# 「驕陽伴成長 逆風齊飛翔」成長的天空計劃(小學)分享會 2020/21

**(課程編號：SA0020200034)**

## 如何運用「多家庭歷奇介入活動」有效推展 成長的天空計劃 [發展課程] (UAPP)

How to Apply Multiple Family

Adventure Intervention (M-FAI) Effectively in UAPP Program

(Ng, 2020)

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- Course Lecturer, Adolescent Development and Family Course, Master of Arts Programme in Family Therapy, PolyU H.K. (2013-2018);

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# Flow of Today: How to Apply M-FAI effectively
# 如何運用「多家庭歷奇介入活動」有效推展

1. 如何運用「多家庭歷奇介入活動」M-FAI (What & How)?

2.有效推展 Effectiveness?

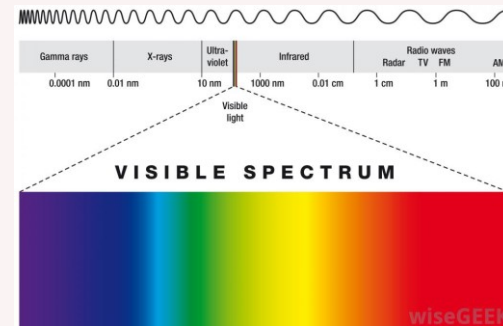| 1.1 Outcome Measures & Findings, | 1.2 Practice wisdoms, | 1.3 Implementation strategies, | 1.4 Intervention Plan |
|---|---|---|---|

3.充實活動設計 Enriching Inspirations for UAPP

4. 推展親子教育 Implementing parent-child education program education in UAPP

# 香港青少年的風險問題定義介紹
## (Youth At-risk & Risk)
**(McWhiter & McWhireter , 2007, P.3)**



## RISK/ Youth-At-Risk 「風險」：定義問題：

- 風險的評定(Risk Assessment)：

最小的風險→遠程風險→高風險→迫切危險→在風險類的活動

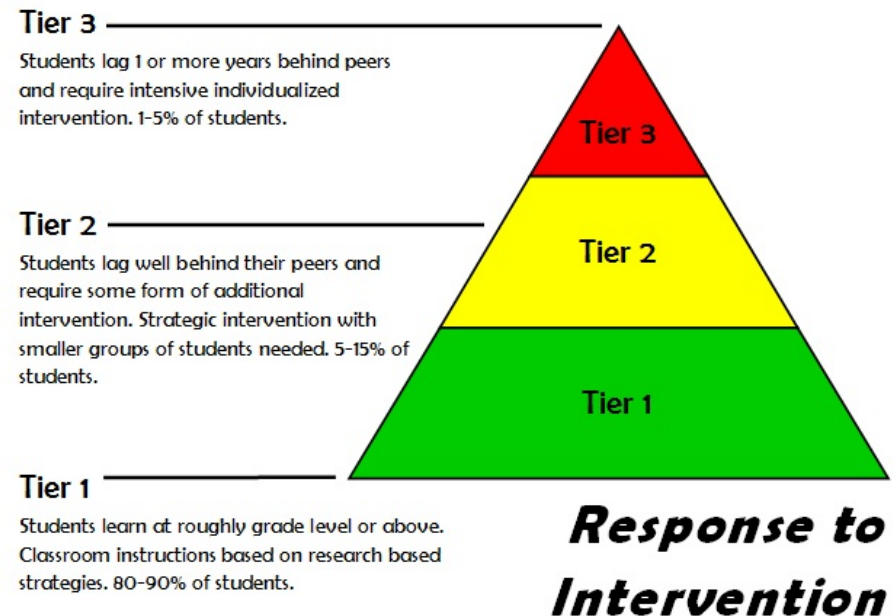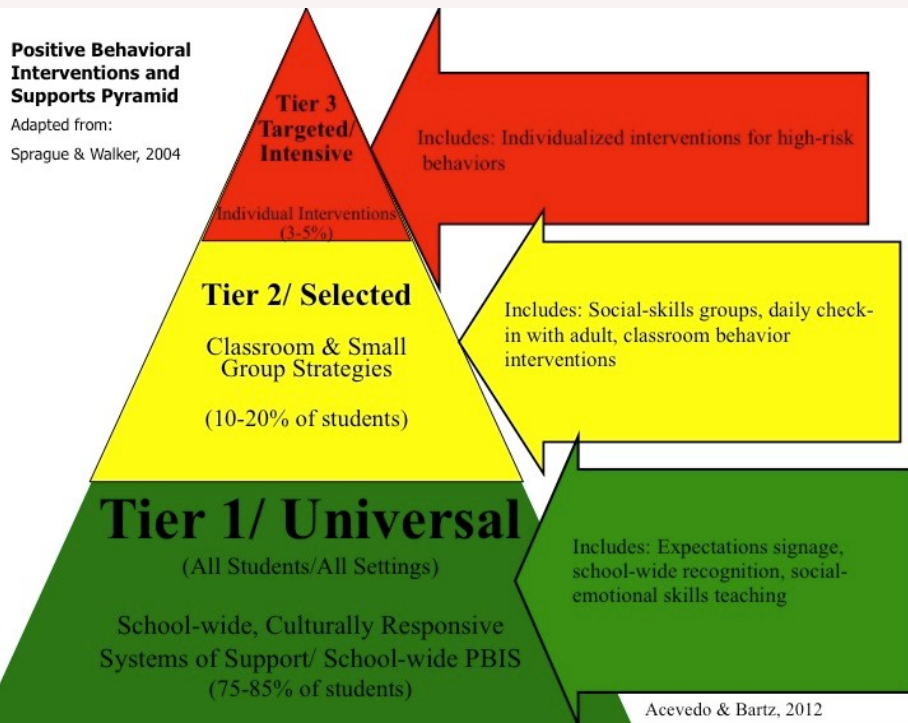(心理壓力)（貧困）（有問題的家庭）（網關行為）（藥物使用）

## 思考:

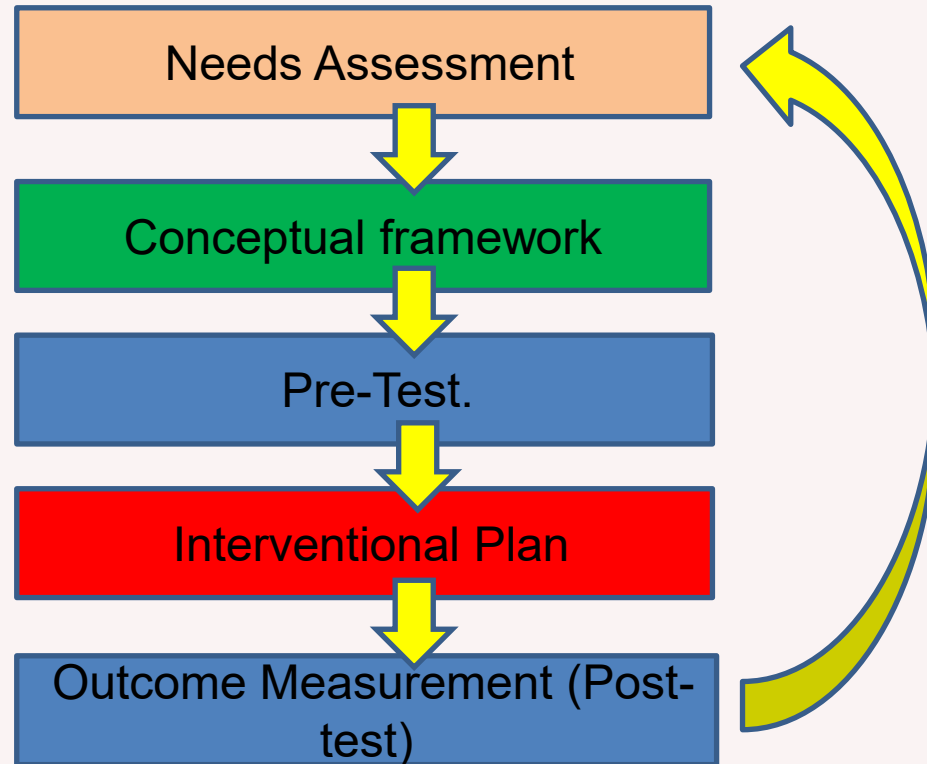如何界定 (How Define?)

誰定義 "建構"(Who Define?)

# Reviewing 3 Level Interventions & …

1. **Evidence-Based Practice (EBP)/** (Sackett et al., 1996)

2. **Practice Research** (Practice→ Research → Practice → Research….[practice research cycle]) (Uggerhoj, 2011).

3. **Integrative & Multi-Professionals Approach** (Education, Social Work, Public Health, Clinical Professionals…)

**Positive Behavioral Interventions and Supports Pyramid**
Adapted from:
Sprague & Walker, 2004

**Tier 3 Targeted/ Intensive**
Individual Interventions (3-5%)
Includes: Individualized interventions for high-risk behaviors

**Tier 2/ Selected**
Classroom & Small Group Strategies
(10-20% of students)
Includes: Social-skills groups, daily check-in with adult, classroom behavior interventions

**Tier 1/ Universal**
(All Students/All Settings)
School-wide, Culturally Responsive Systems of Support/ School-wide PBIS
(75-85% of students)
Includes: Expectations signage, school-wide recognition, social-emotional skills teaching

Acevedo & Bartz, 2012

**Tier 3** ———
Students lag 1 or more years behind peers and require intensive individualized intervention. 1-5% of students.

**Tier 2** ———
Students lag well behind their peers and require some form of additional intervention. Strategic intervention with smaller groups of students needed. 5-15% of students.

**Tier 1** ———
Students learn at roughly grade level or above. Classroom instructions based on research based strategies. 80-90% of students.

Tier 3
Tier 2
Tier 1

**Response to Intervention**

# Evidence-based Practices
## Program Management (McNeece & Thyer, 2004)

# 香港青少年風險和抗逆力框架

## 風險 和 抗逆力

- 風險和抗逆力的框架提供更多應用的理論方法來解釋，預防和治療兒童和青少年問題行為。
- 20世紀80年代末 標誌青少年的以預防和治療方案為考慮的顯著轉變 Paradigm Shift。
- 預防和治療策略，開始系統地納入社會學習理論的原理，以培育兒童和青少年的社交、行為和認知能力。
- 認識到建立社區和學校課程／活動的價值是針對性為兒童和青少年問題行為的危險因素和保護因素 (Hawkins, Jenson, Catalano, & Lishner, 1988).

# 香港青少年風險和抗逆力框架

## 風險➔抗逆力➔公共衛生策略
**Public Health**

- 復原力 抗逆力/彈性 為指導性計劃的原則 (pilot project)，並兼容公共衛生的方式來解決兒童和青少年的行為。

- 公共衛生策略，考慮是否存在青少年問題的危險因素和保護因素，以設計或選擇改善反社會行為的干預措施（疾病控制中心和預防，2011年）。

- 能為最有可能升高，或減少兒童或青少年的問題的特性和條件帶來證據 Evidence-based Practices (EBP)。

# 香港成長的天空計劃學校推行的案例分析:
## (Lau, 2003)

- 成長的天空計劃 (小學)於2001/02學年在小學推行了一個為期三年的先導計劃 (Pilot Project)，

- 並發展出一套識別工具 (screening Tools)及一系列預防性及發展性輔導活動 (Intervention Plan)。

- 由於先導計劃成效顯著，教育局遂由2004/05學年起，把此計劃推展至250間小學，併計劃於三年內推展共500間小學。

# 香港成長的天空計劃 目的: (Lau, 2003)

- 　　為小四至小六學生提供「發展課程」協助學生掌握面對逆境的知識、技能和態度，激勵他們積極面對成長中可能遇到的挑戰。

• 利用「香港學生數據表格」識別出有較大成長需要的小學四年級學生，並提供介入式的輔助課程，強化學生面對逆境的能力。

「香港學生數據表格」乃一套經香港中文大學醫學院公共衛生及基層醫療學院流行病學及生物統計學中心驗證的評估工具，能有效地辨識有較大成長需要的小學四年級學生。此問卷共分兩部份，分別由學生及老師填寫，透過計算機系統作保密分析。
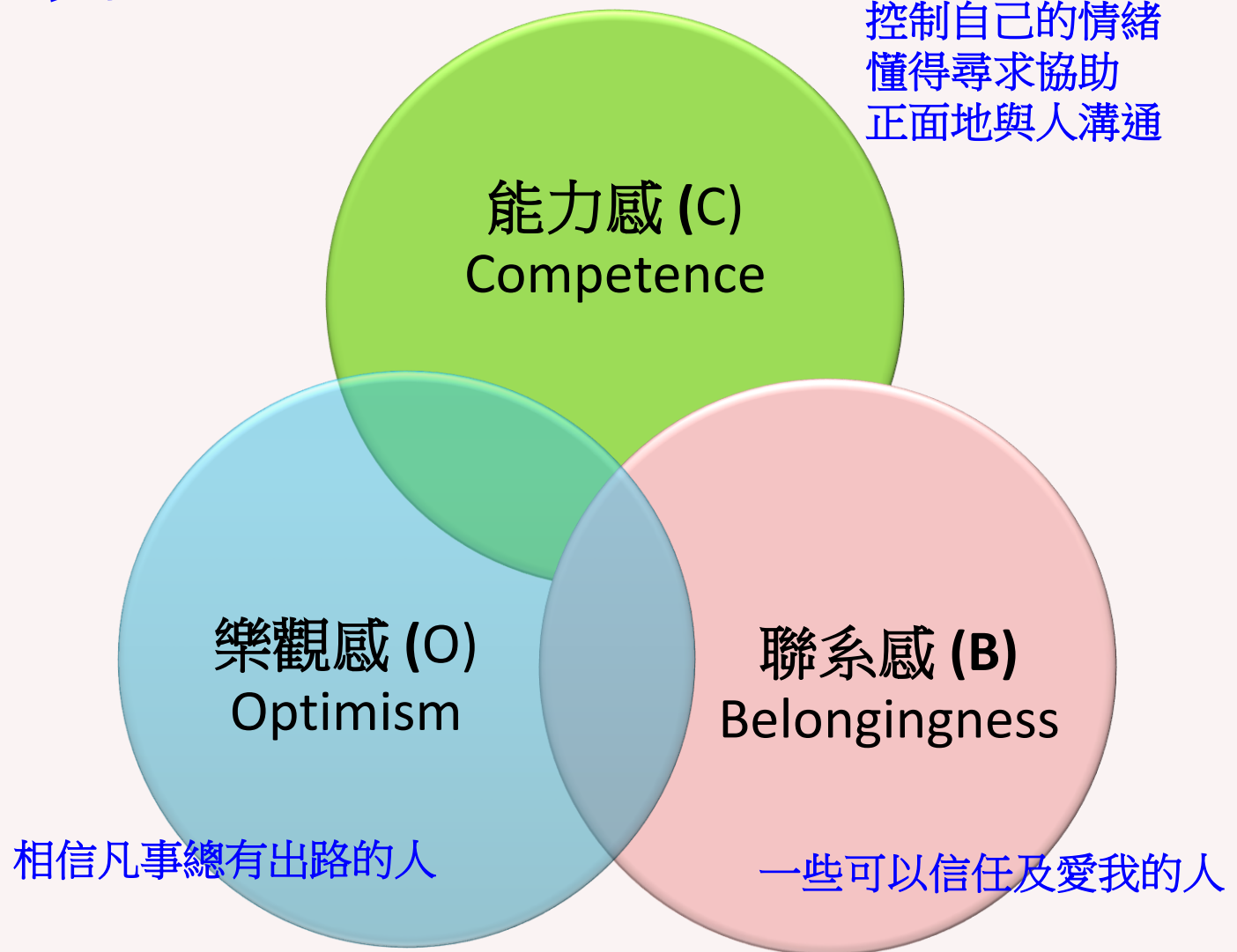
# 香港成長的天空計劃 介紹 (Lau, 2003)

「發展課程」:

是一個以抗逆理念為基礎的輔導課程，對像是全體小四至小六學生。 每一級各有九節課程。教師透過活動之形式，教授有關「抗逆力」之基本知識及技巧，亦希望學生能將課堂之「經驗」及「知識」，「轉化」到日常生活中加以應用。

「輔助課程」:

是一系列的小組、歷奇活動及親子活動，對像是被識別出來，有較大成長需要的的小四學生。他們的家長和教師也被邀請參加一系列的輔助活動。

# 抗逆力: (Lau, 2003)

控制自己的情緒
懂得尋求協助
正面地與人溝通

能力感 (C)
Competence

樂觀感 (O)
Optimism

聯系感 (B)
Belongingness

相信凡事總有出路的人

一些可以信任及愛我的人

C 我能够 >>> I Can {Competence}
找出問題的解決方法
在適當時候控制自己的情緒及冲動
在需要時懂得尋求協助
正面地與人溝通，說出內心的感受
為自己訂定合宜的目標並身體力行

B 我擁有 >>> I Have {Belongingness}
一些可以信任及爱我的人
一些会订立明确规则让我遵守的人
一些会以身作则的人
一些希望我学会独立自主的人
一些当我有需要时会帮助我的人

O 我是 >>> I am {Optimistic}
一個值得人喜愛的人
一個懂得關心及幫助別人的人
一個懂得尊重自己及別人的人
一個願意為自己負責任的人
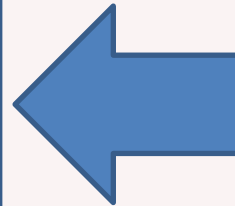一個相信凡事總有出路的人

抗逆力的定義
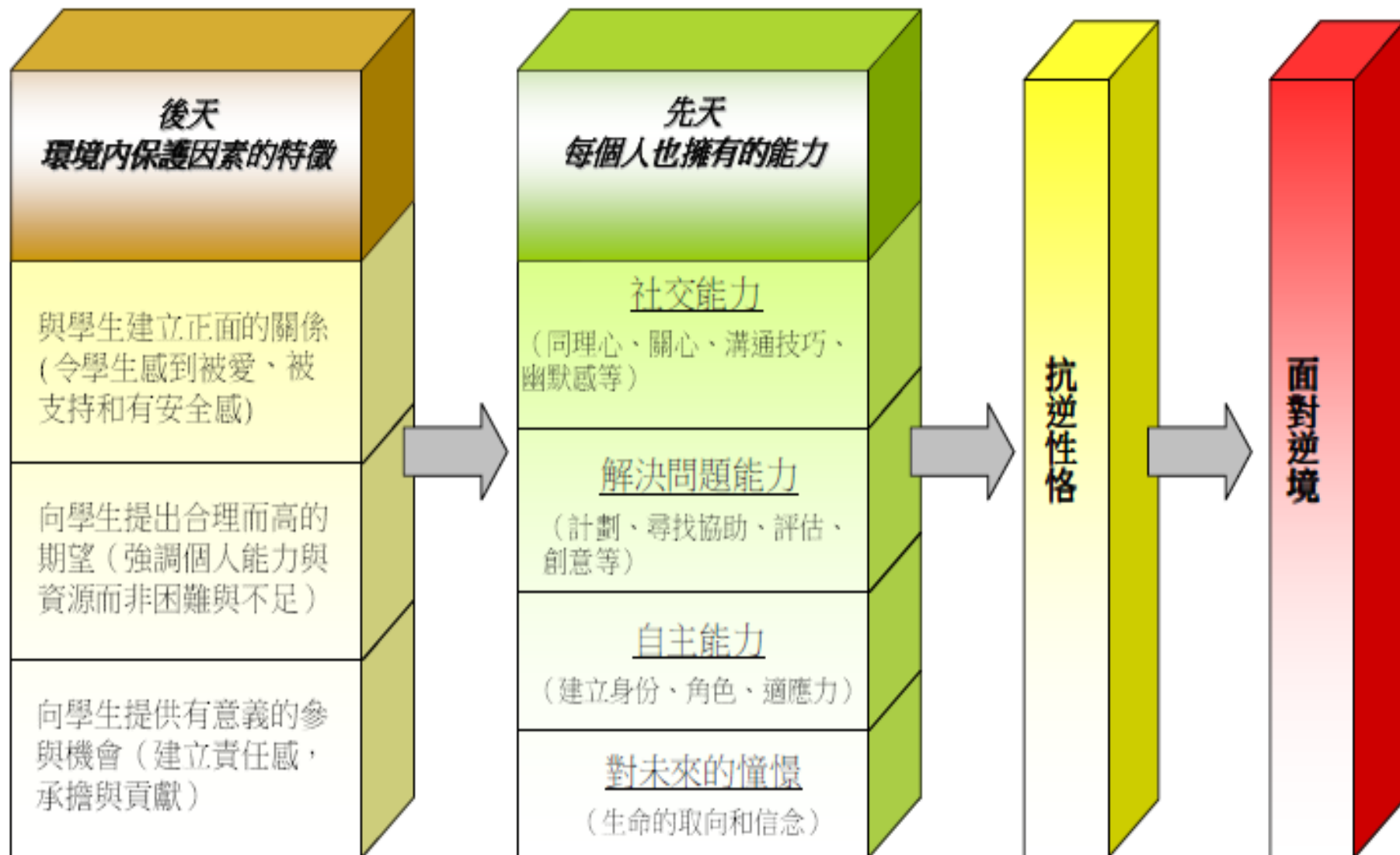成長的天空計劃把抗逆力以 CBO 來包涵，C 是 Competence 代表能力感，B 是 Belongingness 代表聯系感，O 是 Optimism 代表樂觀感：

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# 下圖展示了抗逆性格形成的先天和後天的互動因素：



**後天**
**環境內保護因素的特徵**

與學生建立正面的關係（令學生感到被愛、被支持和有安全感）

向學生提出合理而高的期望（強調個人能力與資源而非困難與不足）

向學生提供有意義的參與機會（建立責任感，承擔與貢獻）

**先天**
**每個人也擁有的能力**

社交能力
（同理心、關心、溝通技巧、幽默感等）

解決問題能力
（計劃、尋找協助、評估、創意等）

自主能力
（建立身份、角色、適應力）

對未來的憧憬
（生命的取向和信念）

抗逆性恪

面對逆境

成長的天空計劃
評論文章:

*Lee, F.W.L. and Ng, K.K.H. (2008). "Chinese Approaches to Understanding and Building Resilience in At-risk Young People: The Case of Hong Kong" In L.Liebenberg and M. Ungar (eds.) Resilience in Action: Working with Youth Across Cultures and Contexts. P.335-51. Canada: University of Toronto Press.*

# UAPP Intervention

(Choi et al., 2003; Lau, 2003; Benard, 1998; Henderson & Milstein, 1996)

**Children in Middle Childhood UAPP**      **Family Members**

Students' adventure support group

4 parental workshops (each for 1.5 hours)

# Adventure-based: Activities/ Experiential activities/ Outdoor events

Competence

Belonging ness

Optimistic

TimeLine

TimeLine

# UAPP Intervention

(Ng, 2020; Benard, 1998; Henderson & Milstein, 1996; Choi et al., 2003; Lau, 2003)

## Children in Middle Childhood UAPP

## Family Members

Students' adventure support group

4 parental workshops (each for 1.5 hours)

# Children Adventure-based: Activities/ Experiential activities/ Outdoor events

Competence

Belonging ness

Optimistic

TimeLine

TimeLine

# ONLY PARENTS' TALK?
**At LOW Attendance rates**
# How do we promote children's psychosocial development with the support of positive family influential factors?
# Any psychosocial experiential development program for parents in addition to workshops?
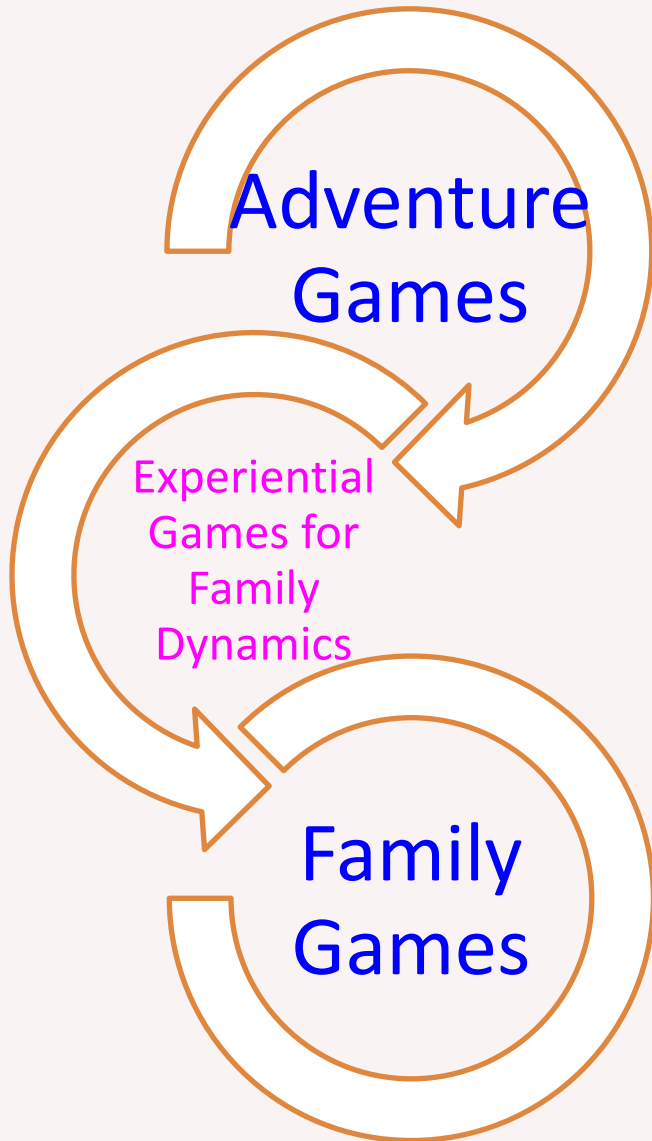# Any supporting group for parents?
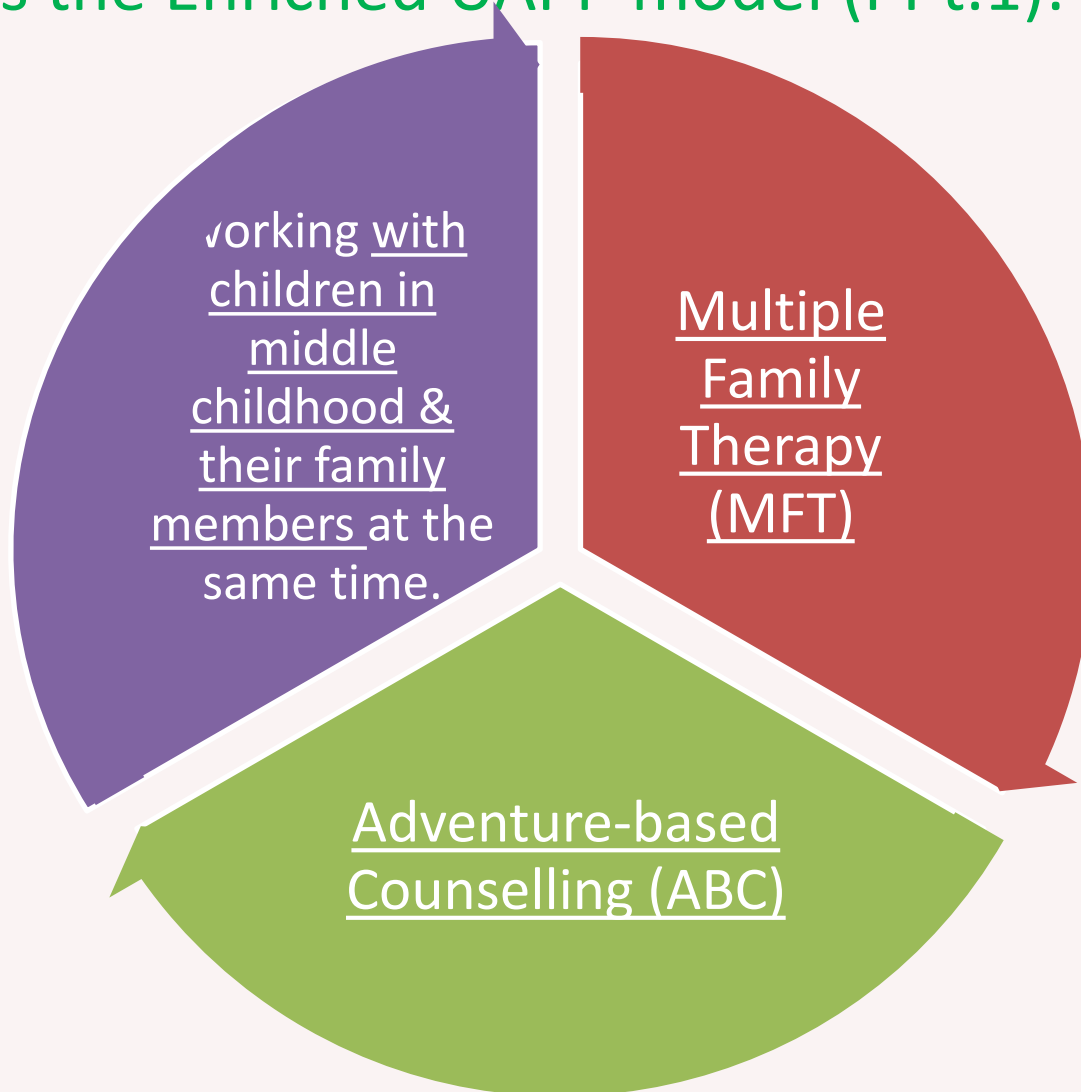# Experiential learning workshops for parents with Supervisions?

# 遊戲體驗: 展示 如何運用「多家庭歷奇介入活動」
## Experiential Games for Demonstrating M-FAI (Ng, 2020).

Adventure Games

Experiential Games for Family Dynamics

Family Games

# 1. 如何運用「多家庭歷奇介入活動」
## 有效推展 [發展課程]
## Multiple Family Adventure-based Intervention (M-FAI) is the Enriched UAPP model (PPt.1): (Ng, 2020)

# 1. 如何運用「多家庭歷奇介入活動」有效推展 [發展課程]

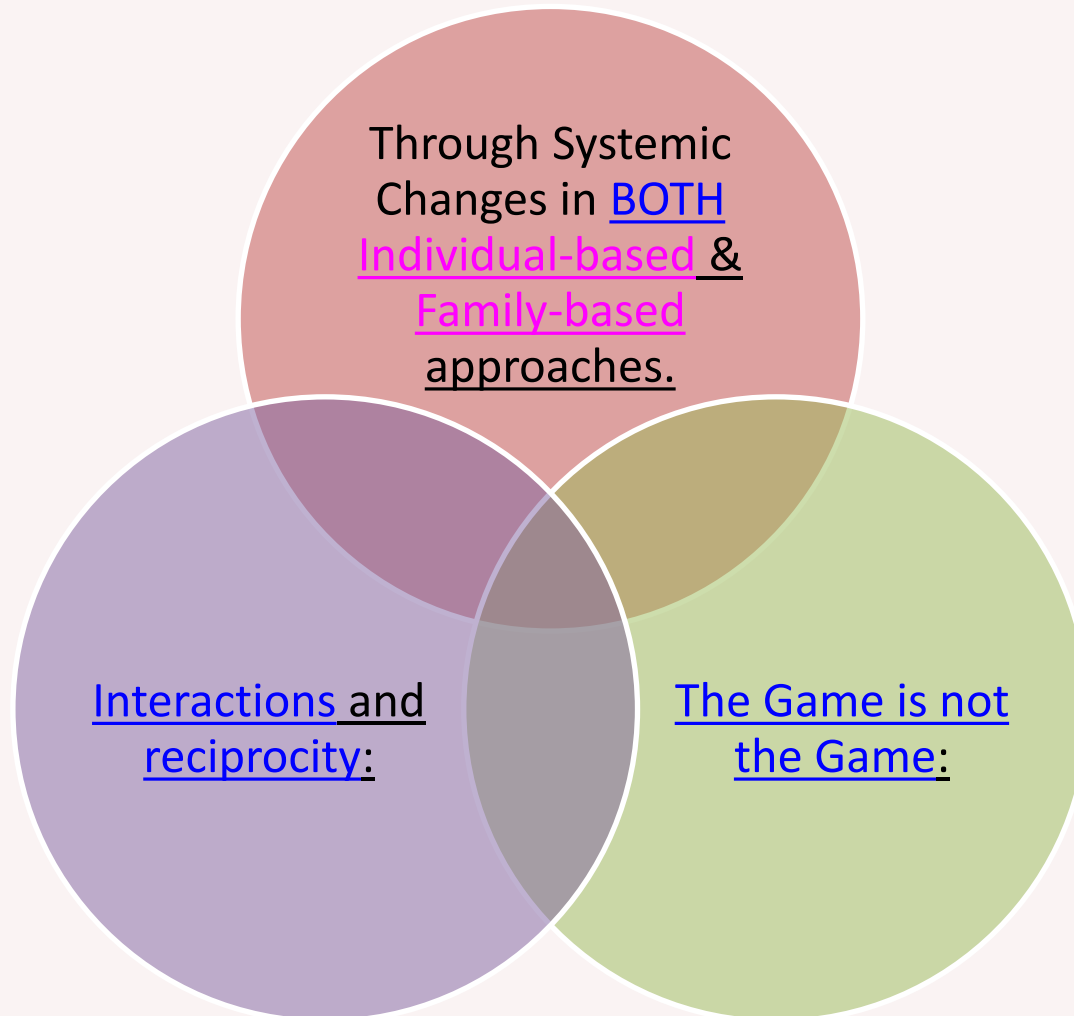Multiple Family Adventure-based Intervention (M-FAI) is the Enriched UAPP model (PPt.2): (Ng, 2020).

| | | |
|---|---|---|
| **Transformation: learning from workshops to daily life** | **Family as a unit:** Bronfenbrenner Ecological System model, and Walsh's family resilience contents | **Providing contexts & settings:** creating interventional contexts and settings |

# 1. 如何運用「多家庭歷奇介入活動」
## 有效推展 [發展課程]
### Multiple Family Adventure-based Intervention (M-FAI) is the Enriched UAPP model (PPt.3): (Ng, 2020).

Through Systemic Changes in BOTH Individual-based & Family-based approaches.

Interactions and reciprocity:

The Game is not the Game:

# 1. 如何運用「多家庭歷奇介入活動」有效推展 Multiple Family Adventure-based Intervention (M-FAI) is the Enriched UAPP model (PPt.4): (Ng, 2020).

Enriching the family reciprocity on <u>BOTH children & their parents</u>:

| (1) emotionality and positive thinking, | (2) positive inter-relationship, and | (3) positive communication techniques. |
|---|---|---|

M-FAI bases on the principles Erickson's Psycho-social development Theory (1963) and Bronfenbrenner's ecological system theory (1979) for addressing the needs of children in <u>middle childhood</u> and <u>their family members</u> which is supported by empirical evidences (Clark, 2010; Marcia, 2010).

# Multiple Family Adventure-based Intervention
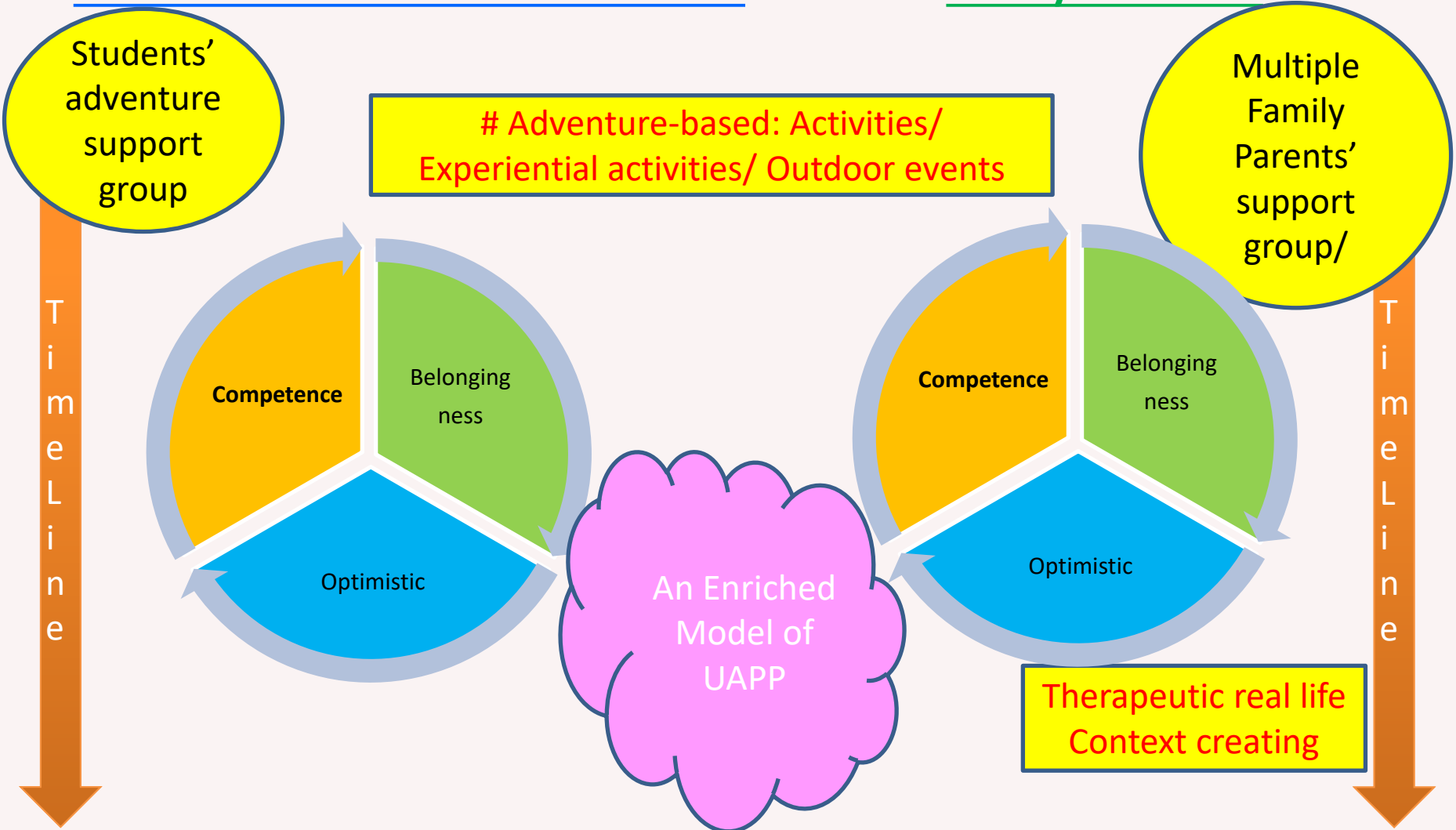
(Ng, 2020; Asen & Scholz, 2010;  Asen, Dawson＆McHugh, 2001; Schoel et al., 1988; Walsh, 2016)



**Children in Middle Childhood UAPP**

**Family Members**

Students' adventure support group

Multiple Family Parents' support group/

# Adventure-based: Activities/ Experiential activities/ Outdoor events

TimeLine

TimeLine

Competence

Belonging ness

Optimistic

Competence

Belonging ness

Optimistic

An Enriched Model of UAPP

Therapeutic real life Context creating

# Multiple Family Adventure-based Intervention

(Ng, 2020; Asen & Scholz, 2010;  Asen, Dawson & McHugh, 2001; Schoel et al., 1988; Walsh, 2016)

**Children in Middle Childhood UAPP**          **Family Members**

Students' adventure support group

Flow

**Enriching Emotionality & Positive Thinking**

Multiple Family Parents' support group/

# Adventure-based: Activities/ Experiential activities/ Outdoor events

T i m e L i n e

**Competence**

Belonging ness

**MFT + ABC**

Family Resilience Content Sharing Belief Systems / Organizational Process / Communication or Problem-solving Process

Optimistic

**Competence**
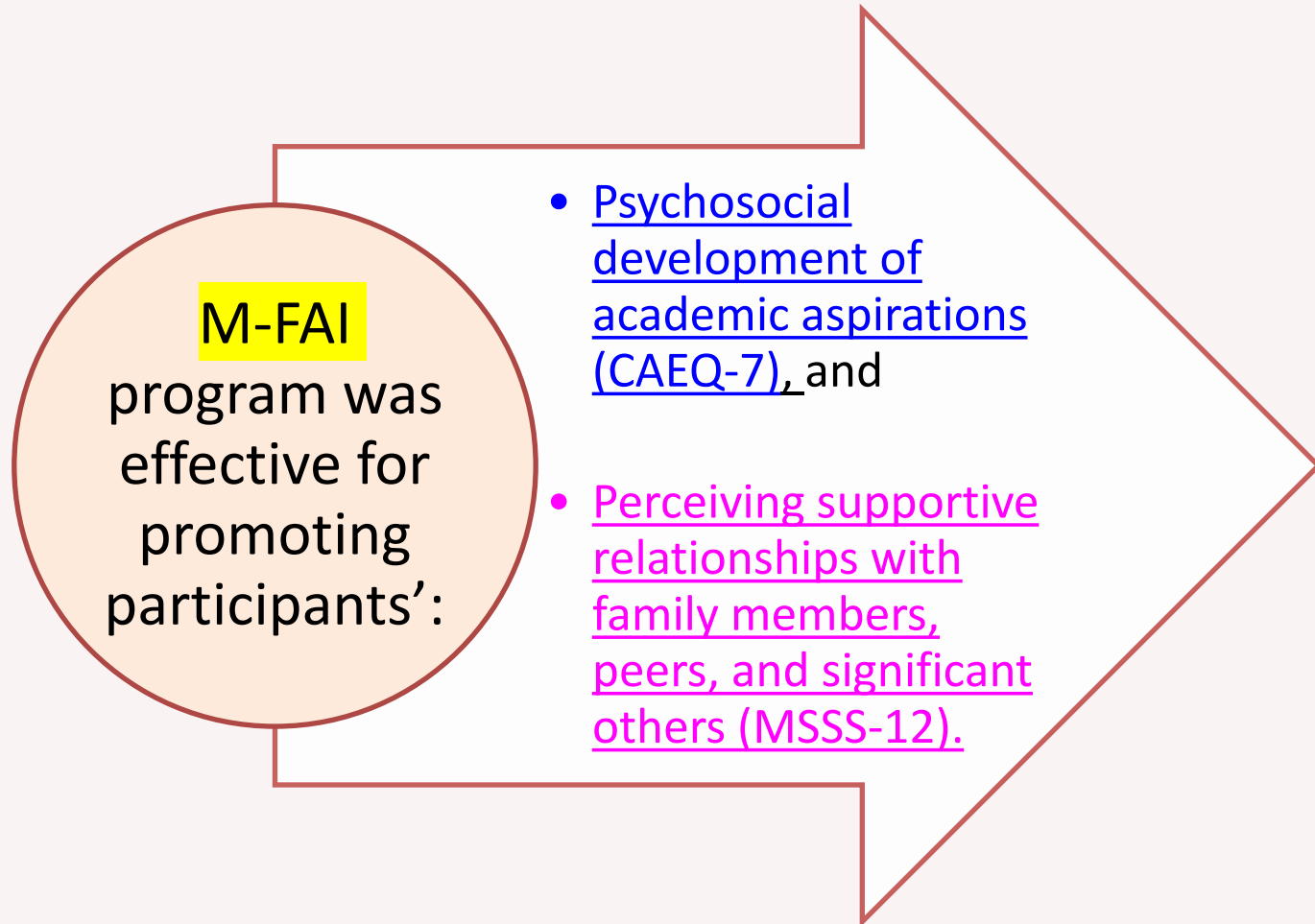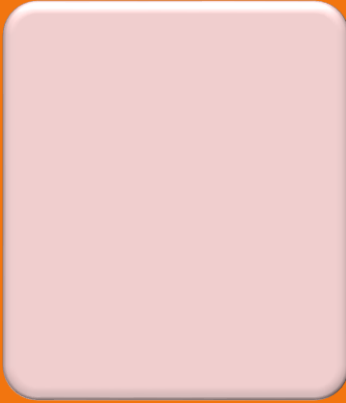
Belonging ness

Optimistic

T i m e L i n e

Therapeutic real life Context creating

Promoting Positive Inter-relationship & Communication (Reciprocity)

# 2a. Effectiveness & Findings from Quantitative Practice Researches (P.1) (Ng, 2020):

<span style="background-color:yellow">M-FAI</span> program was effective for promoting participants':

- Psychosocial development of academic aspirations (CAEQ-7), and

- Perceiving supportive relationships with family members, peers, and significant others (MSSS-12).

# 2a. Effectiveness & Findings from Quantitative Practice Researches (P.2) (Ng, 2020):

Enriching program participation of parents significantly. The results indicated that parent's attendance rate was 84% in the M-FAI programs but only 16.7% in the standard UAPP programs....

How about: Parents' perception on parenting efficacy? Parents' belongingness to school? Parents' mental health (GHQ)? Parents' family satisfactions? To be found out!

# 2a. Effectiveness & Findings from Quantitative Practice Researches (Ng, 2020)(P.3):

**Mothers' Education Levels related with** (by multiple regression analyses):

- [Children's mental health status (GHQ-10)](#) from multiple regression analyses.

- (No more) Schizophrenic mother symptom?!

# 2a. Effectiveness & Findings from Quantitative Practice Researches (Ng, 2020) (P.4):

## Father Education Levels associated with (by multiple regression analyses):

| | | | |
|---|---|---|---|
| children's sense of belongings to school, | children's family satisfaction & | perceived overall and family social support. | Is it related to better parenting skills? Better family resources? Better family intimacy? More parent-child quality time? |

# 4A. Implementing Parent-child education program in UAPP. (Ng, 2020).

| 日期 | 內容 |
|---|---|
| **Day Camp 1** Workshop | 培養孩子抗逆力 **(生存力)工作坊 CBO** (Children + Parents' Parallel Groups): <br> (C) Competence 代表能力感; (B) 是 Belongingness 代表聯系感; (O) 是 Optimism 代表樂觀感 <br> 共建溝通、解難、團隊建立、结連、心理彈性、迎難而上 Resilience Positive Commination, problem solving, & Team Building with CBO conceptual framework |
| **Day Camp 2** Workshop | 培養孩子正向情緒工作坊: 跨越情緒、情緒調節、正向思維、轉危為機 (Children + Parents' Parallel Groups) <br> Emotionality Reconstructions, & Emotion Regulations |
| **Day Camp 3** Workshop | 培養孩子正向思維工作坊: 正向思維、轉危為機 (Children + Parents' Parallel Groups) <br> Positive Thinking, Cognitive Reconstruction |
| **Day Camp 4** Workshop | 家庭抗逆力 (適應能力): Family Resilience (Children + Parents' Parallel Groups) <br> (I) 家庭共享意義(信仰)系統 Belief: 逆境意義和希望前景 <br> (II) 家庭組織過程 Process: 靈活性和支持建立聯繫 <br> (I) 溝通或解決問題的過程 Communication & Problem Solving |

# 4B. Implementing Parent-child education program in UAPP. (Ng, 2020).

M-FAI for dealing with <u>inter-family and intra-family</u> by working through Parallel Parent-child Groups:

- (1) <u>notifying dysfunctional</u> interactions and communications,
- (2) <u>processing</u> the perceptions among family members,
- (3) <u>inviting</u> family members to have <u>dialogue</u>,
- (4) finding out the <u>willingness of change</u>, and
- (5) promoting <u>actualization of the learning</u> from group to everyday life (Asen & Scholz, 2010, p. 14).