



Final Report of Project

Project No. : 2008 /0197

Part A

Project Title: School-based Intervention Model on Holistic Support for ADHD Primary School Students

Name of Organization/School: Heep Hong Society

Project Period: From September 2009 (month/year) to August 2011 (month/year)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: _____ Name of Grantee*: _____

Signature: _____ Signature: _____

Date: 30 November 2011 Date: 30 November 2011

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via “Electronic Project Management System” (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*



Part B

1. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective
1. To develop effective teachers' support program at participating primary schools and therefore, ADHD students will be better supported in their learning and school adjustment	<ul style="list-style-type: none">● Whole school training program for primary school teachers● Coaching Scheme for Behavioural Consultants at participating schools	Fully achieved	<ul style="list-style-type: none">● Teacher development program had been held for all teachers at each participating school and was well received by the teachers. Over 90% of teachers expressed that the program has raised their understanding towards the needs of ADHD students and effective classroom management.● Two teachers have been recruited from each participating school as Behavioural Consultants. Each Consultant has to carry out behavioural analysis on students with ADHD and design a behavioural intervention plan for the students based on their analysis. The details of the behavioural intervention plan were then presented in the case conference to other teachers for implementation. As revealed from individual interview with these Consultants, they felt that it was meaningful to use behavioural analysis in understanding the behaviour of these students and to develop behavioural intervention plan according to their behavioural characteristics. The effect of the behavioural intervention plan was also well recognized by other teachers.



<p>2. To introduce a wide variety of specialized training programs at participating schools for the support of learning and personal development of ADHD students</p>	<ul style="list-style-type: none"> ● Training program on self management for students with ADHD ● Training program on reading strategies for students with ADHD ● Physical training program for students with ADHD 	<p>Fully achieved</p>	<ul style="list-style-type: none"> ● Quantitative and/or qualitative evaluation results suggested improvement on various aspects, including executive functioning, physical skills and academic behaviour. ● Teacher workshops have been held at participating schools to introduce the training elements to teachers in order to facilitate them to use these training elements inside the classroom. Most teachers reflected that the improvement of students was obvious and they are willing to adopt the training strategies after the termination of Project.
<p>3. To develop school-based parents support program for the enhancement of teacher-parent collaboration and building up of parents' strength in handling challenging behaviour</p>	<ul style="list-style-type: none"> ● School based training program for parents of ADHD students 	<p>Fully achieved</p>	<ul style="list-style-type: none"> ● Parents reflected at the end of training program that they became understood with the intervention plan of school and the importance of teacher-parent collaboration. ● In individual meeting with the parents, parents reported that the strategies learned in the session were effective in handling their children's challenging behaviour and was ready to apply them in their real life.
<p>4. To produce series of training package which are published as handbooks for teachers and parents' use in helping students with ADHD</p>	<ul style="list-style-type: none"> ● Development of teacher manual and parent manual ● Seminars for teachers and parents 	<p>Fully achieved</p>	<ul style="list-style-type: none"> ● As reflected by the participants of the seminars, the content of the training manuals was helpful to them in understanding the needs of ADHD children and the corresponding intervention model and training technique.

2. Project Impact

The Project has made a positive impact on the stakeholders in the following aspects:

A. For principals and teachers – Enhancement of professional capacity and develop a new orientation to cater the needs of students with ADHD

Principals and teachers from participating schools reflected that the implementation of Behavioural Consultant Coaching Scheme has greatly increased their awareness and capacity in helping students with ADHD. In Hong Kong, teachers training are usually delivered in form of training workshop which focuses on the characteristics of the disorder and the management method. However, such knowledge-based workshop is not sufficient for training teachers in implementing behavioural intervention in school setting. The newly introduced Behavioural Consultant Coaching Scheme not only provides the teachers a solid framework in analyzing the underlying needs of the ADHD students, but also the step-by-step procedures in formulating and implementing an intervention plan for the students.

Besides, the three-tier intervention model has provided the teachers a new clear approach in supporting the ADHD students. In addition to quality teaching in the regular classroom (Tier 1), the Project has brought about valuable inputs for teachers in specialized training programs for ADHD students (Tier 2) and behavioural management plan for individual student (Tier 3). With the well-established three-tier intervention model, students with ADHD could be better supported in school adjustment and academic learning.

The experience consolidated from Behavioural Consultant Coaching Scheme and three-tier school intervention model were shared with 329 teachers in a mass seminar in May, 2011. The feedback to this seminar was very positive. About 95% of the participants were satisfied with the sharing in the seminar. Specifically, 93% teachers were satisfied with the behavioural analysis and management techniques presented in the seminar suggesting that they believed these techniques may help them to deal with the behavioural problem of students with ADHD inside the classroom.

B. For students – Enhancement in coping with school life

One of the challenges to student with ADHD in the school environment is how to better control their behaviour inside the classroom so that they can learn in a more effective way. In order to help these students to meet this demand, various specialized training programs had been designed and implemented in the participating schools. Based on the pre and post group observation, students in the self management program were observed to have improvement particularly in resistance to irrelevant environmental stimuli, learning accuracy and pro-social behaviour. In the physical training program,

students were observed to have significant improvement in manual force control, motor coordination and planning skills. For the training program on reading strategies, students were observed to have obvious improvement in ideas organization and focusing their attention on essential information.

Instead of just providing direct professional support to the students and teachers, the project has brought along the integration of multi-disciplinary professional expertise among educational psychologists, occupational therapist and physiotherapist in designing specialized training programs for the students in school environment, which was essential for holistic support for students with ADHD.

The training models and activities in the present project were shared with teachers in a mass seminar in May 2011. Over 97% teachers in the seminar were satisfied with our presentation on the training activities. Teachers also commented that the seminar had showed different examples of training activities thus they will be more confident in providing the training by themselves to those students at their school.

C. For parents – Enhancement of behavioural management skills and parent-child relationship

The parent manual has provided parents a complete knowledge on the nature, characteristics and underlying difficulties of ADHD. With the introduction of positive attention and home reward system, parents could better accept and cope with the challenging behaviours of their children. The exercises listed out in the parent manual, targeting to improve the executive functioning of their children, has also provided good reference in home training.

3. Cost effectiveness

There is a surplus of 16.1 % of the total budget due to the reduced staff cost and production cost of training manuals. Besides, expenses for certain programs, for example the parent workshops, has also been absorbed by some participating schools. For details, please refer to the budget checklist (Appendix 1).

To maximize the cost effectiveness of the Project, training manuals incorporating the good practice gained from the specialized training programs and behavioral consultant coaching scheme, had been produced for teachers and parents to sustain the implementation of effective training for ADHD students and their parents.

4. Deliverables and Mode of Dissemination

Item description	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF?
Teacher manual on “School-based Intervention Model on Holistic Support for ADHD Primary School Students”	The content of the manual had been shared in the teacher seminar and well appreciated by the participants	<ul style="list-style-type: none"> • Distributed to 329 school teachers at the dissemination seminar in May 2011 • Sent to principals of all primary schools in Jun 2011 • Over 90% of the participants found the training activities and behavioural analysis useful for the ADHD students 	Dissemination in e-format is suggested to widespread the knowledge and good practice among teachers and parents
Parent manual on “Home-based Intervention and Support for ADHD Primary School Students”	The content of the manual had been shared in the parent seminar and well appreciated by the participants.	<ul style="list-style-type: none"> • Distributed to 326 parents at the dissemination seminar in Jun 2011 • Sent to principals of all primary schools in Jun 2011 • Over 90% of the participants appreciated the home training activities and behavioural management skills introduced in the parent manual 	Same as above

5. Activity List

A. Training Workshops for School Staff

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	parents	
Intensive coaching for Behavioral Consultants	Jan 2010 – Jun 2011 4 participated primary schools	4	8	/	/	The Behavioural Consultants expressed that their knowledge and understandings with ADHD students had been increased, and they are also competent to apply the three-tier invention model in supporting students with ADHD.

Workshop Training for Teachers	Jan 2010 – Feb 2011 4 participated primary schools	4	307	/	/	Teachers revealed that their knowledge and confidence to deal with ADHD students had been strengthened. The three-tier intervention model, introducing the concepts on executive functioning and behavioural analysis has brought about a new orientation in supporting students in ADHD.
--------------------------------------	--	---	-----	---	---	---

B. Training Programs for ADHD students

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	parents	
Physical Training Program	Dec 2009 – Dec 2010 4 participated primary schools Total sessions: 51	4	/	32	/	Participated students enjoyed taking part in the program and expressed that their confidence in playing ball games had been increased. They are also willing to continue the training at home.
Parents meetings on Physical Training Program	Jan 2010 – Dec 2010 Total sessions: 7	4	/	/	29	Majority of the parents attended expressed that they have gained a better understanding on how physical training can help to improve the ADHD children with motor issues. They also observed a definite improvement in their child's performance at home, such as improved sitting posture, improved strength and endurance in home exercise and better emotional regulation.
Reading Strategy Program	Jan 2010 – Dec 2010 4 participated primary schools Total sessions: 36	4	/	24	/	According to the sharing from teachers and participating students, most of the students had their self awareness improved and have more confidence to work with the reading and comprehension exercises. Teachers also



Review meetings with teachers on Reading Strategy Program	May 2010 - Jun 2010 Total sessions: 2	2	17	/	/	revealed that such training has built up a better foundation for students to handle their academic work.
Self Management Program	Dec 2009 – Jul 2010 4 participated primary schools Total sessions: 40	4	/	32	/	Participated students shared that they learnt to be more concentrated and organized in handling different tasks. Teachers stated that students' behaviour in classroom had improved significantly and can adopt better in classroom setting after the training program. Parents also expressed that students' performances of homework have improved.
Review meetings with parents and teachers on Self Management Program	Jan 2010 – Jul 2010 Total sessions: 5	4	38	/	10	

C. Support Program for Parents of ADHD students

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	parents	
Workshop training	Dec 2010 – Feb 2011 4 participated primary schools Total sessions: 24	4	/	/	32	The series of workshop training introduced knowledge of ADHD and interventions for parents. Parents found the content of program very supportive and useful. Parents express that they were very satisfied with this kind of service and would like to have more training in similar manner.

D. Public Seminars for Dissemination of Deliverables

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	parents	
Seminar for Teachers / Helping Professionals on ADHD students	28 May 2011 10:00am – 12:30pm Duke of Windsor Social Service Building	/	329	/	7	According to the evaluation forms collected, most of the participants were satisfied with the seminar. They expressed that the knowledge and activities introduced were very useful. They also appreciated the distribution of the deliverables which share the experiences and knowledge acquired in the program.
Seminar for Parents with ADHD children	4 Jun 2011 10:00am – 12:30pm Duke of Windsor Social Service Building	/	3	/	326	Most of the participated parents were satisfied with the seminar, especially on the part of home training activities and behavioural management system.

6. Difficulties encountered and solutions adopted

The Project had been smoothly completed within schedule and no difficulty was encountered.



Appendix 1

Budget Checklist

Budget items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
a) Staff Cost	1,633,438.80	1,514,431.31	-7.3%
b) Equipment:	22,831.00	23,698.60	3.8%
c) Service	433,000.00	223,581.39	-48.4%
d) General Expenses	27,600.00	19,163.40	-30.6%
e) Contingency	14,500.00	7,600.63	-47.6%
Overall	2,131,369.80	1,788,475.33	-16.1%