#### 黄蔚澄教授

項目總監

香港大學社會工作及 社會行政學系副教授 臨床心理學家

#### 王學雯女士

研究項目經理



策劃及捐助

香港賽馬會慈善信託基金 The Hong Kong Jockey Club Charities Trust







「星語童遊」—世界衞生組織親子技巧訓練課程 持續發展研究分享會

### 「在家中放一張桌子」

讓照顧者成為孩子愉快學習的伙伴

2024.07.16 [星期二]

下午2時30分至3時30分

ZOOM Webinar - 粵語









世界衛生組織親子**技巧**訓練 (WHO-CST)

3 計劃成效

4 持續發展







### 本港數字 (2020年)

人數

每 1,000人

自閉症譜系障礙

22,400



特殊學習困難

35,400



有注意力不足/過度活 躍症

38,200



資料來源: Hong Kong Census and Statistics Department. Special Topics Report No.63: Persons with disabilities and chronic diseases, 2021. (https://www.censtatd.gov.hk/en/data/stat\_report/product/C0000055/att/B11301632021XXXXB0100.pdf, accessed 25 Jun 2024)







#### 學前康復服務的輪候

|                                 | 到校學前康<br>復服務 | 早期教育及訓<br>練中心 | 幼稚園暨幼兒<br>中心兼收計劃 | 特殊幼兒中心 |
|---------------------------------|--------------|---------------|------------------|--------|
| 輪 <b>候人數</b><br>截至2022年3月31日    | 2,703        | 1,258         | 541              | 1,168  |
| 輪 <b>候時間</b> (以月計)<br>2021-22年度 | 4.3          | 5.4           | 6.3              | 20.2   |

資料來源: 立法會二十一題:學前康復服務 (2022年12月14日)

https://www.info.gov.hk/gia/general/202212/14/P2022121400203.htm?fontSize=1

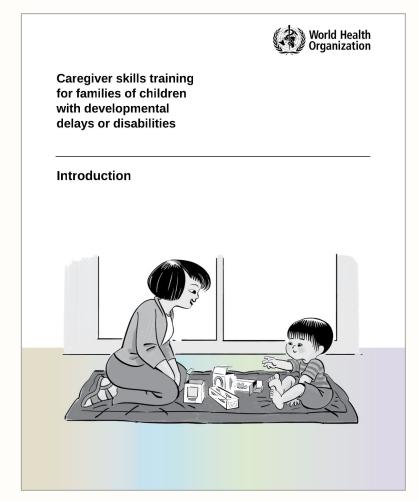






# 世界衛生組織親子技巧訓練

World Health Organization Caregiver Skills Training (WHO-CST)











9 課堂





3 家訪

#### This course is designed to help your child

Learn to use gestures and words to communicate.

Spend more time sharing engagement in activities and routines with you and others. Show appropriate behaviour more often with fewer challenging behaviours.

Learn new skills to be more independent in day-to-day activities.









#### We hope the course will help you

Feel more confident helping your child to communicate and learn new things.

Connect with your child by enjoying and sharing daily activities. Meet other caregivers who have similar experiences.

Learn ways to support your own health and well-being.





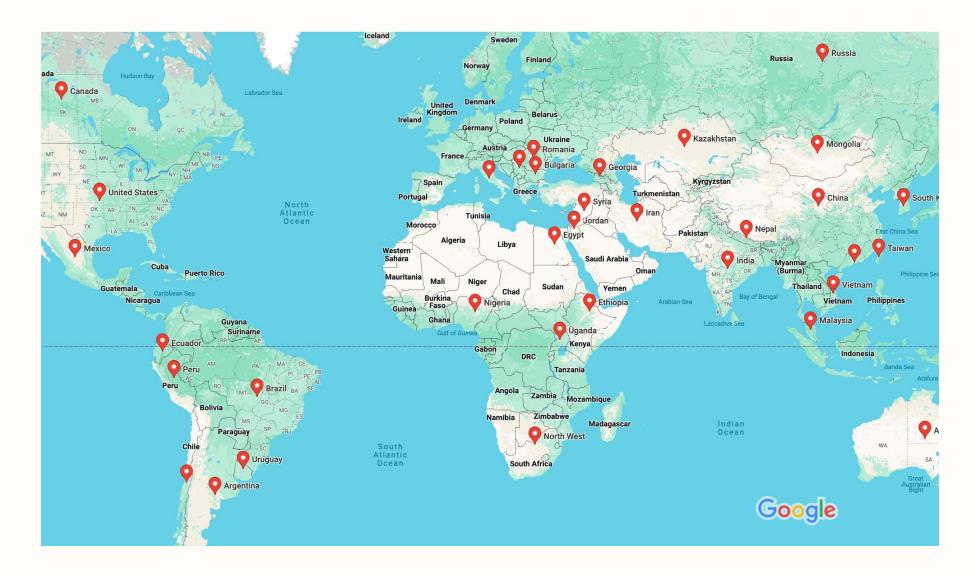


















### 跨地域的「家、教、社」合作模式









香港大學 社會福利機構 照顧者及孩子







#### **scientific** reports

www.nature.com/scientificreports

**OPEN** Adapting and pretesting the World Health Organization's Caregiver Skills Training Program for children with autism and developmental disorders or delays in Hong Kong

Paul Wai-Ching Wong<sup>1,255</sup>, Yan-Yin Lam<sup>2</sup>, Janet Siu-Ping Lau<sup>2</sup>, Hung-Kit Fok<sup>2</sup> & The WHO CST

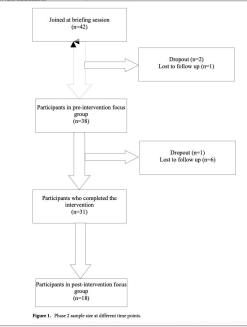
The World Health Organization Caregiver Skills Training Program (WHO-CFT) strengthen caregivers' skills in supporting children with developmental de well-being. The WHO-CST Hong Kong (HK) was adapted, and pre-pilot tes children suspected of having developmental delays and autism spectrum the caregivers to foster their children's learning, social communication, ar A sequential mixed-methods research methodology was undertaken to ex process and initial implementation experiences. The acceptability, feasibil of the WHO-CST were assessed using stakeholders' and caregivers' quality quantitative pre- and post-intervention feedback. The data included mate three consultation meetings with stakeholders; (2) detailed reviews of the WHO-CST materials by master trainees (n = 10) trained by the WHO-CST n assessment focus group interviews with caregivers (n = 15) of children with and (4) pre- and post-CST program qualitative focus group interviews and Consultation with stakeholders suggested that the program was acceptat but the home visit and fidelity components were initially considered to be feasibility and sustainability of the program. Caregivers in the needs asses widely diverse views about the program's uniqueness, length, delivery movideotaping in-home visits. Post-intervention comments by caregivers about positive, while the MTs were critical of the content and length of the train As one of the first high-income locations to adopt the WHO-CST, the evalu WHO-CST-HK indicate that it is feasible and acceptable to implement the area where families have busy work schedules and are very conscious of presults suggest that the WHO-CST program in HK and other high-income up and further evaluation of its implementation in real community setting and contextual changes to allow task-sharing between professionals and i macro level. Furthermore, technology should be used to support the supe In addition, easier access to the WHO-CST materials at the micro level is n equality, diversity, and inclusion of diversified families of children with de

Autism spectrum disorder (ASD) is characterized by the persistent display of behavior patterns, interests, or activities and a persistent deficit in social commu multiple contexts<sup>1</sup>. The 2010 Global Burden of Disease study revealed that 52

<sup>2</sup>The Department of Social Work and Social Administration, The University of I-Jockey Club Tower, Centennial Campus, Pokfulam Road, Hong Kong, Special Adr Faculty of Social Sciences, The University of Hong Kong, Hong Kong, Special Adm of authors and their affiliations appears at the end of the paper. <sup>3</sup>email: paulw@h

Scientific Reports | (2022) 12:16022

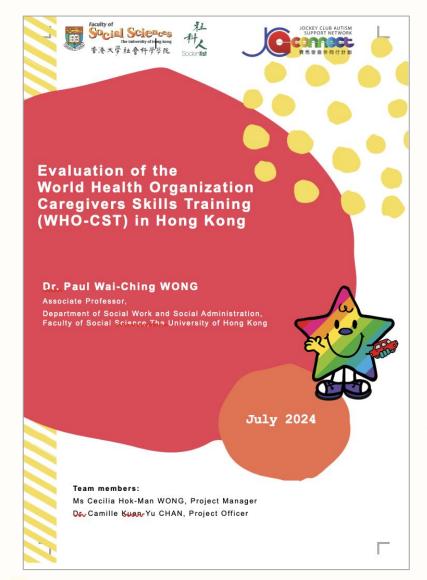
https://doi.org/10.1038/s41598-022-21343-9













個人面談 + 小組討論:21

照顧者:22人

機構持份者:27人

- 種子導師 Master Trainer
- 導師 (Facilitator)
- 機構的管理層
- 香港賽馬會慈善信託基金代表







#### 研究設計:三個焦點

- 1. 計劃發展進程 (Program Development/Evolvement)
- 2. 成效的延展 (Impact Mapping)
- 3. 延續性及持續發展 (Sustainability)







### 持份者眼中的 WHO-CST

WHO 品牌

低門檻

免費

簡單易學

針對ASD

適合語言及社交 能力較弱的孩子

全面

個人指導

長

靚







#### 照顧者的解鎖位



自我關懷



環境設置



由孩子的角度出發





用孩子能聽懂的言語







### 持續發展的需要及挑戰



- ●長
- •深化技巧
- •技巧的傳承
- •擴展服務社群









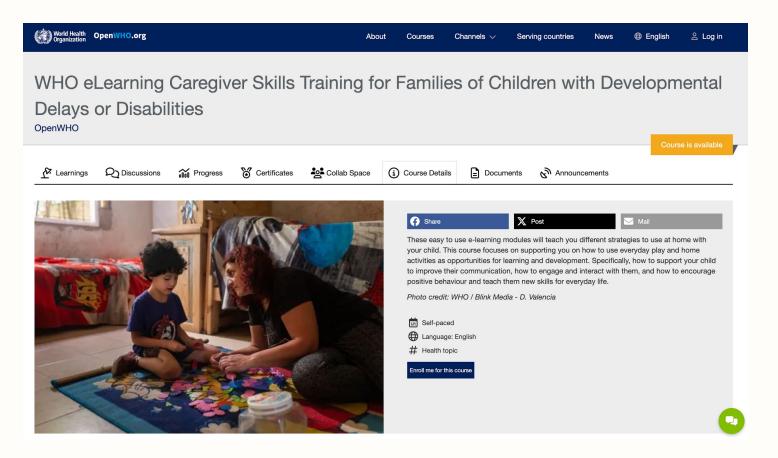






#### 網上資源:

#### 世界衛生組織網上學習平台







#### 網上資源:

#### 賽馬會喜伴同行網上學習平台













## 交流時間









感謝您的參與。您的意見和回饋有助我們檢討活動的 成效及策劃未來的活動,希望您能填寫這份問卷。







