

Appendices and References

Comprehensive Child Development Service (CCDS) Preschool Referral and Reply Referral for MCHC Service (Preprimary institutions)

I. Particulars of the Child

1. Name			
2. Sex	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
3. Date of Birth	(YYYY)	(MM)	(DD)
4. Name of Parents / Guardian	Father:	Mother:	
	Guardian: (if applicable)		
5. Contact phone no.			
6. Schooling	<input type="checkbox"/> Playgroup	<input type="checkbox"/> N1	<input type="checkbox"/> K1 (N2) <input type="checkbox"/> K2 (N3) <input type="checkbox"/> K3 (N4)
	<input type="checkbox"/> Others: _____		
7. Date of enrollment			
8. Service currently received	<input type="checkbox"/> No		
	<input type="checkbox"/> Yes, please specify: _____		
9. MCHC registered	_____ MCHC Registration no.: _____		

II. Aspects of developmental observation of the child

General observation on the child's learning (e.g. pace in learning, need of special guidance, etc):

Description of the child's ability in different areas:	
Understanding of concepts	e.g. ability to understand basic concepts, general knowledge, numeracy, etc
Learning of words	e.g. ability in word recognition, reading or dictation, etc
Language ability	e.g. verbal understanding, expression, articulation, etc
Social behaviour	e.g. peer relationship, group participation, rule following, etc
Behaviour / emotion	e.g. attention, activity level, emotional control, etc

Motor ability	e.g. coordination, balance, writing, art work, etc
Self-care skills	
Others	

III. Attachment(s) if any: assessment / progress reports previous learning records
 others: _____ (please specify)

IV. Reason(s) for referral [Please tick appropriate box(es)]

- Learning problem (e.g. problems in learning pace, understanding concepts, word recognition, reading or dictation, etc)
- Language problem (e.g. weakness in language comprehension or expression)
- Articulation problem (e.g. incorrect articulation, non-fluent speech, etc)
- Emotional / behavior problem (e.g. attention problem, over-activity, easy tantrums, anxious behavior, etc)
- Physical health problem
- Parenting problem
- Family problem
- Others : e.g. motor clumsiness (please specify) _____

V. Information of the preprimary institution

Name of KG / Nursery: _____

Address: _____

Phone No. : _____ Fax no.: _____

Referring teacher: _____ Signature: _____

Principal / Head teacher: _____ Signature: _____

Date of referral: _____

VII. Parent's consent

I, _____, the parent / guardian of the child _____ (name) hereby

*consent / do not consent for

- referral of my child to MCHC for follow up, and
- the MCHC to communicate with the school about the result and subsequent follow-up plan of my child.

(* please delete as appropriate)

Parent's signature: _____ Date: _____

Appendix 2

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 and *routine service / further follow-up in MCHC would be arranged.
- Doctor consultation
 - With: Follow-up in 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
 - Parenting programme in MCHC
 - Others: _____

Doctor assessment with the following finding(s): _____.

- With: Follow-up in 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
- Parenting programme in MCHC
- Others: _____

- The child and parent / guardian attended our centre on _____ (date). You may wish to contact the parent for information if needed.
- The child is receiving appropriate service at other organization(s).
- The parent / guardian *was contacted, but declined our service / defaulted our service despite repeated arrangements.
- 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.

Doctor / Nurse (_____)
_____MCHC

* delete as appropriate

Date:

Appendix 3


ABC Behaviour Record

Date / Time	Place	What happened before the event (A ntecedent)	Child's behaviour (B ehaviour)	What happened after the event (C onsequence)

Appendix 4

Behaviour Reward Chart

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

Reward: _____ (e.g.: 3☆ for 1 sticker )

Frequency Day	1	2	3	4	5	6	7	8	9	10
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

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 6

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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