Appendices and References
Appendix 1

Comprehensive Child Development Service (CCDS)
Preschool Referral and Refusal
Referral for MCHC Service (Preparatory Institutions)

I. Particulars of the Child

1. Name:

2. Sex: 
   - Male
   - Female

3. Date of birth: 
   - (YYYY)
   - (MM)
   - (DD)

4. Name of Parent / Guardian:
   - Father: 
   - Mother: 
   - Guardian: (if applicable)

5. Contact phone no.

6. Schooling:
   - Playgroup
   - N1
   - K1 (N2)
   - K2 (N3)
   - K3 (N4)
   - Others: 

7. Date of enrollment:

8. Services currently received:
   - Yes
   - No, please specify:

9. MCHC registered
   - MCHC Registration no.

II. Aspects of developmental observation of the child
Classical observation on the child’s learning (e.g. paces in learning, need of special guidance, etc):

III. Motor ability
- e.g. coordination, balance, writing, set work, etc

IV. Self-care skills

V. Others

III. Attachment(s) Easy:
- assessment / progress reports
- previous learning records
- others: 

IV. Reason(s) for referral
(Please tick appropriate box(es))
- Learning problem (e.g. problems in reading, math, spelling, concepts, word recognition, reading or
  writing, etc.)
- Language problem (e.g. weakness in language comprehension or expression)
- Articulation problem (e.g. incorrect articulation, non-native speech, etc)
- Educational / behavioral problem (e.g. attention problem, over-activity, difficulty with social behavior, etc.)
- Physical health problem
- Parenting problem
- Family problem
- Others: e.g. motor dysfunction (please specify)

V. Information of the preparatory institution
Name of KG / Nursery:

Address:

Phone No.:

Fax No.:

Referring teacher: 

Principal / Head teacher: 

Date of referral:

V. Parent’s consent

I, (parent / guardian), hereby consent for my child (name) to be referred to MCHC for assessment. I also consent for the MCHC to communicate with the school about the assessment results and subsequent follow-up plan of my child.

Parent’s signature:

Date:

(Comprehensive Child Development Service)

2003
Appendix 2

Dear Principal / Head Teacher:

Comprehensive Child Development Service (CCDS)
Receipt of Referral for MCHC Service
Interim Reply

Thank you for referring the child ____________ (name) to our centre for service dated _________.

☐ We have contacted the parent/guardian and an appointment on __________ (date) is arranged. Please kindly remind the parent to attend the appointment with the child.

☐ The parent/guardian cannot be contacted despite repeated attempts. Please kindly advise him/her to contact us.

Please feel free to contact ____________ at telephone number ____________ for further queries.

______________________ MCHC

* delete as appropriate

Date:

Appendix 3

Dear Principal / Head Teacher:

Comprehensive Child Development Service (CCDS)
Receipt of Referral for MCHC Service
Final Reply

Thank you for referring the child ____________ (name) to our centre for service dated _________.

The child and parent/guardian attended the appointment on __________ (date) for:

☐ Developmental Surveillance Scheme
☐ Assessment conducted by doctor with the following finding(s)

With:

☐ Follow-up to MCHC
☐ Referral to Child Assessment Service
☐ Referral to Integrated Family Service Centre / Integrated Service Centre
☐ Referral to specialist service of Hospital Authority
☐ Referral to Speech Therapy of Hospital Authority
☐ Referring programme in MCHC

☐ Others: ____________

☐ The child referred to ____________ MCHC for arrangement of assessment.

☐ The child is receiving appropriate service at other organization(s).

☐ The parent/guardian was contacted, but declined our service.

☐ The parent/guardian cannot be contacted despite repeated attempts. No further action will be taken. Please refer again if indicated.

Please feel free to contact ____________ at telephone number ____________ for further queries.

______________________ MCHC

* delete as appropriate

Date:

______________________ Doctor / Nurse ( )
## Appendix 4

ABC Behaviour Record

<table>
<thead>
<tr>
<th>Date / Time</th>
<th>Place</th>
<th>What happened before the event (Antecedent)</th>
<th>Child’s behaviour (Behaviour)</th>
<th>What happened after the event (Consequence)</th>
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## Appendix 5

Behaviour Reward Chart

Target Behaviour: ____________________________ (e.g.: queuing up quietly)

Reward: _________________________________ (e.g.: 3 ★ for 1 sticker 🐻)

<table>
<thead>
<tr>
<th>Frequency Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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Word Games

(Reference:《認字小錦囊》(Word Recognition Kit), Child Assessment Service, Department of Health)

Slap The Word

Rules of the game:

1. First, make up a sentence or find a lyric from an easy rhyme to teach the children, e.g., “One, two, buckle my shoe; three, four, shut the door.” Then make word cards according to the rhyme. Make two to three cards for each word.
2. Invite 2 to 3 players for the game.
3. Shuffle the word cards and then deal the cards face down to each player evenly.
4. All players take turns in reciting the rhyme one word at a time while placing one card face up. One card is dealt per word and the rhyme is continued by the next player in the same fashion, and so on.
5. If the card that is dealt matches the word that is recited, all players race to be the first to slap a hand on the card. Whoever is the fastest wins, the slowest one loses.
6. The player who loses needs to take all the cards on the table.
7. The game continues until one player gets rid of all his/her cards and wins.

Listen and Pick

Rules of the game:

1. Choose or make up a story in advance; make some word cards that contain words from the story.
2. Put the cards face up on the table.
3. The teacher reads the story and pauses occasionally for the players to finish the sentence by picking up a word card, e.g., “Before Johnny goes to bed, Mommy reminds him to brush his _____. The players should pick out the card “teeth” to complete the sentence.
4. Players can take turns in picking out word cards, or they can compete against one another to make the game more exciting.
Word Fishing

Rules of the game:

1. Make your own word cards (about 30-40). Choose words that can be easily combined into new words, such as “ball” can be used to form “basketball”, “baseball”, “football”, “meatball”, etc.

2. Invite 2 to 3 players.

3. Pick 4 to 5 cards (or more) and place them face up on table as the “fish” in the “fish pond”.

4. Each player is dealt 5 to 7 cards, and the remaining cards are stacked face down on the table.

5. Players take turns to fish: if the player’s card can be combined with one of the cards on the table to create a new word, the player may “catch the fish” (e.g., the words “ball” and “foot”). Then pick a card from the stack and place it into the fish pond face up.

6. If the next player can find a fish to catch (his/her card can be combined with a card on the table to create a new word), follow step 5. If he/she cannot, then picks a card from the stack. If the player can catch a fish this time, follow step 5. If not, he/she has to put the card into the pond.

7. At the end, count the number of cards each player has. Whoever has the most cards wins.

Appendix 7

Language Games

Charades

Goals:

- Encourage children to speak
- Train children’s skills in asking questions

Rules of the game:

1. The teacher thinks of a phrase in his/her mind; e.g., “eating an apple”.

2. The teacher acts out the phrase and asks the players to guess.

3. The players ask questions to try to find out what the phrase is, e.g., “Teacher, are you eating?” Then the teacher responds by nodding or shaking his/her head.

4. The players continue to ask questions such as, “Teacher, are you eating bread?” The teacher responds accordingly.

5. The game ends when one of the players makes a correct guess.
Word Solitaire

Goals:
- Encourage children to speak
- Train children’s skills in sentence making

Rules of the game:
1. The teacher makes up a sentence such as, “I like playing on swings”.
2. One player makes up the next sentence using the ending of the previous sentence, e.g., “Swings are found in the park”. Then the next player continues with “The park is fun for kids”.
3. The teacher and the player(s) take turns making up sentences.

Remark: Adjust the required length of the sentences according to the age of the players.

What is the Opposite?

Goals:
- Help children learn various adjectives, adverbs and antonyms

Rules of the game:
1. The teacher makes up a sentence and then asks the players to complete the sentence with an opposite word (antonym). For example, “It’s summer is hot. Winter is?” “Rabbits run quickly. Turtles run…?”
2. Pictures can be used as an aid, e.g., pictures of summer and winter; a race between a rabbit and a turtle.
3. If the players are unable to answer correctly, the teacher may provide the answer.

Remarks: 1. Determine the level of difficulty of the target adjectives/adverbs/antonyms according to the players’ age and ability.
2. Players might simply answer by adding “not” to the teacher’s adjectives or adverbs, such as “not hot”. In such cases, the teacher should tell the players that the correct answer is “cold”.

What’s the Story?

Goals:
- Encourage children to speak
- Train children’s organizational and expressive skills

Rules of the game:
1. The teacher prepares story cards, e.g., four picture cards that form a story (the teacher may also cut out comic strips from newspapers and magazines to make story cards).
2. The teacher mixes up the order of the picture cards, then asks the players to rearrange them and to tell the story based on the cards.
3. The teacher may give hints, such as placing the first picture card for the players. The teacher can encourage them to think about what will happen next, then ask them to describe the content of the story cards.
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