 12:30 noon

	10. The Little Flower's Catholic Primary School	26 August 2011 (Friday) 2:00 pm – 3:00 pm
	11. Sha Tin Wai Dr. Catherine F. Woo Memorial School	25 August 2011 (Thursday) 4:00 pm – 5:00 pm
	12. Yuen Long Long Ping Estate Tung Koon Primary School	25 August 2011 (Thursday) 4:00 pm – 5:00 pm
Secondary Schools	1. China Holiness College	25 August 2011 (Thursday) 3:30 pm – 4:30 pm
	2. Christian Alliance Cheng Wing Gee College	19 August 2011 (Friday) 11:00 am – 12:00 noon
	3. Fung Kai Liu Man Shek Tong Secondary School	26 August 2011 (Friday) 11:00 am – 12:00 noon
	4. HKMA K S Lo College	-----
	5. Kwai Chung Methodist College	19 August 2011 (Friday) 3:30 pm – 4:30 pm
	6. Lung Cheung Government Secondary School	24 August 2011 (Wednesday) 10:00 am – 11:00 am
	7. Nam Wah Catholic Secondary School	29 August 2011 (Monday) 9:00 am – 10:00 am
	8. Pui Shing Catholic Secondary School	18 August 2011 (Thursday) 10:30 am – 12:00 noon
	9. Shun Tak Fraternal Association Seaward Woo College	17 August 2011 (Wednesday) 3:00 pm – 4:00 pm
	10. S.K.H. Li Ping Secondary School	18 August 2011 (Thursday) 1:00 pm -2:00 pm

	11. Ling Liang Church M H Lau Secondary School	-----
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In the meeting, the project staff reported the progress of both research and services of the school with reference to the individual school report. With respect to the students' progress, school teachers and social workers also shared their observation on the performance and remarkable change of these students after taking part in the project. The sharing was fruitful and provided useful information for both Project CARE and schools to follow-up these students in the future.

Part 3: Anti-bullying Committee cum Press Release

Objectives and basic information of committee

An anti-school bullying committee was formed as to deal with the problem of school bullying effectively through multi-systemic collaboration. 12 professions and expertise from different disciplines were invited to join the committee. The committee aimed at evaluating the existing school policy in tackling school bullying problem and the development of Project CARE. The second meeting was held on 14th May in year 2011 with 9 members presented with Dr. Ho Sai Man (In Chinese 何世敏博士) of the principals of Lok Sin Tong Wong Chung Ming Secondary School to attend as a guest. The following was the list of committee members.

Table 79 Committee members of anti-bullying committee

Chairperson	The Director of Project C.A.R.E.	Dr. Annis Fung
Committee members	Education Bureau Guidance and Discipline Section (Principal Inspector)	Mr. Lee Shiu Fung, Brian
	University of Hong Kong Department of Social Work and Social Administration (Head of Department and Associate Professor)	Dr. Tsang Kit Man, Sandra
	City University of Hong Kong Department of Applied Social Studies (Associate Professor)	Dr. Wong Sing-wing, Dennis
	Tai Po Old Market Public School (Plover Cove) (Principal)	Ms. LAM Wai Ling, J.P.
	Toi Shan Association College (Principal)	Dr. Tse Man Chung
	Hong Kong Association of Careers Masters and Guidance Masters (Chairperson)	Dr. Ho Yuk Fan, Esther
	Federation of Parent-Teacher Associations of Northern District (Chairperson)	Mrs. Yuen Cheung Shuk Chuen (In Chinese 阮張淑娟)
	Federation of Parent-Teacher Association of Kwun Tong District	Ms. So Lai Chun, Ann

	(Vice Chairman-External)	
	University of Hong Kong (Former Professor of Psychiatry)	Dr. KO SIK NIN
	Evangelical Lutheran Church of Hong Kong Integrated Service Centre for Reconciliation (Centre in Charge)	Mr. Chuk Wing Hung
	HKCS Sham Shui Po East Integrated Children & Youth Service (Team Leader)	Mr Li Tin Lun
	The Hong Kong Federation of Youth Groups (Secretary-General)	Mr. Tang Wai Hung

Objectives and basic information of committee press conference

A press release has been conducted on 2 April 2011 and started from 3:00pm to 4:00pm in City University of Hong Kong. Representatives from the mass media were invited to join the event by sending an invitation letter to the newspaper companies, radio stations and TV stations on 30 March 2011. 11 reporters showed up. The press release presented the major research finding was the school children participation on cyber-bullying in Hong Kong has three times more than other countries. The risk factors included the following: First, cyber-bullying was acceptable in the internet culture. Second, the consequence of the cyber-bullying and law-breaking behavior was underestimated. Moreover, there was convening in contact with internet in Hong Kong. The above information was displayed in press release. (Shown in Appendix 15)

The information and findings of the project was reported in The Commercial Radio, Metro radio, Radio Television Hong Kong, and Yahoo News at the same day. The next day, Singtao Daily, Oriental Daily, Ming Pao, Tai Kung Pao, The Sun, Hong Kong Daily News, Wen Wei Po and Hong Kong Commercial Daily were reported also.

Part 4: Anti-bullying Forum

An open forum was held at the City University of Hong Kong to share the experiences of education professionals, teachers, youths, and social workers from different disciplines. This forum aims at raising the public concern especially youth to the issue of Cyber Bullying. Following was the detail of the forum in year 2011.

Table 80 Rundown and content of the open forum

Date :	26/05/2011 (Thursday)
Time :	2:30pm to 4:00pm
Venue :	Lecture Theater 9 (City University of Hong Kong)
Target :	Youth, education and social welfare workers
Number of participants :	140
Topic :	Name in Chinese 「網上新勢力 –我能否置身事外？」
Host :	Dr. Annis Fung Project Director
Guest :	Ms. Kwok Wong Ming Yee EDB representative
	Ms. Ip Pui Sze (In Chinese 葉佩詩) Teacher representative
	Ms. Ng Kam Chun (In Chinese 吳錦娟) NGO representative
	Mr. Chuk Wing Hung NGO representative
	Mr. Wong Pan Kit Web Industry representative

Part 5: OEF Booth

The project was invited by the QEF to participate in the Learning & Teaching Expo 2011 to share the experiences of 5 years contribution in research and services. Following was the detail of the booth.

Table 81 Content of the QEF Booth

Date :	28/06/2011 (Tuesday) to 29/06/2011 (Wednesday)
Time :	9:00am to 6:00pm
Venue :	Hong Kong Convention and Exhibition Centre (Hall 5G)
Target :	Principals, teachers, education professional and related workers
Number of visitors :	200
Content :	<ol style="list-style-type: none"> 1. Introduction of the types and characteristics of aggressors and victims. 2. Summary of the process of selection, interventions and evaluation of the project's effectiveness by displaying boards 3. Demonstration of therapeutic group intervention by using DVD clips 4. Summarize the content by mini quiz 5. Souvenirs gave to visitors for promotion of the project

Part 6: Professional Training Workshop

Introduction

A 4-session certificate advanced training workshop for experienced teachers and school administrators will be conducted each year. This workshop focuses on the assessment and diagnosis of aggression and victimization of school bullying, advanced counseling skills and strategies in crisis management, as well as training in short- and long-term interventions for school bullying. All teaching materials will be based on cutting-edge knowledge and techniques in international literatures.

Objectives and basic information

The Well-experienced teacher training has been successfully completed on 18 and 25 of September 2010 and 20 August 2011, from 10 a.m. to 5 p.m. Through the presentation, sharing of short films and interactive activities were adopted. Most of the teachers had been actively participated in the training.

The main objectives of the workshop were as following:

1. Equipping experienced teachers and social workers with knowledge on theories to analyze students thinking, behavior and aggression.
2. Clarify the differences between the proactive and reactive aggressors, helping teachers and social worker to identify them in order to understand the core problems of each type and then implement suitable intervention strategies.
3. Introducing different types of treatment groups in primary - student group, parent group and parallel group.
4. Acquiring skills and procedures in handling proactive aggressors in immediate stage and long run.

Table 82 Rundown and content of 18/09/2010 workshop

Date: 18 th September 2010 (From 10:00am to 5:00 pm)	
Context	Objectives
Part 1: Introducing types of aggressors and cause of aggressive behaviors	To enhance participants' understanding of bullying aggressors. To help participants understand about the cause of aggressive behavior
Part 2: Prevention and handling of aggressive behavior	To equip participants with appropriate skills and attitudes to deal with aggressive students in school.

Part 3: Introducing the group therapy of CBT and counseling skills for proactive and reactive aggressive in secondary school.	To help participants to understand aggressors' irrational beliefs and their negative behaviors. To learn the counseling skills and group work leading skills.
Part 4: Q&A Fill the feedback forms	To sum-up and receive feedback

Table 83 Rundown and content of 25/09/2010 workshop

Date: 25 th September 2010 (From 10:00am to 5:00 pm)	
Context	Objectives
Part 1: Introducing the student group (primary school) therapy of CBT. (Social work class); Introducing the individual counseling skills to deal with aggressors. (Teacher class).	For social workers: To help participants to understand aggressors' irrational beliefs and their negative behaviors. To provide participants to learn more group leading skills in student group. For teachers: To help teachers to understand more about appropriate skills to handle school bullying incidents in school.
Part 2: Introducing the parent group (primary school) therapy of CBT. (Social work class); Help teachers to assess different aggressors' irrational beliefs and core values. (Teacher class).	For social workers: To help participants to understand more aggressors' parent and their irrational beliefs. To provide participants to learn more group leading skills in parent group in order to improve their parenting styles. For teachers: To equip teachers with specified skills to assess aggressors' irrational beliefs.
Part 3: Introducing the parallel group (primary school) therapy of CBT. (Social work class); Equipping teachers with specified skills to dispute and change aggressors'	For social workers: To provide participants to learn more group leading skills in parallel group in order to improve the communication and relationship between parents and students

irrational beliefs in order to prevent their negative behaviors.	To emphasize the importance of appropriate parenting styles. For teachers: To equip teachers with specified practice skills to dispute and change aggressors' irrational beliefs in order to prevent their negative behaviors.
Part 4: Q&A and sharing part Fill the feedback forms	To encourage teachers and social workers keep positive attitudes toward aggressors and clients in school.

Evaluation of Well-experienced teacher training workshop

There were totally 65 participants attend the workshop on 18th September 2010, 56 participants attend the workshop on 25th September 2010, and 133 participants attend the workshop on 20th August 2011.

After the first day of workshop, all participants understood more about aggression. All participants could identify different types of aggressors. Over 95% of them understood more about the appropriate interventions of school bullying. Moreover, 100 % of them understood more about applying the Cognitive Behavioral Therapy in proactive aggressor group

After the second session of workshop, all participants understood more about group therapy and individual counseling intervention. 100% of them understood more about applying the Cognitive Behavioral Therapy in reactive aggressor group. More than 94% of teachers understood more about applying appropriate counseling skills in reactive aggressors. Table 84 to 91 illustrated the feedback of the workshop on 18, 25, September 2010, and 20, August, 2011.

Table 84 Feedback on professional training workshop on 18th September 2010 (a.m. session) (N=65)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about Project C.A.R.E.	0%	0%	6	68%	26%	0%
2. I could distinguish between bullying behaviors and aggressive behaviors	0%	0%	6%	46%	46%	2%
3. I understood more about different forms of aggressive behaviors	0%	0%	5%	62%	34%	0%
4. I understood more about Cognitive Behavioral Therapy	0%	2%	29%	57%	12%	0%
5. I could identify the types of aggressors	0%	0%	9%	57%	12%	0%
6. I understood the characteristics of proactive aggressors	0%	0%	9%	57%	34%	0%
7. I understood the characteristics of reactive aggressors	0%	0%	6%	58%	37%	0%
8. I understood more about the interventions of the proactive aggressors.	0%	3%	29%	54%	12%	0%
9. I understood more about the appropriate interventions of	0%	3%	42%	46%	8%	2%

school bullying.						
10. The workshop was helpful	0%	0%	3%	65%	32%	0%
11. The speaker's presentation was clear	0%	0%	0%	38%	62%	0%
12. Overall speaking, I was satisfied with this workshop (am)	0%	0%	2%	63%	35%	0%

Table 85 Feedback on professional training workshop on 18th September 2010 (p.m. session) (N=57)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about proactive aggressor group	0%	0%	14%	72%	14%	0%
2. I understood more about the key points in assessing proactive aggressors	0%	2%	23%	61%	14%	0%
3. I understood more about applying the Cognitive Behavioral Therapy in proactive aggressor group	0%	0%	26%	56%	18%	0%
4. I understood more about the behavioral training of proactive aggressor group	0%	2%	33%	65%	12%	0%
5. I understood more about reactive aggressor group	0%	2%	23%	65%	12%	0%
6. I understood more about the key points in assessing about reactive aggressors	0%	0%	28%	63%	7%	0%
7. I understood more about applying the Cognitive Behavioral Therapy in reactive aggressor group	0%	2%	33%	47%	18%	0%
8. I understood more about the behavioral training of reactive aggressor group	0%	4%	26%	61%	9%	0%
9. I understood more about the counseling techniques of Cognitive Behavioral Therapy	0%	5%	36%	49%	11%	0%
10. I mastered to use the Project C.A.R.E Manual to carry out the group	0%	5%	33%	47%	12%	0%
11. The workshop was helpful	0%	2%	14%	63%	19%	2%
12. The speaker's presentation was clear	0%	2%	26%	54%	10%	2%
13. Overall speaking, I was satisfied with this workshop (pm)	0%	2%	21%	56%	18%	4%

Table 86 Feedback on professional training workshop on 25th September 2010 (Social worker class) (N=23)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about reactive aggressor group	0%	0%	17%	70%	13%	0%
2. I understood more about the key points in assessing reactive aggressors	0%	4%	43%	43%	9%	0%
3. I understood more about applying the Cognitive Behavioral Therapy in reactive aggressor group	0%	0%	26%	70%	4%	0%
4. I understood more about the behavioral training of proactive aggressor group	0%	0%	35%	57%	9%	0%
5. I understood more about reactive aggressor group (Parent group)	0%	0%	35%	57%	9%	0%
6. I understood more about the key points in assessing about reactive aggressors' parent.	0%	13%	61%	22%	4%	0%
7. I understood more about applying the Cognitive Behavioral Therapy in reactive aggressor group (Parent group)	0%	0%	35%	61%	4%	0%
8. I understood more about the behavioral training of reactive aggressor group (Parent group)	0%	0%	35%	61%	4%	0%
9. I understood more about reactive aggressor group (Parallel group)	0%	0%	30%	65%	4%	0%
10. I understood more about applying the Cognitive Behavioral Therapy in reactive aggressor group (Parallel group)	0%	0%	39%	61%	0%	0%
11. I understood more about the behavioral training of reactive aggressor group ((Parallel group)	0%	0	39%	61%	0%	2%

12. I mastered to use the Project C.A.R.E Manual to carry out the group	0%	9%	48%	30%	13%	2%
13. The speaker's presentation was clear	0%	17%	30%	39%	13%	0%
14. Overall speaking, I was satisfied with this workshop (Social work class)	0%	0%	35%	57%	9%	0%

Table 87 Feedback on professional training workshop on 25th September 2010 (Teacher class) (N=33)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about Cognitive Behavioral Therapy	0%	0%	15%	73%	12%	0%
2. I understood more about distortion thoughts	0%	0%	15%	70%	0%	0%
3. I understood more about the difference between rational beliefs and irrational beliefs.	0%	0%	9%	79%	12%	0%
4. I understood more about how to help students to dispute the irrational beliefs.	0%	3%	33%	55%	9%	0%
5. I understood more about applying appropriate counseling skills in reactive aggressors.	0%	3%	12%	67%	15%	3%
6. I understood more about using 'Open-ended questions' in the communication.	0%	0%	18%	76%	6%	0%
7. I understood more about using 'I-message' in the communication.	0%	0%	30%	61%	9%	0%
8. I understood more about 'Empathy'	0%	0%	30%	61%	9%	0%
9. I understood more about reactive aggressors' behaviors.	0%	0%	9%	76%	15%	0%
10. The workshop helped me to deal with student behavioral problems.	0%	0%	24%	67%	9%	0%
11. The speaker's presentation was clear	0%	0	18%	67%	15%	2%
12. Overall speaking, I was satisfied with this workshop (Teacher class)	0%	0%	6%	70%	12%	12%

Table 88 Feedback on professional training workshop on 20th August 2011 (a.m. session) (N=133)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about Project C.A.R.E.	0%	0%	5%	64%	31%	0%
2. I could distinguish between bullying behaviors and aggressive behaviors	0%	0%	8%	61%	31%	0%
3. I understood more about different forms of aggressive behaviors	0%	0%	8%	71%	21%	0%
4. I understand more about Cognitive behavioral Therapy	0%	7%	36%	53%	5%	0%
5. I could identify the types of aggressors	0%	2%	8%	67%	23%	0%
6. I understood the characteristics of proactive aggressors	0%	1%	6%	68%	25%	0%
7. I understood the characteristics of reactive aggressors	0%	1%	6%	68%	25%	0%
8. I could identify the types of victims	0%	1%	12%	63%	24%	0%
9. I understood the characteristics of aggressive victims	0%	1%	6%	69%	24%	0%
10. I understood the characteristics of passive victims	0%	1%	5%	68%	24%	2%
11. I understood more about two main assessment tools (RPQ, MPVS & CBCL) of aggressors.	0%	3%	26%	65%	6%	0%
12. I understand more about multi-perspective intervention	0%	4%	30%	57%	8%	1%
13. I understood more about Project C.A.R.E and its effectiveness.	0%	1%	11%	72%	16%	0%

14. The speaker's presentation was clear	0%	1%	2%	50%	47%	0%
15. Overall speaking, I was satisfied with this workshop	0%	1%	6%	63%	29%	1%

Table 89 Feedback on professional training workshop on 20th August 2011 (Secondary school teacher class) (N=32)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about proactive aggressors' characteristics and their irrational beliefs	0%	0%	0%	75%	25%	0%
2. I understood more about applying counseling skills in proactive aggressors.	0%	0%	0%	78%	22%	0%
3. I understood more about reactive aggressors' characteristics and their irrational beliefs	0%	0%	0%	75%	25%	0%
4. I understood more about applying counseling skills in reactive aggressors.	0%	0%	0%	75%	25%	0%
5. I understood more about aggressive victims' characteristics and their irrational beliefs	0%	0%	0%	78%	22%	0%
6. I understood more about applying counseling skills in aggressive victims	0%	0%	0%	78%	22%	0%
7. I understood more about passive victims' characteristics and their irrational beliefs	0%	0%	0%	75%	25%	0%
8. I understood more about applying counseling skills in passive victims	0%	0%	3%	72%	25%	0%
9. I understood more about applying peer counseling in school bully.	0%	0%	6%	63%	25%	6%
10. The workshop helped me understand the definition and examples of cyber-bullying	0%	0%	3%	59%	34%	3%
11. I understood more about the relationship between 'cyber bully' and 'school bully'	0%	0%	6%	47%	44%	3%

12. I understood more about cyber bully and its impacts	0%	0%	3%	53%	41%	3%
13. The talk helped me learn ways to cope with cyber-bullying	0%	0%	6%	56%	34%	3%
14. The presentation of speaker was clear	0%	0%	0%	22%	78%	0%
15. Overall speaking, I was satisfied with this workshop (Secondary school)	0%	0%	0%	53%	47%	0%

Table 90 Feedback on professional training workshop on 20th August 2011 (Primary school teacher class) (N=35)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about proactive aggressors' characteristics and their irrational beliefs	0%	0%	11%	57%	26%	6%
2. I understood more about applying counseling skills in proactive aggressors.	0%	0%	6%	74%	17%	3%
3. I understood more about reactive aggressors' characteristics and their irrational beliefs	0%	0%	11%	57%	26%	6%
4. I understood more about applying counseling skills in reactive aggressors.	0%	0%	6%	71%	20%	3%
5. The workshop helped me how to improve parents' parenting skills in order to handle proactive aggressors' misbehaviors	0%	0%	11%	69%	20%	0%
6. The workshop helped me how to improve parents' parenting skills in order to handle reactive aggressors' misbehaviors	0%	0%	14%	71%	14%	0%
7. The workshop helped me understand the definition and examples of cyber-bullying	0%	0%	17%	74%	6%	3%
8. I understood more about the relationship between 'cyber bully' and 'school bully'	0%	0%	20%	71%	6%	3%
9. The talk helped me learn ways to cope with cyber-bullying	0%	0%	40%	51%	6%	3%
10. The presentation of speaker was clear	0%	0%	20%	54%	23%	3%
11. Overall speaking, I was satisfied with this workshop (Primary school)	0%	0%	14%	63%	17%	6%

Table 91 Feedback on professional training workshop on 20th August 2011 (Social worker class) (N=50)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about proactive aggressors' characteristics and their irrational beliefs	0%	0%	4%	50%	46%	0%
2. I understood more about applying counseling skills in proactive aggressors.	0%	0%	8%	44%	48%	0%
3. I understood more about student therapeutic group for treating proactive aggressors.	0%	0%	8%	52%	40%	0%
4. I understood more about parallel therapeutic group for treating proactive aggressors.	0%	0%	6%	48%	46%	0%
5. I understood more about parallel therapeutic group for treating proactive aggressors.	0%	0%	4%	52%	44%	0%
6. I understood more about reactive aggressors' characteristics and their irrational beliefs	0%	0%	8%	48%	44%	0%
7. I understood more about applying counseling skills in reactive aggressors.	0%	0%	6%	54%	40%	0%
8. I understood more about student therapeutic group for treating reactive aggressors.	0%	0%	8%	46%	46%	0%
9. I understood more about parallel therapeutic group for treating reactive aggressors.	0%	0%	0%	40%	60%	0%
10. The speaker's presentation was clear	0%	0%	2%	44%	54%	0%

Part 7: Parent Certificate Course

Introduction

A 4-session certificate course for parents on effective parenting and parental behavior will be conducted in each year. This workshop is assumed to help improve parenting styles, emotional management, and will provide parents with information on cognitive restructuring, coping with irrational beliefs, and efficient ways of reducing childhood aggression. Parents who have successfully completed the course will receive a certificate to recognize their achievement and reinforce their positive parenting acquired in the training.

Objectives and basic information

Parent workshop has been held on 21 May 2011 (Saturday), from 10:00am to 4:00pm. 50 parents took part in the Parent training workshop. During the presentation, workers organized various activities such as discussion, relevant films sharing in order to help parents understand the topics easier. The workshop aimed at:

The main objectives of the workshops

1. Enhancing the awareness and understanding on the formation of emotions, behaviors, and irrational beliefs of participants' children;
2. Equipping parents with knowledge on aggression, school bullying and victimization;
3. Improving parents' skills on communication with their children;
4. Helping parent to identify different distortion thoughts;
5. Teaching parent a number of skills of relaxation in order to help them release pressures;
6. Equipping the parents with the basic skills to widen their children's beliefs through their daily interaction.

Table 92 Rundown and content of session one and two

Content	Objectives
Part 1 Introducing the definition of school bullying	To enhance parents' understanding of school bullying.

Part 2 The formation of emotions and behaviors of teenage children	Introducing ABC Model to explain the children's thinking pattern.
Part 3 Classification different types of aggressor and their formation	To teach the parents to classify different type of aggressors and the different formation.
Part 4 The intervention skills of handling proactive children	To teach the parents how to handle bullying cases. Moreover, workers had introduced a variety of skills to manage bullies according to their types
Part 5 - Q & A and sharing - Fill in the feedback forms	- To sum up and receive feedback

Table 93 Rundown and content of session three and fourth

Content	Objectives
Part 1 The formation of emotions and behaviors of teenage children (Chapter 2)	To enhance teachers and workers' understanding of school bullying.
Part 2 Classification of different types of victims and their formation	To teach the parents to classify different type of victims and the different formation.
Part 3 The intervention skills of handling proactive children	To teach the parents how to handle bullying cases. Moreover, workers had introduced a variety of skills to manage bullies according to their types
Part 4 Classification of different types of distortion thoughts.	To assist the parents to learn techniques in coping with distorted thoughts
Part 5 - Q & A and sharing	- To sum up and receive feedback

- Fill in the feedback forms	
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Evaluation of the teacher training workshop

Totally 50 parents participated the workshop. Data showed that most of the participants could distinguish the different types of aggressors and victims, and understand their corresponding characteristics. All of the participants agreed that they knew more about the intervention strategies of aggressive children and passive children. They also understood more about different intervention skills which are suitable for improving their children's misbehaviors. Overall speaking, most of the participants were satisfied with the parent training workshop. Table 94 to 97 illustrated feedbacks on the whole workshop.

Table 94: Feedback on the parent certificate workshop on the morning session one (N=22)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about Project C.A.R.E.	0%	0%	0%	68%	32%	0%
2. I understood more about Project C.A.R.E.	0%	0%	9%	55%	36%	0%
3. I understood more about different forms of aggressive behaviors	0%	4%	0%	55%	41%	0%
4. I could identify the types of aggressors	0%	4%	23%	41%	32%	0%
5. I understood the characteristics of proactive aggressors	0%	4%	4%	65%	27%	0%
6. I understood the characteristics of reactive aggressors	0%	0%	18%	55%	27%	0%
7. I understood more about the interventions of the proactive aggressors.	0%	4%	9%	55%	32%	0%
8. I understood more about the interventions of the reactive aggressors.	0%	0%	9%	68%	23%	0%
9. I understood more about the parenting skills	0%	4%	9%	69%	18%	0%
10. The workshop helps me to reflect my parenting skills	0%	0%	4%	36%	60%	0%
11. The speaker's presentation was clear	0%	0%	4%	31%	65%	0%

Table 95: Feedback on the parent certificate workshop on the morning session two (N=23)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about Project C.A.R.E.	0%	0%	13%	74%	13%	0%
2. I understood more about Project C.A.R.E.	0%	0%	26%	57%	17%	0%
3. I understood more about different forms of aggressive behaviors	0%	0%	13%	74%	13%	0%
4. I could identify the types of aggressors	0%	0%	17%	74%	9%	0%
5. I understood the characteristics of proactive aggressors	0%	0%	26%	65%	9%	0%
6. I understood the characteristics of reactive aggressors	0%	0%	17%	70%	13%	0%
7. I understood more about the interventions of the proactive aggressors.	0%	0%	26%	57%	17%	0%
8. I understood more about the interventions of the reactive aggressors.	0%	0%	26%	61%	13%	0%
9. I understood more about the parenting skills	0%	0%	39%	48%	13%	0%
10. The workshop helps me to reflect my parenting skills	0%	0%	17%	70%	13%	0%
11. The speaker's presentation was clear	0%	0%	4%	61%	35%	0%

Table 96: Feedback on the parent certificate workshop on the afternoon session one (N=23)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about the different kinds of aggressors.	0%	4%	0%	61%	35%	0%
2. I understood more about passive victims' characteristics and their irrational beliefs	0%	0%	9%	70%	21%	0%
3. I understood more about aggressive victims' characteristics and their irrational beliefs	0%	0%	9%	56%	35%	0%
4. I understood more about the management skills for handling children's passive behaviors	0%	0%	4%	65%	31%	0%
5. I understood more about the management skills for handling children's anxious emotions	0%	0%	17%	52%	31%	0%
6. I understood more about aggressive 'Distortion thoughts	0%	0%	4%	52%	44%	0%
7. The workshop helps me to increase the self awareness on my parenting skills	0%	0%	9%	65%	26%	0%
8. I understand more about the relaxation skills	0%	0%	13%	52%	35%	0%
9. The speaker's presentation was clear	0%	0%	4%	44%	52%	0%
10. The workshop was helpful for me	0%	0%	4%	31%	65%	0%
11. Overall speaking, I was satisfied with this workshop	0%	0%	13%	35%	52%	0%

Table 97: Feedback on the parent certificate workshop on the afternoon session two (N=23)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about the different kinds of victims.	0%	0%	9%	82%	9%	0%
2. I understood more about passive victims' characteristics and their irrational beliefs	0%	0%	4%	83%	13%	0%
3. I understood more about aggressive victims' characteristics and their irrational beliefs	0%	0%	9%	74%	17%	0%
4. I understood more about the management skills for handling children's passive behaviors	0%	0%	13%	70%	17%	0%
5. I understood more about the management skills for handling children's anxious emotions	0%	0%	13%	65%	22%	0%
6. I understood more about aggressive 'Distortion thoughts	0%	0%	9%	56%	35%	0%
7. The workshop helps me to increase the self awareness on my parenting skills	0%	0%	9%	60%	31%	0%
8. I understand more about the relaxation skills	0%	0%	26%	52%	22%	0%
9. The speaker's presentation was clear	0%	0%	9%	47%	44%	0%
10. The workshop was helpful for me	0%	0%	12%	44%	44%	0%
11. Overall speaking, I was satisfied with this workshop	0%	0%	4%	44%	52%	0%

Part 8: New Teacher Certificate Course

Introduction

A 4-session certificate induction course for new teachers (two years working experience) will be conducted in each academic year. This course emphasizes stress release and confidence enhancement in handling crises in class, the identification of aggressors and victims of school bullying, intervention strategies for urgent cases, and basic training in counseling.

Objectives and basic information

The New teacher training workshop has been successfully completed on 16 July 2011 (Saturday), from 10:00am to 5:00pm. Through presentation, sharing of short films and interactive activities, most of the teachers had been actively participated in the training.

The main objectives of the workshops

1. Equipping teachers with knowledge on aggression and school bullying;
2. Acquiring skills and procedures in handling bullying and aggressive behaviors of students;
3. Introducing the concepts of peer counseling and the details of organizing such programs
4. Equipping teachers with knowledge on aggression, school bullying and victimization;
5. Acquiring skills and procedures in handling bullying and victimized behaviors of students;
6. Enhancing teachers' understanding about the heat social issue 'Cyber bully' and relevant coping skills.

Table 98 Rundown of the new teacher certificate course on the morning session

Content	Objectives
Part 1 Introducing the definition of school bullying	To enhance teachers' understanding of school bullying.
Part 2 The formation of emotions and behaviors of teenage children	Introducing ABC Model to explain the children's thinking pattern.

Part 3 Classification different types of aggressor and their formation	To teach the teachers to classify different type of aggressors and the different formation.
Part 4 The intervention skills of handling proactive children	To teach the teachers how to handle bullying cases. Moreover, workers had introduced a variety of skills to manage bullies according to their types
Part 5 Introducing the concepts of peer counseling	To teach the teachers the core values of peer counseling in order to train more 'Ambassadors' (Senior students) to deal with school bullying.
Part 6 - Q & A and sharing - Fill in the feedback forms	- To sum up and receive feedback

Table 99 Rundown of the new teacher certificate course on the afternoon session

Content	Objectives
Part 1 Classification of different types of victims and their formation	To teach the teachers to classify different type of victims and the different formation.
Part 2 The intervention skills of handling proactive children	To teach the teachers how to handle bullying cases. Moreover, workers had introduced a variety of skills to manage bullies according to their types
Part Additional social issue: Cyber Bully	To enhance the teachers understand more about Cyber bully. Meanwhile, introducing a number of skills to coping with such problems.
Part 4 Q & A and sharing Fill in the feedback forms	- To sum up and receive feedback

Evaluation of the teacher training workshop

Totally 95 teachers participated the workshop. Data showed that most of the participants could distinguish the different types of aggressors and victims, and understand their corresponding characteristics. All of the participants agreed that they knew more about the intervention strategies of aggressive students and passive student. They also understood more about the cyber bully. They have learnt more about the skills which are helpful for them to cope with the problems. Overall speaking, most of the participants were satisfied with the new teacher training workshop.

Table 100 Feedback on the teacher training workshop (N=74)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1 I understood more about the different kinds of aggressors.	0%	0%	5%	77%	18%	0%
2 I understood more about the different forms of aggressors' behaviors.	0%	0%	9%	76%	15%	0%
3 I understood more about proactive aggressors' characteristics and their irrational beliefs	0%	0%	5%	75%	20%	0%
4 I understood more about applying counseling skills in proactive aggressors.	0%	1%	14%	65%	20%	0%
5 I understood more about reactive aggressors' characteristics and their irrational beliefs	0%	0%	7%	73%	20%	0%
6 I understood more about applying counseling skills in reactive aggressors.	0%	0%	9%	72%	19%	0%
7 I understood more about applying peer counseling in school bully.	0%	1%	30%	55%	14%	0%
8 I understood more about applying family intervention in school bully.	0%	1%	27%	53%	19%	0%
9 The speaker's presentation was clear	0%	0%	8%	47%	45%	0%
10 Overall speaking, I was satisfied with this workshop	0%	0%	14%	68%	18%	0%

Table 101 Feedback on the teacher training workshop (N=72)

Questions	Absolutely disagree	Disagree	Average	Agree	Absolutely agree	No comment
1. I understood more about the different kinds of aggressors.	0%	0%	9%	74%	17%	0%
2. I understood more about the different forms of aggressors' behaviors.	0%	0%	11%	72%	17%	0%
3. I understood more about two main assessment tools (RPQ and MPVS) of aggressors and victims	0%	0%	33%	56%	11%	0%
4. I understood more about aggressive victims' characteristics and their irrational beliefs	0%	0%	11%	75%	14%	0%
5. I understood more about applying counseling skills in aggressive victims	0%	0%	17%	69%	14%	0%
6. I understood more about passive victims' characteristics and their irrational beliefs	0%	0%	11%	76%	13%	0%
7. I understood more about applying counseling skills in passive victims	0%	0%	19%	68%	13%	0%
8. I understand more about Cognitive behavioral Therapy	0%	0%	35%	58%	7%	0%
9. The speaker's presentation was clear	0%	0%	22%	59%	19%	0%
10. Overall speaking, I was satisfied with this workshop	0%	0%	20%	67%	13%	0%

Part 9: Harmony School Competition

Objectives and basic information

The harmony school competition is a yearly competition to cultivate a harmonious school culture for schools. The competition opens to all primary and secondary schools in Hong Kong. School participation is encouraged by reporting their successful experiences by sending back reports to judges. Schools who were awarded the champion at each category needed to share their successful experiences on how to promote harmonious campus culture at their school to other participants at the ceremony.

We have invited Mr. LEE Shiu Fung, Brian (Principle Inspector of the Education Bureau ---Guidance & Discipline), Dr. HO Yuk Fan, Esther (Chairperson of the Hong Kong Association of Careers Masters and Guidance Masters) and Dr. FUNG Lai Chu, Annis (Assistant Professor of the Department of Applied Social Studies, College of humanities and Social Science, at City University of Hong Kong) to be our judges.

Assessment

The school harmonious campus work will be evaluated according to “CARE” key.

-C (Commitment): The degree of school in impetus to harmonious campus culture

-A (Attainability): The result of school in impetus to harmonious campus culture

-R (Resource): The extent of school to utilize resources to create harmonious campus culture

-E (Experience Sharing): The depth of school to share experiences on harmonious campus culture

Prizes & Awards

The primary school and the secondary school will be assessed separately. Award item including:

1. “Most Harmonious Campus” Honor
2. “Most Harmonious Teaching Team” Prize
3. “Most Harmonious family School Cooperation” Prize

For schools won a distinction had been awarded a trophy. For schools won a champion had been honorably awarded a trophy and a banner for manifesting their outstanding performance.

Schools which had won a prize were notified on 11 May 2011 and all awards had been presented at our awarding ceremony held on 9th and 10th of July 2011.

Table 102 Process timeline of the competition

Tasks	Timeline
Proposal: 1. Proposed the grading criteria, judges list, the role of teachers, social workers in plan 2. Poster design 3. Propaganda for schools about the details of competition	October
Determination: 1. Grading criteria, judges list, the role of teachers, social workers in plan 2. Poster design 3. Propaganda for schools about the details of competition	October to November
Propaganda: 1. Mails out the official propaganda, posters and invitation letters to school	Early December
Confirmation of participants	Early January
Closing date of enrollment	January 31, 2011
Receiving grading documents and school reports	February
Closing date of submitting written report	February 28, 2011
Assessment of reports by judges	March to April
Announcement of results	Mid May
Presenting prizes and awards at ceremony	July 9 & 10, 2011

Table 103 Number of primary schools participation and the award item number

	“Most Harmonious Campus” Honor	‘Most Harmonious Teaching Team’ Prize	“Most Harmonious Family School Cooperation” Prize
Altogether receive the work	29	10	17
Initially select	10	6	10
Award item number	Champion: 1 Distinction prize: 3	Champion: 1 Distinction prize : 3	Champion: 1 Distinction prize : 3

Table 104 Prizes awards to primary schools

	“Most Harmonious Campus” Honor	‘Most Harmonious Teaching Team’ Prize	“Most Harmonious Family School Cooperation” Prize
Champion	The Hong Kong Institute of Education Jockey Club Primary School	Tin Shui Wai Methodist Primary School	Shak Chung Shan Memorial Catholic Primary School
Distinction	Ta Ku Ling Ling Ying Public School Evangel College (Primary Section) Lok Sin Tong Leung Wong Wai Fong Memorial School	Fung Kai Innovative School S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School S.K.H. Kei Oi Primary School	Five Districts Business Welfare Association School PLK Laws Foundation College Ma Tau Chung Government Primary School Hung Hom Bay

Table 105 Number of secondary schools participation and the award item number

	“Most Harmonious Campus” Honor	“Most Harmonious Teaching Team” Prize	“Most Harmonious Family School Cooperation” Prize
Altogether receive the work	17	1	5
Initially select	10	1	4
Award item number	Champion: 1 Distinction prize : 3	Champion: 1 Distinction prize : -----	Champion: 1 Distinction prize : 3

Table 106 Prizes awards to secondary schools

	“Most Harmonious Campus” Honor	“Most Harmonious Teaching Team” Prize	“Most Harmonious Family School Cooperation” Prize
Champion	Baptist Wing Lung Secondary School	-----	The MCHK Wesley College
Distinction	Tsang Pik Shan Secondary School MFBM Chan Lui Chung Tak Memorial College Evangel College	-----	-----

The “Most Harmonious Teaching Team” prize and the distinction prize of the “Most Harmonious Family School Cooperation” were cancelled as participating schools did not exhibit adequate ability.

Part 10: Harmony School Life Competition

To further expand and promote an anti-bullying culture among a larger number of schools, Harmony School Life Competition has been organized with different kinds of sub-competitions, including drama (script writing and performance), slogan and comics. The theme of the competition was “to enhance respect and acceptance among students in order to create a harmonious school together”.

Invitation letters have been mailed to all primary schools and secondary schools to invite students from P.3 to S.7 to participate in the competition. There are three categories of participants in slogan and comic competitions, which are primary school (P.3 to P.6), junior secondary school (S.1 to S.3) and senior secondary school (S.4 to S.7), while two for drama competition, which are primary and secondary school. The awards for each sub-competition were shown as follow:

Slogan (Primary, junior secondary and senior secondary school category):

Award	Number of winners
Championship	1
First running-up	1
Second running-up	1
Distinction	10

Comics (Primary, junior secondary and senior secondary school category):

Award	Number of winners
Championship	1
First running-up	1
Second running-up	1
Distinction	10

Drama (Primary and secondary school category):

Award	Number of winners
Best Performance	1
Best Script	1
Best Actor/Actress	1

The judges of the competition were shown as follow:

Sub-competition	Judge
Slogan	Dr. Annis Fung Lai Chu, Principal Investigator of Project C.A.R.E.
Comics	Miss Mandy, famous cartoonist (Secondary School Category)
	Miss Lobintan, famous cartoonist (Primary School Category)
Drama	Mr. Ko Tin Lung, Artistic Director of Chung Ying Theatre Company

The feedbacks of the harmony school life competition were positive that more than 2000 pieces of production were collected for different sub-competitions. Afterwards, a booklet about the outstanding work of two-year harmony school life competition was produced and released in the ceremony of Project C.A.R.E. that aimed at promoting a harmonious environment at school.

Part 11: Drama Video for Manual Production

Objectives and basic information

Every year, a new set of training manual is published to consolidate the knowledge and experience of the project. The manuals particularly highlighted the session plans of therapeutic groups for aggressors and victims, and illustrated how they could be employed by the social workers in school settings, from the screening of potential aggressors and victims to the actual implementation of the groups. A DVD is also produced with hypothetical scenarios that illustrate the characteristics of aggressors and victims, and the intervention strategies from different perspectives, including teachers, social workers, and parents.

In 2010-2011, the project focuses on the proactive aggressors in primary school. The project organizes the therapeutic groups, conducted a research and produced a training manual (Book XI and Book X). A DVD is also produced to educate the professional social workers, teachers and parents on how to handle the cognitive, behavioral and emotional problems of the proactive aggressors. It focus on how to conduct the therapeutic groups for proactive aggressors including students and their parents by illustrating the characteristics of each type of students and parents, how they would react and respond in different stages of the group process, and how the social workers could respond accordingly to dispute students' irrational beliefs and build up their rational beliefs. Thus, a DVD is produced to visualize the above illustration and make it more explicit and easily understood.

Before February, the project staff is writing up the content and script of proactive aggressors in primary for 2010-2011 DVD production. Casting for talents like primary students, parents, teachers and social workers was also done in February 2011.

The process of the shooting were held on 16th April, 2011/ 23rd April, 2011/ 24th April, 2011/ 30th April,2011at St. Patrick's Primary School and City University of Hong Kong. Eleven student talents participated in the video shooting and five talents acted as parents and one talent acted as teacher and three talents acted as social workers.

All contents of DVD production had been finished on 30th April, 2011.

Table 107 Content of DVD in the Book IX and Book X of training manual

Chapters	Content
Part A Teacher intervention	<ul style="list-style-type: none"> - 1.0 situation “ gambling ” - 1.1 wrong intervention - 1.2 immediate intervention - 1.3 Intermediate intervention - 1.4 Long-term intervention
Social worker intervention	<ul style="list-style-type: none"> - 1.5 Social worker assessment - 1.6 Dispute student’s irrational beliefs - 1.7 Reconstruct student’s thinking
Parent intervention	<ul style="list-style-type: none"> - 1.8 Wrong intervention - 1.9 Immediate intervention’ - 1.10 Intermediate intervention - 1.11 Long-team intervention
Part B Student Group	<ul style="list-style-type: none"> - 2.1 Group initial stage - 2.2 Intermediate stage (earlier) - 2.3 Intermediate stage (later) - 2.4 Final stage
Part C Parent group	<ul style="list-style-type: none"> - 3.1 Group initial stage - 3.2 Intermediate stage (earlier) - 3.3 Intermediate stage (later) - 3.4 Final stage
Part D Parallel group	<ul style="list-style-type: none"> - <u>Parent-child initial stage</u> - 4.1.1 parent-child activity - 4.1.2 parent activity - 4.1.3 student activity - <u>Parent-child Intermediate stage (earlier)</u> - 4.2.1 parent-child activity - 4.2.2 parent activity - 4.2.3 student activity - <u>Parent-child Intermediate stage (later)</u> - 4.3.1 parent-child activity - 4.3.2 parent activity - <u>Final stage</u> - 4.4.1 parent-child activity

Part 12: Educational Kits for Teachers and Parents

Objectives and basic information

Educational kits are produced to distribute to teachers, social workers, and parents to convey handy and simple messages on bullying prevention. They were easily understood and could be used daily as a reminder of the anti-bullying messages. Memo pad and recycling bag will be produced as the educational kits this year. Memo pad is selected to be the information kits for teachers and social workers. On the memo pad, the characteristics of the angels (four types of aggressors and victims) will be printed on every memo sheet. The messages will be:

1. Proactive aggressors = bully
Planned aggressive behaviors to obtain personal benefit
2. Reactive aggressors – always misinterpreted as bully
Impulsive aggressive behaviors led by hostile attributions towards others
3. Aggressive victims – may become reactive aggressors
Anxious and angry, using aggressive behaviors to protect themselves
4. Passive victims – greater number in victim category
Depressed, low self-esteem, hiding themselves to avoid any harm from others

The messages will be used as a reminder to both teachers and social workers that before they select the right intervention strategies to handle their students' problems, they should be able to identify which type of aggressors or victims they belonged to and then employ the corresponding intervention strategies. The memo pad had been delivered on January, 2011.

The educational kit for parents is a recycled bag which should be mostly used by them when they go to buy things in the supermarkets. Therefore, messages that focused on the communication pattern in family will be printed on the cover of the bag, which is "More possible, less must; More try, less insist; and parent-child conflict is solvable". It aims at reminding the parents that they should not set their own rules on their children. Instead, they should listen to their children and solve the problems with them together so as to minimize parent-child conflicts. However, as the delivery processes of the parent recycle bag were delayed so long and missed the delivery date of the Parent Certificate Course

which was held on 21st May, 2011. Therefore, the parent recycle bag production was cancelled.

The educational kit for teacher recycle bag which should be used to contain the manual booklet of Project C.A.R.E. The cover design of recycle bag was the logo of Project C.A.R.E. This bag was produced in August, 2011 and delivered in Professional Training Workshop on 20th August, 2011.

Part 13: Enewsletter

A regular newsletter which aimed to promote the key concept on cognitive behavioral therapy to students was issued to schools bimonthly. Totally eight issues were released and sent to our pre-serving and serving schools. All themes of newsletters were related to school bullying and behavioral assignments, which included self-reflective exercises and practical application. In each issue, two irrational beliefs were disputed by adopting rational ways of thinking and practical means, which assisted students to alter their maladaptive behaviors at daily life.

Table 108 Content of all e-newsletters

Issue No.	Month	Theme
1	Dec 2009	Introduction of the concept of CBT and the relationship between cognition, behaviors and emotion to students. Concepts of rational and irrational belief were also illustrated in the first issue.
2	Feb 2010	<p>Ways on regulating emotion were introduced to students in the second issue, for instance, how to calm down emotion by adopting rational thinking.</p> <p>Irrational beliefs being disputed:</p> <ol style="list-style-type: none"> 1. "The idea that certain acts are awful or wicked, and that people who perform such acts should be severely damned" 2. "The idea that human misery is invariably externally caused and is forced on us by outside people and events" <p>Rational beliefs being delivered:</p> <ol style="list-style-type: none"> 1. "Instead of the idea that certain acts are self-defeating or antisocial, and that people who perform such acts are behaving stupidly, ignorantly, or neurotically, and would be better helped to change. People's poor behaviors do not make them rotten individuals." 2. "Instead of the idea that neurosis is largely caused by the

		view that we take of unfortunate conditions.”
3	May 2010	<p>A typical scenario on examination was depicted, which aimed to address the stress-related issue. Ways on relieving stresses and strains had introduced, for instance, how to alter the irrational belief into rational one.</p> <p>Irrational beliefs being disputed:</p> <ol style="list-style-type: none"> 1. “The idea that it is easier to avoid than to face life difficulties and self-responsibilities” 2. “The idea that we should be thoroughly competent, intelligent, and achieving in all possible respects” <p>Rational beliefs being delivered:</p> <ol style="list-style-type: none"> 1. “Instead of the idea that the so-called easy way is usually much harder in the long run.” 2. “Instead of the idea that we would better do rather than always need to do well, and accept ourselves as a quite imperfect creature, who has general human limitations and specific fallibilities.”
4	Sept 2010	<p>A scenario about how to obtain approval of others was depicted. Students may use inappropriate means for obtaining others’ approval or appraisal at school, thus some rational and constructive ways of how to establish self-image were introduced in this issue.</p> <p>Irrational beliefs being disputed:</p> <ol style="list-style-type: none"> 1. “The idea that we absolutely need something other or stronger or greater than ourselves on which to rely.” 2. “The idea that human happiness can be achieved by inertia and inaction”

		<p>Rational beliefs being delivered:</p> <ol style="list-style-type: none"> 1. "Instead of the idea that it is better to take the risks of thinking and acting less dependently." 2. "Instead of the idea that we tend to be happiest when we are vitally absorbed in creative pursuits, or when we are devoting ourselves to people or projects outside ourselves."
5	Dec 2011	<p>A rational way named "Self-dialogue" was introduced in this issue, which can assist students by adopting three steps to deal with daily life dilemma. The step of "Self-dialogue" include: (1) conducting logical reasoning to own belief and thinking; (2) considering the consequences of personal doing & (3) considering other alternatives.</p> <p>Irrational beliefs being disputed:</p> <ol style="list-style-type: none"> 1. "The idea that because something once strongly affected our life, it should indefinitely affect it." 2. "The idea that we have virtually no control over our emotions and that we cannot help feeling disturbed about things" <p>Rational beliefs being delivered:</p> <ol style="list-style-type: none"> 1. "Instead of the idea that we can learn from our past experiences but not be overly-attached to or prejudiced by them." 2. "Instead of the idea that we have real control over our destructive emotions if we choose to work at changing the "musturbatory" hypotheses which we often employ to create them."

6	March 2011	<p>“I” message and how to apply empathy to deal with conflicts at daily live were addressed in this issue. The aim of introducing “I” message is to enhance the communication skills of students. As for introducing the concept of empathy, the aim is to enhance students’ empathetic understanding of others.</p> <p>Irrational beliefs being disputed:</p> <ol style="list-style-type: none"> 1. “The idea that we must have certain and perfect control over things.” 2. “The idea that it is a dire necessity for adults to be loved by significant others for almost everything they do.” <p>Rational beliefs being delivered:</p> <ol style="list-style-type: none"> 1. “Instead of the idea that the world is full of improbability and chance and that we can still enjoy life despite this.” 2. “Instead of their concentrating on their own self-respect, on winning approval for practical purposes, and on loving rather than on being loved.”
7	May 2011	<p>Concept of sensibility was introduced for students to dispute their irrational beliefs in this issue. For instance, how to think and attribute things by adopting multi evidence and how to be considerate to others’ feelings.</p> <p>Irrational beliefs being disputed:</p> <ol style="list-style-type: none"> 1. “The idea that if something is or may be dangerous or fearsome we should be terribly upset and endlessly obsess about it” 2. “The idea that it is horrible when things are not the way we like them to be” <p>Rational beliefs being delivered:</p>

		<ol style="list-style-type: none"> 1. "Instead of the idea that one would better frankly face it and render it non-dangerous and, when that is not possible, accept the inevitable." 2. "Instead of the idea that it is too bad, that we would better try to change or control bad conditions so that they become more satisfactory, and, if that is not possible, we had better temporarily accept and gracefully lump their existence."
8	Aug 2011	In the last issue, the ways of how to regulate one's emotions, "self-dialogue", "the concept of sensibility", the concept of empathy were reviewed for encouraging and enabling students to dispute their irrational beliefs and building healthier and more rational belief on themselves.

Part 14: Manual Production

The project focused on proactive aggressors this year. Therefore from April to August, the project produced a training manual (Book IX and Book X) which aimed at educating the professional social workers and teachers on handling school bullying.

Up to August 2011, around 500 copies were distributed to the public, including the serving schools, and request for copies from other schools, EDB, and NGOs. Here are the details of the production:

Table 109 Production schedule of manual

Time	Content
Apr	Producing the DVDs
Apr – Jun	Writing the content
Jul	Editing

Table 84 Content of the Book VII and Book VIII training manual

Chapters	Content
Foreword 1	Written by Professor Alex Kwan, Yui Huen, Head and Professor, Department of Applied Social Studies, City University of Hong Kong
Foreword 2	Written by Dr. Annis Fung, Lai Chu, Assistant Professor, Department of Applied Social Studies, City University of Hong Kong
Chapter 1	Introduction of the Project
Chapter 2	Rationale: <ul style="list-style-type: none"> • Relation between bullying and aggressive behaviors • Form of aggressive behaviors • Type of aggressive behaviors of primary school student • Characteristic of proactive aggressor • Characteristic of the three therapeutic groups • Intervention strategies
Chapter 3	Research and Assessment: <ul style="list-style-type: none"> • Research design • Research procedure

	<ul style="list-style-type: none"> • Assessment tools
Chapter 4	<p>Student Therapeutic Group</p> <ul style="list-style-type: none"> • Session plan • Case studies • Sharing of group members • Sharing of social workers
Chapter 5	<p>Parent Therapeutic Group</p> <ul style="list-style-type: none"> • Session plan • Case studies • Sharing of group members • Sharing of social workers
Chapter 6	<p>Parallel Therapeutic Group</p> <ul style="list-style-type: none"> • Session plan • Case studies • Sharing of group members • Sharing of social workers
Chapter 7	Results & Discussion
Chapter 8	Practical Manual
Chapter 9	Guideline: DVD
Chapter 10	Appendix
Chapter 11	References

Part 15: Self-evaluation of Project Effectiveness

Below please find the timetable of accomplishments from March 2011 to August 2011. In summary, all major functions are aligning with the existing time schedule.

Table 110 Timeline of accomplishments

Work items	Year & Month	2011					
		3	4	5	6	7	8
Services to treatment serving schools							
1. Therapeutic groups for aggressors		■	■	■	■		
2. Parent-child parallel groups for aggressors' parents & children (Primary schools)		■	■	■	■		
3. Parent groups for aggressors' parents (Primary schools)		■	■	■	■		
4. Student groups for aggressors (Secondary & Primary schools)		■	■	■	■		
5. Consultations and follow-up services for students, teachers and parents		■	■	■	■	■	■
6. Student educational talks in Semester B		■	■	■	■		
7. Teacher training workshops in Semester B		■	■	■			
8. Parent Workshops in Semester B		■	■	■	■		
9. Final evaluation reports and meetings with treatment serving schools							■
10. Ceremony cum Conference						■	
Anti-bullying Ambassador (secondary schools)							
11. Activities organized by ambassadors in serving schools		■	■	■	■		
12. Post-assessment and follow-up studies for students of the groups (Students, teachers and parents)					■		
13. Ceremony cum Conference						■	
Training and professional development							
14. Certificate induction courses for new teachers						■	
15. Certificate courses for parents				■			
16. Certificate courses for professionals (teachers and social workers)							■
17. Production and publication of training manuals with DVD			■		■	■	■
18. Production and publication of educational kits to teachers and parents		■	■	■	■		■
19. Launching and maintenance of website and professional sharing forums		■	■	■	■	■	■
Policy suggestion							
20. Regular meetings of Anti-school bullying committee				■			
Promotion and publicity							
21. Harmony school life competition		■	■	■	■	■	
22. Harmony school competition		■	■	■	■	■	
23. Anti-school bullying forum				■			
24. Press conference			■				
25. Production and distribution of newsletters		■		■			■
26. QEF Booth					■		

Part 16: Dissemination of Deliverables and Good Practice

Below please find the summary for the deliverables from March 2011 to August 2011

(semester B).

Table 111 Summary tables for deliverables

Performance Indicator	Achievement (Estimated)
1. Number of treatment-serving schools served	21
2. Student educational talks	
2.1 No. of talks organized	11
2.2 No. of students served	1693
3. Teachers training workshops	
3.1 No. of workshops organized	12
3.2 No. of teachers served	475
4. Parent workshops	
4.1 No. of workshops organized	14
4.2 No. of parent served	441
5. Distribution of questionnaires	
5.1 Students	476
5.2 Teachers	345
5.3 Parents	423
6. Therapeutic groups	
6.1 No. of student groups (secondary schools)	12
6.2 No. of students served in student groups (secondary schools)	109
6.3 No. of student groups (primary schools)	4
6.4 No. of students served in student groups (primary schools)	38
6.5 No. of parents served in parent groups (primary schools)	53
6.6 No. of parents served in parallel groups (primary schools)	60
7. Anti-bullying Ambassador	
7.1 No. of Ambassadors	89
7.2 No. of Mentees	181

8. Final School Meeting	21
9. No. of post-treatment-serving schools	19

Part 17: Difficulties and Solutions

Services to treatment serving schools

1. Research study

In the beginning, with respect to the process of teacher assessment, two teachers were required to do the questionnaire concerning the situation of students in the therapeutic groups. However, it was later found that some of the teachers were not very familiar with the targeted student, especially for the students who were in F.1. The unfamiliarity of the teacher to the students would make it difficult to evaluate the change of the students after attending the group session. In order to obtain a better understanding on the targeted students, only one teacher who knew the student best was asked to fill in the teacher questionnaire for each group member.

For the parent assessment, the number of questionnaires collected and interviews conducted was unpredictable as the parents might not show up in interviews even though they agreed to do so. Although parents would be able to provide a lot of information on family situation and parenting that would influence the behaviors of their children, it was inevitable to have such a large number of loss on parent data.

2. Press release, international conference, and submission of manuscripts

The writing and submission of manuscripts was time-consuming. The manuscripts would be amended many times and it might take years to be successfully published in the international journals. Moreover, the topics of the manuscripts had to be up-to-date and innovative so that the manuscripts would be accepted by the international journals. Therefore, the publication was limited and more time was necessary to publish more papers based on the research results of the project.

3. Therapeutic services for the treatment schools

Total 22 serving schools with different types of groups provided to them required tremendous manpower to carry out. All the parallel groups were organized in the second semester; it required more workers and better arrangement on the time slots to achieve all the services required. With the help of the local district centre, some groups were arranged to carry out outside the serving schools.

4. Services for the education and counseling professions

There were limited time on organizing all the professional training workshops and certificate courses before the end of the project. For solving difficulties, the workshops were carried out throughout the second semester from April to August. There was inspired number of applicants applied for the last workshops as many of them recognized this is the last chance to learn from the project.

Way Ahead

1. Project Ending

Approaching the end of the project, ceremonies for all treatment-serving schools would be held on 9 and 10 July 2011 to celebrate the success of the students and parents who have completed the program. Two years follow-up service plan was carried out to record the therapeutic effect of the intervention in these years. Besides, the published manuals had been give out to the education professions and social services agents for facilitating the frontline workers to provide counseling services to youth at risk. To amplify the serving population, the project was translated to English version and simplified Chinese version.

Appendix 1: Evaluation of Primary Teacher Training Workshop in Semester B (N=136)

Questions	Absolutely not agree	Not agree	Average	Agree	Absolutely agree	No response	Total
1.1 : I can distinguish different types of victims	0%	0%	15%	75%	11%	0%	100%
1.2 : I understand more about the characteristics of aggressive victims	0%	0%	15%	72%	12%	0%	100%
1.3 : I understand more about the characteristics of passive victims	0%	0%	15%	72%	13%	0%	100%
1.4 : I understood more about the intervention methods of aggressive victims	0%	1%	22%	70%	8%	0%	100%
1.5 : I understood more about the intervention methods of passive victims	0%	1%	22%	69%	8%	0%	100%
1.6 : I understand more about the project	0%	1%	31%	63%	5%	0%	100%
1.7 : The workshop was helpful to me	0%	0%	25%	67%	8%	0%	100%
1.8 : The presentation of speaker was clear	0%	0%	14%	66%	18%	2%	100%

2: Overall speaking, I was satisfied with this talk.

Absolutely Dissatisfy	Dissatisfy	Average	Satisfy	Absolutely Satisfy	No response	Total
0%	2%	18%	69%	9%	2%	100%

Appendix 2: Evaluation of Secondary Teacher Training Workshop in Semester B (N=339)

Questions	Absolutely not agree	Not agree	Average	Agree	Absolutely agree	No response	Total
1.1 : I can distinguish different types of victims	0%	2%	22%	69%	7%	0%	100%
1.2 : I understand more about the characteristics of aggressive victims	0%	2%	17%	73%	8%	0%	100%
1.3 : I understand more about the characteristics of passive victims	0%	2%	16%	73%	9%	0%	100%
1.4 : I understood more about the intervention methods of aggressive victims	3%	2%	27%	64%	7%	0%	100%
1.5 : I understood more about the intervention methods of passive victims	0%	2%	27%	62%	8%	1%	100%
1.6 : I understand more about the project	0%	3%	33%	57%	5%	1%	100%
1.7 : The workshop was helpful to me	1%	5%	34%	54%	6%	0%	100%
1.8 : The presentation of speaker was clear	0%	2%	24%	63%	10%	0%	100%

2: Overall speaking, I was satisfied with this talk.

Absolutely Dissatisfy	Dissatisfy	Average	Satisfy	Absolutely Satisfy	No response	Total
0%	4%	33%	54%	6%	3%	100%

Appendix 3: Evaluation of Primary Student Educational Talk in Semester B (N=456)

Questions	Absolutely not agree	Not agree	Average	Agree	Absolutely agree	No response	Total
1.1 : The talk helped me understand that there were different types of students at school	4%	4%	21%	32%	39%	0%	100%
1.2 : The talk helped me comprehend different characteristics of different types of students	4%	4%	22%	34%	36%	1%	100%
1.3 : The talk expanded my beliefs	4%	5%	28%	31%	32%	1%	100%
1.4 : The talk expanded my coping methods when having conflicts with my classmates	4%	4%	25%	30%	36%	1%	100%
1.5 : The talk helped me reflect my attitude of interpersonal relationship at school	5%	5%	26%	30%	35%	1%	100%
1.6 : The talk helped me reflect my behaviors at school	4%	4%	26%	29%	34%	1%	100%
1.7 : The talk helped me take into account of others' feelings	4%	5%	21%	29%	41%	1%	100%
1.8 : The talk was useful to me	4%	5%	24%	28%	39%	1%	100%
1.9 : The presentation of speaker was clear	4%	3%	19%	25%	49%	1%	100%

2: Overall speaking, I was satisfied with this talk.

1	2	3	4	5	6	7	8	9	10	No response	Total
1%	1%	1%	2%	4%	12%	11%	18%	15%	27%	7%	100%
Average score: 7.96											

Appendix 4: Evaluation of Secondary Student Educational Talk in Semester B (N=1237)

Questions	Absolutely not agree	Not agree	Average	Agree	Absolutely agree	No response	Total
1.1 : The talk helped me understand that there were different types of students at school	4%	5%	37%	41%	12%	0%	100%
1.2 : The talk helped me comprehend different characteristics of different types of students	3%	4%	36%	43%	13%	0%	100%
1.3 : The talk expanded my beliefs	4%	6%	42%	36%	12%	0%	100%
1.4 : The talk expanded my coping methods when having conflicts with my classmates	4%	6%	41%	35%	13%	0%	100%
1.5 : The talk helped me reflect my attitude of interpersonal relationship at school	4%	6%	40%	37%	13%	0%	100%
1.6 : The talk helped me reflect my behaviors at school	4%	6%	41%	36%	12%	0%	100%
1.7 : The talk helped me take into account of others' feelings	4%	5%	36%	39%	16%	0%	100%
1.8 : The talk was useful to me	4%	6%	40%	36%	14%	0%	100%
1.9 : The presentation of speaker was clear	3%	4%	31%	39%	23%	0%	100%

2: Overall speaking, I was satisfied with this talk.											
1	2	3	4	5	6	7	8	9	10	No response	Total
2%	1%	1%	3%	9%	24%	19%	24%	8%	8%	1%	100%
Average score: 6.92											

Appendix 5: Evaluation of Primary Parent Workshop in Semester B (N=329)

1: Are you parents of students from primary 4 to secondary 3?			
Yes	No	No response	Total
56%	26%	18%	100%

Questions	Absolutely not agree	Not agree	Average	Agree	Absolutely agree	No response	Total
2.1 : I understood more about the importance of peers to the development of youth	1%	1%	15%	53%	30%	0%	100%
2.2 : I comprehended the social difficulties the youth were facing with	1%	1%	20%	59%	19%	1%	100%
2.3 : I comprehended the emotional and behavior response of youth facing with social difficulties	1%	0%	19%	58%	21%	1%	100%
2.4 : I mastered the corresponding attitude to my children if they were facing with social difficulties	1%	1%	19%	55%	25%	0%	100%
2.5 : I mastered the corresponding skills to assist my children facing with social conflicts with peers	0%	2%	26%	55%	16%	1%	100%
2.6: The talk was helpful	1%	1%	13%	57%	28%	0%	100%
2.7: The speakers expressed clearly	1%	0%	10%	55%	33%	1%	100%
3. Overall speaking, I was satisfied with this talk	1%	0%	7%	62%	23%	8%	100%

Appendix 6: Evaluation of Secondary Parent Workshop in Semester B (N=112)

Questions	Absolutely not agree	Not agree	Average	Agree	Absolutely agree	No response	Total
1.1 : I understood more about the importance of peers to the development of youth	0%	0%	9%	64%	27%	1%	100%
1.2 : I comprehended the social difficulties the youth were facing with	0%	0%	18%	56%	24%	1%	100%
1.3 : I comprehended the emotional and behavior response of youth facing with social difficulties	0%	0%	20%	55%	25%	1%	100%
1.4 : I mastered the corresponding attitude to my children if they were facing with social difficulties	0%	0%	16%	55%	28%	1%	100%
1.5 : I mastered the corresponding skills to assist my children facing with social conflicts with peers	0%	3%	26%	49%	20%	2%	100%
1.6: The talk was helpful	0%	0%	14%	49%	36%	1%	100%
1.7: The speakers expressed clearly	0%	1%	11%	44%	45%	0%	100%
2. Overall speaking, I was satisfied with this talk	0%	0%	8%	60%	24%	9%	100%

Appendix 7: Primary Student Questionnaire (2009-10 academic year)

P-_____-_____-_____- () (不用填寫)

「拉闊天空全接觸獎勵計畫」小學問卷調查

感謝你參與「拉闊天空全接觸獎勵計畫」。本計畫是由香港城市大學應用社會科學系舉辦的全面性大型獎勵計畫。如實填寫問卷能讓我們更了解現時青少年的需要，協助我們計畫未來活動的內容，所以本問卷並沒有對錯之分，只需如實作答即可。

本問卷所提供的資料均絕對保密並僅作為是次計畫之用途，任何資料均不會洩露予學校，請放心填寫，問卷將於計畫後銷毀。每頁問卷均有答題指引，作答前，請確定你已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只作出即時反應即可，並且不要和別人討論問卷內容，多謝合作！

第一部份：情景故事

以下有一些情景故事，試想像你是當中的角色：

- 1) 鐘聲一響，你踏入班房準備上課的時候，班裡幾位同學突然「細聲講大聲笑」。

你認為這一件事： 1□ 是故意的 2□ 是意外
你認為他有惡意嗎？ 1□ 有 2□ 沒有

- 2) 你正在步向下一節課的時候，有一位同學撞在你身上，使你的書本都掉在地上。然後他什麼也沒說便跑掉。

你認為這一件事： 1□ 是故意的 2□ 是意外
你認為他有惡意嗎？ 1□ 有 2□ 沒有

- 3) 你在上體育課的時候，因為忘記帶體育服所以要坐在一旁。正當你悶到發慌的時候，你從背後被一位同學打的球狠狠擊中。

你認為這一件事： 1□ 是故意的 2□ 是意外
你認為他有惡意嗎？ 1□ 有 2□ 沒有

- 4) 小息的時候，當你在操場上跟朋友談天的時候，突然有一個汽水罐打中你的頭。你轉過頭，看到有一群滿口粗言穢語的同學站在你附近。

你認為這一件事： 1□ 是故意的 2□ 是意外
你認為他有惡意嗎？ 1□ 有 2□ 沒有

- 5) 班上有一位同學正準備開一個生日會，班上每一個同學除了你以外都收到一封郵寄的邀請卡。

你認為這一件事： 1□ 是故意的 2□ 是意外
你認為他有惡意嗎？ 1□ 有 2□ 沒有

第二部份：我的情緒

我們有時會覺得憤怒，或是做了我們不該做的事。請根據你現在或過去一個學期的情況，為以下句子圈出最適當的答案：

0= 從不 1= 有時 2= 經常

現在或過去一個學期，我有多常：		從不	有時	經常
1	向惹惱我的人怒吼	0	1	2
2	為表現自己的優越而與其他人打架	0	1	2
3	在被人挑釁時表現得憤怒	0	1	2
4	偷取其他同學的東西	0	1	2
5	在沮喪時顯得憤怒	0	1	2
6	以破壞為樂	0	1	2
7	發脾氣	0	1	2
8	因為憤怒而破壞東西	0	1	2
9	因覺得有型而打架	0	1	2
10	傷害其他人以贏得遊戲	0	1	2
11	不如意時變得憤怒	0	1	2
12	以武力使其他人服從	0	1	2
13	在輸掉遊戲時變得憤怒	0	1	2
14	因為其他人威脅我而變得憤怒	0	1	2
15	以武力掙取金錢或其他東西	0	1	2
16	以打人或向其他人怒吼作為發洩	0	1	2
17	威脅和欺負其他人	0	1	2
18	打鹹濕電話為樂	0	1	2
19	打其他人以保護自己	0	1	2
20	與其他人一起欺負別人	0	1	2
21	用武器打架	0	1	2
22	當別人取笑我時，我會生氣並打他們	0	1	2
23	向其他人怒吼，以令他人為我做事	0	1	2

第三部分：我的感受

閱讀以下問題後，根據你現在或過去半年的情況，把最適當形容你感受的數字圈

出：0(很少)，1(有時)，或2(經常)。請回答所有問題。

現在或過去半年，.....	很少	有時	經常
1. 當我看見小狗玩耍時，我會感到快樂。	0	1	2
2. 我看見貓或狗被重物輾過時，我會感到痛楚。	0	1	2
3. 即使朋友們沒告訴我他們快樂的原因，我也知道他們為何愉快。	0	1	2
4. 看到別人歡笑，我也會身同感受，歡笑起來。	0	1	2
5. 當兩個人在爭論時，我能分辨出他們所持不同的觀點。	0	1	2
6. 我看見朋友在活動中被忽略時，我也會感到不快樂。	0	1	2
7. 當別人感到內疚時，我能立刻看出來。	0	1	2
8. 我看到別人幫助老婆婆時，我會感到快樂。	0	1	2
9. 當我觀看動作片或有冒險成份的電影時，我會心跳加速。	0	1	2
10. 看到別人拔牙時，使我緊張冒汗。	0	1	2
11. 當別人心情愉快時，我能透過別人的精神面貌和行為舉止看出來。	0	1	2
12. 看到體形消瘦和正在挨餓的小孩時，我會感到難過。	0	1	2
13. 看到朋友被作弄，我會感到不快樂。	0	1	2
14. 當我看到自己一隊在比賽中勝出的時候，我會興奮得手舞足蹈，大叫起來。	0	1	2
15. 我能從別人的表情和舉止，看出他是否感到羞愧。	0	1	2
16. 當別人跟我一起時感到快樂，我是知道原因的。	0	1	2
17. 我喜歡看著朋友把生日禮物拆開。	0	1	2
18. 看到別人被打時，我會感到畏懼。	0	1	2
19. 閱讀故事時，我對故事中角色所面對的恐懼身同感受。	0	1	2
20. 看著別人購買心儀物品時，我也感受到那份喜悅。	0	1	2
21. 看電影時，我會刻意避開痛苦和難過的情節。	0	1	2
22. 看見嬰兒嚎哭，我覺得他很可憐。	0	1	2
23. 看到別人享用美味的甜品，會使我垂涎。	0	1	2

現在或過去半年，...	很少	有時	經常
24. 我覺得士兵在戰場上打仗是一件可怕的事。	0	1	2
25. 看到朋友哭泣時，我也會流淚。	0	1	2
26. 大部份時間，我能說出別人玩得快樂的原因。	0	1	2
27. 當我看見一個男人打一個無抵抗能力的女人時，我會感到憤怒。	0	1	2
28. 當別人犯錯時被捉個正着，我能感受到他們當時有多羞愧。	0	1	2
29. 當比賽進行時，群眾的歡呼聲使我十分激動。	0	1	2
30. 朋友談話時語氣激動，我也會跟著激動起來。	0	1	2
31. 看到別人一臉愉快的樣子，我便會愉快起來。	0	1	2
32. 即使別人沒告訴我原因，我也知道他們為何不開心。	0	1	2
33. 當我看到電影主角歷險時，我也會興奮起來。	0	1	2
34. 當我看到電影主角露出驚慌的表情，我也會感到緊張不安。	0	1	2
35. 當別人羞愧面紅時，我也會面紅起來。	0	1	2
36. 我明白我為何對這件事或物有滿框熱情的感覺。	0	1	2
37. 當別人把好消息告訴我時，我也感到高興。	0	1	2
38. 當我聽鬼故事的時候，我會雞皮疙瘩的。	0	1	2
39. 我知道別人對我所說的話是否感興趣。	0	1	2
40. 當我看到相片中的人物享受著快樂的時光時，我也會開心地微笑。	0	1	2
41. 雖然犯人曾經犯錯才被困在監獄，但我仍同情被困在監牢的人，他們一定很辛苦。	0	1	2
42. 看到別人在葬禮中傷心流淚，我也感到難過。	0	1	2
43. 當朋友被戲弄時，我明白他們為何不快樂。	0	1	2
44. 看到朋友享受相聚的時光，我也感到快樂。	0	1	2
45. 當我看到別人四處跳動，玩得很興奮時，我便會感到自己也充滿活力。	0	1	2
46. 當我看到別人被割傷或流血時，我會感到恐懼而畏縮。	0	1	2
47. 我能從別人的表情得知他們是否滿意。	0	1	2
48. 當我看見有人拿槍指着手無寸鐵的人時，我會感到害怕。	0	1	2
49. 當我看見大狗追趕著的小孩時，我感到十分擔憂。	0	1	2
50. 當我看著別人進行激烈的運動比賽時，我會緊張起來。	0	1	2

現在或過去半年：.....	很少	有時	經常
51. 我能從別人面上的表情，知道他們有失望的情緒。	0	1	2
52. 當我的家人感到高興時，我從他們談話的表達方式和舉止已能分辨出來。	0	1	2
53. 當我看到別人在遊戲中勝出時，我也會感到高興。	0	1	2
54. 當我看到別人被打時，我也感受到他所有的痛楚。	0	1	2
55. 當別人講述他們有多快樂時，我也能感受到同樣的快樂。	0	1	2
56. 當我看見小孩子自由地四處奔跑，開心地玩樂時，我也感到十分愉快。	0	1	2
57. 當我收看恐怖的電視節目時，我會害怕，同時心跳加速。	0	1	2
58. 當我看見馬戲團中的演員做出危險的動作時，我會感到又緊張又害怕。	0	1	2
59. 當我看見小孩子微笑時，我也會跟著微笑。	0	1	2
60. 當別人對我發怒時，我知道是甚麼原因。	0	1	2

第四部分：我的行為（一）

請根據你現在或過去半年的情況，回答每條問題並圈出「1(是)」或「2(否)」。即使你不肯定答案亦請回答所有問題。當你完成問卷，逐一檢查以確定已全部回答。

在現在或過去半年	是	否
1. 我有點不友善和冷漠。	1	2
2. 我有時會覺得有人或鬼魂在身邊，即使附近沒有人。	1	2
3. 我有時行為怪異。	1	2
4. 我有時覺得別人能看穿自己的思想。	1	2
5. 我有時發覺普通的事物對我有特別的意義。	1	2
6. 我是個怪人。	1	2
7. 我覺得即使跟朋友一起也要保持警覺。	1	2
8. 我有時說話含糊不清難以理解。	1	2
9. 我經常注意到別人的言行是種威脅或奚落。	1	2
10. 我感到當我出外遊玩或購物時別人在監視自己。	1	2
11. 我在有陌生人的社交場合會感到不自在。	1	2
12. 我曾有見到飛碟或未卜先知的經驗。	1	2
13. 我有時以不尋常的方式說話。	1	2
14. 我發覺最好別讓別人知道太多自己的事情。	1	2
15. 我常在社交場合避免在人前露面。	1	2
16. 我有時聽到遠處傳來平時不察覺的聲音，使我感到困擾。	1	2
17. 我經常要提防別人佔我便宜。	1	2
18. 我發覺很難結交親密的朋友。	1	2
19. 我是個奇怪、不尋常的人。	1	2
20. 我發覺很難讓人理解自己的說話。	1	2
21. 跟不熟悉的人談話讓我感到不安。	1	2
22. 我傾向收起自己的感受。	1	2

第五部份：我的行為(二)

請閱讀每個句子，並考慮該句子是否準確描述你現在或過去一個學期的情況。請為每句圈出適當的數字(0-2)。請勿漏填任何句子。

0 = 毫不真確 1 = 有時真確 2 = 完全真確

現在或過去一個學期	毫不真確	有時真確	完全真確
1. 我因為自己的過失責怪別人。	0	1	2
2. 我參與不法的活動。	0	1	2
3. 我著緊校內或工作的表現。	0	1	2
4. 我做事不考慮後果。	0	1	2
5. 我不容易流露情感。	0	1	2
6. 我輕易和善於說謊。	0	1	2
7. 我能遵守承諾。	0	1	2
8. 我常誇耀自己的才能、成績和擁有的東西。	0	1	2
9. 我容易感到沉悶。	0	1	2
10. 我利用或哄騙他人來得到想要的東西。	0	1	2
11. 我會戲弄或嘲笑別人。	0	1	2
12. 當我做錯事時會感到不快或內疚。	0	1	2
13. 我會做危險的事。	0	1	2
14. 我表現得討好和親切來取得想要的東西。	0	1	2
15. 當我被糾正或懲罰會感到憤怒。	0	1	2
16. 我覺得自己比別人更好或更重要。	0	1	2
17. 我不計劃將來，或把事情留到最後一刻。	0	1	2
18. 我顧及他人的感受。	0	1	2
19. 我在別人前收起自己的感受或情緒。	0	1	2
20. 我一直交同一班朋友。	0	1	2

第六部份：我的性格

請根據你現在或過去半年的情況，回答以下關於你的問題並圈出適當的數字：0（非常像我），1（很像我），2（有點像我），3（不太像我），4（完全不像我）。請確定你已回答所有問題。

在現在或過去半年	非常像我	很像我	有點像我	不太像我	完全不像我
1. 我經常定下目標後選擇追求另一目標。	0	1	2	3	4
2. 新想法和計劃有時會使我不能專注於先前的想法和計劃。	0	1	2	3	4
3. 我曾短期內專注於某一想法或計劃，但之後便失去興趣。	0	1	2	3	4
4. 我很難一直專注於一些需多於數月去完成的計劃。	0	1	2	3	4
5. 我會完成任何著手去辦的事情。	0	1	2	3	4
6. 挫折不會使我洩氣。	0	1	2	3	4
7. 我是個勤勞的人。	0	1	2	3	4
8. 我做事勤奮。	0	1	2	3	4
9. 我期望在我所做之事之中成為世界最好。	0	1	2	3	4
10. 我野心勃勃，渴望成功。	0	1	2	3	4
11. 能夠達到長遠而又重要的成果是我人生最高目標。	0	1	2	3	4
12. 我覺得成功被過份重視了，其實它並不如其他人想像般重要。	0	1	2	3	4
13. 我充滿動力，向成功進發。	0	1	2	3	4

第七部份：我的情緒(2)

以下的句子是人們用以描述自己的。請細閱以下每一句並根據你現在或過去三個月的情況，圈出最能形容自己平時感受的數字。請留意答案並無對錯之分。請不要花太多時間於每一句上。

1=幾乎沒有; 2=有時; 3=經常; 4=幾乎天天都是。

我平時的感受……	幾乎沒有	有時	經常	幾乎天天都是
1. 我是性急的	1	2	3	4
2. 我的脾氣剛烈	1	2	3	4
3. 我是一個暴躁的人	1	2	3	4
4. 當我被別人的錯誤所拖慢，我會變得憤怒	1	2	3	4
5. 當我優秀的工作不被認同，我會覺得不耐煩	1	2	3	4
6. 我非常憤怒	1	2	3	4
7. 當我發怒的時候，我會說令人難受的說話	1	2	3	4
8. 在其他人面前被批評會令我盛怒	1	2	3	4
9. 當我沮喪時，我會想打人	1	2	3	4
10. 當我做得好卻得到一個差勁的評價，我會被觸怒	1	2	3	4

第八部份：我的情緒(3)

請閱讀每一句句子並根據你現在或過去三個月的情況，圈出最適當的數字以表示你感到生氣或震怒時通常出現的反應或行動。請注意，這沒有對或錯的答案。不要花太多時間於任何一句句子。

1 = 幾乎沒有; 2 = 有時; 3 = 經常; 4 = 幾乎天天都是。

當我感到生氣或震怒時……	幾乎沒有	有時	經常	幾乎天天都是
1. 我會控制脾氣	1	2	3	4
2. 我會表達憤怒	1	2	3	4
3. 我收藏內心感受	1	2	3	4
4. 我耐心地與別人相處	1	2	3	4
5. 我板臉或者含怒不語	1	2	3	4
6. 我拒絕跟其他人相處	1	2	3	4
7. 我對別人作出挖苦評語	1	2	3	4
8. 我保持冷靜	1	2	3	4
9. 我做出一些事情，例如把門砰然關閉	1	2	3	4
10. 我內心激動但不會展露	1	2	3	4
11. 我會控制我的行為	1	2	3	4
12. 我跟別人爭辯	1	2	3	4
13. 我心裡懷有不可告人的怨恨	1	2	3	4
14. 我攻擊任何觸怒我和人事	1	2	3	4
15. 我能夠制止自己發脾氣	1	2	3	4
16. 我暗地裡對他人頗挑剔	1	2	3	4
17. 我比我願意承認的更為憤怒	1	2	3	4
18. 我比大部份人更快冷靜下來	1	2	3	4
19. 我說出令人難受的說話	1	2	3	4
20. 我嘗試忍耐和諒解	1	2	3	4
21. 我憤怒的程度較他人所發覺的為高	1	2	3	4
22. 我發脾氣	1	2	3	4

23. 如有人煩擾我, 我傾向告訴他/她我的 感覺	1	2	3	4
24. 我控制我的怒氣	1	2	3	4

第九部分：我的價值觀

請細閱以下的句子，並以 1 分（不同意）、2 分（一般）或 3 分（同意）為以下句子圈出適當的答案。

	不同意	一般	同意
1. 為了保護朋友而打鬥是可以接受的。	1	2	3
2. 掌摑或推撞別人只不過是開玩笑的一種方法。	1	2	3
3. 相比起打人，只是破壞一些財物根本算不上甚麼。	1	2	3
4. 在朋黨當中的小孩不應因朋黨所引起的麻煩而被責怪。	1	2	3
5. 如果小孩的生活環境很差，即使他們行為暴力亦不能責怪他們。	1	2	3
6. 因為不會造成任何傷害，所以說一些無關重要的謊話是可以接受的。	1	2	3
7. 有些人應當被當作動物般看待。	1	2	3
8. 如果孩子在校內打鬥和惹事生非，這是老師的過失。	1	2	3
9. 如果有人惡意中傷我的家庭，攻擊那人是可以接受的。	1	2	3
10. 打一個惹人討厭的同學，是給他一個「教訓」。	1	2	3
11. 相比起偷取很多錢，偷取小量的金錢並不很嚴重。	1	2	3
12. 如果其他孩子聽從建議而且真的違規，提出建議犯規的孩子並不應該受到責備	1	2	3
13. 如果孩子沒有經過督導，他們不應因為做錯事而受到責備。	1	2	3
14. 孩子並不介意被取笑，因為那代表其他人對自己有興趣。	1	2	3
15. 欺負一個縮頭畏尾的同學是可以接受的。	1	2	3
16. 如果一個人粗心大意，把自己的東西留低，即使該東西被偷也是他自己的責任。	1	2	3
17. 如果自己朋黨的聲譽受到威脅，打鬥是可以接受的。	1	2	3
18. 沒有問准別人而拿走他的單車，也只是等於借用一下。	1	2	3
19. 侮辱一個同學是可以接受的，因為打他／她比這更差。	1	2	3
20. 如果是全體決定而作出傷害性的事，責怪當中任何一個孩子都是不公平的。	1	2	3
21. 當小孩的朋友都說不好的話（例如粗話、侮辱的說話），小孩不能因說這些話而被責怪。	1	2	3
22. 取笑或戲弄別人並不會真正傷害他們。	1	2	3
23. 一個惹人討厭的人並不值得被當作人類看待。	1	2	3
24. 那些孩子被不適當對待，是他們自作自受。	1	2	3
25. 為了讓您的朋友擺脫困境，說謊是可以接受的。	1	2	3
26. 偶爾的極度興奮和放縱並不是一件壞事。	1	2	3
27. 相對於別人做了犯法的事情，在商店中沒有付錢而拿走一些東西並不是很嚴重。	1	2	3
28. 因為整組人所造成的傷害而責怪只有小部份責任的孩子是不公平的。	1	2	3
29. 如果孩子們的朋友迫使他們做些不好的事，他們不能因此而被	1	2	3

	不同意	一般	同意
責怪。			
30. 孩子之間的互相取笑和戲弄並不會為任何人帶來傷害。	1	2	3
31. 有些人應該要受到粗暴的對待，因為他們是沒有感覺，他們不會因此而感到傷心或難過。	1	2	3
32. 如果小孩們因父母過度強迫他們而行為偏差，這並不是他們的錯。	1	2	3

第十部份：個人資料

(此部份只作參考之用，請放心作答)

1. 你的班別是： _____

2. 你的學號是： _____

3. 你的出生日期： _____年 _____月 _____日

問卷完。感謝你的參與！

Appendix 8: Secondary Student Questionnaire (2009-10 academic year)

S- _____ - _____ - _____ - () (不用填寫) Code: _____

名字： _____ 班別： _____ 學號： _____

「拉闊天空全接觸獎勵計畫」中學問卷調查

感謝你參與「拉闊天空全接觸獎勵計畫」。本計劃是由香港城市大學應用社會科學系舉辦的全面性大型獎勵計畫。如實填寫問卷能讓我們更了解現時青少年的需要，協助我們計畫未來活動的內容，所以本問卷並沒有對錯之分，只需如實作答即可。

本問卷所提供的資料均絕對保密並僅作為是次計畫之用途，任何資料均不會洩露予學校，請放心填寫，問卷將於計畫後銷毀。每頁問卷均有答題指引，作答前，請確定你已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只作出即時反應即可，並且不要和別人討論問卷內容，多謝合作!

第一部份：情景故事

以下有一些情景故事，試想像你是當中的角色：

- 6) 鐘聲一響，你踏入班房準備上課的時候，班裡幾位同學突然「細聲講大聲笑」。

你認為這一件事： 1是故意的 2是意外
你認為他有惡意嗎？ 1有 2沒有

- 7) 你正在步向下一節課的時候，有一位同學撞在你身上，使你的書本都掉在地上。然後他什麼也沒說便跑掉。

你認為這一件事： 1是故意的 2是意外
你認為他有惡意嗎？ 1有 2沒有

- 8) 你在上體育課的時候，因為忘記帶體育服所以要坐在一旁。正當你悶到發慌的時候，你從背後被一位同學打的球狠狠擊中。

你認為這一件事： 1是故意的 2是意外
你認為他有惡意嗎？ 1有 2沒有

- 9) 小息的時候，當你在操場上跟朋友談天的時候，突然有一個汽水罐打中你的頭。你轉過頭，看到有一群滿口粗言穢語的同學站在你附近。

你認為這一件事： 1是故意的 2是意外
你認為他有惡意嗎？ 1有 2沒有

- 10) 班上有一位同學正準備開一個生日會，班上每一個同學除了你以外都收到一封郵寄的邀請卡。

你認為這一件事： 1是故意的 2是意外
你認為他有惡意嗎？ 1有 2沒有

第二部份：我的情緒

我們有時會覺得憤怒，或是做了我們不該做的事。請根據你現在或過去一個學期的情況，為以下句子圈出最適當的答案：

0= 從不 1= 有時 2= 經常

現在或過去三個學期，我有多常：		從不	有時	經常
1	向惹惱我的人怒吼	0	1	2
2	為表現自己的優越而與其他人打架	0	1	2
3	在被人挑釁時表現得憤怒	0	1	2
4	偷取其他同學的東西	0	1	2
5	在沮喪時顯得憤怒	0	1	2
6	以破壞為樂	0	1	2
7	發脾氣	0	1	2
8	因為憤怒而破壞東西	0	1	2
9	因覺得有型而打架	0	1	2
10	傷害其他人以贏得遊戲	0	1	2
11	不如意時變得憤怒	0	1	2
12	以武力使其他人服從	0	1	2
13	在輸掉遊戲時變得憤怒	0	1	2
14	因為其他人威脅我而變得憤怒	0	1	2
15	以武力榨取金錢或其他東西	0	1	2
16	以打人或向其他人怒吼作為發洩	0	1	2
17	威脅和欺負其他人	0	1	2
18	打鹹濕電話為樂	0	1	2
19	打其他人以保護自己	0	1	2
20	與其他人一起欺負別人	0	1	2
21	用武器打架	0	1	2
22	當別人取笑我時，我會生氣並打他們	0	1	2
23	向其他人怒吼，以令他人為我做事	0	1	2

第三部分：我的感受

閱讀以下問題後，根據你現在或過去半年的情況，把最適當形容你感受的數字圈出：0(很少)，1(有時)，或 2(經常)。請回答所有問題。

現在或過去半年，	很少	有時	經常
1. 當我看見小狗玩耍時，我會感到快樂。	0	1	2
2. 我看見貓或狗被重物輾過時，我會感到痛楚。	0	1	2
3. 即使朋友們沒告訴我他們快樂的原因，我也知道他們為何愉快。	0	1	2
4. 看到別人歡笑，我也會身同感受，歡笑起來。	0	1	2
5. 當兩個人在爭論時，我能分辨出他們所持不同的觀點。	0	1	2
6. 我看見朋友在活動中被忽略時，我也會感到不快樂。	0	1	2
7. 當別人感到內疚時，我能立刻看出來。	0	1	2
8. 我看到別人幫助老婆婆時，我會感到快樂。	0	1	2
9. 當我觀看動作片或有冒險成份的電影時，我會心跳加速。	0	1	2
10. 看到別人拔牙時，使我緊張冒汗。	0	1	2
11. 當別人心情愉快時，我能透過別人的精神面貌和行為舉止看出來。	0	1	2
12. 看到體形消瘦和正在挨餓的小孩時，我會感到難過。	0	1	2
13. 看到朋友被作弄，我會感到不快樂。	0	1	2
14. 當我看到自己一隊在比賽中勝出的時候，我會興奮得手舞足蹈，大叫起來。	0	1	2
15. 我能從別人的表情和舉止，看出他是否感到羞愧。	0	1	2
16. 當別人跟我一起時感到快樂，我是知道原因的。	0	1	2
17. 我喜歡看著朋友把生日禮物拆開。	0	1	2
18. 看到別人被打時，我會感到畏懼。	0	1	2
19. 閱讀故事時，我對故事中角色所面對的恐懼身同感受。	0	1	2
20. 看著別人購買心儀物品時，我也感受到那份喜悅。	0	1	2
21. 看電影時，我會刻意避開痛苦和難過的情節。	0	1	2
22. 看見嬰兒嚎哭，我覺得他很可憐。	0	1	2
23. 看到別人享用美味的甜品，會使我垂涎。	0	1	2
24. 我覺得士兵在戰場上打仗是一件可怕的事。	0	1	2
25. 看到朋友哭泣時，我也會流淚。	0	1	2
26. 大部份時間，我能說出別人玩得快樂的原因。	0	1	2
27. 當我看見一個男人打一個無抵抗能力的女人時，我會感到憤怒。	0	1	2

現在或過去半年	很少	有時	經常
28. 當別人犯錯時被捉個正着，我能感受到他們當時有多羞愧。	0	1	2
29. 當比賽進行時，群眾的歡呼聲使我十分激動。	0	1	2
30. 朋友談話時語氣激動，我也會跟著激動起來。	0	1	2
31. 看到別人一臉愉快的樣子，我便會愉快起來。	0	1	2
32. 即使別人沒告訴我原因，我也知道他們為何不開心。	0	1	2
33. 當我看到電影主角歷險時，我也會興奮起來。	0	1	2
34. 當我看到電影主角露出驚慌的表情，我也會感到緊張不安。	0	1	2
35. 當別人羞愧面紅時，我也會面紅起來。	0	1	2
36. 我明白我為何對這件事或物有滿腔熱情的感覺。	0	1	2
37. 當別人把好消息告訴我時，我也感到高興。	0	1	2
38. 當我聽鬼故事的時候，我會雞皮疙瘩的。	0	1	2
39. 我知道別人對我所說的話是否感興趣。	0	1	2
40. 當我看到相片中的人物享受著快樂的時光時，我也會開心地微笑。	0	1	2
41. 雖然犯人曾經犯錯才被困在監獄，但我仍同情被困在監牢的人，他們一定很辛苦。	0	1	2
42. 看到別人在葬禮中傷心流淚，我也感到難過。	0	1	2
43. 當朋友被戲弄時，我明白他們為何不快樂。	0	1	2
44. 看到朋友享受相聚的時光，我也感到快樂。	0	1	2
45. 當我看到別人四處跳動，玩得很興奮時，我便會感到自己也充滿活力。	0	1	2
46. 當我看到別人被割傷或流血時，我會感到恐懼而畏縮。	0	1	2
47. 我能從別人的表情得知他們是否滿意。	0	1	2
48. 當我看見有人拿槍指着手無寸鐵的人時，我會感到害怕。	0	1	2
49. 當我看見大狗追趕著的小孩時，我感到十分擔憂。	0	1	2
50. 當我看著別人進行激烈的運動比賽時，我會緊張起來。	0	1	2
51. 我能從別人面上的表情，知道他們有失望的情緒。	0	1	2
52. 當我的家人感到高興時，我從他們談話的表達方式和舉止已能分辨出來。	0	1	2
53. 當我看到別人在遊戲中勝出時，我也會感到高興。	0	1	2
54. 當我看到別人被打時，我也感受到他所有的痛楚。	0	1	2
55. 當別人講述他們有多快樂時，我也能感受到同樣的快樂。	0	1	2

現在或過去半年	很少	有時	經常
56. 當我看見小孩子自由地四處奔跑，開心地玩樂時，我也感到十分愉快。	0	1	2
57. 當我收看恐怖的電視節目時，我會害怕，同時心跳加速。	0	1	2
58. 當我看見馬戲團中的演員做出危險的動作時，我會感到又緊張又害怕。	0	1	2
59. 當我看見小孩子微笑時，我也會跟著微笑。	0	1	2
60. 當別人對我發怒時，我知道是甚麼原因。	0	1	2

第四部分：我的行為（一）

以下是有關青少年行為的描述。請根據你現在或過去一個月的情況，評定下列每一項對你描述的準確程度：

0=不準確 1=接近或間中準確 2=非常準確或經常準確

	不準確	接近 或間中準確	非常準確 或經常準確
1. 我的行為幼稚，與實際年齡不符	0	1	2
2. 我經常爭辯	0	1	2
3. 我愛誇口	0	1	2
4. 我很難集中注意力	0	1	2
5. 我不能安坐	0	1	2
6. 我覺得孤單寂寞	0	1	2
7. 我感到胡里胡塗或茫然不知所措	0	1	2
8. 我經常哭泣	0	1	2
9. 我對別人刻薄，斤斤計較	0	1	2
10. 我經常做白日夢	0	1	2
11. 我故意傷害自己或企圖自殺	0	1	2
12. 我要求別人經常注意自己	0	1	2
13. 我破壞自己的東西	0	1	2
14. 我破壞別人的東西	0	1	2
15. 我在學校不聽話	0	1	2
16. 我做錯了事也不會感到內疚	0	1	2
17. 我會妒忌別人	0	1	2
18. 我害怕自己會產生壞念頭或做壞事	0	1	2
19. 我覺得自己必須十全十美	0	1	2
20. 我覺得沒有人喜歡我	0	1	2
21. 我覺得別人存心為難我	0	1	2
22. 我覺得自己無用或自卑	0	1	2
23. 我經常與人打架	0	1	2
24. 我喜歡和惹事生非的年青人來往	0	1	2

	不準確	接近 或間中準確	非常準確 或經常準確
25. 我行事衝動，不經三思	0	1	2
26. 我會說謊或欺騙別人	0	1	2
27. 我神經過敏或緊張	0	1	2
28. 我過度恐懼或焦慮	0	1	2
29. 我過於感到內疚	0	1	2
30. 我攻擊他人身體	0	1	2
31. 我的功課很差	0	1	2
32. 我動作不協調或笨拙	0	1	2
33. 我較喜歡和年紀比我大的年青人一起	0	1	2
34. 我離家出走	0	1	2
35. 我經常尖叫	0	1	2
36. 我很自覺或容易感到尷尬	0	1	2
37. 我會放火	0	1	2
38. 我愛炫耀自己或扮小丑	0	1	2
39. 我在家裡偷竊	0	1	2
40. 我在家外偷竊	0	1	2
41. 我很固執	0	1	2
42. 我的情緒或感受會突然變化	0	1	2
43. 我很多疑	0	1	2
44. 我詛咒別人或講粗口罵人	0	1	2
45. 我想過自殺	0	1	2
46. 我說話過多	0	1	2
47. 我常戲弄他人	0	1	2
48. 我的脾氣暴躁	0	1	2
49. 我恐嚇要傷害他人	0	1	2
50. 我曠課或逃學	0	1	2
51. 我悶悶不樂或沮喪	0	1	2

52. 我比其他年青人更愛吵鬧	0	1	2
53. 我喝酒或濫用藥物	0	1	2
54. 我有很多憂慮	0	1	2

第五部分：我的行為 (二)

請根據你現在或過去半年的情況，回答每條問題並圈出「1(是)」或「2(否)」。即使你不肯定答案亦請回答所有問題。當你完成問卷，逐一檢查以確定已全部回答。

在現在或過去半年……	是	否
1. 我有點不友善和冷漠。	1	2
2. 我有時會覺得有人或鬼魂在身邊，即使附近沒有人。	1	2
3. 我有時行為怪異。	1	2
4. 我有時覺得別人能看穿自己的思想。	1	2
5. 我有時發覺普通的事物對我有特別的意義。	1	2
6. 我是個怪人。	1	2
7. 我覺得即使跟朋友一起也要保持警覺。	1	2
8. 我有時說話含糊不清難以理解。	1	2
9. 我經常注意到別人的言行是種威脅或奚落。	1	2
10. 我感到當我出外遊玩或購物時別人在監視自己。	1	2
11. 我在有陌生人的社交場合會感到不自在。	1	2
12. 我曾有見到飛碟或未卜先知的經驗。	1	2
13. 我有時以不尋常的方式說話。	1	2
14. 我發覺最好別讓別人知道太多自己的事情。	1	2
15. 我常在社交場合避免在人前露面。	1	2
16. 我有時聽到遠處傳來平時不察覺的聲音，使我感到困擾。	1	2
17. 我經常要提防別人佔我便宜。	1	2
18. 我發覺很難結交親密的朋友。	1	2
19. 我是個奇怪、不尋常的人。	1	2
20. 我發覺很難讓人理解自己的說話。	1	2
21. 跟不熟悉的人談話讓我感到不安。	1	2
22. 我傾向收起自己的感受。	1	2

第六部份：我的行為(三)

請閱讀每個句子，並考慮該句子是否準確描述你現在或過去一個學期的情況。請為每句圈出適當的數字(0-2)。請勿漏填任何句子。

0=毫不真確 1=有時真確 2=完全真確

現在或過去一個學期	毫不真確	有時真確	完全真確
1. 我因為自己的過失責怪別人。	0	1	2
2. 我參與不法的活動。	0	1	2
3. 我著緊校內或工作的表現。	0	1	2
4. 我做事不考慮後果。	0	1	2
5. 我不容易流露情感。	0	1	2
6. 我輕易和善於說謊。	0	1	2
7. 我能遵守承諾。	0	1	2
8. 我常誇耀自己的才能、成績和擁有的東西。	0	1	2
9. 我容易感到沉悶。	0	1	2
10. 我利用或哄騙他人來得到想要的東西。	0	1	2
11. 我會戲弄或嘲笑別人。	0	1	2
12. 當我做錯事時會感到不快或內疚。	0	1	2
13. 我會做危險的事。	0	1	2
14. 我表現得討好和親切來取得想要的東西。	0	1	2
15. 當我被糾正或懲罰會感到憤怒。	0	1	2
16. 我覺得自己比別人更好或更重要。	0	1	2
17. 我不計劃將來，或把事情留到最後一刻。	0	1	2
18. 我顧及他人的感受。	0	1	2
19. 我在別人前收起自己的感受或情緒。	0	1	2
20. 我一直交同一班朋友。	0	1	2

第七部份：我的性格

請根據你現在或過去半年的情況，回答以下關於你的問題並圈出適當的數字：0（非常像我），1（很像我），2（有點像我），3（不太像我），4（完全不像我）。請確定你已回答所有問題。

在 <u>現在或過去半年</u> ，	非常 像我	很像 我	有點 像我	不太 像我	完全 不像 我
1. 我經常定下目標後選擇追求另一目標。	0	1	2	3	4
2. 新想法和計劃有時會使我不能專注於先前的想法和計劃。	0	1	2	3	4
3. 我曾短期內專注於某一想法或計劃，但之後便失去興趣。	0	1	2	3	4
4. 我很難一直專注於一些需多於數月去完成的計劃。	0	1	2	3	4
5. 我會完成任何著手去辦的事情。	0	1	2	3	4
6. 挫折不會使我洩氣。	0	1	2	3	4
7. 我是個勤勞的人。	0	1	2	3	4
8. 我做事勤奮。	0	1	2	3	4
9. 我期望在我所做之事之中成為世界最好。	0	1	2	3	4
10. 我野心勃勃，渴望成功。	0	1	2	3	4
11. 能夠達到長遠而又重要的成果是我人生最高目標。	0	1	2	3	4
12. 我覺得成功被過份重視了，其實它並不如其他人想像般重要。	0	1	2	3	4
13. 我充滿動力，向成功進發。	0	1	2	3	4

第八部份：我的情緒(2)

以下的句子是人們用以描述自己的。請細閱以下每一句並根據你現在或過去三個月的情況，圈出最能形容自己平時感受的數字。請留意答案並無對錯之分。請不要花太多時間於每一句上。

1=幾乎沒有; 2=有時; 3=經常; 4=幾乎天天都是。

我平時的感受……	幾乎沒有	有時	經常	幾乎天天都是
1. 我是性急的	1	2	3	4
2. 我的脾氣剛烈	1	2	3	4
3. 我是一個暴躁的人	1	2	3	4
4. 當我被別人的錯誤所拖慢，我會變得憤怒	1	2	3	4
5. 當我優秀的工作不被認同，我會覺得不耐煩	1	2	3	4
6. 我非常憤怒	1	2	3	4
7. 當我發怒的時候，我會說令人難受的說話	1	2	3	4
8. 在其他人面前被批評會令我盛怒	1	2	3	4
9. 當我沮喪時，我會想打人	1	2	3	4
10. 當我做得好卻得到一個差勁的評價，我會被觸怒	1	2	3	4

第九部份：我的情緒(3)

請閱讀每一句句子並根據你現在或過去三個月的情況，圈出最適當的數字以表示你感到生氣或震怒時通常出現的反應或行動。請注意，這沒有對或錯的答案。不要花太多時間於任何一句句子。

1 = 幾乎沒有; 2 = 有時; 3 = 經常; 4 = 幾乎天天都是。

當我感到生氣或震怒時……	幾乎沒有	有時	經常	幾乎天天都是
1. 我會控制脾氣	1	2	3	4
2. 我會表達憤怒	1	2	3	4
3. 我收藏內心感受	1	2	3	4
4. 我耐心地與別人相處	1	2	3	4
5. 我板臉或者含怒不語	1	2	3	4
6. 我拒絕跟其他人相處	1	2	3	4
7. 我對別人作出挖苦評語	1	2	3	4
8. 我保持冷靜	1	2	3	4
9. 我做出一些事情，例如把門砰然關閉	1	2	3	4
10. 我內心激動但不會展露	1	2	3	4
11. 我會控制我的行為	1	2	3	4
12. 我跟別人爭辯	1	2	3	4
13. 我心裡懷有不可告人的怨恨	1	2	3	4
14. 我攻擊任何觸怒我和人事	1	2	3	4
15. 我能夠制止自己發脾氣	1	2	3	4
16. 我暗地裡對他人頗挑剔	1	2	3	4
17. 我比我願意承認的更為憤怒	1	2	3	4
18. 我比大部份人更快冷靜下來	1	2	3	4
19. 我說出令人難受的說話	1	2	3	4
20. 我嘗試忍耐和諒解	1	2	3	4
21. 我憤怒的程度較他人所發覺的為高	1	2	3	4
22. 我發脾氣	1	2	3	4

23. 如有人煩擾我, 我傾向告訴他/她我的 感覺	1	2	3	4
24. 我控制我的怒氣	1	2	3	4

第十部分：我的價值觀

請細閱以下的句子，並以1分（不同意）、2分（一般）或3分（同意）為以下句子圈出適當的答案。

	不同意	一般	同意
1. 為了保護朋友而打鬥是可以接受的。	1	2	3
2. 掌摑或推撞別人只不過是開玩笑的一種方法。	1	2	3
3. 相比起打人，只是破壞一些財物根本算不上甚麼。	1	2	3
4. 在朋黨當中的小孩不應因朋黨所引起的麻煩而被責怪。	1	2	3
5. 如果小孩的生活環境很差，即使他們行為暴力亦不能責怪他們。	1	2	3
6. 因為不會造成任何傷害，所以說一些無關重要的謊話是可以接受的。	1	2	3
7. 有些人應當被當作動物般看待。	1	2	3
8. 如果孩子在校內打鬥和惹事生非，這是老師的過失。	1	2	3
9. 如果有人惡意中傷我的家庭，攻擊那人是可以接受的。	1	2	3
10. 打一個惹人討厭的同學，是給他一個「教訓」。	1	2	3
11. 相比起偷取很多錢，偷取小量的金錢並不嚴重。	1	2	3
12. 如果其他孩子聽從建議而且真的違規，提出建議犯規的孩子並不應該受到責備	1	2	3
13. 如果孩子沒有經過督導，他們不應因為做錯事而受到責備。	1	2	3
14. 孩子並不介意被取笑，因為那代表其他人對自己有興趣。	1	2	3
15. 欺負一個縮頭畏尾的同學是可以接受的。	1	2	3
16. 如果一個人粗心大意，把自己的東西留低，即使該東西被偷也是他自己的責任。	1	2	3
17. 如果自己朋黨的聲譽受到威脅，打鬥是可以接受的。	1	2	3
18. 沒有問准別人而拿走他的單車，也只是等於借用一下。	1	2	3
19. 侮辱一個同學是可以接受的，因為打他／她比這更差。	1	2	3
20. 如果是全體決定而作出傷害性的事，責怪當中任何一個孩子都是不公平的。	1	2	3
21. 當小孩的朋友都說不好的話（例如粗話、侮辱的說話），小孩不能因說這些話而被責怪。	1	2	3
22. 取笑或戲弄別人並不會真正傷害他們。	1	2	3
23. 一個惹人討厭的人並不值得被當作人類看待。	1	2	3
24. 那些孩子被不適當對待，是他們自作自受。	1	2	3
25. 為了讓您的朋友擺脫困境，說謊是可以接受的。	1	2	3
26. 偶爾的極度興奮和放縱並不是一件壞事。	1	2	3
27. 相對於別人做了犯法的事情，在商店中沒有付錢而拿走一些東西並不是很嚴重。	1	2	3
28. 因為整組人所造成的傷害而責怪只有小部份責任的孩子是不公平的。	1	2	3
29. 如果孩子們的朋友迫使他們做些不好的事，他們不能因此而被	1	2	3

	不同意	一般	同意
責怪。			
30. 孩子之間的互相取笑和戲弄並不會為任何人帶來傷害。	1	2	3
31. 有些人應該要受到粗暴的對待，因為他們是沒有感覺，他們不會因此而感到傷心或難過。	1	2	3
32. 如果小孩們因父母過度強迫他們而行為偏差，這並不是他們的錯。	1	2	3

第十一部份：個人資料

(此部份只作參考之用，請放心作答)

1. 你的班別是： _____
2. 你的學號是： _____
3. 你的出生日期： _____年 _____月 _____日

問卷完。感謝你的參與！

Appendix 9: Parent Questionnaire (2009-10 academic year)

P/S-____-____-____-()

Case No. _____

「拉闊天空全接觸獎勵計畫」**家長問卷調查**

感謝閣下及貴子女參與「拉闊天空全接觸獎勵計畫」。本計畫是本年度一項全面性的大型獎勵計畫。如實填寫問卷，能讓我們更了解現時青少年的需要，並協助我們計劃未來活動的內容，所以本問卷並沒有對錯之分，只需如實作答即可。

您所提供的資料絕對保密，以上資料僅供設計是次計畫活動內容之用，任何資料均不會洩露予學校，請放心填寫，問卷將於計畫完畢後立即銷毀。每頁問卷均有答題指引，作答前，請確定您已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只把即時反應填上即可，多謝合作!

請填寫 貴子女的資料：

(如您有多於一位子女在此學校就讀，請填寫收到此問卷的子女資料)

姓名： _____

學校名稱： _____

班別： _____

學號： _____

第一部份：您子女的行為（一）

以下是一系列有關青少年行為的描述。請根據上述所提及的子女現在或過去三個月的情況，評定下列每一項適合形容貴子女的程度，並圈出合適的答案。

(0 = 不適合, 1 = 頗適合, 2 = 非常適合)

	不適合	頗適合	非常適合
1. 行為幼稚，與年齡不符	0	1	2
2. 經常爭辯	0	1	2
3. 吹牛，愛誇口	0	1	2
4. 精神不能集中，注意力不能持久	0	1	2
5. 坐立不安，活動過多或不能安坐	0	1	2
6. 喜歡纏著或過份倚賴大人	0	1	2
7. 投訴寂寞	0	1	2
8. 感到糊裡糊塗，或茫然不知所措	0	1	2
9. 經常哭泣	0	1	2
10. 對人殘忍，欺負他人，或對人人刻薄，斤斤計較	0	1	2
11. 好做白日夢，或沉迷在自己的思想中	0	1	2
12. 要求別人經常注意他／她	0	1	2
13. 破壞自己的東西	0	1	2
14. 破壞家裡或他人的東西	0	1	2
15. 在家不聽話	0	1	2
16. 在學校不聽話	0	1	2
17. 與其他兒童／青年合不來	0	1	2
18. 對自己的惡劣行為似乎不感到內疚	0	1	2
19. 容易妒忌	0	1	2
20. 害怕自己會產生壞念頭或做壞事	0	1	2
21. 覺得自己必須十全十美	0	1	2
22. 覺得或抱怨沒有人喜歡他／她	0	1	2
23. 覺得別人存心為難他／她	0	1	2
24. 覺得自己無用或自卑	0	1	2
25. 經常打架	0	1	2
26. 經常被人戲弄	0	1	2
27. 愛和惹事生非的兒童／青年來往	0	1	2
28. 行事衝動，不經三思	0	1	2
29. 說謊或欺騙	0	1	2
30. 神經過敏或緊張	0	1	2
31. 動作緊張或肌肉抽搐	0	1	2

	不適合	頗適合	非常適合
32. 不受其他兒童／青年喜歡	0	1	2
33. 過度恐懼或焦慮	0	1	2
34. 過於感到內疚	0	1	2
35. 身體過胖	0	1	2
36. 攻擊他人身體	0	1	2
37. 功課差	0	1	2
38. 動作不協調或笨拙	0	1	2
39. 喜歡和年齡較小的兒童／青年一起	0	1	2
40. 喜歡和年紀較大的兒童／青年一起	0	1	2
41. 離家出走	0	1	2
42. 經常尖叫	0	1	2
43. 很自覺 或 容易感到尷尬	0	1	2
44. 放火	0	1	2
45. 炫耀自己或扮小丑	0	1	2
46. 目光呆滯	0	1	2
47. 在家裡偷竊	0	1	2
48. 在家外偷竊	0	1	2
49. 固執、煩躁或易怒	0	1	2
50. 情緒或感受會突然變化	0	1	2
51. 多疑	0	1	2
52. 詛咒別人或講粗口	0	1	2
53. 說話過多	0	1	2
54. 常戲弄他人	0	1	2
55. 大發脾氣，或脾氣暴躁	0	1	2
56. 對性的問題想得太多	0	1	2
57. 恐嚇他人	0	1	2
58. 曠課，逃學	0	1	2
59. 悶悶不樂或沮喪	0	1	2
60. 過份吵鬧	0	1	2
61. 喝酒或濫用藥物	0	1	2
62. 破壞公物或別人的東西	0	1	2
63. 有憂慮	0	1	2

第二部份：你子女的行為（二）

有些時候，差不多我們所有的孩子都會做些不該做的事情，又或是會表現憤怒。請回答以下關於您以上提及的子女的問題並圈出適當的數字：0（從來沒有），1（有時：一次），或 2（經常：兩次或以上）。請確保您回答所有問題。

在過去一年，您的孩子多少次曾……	從來沒有	有時	經常
1. 發脾氣	0	1	2
2. 與大人爭執	0	1	2
3. 拒絕遵從要求或規則	0	1	2
4. 故意打攪別人	0	1	2
5. 因為自己的錯誤或過失埋怨別人	0	1	2
6. 易怒或易生氣	0	1	2
7. 感到憤怒或忿恨	0	1	2
8. 懷恨或小器	0	1	2
9. 有多少次因為以上的事情，令孩子在家裡或校內與人相處或上課時出現問題？	0	1	2

在過去一年，您的孩子多少次曾……	從來沒有	有時	經常
10. 欺凌或威嚇別人	0	1	2
11. 挑起打鬥	0	1	2
12. 用武器傷害他人	0	1	2
13. 肉體上虐待別人	0	1	2
14. 虐待動物	0	1	2
15. 偷取或奪取別人的東西	0	1	2
16. 縱火毀壞	0	1	2
17. 破壞別人的東西	0	1	2
18. 擅闖入屋,建築物或車輛	0	1	2
19. 說謊以獲得物品或幫忙,或避免做任何事	0	1	2
20. 偷竊或店舖盜竊	0	1	2
21. 未得父母批准晚上在外流連	0	1	2
22. 離家出走一段時間	0	1	2
23. 未得批准逃學	0	1	2
24. 有多少次因為以上的事情，令孩子在家裡或校內與人相處或做功課時出現問題？	0	1	2
	有		沒有
25. 您的孩子在 10 歲前曾否做過以上(10-23 題)的事情？	1		2

第三部份：你子女的行為（三）

請就以下對以上提及子女的描述，圈出最適當的答案。

(0 = 最不適當， 1 = 有時適當， 2 = 完全適當)

你的子女…	最不適當	有時適當	完全適當
1. 把他/她的錯誤推卸給別人	0	1	2
2. 有參與不法活動	0	1	2
3. 在意他/她在學校或工作上的表現好不好	0	1	2
4. 行動時不顧及後果	0	1	2
5. 表達的情緒很表面及虛假	0	1	2
6. 容易及有技巧地說謊	0	1	2
7. 會遵守承諾	0	1	2
8. 誇張地表揚自己的能力、成就或財產	0	1	2
9. 很容易感到沉悶	0	1	2
10. 會利用或欺詐別人去得到自己想要的東西	0	1	2
11. 會取笑或戲弄別人	0	1	2
12. 做錯事時會感到難受或內疚	0	1	2
13. 有參與冒險或危險的活動	0	1	2
14. 表現得有魅力和友善，去得到自己想要的東西	0	1	2
15. 會在被人修正或懲罰時感到生氣	0	1	2
16. 認為他/她比其他人優勝	0	1	2
17. 不會預先計畫，或者把事情拖到最後一分鐘	0	1	2
18. 關心其他人的感受	0	1	2
19. 在其他人面前隱藏自己的感受或情緒	0	1	2
20. 會和同一班朋友保持聯絡	0	1	2

第四部份：你子女的情緒

孩子有時會覺得憤怒或做了些不應該做的事情。請根據下列每一項評估以上提及的子女，並圈出合適的答案。

(0 = 從不，1 = 有時，2 = 經常)

你的子女...	從不	有時	經常
1. 向惹怒他／她的人怒吼	0	1	2
2. 為表現自己是優越的而與其他人打架	0	1	2
3. 在被人惹怒時表現得憤怒	0	1	2
4. 偷取其他同學的東西	0	1	2
5. 在沮喪時顯得憤怒	0	1	2
6. 以毀壞或打爛東西為樂	0	1	2
7. 發脾氣	0	1	2
8. 因為憤怒而破壞東西	0	1	2
9. 因覺得有型而打架	0	1	2
10. 傷害其他人以取得勝利	0	1	2
11. 不如意時會變得憤怒	0	1	2
12. 以武力使其他人服從	0	1	2
13. 在輸掉遊戲時變得憤怒	0	1	2
14. 因為其他人威脅他／她而變得憤怒	0	1	2
15. 以武力榨取金錢或其他東西	0	1	2
16. 以打人或向其他人怒吼作為發洩	0	1	2
17. 威脅和欺負其他人	0	1	2
18. 打惡作劇的電話為樂	0	1	2
19. 打其他人以保護自己	0	1	2
20. 與其他人一起欺負其他孩子	0	1	2
21. 用武器打架	0	1	2
22. 因被人取笑而發怒或打人	0	1	2
23. 向其他人怒吼以令他人為他／她做事	0	1	2

第五部份：教養子女

以下是一些有關教養以上提及的子女的方法。請根據您的情況，評定您會做出下列每一項行為的頻密程度，並圈出適當的答案。(1= 從不，2= 很少，3= 間中，4= 通常，5= 經常)

	從不	很少	間中	通常	經常
1. 我能回應孩子的感受及需要	1	2	3	4	5
2. 以體罰作為懲罰孩子的方式	1	2	3	4	5
3. 在要求孩子做事前顧及他們的想法	1	2	3	4	5
4. 當孩子詢問他們為甚麼必須服從的時候，對孩子回答說：「因為我說的。」	1	2	3	4	5
5. 我向孩子解釋我們對他的行為好壞有怎樣的感受	1	2	3	4	5
6. 當孩子不聽話的時候打屁股	1	2	3	4	5
7. 鼓勵孩子談及他們的煩惱	1	2	3	4	5
8. 我覺得難以管教孩子	1	2	3	4	5
9. 即使跟孩子意見分歧，亦鼓勵他們表達自己的想法	1	2	3	4	5
10. 在沒有充分的解釋下，把孩子原本享有的特權拿走，藉以懲罰孩子	1	2	3	4	5
11. 我著重規矩背後的原因	1	2	3	4	5
12. 當孩子難過的時候給予安慰及諒解	1	2	3	4	5
13. 當孩子做錯的時候，對著孩子吼叫	1	2	3	4	5
14. 當孩子表現好的時候給予讚賞	1	2	3	4	5
15. 當孩子對一些事情有所騷動，我會向他屈服	1	2	3	4	5
16. 對孩子爆發怒氣	1	2	3	4	5
17. 我以懲罰作為恐嚇多於實際行動	1	2	3	4	5

	從不	很少	間中	通常	經常
18.當我為家庭進行計劃時，我會顧及孩子的喜好	1	2	3	4	5
19.當孩子不聽話的時候狠狠抓住他們	1	2	3	4	5
20.我向孩子提出懲罰，但卻沒有真正地進行	1	2	3	4	5
21.我鼓勵孩子表達自己的想法以示尊重他的意見	1	2	3	4	5
22.讓孩子對家規提供意見	1	2	3	4	5
23.為了令孩子進步，我責罵及批評他	1	2	3	4	5
24.我溺愛孩子	1	2	3	4	5
25.對孩子說明必須遵守規矩的原因	1	2	3	4	5
26.在沒有充分的理由下，我以威脅作為懲罰	1	2	3	4	5
27.我與孩子有一個溫暖及親密的時刻	1	2	3	4	5
28.在沒有充分的理由下，以拖延孩子作為懲罰	1	2	3	4	5
29.鼓勵孩子討論行為的後果	1	2	3	4	5
30.當孩子未能達到我的要求，我會責罵或批評他	1	2	3	4	5
31.向孩子解釋行為的後果	1	2	3	4	5
32.當孩子行為不當的時打耳光	1	2	3	4	5

第六部份：與子女的相處

(6.1) 您對子女

您如何形容您對該子女的相處和態度？請就以下的形容詞，去形容過去四星期的情況。

		1	2	3	4	5	6	7	8
1	接納	1	2	3	4	5	6	7	8
2	主動	1	2	3	4	5	6	7	8
3	憤怒	1	2	3	4	5	6	7	8
4	煩悶	1	2	3	4	5	6	7	8
5	清晰	1	2	3	4	5	6	7	8
6	體諒	1	2	3	4	5	6	7	8
7	固執	1	2	3	4	5	6	7	8
8	合作	1	2	3	4	5	6	7	8
9	不誠實	1	2	3	4	5	6	7	8
10	全心全意、投入	1	2	3	4	5	6	7	8
11	易於相處	1	2	3	4	5	6	7	8
12	友善	1	2	3	4	5	6	7	8
13	和藹可親	1	2	3	4	5	6	7	8
14	敵對	1	2	3	4	5	6	7	8
15	不負責任	1	2	3	4	5	6	7	8
16	煩躁	1	2	3	4	5	6	7	8
17	懶惰	1	2	3	4	5	6	7	8
18	關愛	1	2	3	4	5	6	7	8
19	刻薄	1	2	3	4	5	6	7	8
20	粗魯	1	2	3	4	5	6	7	8

(6.2)子女對您

您又如何形容該子女對您的相處和態度？請就以下的形容詞，去形容過去四星期的情況。

									
		從 不							總 是
1	接納	1	2	3	4	5	6	7	8
2	主動	1	2	3	4	5	6	7	8
3	憤怒	1	2	3	4	5	6	7	8
4	煩悶	1	2	3	4	5	6	7	8
5	清晰	1	2	3	4	5	6	7	8
6	體諒	1	2	3	4	5	6	7	8
7	固執	1	2	3	4	5	6	7	8
8	合作	1	2	3	4	5	6	7	8
9	不誠實	1	2	3	4	5	6	7	8
10	全心全意、投入	1	2	3	4	5	6	7	8
11	易於相處	1	2	3	4	5	6	7	8
12	友善	1	2	3	4	5	6	7	8
13	和藹可親	1	2	3	4	5	6	7	8
14	敵對	1	2	3	4	5	6	7	8
15	不負責任	1	2	3	4	5	6	7	8
16	煩躁	1	2	3	4	5	6	7	8
17	懶惰	1	2	3	4	5	6	7	8
18	關愛	1	2	3	4	5	6	7	8
19	刻薄	1	2	3	4	5	6	7	8
20	粗魯	1	2	3	4	5	6	7	8

第七部份：照顧子女

以下是一些家長普遍出現的情況。請根據您的情況，評定您在過去四星期有多經常以這些方法去對待該子女，並圈出適當的答案。

過去四星期，我	從不	極少	有時	經常
1. 我傾向因為他而忽略自己	1	2	3	4
2. 我經常想像，如果我是他的話會是怎樣	1	2	3	4
3. 我總是想著「為何他會這樣」	1	2	3	4
4. 我因為他而不能入睡	1	2	3	4
5. 如果有關他的事令我煩惱，我把它藏在心裡	1	2	3	4
6. 我認為我自己的個人需要並不重要	1	2	3	4
7. 我非常擔心他	1	2	3	4
8. 我自覺得己快要倒下／生病了	1	2	3	4
9. 他是我生命重要的部份	1	2	3	4
10. 我經常因為要幫助他而放棄重要的事	1	2	3	4

第八部份：我的情緒

以下是一些形容一般情緒的句子。請評定您在過去四星期有多經常出現這些情況，並圈出適當的答案。

在過去的四星期中，您有多經常	總是	頗多	有時	很少	從不
1. 無故覺得疲倦？	1	2	3	4	5
2. 覺得緊張？	1	2	3	4	5
3. 緊張得沒法平復？	1	2	3	4	5
4. 感覺無助？	1	2	3	4	5
5. 覺得焦躁或坐立不安？	1	2	3	4	5
6. 煩躁得不能坐下來？	1	2	3	4	5
7. 覺得抑鬱？	1	2	3	4	5
8. 覺得所有事都很費力？	1	2	3	4	5
9. 沒有東西能令您愉快？	1	2	3	4	5
10. 覺得自己沒有價值？	1	2	3	4	5

第九部份：解難方法

請仔細閱讀下列敘述,試著回想自己最近生活中,面對重要問題時通常如何思考、感覺與行動,並依你的真實情況圈選出最符合該項敘述的程度。

(1分：完全不符合；2分：有點不符合；3分：一般符合；4分：很符合；5分：完全符合)

	完全 不符合	有點 不符合	一般 符合	很 符合	完全 符合
1. 我花太多時間在擔心我的問題,而不是試著去解決它。	1	2	3	4	5
2. 有重要的問題待解決時,我會有受威脅的感覺、會害怕。	1	2	3	4	5
3. 作決定時,我對所有的選擇評估得不夠仔細。	1	2	3	4	5
4. 作決定時,我沒考慮到每個選擇對別人的福祉造成的影響。	1	2	3	4	5
5. 我在作重大決定時,會感到緊張、對我自己沒把握。	1	2	3	4	5
6. 我在試圖解決問題時,會根據第一個想法去行動。	1	2	3	4	5
7. 首次嘗試解決某個問題卻失敗時,我會感到非常挫敗。	1	2	3	4	5
8. 面對難題時,不管多努力,我都懷疑自己有獨立解決問題的能力。	1	2	3	4	5
9. 採用一個方法去解決問題之後,我不會花時間去仔細評估所有後果。	1	2	3	4	5
10. 難以解決的問題會使我心情沮喪。	1	2	3	4	5
11. 在嘗試解決問題時,我會根據第一個想到的好主意去行動。	1	2	3	4	5
12. 當我試圖想出各種不同的問題解決方法時,我沒有辦法想到很多方法。	1	2	3	4	5
13. 我在解決問題時,會因為心情沮喪而無法清楚地思考。	1	2	3	4	5
14. 我在做決定時,沒有花時間去考慮每個選擇的正、負面影響。	1	2	3	4	5
15. 我對於必須解決生活中的問題感到厭惡。	1	2	3	4	5
16. 有重大的問題要解決時,我就會變得憂鬱且無力行動。	1	2	3	4	5
17. 作決定時,我跟著「直覺」走,不會去想太多各個選擇會造成的後果。	1	2	3	4	5
18. 首次嘗試解決某個問題卻失敗時,我會感到氣餒、憂鬱。	1	2	3	4	5
19. 當某個方法無法令我滿意地解決問題時,我不會花時間去仔細檢查為何行不通。	1	2	3	4	5
20. 我在做決定時太衝動了。	1	2	3	4	5

第十部份：您的性格

以下是一些有關你對競爭的態度。請你細閱以下句子，並圈出適當的數字，以表示這些句子對您來說的符合程度。

	完全 不符合	有點 不符合	一般 符合	很 符合	完全 符合
1. 勝利使我感到更充滿力量。	1	2	3	4	5
2. 即使在沒有競爭的需要，我仍然處於競爭的狀態。	1	2	3	4	5
3. 我並不將我的對手視作敵人。	1	2	3	4	5
4. 即使別人不與我競爭，我也視他們為競爭對手。	1	2	3	4	5
5. 即使在運動比賽中獲勝，我也不會覺得自己比其他人優越。	1	2	3	4	5
6. 勝利並不會增加我的自我價值。	1	2	3	4	5
7. 如果我的競爭對手因他們的成就而獲嘉許，我會嫉妒。	1	2	3	4	5
8. 我發覺我會將一場友誼賽或聯誼活動變成嚴重的競爭或爭執。	1	2	3	4	5
9. 這是一個弱肉強食的世界，如果不沒有從別人身上得到利益，別人就會在我身上佔便宜。	1	2	3	4	5
10. 即使別人的工作表現不及我好，我也不介意嘉許他	1	2	3	4	5
11. 為了勝利，我會用一些方法去騷擾我的對手。	1	2	3	4	5
12. 當我在競賽中失敗時，我會感到失落。	1	2	3	4	5
13. 別人的讚賞並不是我參加比賽的主要原因。	1	2	3	4	5
14. 我喜歡令一個原本與別人一伙的人喜歡我。	1	2	3	4	5
15. 我並不以競爭的態度來看待我的關係。	1	2	3	4	5
16. 駕車時，其他人的爬頭並不困擾我。	1	2	3	4	5
17. 我不能接受輸掉一場爭論。	1	2	3	4	5
18. 當我讀書的時候，當我比別人高分時亦不會覺得自己比別人優越。	1	2	3	4	5
19. 如果有人人在別人面前批評我或令我難堪，我也不覺得要還手。	1	2	3	4	5
20. 輸掉一場比賽對我來說只是小事。	1	2	3	4	5
21. 失敗或者輸掉一場比賽令我覺得自己沒有用。	1	2	3	4	5
22. 那些在比賽中中途放棄的人是弱者。	1	2	3	4	5
23. 競爭使我每事做到最好。	1	2	3	4	5
24. 我不會嘗試在和家人爭論時求勝。	1	2	3	4	5
25. 我相信人可以是勝利者，而且同時是一個友善的人。	1	2	3	4	5
26. 我不難在一場比賽之中滿意自己的表現。	1	2	3	4	5

第十一部份：家長及家庭資料

■基本資料：

1. 您和 貴子女的關係是：

- | | |
|---|--|
| 1 <input type="checkbox"/> 生母 | 8 <input type="checkbox"/> 生父 |
| 2 <input type="checkbox"/> 繼母 | 9 <input type="checkbox"/> 繼父 |
| 3 <input type="checkbox"/> 祖母 | 10 <input type="checkbox"/> 祖父 |
| 4 <input type="checkbox"/> 寄養家庭／兒童之家中的母親 | 11 <input type="checkbox"/> 寄養家庭／兒童之家中的父親 |
| 5 <input type="checkbox"/> 養母 | 12 <input type="checkbox"/> 養父 |
| 6 <input type="checkbox"/> 其他家屬（女性）
請註明：_____ | 13 <input type="checkbox"/> 其他家屬（男性）
請註明：_____ |
| 7 <input type="checkbox"/> 其他非家屬（女性）
請註明：_____ | 14 <input type="checkbox"/> 其他非家屬（男性）
請註明：_____ |

2. 貴子女的出生日期是：_____年_____月_____日

~全卷完，多謝您的參與!~

Appendix 10: Teacher Questionnaire (2009-10 academic year)

Case No. _____

P/S-____-____-____-()-T

「拉闊天空全接觸獎勵計劃」老師問卷

以下是關於青少年行為的問卷調查，請就目標學生在兩個月內的行為表現作出評估，以協助執行計劃的社工更了解該學生的需要。

本問卷所提供的資料均絕對保密並僅作為是次計劃之用途，任何資料均不會洩露予學校，請放心填寫，完成問卷後將立即銷毀。每頁問卷均有答題指引，作答前，請確定你已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只作出即時反應即可，並且不要和別人討論問卷內容，多謝合作！

第一部份：目標學生資料

學生姓名: _____

班別(2009-2010): _____

學號(2009-2010): _____

性別: _____

填寫此表格的日期: _____ 年 _____ 月 _____ 日

第二部份：老師個人資料 (請在適當的地方加上 “✓”)

1. 老師姓名: _____

2. 與學生的關係: 班主任 前班主任 社工
 _____ 科任老師 前 _____ 科任老師
 訓輔老師 其他 _____

第三部份：一般的行為

以下是一系列有關學生的描述。請根據上述的目標學生過去兩個月的情況，評定下列每一項描述之準確程度：

	不準確	接近 或 間中準確	非常準確 或 經常準確
1. 行為幼稚與年齡不符	0	1	2
2. 在課堂上哼聲、或發出怪聲	0	1	2
3. 經常爭辯	0	1	2
4. 不能從頭到尾做完一件事	0	1	2
5. 與老師抗衡頂嘴	0	1	2
6. 吹牛，愛誇口	0	1	2
7. 精神不能集中，注意力不能持久	0	1	2
8. 坐立不安，活動過多或不能安坐	0	1	2
9. 投訴寂寞	0	1	2
10. 感到糊裡糊塗，或茫然不知所措	0	1	2
11. 經常哭泣	0	1	2
12. 身體不停扭動	0	1	2
13. 對人殘忍，欺負他人或對人刻薄，斤斤計較	0	1	2
14. 好做白日夢，或沉迷在自己的思想中	0	1	2
15. 要求別人經常注意他	0	1	2
16. 破壞自己的東西	0	1	2
17. 破壞家裡或他人的東西	0	1	2
18. 難於按照指示做事	0	1	2
19. 在學校不聽話	0	1	2
20. 騷擾其他學生	0	1	2
21. 對自己的惡劣行為似乎不感到內疚	0	1	2
22. 容易妒忌	0	1	2
23. 害怕自己會產生壞念頭或做壞事	0	1	2
24. 覺得自己必須十全十美	0	1	2

	不準確	接近或中間準確	非常準確或經常準確
25. 覺得或抱怨沒有人喜歡他	0	1	2
26. 覺得別人存心為難他	0	1	2
27. 覺得自己無用或自卑	0	1	2
28. 經常打架	0	1	2
29. 愛和惹事生非的青年來往	0	1	2
30. 行事衝動，不經三思	0	1	2
31. 說謊或欺騙	0	1	2
32. 神經過敏或緊張	0	1	2
33. 過份拘泥規矩	0	1	2
34. 有學習困難	0	1	2
35. 過度恐懼或焦慮	0	1	2
36. 過於感到內疚	0	1	2
37. 插嘴	0	1	2
38. 攻擊他人身體	0	1	2
39. 缺乏朝氣，做事提不起勁	0	1	2
40. 功課差	0	1	2
41. 動作不協調或笨拙	0	1	2
42. 喜歡和年紀較大的青年一起	0	1	2
43. 破壞課堂紀律	0	1	2
44. 經常尖叫	0	1	2
45. 很自覺或容易感到尷尬	0	1	2
46. 功課雜亂無章	0	1	2
47. 炫耀自己或扮小丑	0	1	2
48. 覺得或抱怨沒有人喜歡他	0	1	2

	不準確	接近或中間準確	非常準確或經常準確
49. 行為火爆，難以捉摸	0	1	2
50. 要求必須立刻得到滿足，容易氣餒	0	1	2
51. 注意力不集中，容易分心	0	1	2
52. 目光呆滯	0	1	2
53. 被批評時感到創傷	0	1	2
54. 偷竊	0	1	2
55. 固執，煩燥或易怒	0	1	2
56. 情緒或感受會突然變化	0	1	2
57. 多疑	0	1	2
58. 詛咒別人或講粗口	0	1	2
59. 成績未及理想，沒有充分發揮潛能	0	1	2
60. 說話過多	0	1	2
61. 常戲弄他人	0	1	2
62. 大發脾氣，或脾氣暴躁	0	1	2
63. 恐嚇他人	0	1	2
64. 上課遲到，沒精打采	0	1	2
65. 不做功課	0	1	2
66. 曠課，逃學	0	1	2
67. 悶悶不樂或沮喪	0	1	2
68. 過份吵鬧	0	1	2
69. 喝酒或濫用藥物	0	1	2
70. 急於討人喜歡	0	1	2
71. 害怕犯錯	0	1	2
72. 有憂慮	0	1	2

第四部份：課室內的行為

下列是多項描述青少年行為的詞句，在旁的空格是描述這些行為的程度。請選擇其中一個程度，是你認為對於形容該目標學生的行為是為貼切的，然後圈出代表數字。在填寫這份報告時，請以他在過去兩個月內的行為作為依據。全部題目均需要作答。

課室內的行為:	行為表現程度			
	完全沒有	少許	頗多	很多
1. 時時“周身郁”	0	1	2	3
2. 哼聲和製造其他怪聲	0	1	2	3
3. 身體協調不佳	0	1	2	3
4. 坐立不定或過份活躍	0	1	2	3
5. 易興奮, 衝動	0	1	2	3
6. 不留心, 注意力容易分散	0	1	2	3
7. 不能完成已開始的工作—注意力短暫	0	1	2	3
8. 過份敏感	0	1	2	3
9. 過份嚴肅或憂愁	0	1	2	3
10. 發白日夢	0	1	2	3
11. 「古氣」	0	1	2	3
12. 騷擾其他兒童	0	1	2	3
13. 愛爭吵	0	1	2	3
14. 扮「醒目」	0	1	2	3
15. 富破壞性	0	1	2	3
16. 偷竊	0	1	2	3
17. 說謊	0	1	2	3
18. 發脾氣, 有爆發性和不能預測的行為	0	1	2	3
群體參予:	完全沒有	少許	頗多	很多
19. 好像容易跟人	0	1	2	3
20. 沒有公平的觀念	0	1	2	3
21. 好像缺乏領導才能	0	1	2	3
22. 取笑其他孩子或騷擾他們的活動	0	1	2	3
對權威的態度:	完全沒有	少許	頗多	很多
23. 容易屈服	0	1	2	3
24. 叛逆	0	1	2	3
25. 囂張	0	1	2	3
26. 害羞	0	1	2	3
27. 「驚青」	0	1	2	3
28. 頑固	0	1	2	3
29. 不合作	0	1	2	3
30. 出席率有問題	0	1	2	3

第五部份：他的學校生活

請指出下列句子有多少時候適合形容該目標學生。請根據過去兩個月的情況，於每一項的右邊圈出適合的數字。

		從不	有時	經常
01	向惹怒他 / 她的人怒吼	0	1	2
02	為表現自己的優越而與其他人打架	0	1	2
03	在被人惹怒時表現得憤怒	0	1	2
04	偷取其他同學的東西	0	1	2
05	在沮喪時顯得憤怒	0	1	2
06	以毀壞或打爛東西為樂	0	1	2
07	發脾氣	0	1	2
08	因為憤怒而破壞東西	0	1	2
09	因覺得有型而打架	0	1	2
10	傷害其他人以取得勝利	0	1	2
11	不如意時變得憤怒	0	1	2
12	以武力使其他人服從	0	1	2
13	在輸掉遊戲時變得憤怒	0	1	2
14	因為其他人威脅他 / 她而變得憤怒	0	1	2
15	以武力榨取金錢或其他東西	0	1	2
16	以打人或向其他人怒吼作為發洩	0	1	2
17	威脅和欺負其他人	0	1	2
18	打惡作劇的電話為樂	0	1	2
19	打其他人以保護自己	0	1	2
20	與其他人一起欺負其他孩子	0	1	2
21	用武器打架	0	1	2
22	因被人取笑而發怒或打人	0	1	2
23	向其他人怒吼以令他人為他 / 她做事	0	1	2

問卷完。多謝您的合作！

Appendix 11: Primary Student Questionnaire (2010-11 academic year)

P-____-____-____-() (不用填寫) Code: ____

名字：_____ 班別：_____ 學號：_____

「拉闊天空全接觸獎勵計畫」2010-2011**小學問卷調查**

(Full version)

「拉闊天空全接觸獎勵計畫」是由香港城市大學應用社會科學系舉辦的全面性大型獎勵計畫。如實填寫問卷能讓我們更了解現時青少年的需要，協助我們計畫未來活動的內容，所以本問卷並沒有對錯之分，只需如實作答即可。

本問卷所提供的資料均**絕對保密**並僅作為是次計畫之用途，任何資料均不會洩露予學校，請放心填寫，問卷將於計畫後銷毀。每頁問卷均有答題指引，作答前，請確定你已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只作出即時反應即可，並且不要和別人討論問卷內容，多謝合作!

第一部份：我的情緒 1(STAXI)

以下的句子是人們用以描述自己的。請細閱以下每一句並根據你現在或過去三個月的情況，圈出最能形容自己平時感受的數字。請留意答案並無對錯之分。請不要花太多時間於每一句上。

1=幾乎沒有; 2=有時; 3=經常; 4=幾乎天天都是

我平時的感受.....	幾乎 沒有	有時	經常	幾乎 天天都是
1. 我是性急的	1	2	3	4
2. 我的脾氣剛烈	1	2	3	4
3. 我是一個暴躁的人	1	2	3	4
4. 當我被別人的錯誤所拖慢，我會變得憤怒	1	2	3	4
5. 當我優秀的工作不被認同，我會覺得不耐煩	1	2	3	4
6. 我非常憤怒	1	2	3	4
7. 當我發怒的時候，我會說令人難受的說話	1	2	3	4
8. 在其他人的面前被批評會令我盛怒	1	2	3	4
9. 當我沮喪時，我會想打人	1	2	3	4
10. 當我做得好卻得到一個差勁的評價，我會被觸怒	1	2	3	4

第二部份：我的情緒 2 (STAXI)

請閱讀每一句句子並根據你現在或過去三個月的情況，圈出最適當的數字以表示你感到生氣或震怒時通常出現的反應或行動。請注意，這沒有對或錯的答案。不要花太多時間於任何一句句子。

1 = 幾乎沒有; 2 = 有時; 3 = 經常; 4 = 幾乎天天都是。

當我感到生氣或震怒時.....	幾乎沒有	有時	經常	幾乎天天都是
1. 我會控制脾氣	1	2	3	4
2. 我會表達憤怒	1	2	3	4
3. 我收藏內心感受	1	2	3	4
4. 我耐心地與別人相處	1	2	3	4
5. 我板臉或者含怒不語	1	2	3	4
6. 我拒絕跟其他人相處	1	2	3	4
7. 我對別人作出挖苦評語	1	2	3	4
8. 我保持冷靜	1	2	3	4
9. 我做出一些事情，例如把門砰然關閉	1	2	3	4
10. 我內心激動但不會展露	1	2	3	4
11. 我會控制我的行為	1	2	3	4
12. 我跟別人爭辯	1	2	3	4
13. 我心裡懷有不可告人的怨恨	1	2	3	4
14. 我攻擊任何觸怒我和人	1	2	3	4
15. 我能夠制止自己發脾氣	1	2	3	4
16. 我暗地裡對他人頗挑剔	1	2	3	4
17. 我比我願意承認的更為憤怒	1	2	3	4
18. 我比大部份人更快冷靜下來	1	2	3	4
19. 我說出令人難受的說話	1	2	3	4
20. 我嘗試忍耐和諒解	1	2	3	4
21. 我憤怒的程度較他人所發覺的為高	1	2	3	4
22. 我發脾氣	1	2	3	4
23. 如有人煩擾我，我傾向告訴他/她我的感覺	1	2	3	4
24. 我控制我的怒氣	1	2	3	4

第三部分：我的感受(CASES)

閱讀以下問題後，根據你現在或過去半年的情況，把最適當形容你感受的數字圈

出：0(很少)，1(有時)，或2(經常)。請回答所有問題。

現在或過去半年，...	很少	有時	經常
1. 當我看見小狗玩耍時，我會感到快樂。	0	1	2
2. 我看見貓或狗被重物輾過時，我會感到痛楚。	0	1	2
3. 即使朋友們沒告訴我他們快樂的原因，我也知道他們為何愉快。	0	1	2
4. 看到別人歡笑，我也會身同感受，歡笑起來。	0	1	2
5. 當兩個人在爭論時，我能分辨出他們所持不同的觀點。	0	1	2
6. 我看見朋友在活動中被忽略時，我也會感到不快樂。	0	1	2
7. 當別人感到內疚時，我能立刻看出來。	0	1	2
8. 我看到別人幫助老婆婆時，我會感到快樂。	0	1	2
9. 當我觀看動作片或有冒險成份的電影時，我會心跳加速。	0	1	2
10. 看到別人拔牙時，使我緊張冒汗。	0	1	2
11. 當別人心情愉快時，我能透過別人的精神面貌和行為舉止看出來。	0	1	2
12. 看到體形消瘦和正在挨餓的小孩時，我會感到難過。	0	1	2
13. 看到朋友被作弄，我會感到不快樂。	0	1	2
14. 當我看到自己一隊在比賽中勝出的時候，我會興奮得手舞足蹈，大叫起來。	0	1	2
15. 我能從別人的表情和舉止，看出他是否感到羞愧。	0	1	2
16. 當別人跟我一起時感到快樂，我是知道原因的。	0	1	2
17. 我喜歡看著朋友把生日禮物拆開。	0	1	2
18. 看到別人被打時，我會感到畏懼。	0	1	2
19. 閱讀故事時，我對故事中角色所面對的恐懼身同感受。	0	1	2
20. 看著別人購買心儀物品時，我也感受到那份喜悅。	0	1	2
21. 看電影時，我會刻意避開痛苦和難過的情節。	0	1	2
22. 看見嬰兒嚎哭，我覺得他很可憐。	0	1	2

現在或過去半年，	很少	有時	經常
23. 看到別人享用美味的甜品，會使我垂涎。	0	1	2
24. 我覺得士兵在戰場上打仗是一件可怕的事。	0	1	2
25. 看到朋友哭泣時，我也會流淚。	0	1	2
26. 大部份時間，我能說出別人玩得快樂的原因。	0	1	2
27. 當我看見一個男人打一個無抵抗能力的女人時，我會感到憤怒。	0	1	2
28. 當別人犯錯時被捉個正着，我能感受到他們當時有多羞愧。	0	1	2
29. 當比賽進行時，群眾的歡呼聲使我十分激動。	0	1	2
30. 朋友談話時語氣激動，我也會跟著激動起來。	0	1	2
31. 看到別人一臉愉快的樣子，我便會愉快起來。	0	1	2
32. 即使別人沒告訴我原因，我也知道他們為何不開心。	0	1	2
33. 當我看到電影主角歷險時，我也會興奮起來。	0	1	2
34. 當我看到電影主角露出驚慌的表情，我也會感到緊張不安。	0	1	2
35. 當別人羞愧面紅時，我也會面紅起來。	0	1	2
36. 我明白我為何對這件事或物有滿框熱情的感覺。	0	1	2
37. 當別人把好消息告訴我時，我也感到高興。	0	1	2
38. 當我聽鬼故事的時候，我會雞皮疙瘩的。	0	1	2
39. 我知道別人對我所說的話是否感興趣。	0	1	2
40. 當我看到相片中的人物享受著快樂的時光時，我也會開心地微笑。	0	1	2
41. 雖然犯人曾經犯錯才被困在監獄，但我仍同情被困在監牢的人，他們一定很辛苦。	0	1	2
42. 看到別人在葬禮中傷心流淚，我也感到難過。	0	1	2
43. 當朋友被戲弄時，我明白他們為何不快樂。	0	1	2
44. 看到朋友享受相聚的時光，我也感到快樂。	0	1	2
45. 當我看到別人四處跳動，玩得很興奮時，我便會感到自己也充滿活力。	0	1	2
46. 當我看到別人被割傷或流血時，我會感到恐懼而畏縮。	0	1	2
47. 我能從別人的表情得知他們是否滿意。	0	1	2
48. 當我看見有人拿槍指着手無寸鐵的人時，我會感到害怕。	0	1	2
49. 當我看見大狗追趕著的小孩時，我感到十分擔憂。	0	1	2

現在或過去半年.....	很少	有時	經常
50. 當我看著別人進行激烈的運動比賽時，我會緊張起來。	0	1	2
51. 我能從別人面上的表情，知道他們有失望的情緒。	0	1	2
52. 當我的家人感到高興時，我從他們談話的表達方式和舉止已能分辨出來。	0	1	2
53. 當我看到別人在遊戲中勝出時，我也會感到高興。	0	1	2
54. 當我看到別人被打時，我也感受到他所有的痛楚。	0	1	2
55. 當別人講述他們有多快樂時，我也能感受到同樣的快樂。	0	1	2
56. 當我看見小孩子自由地四處奔跑，開心地玩樂時，我也感到十分愉快。	0	1	2
57. 當我收看恐怖的電視節目時，我會害怕，同時心跳加速。	0	1	2
58. 當我看見馬戲團中的演員做出危險的動作時，我會感到又緊張又害怕。	0	1	2
59. 當我看見小孩子微笑時，我也會跟著微笑。	0	1	2
60. 當別人對我發怒時，我知道是甚麼原因。	0	1	2

第四部分：我的價值觀(MMD)

請細閱以下的句子，並以 1 分（不同意）、2 分（一般）或 3 分（同意）為以下句子圈出適當的答案。

	不同意	一般	同意
1. 為了保護朋友而打鬥是可以接受的。	1	2	3
2. 掌摑或推撞別人只不過是開玩笑的一種方法。	1	2	3
3. 相比起打人，只是破壞一些財物根本算不上甚麼。	1	2	3
4. 在朋黨當中的小孩不應因朋黨所引起的麻煩而被責怪。	1	2	3
5. 如果小孩的生活環境很差，即使他們行為暴力亦不能責怪他們。	1	2	3
6. 因為不會造成任何傷害，所以說一些無關重要的謊話是可以接受的。	1	2	3
7. 有些人應當被當作動物般看待。	1	2	3
8. 如果孩子在校內打鬥和惹事生非，這是老師的過失。	1	2	3
9. 如果有人惡意中傷我的家庭，攻擊那人是可以接受的。	1	2	3
10. 打一個惹人討厭的同學，是給他一個「教訓」。	1	2	3
11. 相比起偷取很多錢，偷取小量的金錢並不很嚴重。	1	2	3
12. 如果其他孩子聽從建議而且真的違規，提出建議犯規的孩子並不應該受到責備	1	2	3
13. 如果孩子沒有經過督導，他們不應因為做錯事而受到責備。	1	2	3
14. 孩子並不介意被取笑，因為那代表其他人對自己有興趣。	1	2	3
15. 欺負一個縮頭畏尾的同學是可以接受的。	1	2	3
16. 如果一個人粗心大意，把自己的東西留低，即使該東西被偷也是他自己的責任。	1	2	3
17. 如果自己朋黨的聲譽受到威脅，打鬥是可以接受的。	1	2	3
18. 沒有問准別人而拿走他的單車，也只是等	1	2	3

	不同意	一般	同意
於借用一下。			
19. 侮辱一個同學是可以接受的，因為打他／她比這更差。	1	2	3
20. 如果是全體決定而作出傷害性的事，責怪當中任何一個孩子都是不公平的。	1	2	3
21. 當小孩的朋友都說不好的話（例如粗話、侮辱的說話），小孩不能因說這些話而被責怪。	1	2	3
22. 取笑或戲弄別人並不會真正傷害他們。	1	2	3
23. 一個惹人討厭的人並不值得被當作人類看待。	1	2	3
24. 那些孩子被不適當對待，是他們自作自受。	1	2	3
25. 為了讓您的朋友擺脫困境，說謊是可以接受的。	1	2	3
26. 偶爾的極度興奮和放縱並不是一件壞事。	1	2	3
27. 相對於別人做了犯法的事情，在商店中沒有付錢而拿走一些東西並不是很嚴重。	1	2	3
28. 因為整組人所造成的傷害而責怪只有小部份責任的孩子是不公平的。	1	2	3
29. 如果孩子們的朋友迫使他們做些不好的事，他們不能因此而被責怪。	1	2	3
30. 孩子之間的互相取笑和戲弄並不會為任何人帶來傷害。	1	2	3
31. 有些人應該要受到粗暴的對待，因為他們是沒有感覺，他們不會因此而感到傷心或難過。	1	2	3
32. 如果小孩們因父母過度強迫他們而行為偏差，這並不是他們的錯。	1	2	3

第五部份: 我的情緒

我們有時會覺得憤怒，或是做了我們不該做的事。請根據你現在或過去一個學期的情況，為以下句子圈出最適當的答案：

0= 從不 1= 有時 2= 經常

現在或過去一個學期，我有多常 . . .		從不	有時	經常
1	向惹惱我的人怒吼	0	1	2
2	為表現自己的優越而與其他人打架	0	1	2
3	在被人挑釁時表現得憤怒	0	1	2
4	偷取其他同學的東西	0	1	2
5	在沮喪時顯得憤怒	0	1	2
6	以破壞為樂	0	1	2
7	發脾氣	0	1	2
8	因為憤怒而破壞東西	0	1	2
9	因覺得有型而打架	0	1	2
10	傷害其他人以贏得遊戲	0	1	2
11	不如意時變得憤怒	0	1	2
12	以武力使其他人服從	0	1	2
13	在輸掉遊戲時變得憤怒	0	1	2
14	因為其他人威脅我而變得憤怒	0	1	2
15	以武力榨取金錢或其他東西	0	1	2
16	以打人或向其他人怒吼作為發洩	0	1	2
17	威脅和欺負其他人	0	1	2
18	打鹹濕電話為樂	0	1	2
19	打其他人以保護自己	0	1	2
20	與其他人一起欺負別人	0	1	2
21	用武器打架	0	1	2
22	當別人取笑我時，我會生氣並打他們	0	1	2
23	向其他人怒吼，以令他人為我做事	0	1	2

第六部份：我的想法及行為

以下的句子是描述青少年的自我想法及行為。請細閱以下的句子。請根據你大多數的情況，為以下句子圈出最適當的答案。答案沒有對錯之分。

	從來沒有	很少時候	有些時候	很多時候	大部份時候	所有時候
1. 我覺得我自己各方面表現良好。	1	2	3	4	5	6
2. 對我重要的東西，我會想出很多方法得到它。	1	2	3	4	5	6
3. 同年齡小朋友能做的事，我也能做到。	1	2	3	4	5	6
4. 當我遇到問題時，我能想出很多解決方法。	1	2	3	4	5	6
5. 我覺得我從前所做的事，對我長大後有幫助。	1	2	3	4	5	6
6. 縱使其他人選擇放棄，我也很想出解決方法。	1	2	3	4	5	6

個人資料

(此部份只作參考之用，請放心作答)

1. 你的班別是：_____
2. 你的學號是：_____
3. 你的出生日期：_____年 _____月 _____日

問卷完。感謝你的參與！

Appendix 12: Secondary Student Questionnaire (2010-11 academic year)

S----() (不用填寫) Code: _____

名字：_____ 班別：_____ 學號：_____

「拉闊天空全接觸獎勵計畫」**中學問卷調查**

「拉闊天空全接觸獎勵計畫」是由香港城市大學應用社會科學系舉辦的全面性大型獎勵計畫。如實填寫問卷能讓我們更了解現時青少年的需要，協助我們計畫未來活動的內容，所以本問卷並沒有對錯之分，只需如實作答即可。

本問卷所提供的資料均**絕對保密**並僅作為是次計畫之用途，任何資料均不會洩露予學校，請放心填寫，問卷將於計畫後銷毀。每頁問卷均有答題指引，作答前，請確定你已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只作出即時反應即可，並且不要和別人討論問卷內容，多謝合作!

第一部份：我的情緒 1(STAXI)

以下的句子是人們用以描述自己的。請細閱以下每一句並根據你現在或過去三個月的情況，圈出最能形容自己平時感受的數字。請留意答案並無對錯之分。請不要花太多時間於每一句上。

1=幾乎沒有; 2=有時; 3=經常; 4=幾乎天天都是

我平時的感受.....	幾乎 沒有	有時	經常	幾乎 天天都是
1. 我是性急的	1	2	3	4
2. 我的脾氣剛烈	1	2	3	4
3. 我是一個暴躁的人	1	2	3	4
4. 當我被別人的錯誤所拖慢，我會變得憤怒	1	2	3	4
5. 當我優秀的工作不被認同，我會覺得不耐煩	1	2	3	4
6. 我非常憤怒	1	2	3	4
7. 當我發怒的時候，我會說令人難受的說話	1	2	3	4
8. 在其他人面前被批評會令我盛怒	1	2	3	4
9. 當我沮喪時，我會想打人	1	2	3	4
10. 當我做得好卻得到一個差勁的評價，我會被觸怒	1	2	3	4

第二部份：我的情緒 2 (STAXI)

請閱讀每一句句子並根據你現在或過去三個月的情況，圈出最適當的數字以表示你感到生氣或震怒時通常出現的反應或行動。請注意，這沒有對或錯的答案。不要花太多時間於任何一句句子。

1 = 幾乎沒有; 2 = 有時; 3 = 經常; 4 = 幾乎天天都是。

當我感到生氣或震怒時.....	幾乎沒有	有時	經常	幾乎天天都是
1. 我會控制脾氣	1	2	3	4
2. 我會表達憤怒	1	2	3	4
3. 我收藏內心感受	1	2	3	4
4. 我耐心地與別人相處	1	2	3	4
5. 我板臉或者含怒不語	1	2	3	4
6. 我拒絕跟其他人相處	1	2	3	4
7. 我對別人作出挖苦評語	1	2	3	4
8. 我保持冷靜	1	2	3	4
9. 我做出一些事情，例如把門砰然關閉	1	2	3	4
10. 我內心激動但不會展露	1	2	3	4
11. 我會控制我的行為	1	2	3	4
12. 我跟別人爭辯	1	2	3	4
13. 我心裡懷有不可告人的怨恨	1	2	3	4
14. 我攻擊任何觸怒我的人 and 事	1	2	3	4
15. 我能夠制止自己發脾氣	1	2	3	4
16. 我暗地裡對他人頗挑剔	1	2	3	4
17. 我比我願意承認的更為憤怒	1	2	3	4
18. 我比大部份人更快冷靜下來	1	2	3	4
19. 我說出令人難受的說話	1	2	3	4
20. 我嘗試忍耐和諒解	1	2	3	4
21. 我憤怒的程度較他人所發覺的為高	1	2	3	4
22. 我發脾氣	1	2	3	4

23. 如有人煩擾我, 我傾向告訴他/她我的感覺	1	2	3	4
24. 我控制我的怒氣	1	2	3	4

第三部分：我的感受(CASES)

閱讀以下問題後，根據你現在或過去半年的情況，把最適當形容你感受的數字圈

出：0(很少)，1(有時)，或2(經常)。請回答所有問題。

現在或過去半年，...	很少	有時	經常
1. 當我看見小狗玩耍時，我會感到快樂。	0	1	2
2. 我看見貓或狗被重物輾過時，我會感到痛楚。	0	1	2
3. 即使朋友們沒告訴我他們快樂的原因，我也知道他們為何愉快。	0	1	2
4. 看到別人歡笑，我也會身同感受，歡笑起來。	0	1	2
5. 當兩個人在爭論時，我能分辨出他們所持不同的觀點。	0	1	2
6. 我看見朋友在活動中被忽略時，我也會感到不快樂。	0	1	2
7. 當別人感到內疚時，我能立刻看出來。	0	1	2
8. 我看到別人幫助老婆婆時，我會感到快樂。	0	1	2
9. 當我觀看動作片或有冒險成份的電影時，我會心跳加速。	0	1	2
10. 看到別人拔牙時，使我緊張冒汗。	0	1	2
11. 當別人心情愉快時，我能透過別人的精神面貌和行為舉止看出來。	0	1	2
12. 看到體形消瘦和正在挨餓的小孩時，我會感到難過。	0	1	2
13. 看到朋友被作弄，我會感到不快樂。	0	1	2
14. 當我看到自己一隊在比賽中勝出的時候，我會興奮得手舞足蹈，大叫起來。	0	1	2
15. 我能從別人的表情和舉止，看出他是否感到羞愧。	0	1	2
16. 當別人跟我一起時感到快樂，我是知道原因的。	0	1	2
17. 我喜歡看著朋友把生日禮物拆開。	0	1	2
18. 看到別人被打時，我會感到畏懼。	0	1	2
19. 閱讀故事時，我對故事中角色所面對的恐懼身同感受。	0	1	2
20. 看着別人購買心儀物品時，我也感受到那份喜悅。	0	1	2
21. 看電影時，我會刻意避開痛苦和難過的情節。	0	1	2

現在或過去半年，……	很少	有時	經常
22. 看見嬰兒嚎哭，我覺得他很可憐。	0	1	2
23. 看到別人享用美味的甜品，會使我垂涎。	0	1	2
24. 我覺得士兵在戰場上打仗是一件可怕的事。	0	1	2
25. 看到朋友哭泣時，我也會流淚。	0	1	2
26. 大部份時間，我能說出別人玩得快樂的原因。	0	1	2
27. 當我看見一個男人打一個無抵抗能力的女人時，我會感到憤怒。	0	1	2
28. 當別人犯錯時被捉個正着，我能感受到他們當時有多羞愧。	0	1	2
29. 當比賽進行時，群眾的歡呼聲使我十分激動。	0	1	2
30. 朋友談話時語氣激動，我也會跟著激動起來。	0	1	2
31. 看到別人一臉愉快的樣子，我便會愉快起來。	0	1	2
32. 即使別人沒告訴我原因，我也知道他們為何不開心。	0	1	2
33. 當我看到電影主角歷險時，我也會興奮起來。	0	1	2
34. 當我看到電影主角露出驚慌的表情，我也會感到緊張不安。	0	1	2
35. 當別人羞愧面紅時，我也會面紅起來。	0	1	2
36. 我明白我為何對這件事或物有滿腔熱情的感覺。	0	1	2
37. 當別人把好消息告訴我時，我也感到高興。	0	1	2
38. 當我聽鬼故事的時候，我會雞皮疙瘩的。	0	1	2
39. 我知道別人對我所說的話是否感興趣。	0	1	2
40. 當我看到相片中的人物享受著快樂的時光時，我也會開心地微笑。	0	1	2
41. 雖然犯人曾經犯錯才被困在監獄，但我仍同情被困在監牢的人，他們一定很辛苦。	0	1	2
42. 看到別人在葬禮中傷心流淚，我也感到難過。	0	1	2
43. 當朋友被戲弄時，我明白他們為何不快樂。	0	1	2
44. 看到朋友享受相聚的時光，我也感到快樂。	0	1	2
45. 當我看到別人四處跳動，玩得很興奮時，我便會感到自己也充滿活力。	0	1	2
46. 當我看到別人被割傷或流血時，我會感到恐懼而畏縮。	0	1	2
47. 我能從別人的表情得知他們是否滿意。	0	1	2
48. 當我看見有人拿槍指着手無寸鐵的人時，我會感到害怕。	0	1	2

現在或過去半年	很少	有時	經常
49. 當我看見大狗追趕著的小孩時，我感到十分擔憂。	0	1	2
50. 當我看著別人進行激烈的運動比賽時，我會緊張起來。	0	1	2
51. 我能從別人面上的表情，知道他們有失望的情緒。	0	1	2
52. 當我的家人感到高興時，我從他們談話的表達方式和舉止已能分辨出來。	0	1	2
53. 當我看到別人在遊戲中勝出時，我也會感到高興。	0	1	2
54. 當我看到別人被打時，我也感受到他所有的痛楚。	0	1	2
55. 當別人講述他們有多快樂時，我也能感受到同樣的快樂。	0	1	2
56. 當我看見小孩子自由地四處奔跑，開心地玩樂時，我也感到十分愉快。	0	1	2
57. 當我收看恐怖的電視節目時，我會害怕，同時心跳加速。	0	1	2
58. 當我看見馬戲團中的演員做出危險的動作時，我會感到又緊張又害怕。	0	1	2
59. 當我看見小孩子微笑時，我也會跟著微笑。	0	1	2
60. 當別人對我發怒時，我知道是甚麼原因。	0	1	2

第四部分：我的行為(1)

以下是有關青少年行為的描述。請根據你現在或過去一個月的情況，評定下列每一項對你描述的準確程度：

0=不準確 1=接近或間中準確 2=非常準確或經常準確

	不準確	接近 或間中準確	非常準確 或經常準確
1. 我的行為幼稚，與實際年齡不符	0	1	2
2. 我經常爭辯	0	1	2
3. 我愛誇口	0	1	2
4. 我很難集中注意力	0	1	2
5. 我不能安坐	0	1	2
6. 我覺得孤單寂寞	0	1	2
7. 我感到胡里胡塗或茫然不知所措	0	1	2
8. 我經常哭泣	0	1	2
9. 我對別人刻薄，斤斤計較	0	1	2
10. 我經常做白日夢	0	1	2
11. 我故意傷害自己或企圖自殺	0	1	2
12. 我要求別人經常注意自己	0	1	2
13. 我破壞自己的東西	0	1	2
14. 我破壞別人的東西	0	1	2
15. 我在學校不聽話	0	1	2
16. 我做錯了事也不會感到內疚	0	1	2
17. 我會妒忌別人	0	1	2
18. 我害怕自己會產生壞念頭或做壞事	0	1	2
19. 我覺得自己必須十全十美	0	1	2
20. 我覺得沒有人喜歡我	0	1	2
21. 我覺得別人存心為難我	0	1	2
22. 我覺得自己無用或自卑	0	1	2
23. 我經常與人打架	0	1	2
24. 我喜歡和惹事生非的年青人來往	0	1	2

	不準確	接近 或間中準確	非常準確 或經常準確
25. 我行事衝動，不經三思	0	1	2
26. 我會說謊或欺騙別人	0	1	2
27. 我神經過敏或緊張	0	1	2
28. 我過度恐懼或焦慮	0	1	2
29. 我過於感到內疚	0	1	2
30. 我攻擊他人身體	0	1	2
31. 我的功課很差	0	1	2
32. 我動作不協調或笨拙	0	1	2
33. 我較喜歡和年紀比我大的年青人一起	0	1	2
34. 我離家出走	0	1	2
35. 我經常尖叫	0	1	2
36. 我很自覺或容易感到尷尬	0	1	2
37. 我會放火	0	1	2
38. 我愛炫耀自己或扮小丑	0	1	2
39. 我在家裡偷竊	0	1	2
40. 我在家外偷竊	0	1	2
41. 我很固執	0	1	2
42. 我的情緒或感受會突然變化	0	1	2
43. 我很多疑	0	1	2
44. 我詛咒別人或講粗口罵人	0	1	2
45. 我想過自殺	0	1	2
46. 我說話過多	0	1	2
47. 我常戲弄他人	0	1	2
48. 我的脾氣暴躁	0	1	2
49. 我恐嚇要傷害他人	0	1	2
50. 我曠課或逃學	0	1	2

51. 我悶悶不樂或沮喪	0	1	2
52. 我比其他年青人更愛吵鬧	0	1	2
53. 我喝酒或濫用藥物	0	1	2
54. 我有很多憂慮	0	1	2

第五部份：我的行為(2)

請閱讀每個句子，並考慮該句子是否準確描述你現在或過去一個學期的情況。請為每句圈出適當的數字(0-2)。請勿漏填任何句子。

0 = 毫不真確 1 = 有時真確 2 = 完全真確

現在或過去一個學期	毫不真確	有時真確	完全真確
1. 我因為自己的過失責怪別人。	0	1	2
2. 我參與不法的活動。	0	1	2
3. 我著緊校內或工作的表現。	0	1	2
4. 我做事不考慮後果。	0	1	2
5. 我不容易流露情感。	0	1	2
6. 我輕易和善於說謊。	0	1	2
7. 我能遵守承諾。	0	1	2
8. 我常誇耀自己的才能、成績和擁有的東西。	0	1	2
9. 我容易感到沉悶。	0	1	2
10. 我利用或哄騙他人來得到想要的東西。	0	1	2
11. 我會戲弄或嘲笑別人。	0	1	2
12. 當我做錯事時會感到不快或內疚。	0	1	2
13. 我會做危險的事。	0	1	2
14. 我表現得討好和親切來取得想要的東西。	0	1	2
15. 當我被糾正或懲罰會感到憤怒。	0	1	2
16. 我覺得自己比別人更好或更重要。	0	1	2
17. 我不計劃將來，或把事情留到最後一刻。	0	1	2
18. 我顧及他人的感受。	0	1	2
19. 我在別人前收起自己的感受或情緒。	0	1	2
20. 我一直交同一班朋友。	0	1	2

第六部分：我的價值觀

請細閱以下的句子，並以 1 分（不同意）、2 分（一般）或 3 分（同意）為以下句子圈出適當的答案。

	不同意	一般	同意
1. 為了保護朋友而打鬥是可以接受的。	1	2	3
2. 掌摑或推撞別人只不過是開玩笑的一種方法。	1	2	3
3. 相比起打人，只是破壞一些財物根本算不上甚麼。	1	2	3
4. 在朋黨當中的小孩不應因朋黨所引起的麻煩而被責怪。	1	2	3
5. 如果小孩的生活環境很差，即使他們行為暴力亦不能責怪他們。	1	2	3
6. 因為不會造成任何傷害，所以說一些無關重要的謊話是可以接受的。	1	2	3
7. 有些人應當被當作動物般看待。	1	2	3
8. 如果孩子在校內打鬥和惹事生非，這是老師的過失。	1	2	3
9. 如果有人惡意中傷我的家庭，攻擊那人是可以接受的。	1	2	3
10. 打一個惹人討厭的同學，是給他一個「教訓」。	1	2	3
11. 相比起偷取很多錢，偷取小量的金錢並不很嚴重。	1	2	3
12. 如果其他孩子聽從建議而且真的違規，提出建議犯規的孩子並不應該受到責備	1	2	3
13. 如果孩子沒有經過督導，他們不應因為做錯事而受到責備。	1	2	3
14. 孩子並不介意被取笑，因為那代表其他人對自己有興趣。	1	2	3
15. 欺負一個縮頭畏尾的同學是可以接受的。	1	2	3
16. 如果一個人粗心大意，把自己的東西留低，即使該東西被偷也是他自己的責任。	1	2	3
17. 如果自己朋黨的聲譽受到威脅，打鬥是可以接受的。	1	2	3

	不同意	一般	同意
18. 沒有問准別人而拿走他的單車，也只是等於借用一下。	1	2	3
19. 侮辱一個同學是可以接受的，因為打他／她比這更差。	1	2	3
20. 如果是全體決定而作出傷害性的事，責怪當中任何一個孩子都是不公平的。	1	2	3
21. 當小孩的朋友都說不好的話（例如粗話、侮辱的說話），小孩不能因說這些話而被責怪。	1	2	3
22. 取笑或戲弄別人並不會真正傷害他們。	1	2	3
23. 一個惹人討厭的人並不值得被當作人類看待。	1	2	3
24. 那些孩子被不適當對待，是他們自作自受。	1	2	3
25. 為了讓您的朋友擺脫困境，說謊是可以接受的。	1	2	3
26. 偶爾的極度興奮和放縱並不是一件壞事。	1	2	3
27. 相對於別人做了犯法的事情，在商店中沒有付錢而拿走一些東西並不是很嚴重。	1	2	3
28. 因為整組人所造成的傷害而責怪只有小部份責任的孩子是不公平的。	1	2	3
29. 如果孩子們的朋友迫使他們做些不好的事，他們不能因此而被責怪。	1	2	3
30. 孩子之間的互相取笑和戲弄並不會為任何人帶來傷害。	1	2	3
31. 有些人應該要受到粗暴的對待，因為他們是沒有感覺，他們不會因此而感到傷心或難過。	1	2	3
32. 如果小孩們因父母過度強迫他們而行為偏差，這並不是他們的錯。	1	2	3

第七部份: 我的情緒

我們有時會覺得憤怒，或是做了我們不該做的事。請根據你現在或過去一個學期的情況，為以下句子圈出最適當的答案：

0= 從不 1= 有時 2= 經常

現在或過去一個學期，我有多常 . . .		從不	有時	經常
1	向惹惱我的人怒吼	0	1	2
2	為表現自己的優越而與其他人打架	0	1	2
3	在被人挑釁時表現得憤怒	0	1	2
4	偷取其他同學的東西	0	1	2
5	在沮喪時顯得憤怒	0	1	2
6	以破壞為樂	0	1	2
7	發脾氣	0	1	2
8	因為憤怒而破壞東西	0	1	2
9	因覺得有型而打架	0	1	2
10	傷害其他人以贏得遊戲	0	1	2
11	不如意時變得憤怒	0	1	2
12	以武力使其他人服從	0	1	2
13	在輸掉遊戲時變得憤怒	0	1	2
14	因為其他人威脅我而變得憤怒	0	1	2
15	以武力榨取金錢或其他東西	0	1	2
16	以打人或向其他人怒吼作為發洩	0	1	2
17	威脅和欺負其他人	0	1	2
18	打鹹濕電話為樂	0	1	2
19	打其他人以保護自己	0	1	2
20	與其他人一起欺負別人	0	1	2
21	用武器打架	0	1	2
22	當別人取笑我時，我會生氣並打他們	0	1	2
23	向其他人怒吼，以令他人為我做事	0	1	2

第八部份：我的想法及行為

以下的句子是描述青少年的自我想法及行為。請細閱以下的句子。請根據你大多數的情況，為以下句子圈出最適當的答案。答案沒有對錯之分。

	從來沒有	很少時候	有些時候	很多時候	大部份時候	所有時候
1. 我覺得我自己各方面表現良好。	1	2	3	4	5	6
2. 對我重要的東西，我會想出很多方法得到它。	1	2	3	4	5	6
3. 同年齡小朋友能做的事，我也能做到。	1	2	3	4	5	6
4. 當我遇到問題時，我能想出很多解決方法。	1	2	3	4	5	6
5. 我覺得我從前所做的事，對我長大後有幫助。	1	2	3	4	5	6
6. 縱使其他人選擇放棄，我也可以想出解決方法。	1	2	3	4	5	6

個人資料(此部份只作參考之用，請放心作答)

1. 你的班別是：_____ 2. 你的學號是：_____

3. 你的出生日期：_____年 _____月 _____日

問卷完。感謝你的參與！

Appendix 13: Parent Questionnaire (2010-11 academic year)

P/S-____-____-____-()

Case No. _____

「拉闊天空全接觸獎勵計畫」**家長問卷調查 (2010-2011)**

感謝閣下及貴子女參與「拉闊天空全接觸獎勵計畫」。本計畫是本年度一項全面性的大型獎勵計畫。如實填寫問卷，能讓我們更了解現時青少年的需要，並協助我們計劃未來活動的內容，所以本問卷並沒有對錯之分，只需如實作答即可。

您所提供的資料絕對保密，以上資料僅供設計是次計畫活動內容之用，任何資料均不會洩露予學校，請放心填寫，問卷將於計畫完畢後立即銷毀。每頁問卷均有答題指引，作答前，請確定您已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只把即時反應填上即可，

多謝合作!

請填寫 貴子女的資料：

(如您有多於一位子女在此學校就讀，請填寫收到此問卷的子女資料)

姓名：_____

學校名稱：_____

班別：_____

學號：_____

第一部份：您子女的行為（一）

以下是一系列有關青少年行為的描述。請根據上述所提及的子女現在或過去三個月的情況，

評定下列每一項適合形容貴子女的程度，並圈出合適的答案。

(0 = 不適合, 1 = 頗適合, 2 = 非常適合)

	不適合	頗適合	非常適合
1. 行為幼稚，與年齡不符	0	1	2
2. 經常爭辯	0	1	2
3. 吹牛，愛誇口	0	1	2
4. 精神不能集中，注意力不能持久	0	1	2
5. 坐立不安，活動過多或不能安坐	0	1	2
6. 喜歡纏著或過份倚賴大人	0	1	2
7. 投訴寂寞	0	1	2
8. 感到糊裡糊塗，或茫然不知所措	0	1	2
9. 經常哭泣	0	1	2
10. 對人殘忍，欺負他人，或對人人刻薄，斤斤計較	0	1	2
11. 好做白日夢，或沉迷在自己的思想中	0	1	2
12. 要求別人經常注意他 / 她	0	1	2
13. 破壞自己的東西	0	1	2
14. 破壞家裡或他人的東西	0	1	2

	不適合	頗適合	非常適合
15. 在家不聽話	0	1	2
16. 在學校不聽話	0	1	2
17. 與其他兒童 / 青年合不來	0	1	2
18. 對自己的惡劣行為似乎不感到內疚	0	1	2
19. 容易妒忌	0	1	2
20. 害怕自己會產生壞念頭或做壞事	0	1	2
21. 覺得自己必須十全十美	0	1	2
22. 覺得或抱怨沒有人喜歡他 / 她	0	1	2
23. 覺得別人存心為難他 / 她	0	1	2
24. 覺得自己無用或自卑	0	1	2
25. 經常打架	0	1	2
26. 經常被人戲弄	0	1	2
27. 愛和惹事生非的兒童 / 青年來往	0	1	2
28. 行事衝動，不經三思	0	1	2
29. 說謊或欺騙	0	1	2
30. 神經過敏或緊張	0	1	2
31. 動作緊張或肌肉抽搐	0	1	2
32. 不受其他兒童 / 青年喜歡	0	1	2

	不適合	頗適合	非常適合
33. 過度恐懼或焦慮	0	1	2
34. 過於感到內疚	0	1	2
35. 身體過胖	0	1	2
36. 攻擊他人身體	0	1	2
37. 功課差	0	1	2
38. 動作不協調或笨拙	0	1	2
39. 喜歡和年齡較小的兒童 / 青年一起	0	1	2
40. 喜歡和年紀較大的兒童 / 青年一起	0	1	2
41. 離家出走	0	1	2
42. 經常尖叫	0	1	2
43. 很自覺 或 容易感到尷尬	0	1	2
44. 放火	0	1	2
45. 炫耀自己或扮小丑	0	1	2
46. 目光呆滯	0	1	2
47. 在家裡偷竊	0	1	2
48. 在家外偷竊	0	1	2
49. 固執、 煩躁或易怒	0	1	2
50. 情緒或感受會突然變化	0	1	2

	不適合	頗適合	非常適合
51. 多疑	0	1	2
52. 詛咒別人或講粗口	0	1	2
53. 說話過多	0	1	2
54. 常戲弄他人	0	1	2
55. 大發脾氣，或脾氣暴躁	0	1	2
56. 對性的問題想得太多	0	1	2
57. 恐嚇他人	0	1	2
58. 曠課，逃學	0	1	2
59. 悶悶不樂或沮喪	0	1	2
60. 過份吵鬧	0	1	2
61. 喝酒或濫用藥物	0	1	2
62. 破壞公物或別人的東西	0	1	2
63. 有憂慮	0	1	2

第二部份：你子女的行為（二）

請就以下對以上提及子女的描述，圈出最適當的答案。

(0 = 最不適當， 1 = 有時適當， 2 = 完全適當)

你的子女...	最不適當	有時適當	完全適當
1. 把他/她的錯誤推卸給別人	0	1	2
2. 有參與不法活動	0	1	2
3. 在意他/她在學校或工作上的表現好不好	0	1	2
4. 行動時不顧及後果	0	1	2
5. 表達的情緒很表面及虛假	0	1	2
6. 容易及有技巧地說謊	0	1	2
7. 會遵守承諾	0	1	2
8. 誇張地表揚自己的能力、成就或財產	0	1	2
9. 很容易感到沉悶	0	1	2
10. 會利用或欺詐別人去得到自己想要的東西	0	1	2
11. 會取笑或戲弄別人	0	1	2
12. 做錯事時會感到難受或內疚	0	1	2
13. 有參與冒險或危險的活動	0	1	2
14. 表現得有魅力和友善，去得到自己想要的東西	0	1	2

15. 會在被人修正或懲罰時感到生氣	0	1	2
16. 認為他/她比其他人優勝	0	1	2
17. 不會預先計畫，或者把事情拖到最後一分鐘	0	1	2
18. 關心其他人的感受	0	1	2
19. 在其他人面前隱藏自己的感受或情緒	0	1	2
20. 會和同一班朋友保持聯絡	0	1	2

第三部份：你子女的情緒

孩子有時會覺得憤怒或做了些不應該做的事情。請根據下列每一項評估以上提及的子女，並圈出合適的答案。

(0 = 從不, 1 = 有時, 2 = 經常)

你的子女...	從不	有時	經常
1. 向惹怒他 / 她的人怒吼	0	1	2
2. 為表現自己是優越的而與其他人打架	0	1	2
3. 在被人惹怒時表現得憤怒	0	1	2
4. 偷取其他同學的東西	0	1	2
5. 在沮喪時顯得憤怒	0	1	2
6. 以毀壞或打爛東西為樂	0	1	2
7. 發脾氣	0	1	2
8. 因為憤怒而破壞東西	0	1	2
9. 因覺得有型而打架	0	1	2
10. 傷害其他人以取得勝利	0	1	2
11. 不如意時會變得憤怒	0	1	2
12. 以武力使其他人服從	0	1	2
13. 在輸掉遊戲時變得憤怒	0	1	2
14. 因為其他人威脅他 / 她而變得憤怒	0	1	2
15. 以武力榨取金錢或其他東西	0	1	2
16. 以打人或向其他人怒吼作為發洩	0	1	2
17. 威脅和欺負其他人	0	1	2
18. 打惡作劇的電話為樂	0	1	2
19. 打其他人以保護自己	0	1	2

20. 與其他人一起欺負其他孩子	0	1	2
21. 用武器打架	0	1	2
22. 因被人取笑而發怒或打人	0	1	2
23. 向其他人怒吼以令他人為他 / 她做事	0	1	2

第四部份：教養子女

以下是一些有關教養以上提及的子女的方法。請根據您的情況，評定您會做出下列每一項行為的頻密程度，並圈出適當的答案。(1 = 從不，2 = 很少，3 = 間中，4 = 通常，5 = 經常)

	從不	很少	間中	通常	經常
1. 我能回應孩子的感受及需要	1	2	3	4	5
2. 以體罰作為懲罰孩子的方式	1	2	3	4	5
3. 在要求孩子做事前顧及他們的想法	1	2	3	4	5
4. 當孩子詢問他們為甚麼必須服從的時候，對孩子回答說：「因為我說的。」	1	2	3	4	5
5. 我向孩子解釋我們對他的行為好壞有怎樣的感受	1	2	3	4	5
6. 當孩子不聽話的時候打屁股	1	2	3	4	5
7. 鼓勵孩子談及他們的煩惱	1	2	3	4	5
8. 我覺得難以管教孩子	1	2	3	4	5
9. 即使跟孩子意見分歧，亦鼓勵他們表達自己的想法	1	2	3	4	5
10. 在沒有充分的解釋下，把孩子原本享有的特權拿走，藉以懲罰孩子	1	2	3	4	5
11. 我著重規矩背後的理由	1	2	3	4	5
12. 當孩子難過的時候給予安慰及諒解	1	2	3	4	5
13. 當孩子做錯的時候，對著孩子吼叫	1	2	3	4	5
14. 當孩子表現好的時候給予讚賞	1	2	3	4	5
15. 當孩子對一些事情有所騷動，我會向他屈服	1	2	3	4	5
16. 對孩子爆發怒氣	1	2	3	4	5
17. 我以懲罰作為恐嚇多於實際行動	1	2	3	4	5
18. 當我為家庭進行計劃時，我會顧及孩子的喜好	1	2	3	4	5
19. 當孩子不聽話的時候狠狠抓住他們	1	2	3	4	5
20. 我向孩子提出懲罰，但卻沒有真正地進行	1	2	3	4	5

	從不	很少	間中	通常	經常
21. 我鼓勵孩子表達自己的想法以示尊重他的意見	1	2	3	4	5
22. 讓孩子對家規提供意見	1	2	3	4	5
23. 為了令孩子進步，我責罵及批評他	1	2	3	4	5
24. 我溺愛孩子	1	2	3	4	5
25. 對孩子說明必須遵守規矩的原因	1	2	3	4	5
26. 在沒有充分的理由下，我以威脅作為懲罰	1	2	3	4	5
27. 我與孩子有一個溫暖及親密的時刻	1	2	3	4	5
28. 在沒有充分的理由下，以拖延孩子作為懲罰	1	2	3	4	5
29. 鼓勵孩子討論行為的後果	1	2	3	4	5
30. 當孩子未能達到我的要求，我會責罵或批評他	1	2	3	4	5
31. 向孩子解釋行為的後果	1	2	3	4	5
32. 當孩子行為不當的時打耳光	1	2	3	4	5

第五部份：與子女的相處

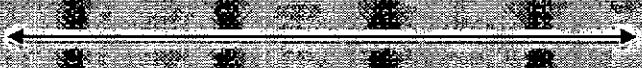
(5.1) 您對子女

您如何形容您對該子女的相處和態度？請就以下的形容詞，去形容過去四星期的情況。

		從 不							總 是
1	接納	1	2	3	4	5	6	7	8
2	主動	1	2	3	4	5	6	7	8
3	憤怒	1	2	3	4	5	6	7	8
4	煩悶	1	2	3	4	5	6	7	8
5	清晰	1	2	3	4	5	6	7	8
6	體諒	1	2	3	4	5	6	7	8
7	固執	1	2	3	4	5	6	7	8
8	合作	1	2	3	4	5	6	7	8
9	不誠實	1	2	3	4	5	6	7	8
10	全心全意、投入	1	2	3	4	5	6	7	8
11	易於相處	1	2	3	4	5	6	7	8
12	友善	1	2	3	4	5	6	7	8
13	和藹可親	1	2	3	4	5	6	7	8
14	敵對	1	2	3	4	5	6	7	8
15	不負責任	1	2	3	4	5	6	7	8
16	煩躁	1	2	3	4	5	6	7	8
17	懶惰	1	2	3	4	5	6	7	8
18	關愛	1	2	3	4	5	6	7	8
19	刻薄	1	2	3	4	5	6	7	8
20	粗魯	1	2	3	4	5	6	7	8

(5.2) 子女對您

您又如何形容該子女對您的相處和態度？請就以下的形容詞，去形容過去四星期的情況。

		從 不							總 是
1	接納	1	2	3	4	5	6	7	8
2	主動	1	2	3	4	5	6	7	8
3	憤怒	1	2	3	4	5	6	7	8
4	煩悶	1	2	3	4	5	6	7	8
5	清晰	1	2	3	4	5	6	7	8
6	體諒	1	2	3	4	5	6	7	8
7	固執	1	2	3	4	5	6	7	8
8	合作	1	2	3	4	5	6	7	8
9	不誠實	1	2	3	4	5	6	7	8
10	全心全意、投入	1	2	3	4	5	6	7	8
11	易於相處	1	2	3	4	5	6	7	8
12	友善	1	2	3	4	5	6	7	8
13	和藹可親	1	2	3	4	5	6	7	8
14	敵對	1	2	3	4	5	6	7	8
15	不負責任	1	2	3	4	5	6	7	8
16	煩躁	1	2	3	4	5	6	7	8
17	懶惰	1	2	3	4	5	6	7	8
18	關愛	1	2	3	4	5	6	7	8
19	刻薄	1	2	3	4	5	6	7	8
20	粗魯	1	2	3	4	5	6	7	8

第六部份：照顧子女

以下是一些家長普遍出現的情況。請根據您的情況，評定您在過去四星期有多經常以這些方法去對待該子女，並圈出適當的答案。

過去四星期，我	從不	極少	有時	經常
1. 我傾向因為他而忽略自己	1	2	3	4
2. 我經常想像，如果我是他的話會是怎樣	1	2	3	4
3. 我總是想著「為何他會這樣」	1	2	3	4
4. 我因為他而不能入睡	1	2	3	4
5. 如果有關他的事令我煩惱，我把它藏在心裡	1	2	3	4
6. 我認為我自己的個人需要並不重要	1	2	3	4
7. 我非常擔心他	1	2	3	4
8. 我自覺得已快要倒下 / 生病了	1	2	3	4
9. 他是我生命重要的部份	1	2	3	4
10. 我經常因為要幫助他而放棄重要的事	1	2	3	4

第七部份：我的情緒

以下是一些形容一般情緒的句子。請評定您在過去四星期有多經常出現這些情況，並圈出適當的答案。

在過去的四星期中，您有多經常	總是	頗多	有時	很少	從不
1. 無故覺得疲倦？	1	2	3	4	5
2. 覺得緊張？	1	2	3	4	5
3. 緊張得沒法平復？	1	2	3	4	5
4. 感覺無助？	1	2	3	4	5
5. 覺得焦躁或坐立不安？	1	2	3	4	5
6. 煩躁得不能坐下來？	1	2	3	4	5
7. 覺得抑鬱？	1	2	3	4	5
8. 覺得所有事都很費力？	1	2	3	4	5
9. 沒有東西能令您愉快？	1	2	3	4	5
10. 覺得自己沒有價值？	1	2	3	4	5

第八部份：解難方法

請仔細閱讀下列敘述,試著回想自己最近生活中,面對重要問題時通常如何思考、感覺與行動,並依你的真實情況圈選出最符合該項敘述的程度。

(1分：完全不符合；2分：有點不符合；3分：一般符合；4分：很符合；5分：完全符合)

	完全 不符合	有點 不符合	一般 符合	很 符合	完全 符合
1. 我花太多時間在擔心我的問題,而不是試著去解決它。	1	2	3	4	5
2. 有重要的問題待解決時,我會有受威脅的感覺、會害怕。	1	2	3	4	5
3. 作決定時,我對所有的選擇評估得不夠仔細。	1	2	3	4	5
4. 作決定時,我沒考慮到每個選擇對別人的福祉造成的影響。	1	2	3	4	5
5. 我在作重大決定時,會感到緊張、對我自己沒把握。	1	2	3	4	5
6. 我在試圖解決問題時,會根據第一個想法去行動。	1	2	3	4	5
7. 首次嘗試解決某個問題卻失敗時,我會感到非常挫敗。	1	2	3	4	5
8. 面對難題時,不管多努力,我都懷疑自己有獨立解決問題的能力。	1	2	3	4	5
9. 採用一個方法去解決問題之後,我不會花時間去仔細評估所有後果。	1	2	3	4	5
10. 難以解決的問題會使我心情沮喪。	1	2	3	4	5
11. 在嘗試解決問題時,我會根據第一個想到的好主意去行動。	1	2	3	4	5
12. 當我試圖想出各種不同的問題解決方法時,我沒有辦法想到很多方法。	1	2	3	4	5
13. 我在解決問題時,會因為心情沮喪而無法清楚地思考。	1	2	3	4	5
14. 我在做決定時,沒有花時間去考慮每個選擇的正、負面影響。	1	2	3	4	5
15. 我對於必須解決生活中的問題感到厭惡。	1	2	3	4	5
16. 有重大的問題要解決時,我就會變得憂鬱且無力行動。	1	2	3	4	5
17. 作決定時,我跟著「直覺」走,不會去想太多各個選擇會造成的後果。	1	2	3	4	5
18. 首次嘗試解決某個問題卻失敗時,我會感到氣餒、憂鬱。	1	2	3	4	5
19. 當某個方法無法令我滿意地解決問題時,我不會花時間去仔細檢查為何行不通。	1	2	3	4	5
20. 我在做決定時太衝動了。	1	2	3	4	5

第九部份：我的感受

以下句子描述你在不同處境時的想法和感受，請細閱下列每一句，並圈出最適合形容你的程度：

1 = 非常不適合 2 = 比較不適合 3 = 一般 4 = 比較適合 5 = 非常適合

	非常 不適合	比較 不適合	一般	比較 適合	非常 適合
1. 我發白日夢和幻想有機會發生在我身上的事情，而這些幻想有一定的規律。	1	2	3	4	5
2. 我經常對那些比我不幸的人懷著溫柔、關注的心情。	1	2	3	4	5
3. 我有時很難從其他人的角度看事物。	1	2	3	4	5
4. 我有時不會因為其他人遇到難題而感到難過。	1	2	3	4	5
5. 對於小說人物的感覺，我真的會感同身受。	1	2	3	4	5
6. 在緊急情況下，我覺得憂慮和不自在。	1	2	3	4	5
7. 當我看電影或話劇時，我通常會客觀，而且不會常常被完全困住。	1	2	3	4	5
8. 作任何決定之前，我會嘗試從不同人的角度，去了解跟我的看法不一樣的意見。	1	2	3	4	5
9. 當我見到有人被利用，我有種想保護他們的感覺。	1	2	3	4	5
10. 當我處於一些很激動的環境中，我會感到很無助。	1	2	3	4	5
11. 我有時想像朋友如何看事物，從而更了解他們。	1	2	3	4	5
12. 我很少會極之投入於一本好書或電影。	1	2	3	4	5
13. 當我見到其他人受傷，我傾向保持冷靜。	1	2	3	4	5
14. 其他人的不幸通常不會對我做成太大的困擾。	1	2	3	4	5
15. 如果我肯定我對某件事的看法正確，我不會浪費時間去聽其他人的理據。	1	2	3	4	5
16. 看了一齣話劇或電影之後，我曾經覺得我是其中一個角色。	1	2	3	4	5
17. 處身於一個繃緊激動的情景中會使我驚恐。	1	2	3	4	5
18. 當我見到其他人受到不公平的對待，我有時不會很同情他們。	1	2	3	4	5
19. 我處理一些突發事故時通常頗得心應手。	1	2	3	4	5
20. 我有時會因為見到的事情而受感動。	1	2	3	4	5
21. 我相信每個問題都有兩面，而我會嘗試從這兩面去看問題。	1	2	3	4	5
22. 我會形容自己為一個頗心軟的人。	1	2	3	4	5
23. 當我看一齣好電影時，我很容易代入主角的角色。	1	2	3	4	5
24. 我很容易於緊急情況中失控。	1	2	3	4	5
25. 當我為某人而心煩，我通常會嘗試將自己代入他的角度一陣子。	1	2	3	4	5
26. 當我閱讀一個有趣的故事或小說時，我會幻想如果故事裡的情景發生在我身上，我會有什麼感覺。	1	2	3	4	5

27. 如果我見到有人於緊急情況中極需要援助，我會崩潰。 1 2 3 4 5
28. 批評別人之前，我會嘗試想像，假如我身處他的位置，我感覺如何。 1 2 3 4 5

第九部份：家長及家庭資料

■基本資料：

1. 你和 貴子女的關係是：

- | | |
|--------------------|---------------------|
| 1□ 生母 | 8 □ 生父 |
| 2□ 繼母 | 9 □ 繼父 |
| 3□ 祖母 | 10□ 祖父 |
| 4□ 寄養家庭 / 兒童之家中的母親 | 11□ 寄養家庭 / 兒童之家中的父親 |
| 5□ 養母 | 12□ 養父 |
| 6□ 其他家屬 (女性) | 13□ 其他家屬 (男性) |
| 請註明：_____ | 請註明：_____ |
| 7□ 其他非家屬 (女性) | 14□ 其他非家屬 (男性) |
| 請註明：_____ | 請註明：_____ |

2. 貴子女的出生日期是：_____年_____月_____日

3. 貴子女的出生地點：

- 1 □ 香港 2 □ 澳門 3 □ 廣東省 (請註明城市) _____
- 4 □ 其他中國大陸省市 (請註明) _____
- 5 □ 其他地方 (請註明國家 / 城市) _____

■有關閣下家庭狀況：

4. 閣下的子女數目 (包括以上提及的子女)共：_____名

5. 貴子女在兄弟姐妹中排行第幾？_____

6. 親生父母的婚姻狀況：

- 1 □ 已婚 2 □ 喪偶 3 □ 分居 4 □ 離異 5 □ 未婚

6 再婚 7 雙親離世

7. 孩子出生時母親的年齡是：_____歲

8. 貴子女現時的家庭情況：

1 與親生父母同住

2 只與親生父親居住

3 只與親生母親居住

4 只與其他親人同住

(例如祖父母，叔父 / 姨母)

5 孤兒，與寄養父母同住

6 孤兒，住在兒童之家、院舍或寄宿學校

7 其他 (請註明) : _____

■有關父母的教育及經濟：

9. 父親

a. 職業：_____

b. 教育程度：

- 1 沒有受過教育 2 小學 3 初中 4 中四及中五
5 預科 6 文憑 7 大專 8 大學 9 大學以上

10. 母親

a. 職業：_____

b. 教育程度：

- 1 沒有受過教育 2 小學 3 初中 4 中四及中五
5 預科 6 文憑 7 大專 8 大學 9 大學以上

11. 家庭每月總收入約：

- 1 \$ 5,000 或 以下 2 \$ 5,001 至 \$ 10,000
3 \$ 10,001 至 \$ 20,000 4 \$ 20,001 至 \$ 30,000
5 \$ 30,001 至 \$ 40,000 6 \$ 40,001 或 以上

■有關健康狀況：

12. 母親是否曾經 / 正患上身體疾病 (如心臟、肺部毛病)，並在孩子出世後的某段時間裡失去了日常的自理能力？ 1 是 2 否
13. 父親是否曾經 / 正患上身體疾病 (如心臟、肺部毛病)，並在孩子出世後的某段時間裡失去了日常的自理能力？ 1 是 2 否
14. 母親是否曾經 / 正患上嚴重心理疾病 (如酗酒、嚴重抑鬱症、精神分裂症、焦慮)，並在孩子出世後的某段時間裡失去了日常的自理能力？ 1 是 2 否
15. 父親是否曾經 / 正患上嚴重心理疾病 (如酗酒、嚴重抑鬱症、精神分裂症、焦慮)，並在孩子出世後的某段時間裡失去了日常的自理能力？ 1 是 2 否

■ 有關孩子的學習能力

16. 你的子女是否有以下的情況？如有的話，請在空格內打剔，並表示是否已經經由醫生或其他專業人士（例如臨床心理學家、言語治療師等）確診。

	不知道 /			是否已經由醫生
	不願透露	沒有	有	/ 專業人士確 診？
1. 讀寫障礙症	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 自閉症 / 阿氏保加症	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 過度活躍症	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 語言障礙	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 肢體障礙	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 智能發展遲緩	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 感官障礙 (視覺 / 聽覺)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 動作協調障礙	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 其他 (請註明)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

■ 有關重大的家庭事件

父親會否 . . .

17. 收到警察的警告？ 1 有 (次數：_____) 2 沒有
18. 遭警方罰款？ 1 有 (次數：_____) 2 沒有
19. 被逮捕？ 1 有 (次數：_____) 2 沒有
20. 被拘留/監禁？ 1 有 (次數：_____) 2 沒有

a. 如曾被拘留 / 監禁，合共的期間為多久？ ____年____月____日

母親會否 . . .

21. 收到警察的警告？ 1 有 (次數：_____) 2 沒有
22. 遭警方罰款？ 1 有 (次數：_____) 2 沒有
23. 被逮捕？ 1 有 (次數：_____) 2 沒有
24. 被拘留/監禁？ 1 有 (次數：_____) 2 沒有

a. 如曾被拘留 / 監禁，合共的期間為多久？ ____年____月____日

Appendix 14: Teacher Questionnaire (2010-11 academic year)

Case No. _____ S/P-____-____-____-(_____)-T

「拉闊天空全接觸獎勵計劃」老師問卷 (2010-2011)

以下是關於青少年行為的問卷調查，請就目標學生在兩個月內的行為表現作出評估，以協助執行計劃的社工更了解該學生的需要。

本問卷所提供的資料均絕對保密並僅作為是次計劃之用途，任何資料均不會洩露予學校，請放心填寫，完成問卷後將立即銷毀。每頁問卷均有答題指引，作答前，請確定你已經清楚問卷的指示才填寫，並確保內容全部屬實。作答時，請不要花太多時間思考每條題目——只作出即時反應即可，並且不要和別人討論問卷內容，多謝合作！

第一部份：目標學生資料

學校：_____ 班別：_____ 班內號碼：_____

學生姓名：_____ 性別：_____

填寫此表格的日期：_____年_____月_____日

你認識這學生有多久：_____月

第二部份：老師個人資料（請在適當的地方加上“√”）

1. 老師姓名：_____

2. 性別： 男 女

3. 年齡： 21-30 歲 31-40 歲 41-50 歲
 51 歲或以上

4. 教育程度： 非學位 學位或以上

5. 教學年資： <1 年 1-5 年 6-10 年
 11-15 年 16 年或以上

6. 與學生的關係： 班主任 前班主任 社工
 _____ 科任老師 前_____ 科任老師
 訓輔老師 其他_____

第三部份：一般的行為 (CBCL)

以下是一系列有關學生的描述。請根據上述的目標學生過去兩個月的情況，評定下列每一項描述之準確程度：

	不準確	接近或 間中準確	非常準確或 經常準確
1. 行為幼稚，與年齡不符	0	1	2
2. 在課堂上哼聲、或發出怪聲	0	1	2
3. 經常爭辯	0	1	2
4. 不能從頭到尾做完一件事	0	1	2
5. 與老師抗衡頂嘴	0	1	2
6. 吹牛，愛誇口	0	1	2
7. 精神不能集中，注意力不能持久	0	1	2
8. 坐立不安，活動過多或不能安坐	0	1	2
9. 投訴寂寞	0	1	2
10. 感到糊裡糊塗，或茫然不知所措	0	1	2
11. 經常哭泣	0	1	2
12. 身體不停扭動	0	1	2
13. 對人殘忍，欺負他人或對人刻薄，斤斤計較	0	1	2
14. 好做白日夢，或沉迷在自己的思想中	0	1	2
15. 要求別人經常注意他	0	1	2
16. 破壞自己的東西	0	1	2
17. 破壞家裡或他人的東西	0	1	2
18. 難於按照指示做事	0	1	2
19. 在學校不聽話	0	1	2
20. 騷擾其他學生	0	1	2
21. 對自己的惡劣行為似乎不感到內疚	0	1	2
22. 容易妒忌	0	1	2
23. 害怕自己會產生壞念頭或做壞事	0	1	2
24. 覺得自己必須十全十美	0	1	2

	不準確	接近或中間	非常準確或經常準確
25. 覺得或抱怨沒有人喜歡他	0	1	2
26. 覺得別人存心為難他	0	1	2
27. 覺得自己無用或自卑	0	1	2
28. 經常打架	0	1	2
29. 愛和惹事生非的青年來往	0	1	2
30. 行事衝動，不經三思	0	1	2
31. 說謊或欺騙	0	1	2
32. 神經過敏或緊張	0	1	2
33. 過份拘泥規矩	0	1	2
34. 有學習困難	0	1	2
35. 過度恐懼或焦慮	0	1	2
36. 過於感到內疚	0	1	2
37. 插嘴	0	1	2
38. 攻擊他人身體	0	1	2
39. 缺乏朝氣，做事提不起勁	0	1	2
40. 功課差	0	1	2
41. 動作不協調或笨拙	0	1	2
42. 喜歡和年紀較大的青年一起	0	1	2
43. 破壞課堂紀律	0	1	2
44. 經常尖叫	0	1	2
45. 很自覺或容易感到尷尬	0	1	2
46. 功課雜亂無章	0	1	2
47. 炫耀自己或扮小丑	0	1	2
48. 覺得或抱怨沒有人喜歡他	0	1	2

	不準確	接近或中間準確	非常準確或經常準確
49. 行為火爆，難以捉摸	0	1	2
50. 要求必須立刻得到滿足，容易氣餒	0	1	2
51. 注意力不集中，容易分心	0	1	2
52. 目光呆滯	0	1	2
53. 被批評時感到創傷	0	1	2
54. 偷竊	0	1	2
55. 固執，煩燥或易怒	0	1	2
56. 情緒或感受會突然變化	0	1	2
57. 多疑	0	1	2
58. 詛咒別人或講粗口	0	1	2
59. 成績未及理想，沒有充分發揮潛能	0	1	2
60. 說話過多	0	1	2
61. 常戲弄他人	0	1	2
62. 大發脾氣，或脾氣暴躁	0	1	2
63. 恐嚇他人	0	1	2
64. 上課遲到，沒精打采	0	1	2
65. 不做功課	0	1	2
66. 曠課，逃學	0	1	2
67. 悶悶不樂或沮喪	0	1	2
68. 過份吵鬧	0	1	2
69. 喝酒或濫用藥物	0	1	2
70. 急於討人喜歡	0	1	2
71. 害怕犯錯	0	1	2
72. 有憂慮	0	1	2

第四部份：他的學校生活 (RPQ)

請指出下列句子有多少時候適合形容該目標學生。請根據過去兩個月的情况，於每一項的右邊圈出適合的數字。

		從不	有時	經常
01	向惹怒他 / 她的人怒吼	0	1	2
02	為表現自己的優越而與其他人打架	0	1	2
03	在被人惹怒時表現得憤怒	0	1	2
04	偷取其他同學的東西	0	1	2
05	在沮喪時顯得憤怒	0	1	2
06	以毀壞或打爛東西為樂	0	1	2
07	發脾氣	0	1	2
08	因為憤怒而破壞東西	0	1	2
09	因覺得有型而打架	0	1	2
10	傷害其他人以取得勝利	0	1	2
11	不如意時變得憤怒	0	1	2
12	以武力使其他人服從	0	1	2
13	在輸掉遊戲時變得憤怒	0	1	2
14	因為其他人威脅他 / 她而變得憤怒	0	1	2
15	以武力擄取金錢或其他東西	0	1	2
16	以打人或向其他人怒吼作為發洩	0	1	2
17	威脅和欺負其他人	0	1	2
18	打惡作劇的電話為樂	0	1	2
19	打其他人以保護自己	0	1	2
20	與其他人一起欺負其他孩子	0	1	2
21	用武器打架	0	1	2
22	因被人取笑而發怒或打人	0	1	2
23	向其他人怒吼以令他人為他 / 她做事	0	1	2

第五部份 (SDQ: Peer & Prosocial subscales)

對於下面的各個題，請於每一項的右邊圈出適合的數字，以表明是否符合這位學童 (學童的姓名) 的情況: 是「不符合」(0)，「有點符合」(1)，還是「完全符合」(2)。請根據這學童過去六個月或這學年的行為來回答。請務必回答每一道題，即使你對某一題不是十分確定或不很清楚。

		不符合	有點符合	完全符合
01	能體諒到別人的感受	0	1	2
02	很樂意與別的小孩分享東西 (糖果、玩具、筆、等等)	0	1	2
03	如果有人受傷、不舒服或是生病，都很樂意提供幫助	0	1	2
04	對年紀小的小孩和善	0	1	2
05	經常自願的幫助別人(父母、老師或其他小孩)	0	1	2
06	頗孤獨，比較多自己玩	0	1	2
07	至少有一個好朋友	0	1	2
08	一般來說，受別的小孩所喜歡	0	1	2
09	受別的小孩作弄或欺負	0	1	2
10	跟大人相處比跟小孩相處融洽	0	1	2

問卷完。多謝您的合作！



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Appendix 15: Press Release

新聞稿 Press Release

22/4/2011

「有教無『戾』—校園欺『零』計畫」 「網絡欺凌」新聞發佈

香港城市大學應用社會科學系助理教授馮麗姝博士，於2006至2011年間獲得優質教育基金資助，並得到其三次撥款達一千一百萬元，於四十九間中學及二十五間小學進行「有教無『戾』—校園欺『零』計畫」。本計畫提倡「暴力不等於欺凌，欺凌是有計畫地使用攻擊行為來得到益處」。以國際研究文獻為基礎，通過科學化的研究方法，揀選各類型的潛在攻擊者及受害者進行治療性輔導小組。

根據本地及海外的研究，涉及校園欺凌的學生可分為兩類型攻擊者和兩類型受害者，分別是操控型攻擊者、反應型攻擊者、攻擊型受害者和退縮型受害者。操控型攻擊者是真正的欺凌者，他們有計畫地使用肢體暴力、言語威嚇或排斥別人來得到金錢、物質、權力等益處，懂得選擇弱者來欺負，並且漠視別人感受；反應型攻擊者常被誤認為欺凌者，他們對外界的事物過份敏感，常把朋輩的一些中性行為誤解為有敵意的行為。他們脾氣容易暴躁並有強烈憤怒情緒，遇上事件會突然失控，導致人際關係較差而受到同伴排斥。

受害者方面，攻擊型受害者因長期受到欺凌而產生報復心理，內心忿忿不平。亦對老師存著負面印象，認為他們並不會理會，也不能協助改善自己被人欺凌的情況。對周遭的人和事，表現較憤世嫉俗。而退縮型受害者被人欺凌後會極為被動、退縮及遠離人群。受到負面消極的思想支配而感到自卑、自憐及沈默寡言。他們對外界的適應能力較低，認為自己的存在毫不重要。此外，他們認為受到別人的欺凌是因為自己沒有優點和長處而造成的，所以經常責怪自己。

為針對以上各種類別攻擊者和受害者的特性，計畫以認知行為治療法為介入主幹，分別於參與計畫之中學為各類型攻擊者及受害者進行學生治療性輔導小組。而小學方面，除了學生治療性輔導小組外，還舉辦家長治療性輔導小組及親子治療性輔導小組，加強家長管教子女的能力，促進親子溝通，從而改善子女的行為及情緒問題。

由於國內外研究大多指出網絡欺凌跟校園欺凌性質類似，超過八成網絡欺凌者同時是校園欺凌者，為進一步了解網絡欺凌在本港的分佈及成因，所以本計畫於2011年2月，於四間服務中學收集得來的1,818位一至中五學生的數據作分析，並將於次新聞發佈會上公佈以下結果：1)網絡欺凌的定義、行為、手法及帶來的影響；2)網絡欺凌研究結果；3)香港與外國數據之比較；4)校園有攻擊行為者及受害者的網絡欺凌行為；5)網絡欺凌風險因素；及6)如何預防及制止網絡欺凌。

1) 網絡欺凌的定義、行為、手法及帶來的影響

網絡欺凌一般指發生在資訊科技通訊平台上的欺凌事件，涉及故意使受害者不快的行為。欺凌的行為除了可透過文字外，還可以以不同形式，如針對收件人的視聽資料，來傳明明確或暗示的訊息。欺凌者與受害者不一定知道對方的真實身分，所以隱藏身份是令網絡欺凌越趨普及的原因之一。而網絡欺凌通常發生的地方都是一些容許個人登記身份並互傳訊息的通訊系統，例如電郵、討論區、聊天室及網誌。其中網絡欺凌的手法有騷擾、抹黑、嫁禍、洩密、哄騙及排擠。網絡欺凌者對受害者之傷害：1)受害者會減少與朋友溝通及活動；2)自尊心受損；3)出現情緒問題；4)感到恐懼並有自殺傾向；及5)聲譽及收入損失。

2) 網絡欺凌研究結果

本研究發現平均 32.1%受訪者曾於過去六個月做過不同類型的網絡欺凌行為，例如抹黑、排擠他人等。其中，平均約兩成受訪者(22.3%)於過去六個月內極少於網絡上欺凌他人，另外接近一成受訪者(8.2%)於過去六個月內偶爾於網絡上欺凌他人及平均只有 1.7% 受訪者於過去六個月內經常於網絡上欺凌他人。而在過去半年內最常發生的網絡欺凌行為有：1)在網絡上取笑別人的外表、衣著，或是改難聽的花名(50.5%)；及 2)在網絡上羞辱別人，說別人「蠢」或「沒用」(47.7%)。

網絡欺凌行為大致是基於以下四大原因或心態：1)網絡欺凌行為是合理的(44.4%)，例如：認為網上取笑別人，甚至說對方的「壞話」，都只不過是開玩笑而已；2)低估後果(38.7%)，例如：欺凌者覺得很難查到誰在網上攻擊別人；3)欺凌者認為網絡欺凌方便快捷(41.8%)，例如：欺凌者認為於網上欺凌又直接又有效；及 4)受朋輩認同(33%)，例如：欺凌者認為在網上揭發一些別人做錯、不公平的事情是大眾所認同和支持的。

3) 香港與外國數據比較

香港有 32.1% 受訪者表示他們曾進行網絡欺凌行為，相比芬蘭(7.4%)、奧地利(6.3%)、德國(4.0%)和美國(4.0%)等國家少於一成受訪者表示有網絡欺凌行為約高出三倍多，情況令人關注。原因可能是 1)近年全球科技迅速發展，網絡欺凌行為亦隨著上升；2)香港網絡資訊發達，比外國更為方便快捷，例如：在家中可使用寬頻上網；而在戶外，則可用手機上網，甚至可用 Wifi 於地鐵或餐廳內連線上網；3)各國對網絡欺凌定義不同，尚未有一個國際性認可量表，亦因此本研究之網絡欺凌量表是根據本土特色文化而修訂；及 4)受訪問對象年歲不同。基於以上原因，因而影響國內外網絡欺凌統計數字的一致性。

4) 校園攻擊者及受害者的網絡欺凌行為

欺凌行為不止發生於校園中，隨著科技進步，網絡成為另一個欺凌平台，所以，網絡欺凌與校園欺凌有密切的關係。過去研究發現超過八成網絡欺凌者同時是校園攻擊者，因此，本研究亦調查了網絡欺凌與校園欺凌之間的關係。在 1,818 位學生當中，有 707 人亦填寫了「反應型和操控型攻擊問卷(RPQ)」及「多角度受朋輩欺凌問卷(MPVs)」，以供評估受訪者的攻擊傾向及被欺凌指數。

結果顯示約有一成受訪者是校園退縮型受害者(9.3%)或是攻擊型受害者(4.4%)，另有 8.9%受訪者是兩類型攻擊者

研究顯示攻擊型受害者在各項網絡欺凌行為指數均為最高，其次是兩類型攻擊者和退縮型受害者，而一般學生的指數則為最低。另外他們的網絡欺凌心態均有所分別，攻擊型受害者及兩類型攻擊者稍微較退縮型受害者及一般學生傾向 1) 合理化及低估網絡欺凌行為帶來之後果；2) 認為網絡欺凌快捷方便，很容易做到；及 3) 網絡欺凌行為是受到朋輩認同的。

5) 網絡欺凌風險因素

若以性別去比較中學生的網絡欺凌行為情況，發現男生的網絡欺凌行為指數比女生為高(男生：3.91，女生：2.90)。因為男性的睪丸素比女性高，而大量研究數據顯示睪丸素與攻擊行為有正向的關聯。

結果亦顯示擁有手提電話的學生(3.49)比無手提電話的學生(2.3)有更多的網絡欺凌行為。而有使用「網上討論區」習慣的學生(3.98)於網絡欺凌行為指數上則比沒有此習慣(2.88)為高。

除了上述風險因素，要了解網絡欺凌的成因，亦可從學生的道德觀入手。研究結果顯示，學生的道德標準跟網絡欺凌行為指數有緊密關連。若學生的道德標準偏低，他們的網絡欺凌行為指數便會偏高。相反，若學生的道德標準偏高，他們的網絡欺凌行為指數則偏低。

6) 如何預防及制止網絡欺凌

有些受害者或許因受到欺凌而產生報復心態，以網上暴力去反擊欺凌者，最後可能演變成欺凌者。在循環不息的演變下，網絡欺凌將日益嚴重。因此，要預防及制止網絡欺凌問題顯得更加重要。作為社會上不同的角色，其實應該發揮其本能預防及制止網絡欺凌。

作為學校代表及社工，可監督校內上網情況、鼓勵同學參加輔導計畫(可由高年級同學執行或監督網上討論區、提供網上支援予受害者及提升 Cyberpolice 的領導能力等)。措施方面，可教育學生如何避免成為受害者，幫助他們建立正面自我形象，並認清網絡欺凌的法律與個人後果及提升學生的同理心、社交解難及情緒管理能力，這些措施都有助阻止網絡欺凌的發生。

身為學生，亦要學懂如何預防網絡欺凌發生，例如：1) 不要上載自己和別人的私隱到互聯網內；2) 不要開啟和回應一些不尋常的電郵和訊息；3) 不要向別人提供自己的個人資料或密碼；4) 不要『語不驚人，誓不休』，要在網上保持低調的角色，避免招惹其他人來欺凌自己；5) 不要沈溺網絡的世界；6) 遇上網絡欺凌事情，要立即通知家長或老師；及 7) 要堅守網絡道德。

而作為家長，應與子女訂立有效和合理的上網規條。如果知道子女成為了網絡欺凌者，可以透過一些新聞報道去幫助他們從多角度思考欺凌行為，包括站在他人的角度思考以了解事件對受害者可能造成的傷害，家長亦要了解子女進行網絡欺凌他人的原因，並糾正一些錯誤的價值觀，讓他們知道切勿以身試法，用攻擊行為來抒發負面情緒，或藉着欺凌手段來操縱他人。

「有教無『戾』——校園欺『零』計畫」的研究希望透過介紹何為網絡欺凌，讓更多

人認識及關注其影響，並建議可從多方面的切入點，令學生正確使用互聯網。最後本計畫盼望能將訊息推廣，為欺「零」校園出一分力，從而減少網絡欺凌的事件發生。

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