

# Table of Content

Preface	2
Acknowledgements	3
Guidelines on Use of the Resource Kit	4
<b>1</b> Introduction to Comprehensive Child Development Service	8
■ Scope of Service of Comprehensive Child Development Service	9
■ Overview of Services Provided by Related Organisations and Government Departments	9
■ Referral and Reply System	14
<b>2</b> Development of Pre-primary Children	18
■ Developmental Characteristics of Children Aged Two to Six	19
<b>3</b> How to Identify Children with Special Needs	26
■ Causes of Children's Problems	26
■ Tips on Monitoring Children's Learning	27
■ Common Developmental and Learning Problems	29
<b>4</b> Strategies to Propose Referral to Parents	40
■ Tips on Communicating with Parents	40
■ How to Handle Parents' Responses	42
<b>5</b> Basic Behaviour Theory and Techniques	50
■ Basic Behaviour Theory	50
■ Ways to Analyse Behaviour	51
■ How to Modify Children's Behaviour	52
■ Establishing Good Relationships	61
■ Common Pitfalls in Applying Behavioural Techniques	61
<b>6</b> Management of Children's Behavioural, Emotional and Learning Problems	66
■ Understand the Causes of Problems, Develop Management Strategies	66
■ How to Manage Children's Problems	67
Appendices	82
References	88

# Preface

The Comprehensive Child Development Service (CCDS), perviously known as Head Start Programme on Child Development, was announced in the 2005 policy address. CCDS aims at early identification and provision of timely support to needy children and families through interdisciplinary and cross-sectorial collaboration of the existing educational, medical and social services. One of the components of this service is identificaton of pre-primary children with physical, developmental and behavioural problems. A referral system is set up to refer them for assessment so that timely and appropriate intervention and training services can be arranged. Apart from collaboration of different parties, involvement of pre-primary school teachers are indispensable. Other than parents, pre-primary teachers have close contact with children. They can easily identify children's problems and difficulties and arrange early referral and follow-up.

The Family Health Service of the Department of Health collaborated with the Education Bureau and the Social Welfare Department to develop this Pre-primary Children Development and Behaviour Management - Teacher Resource Kit. This Resource Kit aims to equip pre-primary teachers with a better understanding of the referral system (Chapter 1). Through introducing the developmental characteristics (Chapter 2) and common developmental and learning problems of pre-primary children (Chapter 3), the Resource Kit enables teachers to identify needy children and promptly refer them for assessment. Taking into account that parents may have different emotional responses on knowing the referral, this Resource Kit also suggests skills to facilitate communication with parents (Chapter 4). Moreover, identification and subsequent referral of children with special needs is only the first step. Teachers still need to manage children's problems in the classroom. Strategies and techniques for interpreting and managing individual children's learning, behavioural, emotional and social skills problems are also proposed(Chapters 5 and 6). We hope this can help teachers to achieve more effective teaching and classroom management.

While we are trying to help children with certain developmental and learning problems, we should not neglect their strengths and abilities. Every child is unique and possesses his or her own strengths and weaknesses. We hope to provide a caring environment with acceptance and support, so that children with different characteristics and educational needs can effectively learn and develop their potential.

Pre-primary Children Development and Behaviour  
Management - Teacher Resource Kit  
Working Committee  
2008

# Acknowledgements

The completion of this Pre-primary Children Development and Behaviour Management - Teacher Resource Kit is only possible with the support and assistance from different organisations. First, we would like to thank the following pre-primary educational institutions for allowing the production team to observe in classes and collect information:

Annunciation Catholic Kindergarten  
The Church of Christ in China Shatin Church Pok Hong Kindergarten  
Tsuen Wan Our Lady Kindergarten  
(Listed in alphabetical order)

Also, special thanks go to the following pre-primary institutions for providing shooting locations with generous support and assistance during the filming process:

Po Leung Kuk Choi Kai Yau Kindergarten-cum-Nursery  
St. Andrew's Catholic Kindergarten  
Tai Po Merchants Association Cheung Hok Ming Kindergarten (Tseung Kwan O)  
(Listed in alphabetical order)

Our gritudes also go to the teachers and students from the above kindergartens for participating in the filming of "Chapter 2: Development of Pre-Primary Children". Their involvement and support have enriched the content of this Resource Kit.

We acknowledge the child actors from the production company and their parents for the support and efforts during the filming. These little actors' performance illustrated lively the different developmental and learning problems of children discussed in "Chapter 3: How to Identify Children with Special Needs".

In addition, we highly appreciate the expert advice from the professionals of the Child Assessment Service, Department of Health; and Professor Siu Fung Ying Angela of the Department of Educational Psychology, Faculty of Education, the Chinese University of Hong Kong.

Last but not least, we would like to thank all colleagues from the Education Bureau, Social Welfare Department and the Department of Health involved for bringing this inter-departmental production to completion. In the spirit of the Comprehensive Child Development Service, we look forward to seeing this Resource Kit being able to support pre-primary teachers in prompt identification and referral of children with special needs, whereas at the same time, provide appropriate assistance for all needy children and families through interdisciplinary and cross-sectorial collaboration.

# Guidelines on Use of the Resource Kit

## Materials

The materials included in this Resource Kit are as follows:

1. Manual (one copy)
2. DVD (one copy, approximately 100 minutes in length, can also refer to respective website for reference.)
3. Information leaflets (Hard copy not available. Please refer to respective website for reference and or duplication.)
  - “Understanding Your Child's Development – For Parents of Preschool Children” (<http://s.fhs.gov.hk/p1qih>)
  - “Family Health Service” ([www.fhs.gov.hk/english/](http://www.fhs.gov.hk/english/))
  - “Family Health Service, Department of Health – Workshops and Health Talks” (<http://s.fhs.gov.hk/6t5be>)
  - “Child Assessment Service” ([www.dhcas.gov.hk/en/index.html](http://www.dhcas.gov.hk/en/index.html))
  - “Integrated Family Service Centre” ([www.swd.gov.hk/en/index/site\\_pubsvc/page\\_family/sub\\_listofserv/id\\_ifs/](http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_listofserv/id_ifs/))
  - “Children and Youth Services ” ([www.swd.gov.hk/en/index/site\\_geoinfomap/page\\_cysmap/](http://www.swd.gov.hk/en/index/site_geoinfomap/page_cysmap/))
  - “Child Protection – We All Have a Duty” ([www.swd.gov.hk/vs/index\\_e.html#s7](http://www.swd.gov.hk/vs/index_e.html#s7))

## User Guide

1. DVD (The videos in the DVD are also uploaded to the website of Education Bureau : [www.edb.gov.hk/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/index.html](http://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/index.html))

The contents of the manual and the DVD are complementary. Teachers may play the DVD at the same time when reading the manual. Please note the designated symbols as below in the manual:



\*Refer to DVD Chapter 3

On seeing this symbol (such as under "Common Developmental and Learning Problems" of Chapter 3), watching the related DVD demonstrations helps understand and apply the content in the manual.

## 2. Information Leaflets

Information leaflets are available online. Please refer to the respective websites for reference and or duplication. These leaflets are categorized as follows:

i) Introducing Different Services Involved in CCDS

"Family Health Service"

"Family Health Service, Department of Health – Workshops and Health Talks"

"Child Assessment Service"

"Integrated Family Service Centre"

Teachers may refer to the information leaflets for further details when reading the manual about the services of the relevant departments. For example:



For further information on MCHC services, please refer to the website : [www.fhs.gov.hk/english/](http://www.fhs.gov.hk/english/)

ii) Introducing Child Care Services to parents:

Teachers can utilise the following information leaflet to introduce relevant services:

"Children and Youth Services" ([www.swd.gov.hk/en/index/site\\_geoinfomap/page\\_cysmap/](http://www.swd.gov.hk/en/index/site_geoinfomap/page_cysmap/))

iii) Introducing Information on Children's Development

When teachers recognise any developmental or learning problems in a child and need to propose referrals for assessment to parents, they can provide parents with the following information leaflet for better understanding of their children's conditons:

"Understanding Your Child's Development – For Parents of Preschool Children" (<http://s.fhs.gov.hk/p1qih>)



iv) Introducing Information on Child Protection Issues

The information includes "What is child maltreatment", "Types of hram/maltreatment" and " What can we do to help the child being harmed/maltreated and the perpetrator?" :

"Child Protection – We All Have a Duty" ([www.swd.gov.hk/vs/index\\_e.html#s7](http://www.swd.gov.hk/vs/index_e.html#s7))

### 3. Appendices

The appendices of the manual include two major categories of information:

i) Forms and Information of the Referral and Reply System

Teachers can download the referral form from the Education Bureau website and fax the completed form to the child's registered Maternal and Child Health Centre (MCHC). The MCHC will communicate with the kindergarten or child care centre using the interim and final replies after receiving the referral.

Appendix 1: Comprehensive Child Development Service (CCDS) Preschool Referral and Reply  
- Referral for MCHC Service (Preprimary institutions)

Appendix 2: Comprehensive Child Development Service (CCDS) Receipt of Referral for MCHC  
Service – Interim Reply

Appendix 3: Comprehensive Child Development Service (CCDS) Receipt of Referral for MCHC  
Service – Final Reply

(Website : [www.edb.gov.hk/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/index.html#Form](http://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/index.html#Form))

ii) Management of Children's Learning or Behavioural Problems

Teachers can duplicate the following record forms and information for use in accordance to the manual instructions:

Appendix 4: ABC Behaviour Record

Appendix 5: Behaviour Reward Chart

Appendix 6: Word Games

Appendix 7: Language Games