

Final Report of Project

Project No. : 20061 0394

Part A

Project Title: Children's Harmonious, Innovative, Loving Development Project (CHILD)

Name of Organization/School: The Health Education and Health Promotion Foundation

Project Period: From January 2008 (month/year) to September 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

** 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 - Final Report

Project Title: Children’s Harmonious, Innovative, Living Development Project (C.H.I.L.D) – 「打開心窗，豐盛人生路」

1. Attainment of Objectives

The Primary goals and objectives of the project:

- a) To help primary school teachers and social workers identify younger children with early signs of emotional disturbance, and behavioral and interpersonal difficulties.
- b) To empower teachers and social workers to assist children and their families in need of mental health services
- c) Help parents to improve knowledge and early identification of child’s mental health.
- d) To source help and other supportive resources for children and their families in the community
- e) Provide children with school-based training in emotional and behavioral control; interpersonal relations; and self-awareness etc

List of the schools:

Thirteen schools in Shatin district have participated in the “CHILD” project.

1. Baptist Lui Ming Choi Primary School 浸信會呂明才小學
2. CUHK FAA Thomas Cheung School 香港中文大學校友會張煊昌學校
3. Dr. Catherine F. Woo Memorial School 胡素貞博士紀念學校-下午
4. HKTA Shun Yeung Primary School 香港導教聯合會純陽小學
5. Ma On Shan Ling Liang Primary School 馬鞍山靈糧小學
6. Ma On Shan Lutheran Primary School 馬鞍山信義學校
7. Ma On Shan St. Joseph’s Primary School 馬鞍山聖若瑟小學
8. PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School 保良局王賜豪（田心谷）小學
9. Shatin Methodist Primary School 沙田循道衛理小學
10. SKH Holy Spirit Primary School 聖公會主風小學
11. The Salvation Army Tin Ka Ping School 救世軍田家炳學校
12. Tung Wah Group of Hospitals Sin Chu Wan Primary School 東華三院冼次雲小學
13. Wo Che Lutheran School 禾輦信義學校

1. Activities related to the objectives:

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
Objective A & B: Help teacher and social worker identify the early sign of childhood mental health disorders	Two groups of Teacher Training Workshop – 6 sessions	Fully achieved	9 / 13 enrolled schools have participated	
Objective E: School-based student group training	<p><u>School-based Student Group Intervention</u> For P. 1 – P. 4 students who were belonged to the <u>borderline range in the Strength and Difficulties Questionnaires (SDQ)</u></p> <p>Pre/Post Child Behavioral Checklist completed by children's parents and teachers before and after the intervention.</p>	Fully achieved	<p>Attended schools:</p> <ol style="list-style-type: none"> 1) 香港中文大學校友會張煊昌學校 2) 胡素貞博士紀念學校(下午) 3) 救世軍田家炳學校 4) 保良局王賜豪(田心谷)小學 5) 東華三院冼次雲小學 6) 馬鞍山信義學校 7) 香港導教聯合會純陽小學 8) 浸信會呂明才小學 9) 馬鞍山靈糧小學 10) 沙田循道衛理小學 11) 聖公會主風小學 12) 馬鞍山聖若瑟小學 	One of the enrolled school gave up the <u>student group intervention</u> due to time conflict with its academic curriculum

<p>Objective C & D: Provide training to parent in management of childhood mental health disorders</p>	<p><u>Parent Seminar #1 -3:</u> 1) 如何與子女相處(一): 情緒篇 (Emotional Management) 2) 如何與子女相處(二): 溝通篇 (Communication Skill) 3) 如何與子女相處(三): 從遊戲中學習(Learning through play)</p>	<p>Fully achieved</p>	<p>Leaflet on Parenting Skills was distributed to parents at the seminar #1-3 ; most of the parents indicated that they would use the materials as try-out</p>	
<p>Objective A & B: Help teacher and social worker identify the early sign of childhood mental health disorders</p>	<p><u>Teacher Sharing Seminar</u> 「兒童心理健康」老師分享會 - 進一步探討學童心理健康的認知 - 學校老師對學童心理健康的認識和處理, 回顧過去兩年曾在學校舉辦的學童心理成長小組、個別學童輔導服務、老師工作坊和家長講座</p>	<p>Fully achieved</p>		<p>Not all the enrolled schools were able to attend the sharing workshop</p>
<p>Objective A & B: Help teacher and social worker manage children with special education needs</p>	<p><u>Teacher Training in working with children with ADHD</u> - 認識專力不足/過度活躍症 - 教學技巧/課室安排 - 治療方法 <u>Teacher Training in working with students with special education needs (SEN)</u> - Attention Deficit/ Hyperactivity Disorders - Autism - Learning Disabilities</p>	<p>Fully achieved</p>	<p>Attended Schools 1) 胡素貞博士紀念學校-下午 2) 香港導教聯合會純陽小學</p>	
<p>Objective E: School-based student</p>	<p><u>Parents Training Workshop: (6 sessions)</u> 學習滿 FUN 家長遊戲工作坊</p>	<p>Fully achieved</p>	<p>Attended Schools: 1) 聖公會主風小學</p>	

group training	<p>第一節: 父母的管教方式</p> <p>第二節: 父母與孩子之間的依附關係</p> <p>第三節: 親子溝通問題和技巧</p> <p>第四-六節: 親子遊戲訓練</p>		<p>2) 東華三院冼次雲小學</p> <p>3) 胡素貞博士紀念學校-下午</p> <p>4) 香港導教聯合會純陽小學</p> <p>5) 香港中文大學校友會張煊昌學校</p>	
Objective C & D: Provide training to parent in management of childhood mental health disorders	<p><u>Parent Workshop:</u></p> <p>家長專題講座</p> <p>- 探討「港孩」現象和「怪獸家長」理論</p> <p><u>Parent Workshop: Emotional and Behavioral Management in Children with ADHD</u></p> <p>第一節: 日常生活上的訓練</p> <p>第二節: 認知/執行功能訓練</p> <p>第三節: 情緒控制處理</p>	Fully achieved	<p>1) 胡素貞博士紀念學校-下午</p> <p>2) 香港導教聯合會純陽小學</p> <p>3) 聖公會主風小學</p> <p>4) 馬鞍山聖若瑟小學</p> <p>5) 東華三院冼次雲小學</p>	
Objective E: School-based student group training	<p><u>Student Workshop:</u></p> <p>學生專題訓練</p> <p>題目(一): 個人情緒控制</p> <p>題目(二): 朋輩相處之道</p>	Fully achieved	<p>Attended Schools</p> <p>1) 香港導教聯合會純陽小學</p> <p>2) 聖公會主風小學</p> <p>3) 馬鞍山聖若瑟小學</p> <p>4) 東華三院冼次雲小學</p>	
Objective E: Help students in needs of individual counseling	<p><u>Individual counseling</u></p> <p>- Students were referred by schools teachers and/or social workers</p>	Fully achieved	<p>Attended Schools</p> <p>1) 救世軍田家炳學校</p> <p>2) 胡素貞博士紀念學校-下午</p> <p>3) 聖公會主風小學</p> <p>4) 香港導教聯合會純陽小學</p> <p>5) 香港中文大學校友會聯會張煊昌學校</p> <p>6) 保良局王賜豪(田心谷)小學</p>	

			7) 浸信會呂明才小學 8) 禾輦信義學校 9) 東華三院洗次雲小學 10) 馬鞍山聖若瑟小學	
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Individual Therapy services were offered to the enrolled school since 2008. There were total 36 students had been referred to meet with Clinical Psychologist in an outpatient clinic. We found that most of parents, teachers, and workers of these students were self-dedicative and motivated in helping and providing information. By the end of the study, 33 of them were successfully discharged. According to school teachers, many children had significant improvement on behavioral and emotional management as well as better peer relationship after a long-term intense individual therapy. Parents of these referred students would also be seen by Psychologist for better parenting and communication skills. The rest of them who did not meet with the clinical psychologist were managed by social workers in school.

2. Project impact on

A comprehensive group planning with details concerning on the group objectives, the target clientele, the group size and the length of group etc. were important at the beginning stage.

Primary prevention: education

1. Forming Student Group Intervention:

A secretary of Quality Education Fund Steering Committee, had visited us back on 2008. In Li's report, positive feedback was made upon the workshop conducted in HKTA Shun Yeung Primary School. Our workers encouraged and motivated students in group activities by using reward system, in which an immediate verbal and non-verbal compliment was given upon the occurrence of "good" behavior. , he suggested that we could distribute summary card to consolidate students' memories and skills learnt in group.

Majority of skills and topics in Student Group encompassed on the enhancement of sense of self-concept; empathy training; emotion and stress management; interpersonal relationship; prosocial development; and strengthening problem solving and copying ability. Some schools had required for extra sessions (1-3 sessions) on specific topics, such as communication skills and positive peer relationship upon the success of the previous Group Intervention. These in-group students who showed high risk of antisocial and peer difficulties were selected via teachers and

school social workers.

2. Parental education:

There were various seminars and workshops were conducted in this study. Three seminars, which opened for all parents in the community, were conducted in a school-based setting. Topics included provide managing skills on common child's emotion and behavior problems; parent-child communication skills; and learning through play. For the needs of parental skill training and upon the success of previous seminars, some schools had requested for more intense training for parent in need of managing child's mental health difficulties, such as treatment of children with ADHD, proper parent-child interaction, and use of play therapy.

Forming parent network

Parents who participated in the training group could be networked, especially for those whose children have shared and faced similar difficulties. Such arrangement aimed to extend the nuclear families and by grouping several families together, children could develop further relationship like cousins and siblings.

3. Teacher / social worker education:

There were programs provided for teachers with a holistic framework to identify and support children with special education needs and developmental disorders. Teacher education was seen as primary intervention in this study because we believed that teacher was one of the most crucial elements to the development of healthy childhood. Besides their own parents, teacher was also viewed as "the significant other" to children; therefore, teacher's appreciation and acceptance on children's individual differences were highly important to children's mental health. Classroom management in SEN children's behavioral and emotional problems was part of training, such as how to handle a child with ADHD in temper tantrum and delinquency.

Strengthening children's social network in school system:

Encouraging schools to provide training to volunteers such as big brother and sisters so they might possess basic skills of giving support and help to younger children in need.

3. Cost-effectiveness

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$2,657,856	\$2,709,747.25	-1.95%
Equipment	\$87,500	\$87,500	0%
Services	\$409,500	\$423,131.13	-3.33%
General Expenses	\$297,344	\$311,536.29	-4.77%
Contingency	\$3,000	\$0	100%
Total	\$3,455,200	\$3,531,914.67	-2.22%

4. Deliverables and Modes of Dissemination

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.
Leaflet on “parenting skills”- 「孩子心靈健康之家長篇」		distributed to 1950 parents at the dissemination parent seminar #1-3 in 2009; most of the parents indicated that they would use the materials as try-out	
Three series of booklets on children’s 1) Attention; 2) Emotional management and social interaction; 3) Gross and fine motor development		distributed to 50 primary and schools and kindergarten on request in 2009	
Booklet on the enhancement of teacher knowledge on childhood mental health disorders		distributed to 50 primary school on request in 2010	

5. 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)	
Two groups of Teacher Training Workshop – 6 sessions	Date: 03 – 06/2008 Venue: Lek Yuen Health Center Theme: Session 1 – 2 - 兒童心理及情緒問題的認知及處理方法 - 治療兒童心理及情緒上的問題 Session 3 – 4 - 介紹現時普遍兒童行為失調的特徵及其 症狀 - 跟行為問題兒童融洽地相處 Session 5 – 6 - 辨認潛在情緒及行為問題兒童的方法 - 個案討論 (Case discussion) - 介紹將會舉辦的學生工作坊 (School-based)	9	32 (teachers and social workers)	/	/	Most participants found the workshops useful and fruitful in equipping the skills learnt on students with SEN. Participants were highly encouraged to engage in group discussion and sharing. On evaluations, most participants were satisfied with the contents and lecturer, but wanted more real-life case sharing.

<p>School-based Student Group Intervention</p> <p>(Group A – P.1 – P. 2)</p> <p>(Group B – P.3 – P. 4)</p>	<p>Date: 06/2008 – 10/2009</p> <p>Venue: School-based</p> <p>Theme:</p> <p>For P. 1 – P. 4 students who were belonged to the borderline range in the Strength and Difficulties Questionnaires (SDQ)</p> <ul style="list-style-type: none"> - Increase sense of self- concept and awareness - Emotional management - Empathy training - Interpersonal relations - Stress management <p>Pre/Post Child Behavioral Checklist completed by children’s parents and teachers before and after the intervention.</p>	12	/	118	/	<p>Pre- and Post- CBCL were administrated by parents and teachers of in-group students before and after the intervention. Result did not show significant improvements after the training. The reasons might be:</p> <ol style="list-style-type: none"> 1) duration and length of the intervention 2) contents 3) attendance of student
<p>Parent Seminar # 1 – 3</p>	<p>Date: 03 – 06/ 2009</p> <p>Venue: School-based</p> <p>Theme:</p> <ol style="list-style-type: none"> 1) 如何與子女相處(一): 情緒篇 (Emotional Management) 2) 如何與子女相處(二): 溝通篇 (Communication Skills) 3) 如何與子女相處(三): 從遊戲中學習 (Learning through play) 	/	/	/	235 parents,	<p>Evaluations were completed at the end of each seminar. More than 80% agreed that the contents and techniques were helpful in the management of children’s emotion and behavior difficulties.</p> <p>In addition, most parents believed that they were now more sensitive to the way they communicate to their children.</p>

Teacher Sharing Seminar	Date: 2/2010 Venue: Lek Yuen Health Center Theme: 「兒童心理健康」老師分享會 - 進一步探討學童心理健康的認知 - 學校老師對學童心理健康的認識和處理 回顧過去兩年曾在學校舉辦的學童心理成長小組、個別學童輔導服務、老師工作坊和家長講座	4	/	/	8 (1 school principal, 4 social workers, 1 counselor, and 2 SGT)	
Individual Counseling	Date: 11/2008 - 09/2011 Students were referred by schools: 1) 救世軍田家炳學校 2) 胡素貞博士紀念學校-下午 3) 聖公會主風小學 4) 香港導教聯合會純陽小學 5) 香港中文大學校友會聯會張煊昌學校 6) 保良局王賜豪（田心谷）小學 7) 浸信會呂明才小學 8) 禾輦信義學校 9) 東華三院冼次雲小學 10) 馬鞍山聖若瑟小學	10	/	36	/	Three of the project schools did not make any referrals

<p>Parent Training Workshops (6 sessions)</p>	<p>Date: 11/2010 - 04/2011 Venue: School-based 學習滿 FUN 家長遊戲工作坊 第一節: 父母的管教方式 第二節: 父母與孩子之間的依附關係 第三節: 親子溝通問題和技巧 第四-六節: 親子遊戲訓練</p>	5	/	/	50 parents 2 social workers	<p>Parents found that the intense training enhanced their parenting skills and parent-child relationship. They valued more on children; and understood that parent involvement was as important in the development of parent-child relationship.</p>
<p>Student Seminar on Specific Skill Training</p>	<p>Date: 04 - 07/2011 Venue: School-based 學生專題訓練 - Emotional control 個人情緒控制 - Interpersonal relations 朋輩相處之道</p>	4	/	60	/	
<p>Parent Seminar on Children with Special Education Needs</p>	<p>Date: 05 - 10/2011 Venue: School-based 家長專題講座 探討「港孩」現象和「怪獸家長」理論</p>	2	/	/	80 parents	<p>Participants were able to realize the boundary issues. Most of them rated as “agree” and “strongly agree”, such as “Do you find today’s seminar useful?”; “Do you find the workshop helpful in understanding more your children?” More real-life demonstration and parenting skills were suggested by parents for future seminars.</p>

Parent Workshop: Emotional and Behavioral Management in Children with ADHD	Date: 09/2011 Venue: School-based Theme: Session 1 - 3 - 日常生活上的訓練(第一節) - 認知/執行功能訓練 (第二節) - 情緒控制處理(第三節)	1	/	/	12 parents	All participants rated as “agree” and “strongly agree” on the questions, such as “Do you find the workshop helpful in understanding the needs of ADHD children?” Some parents wanted more information on Autism and Asperger’s syndrome.
Teacher Training in working with children with ADHD and Special Education Needs	Date: 09/2011 Venue: School-based Theme <u>1. Teacher Training in working with children with ADHD</u> - Knowledge of ADHD and its symptoms - Teaching strategies and Classroom management - Treatment in ADHD <u>2. Teacher Training in working with students with special education needs (SEN)</u> - Attention Deficit/Hyperactivity Disorders - Autism - Learning Disabilities	2	40	/	/	All Participants rated as “agree” and “strongly agree” on the questions, such as “The workshop is able to enhance your knowledge on the needs of SEN students?” Other suggestions made by teachers: - More time on Q & A - Examples - Classroom management

6. Difficulties Encountered and Solutions Adopted

Changes in the schedule of the program

Student Group Intervention:

School-based Student Group Interventions were completed accordingly in 12 enrolled schools, but there was one school, Wo Che Lutheran School had given up the Student Workshop due to time conflict with its academic curriculum. Difficulties found in the conduction of Student Group Intervention included the attendance rate of in-group students and the lack of a social worker or teacher assistant presented in session in some schools. To teach social workers or teacher assistant the skills of student group training was one of the proposed objectives in this study; however, the labor shortage in school became one of the most difficult obstacles we faced, for instance, social worker tended to have a heavy caseload.

There were some modifications made after the completion of Student Group Intervention in 2008. The group theme, games, and the assessment informants had been amended for the best interest of the in-group students, such as prosocial behavior and interpersonal relationship. Child Behavioral Checklist (CBCL) was completed by parents and teachers respectively before and after the intervention to measure children's aggressive/destructive behavior, emotion, and other somatic problems.

Some schools had required for extra student group sessions (1-3 sessions) on specific topics, such as communication skills and positive peer relationship upon the success of the previous Group Intervention. These in-group students who showed high risk of antisocial and peer difficulties were selected via teachers and school social workers.

Individual Student Therapy:

Individual counseling services started in 2008. There were only 10 project schools made referrals to be seen with Clinical Psychologist (10 out of 13), in a total of 36 students. Most of them had discharged and for few students, CP made proper referrals to school social worker and outside resources for follow-up before termination. We found it difficult to connect with certain school that

did not make referrals to us. We tended to have more difficulties in the communication with its social workers and teachers.

Parent Workshop:

In the last year of the study, we added some intensive parent training program for helping parents in the management of SEN students such as student with ADHD and learning disabilities. Most parents found it most difficult to manage in situations of homework completion, emotion control, temper tantrum and disobedience. Thus, specific topics and parenting skills training were added to our study.