

Attainment of objectives

1. Project Activities

There are altogether 9 kindergartens participating in the project. 50 teachers, 80 students, and 80 parents joined the project. The kindergartens are listed as follows :

1. Kam Tsin Village Ho Tung Kindergarten
2. HKCCC Sheung Shui Church Kindergarten
3. Buddhist Sum Tung Fook Kindergarten
4. Salvation Army Hing Yan Kindergarten
5. NTW&JWA Pok Hong Estate Children Garden
6. NTW&JWA Fanling Children Garden
7. The HKIED HSBC ECLC (Kg Section)
8. TWGHs Liu Yan Tak Memorial Kindergarten
9. HKSKH St Simon's Tai Hing Nursery School

Four briefing sessions of filial play training have been delivered to both teachers and parents in September. The briefing sessions introduced the objectives of the project, the selection criteria of children, the concepts and ideas of filial play, the schedule of training, and the responsibilities of taking the training.

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
To provide filial play training to both teacher and parents to enhance teacher-child and parent-child relationship and children's social competence.	Activity 1 : 10-week filial play training for teachers Sept /11 – Jan/12 Activity 2 : 10-week filial play training for parents	Fully achieved	Teachers and parents have received the toy box and training manual to practice 6 play training with children	
To provide training to both teachers and parents on using play assessments (CBCL & MEACI).	Activity 1 : A session on teaching how to use and interpret the MEACI to teachers Activity 2 : A session on teaching how to use and interpret the MEACI to parents	Fully achieved	Both teachers and parents understand how to interpret the CBCL and MEACI reports, and to use the instruments in the last session of training.	

To disseminate the products, like DVDs, published manuals, handbooks and exercises, and academic conference, to the public. The beneficiary groups will be extended to other stakeholders other than the 9 project kindergartens.	A DVD, toy box, and training manual have been delivered to all teachers and parents who involved in the project. A master copy of DVD, a toy box and training manual has also been sent to QEF office.	75% achieved	Both teacher and parents give play training to children with toy box with the guidelines of DVD and manual	A seminar reporting the project results will be delivered in the end of October. Researcher will attend an academic conference related to play training next year
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Filial Play project Briefing Sessions

Date	Time	Venue	School	Number of Participants
9 th Sep 2011 (Fri)	5:30pm	上水 金錢村何東幼稚園	金錢村何東幼稚園 HKCCC 上水堂幼稚園 上水佛教沈東福幼稚園	20 teachers and 62 parents
16 th Sep 2011 (Fri)	5:00pm	將軍澳厚德邨商場	救世軍慶恩幼稚園	5 teachers and 32 parents
17 th Sep 2011 (Sat)	10:00am	HKIEd	培幼幼稚園 博康邨幼稚園 IEd KG 粉嶺兒童樂園	20 teachers and 40 parents
23 rd Sep 2011 (Fri)	10:00am	沙田禾輦邨美和樓	TWGH 廖恩德紀念幼稚園	4 teachers and 45 parents
	5:00 pm	屯門 大興邨第一期商場	聖西門大興幼兒學校	6 teachers and 10 parents

After the briefing sessions, the investigator sent an invitation letter and consent letter to the kindergartens to invite teachers and parents to participate in the project. We have received 36 teachers and 80 parents signed and returned the consent form to join the project. The first two workshops for the basic skills of filial play have also been conducted to the teachers of nine kindergartens, since teachers who received the first-two filial play training sessions would provide 3 filial play sessions to the children with either internalizing or externalizing problem in the first term, October to November, before the third and fourth play training sessions. I discussed with the teachers on the video of their first play session with the child individually in the third play training session. After that, teachers started the last 3 filial play sessions with the child individually. Usually all play

sessions between teacher and child was conducted after school or in lunch breaks. The last session of play training was also videotaped for recording teacher play skills and communication skills again in order to compare with the skills in the first session. Researcher has discussed with the teachers the play skills used in the first and the last play sessions in the fourth session.

Therefore, eighteen training workshops of basic filial play skills have been conducted to about 50 teachers in October.

Teachers started their first filial play session with their students in early November. It is expected that all filial play sessions would be finished by the mid of January 2012.

Finally, 36 training workshops for nine kindergartens have been conducted to 50 teachers. 160 CBCLs for pre-post tests have been collected and 160 20 minutes long video clips were observed and recorded by the end of January 2012. Video clips have now been analyzing with the MEACI (The Measurement of Empathetic and Acceptance Inventory) by two trained observers.

All the teacher training reports have been finalized in early February. Researcher has discussed the results of CBCL and MEACI with 50 teachers. All video clips have been analysed that a high correlation between children's social competency and teacher's acceptance in play sessions was found.

All parents training workshops began to conduct in February. Schedule of training was same as the teachers' one in the above. Parents were given a toy box, a DVD, and a manual after the first two sessions of training. They gave the play training to their children at home. The CBCLs were distributed to the parents in the first & the last sessions of training in order to understand children's social competency before parents play session and after parents play sessions.

The first two workshops for the basic skills of filial play have also been conducted to the parents of nine kindergartens, since parents who received the first-two filial play training sessions would provide 3 filial play sessions to the children with either internalizing or externalizing problem in the second term, February to April, before the third and fourth play training sessions. I discussed with the parents on the video of their first play session with the child individually in the third play training session. After that, parents started the last 3 filial play sessions with the child individually. Usually all play sessions between parents and children were conducted at home. The last session of play training was also videotaped for recording teacher play skills and communication skills again in order to compare with the skills in the first session. Researcher has discussed with the parents the play skills used in the first and the last play sessions in the fourth session.

Therefore, eighteen training workshops of basic filial play skills have been conducted to about 80 parents in April.

Parents started their first filial play session with their students in early April. It is expected that all filial play sessions would be finished by the end of May 2012. Finally, 36 training workshops for nine kindergartens have been conducted to 80 parents. 160 CBCLs for pre-post tests have been collected and 160 20 minutes long video clips were observed and recorded by the end of May 2012. Video clips have now been analyzing with the MEACI (The Measurement of Empathetic and Acceptance Inventory) by two trained observers.

There are in total 72 training workshops delivered to both teachers and parents from Sept 2011 to May 2012. 320 CBCLs and 320 20 minutes long video clips were observed and recorded in 11 months.

Below is the summary table of work complete.

Summary Table of work complete

<u>Schedule (Teachers)</u>	<u>Content</u>	<u>Task</u>
Sept. – Oct. 2011	18 training workshops of basic filial play skills to 50 teachers in 9 kindergartens	Completed
November 2011	First play session with students started and Video-taped for further discussion and analysed	Completed
Mid-January 2012	All third and fourth play training sessions to teachers have been completed	Completed
End of January 2012	160 CBCLs for pre-post tests 160 20 minutes long video clips were collected for further analysis	Completed
Feb – Mar 2012	All data from teachers, like CBCLs and video clips, have been observed and report (See appendix 1 – 9)	Completed
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<u>Schedule (Parents)</u>		
Feb. – Mar. 2012	18 training workshops of basic filial play skills to 80 parents in 9 kindergartens	Completed
April 2012	First play session with children started and Video-taped for further discussion and analysed	Completed
late-May 2012	All third and fourth play training sessions to parent have been completed	Completed
Jun – Aug 2012	All data from parents, like CBCLs and video clips, have been observed and report (See appendix 1 – 9)	Completed
Sept 2012	Reports have been sent to both teachers and parents	Completed
Oct – Nov 2012	Debriefing sessions to all kindergartens Reporting the results of the study to both teachers and parents	On-going

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$ 195,580.00	\$ 176,980.72	-10%
Equipment	\$ 70,000.00	\$ 57,727.90	-18%
General Expenses	\$ 6,040.00	\$ 1,845.90	-69%
Contingency	\$ 2,380.00	\$ -	-100%

2. Project variation

Two more kindergartens joined the project. This made up to 9 kindergartens participating in the project. The start date was postponed from April 2011 to July 2011, since most kindergartens want to start the project in September. Both principals and teachers in kindergartens thought it's easy to organize the workshops, school activities, and parents training from the beginning of school year.

Some parents could not participate in all training workshops since they lived in Shen Zhen. However, nearly 90% of the parents participate in all training workshops. Some parents taped the pay activities with the mobile phones. Teachers helped them convert the files into PC version.

It is difficult to organise a debriefing session of project to all kindergarten's teachers and parents. Therefore, we only organize 5 debriefing sessions to all kindergarten teachers and parents in October 2012.

3. Self-evaluation of project effectiveness

One of the objectives has been achieved so far. Teachers are well-received from 36 training workshops of basic filial play skills. A guidebook of filial play (Teacher version) has been published and delivered to the teachers. Two DVDs of skills demonstration have also been sent to the teachers for their references.

Most kindergarten teachers and parents reported that the externalizing problem has been significantly reduced, like attention problem and aggressive behavior. Only one

kindergarten, Ho Tung, the aggressive behavior was increased at the end of the project. This might be two out of four children become more aggressive due to family problems (Appendix 12).

It is interesting that teachers play training sessions were more effective in reducing internalizing problems than externalizing problems, while parent play training session were more effective in reducing externalizing problem than internalizing problems. Most internalizing problems, like emotional responses, anxiety / depression, withdrawal, and somatic complaints have been reduced after children attended teacher play sessions. Only somatic complaints were decreased after children attended parent play sessions. However, children's attention problem has been significantly reduced after parent play sessions. Children have improved their social competency, especially in social communication (details see Appendix 10 & 11).

4. Dissemination of deliverables and good practices

A 116-page guidebook of filial play (Teacher & Parent version) has been published and delivered to the teachers for their revision. Two DVDs of skills demonstration have also been sent to the teachers for reference. A sample set of toys has been well-received by each kindergarten. About 80 set of toys with DVDs and manual have been delivered to the parents for practice by the end of February.

The play session toys included the following: Play Doh, crayons (8 colours), paper, blunt scissors, nursing bottle (plastic), rubber knife, dart gun, a family of small dolls, toy soldiers (10-15 only, 2 colours), small plastic car, Lone Range type mask, a cardboard box (the type copy paper comes in, with the lid used to indicate rooms using strips of tape), doll house furniture, small baby doll, blanket, doctor kit, an inflatable Bop bag, a piece of rope, a deck of cards, a ring toss, plastic domestic and wild animals, and craft items for older children. A hand puppet toy was considered a special asset. The investigator discussed the addition of other items with parents and teachers in the first training session (Robinson, et al., 2007).

The CBCL and MEACI reports have been delivered to the teachers and parents (Appendix 1 – 9). 5 debriefing sessions will be held in October. An academic paper is being drafted to submit to present in one of the international conferences of child development in 2013.

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Training manual on “Filial Play with children”	Fairly good quality	distributed to 50 teachers and 80 parent participants at the first training workshop in Sept 2011 and in Feb 12 respectively; they would use the materials as try-out in the play sessions	
One DVD on “Filial Play skills”	Satisfactory quality	distributed to 9 kindergartens and 80 parents	
Toy box including Play Doh, crayons (8 colours), paper, blunt scissors, nursing bottle (plastic), rubber knife, dart gun, a family of small dolls, toy soldiers (10-15 only, 2 colours), small plastic car, Lone Range type mask, a cardboard box (the type copy paper comes in, with the lid used to indicate rooms using strips of tape), doll house furniture, small baby doll, blanket, doctor kit, an inflatable Bop bag, a piece of rope, a deck of cards, a ring toss, plastic domestic and wild animals, and craft items	Good quality	20 toy boxes and 80 toy boxes distributed to 9 kindergarten and 80 parents respectively.	

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Briefing session 1	9 th Sep 2011 (Fri) 上水 金錢村何東幼稚園	3	20	62	62 Parents	Teachers and parents were well-informed, and felt good with the project
Briefing session 2	16 th Sep 2011 (Fri) 將軍澳厚德邨商場	1	5	32	32 Parents	Same As Above
Briefing session 3	17 th Sep 2011 (Sat) The Hong Kong Institute of Education	4	20	40	40 Parents	Same As Above
Briefing session 4	23 rd Sep 2011 (Fri) am 沙田 禾輦邨美和樓	1	4	45	45 Parents	Same As above, participant parents were more than the quota set by each kindergarten
Briefing session 5	23 rd Sep 2011 (Fri) am 屯門 大興邨第一期商場	1	6	10	10 Parents	Teachers and parents were well-received the information
Debriefing session 1	26 th Oct 2012 上水佛教沈東福幼稚園	1	4	10	10 Parents	
Debriefing session 2	30 th Oct 2012 新界婦孺福利會粉嶺兒童樂園	1	4	9	9 Parents	
Debriefing session 3	1 st Nov 2012 香港聖公會聖西門大興幼兒學校	1	4	10	10 Parents	

Debriefing session 4	7 th Nov 2012 東華三院廖恩德紀念幼稚園	1	4	10	10 Parents	
Debriefing session 5	20 th Nov 2012 中華基督教會上水堂幼稚園	1	4	8	8 Parents	