



New Model to Unlock Children's Potential

Owing to their difficulties in social communication, children with autism often fail to understand other people or express their thoughts, resulting in emotional and behavioural problems, which in turn hamper their social and learning performances. In the light of this, Heep Hong Society introduced the SCERTS Model into Hong Kong to help autistic children regulate their emotions and improve their communication abilities so that they no longer resort to making a scene to get their needs across. This also brings about improvements in their learning abilities.

Pak-lam is a 5-year-old boy with autism. When he was admitted to Heep Hong Society, he could not utter words and resorted to taking off shoes, crying, snorting and throwing chairs to express his discontent. His father recalled, 'When Pak-lam threw a tantrum, it could last as long as 3 hours until

he exhausted himself to sleep. When he saw something he liked, he would snatch it, refusing to share with anyone. That's why he always fought with his brother.' Ms Flora Ip, Educational Psychologist at Heep Hong Society, explained, 'Children with autism have deficits in social communication and emotional regulation. Their motivation and skills to interact with others are weak. They are easily obsessed with non-essential details and resistant to change. It is hard for them to recover their composure from emotional outbursts.'

New Educational Model to Address Core Deficits in Autism

Every child with autism is unique and has different developmental needs, which cannot be met by one single training approach. Over the past two decades, Heep Hong Society introduced TEACCH, DIR Floortime, Relationship Development Intervention (RDI) and other training models to Hong Kong. Four years ago, its professional staff first received training in SCERTS (Social Communication, Emotional Regulation, and Transactional Support) Model. The following



▲ When a child shows the 'hug' card, the teacher immediately responds with a hug.

▼ Children without speech abilities can express their emotions and needs through special tools the teachers prepared.



▲ After a few months of training under the SCERTS Model, Pak-lam now enjoys a close relationship with his dad.

year, the Society invited Ms Emily Rubin, a co-author of the SCERTS Model, to Hong Kong to give training workshops. In the same year, a multi-disciplinary team of 7 professionals went to the UK and the US to learn how the SCERTS Model could be applied in educational settings. The SCERTS Model, TEACCH and DIR Floortime complement one another's strengths, and work best together to address the core deficits of children with autism. The SCERTS Model has been piloted in four special child care centres with remarkable results.

Social Communication & Emotional Regulation Enhanced through Transactional Support

Apart from the provision of systematic assessment methods and strategies for social communication and emotional regulation, the SCERTS Model emphasises the importance of transactional support, including learning supports and interpersonal supports. Learning supports refer to the use of imitation strategies, visual cues and pictures to foster children's learning abilities. Interpersonal supports refer to the adjustments made by teachers and parents with respect to the style they interact with children with autism. Emily once said that there were no unteachable students, there were only teachers who do not understand students. According to Flora, in contrast to traditional teacher-dominating approaches, the SCERTS Model stresses that education takes two - both the teacher and the student. The teacher should observe and analyse students' behaviours and emotions, whether positive or negative, and constantly adjust training targets to assist children in emotional regulation so that they could refocus on learning. For example, the lesson plan starts with handicrafts and is followed by music. If the student is emotional and refuses to work on handicrafts, the teacher can adjust the plan by letting him listen to music first and make handicrafts later when his mood lightens. When the students feel the teacher's care, they will enjoy learning. The teacher and students will get along and build mutual trust.

Ms Chan Oi-shiu, the class teacher, discovered that Pak-lam has strong visual abilities. She used pictures of 'biscuits', 'happy', 'angry' and the like to help Pak-lam express his needs and emotions. Once, Pak-lam still felt 'tired' after the afternoon nap and therefore



▲ The SCERTS Model teaches children to regulate their emotions and consequently their learning incentive and abilities improve.

emotional. He wanted the teacher to 'coo' him. The teacher showed him the picture 'hug' and immediately gave him a hug. Since then, every time he wants others to pacify him, he would present the picture of 'hug'. Not only teachers but also the driver and janitors have received the 'hug' card from him.

After several months of training, Pak-lam's speech abilities have shown dramatic improvement. Now, he says hello to other people. His attention, learning abilities and problem-solving abilities have improved. His father said, 'In the past, when I read with him, he would rip the book apart. After trying out the special brochures at the centre, he has found the joy of reading. He would pick up a book and read at home. Now, he also listens to and understands other people. He no longer insists on his way and seldom throws a tantrum. Very rarely do we experience embarrassing situations in the street.'

Pak-lam is very fond of 'Ribena tea' (lemon tea). The teacher bought him a bottle of 'Ribena tea' and he flashed the 'share' card, indicating that he would like to share with his classmates. He poured 'Ribena tea' for his classmates one by one. When it was his turn, there was very little left. He did not complain but drank the 'Ribena tea' in one gulp. His father said with excitement, 'At home, Pak-lam also shares "Ribena tea" with his brother. Other than drinks, the brothers also share toys. They get along so much better now. This is amazing!' For children with autism, the concept of sharing is very abstract to understand. Given their weak motivation for social interaction, they rarely share with other people. The fact that Pak-lam shares with his classmates at school and with others in daily life is truly incredible.

Conference on 'Enhancing Inner Strength' Presents Latest Findings

'After the adoption of the SCERTS Model, there has been less crying but more laughter in the classroom. The students focus on learning, and the atmosphere has become more harmonious,' said Ms Shum Wai-chun, another pre-school teacher at Heep Hong Society. To give parents and teachers a better understanding of the SCERTS Model and benefit more children in need, the Society has planned to extend the application of the SCERTS Model to all 14 special child care centres. Rubin was invited to present the SCERTS Model again at the Society's 50th Anniversary Conference on 'Enhancing Inner Strength: New Service Direction in Helping Children with Childhood Developmental Disorders and their Families' on 22 March 2014 (Sat). 🇬🇧

► RTHK and Heep Hong Society launch the 'Family Affairs: Supportive Learning' series. Hosted by Blanche, the radio programme delivers positive parenting messages.



▲ Eugene suffers from dyslexia and Conrad is a gifted child. With individualised education, both of them are high achievers and have a close bond with their parents.

20 Years of Miracles

A 13-year-old autistic boy had the same IQ as a 3 year-old, but he was able to read aloud the subtitles on the television. An intimidating 'tiger mom' who grew up amid domestic violence became an influential parenting expert. Her dyslexic son graduated from top universities with top grades and has become a writer. How did these miracles happen?

For many years, Ms Blanche Tang Oi-lam has offered support and advice to families in distress with her soothing voice and touching presentation on RTHK's 'Family Affairs'. 'Endless love, patience and parenting skills together make successful parents' is her famous quote. Every year, she gives talks and writes parenting books to encourage parents. A popular parenting expert, Blanche and Heep Hong Society have crossed paths many times over the past two decades.

20 years ago, Blanche was invited to tell stories to children with special needs at the parent-child library, the first of its kind in HK operated by the Parents Resource Centres of the Society. 10 years ago, she served as a judge of the 'Outstanding Carer Award' organised by the Society. She recalled, 'One of the participating families had a 13-year-old son. He was 6 feet tall and acted up on a mini-bus. His mother called the social worker at the Society for help. Upon talking to the social worker, he calmed down and sat up straight. Despite that fact that his IQ was equivalent to that of a 3-year-old, he could read all the subtitles while watching television. It was a miracle, and the Society always does wonders.'

To mark its 50th Anniversary, the Society partnered with RTHK to launch a five-episode series on supporting children with special needs and their families (訴心事家庭 — 青蔥成長路). Blanche hosted discussions with parents and specialists on topics such as dyslexia, attention deficit hyperactivity disorder (ADHD), and the role of the father of special needs children. Listening to the stories of special needs children overcoming adversity, she felt the power of love, patience and parenting skills combined.

Over the years, Blanche's personal life has changed dramatically. 'When I was small, my family members often quarrelled and fought. I was injured by flying furniture at the age of two. Often, I cried and huddled alone in my bed at midnight. Those helpless times made me timid, pessimistic

and wounded my self-esteem. I could not banish suicidal thoughts from my mind,' she said. When she became a mother at the age of 30, she was determined to break away from her haunting childhood memories.

Her elder son, Eugene, attended a prestigious school during the ages of 6 to 8 and was out-performed. Blanche became a 'tiger mom' and an evil witch in the eyes of her son. In order to make amends and give Eugene a happy childhood, she enrolled him at another school the next day. She even changed to work part-time, earning only half the salary as before. 'After three years of effort, I finally repaired my relationship with Eugene,' she said.

Years later, Eugene told her that 'every Chinese character looks like a picture to me'. He was diagnosed as having dyslexia then. It dawned on Blanche that, owing to dyslexia, her son performed poorly in Chinese dictations and mathematics, when it was taught in Chinese. After transferring to an international school, where English was the medium of instruction, his results improved in leaps and bounds. He graduated from the University of Hong Kong majoring in English Studies with scholarships and first class honours. He then pursued a masters' degree at University College London and is now a writer. 'The experience of nurturing Eugene solidified my belief that parents should not employ corporal punishment, scold or threaten their children, or play the bad cop. Instead, we should encourage children to develop their strengths and realise that all roads lead to Rome,' said she. Learning from previous experience, she has never beaten or scolded her younger son, Conrad. Instead, she provided guidance and support to Conrad, a highly-motivated and gifted child, who has blossomed since he was young and obtained 9 straight A's in the public exam. He is now a cheerful, confident and optimistic teenager.

We do not need a fairy wand to make miracles happen. With love and perseverance, we can create miracles for children. 🌟



▲ Blanche tells stories to children.



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◀ Therapists design interesting training activities to improve children's learning abilities.



▲ Special physiotherapy exercises can improve the arousal of children with AD/HD.

The Mind that Wanders: Predominantly Inattentive Presentation

Attention Deficit/Hyperactivity Disorder (AD/HD) is a developmental disorder suffered by 5-6 out of 100 children. More boys are diagnosed as having this disorder than girls. They usually give the impression that they cannot sit still and are constantly fidgeting like a derailed train. Some of them suffer from a sub-type of AD/HD called Predominantly Inattentive Presentation (AD/HD-PI). These children, predominantly female, are calmer on the surface, but their mind wanders like a galloping horse.

Mr Trevor Yung, Educational Psychologist at Heep Hong Society, explained, 'Children with AD/HD-PI have normal intelligence. However, they have lower level of activity in the prefrontal cortex. They may experience impairments in different executive functions and, as a result, fail to suppress irrelevant thoughts in their mind, are slow in organising information and make mistakes easily. As their working memory is relatively weak, it is difficult for them to transform the information in their brain into an order for action and then execute the action according to plan. They may skip a few steps. Their ability to adjust their learning incentive and work incentive is weaker than their peers. They easily lose interest and motivation, which creates significant problems in their learning process and daily life.'

Long-term Impact Calls for Early Intervention

Classes at school require deep thinking and long attention spans, which are very challenging for students with AD/HD-PI. It is not surprising that their academic performance is unsatisfactory. They also find it difficult to follow orders. Even with repeated reminders from teachers or parents, they still make mistakes. As time goes by, teachers, classmates, parents and even the children themselves would project a poor image of the children, which triggers emotional and rebellious behaviors, as well as the loss of learning incentive. These problems do not disappear if the children do not receive proper intervention. If they are not taken seriously and treated, the problems can be life-long. These AD/HD symptoms may significantly affect the afflicted persons' job performance and relationship with others when they enter adulthood.

Professional Treatment Improves Children's Attention

Trevor pointed out that treatment for children with AD/HD can be conducted with three strategies: First, self-care, learning and social interaction activities act as the medium for the training of executive functions. The therapist would formulate the executive-function training objectives with parents for children to practise. For example, on a shopping trip, parents might ask children to remember the shopping list and keep modifying the list as a way to train the children's working memory. Second, the living environment is adapted to the children's needs as a way to help them overcome the impairments in executive functions. For example, as children with AD/HD-PI are weak in storing and retrieving information in their brain, parents and teachers can help them visualise the information with a white board or notebook for their processing. Third is taking medications prescribed. Only the three methods combined would yield the best results.

Ms Lily Yuen, Senior Physiotherapist of the Society, added, 'Most people are aware of their own levels of arousal and can make self-regulation. For example, when one is tired, one would stretch one's body to refresh. However, when children with AD/HD-PI are in a state of low arousal, they may not be aware of it. Their mind wanders and they do not want to move around. Specific physiotherapy treatment can help those children achieve a better state of mind for learning.'

The Society's professionals have written a new Parent Manual on Attention Deficit/Hyperactivity Disorder (AD/HD), which analyses the deficits of children with AD/HD and details almost 40 training exercises to help parents improve the learning ability of their children. The book is now available in bookstores and centres of the Society. Meanwhile, sponsored by the Partnership Fund for the Disadvantaged,

the Support Programme for Children with AD/HD launched by the Society offers training to children in need free of charge. For details, please refer to www.heephong.org



◀ A new manual was published to provide parents with training strategies to help children with AD/HD.

► How can children deal with emergencies calmly?



▲ The 'Problem-Solving Kit' iPad App was newly developed to enhance children's problem-solving skills.

Problem-Solving Skills

Problem-solving is a higher-level cognitive process that includes mental activities. Not only does it affect children's learning, social interaction and emotions, but it also helps children adapt to the constantly changing environment in daily life.

Wang has just started at a mainstream primary school. His favourite music teacher, Ms Chan, was off sick and substituted by another teacher. Wang was so disappointed that he refused to attend class quietly, clamouring for the whereabouts of Ms Chan. In the end, the supply teacher brought Wang to the discipline master. There are numerous daily examples of Wang's failure to cope with unexpected events. His mother anxiously recalled, 'There was a time when we were trapped in a lift. He was so scared that he banged his head against the walls, and I could not restrain him.' Wang's parents are worried about his integration into the mainstream school.

Various Scenarios for Problem-Solving Skill Enhancement

Ms Tammy Yeung, a pre-school teacher at Heep Hong Society, pointed out that the majority of children with autism, developmental delay, attention deficit/hyperactivity disorder (AD/HD), dyslexia and other special needs are affected by congenital problems in communication and social interaction. In the face of unexpected events, they may be caught off guard and flooded with emotions, let alone reacting

or behaving properly. Despite that, with early intervention and exposure to different scenarios, their problem-solving skills can be gradually enhanced.

Tammy said, 'In one dictation, Wang forgot one word. He was very nervous and he yelled "No dictation!" I taught him to calm himself by breath control. I also taught him to put a mark (e.g. O) next to the words he could not remember and continue with the dictation. Now, Wang is able to apply this method to similar situations.'

The 'Problem-Solving Kit' App

In order to improve children's emergency coping strategies, a team of pre-school teacher at Heep Hong Society has developed the 'Problem-Solving Kit' App. The App contains 40 common scenarios in everyday life and the school environment with corresponding problem-solving strategies for parents' reference.

Some students at the centres of Heep Hong Society played the trial version of the App and showed significant improvement. Tammy expressed that the vivid graphics and the simulation games, such as Ghost Leg, puzzles, ball-rolling and matching, were able to hold the children's attention. Through the games, the children acquired the problem-solving skills corresponding to different scenarios.

The 'Problem-Solving Kit' App was launched on 22 March 2014, accompanied by a LITE version for free trials. Please refer to the Heep Hong Society website for further information (www.heephong.org). 📱

Content of the 'Problem-Solving Kit' App

- Daily life: Death of family members, banquets, funerals, etc.
- Emergency situations: Fire, injury, traffic jam, etc.
- School: Dictation, change of venue, improper uniform, etc.
- Social interaction: Quarrels of parents, welcoming newborns, getting off at wrong stations, etc.



◀ Use of the 'Problem-Solving Kit' App to develop children's problem-solving skills

Sponsorship & Fundraising Events

► Volunteers support Heep Hong Society's flag day.



▲ The 22nd Great Chefs of Hong Kong will be held on 19 June (Thu). Tickets are now available.



▲ Island Shangri-La, Hong Kong, and Kowloon Shangri-La, Hong Kong, organise the 'McDull Christmas Tree' (Limited Edition) Charity Sale.

The 22nd Great Chefs of Hong Kong & Grand Raffle 2014

The Great Chefs of Hong Kong, returns to Grand Hyatt Hong Kong for its 22nd anniversary on 19 June 2014 (Thursday). Renowned chefs from around 50 hotels and high-end restaurants gather to raise funds for a good cause. Tickets are available online. In the meantime, the 2014 Grand Raffle has begun and will continue until 19 April 2014. Each raffle ticket is HK\$20. The total prize value is over HK\$150,000 with the grand prize offering two business class round-trip tickets from Hong Kong to Japan. Please offer your generous support!

Island Shangri-La, Heep Hong Rice Dumplings Charity Sale

Island Shangri-La, Hong Kong, will donate its proceeds from the sale of Heep Hong Charity Glutinous Rice Dumpling Gift Sets (HK\$388 each) to the Society. To place orders, please call (852) 2820 8551, email islandgourmet.isl@shangri-la.com or visit Island Gourmet from 5 May to 2 June 2014.

Fairwood Helps Heep Hong Society Collect Donations

With the generous support from Fairwood Holdings Limited, Heep Hong Society will place donation boxes in 60 branches of Fairwood from 7 March to 31 May 2014.

'Flags for Fun Day' on 12 April

The flag day of Heep Hong Society was held on 12 April 2014 (Sat) on Hong Kong Island. Results of the 'Best Costume Competition' were announced on the website & Facebook page of the Society. We would like to extend our gratitude to all donors and volunteers.

Corporate Partners Organise Christmas Charity Sales

Last Christmas, Tao Ti launched Tao Ti Green Tea (with honey) (2013 Christmas Special Edition) with the festive packaging designed by the children at Heep Hong Society. Tao Ti's purest debuted the 'Travel with Love' Christmas cards designed by the children at the Society. Island Shangri-La, Hong Kong, and Kowloon Shangri-La, Hong Kong, donated their revenue from the 'McDull Christmas Tree' (Limited Edition) Charity Sale to the Society. We sincerely thank every donor for their support!

57 Corporate Partners Conferred the Caring Company Logo

Nominated by Heep Hong Society, the following 57 corporations and organizations were awarded the 'Caring Company' / 'Caring Organisation' logo for the year of 2013/14 by the Hong Kong Council of Social Service. We would like to extend our congratulations and gratitude to all our partners for joining our efforts in helping children with special needs. 🙏

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Adventure Sports Academy Limited
Barclays Capital Asia Limited
Bullet Films Production Limited
Canon Hongkong Company Limited
Catlin Hong Kong Limited
China Star Products (Trading) Limited
Chinese Estates Holdings Limited
Clifford Chance
Dah Chong Hong Holdings Limited
The Dairy Farm Company Limited – Wellcome
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Diamond Design Limited
EDICO Financial Press Services Limited
Emperor Securities Limited
Eu Yan Sang (Hong Kong) Limited
The Federation of Hong Kong Watch Trades and Industries Charitable Trust
Genting Hong Kong Limited
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Hang Seng Bank
Harbour Plaza Metropolis
Hongkong Land
Island Shangri-La, Hong Kong
Johnson Controls Hong Kong Limited
Kai Shing Management Services Limited
Kai Shing Management Services Limited (Metropolis Plaza)
Kiehl's
The Langham, Hong Kong



▲ Our corporate partner Prince Jewellery & Watch Company receives the 'Caring Company' logo by the Hong Kong Council of Social Service.

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Rotary Club of City Northwest Hong Kong
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Rotary Club of The Peak
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Sunnyside Club Limited
Swire Travel Limited
Traders Hotel, Hong Kong
UPS
Weber Shandwick
Welcome Construction Company Limited
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Wyeth (Hong Kong) Holding Company Limited

► Children are excited about buying gifts for their family members.



▲ Children at the Chan Chung Hon Centre present the volunteers at Wellcome with thank-you cards they designed.

▼ 'I Can Do It! Shopping Day' celebrates its 100th session.



Special Shopping Experience at Wellcome

Apart from being a supermarket that sells daily necessities, Wellcome has been transformed into a classroom for children to practise grocery shopping. In collaboration with Wellcome, over 100 sessions of the 'I Can Do It Shopping Day' were held for children with special needs by the Society over the past three years. In 2013, an attendance of over 1,000 was recorded for the activities.

In-class Training and Real-life Practice

Supermarkets have always been a playground for children. Most of them lose control easily at the sight of the spectacular display of snacks, sweets and ice-cream, and play with the shopping trolleys, giving other customers a lot of hassle. It is very challenging for parents to bring their children with special needs to the supermarket. To help children with special needs adapt to the shopping routines in the supermarket, the social adaptation skill training programme entitled 'I Can Do It Shopping Day' was jointly held by Wellcome and the Society. The programme consisted of two modules: workshops at centres and shopping practice at supermarkets. The first module was conducted at Heep Hong centres, where children acquired the basic skills of using trolleys, selecting commodities, using re-usable bags and queueing at the cashier. In the second stage, children were shepherded to the supermarket nearby for a real practice under the guidance of Heep Hong's social workers and teachers.

The 100th Session Completed Successfully

The 100th session of the 'I Can Do It Shopping Day' programme was held last year. A celebratory party was organised by Wellcome at its superstore in Tseung Kwan O on 19 November 2013. They presented the special 100th session celebratory balloons to the children of Heep Hong Society. A lot of the children had an exciting time pushing the trolley around the supermarket to choose their favourite products and buy gifts for their family members. Wellcome generously donated all the revenue the branch earned during the 1-hour activity to the Society in support of its training and education services.

Ms Julie Chiu, Sales and Marketing Director at Wellcome, expressed, 'We are delighted to provide practice opportunities for Heep Hong's children with special needs. For three years,

other than offering an interesting and effective learning platform to the children, the activity has made the work of the Wellcome volunteer team and the staff at the branches more meaningful.' 🍎

Special thanks go to the following donors * (in random order)

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*which made donations of HK\$10,000 or above to Heep Hong between October 2013 and January 2014.

For online donation, please go to www.heephong.org/donation

Updates on Services

▼ The new board of Executive Committee takes office. Prof Daniel Shek, SBS, JP, is appointed to Chairmanship.



▲ The 'Centre-based Support Scheme for Pre-school Children at-risk of Dyslexia' project wins the Golden Award presented by the HKCSS.



▲ The Society and The Open University launch a new bachelor's degree programme.

Catherine Lo Centre Redevelopment Launching Ceremony

The Catherine Lo Centre in Sandy Bay has served the community for more than 40 years. The repair and maintenance costs are high due to structural deterioration. To meet the surging demand for integrated services, supported by the Lotteries Fund and the Hong Kong Jockey Club Charities Trust, Heep Hong Society launched the redevelopment project of its Catherine Lo Centre. The majority of children have been transferred to Wah Fu Estate for training since mid-March, while the remaining few go to other nearby centres of the Society. A 10-storey building will be constructed in the current location of the Catherine Lo Centre. The new building will provide integrated services at one stop to support special needs children and young adults as well as their families. A Launching ceremony was held on 29 March 2014 (Sat) at the Catherine Lo Centre, with Mr Matthew Cheung, GBS, JP, Secretary for Labour and Welfare, being the officiating guest.

Dyslexia Support Project Wins Golden Award

The 'Centre-based Support Scheme for Pre-school Children at-risk of Dyslexia' project of Heep Hong Society achieved outstanding results in promoting social participation and inclusion. The project was awarded the Golden Award in the 2013 Best Practice Awards in Social Welfare presented by the Hong Kong Council of Social Service. Besides, The Language Learning Package for Pre-primary Children (Enhanced Version) will be distributed for free at the seminar to be held on 31 May 2014 (Sat) for pre-school principals and teachers.

Scholarship for Joint Programme with the Open University

Heep Hong Society has jointly developed the Bachelor of Education (Honours) (Early Childhood Education: Leadership and Special Educational Needs) with The Open University of Hong Kong. Students will gain a deep understanding of early childhood education and the services provided to children with special needs. This programme will prepare them for advancing their career in kindergartens and child care centres, or entering the special education sector. The programme to be offered in October 2014 is recognised by the Social Welfare Department as equivalent to the One-year In-service Course on Special Child Care Work. Eligible students can apply for the scholarship and award schemes offered by the Society. Please visit www.heephong.org/OUHK for details.

Professional Training and Parent Education Programme (March-August)

The latest Professional Training and Parent Education Programme offers multiple new courses, including the 'Certified Psychological First Aid Course', the 'Seminar on Social Interaction for Parents', as well as seminars on the 'Characteristics of Children with Developmental Disorders' and 'Positive Psychology for Children'. Please see Heep Hong Society's website for details.

Conference to Enhance Inner Strength of Children

Heep Hong Society organised its 50th Anniversary Conference on 'Enhancing Inner Strength: New Service Direction in Helping Children with Childhood Developmental Disorders and Their Families' on 22 March 2014 (Sat) in collaboration with The Hong Kong Polytechnic University. Renowned international and local academics and professionals presented the latest innovative research and training strategies.



▲ The SCERTS Model can effectively improve children's emotional regulation and social communication skills.

Heep Hong Society's Executive Committee 2013-14 Takes Office

In compliance with the corporate governance manual, Dr Henry Au Yeung, JP, who had held the Chairman's office for 6 consecutive years, retired by rotation on 23 January 2014, and a new board of Executive Committee started to hold office. Prof Daniel Shek, SBS, JP, the former Vice-Chairman of Heep Hong Society, was elected by Executive Committee members to the Chairmanship for year 2013-14. Mr Peter Wan was newly elected to Vice-Chairman. The Society would like to take this opportunity to express its deepest gratitude to Dr Au Yeung, and all Executive Committee members for their outstanding contributions and devoted services over the years. 🙏

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