JC A-Connect: Jockey Club Autism Support Network

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Impact Story Video – An Introduction

JOCKEY CLUB AUTISM SUPPORT NETWORK

-initiated and funded by-

The Hong Kong Jockey Club Charities Trust

-Host Institution:

Faculty of Social Sciences
The University of Hong Kong

Partners:

Caritas Hong Kong
Help Hong Society

Education Bureau

YWCA

New Life

Hong Kong Association for Autism

Hong Kong Society for the Physically Disabled

Dr. Tung Foundation

Tung Wah Group of Hospitals

Hong Kong Society for the Blind
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

• 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)
     – 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.
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)

80 participants from 32 regions attended the meeting.
Family Team – Engagement Process

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

<table>
<thead>
<tr>
<th>COVID-19</th>
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<tbody>
<tr>
<td>Families</td>
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<tr>
<td>Adults on the spectrum</td>
<td></td>
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<tr>
<td>Educators and Health Professionals</td>
<td></td>
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<tr>
<td>Events</td>
<td></td>
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<tr>
<td>Non-English resources</td>
<td></td>
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</tbody>
</table>

- 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 (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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Deliverables</th>
<th>Reach-out Targets or Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public/Professional Events</td>
<td>22 events</td>
<td>16,600 beneficiaries</td>
</tr>
<tr>
<td>Media</td>
<td>36 media coverage</td>
<td>27.2 million (estimated)</td>
</tr>
<tr>
<td>Multimedia</td>
<td>1 website cum online platform</td>
<td>170,000 view times</td>
</tr>
<tr>
<td></td>
<td>15 videos</td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td>7 issues</td>
<td>401,600 readers</td>
</tr>
</tbody>
</table>
The virtual ‘Easter Egg Hunt’ is innovative, while ‘Photo with Dino’ is interesting. It is fun to play new games designed with technology.

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

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

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.

Hong Kong ASD Conferences

Public Education – Impacts Achieved

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Family Fun Day 2019

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Hong Kong ASD Conferences
## Public Education – Impacts Achieved

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

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

Responses to the ‘Light It Up Blue’ campaign from Mainland China

- 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

Mural co-creation in Kam Tin