

教育局訓育及輔導組

小學學校社工/ 學生輔導教師/

學生輔導主任/ 學生輔導人員

第二次聯網會議2022/23

復常準備-

全方位提升學生的抗逆力

Applying Resilience (holistic approach)

to Primary School for back to normal school life.

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- Course Lecturer, Adolescent Development and Family Course, Master of Arts Programme in Family Therapy, Poly H.K. (2013-2020);
- Consultant for Path-finding Adventure Program (PSP), School of Public Health, Medicine Faculty, CUHK (since 2013);
- Child & Family practice researcher.

今日流程 (Flow of Today): 復常準備- 全方位提升學生的抗逆力

1.0 個人抗逆力 Individual Resilience

2.0 多家庭干預個人抗逆力 Individual Resilience

小學四至六年級

3.0 家庭抗逆力 Family Resilience

小學一至三年級

4.0 多家庭介入小組和個案干預

Group & Casework

有特殊教育需要的學生 小學五至六年級

復常準備- 全方位提升學生的抗逆力

復原力/抗逆力發展

個人抗逆力
Individual
Resilience

家庭抗逆力
Family
Resilience

多家庭介入
小組和個案
干預 Group
& Casework

今日流程 (Flow of Today): 復常準備- 全方位提升學生的抗逆力

1.0 個人抗逆力 Individual Resilience

後新冠/ 冠狀病毒病大流行

學生狀況

復常準備

抗逆力全方位 (提升)

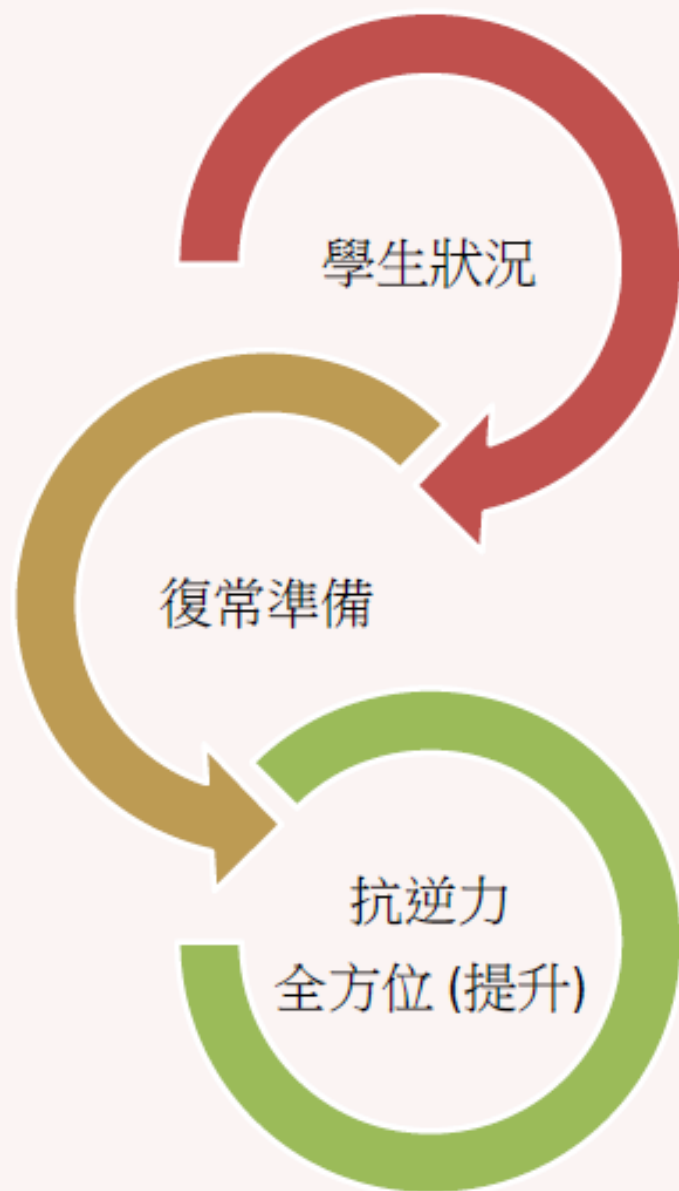
後新冠/ 冠狀病毒病大流行

學生狀況

復常準備

抗逆力全
方位 (提升)

後新冠/ 冠狀病毒病大流行



學生的狀況如何

(後新冠/冠狀病毒大流行)

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?)

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

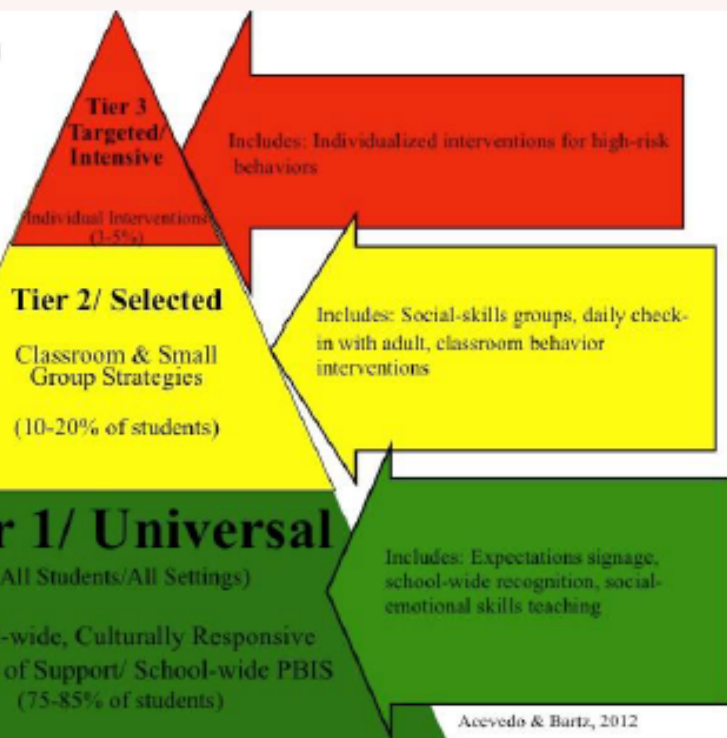
Public Health

- 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)。

學校社會工作的三層干預 (3 Level Interventions)

Positive Behavioral Interventions and Supports Pyramid

Adapted from:
Sprague & Walker, 2004



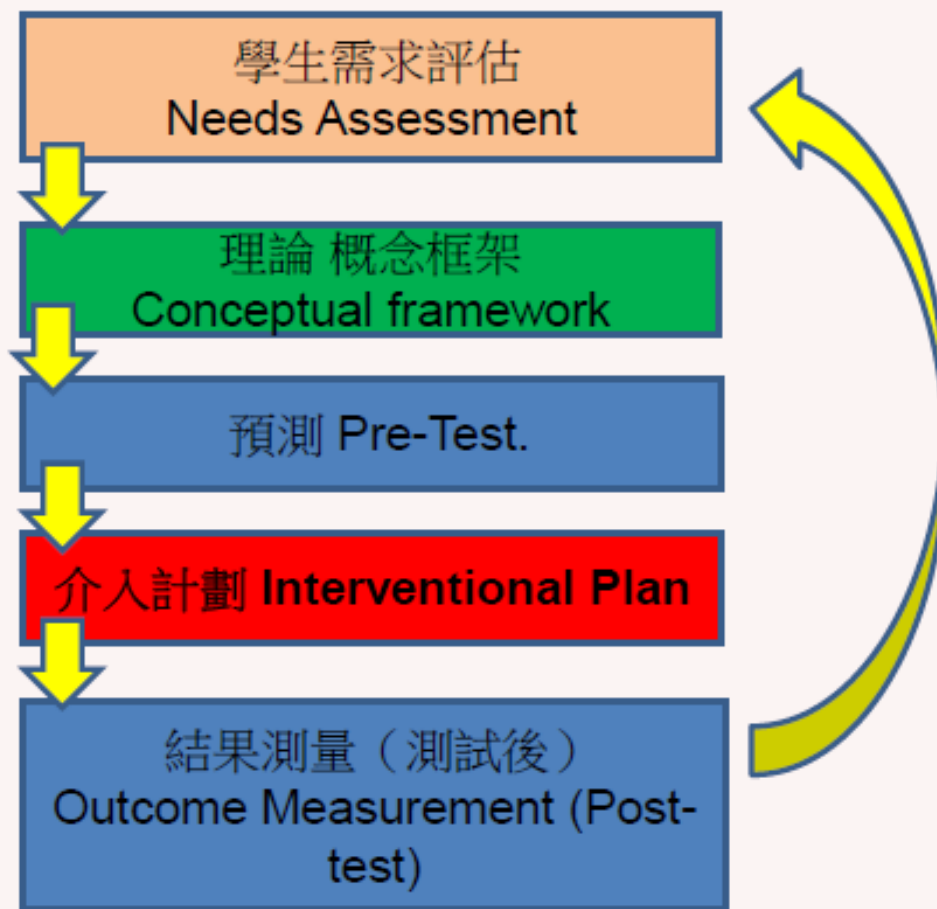
Sackett, D. L., Rosenberg, W. M. C., Gray, J. a M., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: what it is and what it isn't. *BMJ*, 312(7023), 71-72.
<https://doi.org/10.1136/bmj.312.7023.71>

1. Integrative & Multi-Professionals Approach (Education, Social Work, Public Health, Clinical Professionals...)
2. Evidence-Based Practice (EBP) (Sackett et al., 1996)
3. Practice Research (Practice → Research → Practice → Research....[practice research cycle]) (Uggerhoj, 2011).

對項目管理循證實踐的反思

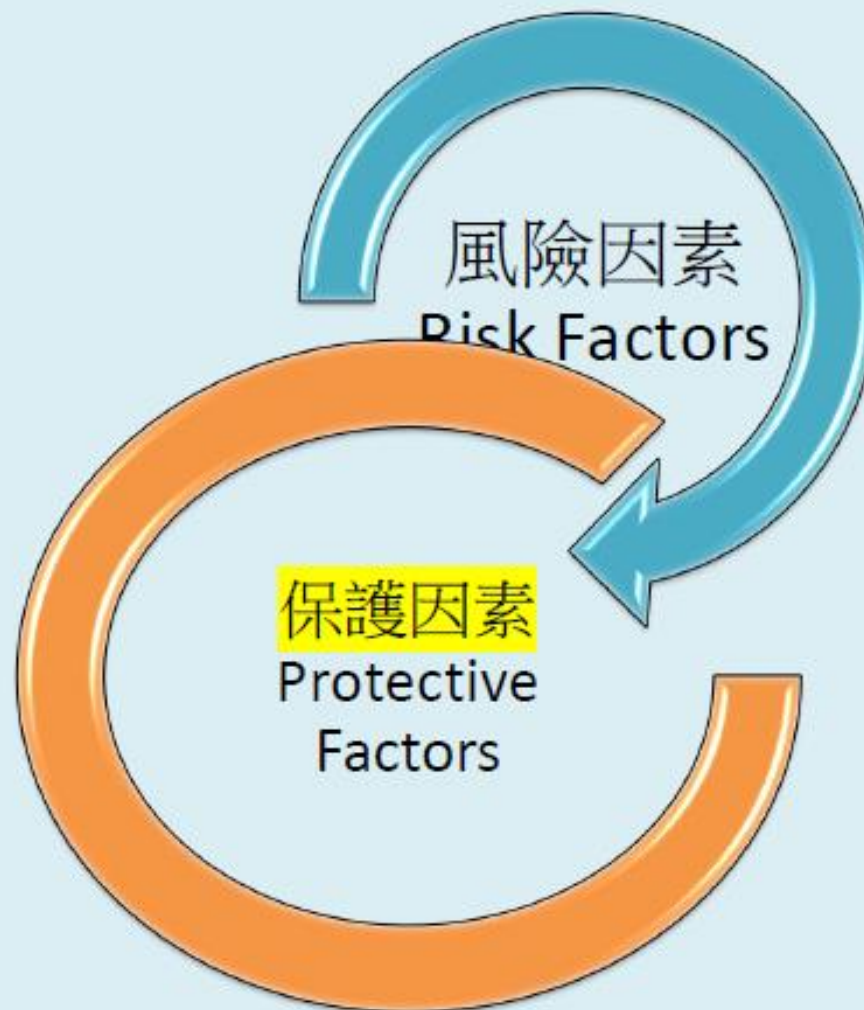
Reflection on Evidence-based Practices for Project Management

(McNeece & Thyer, 2004)



Garmezy Resilience Model (1991)

(Masten, Best, Garmezy, 1991)



壓力 Stress

(創傷經歷/生命事件/挑戰事件)



抗逆力的修飾因數 Individual Internal & External factors

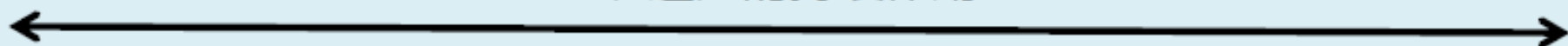
(內外在保護性因素/個體能力特質/個體發展階段特徵)



抗逆力的持續作用

減弱

最佳狀態的抗逆力



生存策略 Survival Tactics:

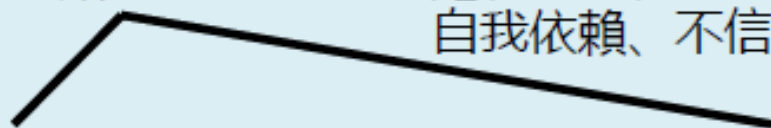
暴力、高風險行為、反社會行為、情緒倒退

保護策略 Defence Tactics:

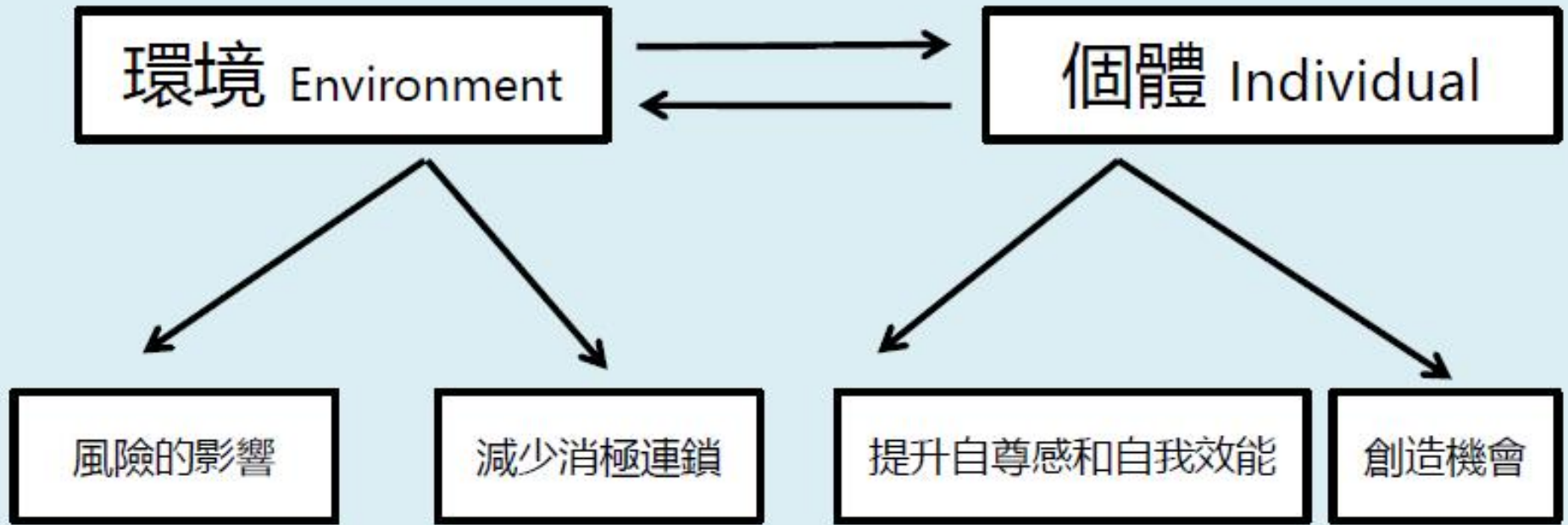
與世隔絕、離群、冷漠孤寂、自我依賴、不信任他

健康策略 Optimum:

靈活性、選擇性的保持距離、自尊、自我效能、能力、信任、社交性表現良好

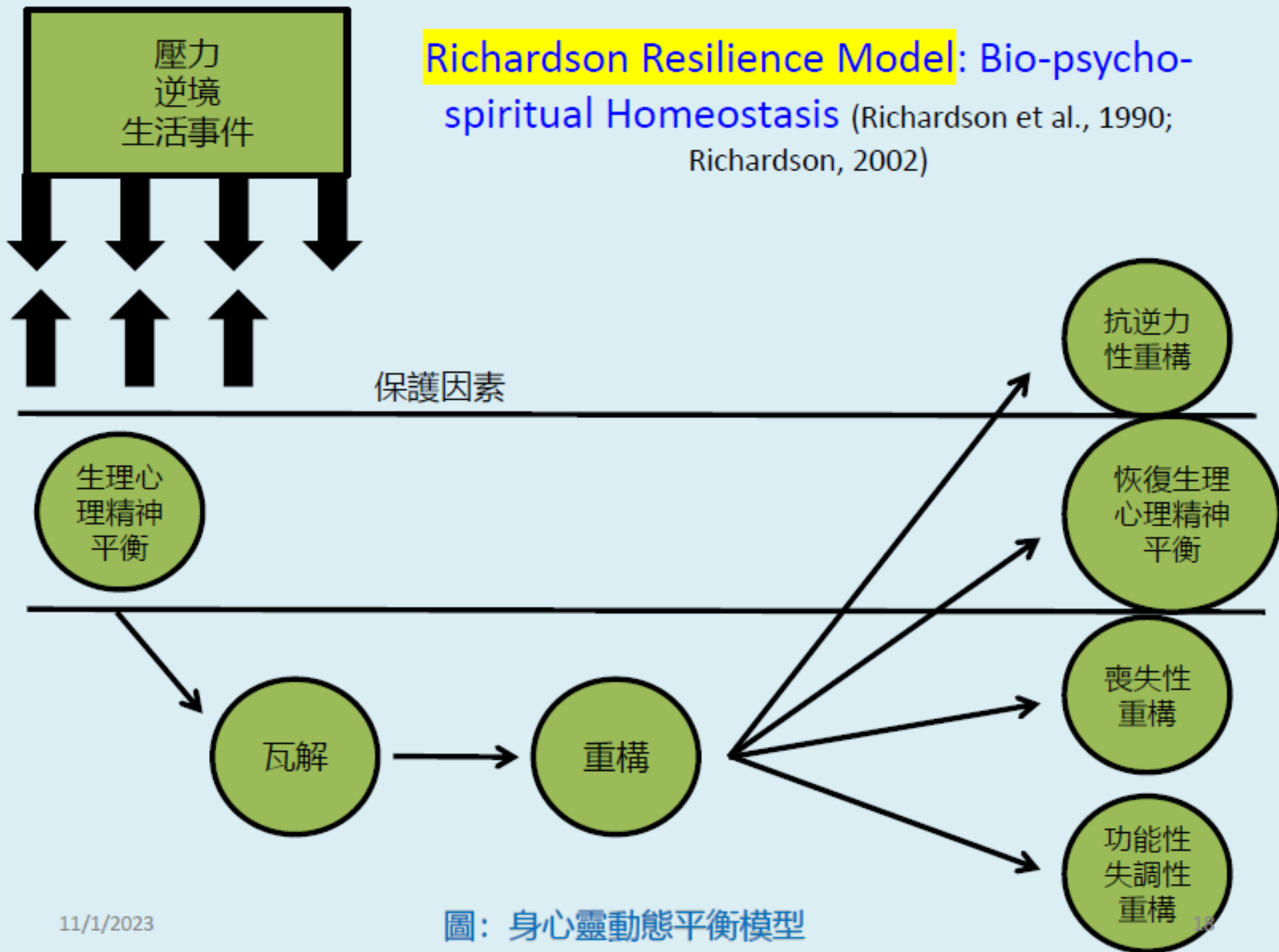


- 前兩種情況存在發生心理社會失調的潛在因素或成年期的精神分裂等問題；
- 會出現明顯的自我防禦行為；

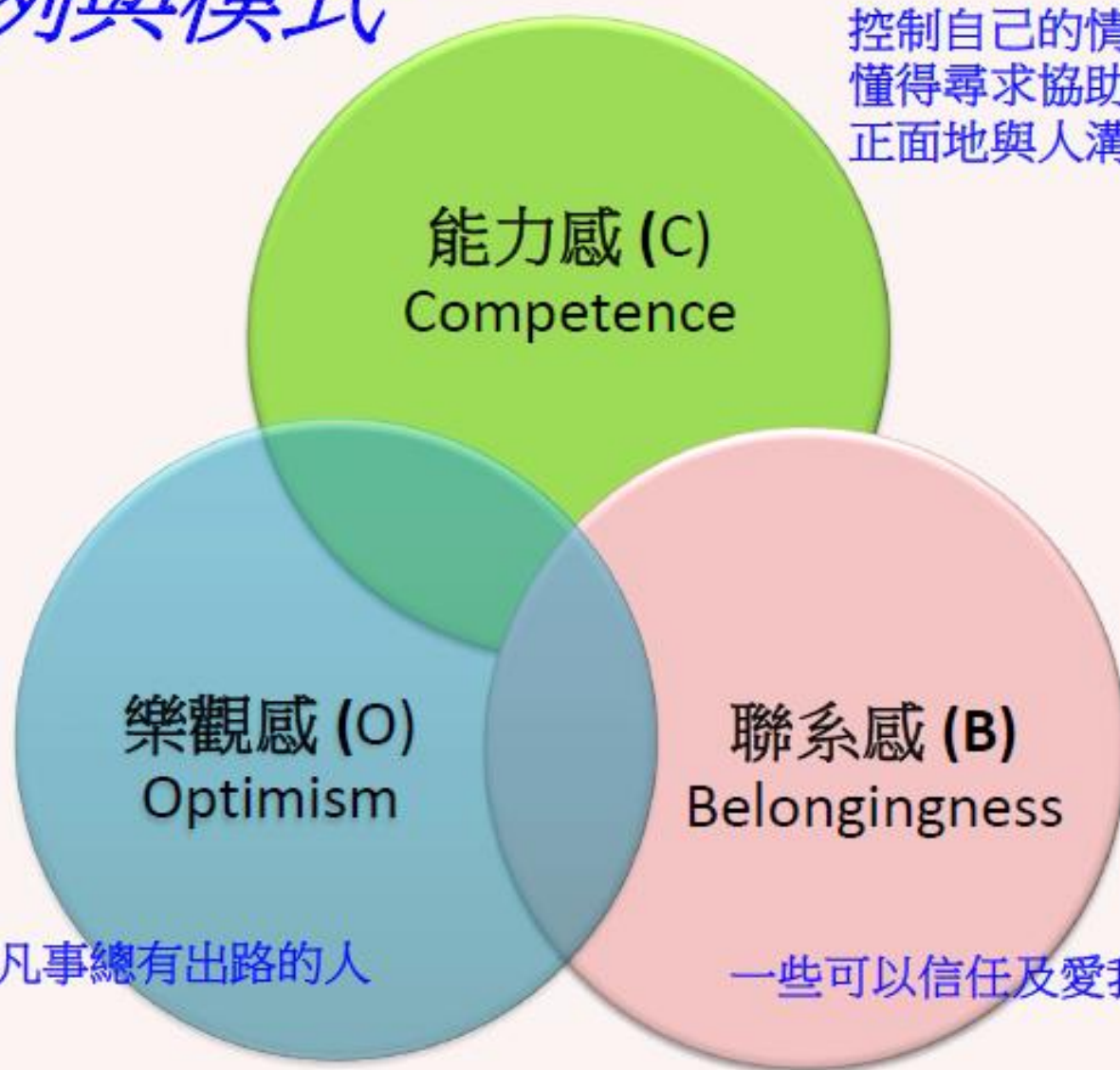


圖：環境——個體策略模型 **Rutter Resilience Model** (Rutter 2006; Rutter, 2012)

Richardson Resilience Model: Bio-psycho-spiritual Homeostasis (Richardson et al., 1990; Richardson, 2002)



抗逆力: 香港案例與模式



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沖動

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}

一些可以信任及愛我的人

一些會訂立明確規則讓我遵守的人

一些會以身作則的人

一些希望我學會獨立自主的人

一些當我有需要時會幫助我的人

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

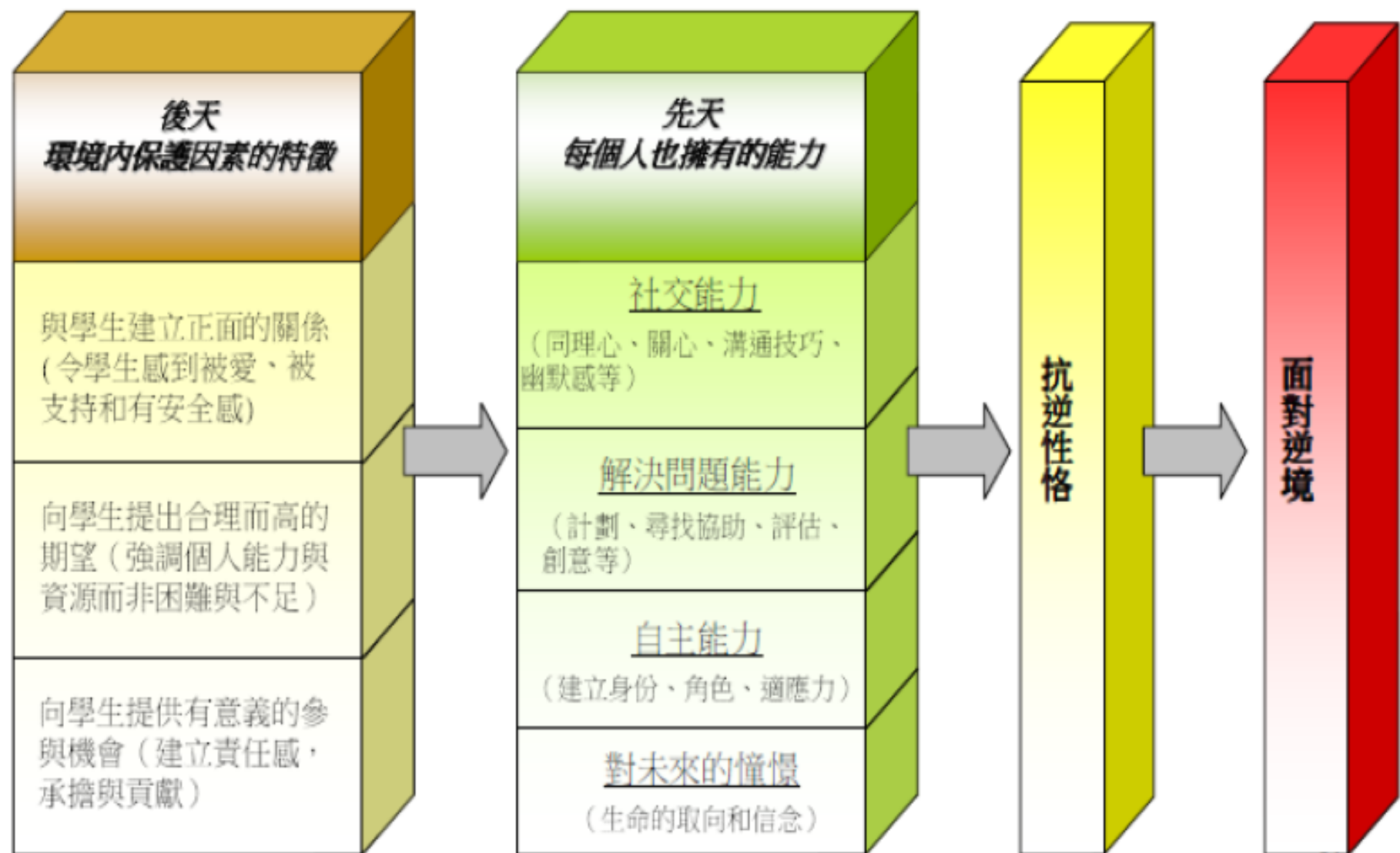
表聯 系感，O 是

Optimism 代表樂

觀感：



下圖展示了抗逆性格形成的先天和後天的互動因素：



全方位提升學生的抗逆力 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.

今日流程 (Flow of Today): 復常準備- 全方位提升學生的抗逆力

2.0 多家庭干預個人
抗逆力 Individual
Resilience

小學四至六年級

全方位提升學生的抗逆力及親子活動

	內容	時數	節數
迎新日 (1hrs) + 啟動 (1hrs) + 家長教師分享會 (1hrs)	迎新日+啟動	2	2
挑戰日營 (7hrs)	挑戰日營	7	2
優質家長工作坊 (8hrs)	親子日營	8	4節優質家長工作坊
再戰營會 (2日1夜) + 輔助小組2節@1.5hrs)	再戰營會	16	2日1夜
輔助小組4節 @1.5hrs	抗逆力訓練日營	6	輔助小組4節
黃昏親子營 (7 hrs)	親子黃昏營	8	2+1家長工作坊?? 親子黃昏營
愛心之旅 (4hrs)	愛心之旅	8	愛心之旅2節 + 輔助小組2節
結業禮 (1hrs) + 家長教師分享會 (1hrs)	結業禮	2	2

全方位提升學生的抗逆力

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

Children in Middle Childhood UAPP

Family Members

Students' adventure support group

Adventure-based: Activities/
Experiential activities/ Outdoor events

4 parental workshops
(each for 1.5 hours)

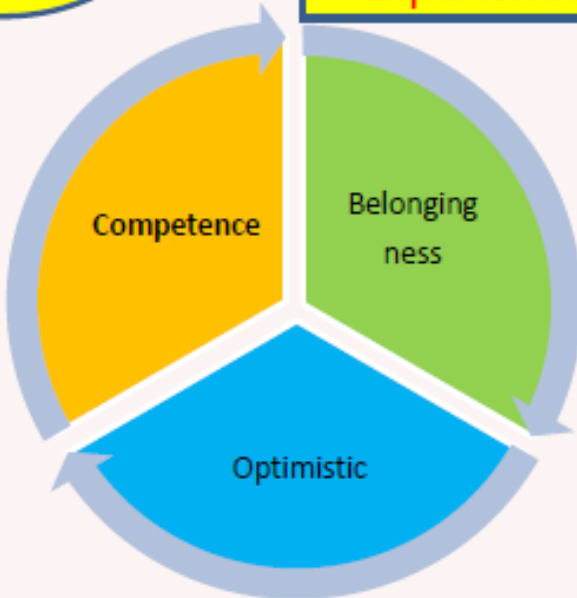
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Competence

Belonging
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Optimistic

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全方位提升學生的抗逆力

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

Children in Middle Childhood UAPP

Family Members

Students' adventure support group

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

4 parental workshops (each for 1.5 hours)

Competence

Belongingness

Optimistic

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?

Timeline

Timeline

全方位提升學生的抗逆力

(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

Adventure-based: Activities/
Experiential activities/ Outdoor events

Multiple Family Parents' support group/

Competence

Belongingness

Optimistic

Competence

Belongingness

Optimistic

An Enriched Model of UAPP

Therapeutic real life Context creating

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1. 如何運用「多家庭位提升學生的抗逆力」有效推展 Multiple Family Adventure-based Intervention (M-FAI): (Ng, 2020)

Enriching the family reciprocity on BOTH children & their parents:

(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 middle childhood and their family members which is supported by empirical evidences (Clark, 2010; Marcia, 2010).

全方位提升學生的抗逆力

(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

Adventure-based: Activities/
Experiential activities/ Outdoor events

Multiple Family Parents' support group/

Timeline

Competence

Belongingness

MFT + ABC

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

Competence

Belongingness

Optimistic

Optimistic

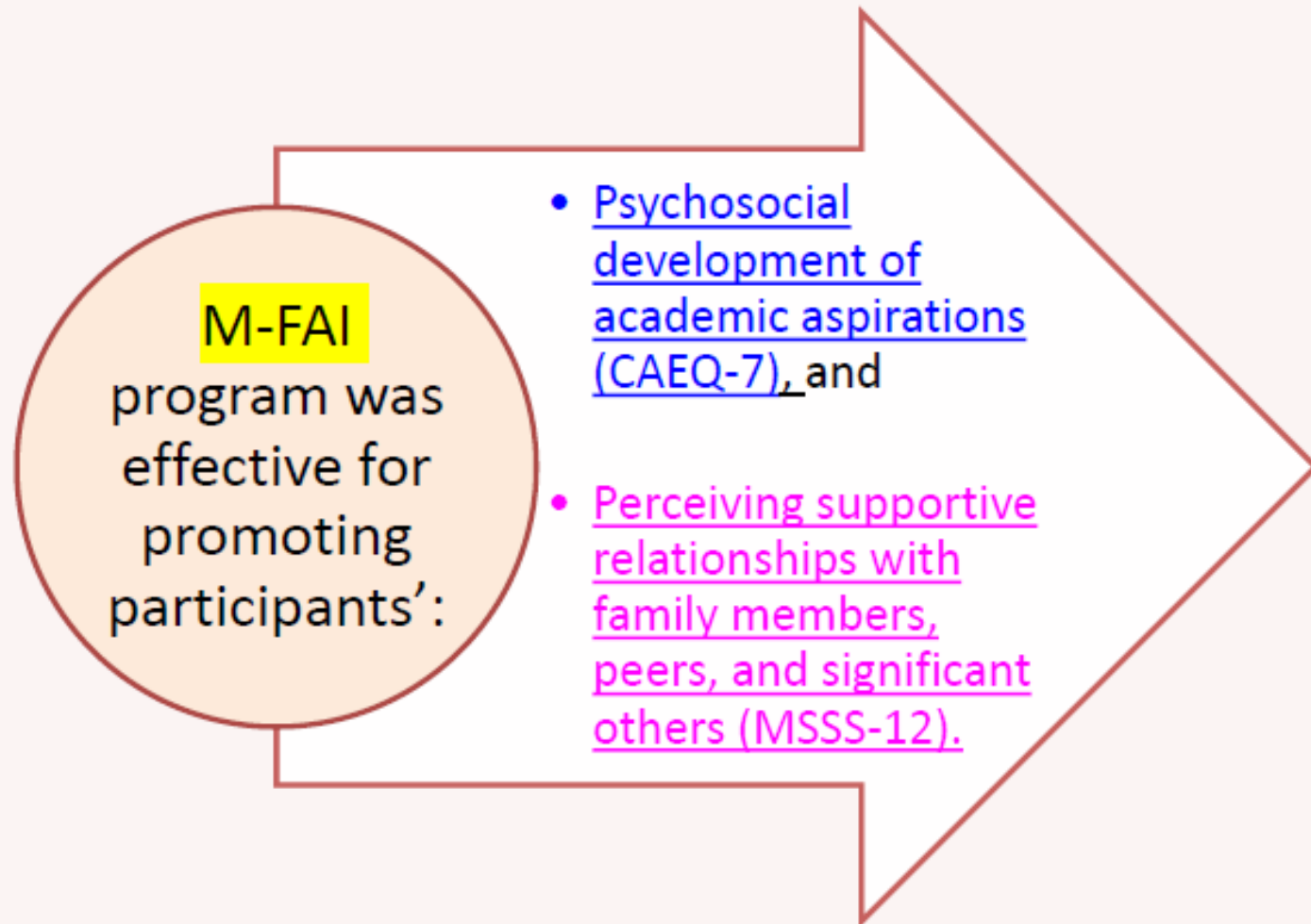
Timeline

2


Promoting Positive Inter-relationship & Communication (Reciprocity)

Therapeutic real life Context creating

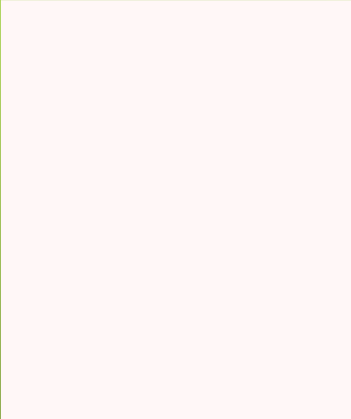
Effectiveness & Findings from Quantitative Practice Researches (P.1) (Ng, 2020):



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!**

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?!

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?

全方位提升學生的抗逆力 (Ng, 2020)

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

全方位提升學生的抗逆力

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

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

今日流程 (Flow of Today): 復常準備-
全方位提升學生的抗逆力

3.0 家庭抗逆力
Family
Resilience

小學一至三年級

新常態

- ✓ 在過去的幾年裡...
- ✓ 我們的社會經歷了各種意想不到的挑戰者，
- ✓ 打破了生活的平衡。

雙頻：全方位提升學生的抗逆力

- 提昇兒童全人發展
 - 身體、心理、社會、精神/靈性)
- 促進家庭抗逆力 / 韌性
 - 家庭歸屬感/ 家庭支持

全方位提升學生的抗逆力

- 加強兒童抗逆力 (社會+ 心理健康)
- 家庭抗逆力 / 韌性 + 通過家長育

以家庭為基礎 (Base) + 以家庭為單位 (Unit) = 系統
整體 (System)

- 來自全球和本地的經驗，對兒童和青少年服務最有效
- 因為人類問題是多方面和複雜的，大部份時間源於家庭問題 (Munro, 2011)

全方位提升學生的抗逆力

- 多家庭體驗式的抗逆力活動
- ✓ 促進家長/監護人全人發展與提升家庭抗逆力
- ✓ 加強兒童抗逆力 (提升社會 + 心理健康)

項目宗旨和目標(1):

- ✓ 促進兒童的社會心理能力發展
 - 包括情緒、適應力、心理健康、對學校的歸感和自我效能感；
- ✓ 促進兒童的社會情感發展
 - 包括社會情感技能、性格和自我控制

項目宗旨和目標(2):

提供以家庭為基礎的體驗式家長教育，促進兒童的社會心理和道德發展：

- ✓ 培養父母及家庭對兒童發展影響的認識；
- ✓ 增強家庭韌性；
- ✓ 提高父母在養育和壓力管理技能方面的能力。

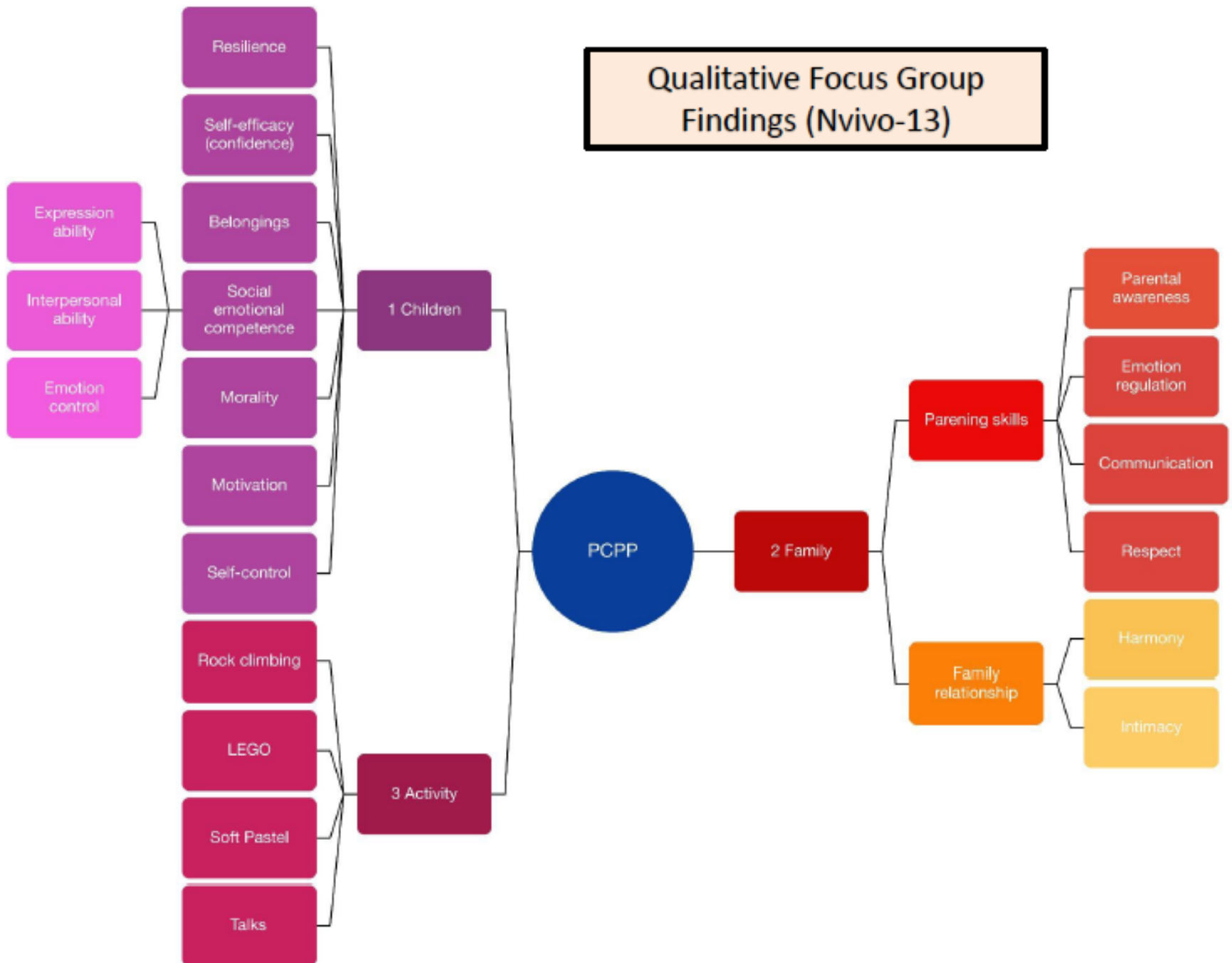
項目宗旨和目標(3):

提供以家庭為基礎的體驗式家長教育，以建立學校的資產 → 家長教師資源

全方位提升學生的抗逆力 (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): (C) <u>Competence</u> 代表能力感; (B) 是 <u>Belongingness</u> 代表聯系感; (O) 是 <u>Optimism</u> 代表樂觀感 共建溝通、解難、團隊建立、結連、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) 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) Positive Thinking, Cognitive Reconstruction
Day Camp 4 Workshop	家庭抗逆力 (適應能力): Family Resilience (Children + Parents' Parallel Groups) (I) 家庭共享意義(信仰)系統 Belief: 逆境意義和希望前景 (II) 家庭組織過程 Process: 靈活性和支持建立聯繫 (I) 溝通或解決問題的過程 Communication & Problem Solving

Qualitative Focus Group Findings (Nvivo-13)



今日流程 (Flow of Today): 復常準備- 全方位提升學生的抗逆力

4.0 多家庭介入小組和
個案干預

Group & Casework

有特殊教育需要的學生
小學五至六年級

案例說明:

通過多家庭治療論為多動症兒童家庭提供的干預

Cases illustration for families with ADHD children through
Multiple Family Therapy

全方位提升學生的抗逆力 (Ng, 2020)

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

家庭舞蹈 (Family Dance): 成青少年家庭系统 Family Systems

- 1) 父母 Vs 孩子舞蹈 Parent-child Dance:
- 2) 丈夫妻子舞蹈 Husband-Wife Dance:
- 3) 整個家族 Whole Family Dance:

家庭評估和應用 (Family therapy):

- 家庭故事 (Family Stories),
- 家庭的起源 (Family of Origin),
- 家庭系統 (family systems) ,
- 家庭結構 (family structure) ,
- 家庭動態 (Family Dynamics),
- 家庭生命週期 (Family Life Cycle),
- 家庭情感系統 (Family Emotion System) 。

家庭舞蹈 (Family Dance / Family Dynamics):

家庭發展週期

Family Life Cycle

家庭舞蹈 (Family Dance / Family Dynamics):

從症狀到系統

From Symptoms to System

家庭舞蹈 (Family Dance / Family Dynamics):

問題不是問題。應對是問題。

Problem is not the problem. Coping is the
problem.

家庭舞蹈 (Family Dance / Family Dynamics):

相互關係，交互模式

Inter-relationship, Interactive pattern,
Emotionality

家庭舞蹈 (Family Dance / Family Dynamics):

功能失調的互動

Dysfunctional Reciprocal Interaction

家庭舞蹈 (Family Dance / Family Dynamics):

極化極端：弱Vs強；支配Vs順從

Polarized Extreme: Weak Vs Strong; Dominant
Vs Submissive

家庭舞蹈 (Family Dance / Family Dynamics):

焦慮意識! 相互功能失調的情緒流動

Awareness of Anxiety! Emotionality Flow with
reciprocal dysfunctional.

復常準備- 全方位提升學生的抗逆力 復原力/抗逆力

個人抗逆力
Individual
Resilience

家庭抗逆力
Family
Resilience

多家庭介入
小組和個案
干預 Group
& Casework

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