

**The Hong Kong Polytechnic University
Department of Applied Social Sciences**

Preparatory Workshop for BASW/MSW
Service Overview

Pre-school Rehabilitation Service

September 6, 2023

Facilitator : Cindy Fung Mei Yee

Brief Rundown

I. Service briefing on the pre-school rehabilitation service

II. Group discussion (1) on the strategies for reaching clients and do the engagement in different service settings

III. Practical sharing by a graduate student guest on the service for the parents of pre-school SEN children in the OPRS service setting.

IV. Group discussion (2) on the scenario related to the role of social worker in dealing with the dilemma on self-determination of parents Vs the ultimate benefit of the SEN children

Rehabilitation Service

Introduction

People with disabilities would want to lead a normal a life as possible and to contribute to society as much as they can.

Objective

Rehabilitation services aim to acknowledge the **equal rights** of people with disabilities to be full members of the community by assisting them in developing their **physical, mental and social capabilities** to the fullest possible extent and by promoting their **integration into the community**.

SWD,2021



Rationale of Rehabilitation

(1) Normalization—

- ☺ People with disability can have same chance to live in the community as ordinary people.
- ☺ They maintain social functioning with their age by having normal school life, career, social life, interest and self-care.
- ☺ They entitle to have access to public facilities with appropriate needs assessment and training to adapt the normal living.
- ☺ The normalization process is a continuum rather than an outcome. It varied among different special needs.

(2) Community Care—

- ➔ People need to be supported in their community, in their own home or close to their home and family with local personalised services that meet their needs.
- ➔ Care providers need to ensure the right money and resources are in place to grow community services.
- ➔ Care providers work together in partnership with the people and their families at the centre of planning to meet their needs.

(3) Empowerment—

- ➔ The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.
- ➔ The social advocacy for people underprivileged to gain resources to enhance their problem-solving ability.



(4) Quality of Life



Person-centered:

(A) Subjective feeling :

☞ **Life satisfaction, potential development, active participation in family, community, career and healthy life.**

☞ **self efficacy in managing life of one's own**

(B) Objective indicator :

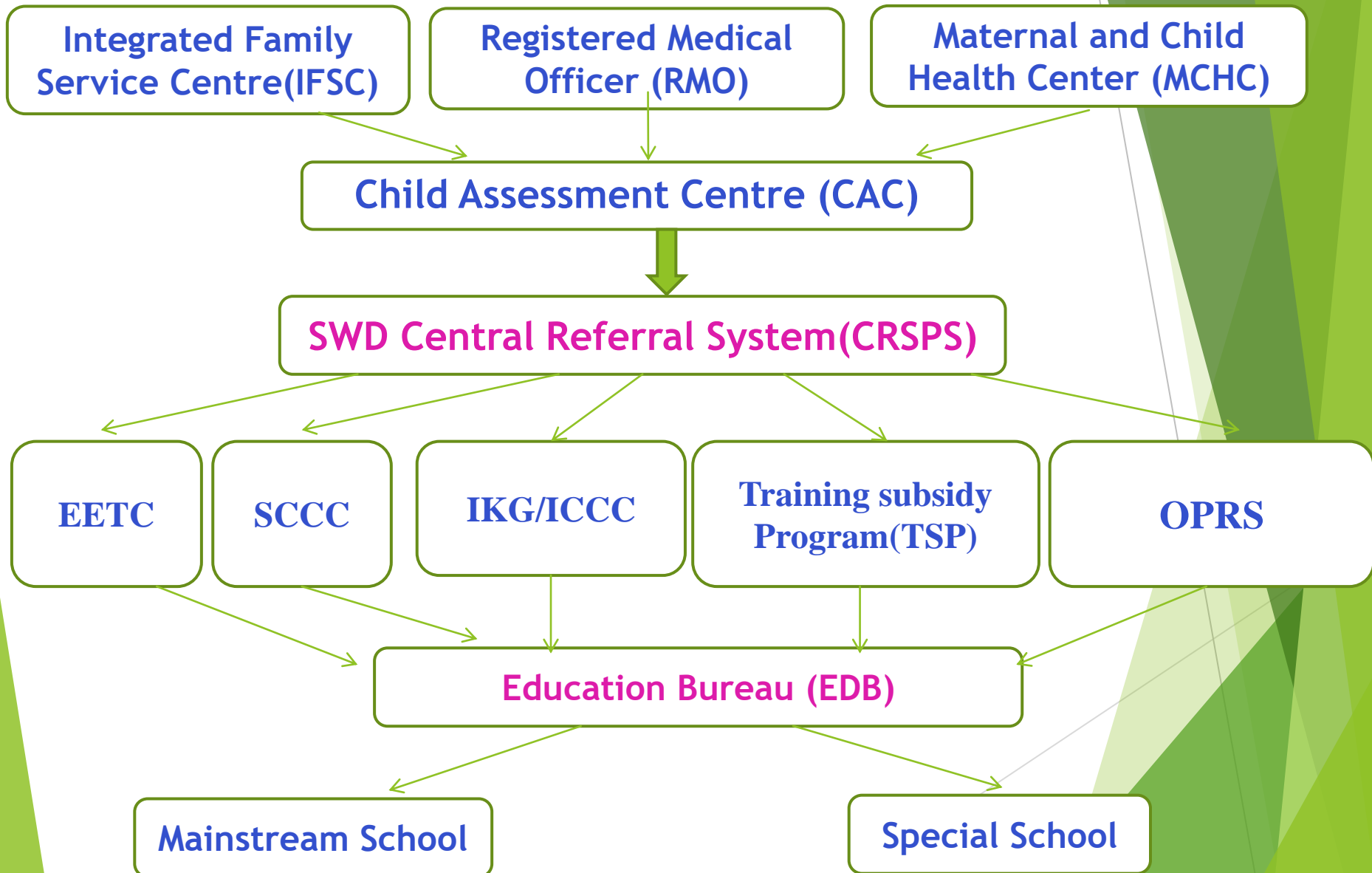
Self-compassion, interpersonal relationship, self-determination, social inclusion, ecological perspective...etc.

Pre-school Rehabilitation Services Nature



- ▶ Early Education and Training Centre (EETC)
- ▶ Integrated Program in Kindergarten-cum-Child Care Centre (IP)
- ▶ On-site Pre-school Rehabilitation Services (OPRS)
- ▶ Special Child Care Centre (SCCC)
- ▶ Training Subsidy Program for Children on the Waiting List of Subvented Pre-school Rehabilitation Services (TSP)

Referral procedures of pre-school rehabilitation service



Central Referral System for Rehabilitation Services (CRS-Rehab)

Service Description

It manages the central waiting lists of the day and residential services for people with disabilities to ensure uniformity in referral procedure and service admission criteria. With the exception of community support service to which applicants may approach directly for service, all applications for day or residential services for people with disabilities, unless otherwise specified, have to be made by social workers to this System for registration.

Application Procedures

Referrals can be made by social workers of medical social services units, integrated family services centres, special schools or rehabilitation service units. The application is free of charge.

Manual of Procedures

Social workers may refer to the CRS-Rehab Manual of Procedures

Service Content of different settings (I)

I. Special Child-Care Centre (SCCC)

Service Description

The service is to be operated in compliance with the Child Care Services Ordinance and Regulations. SCCC provides a range of services for disabled children.

Eligibility for the Service

Children aged **two to under six** who have not yet started primary school and are either moderately or severely mentally handicapped; moderately or severely physically handicapped; deaf or with severe to profound hearing impairment; blind or with severe visual impairment; or autistic.

* **Central Referral System for Rehabilitation Services** accepts parents to register application for Special Child-Care Centre (SCCC) service for children below the age of two in advance. However, when there are available places, these children have to meet the basic admission criteria of SCCC, including reaching the age of two, before they could be eligible for service allocation.

I. Special Child-Care Centre (SCCC)

Working Strategy:

(A) Developmental assessment (DAC) and individualised educational programmes(IEP). Each child is assessed upon admission and periodically thereafter. The results of the developmental assessment are used to plan an individualised training programme which sets learning goals for each child.

(B) Centre-based individual and group training. The child attends centre-based training programmes five days a week. These programmes aim to maximise each child's developmental functioning. Occupational therapy, speech therapy and physiotherapy services are provided.

(C) Daily child-care services are provided to enable the child to benefit from the training.

* Parental support and education are part of the Centre's work. Transport to the centre is made available and a fee is charged for use of this service.

Staffing:

The service is provided by a trans-disciplinary team including registered social worker, physiotherapist, occupational therapist, speech therapist, senior special child-care worker and special child-care worker and nurse. With the collaboration of different professions, an all-round and integrated service can be provided to the family with special needs children.

Service Content of different settings (II)

On-site Pre-school Rehabilitation Service (OPRS)

► Service Description

Inter-disciplinary service teams from the non-governmental organizations (NGOs) provide on-site services for pre-school children **with mild disabilities** and studying at participating kindergartens (KGs) and kindergarten-cum-child care centers (KG-cum-CCCs).

Inter-disciplinary service teams also render support services to teachers/ child-care workers and parents/carers.

► Eligibility for the Service

Children with mild disabilities aged below 6 attending the participating KGs or KG-cum-CCCs; **Children on the waiting list of Social Welfare Department (SWD)'s central referral system are given priority.** If there is vacancy, NGOs may exercise flexibility to provide services for children who are waiting for assessment by Child Assessment Centres(CAC), provided that the number of these children will not exceed 10% of the team's service capacity.



Service Content of different settings (III)

Parents' Resource Centre (PRC)

► Service Description

Parents/Relatives Resource Centres (PRC) for Disabled Persons serve as a focal point where parents and relatives of persons with disabilities with similar problems can share experience and seek **mutual support** with assistance from staff. **They serve parents/relatives of persons of all disabilities on a regional basis.** To strengthen existing community-based services to persons with disabilities and their families, additional resources have been allocated to PRC since 2001 to gain synergy.

► Eligibility for the Service

Parents, relatives and carers of persons with disabilities can make application directly to the service unit. Priority should be given to parents with disabled children aged under 21.



Special Educational Needs

Under the prevailing policy in Hong Kong (Equal Opportunities Commission), the major types of **Special Educational Needs (SEN)** includes:

Autistic Spectrum Disorder (ASD)

Visual & Audio Impairment

Intelligence deficit (ID)

Physical Handicapped (PH)

Communication Deficit (CD)

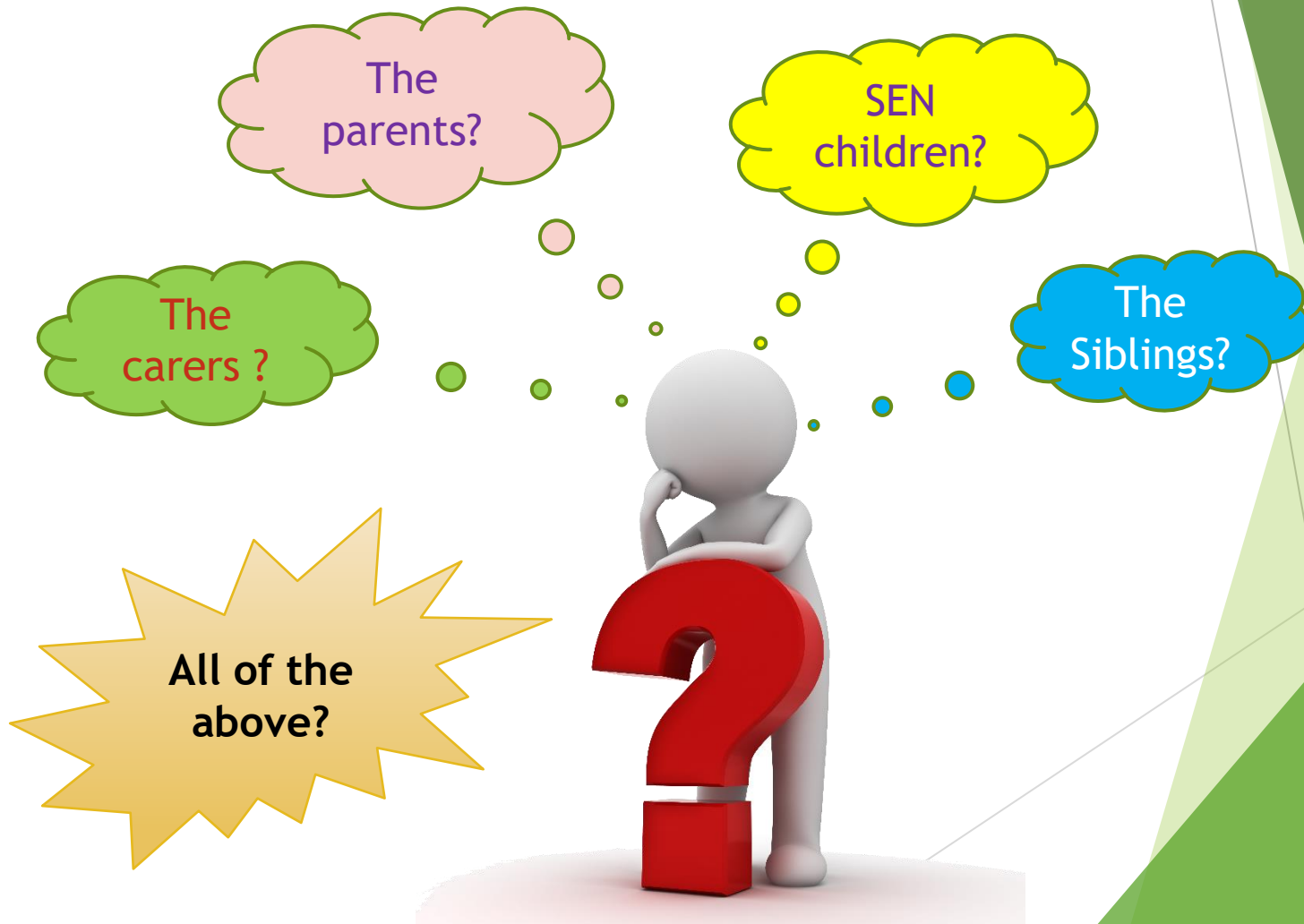
Attention Deficit & Hyperactive Disorders (ADHD)

Emotional & behavioral Deficit (EBD)

Special Learning Deficit (SLD)

Defining our client/ clients

In pre-school rehabilitation, who is/are our client/ clients?



How to work with and engage the clients?

I. Theoretical backup knowledge:

- ~ Principle of social work
- ~ Upholding of professional value
- ~ Strength Perspective
- ~ Normalization

II. Practical Skills:

- ~ Empathetic understanding
- ~ Active Listening
- ~ Positive and Proactive (Instill hope)
- ~ Collaboration with rehabilitation team



Some common training strategy in pre-school rehabilitation:

- Applied Behavioral Analysis ; ABC theory ; behavioral modification
- Use of Treatment and Education of Autistic and Communication handicapped Children(TEACCH) for training and communication.
- Break down of steps in teaching and descending ways of work tasks
- Use of SCERTS Model (Social Communication, Emotional Regulation & Transaction Support) for Autistic children.
- Integrated approach with multi-disciplinary collaboration e.g., SCCW+ OT co-opt for a training group
- The methodology by using Social Story





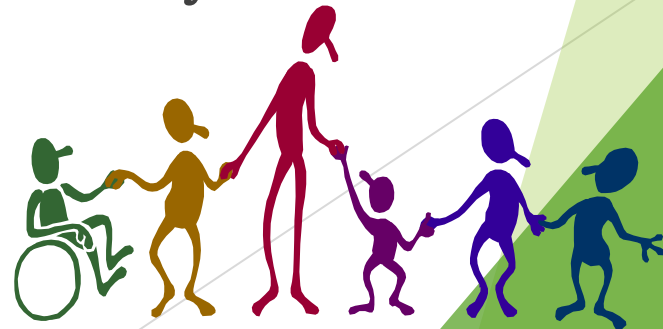
Role of social worker in the multi-disciplinary team

- (1) Work as a case manager in collaboration with PT,OT, ST & EP to develop intervention plan in **an integrated approach**.
- (2) Client-oriented in needs assessment and motivation for changes.
- (3) Establish team-work spirit in maintaining **common ground** and **core value** in the helping process.
- (4) Direct responsible to the unit-in-charge on handling client's confidential and privacy issue
- (5) **Empower** the role of client as user in receiving help from the service
- (6) **Be a supportive and helpful members within the team**

Some tips in working with parents of SEN children

(A) Empathetic understanding—

- social acceptance of the community
- pressure of long-term care and burden
- economic stress because of massive training of SEN children
- tension between spouse and family members
- management of community resources



(B) Attitude and skills in case counselling—

- ▶ Provide unconditional regards to client
- ▶ Be non-judgmental ,patient, empathetic & active listening
- ▶ Put family as a system for changes but not only the principal client
- ▶ Belief in the internal & external resources of client
- ▶ Pacing with client rather than professional guidance in practice
- ▶ Strength Based approach with SMART principal in setting intervention plan.



Warm reminders of student work



- * Study Funding Service Agreement (FAS) of your service setting
- * Read the Service Quality Standard (SQS handbook 1-16 which 1,4,9,12 are some essential chapters for social worker)
- * Equip fundamental knowledge of child development
- * Compliance to both qualitative and quantitative assurance in service delivery
- * Be reminded of the risk in stereotype and stigmatization towards the needs of SEN children
(e.g. problematic approach in analysis of client's needs)

Reaching clients & doing the Engagement

- ▶ It is challenging for us to reach our clients and do the engagements. It is necessary to be prepared for facing the different circumstances in the beginning of placement since it is the beginning of the academic year.
- ▶ **Our proactive thinking and new strategies** is significant by equipping knowledge and skills in reaching clients and doing the engagement. Please split up into sub-group to discuss:
- ▶ It is suggested to use the 5W+1H as tools for your brainstorming :

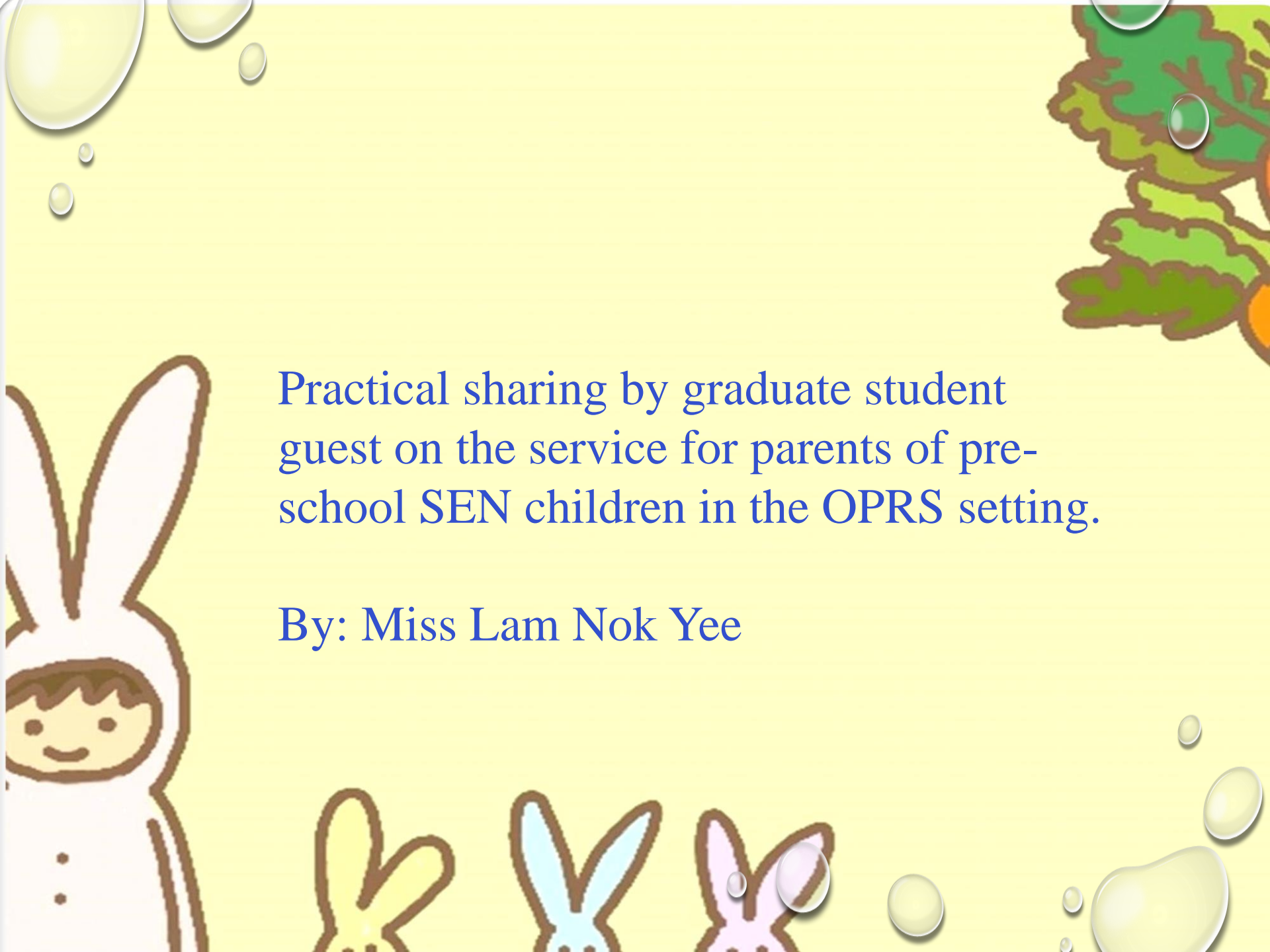


Group Discussion (1)

Sub-group discussion on the strategies for reaching clients and doing the engagement in your service setting.

Each group has 20 mins for discussion and 5 mins for report back sharing.





Practical sharing by graduate student
guest on the service for parents of pre-
school SEN children in the OPRS setting.

By: Miss Lam Nok Yee

Case Scenario

Scenario: A mother came to the **Parent Resource Centre** to seek for service. Her son is currently 2 years' old, and he is complaint by the pre-school teacher in hitting and beating his classmate and teachers. At home, he performs similar behavior towards his parents. **He is not yet diagnosed in any kinds of SEN however his mother was so worried about the situation**

Background: The boy is the only child of the family, and his mother has great frustration in handling his impulsive and overactive behaviors. They have domestic helper to manage the household cores. The father is the breadwinner who loves and concerns the child. Both parents are willing to join activities of the center to learn the parental skills. However, **they have great hesitation in sending their son for assessment as the father worries the SEN assessment result would have labelling effect at both the school and in the society.** In the observation of pre-school teacher, their son is lack of self-confidence and he seldom communicates with others and gets used to play on his own.

Concerns: Who is the client? Who are the clients? Taking actions to change or move forward requires a lot of energy and courage. Under the principal of self-determination, we cannot help clients to make decisions and they have the rights to make their own decision. **So, what would be the proper intervention for this family?**



Group Discussion (2)

Sub-group discussion on the scenario related to **the role of social worker in dealing with the dilemma on self-determination Vs ultimate benefit of the SEN child.**

Each group has 15 mins for discussion with 15 mins open group sharing.



Important links--

- ▶ **Social Welfare Department. (2018).** *Manual of procedures for central referral system for rehabilitation services – Subsystem for disabled re-schoolers (CRSRehab-PS)*

- ▶ **Service guideline for OPRS**

https://www.swd.gov.hk/oprs/index_en.htm#s2

- ▶ **FSA for Parents Resource Centre**

extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.swd.gov.hk%2Fstorage%2Fasset%2Fsection%2F783%2Fen%2FPRC_for_Disabled_Persons_(with_Provision_of_Additional_Service)_Eng.pdf&cLen=34670&chunk=true

- ▶ **FAS for Special Childcare Centre**

- ▶ extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.swd.gov.hk/doc/Subv_SAMPLE%20FSAs%202015/Rehabilitation%20Services/RM36-e.pdf

List of reference (1)

▶ Search related to Autistic Spectrum Disorder (ASD):

▶ --www.heephong.org

▶ --www.port88.com/cn/pub/health/h3/h3_1_1202.htm

▶ --http://www.geocities.com/autism_hk/12_link/website.htm

▶ 「自閉症家長實戰手冊」 楊宗仁、張雯婷、江家榮合譯 Eric Schopler (主編) 心理出版社

▶ 「自閉的天空」 蕭宏展、羅莫斯穎、潘恩賜著 突破出版

▶ 「衝破障礙－自閉症兒童家居學習課程」 黃巖麗慈著 突破出版

▶ 「自閉症的真相」 Simon Baron-Cohen、Patrick Bolton 劉美蓉譯 心理出版社

▶ 「與光同行」 漫畫- 戶部敬子(作者)，鄭盈盈(翻譯) 文他傳說有限公司出版

List of reference (2)

Search related to ADHD:

<http://www.ha.org.hk/kch/adhd/study-parent.html>

<http://www.margert.net/missm/feel/child.htm>

Hong Kong EP Services Centre. (2020). *Attention deficit hyperactive disorder (ADHD)*.

<https://www.hkep.org/attention-deficit-hyperactive-disorder-adhd/>

List of reference (3)

▶ Search related to Mental Handicap:

- ▶ **香港唐氏綜合症協會網：www.hk-dsa.org.hk
- ▶ **香港痲痺協會：<http://www.spastic.org.hk>
- ▶ **扶康會：www.fuhong.org

▶ Search related to Special Education Needs:

- ▶ 香港特別行政區立法會（2018）。政府帳目委員會第七十號報告書—第4部第3章「融合教育」。取自：https://www.legco.gov.hk/yr17-18/chinese/pac/reports/70/m_4c.pdf
- ▶ 香港社區組織協會（2018）。特殊教育需要子女關注組《學前有特殊教育需要兒童過渡至學齡階段的服務需要》的質性調查研究報告。取自：http://www.soco.org.hk/publication/private_housing/SEN%20report_2018_2_4.docx
- ▶ Tang, K. M. L., Chen, T. Y. K., Lau, V. W. Y., & Wu, M. M. F. (2008). Clinical profile of young children with mental retardation and developmental delay in Hong Kong. *Hong Kong Medical Journal*, 14(2), 97-102.取自：<https://www.hkmj.org/system/files/hkm0804p97.pdf>

List of reference (4)

Search related to Parents and families with SEN children:

- ▶ Tang, K. M. L., Chen, T. Y. K., Lau, V. W. Y., & Wu, M. M. F. (2008). Clinical profile of young children with mental retardation and developmental delay in Hong Kong. *Hong Kong Medical Journal*, 14(2), 97-102.

<https://www.hkmj.org/system/files/hkm0804p97.pdf>

- ▶ Law, Z. (2018, August 8). Study highlights extreme stress levels and lack of support for parents of special-needs children in Hong Kong. *South China Morning Post*.

<https://www.scmp.com/news/hong-kong/education/article/2158852/study-highlights-extreme-stress-levels-and-lack-support>

- ▶ Lee, E. (2017, November 27). Hong Kong parents of children with learning disabilities find new hope and support. *South China Morning Post*.

<https://www.scmp.com/news/hong-kong/community/article/2121746/hong-kong-parents-children-learning-disabilities-find-new>

Debriefing and Feedback

- ▶ - Sharing of gain and feedback on this session
- ▶ - Self & Mutual Encouragement
- ▶ - Filling of feedback form





THANK YOU
FOR YOUR



PARTICIPATION
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