



JC A-Connect: Jockey Club Autism Support Network

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Impact Story Video – An Introduction

JOCKEY CLUB AUTISM
SUPPORT NETWORK



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The Hong Kong Jockey Club Charities Trust
同心 同步 同進 RIDING HIGH TOGETHER

主辦院校 Host Institution:



Faculty of
Social Sciences
The University of Hong Kong
香港大學社會科學學院

合作夥伴 Partners:



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HONG KONG SHENG KUNG HUI WELFARE COUNCIL LIMITED



教育局
Education Bureau

Summary of the Impact – School Team

- The number of students with Autism Spectrum Disorder (ASD) studying in Hong Kong mainstream primary and secondary schools has been steadily increasing from 6,800 in 2015/16 to 8,710 in 2017/18.
- Since 2015, we launched the JC A-Connect school support project in over 500 local secondary and primary schools, with an aim to promote the NGO–school collaboration model and evidence-based practices to NGOs and schools to support students with ASD.
- The most significant impact of our project is that from 2021 onwards, the Education Bureau (EDB) will adopt our model and provide an additional HK\$62 million per year for small group training for students with ASD in mainstream primary and secondary schools.

Underpinning Research from School Team

- The Project aims to enhance mainstream schools' support to students with ASD and to improve the capacity of the key stakeholders under the NGO–school collaboration model.
- Our model has 7 key features:
 1. Collaborating with the EDB in the implementation of the project
 2. Introducing the expertise of NGOs to schools by providing school-based services
 3. Providing supplemental training to a critical mass of students with ASD so that a significant number of schools would experience its benefits
 4. Implementing strategies to facilitate the transference of skills beyond the training groups: by actively involving teachers and parents
 5. Capacity-building of the key stakeholders, including NGOs, teachers and parents
 6. Promoting inclusion in schools
 7. Facilitating the knowledge exchange with NGOs, schools and community through the development and dissemination of resource materials to support students with ASD.

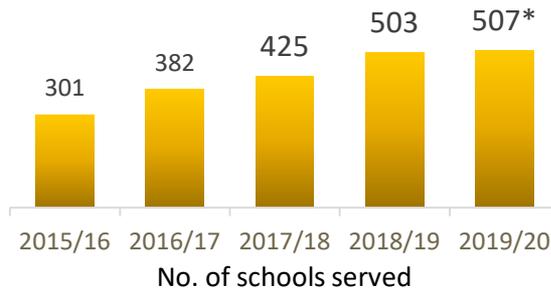


Underpinning Research from School Team

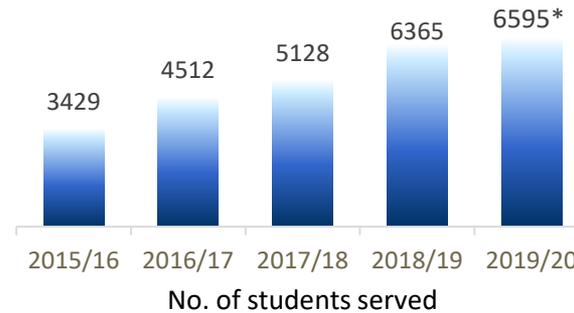
- Our team of educational psychologists and research officers:
 - Provide professional leadership in the model development, implementation and quality assurance
 - Build capacity of the NGOs and teachers
 - Facilitate knowledge exchange: development and dissemination of resource materials
 - Research on the efficacy of the model

School Team – Engagement Process

- **Training for students with ASD under our model by 8 NGOs**
 - A total of 94,000 hours of training were provided



= 46% of mainstream schools*



= est. 55% of students with ASD in mainstream schools*

- **Capacity building of teachers and NGOs**
 - 27 training seminars for over 3,000 teachers
 - 9 training seminars for over 780 NGOs team leaders, advisors and coaches
 - consultation on intervention plan and group skills to 8 NGOs through training seminars, meetings and on-site group observations

School Team – Engagement Process

- **Knowledge Exchange**

1. Resource Packages



- 26 resource books (primary and secondary version on 12 themes)
- Delivered to over 2,000 primary schools, secondary schools, tertiary schools and NGOs

2. Student Profile Checklist for School Adjustment - Short Form (SPCSA-S)

2018 – 2021 年
(第二期)

賽馬會喜伴同行計劃

學習、社交及情緒適應問卷

簡短版 (小學)

填寫指引

本問卷用於評估有自閉症的學生，以了解其在校各方面的適應情況。問卷結果會用於以下幾方面：

- 一、協助「喜伴同行計劃」小組導師訂定訓練目標；
- 二、供老師、學校社工或輔導人員於為學生訂定其他校內支援計劃時作參考；
- 三、提供數據予香港大學研究小組，以助製定有關支援有自閉症的學生的教學資源，將來供全港學校使用。

- A teacher's rating checklist to assess the social emotional skills needed for the students to be adaptive in the classroom
- With local norm to quickly inform intervention priorities and monitor training progress

School Team – Impacts Achieved

- Students have significant improvement in their school adaptive skills, such as social communication, emotional control, executive functioning and problem-solving.
- Teaching personnel assisted in our training groups improved their self-efficacy, such as:
 - understood students' needs and difficulties better
 - felt more competent to manage problems related to ASD using relevant strategies and skills
 - held a positive attitude towards mainstream education for students with ASD

School Team – Impacts Achieved

- Inclusiveness of our Project schools improved as both teachers and parents reported the students:
 - felt more accepted in school
 - have better relationships with teachers and peers
 - more participation at school
 - have better confidence and self-esteem
- Additional funding from The Hong Kong Jockey Club Charities Trust:
 - 2018: HK\$31 million was awarded to extend the project for another 3 years, with 2 more NGOs as partners
 - 2019: HK\$7.8 million was awarded to develop an e-learning platform

School Team – Impacts Achieved

- The most significant impact:

From 2021 onwards, EDB will **adopt our model and regularise the support** and provide an additional HK\$62 million per year for small group training for students with ASD in mainstream primary and secondary schools.

Nurturing Talent

- Enhance the support for students with autism spectrum disorders by assisting public sector ordinary primary and secondary schools to deploy a 3-tier intervention model in phases, which is expected to benefit about 10 000 students



The Hong Kong Special Administrative Region of the People's Republic of China
The Chief Executive's 2019 Policy Address



Underpinning Research from Family Team

Based on our survey from 395 caregivers of children with ASD, many of them suffered from distress and have many unmet needs, i.e., stigmatisation and financial issues.

Accordingly, we partner with the World Health Organization (WHO) and adapt and evaluate their **Caregiver Skills Training (CST)** programme using a randomised controlled trial methodology.

This is an international study with more than 30 countries concurrently implementing such programme and only about 10 sites are doing the research.

The findings of this study will provide evidence to support the worldwide implementation of the CST that will be freely accessible by millions of caregivers of children (1 in 160 children has ASD) with ASD and development delays.

Family Team – Engagement Process

Our exposure at WHO-CST International Technical and Coordination Meeting in Xiamen (November 6-9, 2018)

第二届世界卫生组织照顾者技能应用实践技术国际研讨与协调会议

The 2nd International Technical Consultation and Coordination Meeting on WHO Caregiver Skills Training program

November 8th - 9th, 2018 Xiamen, China
2018年11月8日-9日 中国·厦门



80 participants from 32 regions attended the meeting.

Family Team – Engagement Process

Our Adaptation Meetings with stakeholders

Inauguration of JC A-Connect WHO-CST Programme cum Planning Meeting

November 6, 2018

Key stakeholders, Master Trainers (MTs), Adaptation Advisory Group (AAG) members and Facilitators of the programme were invited. **30 participants from 17 organisations** attended the meeting.



CST 2nd Adaptation Meeting

January 10, 2019

Key stakeholders, MTs, AAG members and Facilitators of the programme were invited. **37 participants from 16 organisations** attended the meeting.

CST 3rd Adaptation Meeting

January 10, 2020

Key stakeholders, MTs, AAG members and Facilitators of the programme were invited. **51 participants from 20 organisations** attended the meeting.



Family Team – Impacts Achieved

One of our team members has been endorsed as the **first** Regional Trainer of the CST in the Western Pacific Region (ToT for MTs in Egypt, February 2020)



16 MTs trained by 5 WHO trainers from 5 different countries

Family Team – Impacts Achieved

Our knowledge exchange at WHO and Autism Speaks resources that can be accessed by millions of concerned traditional Chinese reading individuals

COVID-19 Non-English resources

COVID-19

Families

Adults on the spectrum

Educators and Health Professionals

Events

Non-English resources

Cómo manejar la atención clínica durante el distanciamiento social y el cierre de la escuela/programa

Consejos para manejar a los niños durante el COVID-19

Flu Teaching Story (Hungarian)

Flu Teaching Story (Korean)

Flu Teaching Story (Greek) **(NEW May 5)**

Flu Teaching Story (Arabic) **(coming soon)**

Flu Teaching Story (Spanish) **(coming soon)**

Korean-language COVID-19 resources

Coronavirus Teaching Story (Vietnamese)

Chinese-language resources

Non-English Autism Speaks Tool Kits

Lời khuyên cho việc quản lý trẻ em trong COVID-19



Family Team – Impacts Achieved on Caregivers

Better own well-being

Improvement of the child

- Language
- Emotion
- Sociability
- Learning via baby steps



Improving child's socialibility

Improvement of the child

- Courtesy requests
- Emotion
- Active interactions
- New routines via baby steps
- Improvements from 2nd to 3rd session

Improvements in 2 weeks

Improvement of the child

- Language
- Emotion



Less Challenging Behaviours

Improvement of the child

- Courtesy requests
- Less challenging behaviours
- Improvements from 2nd session

List of CST-specific publications, oral presentations and poster presentations

Wong et al. (under-review). The resilience of social service providers and families of children with autism or development delays during the COVID-19 pandemic - A community case study in Hong Kong. Frontiers of Psychiatry

Wong et al. (In preparation). Adapting and pre-testing the World Health Organization's Caregiver Skills Training programme for autism and other developmental disorders in a metropolis: Findings from Hong Kong

Wong et al. (2020). Poster presentation "Preliminary Findings of the Pre-Pilot of the World Health Organization Caregivers Skills Training in Hong Kong" in INSAR 2020.

Wong (2020) Virtual keynote speech on "Children with Autism and Developmental Disabilities in Hong Kong During the COVID-19 Lockdown" in INSAR Special Interest Group (Humanitarian Emergencies). 16th July 2020

Public Education – Engagement with the ASD Community and the General Public

Public events

- Seminars and experiential workshops
- Mural co-creation activities
- Drawing competition & art exhibitions
- Family fun days with activities utilising AR (augmented reality) technology
- **ASD-friendly movie screenings**



Media

- TV & radio programmes
- Newspaper columns & articles
- Press conferences



Publications

- Newsletter / e-Newsletters

Multimedia

- Website, animations & experiential videos on ASD sensory overload



[A video on the ASD-friendly movie screenings](#)

Public Education – Engagement with Professionals

Professional Events

- Conferences & workshops



Multimedia

- Online learning platform



Summary of Deliverables (as of July 2020)

Category	Deliverables	Reach-out Targets or Beneficiaries
Public/Professional Events	22 events	16,600 beneficiaries
Media	36 media coverage	27.2 million (estimated)
Multimedia	1 website cum online platform 15 videos	170,000 view times
Publications	7 issues	401,600 readers

Public Education – Impacts Achieved

This event allows children with ASD to explore the world apart from their daily life.



Family Fun Day 2019

The virtual 'Easter Egg Hunt' is innovative, while 'Photo with Dino' is interesting.

It is fun to play new games designed with technology.

There are lots of up-to-date information and current practices shared.



Hong Kong ASD Conferences

A very important and useful event for professionals and parents in the field.

I found your website very useful. I have also written a page on the subject to try to help fellow sufferers.

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Guide to Living With Sensory Overload

The world can be a noisy place. Every time we set foot outdoors we are bombarded with the sounds of traffic, our fellow humans and their pets, road works and similar essential maintenance to public areas, leaking music from shops and homes... and for those us not lucky enough to live in a detached, insulated sanctuary, we may not even have the luxury of peace and quiet in our own property.

This phenomenon is referred to as sensory overload, and it's becoming increasingly prevalent in everyday 21st Century living. This guide will talk you through how to cope with sensory overload while out and about, and offer some advice on potential home improvements that could provide you with a little more peace within your own four walls.

A webpage written by an UK viewer

Public Education – Impacts Achieved

Post-event survey of ASD-friendly Movie Screenings (N=295; 60 first-time cinema goers)

Question	Strongly Agree	%	Agree	%	Rating "Agree" or above
The movie day enhanced my understanding of the concept of inclusion	171	58.0%	113	38.3%	96.3%
The movie day enhanced my recognition of building a inclusive society	169	57.3%	113	38.3%	95.6%
Overall, I am satisfied with the movie day	203	68.8%	85	28.8%	97.6%
I hope to participate in similar inclusive activities in the future	209	70.8%	81	27.5%	98.3%
I shall recommend events under JC A-Connect to my friends and relatives	209	70.8%	75	25.4%	96.3%



It was my first time drawing on a wall and I love it! This experience is extraordinary!

From the mural painting experience, I discovered my son's talent and his unique abilities



Responses to the 'Light It Up Blue' campaign from Mainland China

Mural co-creation in Kam Tin

1 NO POVERTY



2 NO HUNGER



3 GOOD HEALTH



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 RENEWABLE ENERGY



8 GOOD JOBS AND ECONOMIC GROWTH



9 INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE AND JUSTICE



17 PARTNERSHIPS FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development