

Research Report on

A Study on the Kindergarten Stationing Service -
Enhancement of Social Emotional Competencies of Preschoolers



Acknowledgement

Established in 1949, the Hong Kong Family Welfare Society (HKFWS) is one of the major charitable non-governmental social welfare organisations in Hong Kong. HKFWS takes a family-centric perspective, providing high quality and professional services to help people improve their lives, to strengthen and support family wellbeing and to foster a caring community.

In view of the complicated family problems, mental wellness and the special needs of preschoolers, HKFWS started school social work service in kindergartens ever since 2011 for the sake of early identification and intervention. We would like to extend our heartfelt thanks to Keswick Foundation Limited for their unfailing support and generous donation that enable us to launch an evidence-based project in kindergartens to benefit over 2000 preschoolers and their families.

There are increasing concern in the sector to call for an evidence-based practice to ensure the service quality and effective intervention. In order to test out the effectiveness of our screening tools and intervention model for the needy preschoolers and their families, we invite Dr. Grace LEUNG, Prof. Mooly WONG and their research team from the Department of Social Work, The Chinese University of Hong Kong, to conduct an evaluation research. Our great gratitude must go to the research team for their professional and insightful guidance on this research project.

We would also like to give our special thanks to all participating kindergartens with school Principals, teachers and parents who had participated in the data collection and shared their precious experience in the focus groups. Last but not the least, we would also record our appreciation to a team of devoted staff for their commitment in the project implementation. We sincerely hope that the project would shed the light to the service direction and development of kindergarten social work service in Hong Kong as well as the development of psychological well-being of the preschoolers.

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March 2020

Research Report on
**“A Study on the Kindergarten Stationing Services - Enhancement of
Social Emotional Competencies of Preschoolers”**

organized by
The Hong Kong Family Welfare Society

香港家庭福利會
幼稚園學生情意、社交和能力駐園社工計劃的成效研究

Family and Group Practice Research Centre
Department of Social Work
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28 March 2020

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Executive Summary

1. This study was commissioned by the HKFWS for the Family and Group Practice Center housed in the Department of Social Work, the Chinese University of Hong Kong.
2. The research objectives were:
 - 2.1. To screen preschool children that have social emotional difficulties to find ones suitable to join the intervention;
 - 2.2. To evaluate the changes in the preschool children and parents after joining the intervention;
 - 2.3. To evaluate the effectiveness of the services in tackling the internalizing and externalizing difficulties of preschool children;
 - 2.4. To study the level of satisfaction of school personnel and service users and their utilization of the kindergarten school social work service.
3. Four studies were carried to achieve the above objectives.
 - 3.1. Study I: Identify children with emotional difficulties to join the intervention
 - 3.2. Study II: Evaluate the intervention for children, parents, and joint group intervention
 - 3.3. Study III: Evaluate the effectiveness of the services in tackling the internalizing and externalizing the difficulties of preschool children
 - 3.4. Study IV: Examine the helpfulness of the services as perceived by school personnel and service users, their levels of satisfaction with the said service, and their utilization of the service
4. The study was conducted in ten kindergartens served by the HKFWS from 1st August 2017 to 31st December 2019. A mixed-methods approach was used and data collection methods included surveys and interviews of parents and school personnel.
5. The measurement tools used in the survey included the Strengths and Difficulties Questionnaire (SDQ), the Parents as Social Context Questionnaire (PASCQ), the Emotion Regulation and Social Skills Questionnaire (ERSSQ), the Parental Competence Scale (PSOC), the Coping with Children's Negative Emotions Scale (CCNES) and the Child-Parent Relationship Scale (CPRS). The data were collected at three points of time (T0, T1 and T2) from both parents and teachers. Moreover, a self-constructed cross-sectional satisfaction survey, focus groups, and individual interviews were conducted to determine the views of the school personnel and parents.
6. Study I: Identifying children with emotional difficulties to join the intervention
 - 6.1. Screening: Caregivers and teachers were requested to fill in the SDQ at T0 and T1 in order to identify children with emotional difficulties who were suitable to join the intervention.
 - 6.2. Comparison of teachers' and parents' perception of children's needs

From our ANOVA analysis, time was found to have an effect on the peer problem score and the prosocial score, the different role of the respondents was found to have an effect on the conduct problem scores, hyperactivity, the prosocial score, the externalizing SDQ and the total SDQ. Moreover, the interaction of time and role had an effect on the emotional problem score.

6.3. Internalizing and externalizing problems of children

The regression analysis indicated that early (at T0 and T1) internalizing and externalizing problems in children contribute to later difficulties (at T2) in these two aspects. It revealed the need to identify children with internalizing and externalizing difficulties early on, so that early intervention can be given to help children with these problems.

7. Study II: Evaluate the intervention for children, parents, and the joint group intervention

7.1. Quantitative findings:

The findings indicated that the children group yielded a significant and sustained increase in ERSSQ scores as perceived by the parents. Also, the parent group yielded a significant and sustained increase in expressive encouragement, reflection-enhancing and problem-focused reactions on the CCNES scale.

7.2. Qualitative findings

Parents identified three significant changes after they attended the groups. First, they had more positive experiences when interacting with their children. Second, the parents felt emotionally connected to their kids. Third, the parents' self-efficacy in parenting was enhanced.

8. Study III: Evaluate the effectiveness of the services in tackling the internalizing and externalizing difficulties of preschool children

Significance differences in SDQ responses were identified in five service categories, i.e., i) not in a group; ii) group only; iii) group and case only; iv) group and talk only, and v) group, case and talk. There were also significant time and service category interaction effects on the T1 and T2 SDQ responses. The plot of the data indicated that the scores of the SDQs of the five service categories were descending at T0, T1 and T2, except for the categories of group and case.

9. Study IV: Examine the helpfulness of the services as perceived by school personnel and service users, their levels of satisfaction with the said service, and their utilization of the service

9.1. Satisfaction survey

9.1.1. The means score of the helpfulness of the services as perceived by the parents and teachers was 4.89 out of 6 and 4.74 out of 6 rated respectively.

9.1.2. The mean score of the parents' and teachers' perceived satisfaction with the social work service was 4.97 out of 6 and 4.94 out of 6 respectively.

9.1.3. With regard to service utilization, the most common problem for which parents sought help from the service was a child's emotional problem, followed by a child's developmental problem, and a child's behavioral problem. Regarding the teacher respondents, the most common problems for which school staff sought help from the services were, in sequence, a child having emotional problems, followed by parents having difficulties with parenting, and a child having behavioral problems.

9.2. Qualitative results

- 9.2.1. The parent informants of the focus groups (who were also the group participants) regarded the counselling service as being useful to them and their children, as it was a one-on-one based intervention. Teacher informants also perceived that the counselling service could resolve child and family issues effectively. This, in turn, could help alleviate their teaching burden.
- 9.2.2. Concerning the overall kindergarten stationing services, the parents felt it was easy to use these services as they were available at their children's kindergartens. Also, they appreciated the professional competence of the social workers as they could provide relevant and timely support to their children and themselves. Likewise, the teachers received much support from the social workers. In particular, this enabled them to render professional services to the students with special learning needs and families in difficulty and crisis. However, they identified some limitations of the service, which included: i) the social worker not being on station for a sufficient length of time; ii) unclear service mode and operation; iii) the scope of the services being too narrow. A few teachers queried the professional competence and the communication skills of some social workers. Also, they questioned the effectiveness of the screening tool and process.
- 9.2.3. Some suggestions to improve the overall kindergarten stationed services included i) increase the number of days the social worker was on station at each kindergarten; ii) increase the number of social workers stationed in each kindergarten; iii) balance the gender ratio of the social workers; iv) expand the scope of services to non-Chinese families; v) enhance the collaboration between the social workers and school personnel. With respect to the screening process, some teacher informants suggested considering both the parents' and teachers' views on a child's condition as children tended to behave differently in different contexts.

10. Recommendations

10.1. Support given to children and families

It is recommended that social workers should address the socioemotional needs of children right after they enter kindergarten. Evidence was collected that indicates group work is an effective intervention strategy that can be used to improve the emotional management of children and parents, but further modification of the group contents and design are necessary.

10.2. The shared understanding of parents and teachers

Given that there was a significant view discrepancy between parents and teachers regarding the children's condition, it was important to foster a shared understanding through their exchanging their views with one another. Social workers might also involve the parents when handling children's issues whenever appropriate so that they could get an in-depth understanding of the children's condition.

10.3. Core elements of the services stationed at kindergartens

Services such as group work, talks and workshops, and particularly case work, which was the service most frequently used by the teachers, were welcomed by the children and their parents. Also, service operators should tailor-make services which are relevant to the characteristics of the students such as the ethnicity of students and the socioeconomic status of the students' families etc. Furthermore, with the high demand for the services coming from the children, the service

operators should consider ways to increase the service supply such as increasing the number of days a social worker is stationed at a kindergarten and the number of social workers at each kindergarten.

10.4. Training of kindergarten social workers

It was necessary to strengthen the social workers' in-service training. In particular, social workers should enhance their knowledge of child-related topics such as child welfare and special educational need, and boost their skills in child- and family-centered practice. Apart from that, social workers should receive orientation and enrich their understanding of the work context so as to develop a work approach that is best-fitted to the work culture of a kindergarten.

10.5. Research and Screening

The agency should continue explore the most fitting work approach to kindergarten services through research. Moreover, the use of a screening instrument for early identification of children in need should be investigated. The agency might consider setting up a panel including different stakeholders (i.e., parents, teaching staff, and researchers) to work out the contents and the use of a screening instrument in future.

行政摘要

1. 本研究是由香港家庭福利會資助，並委託香港中文大學社會工作系轄下的家庭及小組實務研究中心負責進行。
2. 研究目標包括：
 - 2.1. 識別有社交、情緒困難的學齡前兒童進行介入
 - 2.2. 評估介入帶給學前兒童及其父母的轉變
 - 2.3. 評估該服務對於處理學前兒童內在及外顯困難的有效性
 - 2.4. 研究學校職員和服務使用者對駐幼稚園社工服務的滿意度和使用情況
3. 為了達到以上四個研究目標，本計劃採取以下研究方案：
 - 3.1. 研究 I 識別有社交、情緒困難的學齡前兒童進行介入
 - 3.2. 研究 II 對幼兒、父母以及親子小組的有效性進行評估
 - 3.3. 研究 III 評估該服務對於處理學前兒童內在及外顯問題的有效性
 - 3.4. 研究 IV 評估學校職員和服務使用者的對服務的自身感知有效性、滿意度及使用情況
4. 本研究由 2017 年 8 月 1 日至 2019 年 12 月 31 日，利用混合型研究方法，即同時對父母及學校職員進行了調查及訪談，對本港十間幼稚園進行研究。
5. 研究問卷包含〈長處和困難問卷〉(SDQ)、〈父母作為社會背景問卷 (中文版)〉(PASCQ)、〈情緒調解及社會技巧問卷〉(ERSSQ)、〈子女管教效能感量表〉(PSOC)、〈父母對幼兒負向情緒反應問卷〉(CCNES)以及〈親子關係量表〉(CPRS)。研究團隊分別在三個不同的時間點(T0、T1 及 T2) 從家長及教職員收集數據，另外亦以服務滿意度調查問卷進行橫向問卷調查，以及對父母和教職員進行焦點小組和個人訪談。

6. 研究 I 識別有社交、情緒困難的學齡前兒童進行介入

6.1. 篩選方法：為識別有社交、情緒困難的學齡前兒童，照顧者及教師需在前期（T0）與中期（T1）填寫「長處和困難問卷」（SDQ）。篩選的指標有：1）幼兒情緒問題的分數達到或高於分界線（分界線以上包括臨界值以及異常值）；2）父母與教師認為幼兒有情緒問題；3）如未能招募到足夠的幼兒參加介入小組，則行為問題分數處於分界線或以上的幼兒亦會推薦參加。

6.2. 教師與父母對幼兒需求感知度的比較

研究團隊發現時間會對友伴問題分數以及利社會分數有顯著影響；回答問題的角色也對行為問題分數、過度活躍分數、利社會分數、「長處和困難問卷」（SDQ）的外顯問題分數以及「長處和困難問卷」（SDQ）的總分數有影響。此外，時間與角色的相互作用亦對情緒問題的分數有影響。

6.3. 幼兒的內在與外顯問題

線性回歸分析表明，幼兒的早期（包括前期與後期）的內在與外顯問題導致了該兩方面後期（T2）的問題，表明有需要及早發現和介入有內在和外顯困難的幼兒。

7. 研究 II 對幼兒、父母以及親子小組的有效性進行評估

7.1. 量性研究

研究發現家長填寫的「子女管教效能感量表」（ERSSQ）幼兒組的分數有顯著且持續的增長。父母組中，「父母對幼兒負向情緒反應問卷」（CCNES）當中的鼓勵表達、增強反思和問題為導向的應對三個方面的分數都有顯著及持續的增長。

7.2. 質性研究

家長認為小組使得他們產生了三個重大轉變。首先，父母在與子女互動時，會更多正面的經驗。其次，父母覺得與子女有更多情感聯繫。第三，父母在育兒方面的自我效能感亦增強。他們認為這是由於 1）小組材料有效及容易使用；2）駐校社工在處理兒童情況時成為他們的榜樣；3）小組成員之間的相互學習；4）能夠將小組所學習的技巧運用於家庭環境。

8. 研究 III 評估該服務對於處理學前兒童內在及外顯問題的有效性
研究將受訪者的接受服務類別分為：1) 沒參加小組；2) 參加小組；3) 參加小組及個案；4) 參加小組及講座和 5) 參加小組、個案及講座。研究發現「長處和困難問卷」(SDQ)的分數在不同服務類別間有顯著差異。此外，時間與服務類別的相互作用，對中期(T1)與後期(T2)「長處和困難問卷」(SDQ)分數有顯著影響。除了參加小組及個案服務類別外，該問卷中其他五個服務類別的 SDQ 分數均在前期 (T0)、中期 (T1)、後期 (T2) 有下降趨勢。

9. 研究 IV 評估學校職員和服務使用者對服務的自身感知有效性、滿意度及使用情況
 - 9.1. 滿意度調查
 - 9.1.1. 自身感知有效性的分數滿分 6 分，父母對於服務的自身感知有效性平均分數為 4.89，教師對於服務的自身感知有效性平均分數則為 4.74。
 - 9.1.2. 滿意度的滿分 6 分，父母對於社工服務的滿意度為 4.97，教師對於服務的滿意度則為 4.94。
 - 9.1.3. 受訪父母最常見的求助原因是子女的情緒問題，其次是子女的發展問題和行為問題。而學校職員表示尋求服務最常見的原因是幼兒的情緒問題，其次是父母的管教問題和幼兒的行為問題。
 - 9.2. 質性研究結果
 - 9.2.1. 基於個案輔導服務一對一的特性，受訪父母認為此服務最為有效。受訪教師亦認為個案輔導服務能夠有效解決幼兒及家庭問題，間接減輕教學的負擔。
 - 9.2.2. 總括而言，父母覺得駐園服務容易接觸。他們亦十分欣賞社工能夠對子女提供合適和及時的支持。教師亦認為駐園社工服務對他們有幫助，尤其是處理有特殊學習需要的幼兒或者是面對危機的家庭。然而，受訪者認為駐校服務仍是有以下限制：1) 駐校時間不足；2) 服務模式以及運作方式不明確；3) 服務範圍狹窄。部分教師亦質疑社工的專業能力和溝通技巧，和篩選工具和過程的有效性。
 - 9.2.3. 改善幼稚園駐校服務的建議包括：1) 增加每個幼稚園社工的駐園日數； 2) 增加每間幼稚園社工的人數； 3) 平衡社工的性別比例； 4) 將服務範圍擴大到非華裔家庭； 5) 加強社工與學校職員之間的合作。篩選的過程中，由於幼兒

會在不同環境下的有不同行為，部份受訪教師建議需要綜合父母和教師對幼兒狀況的看法。

10. 建議

10.1. 對子女及家庭的支持

本研究建議幼兒入學後，社工便需要處理兒童社會情感需求。另外，雖然研究證實，小組工作能夠有效改善幼兒和父母的情緒管理，但是有需要進一步修改現時小組的設計和內容。

10.2. 父母與教師的相互理解

鑑於父母與教師對於幼兒狀況的看法存在明顯差異，建議通過雙方交流來達成相互理解。社工可以在適當的時候讓家長參與處理幼兒的狀況，以便他們更深入地了解其子女的情況。

10.3. 幼稚園駐校服務的核心元素

個案工作、小組工作、講座和工作坊等服務，受到孩子及其父母的歡迎。尤其是個案工作是教師最常使用的服務。此外，服務提供者應根據幼兒的種族、家庭的社經背景等特點，為他們度身訂造相關的服務。由於幼兒服務需求高，服務提供者應考慮強化服務供應，例如增加幼稚園社工的駐校時間和數目。

10.4. 對幼稚園駐校社工的培訓

研究結果顯示有必要加強駐校服務培訓。具體來說，社工應增強與兒童有關的知識，例如兒童福利和特殊教育需要，並增強以幼兒和家庭為本的實務技能。除此之外，應該強化同工參與幼稚園迎新活動，增加他們對工作環境的熟悉程度，從而制定出最適合幼稚園駐校社工服務的介入策略。

10.5. 研究以及篩選

機構應通過研究方式繼續探索最合適幼稚園服務的介入策略，並繼續優化及早識別有需要幼兒的篩選工具。機構可以考慮成立一個由不同持份者（即父母，教職員工和研究人員）組成的小組，以發展和制定篩選工具和其使用方法。

CHAPTER 1. INTRODUCTION

Rationale of the research study

Early childhood is a critical period when children undergo rapid cognitive and psychosocial development. Humans start developing their understanding of the world and themselves and skills in social problem solving early in their childhood (Walker, Degnan, Fox & Henderson, 2013). Through personal experiences and observing people's emotional expressions, together with emotional support from caregivers, children make sense of monitoring and controlling their own emotions. Early childhood social emotional competencies are widely recognized as one of the critical elements that contribute to a child's future success and positive development (Masten, 2013). Early development of social-emotional skills is related to how socially and emotionally skilled we become later in life. For example, having better or more highly developed social-emotional skills in kindergarten is related to important outcomes at age 25 (Jones, Greenberg, & Crowley, 2015). These outcomes include: educational success, career success, and other key life outcomes. Nonetheless, one of the ways to develop a child's self-regulation of emotions and social skills is through social emotional learning (SEL).

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for success in school, work, and life. It is a process in which children learn about recognizing and managing one's emotions, and about decision-making and problem solving and establishing interpersonal relationships with peers (Espelage, Rose & Polanin, 2015). Five core SEL competencies are emphasized. They are: 1) Self-awareness (understanding one's own feelings and personal values, maintaining one's confidence), 2) Self-management (knowing about monitoring, managing and expressing one's emotions, and setting goals), 3) Social awareness (knowing about perspective-taking and appreciating the likes and differences among various social groups through social interaction), 4) Relationship skills (knowing how to establish and maintain social relationships, and conflict prevention and resolution) and 5) Responsible decision making (ability to make a decision after considering opinions from different perspectives and the potential consequences).

The ecological perspective postulates that "family" and "school" are the two significant systems that assist children to gain social-emotional competencies (Bronfenbrenner, 2005). With the experiences accumulated while providing the social work service stationed in kindergartens, intervention with SEL elements for young children in the kindergarten setting appears to be practical and effective at enhancing children's skills in managing emotions and interacting with peers. In addition, SEL could also help the parents of pre-schoolers enhance their parenting skills by increasing their understanding of their children's emotions and relationships with peers. Against this background, the Hong Kong Family Welfare Society has adopted SEL in kindergarten social work service with the following aims:

The research objectives

- a. To screen preschool children to find those that have social emotional difficulties so they can join the intervention;
- b. To evaluate the changes in the preschool children and parents before and after joining the intervention;
- c. To evaluate the effectiveness of the services in tackling the internalizing and externalizing difficulties of preschool children;
- d. To study the levels satisfaction of school personnel and service users, and their utilization of the kindergarten school social work service

The research project

The Hong Kong Family Welfare Society (HKFWS) commissioned Family and Group Practice and Research Center housed in the Department of Social Work of the Chinese University of Hong Kong to conduct a research study to examine the impact of its interventions for preschool children and parents and to study the utilization of the kindergarten school social work service by school personnel and service users and their level of satisfaction with the service. The period of study was from 1 August 2017 to 31 December 2019. The study was conducted in ten kindergartens that were served by the HKFWS during the research period.

The research project consisted of four studies corresponding to the above four research objectives. Data was collected through both quantitative and qualitative means.

Study 1: Identify children with emotional difficulties who are suitable to join the intervention

- Parents and teachers of children in the kindergartens being served were invited to fill in the Strengths and Difficulties Questionnaire (SDQ: Goodman, 1997; Lai, Leung, Luk, & Wong, 2014; Lai et al., 2010) for K1 to K3 preschool children in each year, i.e., 2017, 2018, and 2019. The SDQ is composed of four subscales, namely emotional problems, peer problems, conduct problems, and hyperactivity. The emotional and peer problems formed the internalizing behavior dimension, and the conduct problems and hyperactivity formed the externalizing behavior dimension. There is also a pro-social behavior dimension. Children were chosen to join the intervention based on the following criteria: (a) the child's emotional problem scores reached the cutoff point and above (indicating the child was in the borderline and abnormal range); and (b) the parents and teachers perceived that the child had emotion problems. If there were not enough children to form an intervention group, then children with conduct problem scores that reached the cutoff point and above would also be recommended because it is common for children to express their problems through their behavior.
- The perceptions of the children's strengths and difficulties according to their parents and teachers were compared as both the parents and the teachers had rated the same batch of students using the SDQ.

- Parents were invited to fill in the Parents as Social Context Questionnaire (PASCQ: Skinner, Johnson, & Snyder, 2005) in addition to the SDQ. The PASCQ is a scale designed to tap parenting style. The statistical analyses of the results from these questionnaires can suggest in what ways the internalizing and externalizing problems of the children as measured at K3 could be attributed to the result of parenting style and the SDQ scores when the children were at K1 and K2.

Study II: Evaluate the intervention for children, parents, and joint group intervention

- Three types of intervention were launched for three different categories of participants.
 1. The children group: It aimed to help preschool children regulate their emotions effectively. Parents whose children had joined the emotion regulation group were invited to fill in the Emotion Regulation and Social Skills Questionnaire (ERSSQ: Beaumont & Sofronoff) before they were assigned to a group (pre-group), after they had completed the intervention (post-group), and at the time of a follow up assessment 2 months after the intervention to examine the change in their children's emotion regulation.
 2. The parent group: It aimed to enhance parents' competence at handling their children's emotions. The parents who had participated in the parent group were asked to fill in the Parental Competence Scale (PSOC: Johnston & Mash, 1989) and the Coping with Children's Negative Emotions Scale (CCNES: Fabes, et al., 2002) at the time of the pre-group, post-group, and 2-month follow-up. The questionnaires were used to examine the change in the parent's competence at handling their children's emotions.
 3. The parent-child group: The purpose of this group was to boost the relationships between the two generations. The parents who had joined the parent-child group with their children were requested to complete the Child-Parent Relationship Scale (CPRS: Driscoll & Pianta, 2011) at the time of the pre-group, post-group, and 2-month follow-up. It aimed to study the change in the parent-child relationship upon the completion of the intervention.
- In June and July 2018, and also in July and August 2019, some parent participants of the interventions were invited to participate in semi-structured focus groups to share their experiences and impacts of the interventions on them and their children. An interview guideline (Appendix B) was used to conduct the focus groups. The parents were selected according to the following priorities:
 - 1) Had attended three types of group;
 - 2) Had attended two types of group;
 - 3) Had attended one type of group (parent or parent-child group); and
 - 4) Had attended one type of group (child group)

Study III: Evaluate the effectiveness of the services in tackling the internalizing and externalizing difficulties of preschool children

- The objective of this study was to compare the scores of the SDQ questionnaires filled out by parents from 2017 to 2019 with the type/s of services (i.e., case, group and talk) that the parents and their children received. The type/s of services received by the service users were recorded by the social workers in the serving kindergartens.

Study IV: Examine the helpfulness of the services as perceived by school personnel and service users, their levels of satisfaction with the said service, and their utilization of the service

- The school personnel and parents were invited to fill in a self-constructed questionnaire in 2019 to identify their levels of satisfaction with the kindergarten social work service and the extent of their use of the service.
- In June and July 2018, and in July and August 2019, some school principals were invited to individual interviews and some teachers and parents¹ were invited to semi-structured focus groups (Appendix B). The objective of the interviews and focus groups was to collect the school personnel's and parents' views regarding the perceived helpfulness of the service and to collect suggestions for areas of the service needing improvement.
- The first batch of data (June to July 2018) included: (1) 2 interviews with headmasters from Tsueng Kwan O (TKO) and Hong Kong East (HKE), 2 teacher's focus groups from HKE and TKO, and 3 parent's focus groups from Yau Tong (YT) and TKO. Thirty-four informants, including 2 school headmasters, 12 teachers and 20 parents, were interviewed. The second batch of data (July and August 2019) were collected from: (1) an interview with a headmaster from YT, (2) 2 parent's focus groups from YT and TKO, and (3) 1 teacher's focus group from YT and TKO. A total of 32 informants, comprising 1 headmaster, 7 teachers and 14 parents, participated in the study.
- To protect the privacy of the informants, numeric codes containing an abbreviation of the informants' role (i.e., Parent = PT; Teacher = TCH; School Principal = SP) and district² (i.e., Yau Tong = YT; Tsueng Kwan O = TKO; Hong Kong East = HKE) were used in this report. In addition, B1 and B2 were used to distinguish the informants from the first batch and the second batch respectively.

¹ These parent informants of Study III were the same as the informants of Study IV.

² A district code was only assigned to the informants from the focus groups for teachers and parents of the first batch of data collected and for parents involved in the second batch of data collected.

CHAPTER 2. STUDY I: IDENTIFYING CHILDREN WITH EMOTION DIFFICULTIES

2.1. Screening

During the period from October 2017 to August 2019, 3 sets of baseline assessment questionnaires were distributed to parents and teachers for rating the children’s strengths and difficulties with respect to internalizing and externalizing dimensions. The first and second batch of the assessments were also used for screening purposes. A list of potential group participants was screened by the CUHK research team, with the purpose of recruiting children who had the most serious emotional difficulties to the group service rendered by HKFWS.

Table 1. Screening list criteria

Selection criteria	Respondents
<p>(1) Emotional Problems Scale (#3, 8, 13, 16, 24): borderline or abnormal and/ or</p> <p>(2) # 27a (minor, definite or severe emotional difficulties observed)</p> <p>(3) If there are not enough cases: Include those from the Conduct Problems Scale (#5, 7, 12, 18, 22)</p> <p><i>(Exclusion criterion: any SEN diagnoses)</i></p>	Both parents (CG) and teachers (TCH)

Table 2. Schedule of baseline assessment data collection

Collected data	Period of collection
Questionnaires for 1 st baseline assessment	October 2017 – April 2018 inclusive
Questionnaires for 2 nd baseline assessment	June 2018 – July 2018 inclusive
Questionnaires for 3 rd baseline assessment	June 2018 – July 2019 inclusive

The tables below summarize the descriptive statistics of the Strengths & Difficulties Questionnaire used in the baseline assessments for screening.

Table 3. Statistics of the 1st baseline assessment

Sub-scales of the Strengths & Difficulties Questionnaire	N	Full score of the sub-scale	Mean	SD	N of subjects reaching the borderline or abnormal range
Emotional Problems Scale (CG)	813	10	1.98	1.63	130 (16.00%)
Emotional Problems Scale (TCH)	706	10	1.66	1.85	106 (15.01%)
27a (CG)	811	3	0.51	.66	341 (42.05%)
27a (TCH)	706	3	0.29	.64	149 (21.10%)
Conduct Problems Scale (CG)	813	10	2.03	1.39	269 (33.10%)
Conduct Problems Scale (TCH)	706	10	1.28	1.53	134 (19.01%)
Hyperactivity Scale (CG)	813	10	4.45	2.29	241 (29.64%)
Hyperactivity Scale (TCH)	706	10	3.47	2.59	146 (20.68%)
Peer Problems Scale (CG)	813	10	2.39	1.63	359 (44.16%)
Peer Problems Scale (TCH)	706	10	2.29	1.87	165 (23.37%)
Prosocial (CG)	813	10	6.81	1.91	N/A
Prosocial (TCH)	706	10	6.23	2.58	N/A
Total Difficulties score (CG)	813	40	10.85	4.86	218 (26.81%)
Total Difficulties score (TCH)	706	40	8.71	5.53	198 (28.05%)

Table 4. Statistics of the 2nd baseline assessment

Sub-scales of Strengths & Difficulties Questionnaire	N	Full score of the sub-scale	Mean	SD	N of subjects reaching the borderline or abnormal range
Emotional Problems Scale (CG))	376	10	2.04	1.76	74 (19.7%)
Emotional Problems Scale (TCH)	366	10	1.89	1.85	32 (8.7%)
27a (CG)	374	3	0.50	0.65	158 (42.2%)
27a (TCH)	366	3	0.27	0.57	76 (20.8%)
Conduct Problems Scale (CG)	376	10	1.97	1.43	121 (32.2%)
Conduct Problems Scale (TCH)	366	10	1.23	1.52	69 (18.9%)
Hyperactivity Scale (CG)	375	10	4.38	2.37	112 (29.9%)
Hyperactivity Scale (TCH)	365	10	3.58	2.73	89 (24.4%)
Peer Problems Scale (CG)	376	10	2.29	1.61	160 (37.6%)
Peer Problems Scale (TCH)	366	10	2.00	1.62	60 (16.4%)
Prosocial (CG)	376	10	7.13	1.87	82 (21.8%)
Prosocial (TCH)	366	10	6.95	2.29	102 (27.9%)
Total Difficulties score (CG)	375	40	10.68	5.16	107 (29.3%)
Total Difficulties score (TCH)	365	40	8.68	5.27	114 (30.4%)

2.2. Comparison of the SDQ responses from teaching staff and parents

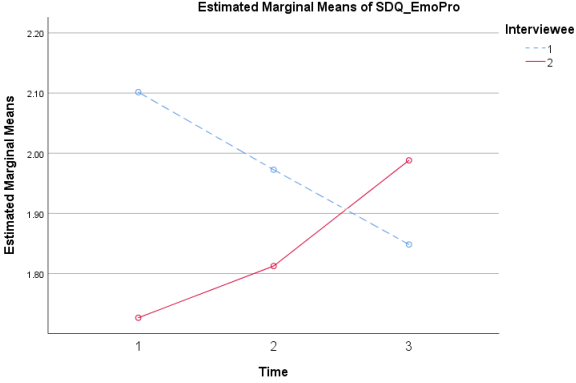
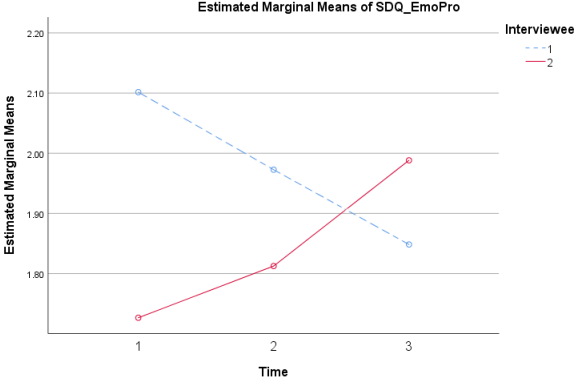
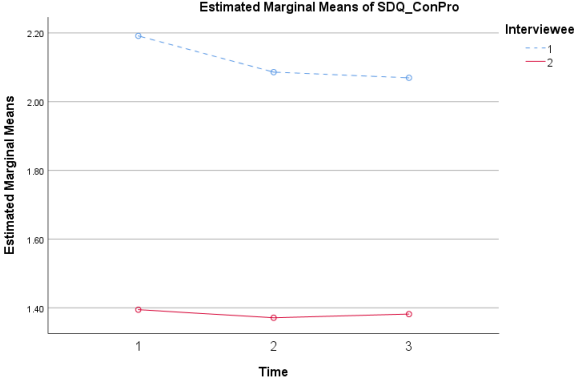
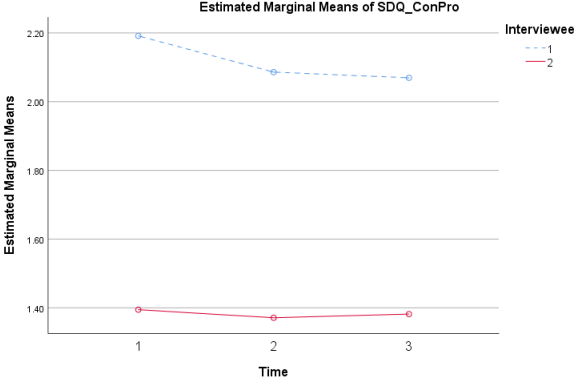
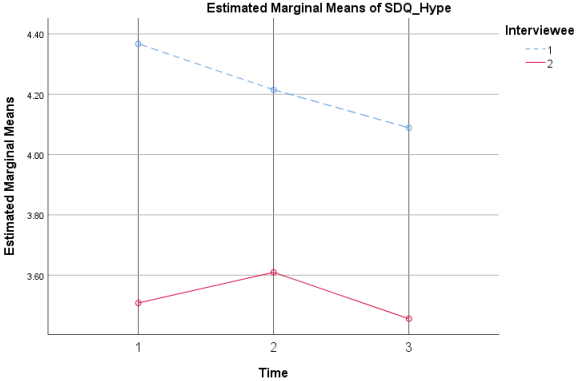
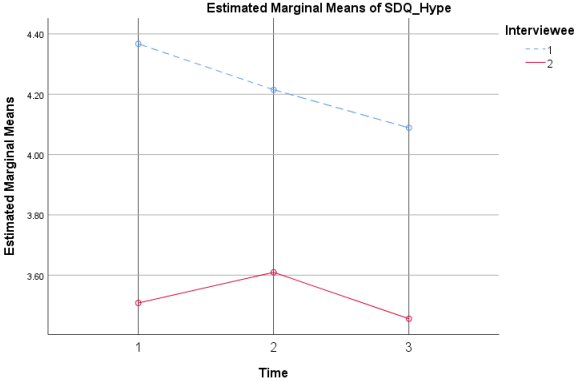
A total number of 256 SDQ surveys were completed by both teaching staff and parents over the 3 times of measurements. The tables below showed the comparison between the SDQ responses of teachers and parents.

Table 5. Descriptive statistics of the SDQ by teachers and parents

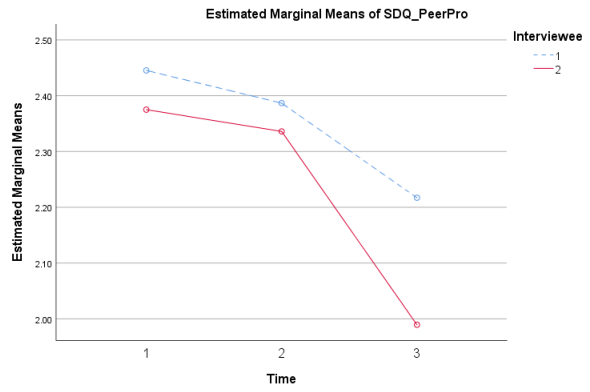
Measure	Time	Teaching staff		Parent	
		Mean	SD	Mean	SD
Emotion Problem	T0	1.7266	1.87539	2.1016	1.62500
	T1	1.8125	1.92099	1.9727	1.67661
	T2	1.9883	1.92910	1.8484	1.66855
Conduct Problems	T0	1.3945	1.50705	2.1914	1.36858
	T1	1.3711	1.52077	2.0859	1.48734
	T2	1.3817	1.80252	2.0694	1.48229
Hyperactivity	T0	3.5078	2.42373	4.3672	2.25396
	T1	3.6094	2.74179	4.2148	2.38392
	T2	3.4554	2.80223	4.0886	2.35167
Peer Problems	T0	2.3750	1.76012	2.4453	1.66537
	T1	2.3359	1.67696	2.3867	1.51944
	T2	1.9894	1.67624	2.2171	1.56331
Prosocial	T0	5.8633	2.34664	6.4453	1.92734
	T1	6.4922	2.31278	7.0078	1.88283
	T2	6.9922	2.40423	7.2254	1.90524
Externalizing SDQ	T0	4.9023	3.49148	6.5586	3.15428
	T1	4.9805	3.78174	6.3008	3.36757
	T2	4.8372	4.08635	6.1579	3.39660
Internalizing SDQ	T0	4.1016	2.94216	4.5469	2.67409
	T1	4.1484	2.89581	4.3594	2.65458
	T2	3.9776	2.81550	4.0655	2.65970
Total SDQ	T0	9.0039	5.02347	11.1055	4.76102
	T1	9.1289	5.35733	10.6602	5.06562
	T2	8.8148	5.45680	10.2234	5.07423

From the analysis, we observed that time has an effect on the peer problem score and prosocial score; the different role of the respondents has effect on the conduct problem score, hyperactivity, prosocial score, externalizing SDQ and the total SDQ; and the interaction of time and role has an effect on the emotional problem score.

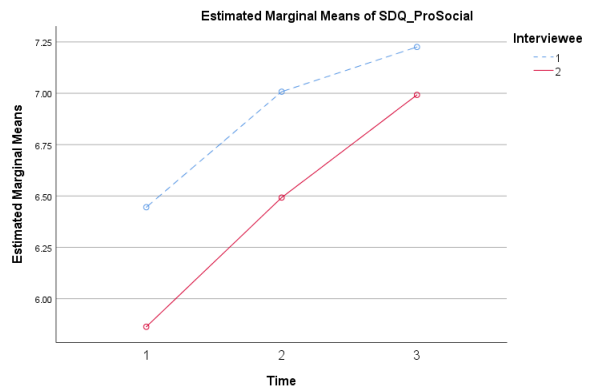
Table 6. Comparison of the effect of time and role on SDQ responses

Measure	Time effect	Role effect	Interaction effect of time and role	Plot	
				1: Parent	2: Teacher
Emotion Problem	.944	.211	.007**		
Conduct Problems	.587	.000***	.652		
Hyperactivity	.215	.000***	.243		

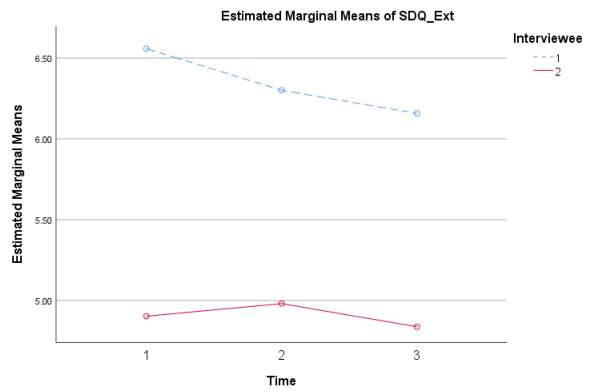
Peer Problems .000**
* 0.196 0.425



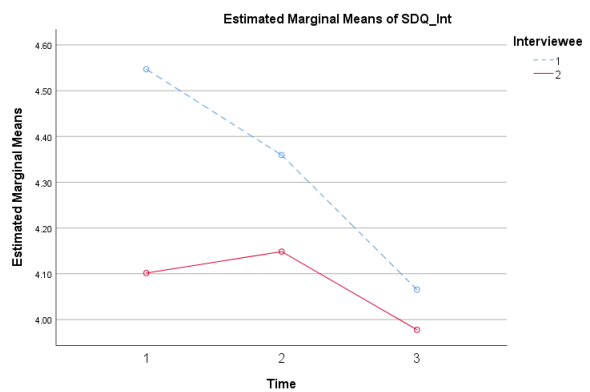
Prosocial .000**
* .000*** 0.171



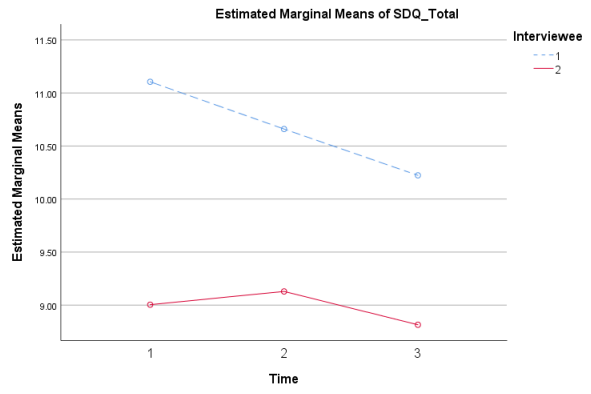
Externalizing SDQ 0.264 .000*** 0.246



Internalizing SDQ 0.071 0.129 0.261



Total SDQ 0.059 .000*** 0.118



* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

2.3. Regression analyses of the SDQ and PASCQ from the parents' responses

A regression was carried out on the T2 SDQ using parents as a dependent variable, while T1 SDQ, T0 SDQ and T1 PASCQ were independent variables.

Using the results from the internalizing SDQ at T2 as the dependent variable, the independent variables include: T1 internalizing SDQ, T0 internalizing SDQ, and the PASCQ separated into 6 domains. The model has an r-square of 0.349 and a significance of 0.000. Also, only the beta coefficient of the T1 internalizing SDQ is significant.

Table 7. Regression of the internalizing SDQ and PASCQ

Scale	Standardized Beta	t	Sig.
T1_PASCQ_warmth	-.056	-.843	.400
T1_PASCQ_reject	.096	1.573	.117
T1_PASCQ_structure	-.055	-.893	.373
T1_PASCQ_chaos	.006	.100	.921
T1_PASCQ_autonomy	.079	1.209	.228
T1_PASCQ_coercion	.110	1.897	.059
T0_Int_CG	.050	.803	.423
T1_Int_CG	.455	7.038	.000

Using the T2 externalizing SDQ as the dependent variable, the independent variables include: T1 externalizing SDQ, T0 externalizing SDQ, and PASCQ separated into 6 domains. The model has an r-square of 0.573 and a significance of 0.000. Also, only the beta coefficients of T1 externalizing SDQ and T0 externalizing SDQ are significant.

Table 8. Regression on externalizing SDQ and PASCQ

Scale	Standardized Beta	t	Sig.
T0_Ext_CG_1	.229	4.330	.000
T1_Ext_CG_1	.493	8.606	.000
T1_PASCQ_warmth_1	-.079	-1.462	.145
T1_PASCQ_reject_1	-.021	-.431	.667
T1_PASCQ_structure_1	-.056	-1.128	.260
T1_PASCQ_chaos_1	.082	1.721	.086
T1_PASCQ_autonomy_1	.070	1.322	.187
T1_PASCQ_coercion_1	.069	1.368	.172

CHAPTER 3. STUDY II: EVALUATE THE INTERVENTION FOR CHILDREN, PARENTS, AND THE JOINT GROUP INTERVENTION

3.1. Quantitative Results

3.1.1. Group intervention: Data collection schedule

The pre-group (T0), post-group (T1 and T2), and 2-month follow up results (T3) were collected according to the following schedule (Table 9):

Table 9. Schedule of the questionnaire collection

Group	Time	T0	T1	T2	T3
EG (2017-2018)	(Pre-group)	Intervention	(Post-group)	(Follow-up)	
WLCG (2017-2018)	(Pre-group)		(1 st Post-group)	Intervention	(2 nd Post-group)
EG (2018-2019)	(Pre-group)	Intervention	(Post-group)	(Follow-up)	(Follow-up)

*EG = Experimental group; WLCG= Wait list control group

To compare the effectiveness of the interventions, the T1, T2, T3 of the wait list control group is treated as T0, T1, T2 of the experimental groups. The analysis of the effectiveness of the interventions combined the data from year 2017-2018 and 2018-2019 to carry out an overall evaluation.

3.1.2. Group evaluation: Scales and reliabilities

Table 10 shows the scales that have been used for the evaluation. Table 11 shows the reliabilities of the scales and their subscales.

Table 10. Scales information

Group	Scale	Sub-scale	Intended outcome
Children group	Adapted Emotion Regulation and Social Skills Questionnaire (ERSSQ)		↑
Parent group	Parental Competence Scale (PSOC)	1. total	↑
		2. satisfaction	↑
		3. efficacy	↑
	Adapted Coping with Children's Negative Emotions Scale (CCNES)	Distress Reactions (DR)	↓emotion-dismissing
		Punitive Reactions (PR)	↓emotion-dismissing
		Expressive Encouragement (EE)	↑emotion-encouraging
		Emotion-focused Reactions (EFR)	↑emotion-encouraging
		Problem-focused Reactions (PFR)	↑coaching
		Minimization Reactions (MR)	↓emotion-dismissing
Parent-child group	Child-Parent Relationship Scale (CPRS)	Reflection-enhancing (RE)	↑coaching
		Training (TG)	↓coaching
Parent-child group	Child-Parent Relationship Scale (CPRS)	1. conflict	↓
		2. closeness	↑

Table 11. Reliability of the scales and subscales

Group	Scale	Sub-scale	Reliability (α) based on		
			T0	T1	T2
Children group	Adapted Emotion Regulation and Social Skills Questionnaire (ERSSQ)		0.885	0.875	0.874
Parent group	Parental Competence Scale (PSOC)	1. total	0.788	0.781	0.868
		2. satisfaction	0.711	0.767	0.829
		3. efficacy	0.707	0.759	0.809
	Adapted Coping with Children's Negative Emotions Scale (CCNES)	Distress Reactions (DR)	0.516	0.428	0.510
		Punitive Reactions (PR)	0.545	0.530	0.546
		Expressive Encouragement (EE)	0.839	0.781	0.836
		Emotion-focused Reactions (EFR)	0.801	0.784	0.822
		Problem-focused Reactions (PFR)	0.726	0.728	0.878
		Minimization Reactions (MR)	0.546	0.767	0.783
		Reflection-enhancing (RE) Training (TG)	0.824	0.812	0.881
Parent-child group	Child-Parent Relationship Scale (CPRS)	1. conflict	0.465	0.712	0.657
		2. closeness	0.751	0.733	0.729
		2. closeness	0.680	0.737	0.710

*Cronbach's Alpha > 0.70 is considered acceptable.

3.1.3. Group evaluations: Number of valid responses

Table 12 below shows the number of valid responses (N) across all times of measurement (T0, T1, T2) in different scales and subscales:

Table 12. Number of valid responses in different scales and subscales

Group	Scale	Sub-scale	N
Children group	Adapted Emotion Regulation and Social Skills Questionnaire (ERSSQ)		115
Parent group	Parental Competence Scale (PSOC)	1. total	70
		2. satisfaction	70
		3. efficacy	70
	Adapted Coping with Children's Negative Emotions Scale (CCNES)	Distress Reactions (DR)	68
		Punitive Reactions (PR)	68
		Expressive Encouragement (EE)	68
		Emotion-focused Reactions (EFR)	68
		Problem-focused Reactions (PFR)	68
		Minimization Reactions (MR)	68
		Reflection-enhancing (RE) Training (TG)	68
Parent-child group	Child-Parent Relationship Scale (CPRS)	1. conflict	54
		2. closeness	54

3.1.4. Evaluation of the children group

3.1.4.1. Scales

The scale used to evaluate the effectiveness of the children group was: Adapted Emotion Regulation and Social Skills Questionnaire (ERSSQ).

3.1.4.2. Descriptive statistics

The descriptive statistics of the children are shown below:

Table 13. Gender of the children in the children group

Gender	N	Percentage
Male	63	54.8%
Female	49	42.6%
Missing	3	2.6%

Table 14. Age of the children in the children group during the 1st baseline assessment

Age	N	Percentage
3	16	13.9%
4	52	45.2%
5	40	34.8%
6	4	3.5%
Missing	3	2.6%

3.1.4.3. Changes at the times of the pre-group, post-group and the follow-up

The result of the ERSSQ was statistically significant (Table 15). It shows the emotion regulation and social skills had been enhanced after the intervention and at the 2-month follow up the effect of the intervention was shown to have increased further.

Table 15. ANOVA result on the evaluation of children group

Scale	Intended direction of change	Mean	SD	<i>p</i>	Partial η^2 #	Plot
ERSSQ	↑	T0: 2.30 T1: 2.50 T2: 2.55	T0: 0.53 T1: 0.50 T2: 0.47	.000***	0.175	

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Partial η^2 (partial eta square) is a measurement on the effect size. Partial $\eta^2 < 0.04$ represents a small effect size, partial $\eta^2 < 0.25$ represents a moderate effect size and partial $\eta^2 > 0.64$ represents a large effect size (i.e., a strong effect).

3.1.5. Evaluation of the parent group

3.1.5.1. Scales

The two scales used to evaluate the parent group were: the Parental Competence Scale (PSOC) and the Adapted Coping with Children’s Negative Emotions Scale (CCNES). The PSOC scale can be broken down into 2 subscales “Satisfaction” and “Efficacy”, or viewed as a total score. The CCNES scale can be broken down into 8 subscales: Distress Reactions (DR), Punitive Reactions (PR), Expressive Encouragement (EE), Emotion-focused Reactions (EFR), Problem-focused Reactions (PFR), Minimization Reactions (MR), Reflection-enhancing (RE), and Training (TG).

3.1.5.2. Descriptive statistics

The descriptive statistics of the children are shown below:

Table 16. Gender of children of parent group

Gender	N	Percentage
Male	38	54.3%
Female	30	42.9%
	2	2.8%

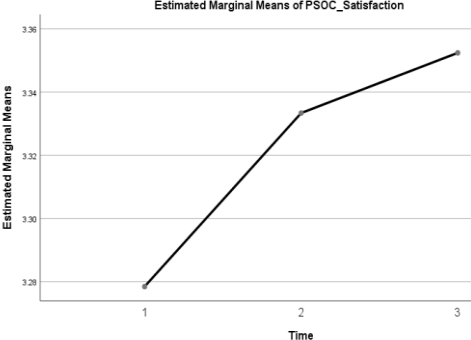
Table 17. Age of the children in the parent-child group during the 1st baseline assessment

Age	N	Percentage
3	13	18.6%
4	35	50.0%
5	19	27.2%
6	1	1.4%
Missing	2	2.8%

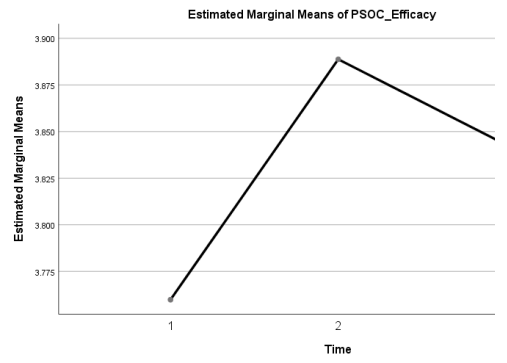
3.1.5.3. Changes observed at the time of the post-group and the follow-up

Table 18 shows the changes in parents as observed at the time of post-group and follow-up measurements. The results of the CCNES_EE, the CCNES_PFR, and the CCNES_RE were statistically significant. This indicated that the parents gave more encouragement to their children to express their emotions and also enhanced children's reflection after the intervention. This effect was found to have increased further at the 2-month follow up. After the intervention, the parents also increased the extent to which they helped their children to solve the problems that were causing the children's distress.

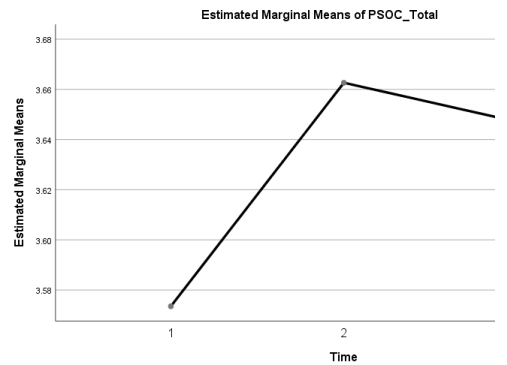
Table 18. ANOVA result on the evaluation of parent group

Scale	Intended direction of change	Mean	SD	<i>p</i>	Partial η^2 #	Plot
PSOC_satisfaction	↑	T0: 3.28 T1: 3.33 T2: 3.35	T0: 0.64 T1: 0.66 T2: 0.76	.510	0.010	

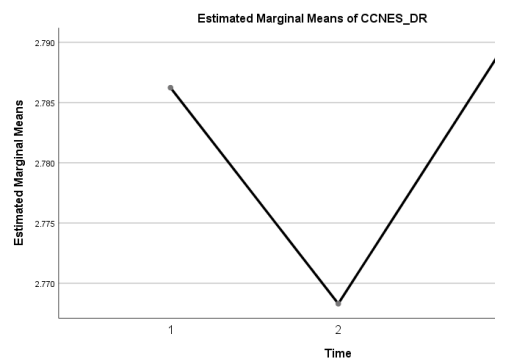
PSOC_ efficacy ↑ T0: 3.76 T0: 0.63 .172 .025
 T1: 3.89 T1: 0.66
 T2: 3.84 T2: 0.71



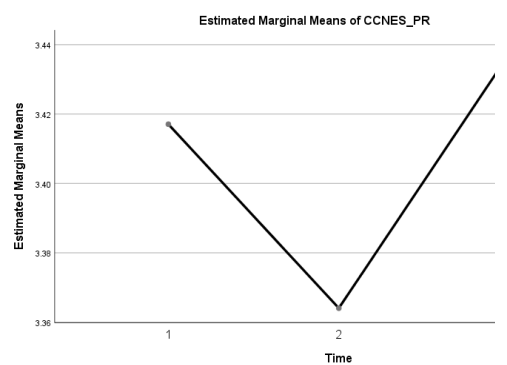
PSOC_ total ↑ T0: 3.57 T0: 0.52 .137 .029
 T1: 3.66 T1: 0.50
 T2: 3.65 T2: 0.62



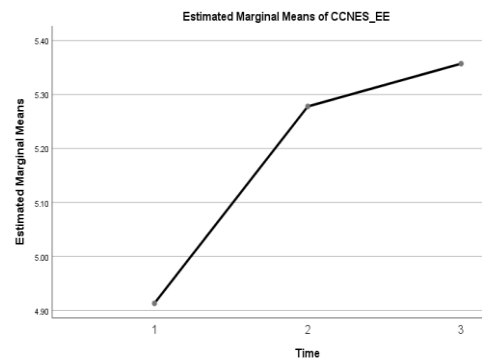
CCNES_ DR ↓ T0: 2.79 T0: 0.86 .969 .000
 T1: 2.77 T1: 0.81
 T2: 2.79 T2: 0.81



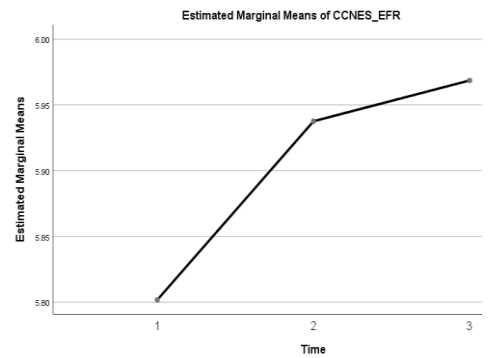
CCNES_ PR ↓ T0: 3.42 T0: 0.95 .731 .005
 T1: 3.36 T1: 0.87
 T2: 3.44 T2: 0.89



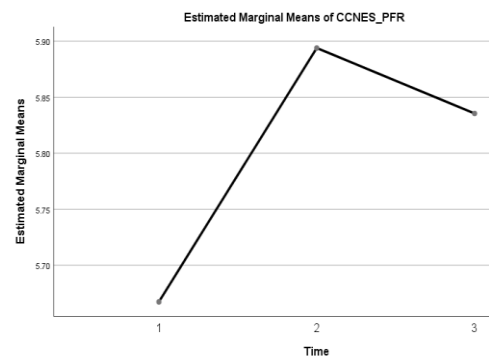
CCNES_	↑	T0: 4.91	T0: 1.16	.001**	.096
EE		T1: 5.28	T1: 0.92		
		T2: 5.36	T2: 0.95		



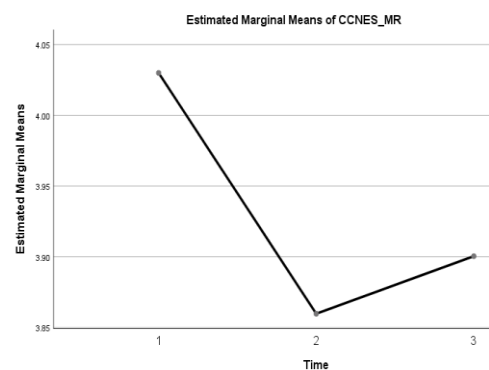
CCNES_	↑	T0: 5.80	T0: 0.82	.150	.028
EFR		T1: 5.94	T1: 0.75		
		T2: 5.97	T2: 0.80		



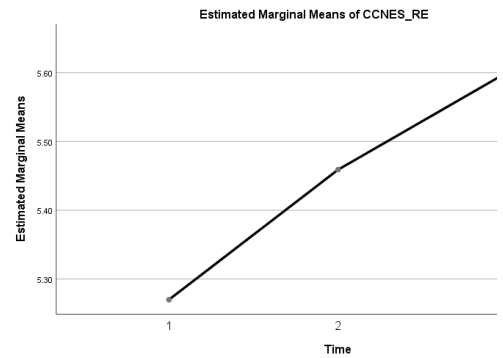
CCNES_	↑	T0: 5.67	T0: 0.82	.028*	.053
PFR		T1: 5.89	T1: 0.69		
		T2: 5.84	T2: 0.85		



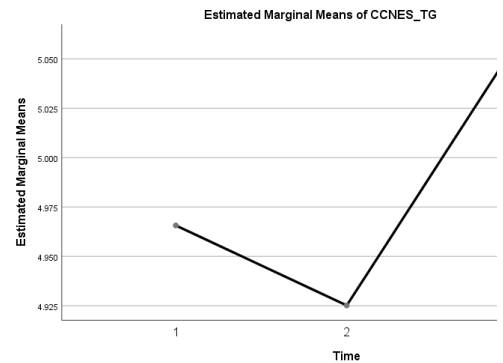
CCNES_	↓	T0: 4.03	T0: 0.89	.315	.017
MR		T1: 3.86	T1: 1.07		
		T2: 3.90	T2: 1.17		



CCNES_ RE	↑	T0: 5.27	T0: 1.01	.007**	.072
		T1: 5.46	T1: 0.87		
		T2: 5.60	T2: 0.92		



CCNES_ TG	↓	T0: 4.97	T0: 0.82	.441	.012
		T1: 4.93	T1: 0.95		
		T2: 5.06	T2: 0.94		



* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Partial η^2 (partial eta square) is a measurement of the effect size. Partial $\eta^2 < 0.04$ represents a small effect size, partial $\eta^2 < 0.25$ represents a moderate effect size and partial $\eta^2 > 0.64$ represents a large effect size.

3.1.6. Evaluation of the parent-child group

3.1.6.1. Scales

The scale used to evaluate the effectiveness of the parent-child group was the Child Parent Relationship Scale (CPRS). The CPRS scale can be broken down into 2 subscales, "Conflict" and "Closeness".

3.1.6.2. Descriptive statistics

The descriptive statistics of the children are shown below:

Table 19. Gender of children of parent-child group

Gender	N	Percentage
Male	30	55.6%
Female	24	44.4%

Table 20. Age of children of parent-child group during the 1st baseline assessment

Age	N	Percentage
3	12	22.2%
4	26	48.1%
5	14	25.9%
6	2	3.8%

3.1.6.3. Changes observed at the time of the post-group and the follow-up

Table 21 showed the changes in CPRS for parents and children at pre-group, post-group and follow-up. No statistically significant difference was found.

Table 21. ANOVA result on the evaluation of parent-child group

Scale	Intended direction of change	Mean	SD	<i>p</i>	Partial η^2 #	Plot								
CPRS_conflict	↓	T0: 2.80 T1: 2.79 T2: 2.83	T0: 0.61 T1: 0.61 T2: 0.59	.783	0.004	<p>Estimated Marginal Means of CPRS_Conflict</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.80</td> </tr> <tr> <td>2</td> <td>2.79</td> </tr> <tr> <td>3</td> <td>2.83</td> </tr> </tbody> </table>	Time	Mean	1	2.80	2	2.79	3	2.83
Time	Mean													
1	2.80													
2	2.79													
3	2.83													
CPRS_closeness	↑	T0: 4.36 T1: 4.37 T2: 4.35	T0: 0.39 T1: 0.40 T2: 0.41	.951	0.001	<p>Estimated Marginal Means of CPRS_Closeness</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.36</td> </tr> <tr> <td>2</td> <td>4.37</td> </tr> <tr> <td>3</td> <td>4.35</td> </tr> </tbody> </table>	Time	Mean	1	4.36	2	4.37	3	4.35
Time	Mean													
1	4.36													
2	4.37													
3	4.35													

Partial η^2 (partial eta square) is a measurement of the effect size. Partial $\eta^2 < 0.04$ represents a small effect, partial $\eta^2 < 0.25$ represents a moderate effect and partial $\eta^2 > 0.64$ represents a large effect size.

3.2. Qualitative results

3.2.1. Positive comments about the group intervention

3.2.1.1. Changes in the parents and children

A Self-regulation of emotions

Before joining the group, the parents behaved reactively. This resulted in the further triggering of negative responses on the part of both the children and the parents. From their participation in the group, parents gained insight into parent-child conflict escalation. The parents learnt that a child's ability to regulate his or her emotions is interrelated with the child's parents' emotion regulation ability.

有時候一生氣，很自然就會罵出來。社工跟你說你別罵呀諸如此類，可他惹你生氣的時候，你很難按捺得住脾氣，於是就發作 (B1_YT, PT_22)

不然的話，你盛怒之下，所講的話可能會令小孩受傷，而其實自己並不想那樣，可當你那樣說了，小孩很難接受得了，那你也很有生氣，而小孩是懂得的，那麼當你們兩人都在氣頭上，就很難把結解開 (B1_YT, PT_20)

首先你的第一個反應是生氣，可不是那樣的吧，你教導他，是你首先要按撫小孩的情緒，那如果你不先安撫自己的情緒，又如何安撫小孩的情緒呢？ (B2_YT, PT_14)

Parents took the initiative and used different methods, such as leaving the scene, to calm them down to prevent further escalating the emotions of both sides.

其實一般來說跟小孩互動，情緒上一定是家長先冷靜，小孩子很難自發地突然就不生氣或者怎樣，一定是我們學懂了然後轉變，可能他們看到媽媽都有轉變，所以他們會冷靜一點。我覺得我兒子是因為看見我沒那麼氣沖沖，所以他也就不會發作。是的，是一定會有正面牽連 (B2_YT, PT_13)

起碼如果你真的非常生氣，就走開一下，先不要理他，這個其實是最……我覺得算是最重要的 (B2_YT, PT_10)

B Regulation of children's emotions

Many parents tended to lecture their children when the children were in a bad mood. In the group, parents realized the importance of children being able to express their negative emotions in the first place.

就是說禁止說你這樣不對，怎樣不對，那其實他聽不入耳，後來反過來，會問他「你發生甚麼事？怎麼樣？」，那他自己就會說出來，就不會有這種情況（聽不入耳）
(B2_YT, PT_08)

Nevertheless, some children might be too young to articulate their emotions. In the group, parents learned some useful facilitation skills and soothing skills such as giving hugs, empathetic reflection, drawing pictures, and using a "magic stick" and "emotion cards" etc.

社工教過，他(孩子)說如果要發脾氣，或者有甚麼不開心，就叫他，讓我抱抱他
(B1_YT, PT_19)

發脾氣的時候，他有些事情不願意做，我以前就一定要他去做。但社工教過我們，如果他不想做，你要跟他說：「我也知道你不願意做，不過怎樣」。就是讓我教他，前提是要先說出他心裏面的話，不要只是說我大人想怎樣
(B1_YT, PT_19)

有時候就讓我們先說出他的情緒，就是看見他的情況怎樣，如果他哭就問他，你…不是問他，是說「你不開心」這樣，跟他說
(B2_YT, PT_10)

前一陣子有一條 1 到 10 級的評估，表示非常生氣、一點點生氣之類的，然後有個小氣球吹過去那樣，那每次他發脾氣時我就問他，噲，我們把這個拿出來，我問他你是在哪一級，那他就吹到某個級數，如果他不是非常生氣，我會跟他說，噲，我們冷靜一下，大家畫一幅畫，表達一下現在的心情，那他就用他的畫去表達他當時的情緒
(B1_YT, PT_25)

社工教過他們，那個「魔法棒」，那樣變變變，變走一些東西，那當下他確實就真的懂得處理（自己的情緒）
(B1_TKO, PT_30)

社工教他用那些卡，你如果不想說，你可以用那些卡告訴媽媽，那他當真就會拿那些卡，你就會知道，哦，原來那一刻，他希望你抱抱他，或者希望你吻一吻他，安慰他，那我覺得，這一點改善了，同時我自己也會沒那麼氣惱
(B1_YT, PT_29)

3.2.1.2. Impacts

A Building a positive experience in parent-child interaction

When both parents and children had acquired better ways to manage their own emotions and had spent time in meaningful group activities together, they found they had positive experiences with their parent-child interactions.

起碼跟他的關係，就是說不要讓情緒影響了我跟他之間的關係，起碼最基本應該跟他保持比較好的關係，才可以比較容易管教他 (B1_TKO_PT_30)

還有就是能安撫他們的(情緒)，相處方式變好了。有時會知道需要一些甚麼，有時不會大聲吼叫(河東獅吼)，像我那樣大聲吼叫，狠狠地兇他那樣 (B1_YT, PT_18)

現在會比較多互動，起碼會去了解他為甚麼不開心，家長和小孩上完(小組)以後，他們有一個親子課堂，我覺得在親子課堂那裏，跟他玩，他比以前開心了，有時候回到家裏，話也會講得比以前多，會肯分享，以前就是每次你問他，他都會答「沒甚麼啦。」 (B1_YT, PT_29)

B Strengthening emotional connections between parents and children

Parents also considered they had acquired a closer emotional connection to their children.

如果我控制不了自己時罵他，他也會反過來安慰我，譬如他會說：「媽媽，你是不是很生氣？別生氣，你深呼吸。」然後他會替我按摩：「你哪裏不舒服，你跟我說。」 (B1_TKO, PT_13)

開心還是不開心，他會告訴我。我心裏就舒坦很多，至少知道我應該怎樣 (B1_YT, PT_20)

C Developing their own ways of parenting

Many parents at first learned some general parenting skills in the group and then tried to apply these skills to specific situations afterwards through trial and error. Such a knowledge transfer process was significant in enriching their self-efficacy in parenting.

然後我就可以試所有不同的方法，她(社工)教過我一些方法，我也有試過其中一些，但因為整個過程比較漫長，不過那時候她說了以後，後來我就自己慢慢調節
(B2_YT,PT_14)

真的需要想各種方法，我現在找到(管教)我兒子的方法，就是跟他競爭，他比較好勝，以前起床時總是一直拖延，穿衣服穿鞋子呀甚麼都得我幫，那現在即使不可以馬上叫他起床，可能膈肢一下他跟他玩玩，他心情好就會起床。去洗手間不用再像我從前那樣：「喂，快點去廁所小便，不許尿濕褲子」，現在會跟他說：「啊，我們去佔廁所，誰快誰先用」
(B2_YT, PT_08)

3.2.1.3. Change mechanism

A Utilization of materials

The materials (e.g., "cards" used to identify different emotions, a "ruler" to measure the degree of anger) were found to be handy and useful.

我看見他每一次都有張情緒卡，我覺得那個挺好的，他會告訴我今天學了甚麼情緒，接著可能說下次你有這個情緒時就按卡上面的指示做，我覺得那個挺好的
(B2_TKO, PT_04)

那個小組最有印象的就是有生氣尺，很有趣，尺上標示一到九那樣，然後有兩個毛毛球，你有多生氣就用多大力吹，吹到某一個位就代表那件事你有多生氣，我現在還在用那把尺
(B2_YT, PT_12)

B Modeling effect of the social worker

The group worker provided a good role model for the parents, showing them how to interact with their children effectively.

我現在講話就會比較溫柔啦，真的這個是事實，就是因為聽 X 社工講話都溫溫柔柔的，而且有時在學校看到她和那些小孩子在交流，聽到她的態度呀語氣呀是溫柔的，所以我現在就學會溫柔了
(B2_YT, TKO_04)

C Mutual learning among parents

Parents were able to learn parenting skills mutually from each other and thus built a feeling of universality among them.

那些家長談自己的子女有甚麼問題的時候，那裏反而是有些同感，就是會學到一點東西，原來他也是那樣的，原來他會用那種方法，有些家長很用心，很有耐性慢慢跟他(孩子)說，也會學一學 (B1_YT, PT_23)

D Positive influence on the parents' spouse

A ripple effect was also observed when a parent learnt some skills from the groups and then shared those skills with their spouse.

對爸爸也有影響的，因為爸爸沒有參加(小組)，但是自己學過，在家裏有時看到爸爸對小孩的管教方式有問題，那我就會跟他說，那些理論呀，或者方法呀，我看到他有做錯就真的會糾正他，不能說把你自己的脾氣發在他身上，有時會跟他解釋為甚麼小孩子會有那些行為，這樣，所以覺得是有幫助的 (B1_YT, PT_27)

3.2.2. Negative comments about the group intervention

3.2.2.1. Group content

Parents found that some group activities were repeated in both the children and parent-child groups.

有一張工作紙，可能又是叫他(孩子)圈出答案，譬如你不開心，這是甚麼場景，你就是不開心，那你圈出來，那我記得後來在親子組，如果我沒記錯，又是同一張工作紙，我覺得那裏有點重複，就是雖然親子組是有媽媽在場，但是其實對於小孩來說還是那同一張紙，我覺得那裏有一點點無聊 (B2_TKO, PT_06)

In addition, some children might be too young to fully understand the purposes of some group activities.

小孩不明白為甚麼要那樣做，只管玩，讓他做手工，將自己不開心的心情，像那樣貼貼貼，然後畫一些小玩偶，當自己不開心的時候，就把那些法寶拿出來，我覺得他領會不到，只把那些卡當玩具 (B1_YT, PT_27)

小孩好像不太明白，不過他還是喜歡做手工，比較喜歡玩 (B1_YT, PT_28)

對我自己（家長）來說，因為那個課程就教小朋友在玩，你自己描述他怎樣，替他說出來，但其實好像你未必說得中，或者他根本不需要你說出來，於是變成我自己在那裏說說說，他覺得「媽媽你在幹甚麼？」 (B2_YT, PT_08)

3.2.2.2. Group arrangement

A Parent - / Child-related factors

There were many barriers in the way of parents or children who joined the activities. While the parents were too busy with work, the children had a packed schedule and had to attend many other classes (especially academically-related courses) after school.

是這樣的，原來家長要自己開四節課，然後親子再四節，那麼很多在職家長，就算想聽也聽不到，因為其實他們也很難這樣抽八節課的時間出來 (B1_TKO, TCH_17)

有些是親子小組，我們家小孩已報了學校的興趣班，我們家小孩就真的參加了整個學期，因為就只有星期四，那我們就完全參加不了(小組)啦，那如果我們想參加呢？如果想參加這邊的(小組)，就會錯過學校那些(興趣班)，學校那些因為是珠心算，你沒能上一節，少上一節，你就真的學不到，於是小孩參加的小組就會比較少 (B2_TKO, PT_03)

B Group-related factors

Some parents perceived the name of the groups as being too labeling, and that it might hinder recruitment.

有些家長聽見我說上那些可能叫做情緒班，他一聽到就覺得，就是你女兒是不是有問題呢？我在想，他(社工)舉辦活動的時候，不要太集中說是情緒或甚麼，那可能會多點家長參與。因為家長也說過一些，抗拒說我兒子是不是有問題，那我覺得活動上的

字眼，不要放太多在情緒方面，或者你說親子，諸如此類，這樣會有多些家長參與，會比較好 (B1_YT, PT_27)

Sometimes, the children group and the parent-child group were conducted continuously one after the other on the same day so that the participants, especially children, were too fatigued to join the second group.

因為他(孩子)正好那一天總共要上兩節課，童心解碼那個有課，還有一個隔十幾二十分鐘，直接又參加親子小組，所以時間比較緊湊，小孩子可能會比較疲倦 (B2_TKO, PT_04)

Furthermore, the group size was too large for one worker to handle, particularly for the children group. As a result, some parents failed to receive professional advice from the social worker, some also thought that the social workers' intervention was not in-depth enough as the group was similar to an interest class, and a parent and a teacher reported that the discipline at the groups was messy.

其實我期待可能社工有一些回應可以跟我說，「我觀察到你的小孩」，可能這次做黏土，「我觀察到他有點甚麼甚麼」這樣，就是可以有些東西跟我談談，特別跟我的小孩相關的，因為譬如可能這期講憤怒，「啊似乎他表達憤怒的時候」，「喂可能他平時是不是很憤怒」，「他好像有點不太對頭」這樣，可是社工沒能提供這些，因為人太多，而且時間只有一個多小時，做完又要急著離開，趕放學，於是就覺得有點像上興趣班，那我就覺得有點可惜 (B2_TKO, PT_07)

可能那些社工脾氣太好了，那她們未必能控制得了(小組秩序)，那些好動的小孩子，可能真的需要多花點時間看看怎樣教好他們 (B1_TKO, PT_34)

小組完成以後，我不太看得出他們在社交方面有甚麼特別進展，而且在過程裏，可能社工不是老師，那她管理秩序就沒那麼好，在社交和秩序方面，他們在小組的表現比在課堂上要混亂一些 (B1_TKO, TCH_17)

3.2.3. Areas of improvement for the group intervention

3.2.3.1. Group content

Considering the children's personal characteristics and the needs of the participants, having a follow-up session tailor-made for children and their family members was suggested.

就是說個別的時間，因為有時候小孩一跟媽媽一起，人這麼多，其實他可以獲得多少，就是時間一來不是那麼長，其實他也有可能一直分心，就是不知道他得到甚麼。我覺得可以之後再加一個未必需要這麼多節課的(小組)，就是一個家庭加起來成一個小組這樣，我覺得是好的，更加針對他這個個案，因為每個小孩都不一樣，譬如我的子女這樣來來去去，在親子那個小組基本上其實我不怎麼看得出他有甚麼反應或者吸收了多少，如果是 X 社工跟我一起這樣上一個時間，直接就是針對他，那麼他就需要回答問題，知道他知不知道這樣，這可以有針對性 (B2_YT, PT_13)

Moreover, parents suggested different topics which were in areas of their greatest concern, including, but not limited to inconsistent intergenerational parenting, inconsistent parenting between couples, listening to the voices of children, parents support groups, and groups targeting individual specific needs such as social skills, confidence, attention-deficiency and speech delay, etc.

跟我父母住在一起的關係，老人家的想法也可能跟我們不太一樣，老人家嘛，他們可能會說，你不乖，你看弟弟多乖，他也會這樣比較，這樣一比較呢，我就覺得孩子肯定心裡應該會不舒服，有時候我也會跟我父母這樣去講，不要兩個比較，畢竟年齡差一截，你可以跟他說，你的弟弟還小，需要我們多多關心一下，你長大了，你可以自己照顧自己了，有的時候也會跟他盡量去講 (B1_YT_PT_21)

他知道爸爸寵他，所以他很會欺負人，他會看人來欺負，然後他就會覺得，為甚麼媽媽不可以疼我呢，怎麼沒有任何時間陪我 (B1_YT_PT_18)

想聽聽小孩的心聲，因為可能他跟老師說的是另一面，面對我們時表面上又是另一面，那很想知道他心底裏究竟在想甚麼，其實很難，你這樣問他，他知道我在旁邊，他是不會講真心話的 (B1_YT_PT_18)

有些為媽媽舉辦的活動，可能一個月一次，或者有些媽媽聚會，談談小孩的事情，或者透過這個活動，大家聯誼聯誼，多認識一些人，使她不用在家，只是帶小孩、做家務那麼辛苦，那麼孤獨，會抑鬱，那就可以幫助小孩之餘，也可以幫助那些全職媽媽，可以有這些活動 (B1_YT_PT_22)

教教他(孩子)如何跟其他小孩相處，怎樣可以比較大膽一些 (B1_YT_PT_29)

就是會不會可以增加一些(活動)類別類型，譬如說專注力小組，給小孩或者給我們家長組，去學習一下，自己平時在家裏怎樣管教等 (B1_TKO, PT_31)

我孩子的情況是語言發展遲緩，社工這方面呢，她也是很重要的我覺得，那第一呢我們可以節省一些時間以及一些錢，如果是有一些小組的話那就更好了

(B1_TKO, PT_31)

3.2.3.2. Group execution

Parents suggested they join the children's group with their children so that they could form a deeper understanding of their children. They also preferred to have some debriefing sessions on the objectives of the group programs given by social workers so that they could better grasp what their children had been learning. In addition, some parents thought that the duration of the current group was too long for them to join it.

可能隔了一段時間，他(孩子)已經忘記發生過甚麼事了，那如果我可以參加的活動是在同一時間進行的，就是隔壁房那樣，我當下就知道了，還可以更加了解他的想法 (B1_YT_PT_18)

我不是很了解他學了些甚麼，他的心態之類的有沒有改變呢，有沒有進步呢，就是他學到些甚麼呢，可能對他來說只是一個遊戲，他未必真的明白背後真正的想法，我不知道參加了些甚麼活動，只知道今天跟他玩過這一堆東西，還有拿了一些東西回家玩 (B1_YT_PT_18)

那個課程可能有八節課，其實對家長來說有點長，可能換成四節的話，會有多些家長上這個課程。因為像我做半職這樣，其實我也控制不了時間，我不知道我是不是所有節數都上得到，我只是嘗試，先報名，因為時間太長，有些事情控制不了

(B1_YT, PT_27)

3.3. Summary

This part reports the findings regarding the group intervention, including its strengths, limitations and the areas needing improvement. The group intervention was able to facilitate better emotional management on the part of both the parents and children, resulting in improving the parent-child relationship and enhancing the parents' self-efficacy in parenting. Nevertheless, the informants showed concern about the group content and execution and were of the opinion that improvement was necessary in some areas such as providing follow up one-on-one sessions for the participants, expanding the scope of the group content, enriching the parents' involvement in the children's group, offering debriefing sessions to parents, and shortening the current duration of the group.

CHAPTER 4. STUDY III: EVALUATE THE EFFECTIVENESS OF THE SERVICES IN TACKLING THE INTERNALIZING AND EXTERNALIZING DIFFICULTIES OF PRESCHOOL CHILDREN

4.1. Reliabilities of SDQ and PASCQ

The table below shows the reliabilities of the SDQ and the PASCQ as taken from the data collected in this project:

Table 22. Reliabilities of SDQ

Scale	Sub-scale	Reliability (α) based on					
		Parents			Teaching Staff		
		T0	T1	T2	T0	T1	T2
Strengths & Difficulties Questionnaire (SDQ)	1. Total	.734	.795	.807	.788	.808	.796
	2. Internalizing	.571	.632	.655	.707	.704	.653
	i. Emotional problems	.547	.633	.653	.738	.740	.750
	ii. Peer problems	.408	.410	.452	.560	.545	.494
	3. Externalizing	.726	.781	.795	.815	.837	.844
	i. Conduct problems	.420	.549	.543	.631	.612	.721
	ii. Hyperactivity	.708	.769	.780	.802	.851	.835
	4. Prosocial	.673	.728	.725	.805	.795	.850

Table 23. Reliabilities of PASCQ

Scale	Sub-scale	Reliability (α)
Parents as Social Context Questionnaire (PASCQ)	Total	.837
	Warmth	.706
	Rejection	.575
	Structure	.597
	Chaos	.555
	Autonomy Support	.769
	Coercion	.666

4.2. Comparison of SDQ responses for different kinds of service users

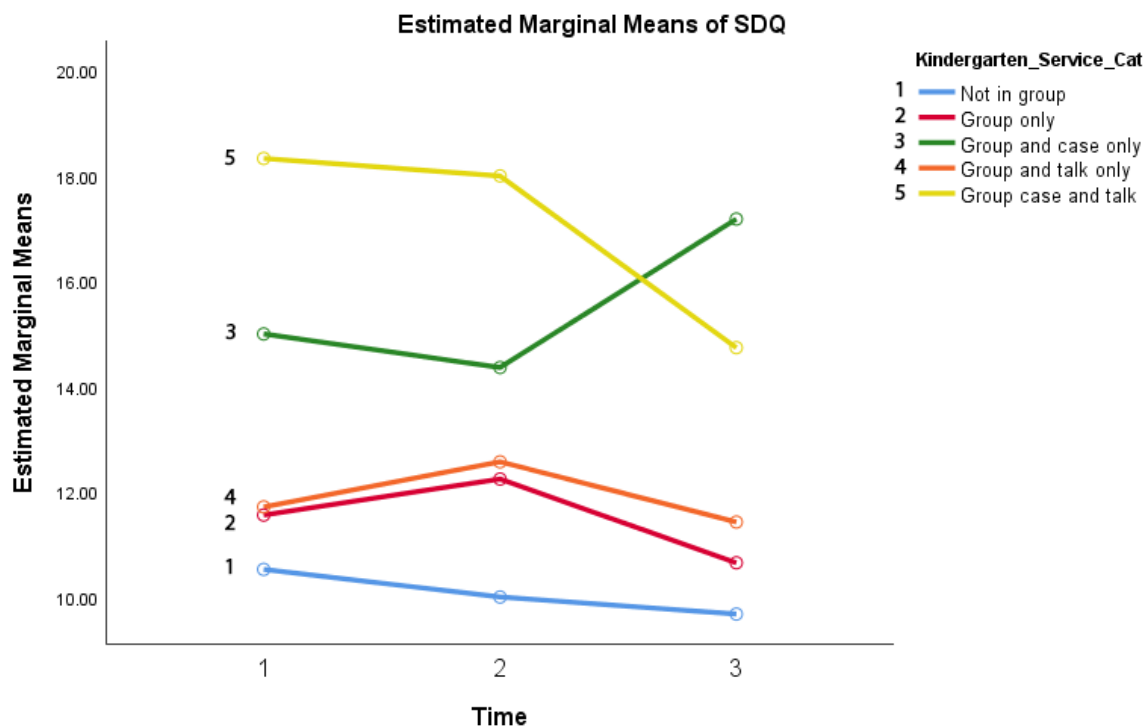
A 2-way ANOVA was performed to compare the SDQ responses from the different kinds of service users. The service users are categorized as: Not in group, group only, group and case, group and talk, and group case and talk. Generally speaking, the SDQ responses of members of the five service categories showed significant differences. The T1 and T2 SDQ responses also show time and service category interaction effects.

Table 24. No. of respondents in the comparison of the SDQ responses for different kinds of service users

Category	N
Not in group	244
Group only	41
Group and case only	11
Group and talk only	7
Group case and talk	3

Table 25. 2-way ANOVA results for the comparison of SDQ responses for different kinds of service users

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Time	13.548	1.917	7.066	0.778	0.455	
Time * Kindergarten Service Category	129.220	7.670	16.848	1.854	0.068	
Time	T0 vs. T1	0.004	1	0.004	0.000	0.988
	T1 vs. T2	20.587	1	20.587	1.266	0.261
Time * Kindergarten Service Category	T0 vs. T1	62.200	4	15.550	1.034	0.390
	T1 vs. T2	201.778	4	50.445	3.102	0.016
Kindergarten Service Category	501.515	4	125.379	6.994	0.000	



CHAPTER 5. STUDY IV: EXAMINE THE HELPFULNESS OF THE SERVICES AS PERCEIVED BY SCHOOL PERSONNEL AND SERVICE USERS, THEIR LEVELS OF SATISFACTION WITH THE SAID SERVICE, AND THEIR UTILIZATION OF THE SERVICE

5.1. Satisfaction survey

During this study, we received 1051 questionnaires in total. Specifically, 958 questionnaires were collected from parents and 93 questionnaires were collected from the schools' staff members.

Table 26. Collection of questionnaires from different kindergartens

District	Name of Kindergarten	Abbreviations	Parent Questionnaire	Teacher Questionnaire
Hong Kong Eastern	Grace Baptist Kindergarten 懷恩浸信會幼稚園	GBK	✓	✓
	Zion Lutheran Kindergarten 路德會錫安堂幼稚園	ZLK	✓	✓
	St. Peter's Church Kindergarten 北角聖彼德堂幼稚園	St Peter	✓	✓
	Christian Youth Centre Kindergarten (Yau Tong) 基督教中心幼稚園(油塘)	CYC	✓	✓
	Kwun Tong	The Salvation Army Centaline Charity Fund Yau Tong Kindergarten 救世軍中原慈善基金油塘幼稚園 5	SA	✓
St. James Catholic Kindergarten 天主教聖雅各伯幼稚園		St James	✓	✓
Tai Po Merchants Association Cheung Hok Ming Kindergarten (Tseung Kwan O Branch) 大埔商會張學明幼稚園(將軍澳)		CHM	✓	✓
Tseung Kwan O	Yan Oi Tong Dan Yang Wing Man Kindergarten 仁愛堂鄧楊詠曼幼稚園	YOT	Dropped out	
	Pentecostal Church Of Hong Kong Leung Sing Tak Anglo-Chinese Kindergarten 竹園區神召會梁省德中英文幼稚園	LST	✓	✓
	Lock Tao Christian Kindergarten 基督教樂道幼稚園	LT	✓	✓

5.1.1. Satisfaction questionnaire answered by parents

5.1.1.1. Demographics

The demographics of families who responded to the parent questionnaire are shown below.

Table 27. Statistics of questionnaires from different kindergartens

Grades of child in year 2019-2020				
School	K1	K2	K3	Total
GBK	37	23	44	104
ZLK	11	7	12	30
St Peter	40	69	42	151
CYC	59	43	38	140
SA	31	32	28	91
St James	36	33	32	101
CHM	29	27	30	86
LST	55	56	53	164
LT	9	2	25	36

A Gender of the respondents

Most of the respondents are female (80.9%), while a small portion is male (19.1%).

Table 28. Gender of the respondents of parent satisfaction questionnaire

Gender	Frequency	Percent
M	171	19.1
F	725	80.9
Total	896	100.0

B Respondents' relationship with the child

Most of the respondents are the mother of the child (83.6%), while a small portion is the father (14.0%). There are also 2 grandfathers, 10 grandmothers and 10 other relatives of the child.

Table 29. Respondents' relationship with child of parent satisfaction questionnaire

Relationship	Frequency	Percent
Father	126	14.0
Mother	752	83.6
Grandfather	2	0.2
Grandmother	10	1.1
Other	10	1.1
Total	900	100.0

C Frequency of escorting the child to school

Regarding the frequency of escorting the child to school by themselves in one week, the highest frequency was 9 times or more per week. These parents had more opportunities to have contact with the school personnel.

Table 30. Frequency of escorting child to school per week

Item	Frequency	Percent
Never	103	11.5
1 - 2	219	24.5
3 - 4	86	9.6
5 - 6	119	13.3
7 - 8	46	5.1
9 or more	321	36.0
Total	894	100.0

D Frequency for participating in school activities

More than half of the respondents (64.3%) had participated in school activities for an average of from 1-3 times during 3 months.

Table 31. Frequency of participation in school activities every 3 months

Item	Frequency	Percent
Never	83	9.3
1 - 3	575	64.3
4 - 6	137	15.3
7 - 9	45	5.0
10-12	23	2.6
13 or more	31	3.5
Total	894	100.0

E Frequency of contacting school personnel

Around 60.6% of the respondents had contacted the school professionals to understand their child's situation in school 1-3 times in every 3 months.

Table 32. Frequency of contacting school personnel every 3 months

Item	Frequency	Percent
Never	152	17.0
1 - 3	543	60.6
4 - 6	127	14.2
7 - 9	32	3.5
10 - 12	20	2.2
13 or more	22	2.5
Total	896	100.0

5.1.1.2. Statistics for services received

There is a total of 938 valid respondents. Among which 581 have received service from the project at least once and 357 have never received service from the project.

Table 33. Types of services provided by the project used by respondents

Types of services used	Frequency
0	357
1	368
2	133
3	60
4	15
5	4
6	1

Table 34. Frequency of services received by respondents, their children, and families

Item	Frequency
Children activity / workshop / group	250
Parents / Caregivers group activity / talk / workshop	212
Counselling service	98
Consultation	69
Family / Parent-child activity / outing / parallel group	286
Other services	7
Did not join any activity	357

Table 35. Reason for not joining the service

Item	Frequency
Time clash with other activities	239
Unsuitable service / activity	26
Do not know of the service	25
Not necessary	85
Others	10

5.1.1.3. The number of difficulties encountered by parents who had received kindergarten social work service

The following analysis only includes parents that had received kindergarten social work service (N=581).

The majority of the respondents were facing more than 1 child problem; 55 of them thought that they are not facing any problems.

Table 36. Number of difficulties encountered by parents who had received kindergarten social work services

No. of difficulties	Frequency
0	55
1	233
2	147
3	81
4	56
5	4
6	3
7	2

5.1.1.4. Nature of problems for which parents will seek a social worker's assistance

The most common problems for which parents would seek help from the social service was a child's emotional problems (n=347), followed by a child's developmental problems (n=220), and finally a child's behavioral problems (n=219).

Table 37. Nature of problems for which parents will seek a social worker's assistance

Item	Frequency
Child's behavioural problem	219
Child's emotional problem	347
Child's development issue	220
Parenting difficulty	179
Marital relationship	27
Family relationship	9
Finance / Housing	36
Others	9
Not considering seeking help from a kindergarten social worker	35

5.1.1.5. Opinions about the kindergarten social work service

Ninety-Eight point six percent of the respondents considered that there is a need for a kindergarten social work service. Nearly half of them (43.3%) thought that it is not enough for the school social worker to be stationed in the kindergarten for only 1 day per week. Most of them (46.2% and 38.8%) recommended that the social worker be stationed at the school for 2 days or 3 days per week.

Table 38. Whether there is a need for a kindergarten social work service

Item	Frequency	Percent
Yes	559	98.6
No	8	1.4
Total	567	100.0

Table 39. Whether the current frequency of kindergarten social work service is enough (1 day per week)

Item	Frequency	Percent
Yes	299	56.7
No	228	43.3
Total	527	100.0

Table 40. If the current frequency of kindergarten social work service is not provided often enough, how often would you prefer it to be available?

Number of Days preferred (frequency of service)	Number of Service Users	Percent
2 days	105	46.2
3 days	88	38.8
4 days or more	34	15.0
Total number of users surveyed	227	100.0

5.1.1.6. Quantitative feedback on the service

The mean of the following scores were computed:

- Satisfaction with the social work service (Are you satisfied with the social work service?)
- Service meets expectation (Do you think the service meets your expectation?)
- Recommended the service to other people (Will you recommend the service to others?)
- The helpfulness of the service (How much do you think the service is helpful to you?)

The scores range from 1 to 6. Higher scores indicate more satisfaction. It was found that all the means were within 4 to 5, implying that the parents in general were satisfied with the service.

Table 41. Overall feedbacks on the service from parents

Questions	N	Mean	Std. Deviation
Are you satisfied with the social work service?	563	4.97	.974
Do you think the service meets your expectation?	561	4.77	.841
Will you recommend the service to others?	564	4.83	.826
How much is the service helpful to you?	561	4.89	.938

Table 42. Are you satisfied with the social work service?

Response	Frequency	Percent
Very dissatisfied	15	2.7
Quite Dissatisfied	7	1.2
Dissatisfied	1	.2
Satisfied	81	14.4
Quite satisfied	313	55.6
Very satisfied	146	25.9
Total	563	100.0

Table 43. Do you think the service meets your expectation?

Response	Frequency	Percent
None of my expectations have been met	2	.4
Only a few of my expectations have been met	6	1.1
Some of my expectations have not been met	30	5.3
Some of my expectations have been met	130	23.2
Most of my expectations have been met	304	54.2
Almost all of my expectations have been met	89	15.9
Total	561	100.0

Table 44. Will you recommend the service to others?

Response	Frequency	Percent
Definitely will not recommend	3	.5
Not likely to recommend	8	1.5
Less likely to recommend	20	3.5
Likely to recommend	110	19.5
Will Recommend	335	59.5
Definitely will recommend	87	15.5
Total	563	100.0

Table 45. How helpful do you think the service is to you?

	Frequency	Percent
Very unhelpful	3	.5
Quite unhelpful	8	1.5
Unhelpful	13	2.5
Helpful	129	24.5
Quite helpful	312	59.2
Very helpful	62	11.8
Total	527	100.0

5.1.2. Satisfaction questionnaire of school staffs

5.1.2.1. Demographics

Among all the respondents (N=93), 80.6% of them are teachers. Nine point six percent of them are directors, 5.4 % are school principals and 2.2% are vice principals.

Table 46. Positions of the school staff satisfaction questionnaire respondents

Position	Frequency	Percent
Principal	5	5.4
Vice-principal	2	2.2
Director	9	9.6
Teacher	75	80.6
Missing	2	2.2
Total	93	100.0

Fifty-eight point one percent of the respondents had served less than 6 years in schools. The mean number of years of service of the school staff was 7.22, with a standard deviation of 7.63.

Table 47. Number of years of service in school of the school staff satisfaction questionnaire respondents

Years	Frequency	Percent
0 – 5	54	58.1
6 – 10	19	20.4
11 - 15	6	6.5
16 - 20	4	4.3
21 or more	10	10.8
Total	93	100.0

Ninety-seven point eight percent of the respondents were female. Only 2.2% were male.

Table 48. Gender of the school staff satisfaction questionnaire respondents

Gender	Frequency	Percent
M	2	2.2
F	91	97.8
Total	93	100.0

5.1.2.2. Need for service

Fifteen respondents did not recommend any services to parents. Of the recommended services, the service most frequently recommended was the case work service (n=44), followed by the children activity / workshop / group (n=39).

Table 49. Whether school staff has recommended services to parents

Item recommended	Frequency ³
Children activity / workshop / group	39
Parents / Caregivers group activity / talk / workshop	30
Counselling service	44
Consultation	28
Family / Parent-child activity / outing / parallel group	28
Other services	0
Did not recommend any services	15

The major reason for not referring students was that the school staff believed the child and parents did not need the service (n=13); however, the kindergarten social service consists of programs that are educational, developmental, and preventive in nature, so that children and families without problems are also welcome to join.

Table 50. Reasons for not referring students to the services

Item	Frequency ⁴
Time clash with other activities	10
Unsuitable service / activity	2
Do not know about the service	0
Not necessary	13
Parents rejected the referral	2
Others	3

5.1.2.3. Nature of problems for which school staff will seek a social worker's assistance

The most common problems for which school staff would seek social services were a child's emotional problems (n=69), followed by parents having parenting difficulties (n=61), and then child's behavioral problems (n=55).

Table 51. Problems for which school staff would seek the social service

Item	Frequency ⁵
Child's behavioural problem	55
Child's emotional problem	69
Child's development issue	35
Parenting difficulty	61
Marital relationship	23
Family relationship	21
Finance / Housing	20
Others	5
Has not considered seeking help from kindergarten social worker	3

³ Multiple entry question

⁴ Multiple entry question

⁵ Multiple entry question

5.1.2.4. Quantitative feedback on the service

The mean of the following scores are computed:

- Satisfaction with the social work service (Are you satisfied with the social work service?)
- Service meets expectation (Do you think the service meet your expectation?)
- Recommended the service to other people (Will you recommend the service to others, e.g., colleagues, parents and public?)
- The helpfulness of the service (How much help do you think the service is to you?)

The scores range from 1 to 6. Higher scores indicate more satisfaction. It was found that all the means were within 4 to 5, implying that school personnel in general were satisfied with the service.

Table 52. Overall feedback from school staff on the service

Questions	Mean	Std. Deviation
Are you satisfied with the social work service?	4.94	.870
Do you think the service meet your expectation?	4.74	.721
Will you recommend the service to others, e.g., colleagues, parents and public?	4.76	.728
How far do you think the service is helpful to you?	4.83	.658

Table 53. Are you satisfied with the social work service?

Response	Frequency	Percent
Very dissatisfied	2	2.2
Quite dissatisfied	0	0
Dissatisfied	1	1.1
Satisfied	15	16.1
Quite satisfied	56	60.2
Very satisfied	19	20.4
Total	93	100.0

Table 54. Do you think the service meets your expectation?

Response	Frequency	Percent
None of my expectations have been met	0	0
Only a few of my expectations have not been met	0	0
Very few of my expectations have been met	6	6.7
Some of my expectations have been met	5	5.6
Most of my expectations have been met	24	27.0
Almost all of my expectations have been met	54	60.7
Total	89	100.0

Table 55. Will you recommend the service to others? (e.g., colleagues, parents and the public?)

Reponses	Frequency	Percent
Definitely will not recommend	0	0
Not likely to recommend	1	1.1
Less likely to recommend	4	4.3
Likely to recommend	20	21.5
Will Recommend	59	63.4
Definitely will recommend	9	9.7
Total	93	100.0

Table 56. How much help do you think the service is to you?

Reponses	Frequency	Percent
Very unhelpful	0	0
Quite unhelpful	0	0
Unhelpful	3	3.4
Helpful	19	21.1
Quite helpful	58	64.4
Very helpful	10	11.1
Total	90	100.0

5.2. Qualitative results

5.2.1. Positive comments

5.2.1.1. Case intervention

A Benefits to parents

a Obtaining relevant information

Parents could obtain some relevant information to resolve children or family issues.

家庭問題那方面會覺得是真的幫助很大，因為我自己那班有些家庭經歷過離婚那種階段，那麼可能家長真的不會怎樣主動跟老師說這方面的問題，但是他們就真的會找社工跟他們談，可能有甚麼資源可以幫得到他們，會在這一方面更加可以提供到比較專業的意見 (B2_TCH_05)

社工平時都能提供寶貴的意見給我，還有就是建議我去報一些譬如說外面那些中心的活動，或者是社區中心的一些小組給小孩 (B1_TKO, PT_31)

b Non-labelling setting

In comparison with other agencies, parents felt safe when they met the social workers in a kindergarten as it was a neutral setting.

接下來 X 社工就跟這個家庭，又分別約了他爸爸媽媽談完以後，就約他們兩個一起，因為兩人已經簽了分居，就約他們在學校裏，因為在學校裏可能他們兩人畢竟會比較放心，就是說不是外面那些甚麼特別的機構，那兩人一起在這裏談。那就比較好 (B1_SP_1)

B Benefits to children

a Tailor-made service for children

Case interventions were done on a one-to-one basis strategy, in which the social workers could develop a deep understanding of the children's situation and needs.

能幫到小孩的層面就是可以進去教室，看到有哪些東西小孩是有那種需要的，並且安排一些時間可以找他(學生)出來，做一些訓練 (B1_TKO, TCH_13)

X 社工跟小孩在一起的時間比較長了，她會更加明白和了解這個小孩的情況怎樣，需要用些甚麼方法才能幫上忙 (B1_YT, PT_20)

b Management skills of negative emotions

The case intervention in general provided the children with some emotion management skills, enabling them to release their negative emotions and express themselves appropriately.

我最喜歡的就是 X 社工常常跟他 (學生) 聊天，他聊過天回到家，那一天會好得多 (B2_YT, PT_10)

他們(家長)在回饋裏提到說是有幫助的，知道原來有一些方法不需要那麼大的情緒。她(社工)可能教一些方法看怎樣使自己冷靜下來，怎樣舒緩彼此那些角力，就是說有這些方式教他(孩子)。他們告訴我從此以後我們沒再在小孩身上看到藤條印 (B1_HKE, TCH_06)

The case intervention was effective for the children because the children were motivated to share their difficulties with the social workers due to the social workers' neutral role in the kindergarten.

對小孩子就一定有效果的，如果是(面對)班主任，有可能小孩會比較害怕，所以有時未必肯講出來。但是譬如有時候，我們另外那些老師的角色，或者好像 X 社工那樣，就是當作跟他們像平時那樣談話，那些孩子就都肯說 (B1_SP_01)

有時候有些事情他不肯說，不肯告訴家裏人，可過一會他肯同 X 社工說，或者跟老師說，那我們早上跟 X 社工談到相關的事，她就都會告訴我們那種情況怎樣解決 (B1_YT, PT_24)

在 K2 那裏有個小孩，他不肯開口講話。那我們就會跟駐校社工商量，探討孩子為甚麼整整一年都不開口不講話。那麼駐校社會有一種方法使他開口講話 (B1_HKE, TCH_03)

C Benefits to teachers

a Sharing the teacher's burden

The intervention of social workers, which included support for children with special needs or emotional problems, or providing relevant information to parents, could alleviate the teaching burden of teachers both directly and indirectly.

她(社工)通常會抽些時間出來給那些特別有需要的小孩，就會個別做一些訓練班，那麼這個可以減輕(老師)下午的工作量 (B1_TKO, TCH_14)

我自己那班因為情緒有需要的小孩比較多，那麼社工有跟他們做遊戲治療，我發現遊戲治療多做幾次以後，可能小孩在教室裏的一些情緒是比較穩定了，所以使得平時在課室管理、老師那方面都真的能夠分擔 (B2_TCH_05)

是有找過社工的，就是問問她們的意見，可以怎樣幫我們(老師)，其實尤其是香港，我覺得更加需要這些社工替我們解決一些問題，不是說解決，提供一些資源或資料給我們去找一些途徑幫助家長 (B1_HKE, TCH_04)

5.2.1.2. Talk

Skills training was provided to both teachers and parents through talks delivered by the school social workers. The parents and teachers reported that they thought the skills delivered in the talk were useful.

就好像之前社工在幼稚園也講那個，就是大家(夫婦)怎樣相處那個講座，我覺得那個很不錯，我都會按照她的方法去做，也有些改善，其實社工對我們的幫助是挺大的 (B1_YT, PT_25)

對於我們老師來說，我覺得是很好的而且時間很對，讓我們知道如何去識別，原來這樣的定義已經是虐兒了，而且有一些處理技巧教給我們，讓我們知道跟家長談話時可以怎樣切入，以致最近我們處理兩個懷疑虐兒個案時，可以看到老師都處理得成熟 (B1_HKE, TCH_01)

5.2.1.3. Teacher training workshop

Such a workshop could enhance self-understanding and mutual understanding among teachers, resulting in the building of a strong working team in a kindergarten. The activity-based training approach was also found to be interesting and relaxing.

因為其實社工就是講了一些團隊合作的精神之類的，了解老師彼此的個性是怎樣的，怎樣磨合會比較好，那這個就是很吸引人的地方 (B2_TCH_02)

就是可能我是鸚鵡，怎麼說呢，船到橋頭就自然直那種，原來真的很像，那整個過程就玩得很開心，老師又了解到原來你是這樣做事的，就是可能你整天擔心這件事，原來你的性格就是這樣的，那個過程就很吸引 (B2_TCH_05)

5.2.1.4. Overall services

A High accessibility

From the perspective of the schools' personnel, although a social worker only stationed at each kindergarten for 1 day per week, the social worker showed flexibility in providing time for an intervention, though, for example, adjusting their lunch hour, and for crisis cases, providing interventions beyond the days on which they were stationed at the school.

我們的社工已經很好，她都盡量在一個星期內處理了這些問題 (B1_SP_02)

很好，協調上都盡量用中間那些空檔，吃飯的時間，社工吃飯的時間，就是可能她會改自己的吃飯時間來跟他們(學生)做小組這樣 (B1_HKE, TCH_01)

According to reports from the parents, the accessibility of the service was critical to parents being able to utilize it. Many parents felt it was easy to use social services that were available at their children's kindergartens.

其實你真的有事情發生時，有時候人未必會有勇氣跳出來自己去找(幫助)，但是在學校是會比較近一些，你會比較想，今天去學校會見到社工，不如問問她吧，就會比較容易踏出那第一步，因為有時候當你真的有不開心或者有情緒，其實會很自然

自己放在心裏不開口，覺得可能那件事很不光彩，或者不想說，那在學校會比較近一些，比較容易去問問這樣 (B2_YT,PT_13)

B Support for parents

The social workers provided a broad range of services and showed professional competence in their service provision. The social workers were able to identify children's needs and provide timely interventions for them. Moreover, parents and teachers acquired relevant skills to tackle students / children's issues from the social workers. Some parents also said that social workers rendered emotional support to them.

是很難去界定他(學生)是不是真的有這方面的問題，一個專業的人從旁去觀察，不是一天兩天，起碼觀察了一段時間後跟家長說，他就會比較能接受 (B1_SP_02)

她(社工)透過家長的一些回答，就能洞悉家長所用的方法很明顯是極端的，那她就真的會主動來問我可不可以去接觸這個家長。那其實我覺得是好的。因為可能家長她來聽講座也就是想知道一些怎樣舒緩自己的方法，但是可能她從來都不知道原來遇到這方面的困擾是可以找社工的。那後來我們有成功轉介過 (家長給社工)(B1_HKE,TCH_01)

教他們(家長)怎樣看待事情，或者用一些技巧，是能夠舒緩跟小孩之間的那種緊張的關係 (B1_SP_02)

因為孩子上學不肯穿校服，真的試過有一天就穿著便服上學，然後就給校長訓話了，這個問題很頭疼，因為他不肯穿校服就不能上學了，那這個就跟他講，就是那時候社工提供了一個新觀點給我，其實他是一個感觀性比較敏感的小孩，那時我說「咦，原來這個世界上有這種東西」，自己是沒有的嘛，就是沒能看到 (B2_YT,PT_14)

就是說你(家長)的情況社工也會問問，不會說求助小孩就只談小孩的事情，她連你也會關心，「啊你有沒有其他呢？」，這樣會主動，是挺關心的 (B2_YT,PT_08)

C Support for teachers

From the teachers' perspective, the social workers were their work partners. They offered assistance to their students, particularly children who were suspected of having special needs. With such support, teachers could manage their classes in a smooth way. Also, the social workers could provide professional help to the students' families, which

would be difficult for teachers to do. Apparently, the neutral role of the social workers could facilitate parents seeking them for help.

有社工當然是非常好的，我經歷過沒有社工的階段，可能有些小孩他能力比較弱，還沒證實有甚麼問題的，可是他會吃蛋殼，吃茶點的時候，那種自理能力比一般小孩差很多很多的，那當老師要去帶一個課堂的時候，我自己個人感受，就希望會不會有社工可以過來，一起融入課堂也好，或者當他真的很有需要的時候，可以帶他去別的地方，給他一些輔導、協助，那麼對小孩來說，或者對其他小孩來說，我相信都是不錯的 (B2_TCH_06)

有時候家長會覺得跟老師談，有時候會覺得你似乎年紀比較小，不知懂不懂那樣，於是就會好像跟你談你也不會有甚麼建議可以給，就覺得是這方面呀，就是如果有社工在，你會明顯看見他們是會更加深入地去講一些問題，而社工就向你傳達，那麼你就會多點注意；或者有時候他也會直接跟你說，可能小孩的情緒或者表現等等，都會有些影響，會跟你說，可能更加注意他這陣子的表現呀，都會這樣跟老師說 (B2_TCH_06)

我們是負責教孩子的，所以家長很多事情不會直接跟我們說，譬如可能那個孩子有問題，他是不會跟我們說的，因為擔心我們對他有歧視，反而社工是完全抽離、不在教室裏面的，於是家長就會願意跟社工談，「啊我的孩子有些甚麼問題呢」，於是就比較容易去轉介，去做檢查 (B2_TCH_02)

如果像以前沒有社工的話，那你有些甚麼都是跟家長溝通的，家裏的事他又未必會全部跟老師說，不過現在有社工了，那有些家長就會覺得社工可能會幫得上忙，而且老師可能基於身份講不了太多，就會找社工談，這樣就會比較好 (B2_TCH_04)

D Good collaboration with schools

School social workers maintained a good relationship with the school personnel during their regular follow-up activities and the execution of the service, fostering positive school-social worker relationships. The social workers kept up good communication with teachers and took the initiative to discuss children's issues with them. On some occasions, social workers involved teachers directly in the service, which could build a deep and a shared understanding of the students' situations and allow the teachers to learn the intervention strategies from the social workers. Furthermore, while rendering their services, the social workers informed the teachers ahead of the intervention schedule.

因為社工也會進教室，那她也會看到小孩的情況，有時候她會覺得有些需要的，就會跟我們說，那麼可能就會再看看怎樣找家長談 (B2_TCH_05)

那麼我是覺得社工都很好，因為都會配合老師的時間去談小孩的情況 (B2_TCH_03)

因為開頭那幾次，老師有進去跟小孩一起看她怎樣做遊戲治療，或者在旁邊做輔助的角色，在其中你會聽見，原來小孩子在遊戲治療的過程中，他們會多說許多平時在教室裏不會說的話，那麼你會更加了解那個孩子，而且在過程中你會知道原來這樣會使孩子更加容易冷靜下來，所以你在課室管理方面呢，在教學上你可能所花的時間……使他們平靜冷靜下來所需要的時間都減少了 (B2_TCH_05)

可能在吃茶點時偷他(孩子)一點時間，就是讓他既可以享受課堂，又可以出去做遊戲。那麼我覺得社工寫在紙上傳過來這方法是不錯的，讓班主任有心理準備其實是好的。就是在協調上也比較好 (B1_HKE, TCH_01)

The social workers also maintained regular follow-up meetings with teachers, discussing things such as a student's progress and the student's family issues with them.

我們跟社工常常溝通，每一次她都真的會來簡單說幾句，會交代一下，社工她知道有些事情我們已經知道了，所以溝通上是沒問題的，都能互相協調 (B1_HKE, TCH_01)

我覺得她們都很跟得上(學生)情況，就是她們，隔一小段時間就會來探訪一下，了解一下，就是看看(學生)現在的情況怎樣 (B1_SP_02)

X 社工就會定期跟他(家長)了解一下他的小孩最近的情況，也會跟我談談小孩在教室裏的問題，我覺得她是我們三方面這樣互相溝通的一個很好的橋樑 (B1_YT, TCH_08)

5.2.2. Negative comments

5.2.2.1. Case intervention

Some teacher informants had a limited understanding of the work approach of the social worker as they rarely became involved in an intervention case process directly. For example, teachers commented that there was no shared understanding of the child's issues, and there had been limited follow-up on the progress of the case by the social workers.

她(社工)曾經帶那些小孩子參加小組，事後她打電話給一個家長，說覺得那個小孩有行為上的問題，比較活躍。那麼我們老師就會覺得，其實那個小孩已經跟了兩年，我不覺得他有這一方面的問題，如果你要斷定一個小孩是有行為上的問題，除了問家長，之前會不會先問問我們每一天都接觸他一段長時間的老師呢，然後你再私底下跟家長講那一番話，會比較合理呢？ (B1_KO, TCH_17)

我主要是想說一說，如果是我們轉介給社工的個案，我們也想知道相關情況，好到哪裏或者差到怎樣，或者是有甚麼途徑可以幫他 (B1_HKE, TCH_04)

我們首先都會給她(社工)一堆名字，這一群小孩子，就是需要比較大的。就算你收回問卷，也可以特別關照我們這些為你提供名字的人(學生)，但是到後來，她做了幾次，有沒有跟進，怎樣跟進，我們真的都不是太知道 (B1_TKO, TCH_13)

其實我覺得，因為我們老師平時是要進教室的，那我們學校就沒有甚麼機會去了解究竟社工怎樣跟小孩做一個治療，我覺得這個就是一個限制，就是我看不到社會會做些甚麼，那麼就不怎麼了解 (B2_TCH_02)

[訪問員：看到會有甚麼好處呢？就是如果你了解多一些譬如社工怎樣去做，會有甚麼好處呢？]受訪者：可以更加了解小孩究竟發生甚麼事這樣呀，或者可以了解他深入的情況，就是說，可能我們三方面參與的話，不知道會不會對小孩了解更多這樣 (B2_TCH_02)

5.2.2.2. Overall services

A Execution of the service

a Limited stationing time

Both the parents and the school personnel felt that the duration of the stationing (only 1 day per week) was too limited. In particular, the social workers did not have sufficient time to make contact with parents, especially those working parents who did not escort their children to the kindergartens.

時間真的是，真的不是很足夠，我是全職媽媽，我也覺得不夠，因為兒子現在有個問題挺不好處理，X 社工已經很努力在幫我，但是因為真的只有一天，她自己又有其他個案，所以就慢很多，去處理那個情況 (B1_YT, PT_24)

首先她(社工)要發現那個小孩真的有甚麼問題她需要觀察很長時間，你真的需要收集他很多不同的東西，去跟家長說，那家長才會明白的 (B1_SP_02)

特別是一些要上班的家長，因為他根本接觸不到這個（訪問員：群體），是的 (B1_YT, PT_27)

一天太少了，怎麼說呢，有時候當下有幾個個案的話，我們就會覺得她不知道要處理哪一個好，我們會覺得是這樣的 (B2_YT, SP_01)

b Unclear service operation mode and role of the social worker

The mode of operation of the service and the role of the social worker were unclear to both parents and teachers.

是不是通常都是家長去找她們，那小孩是不是也可以，如果他不開心，是不是也可以去找她？好像沒有這方面 (B1_YT, PT_23)

但是當她(社工)一個人要去三間(幼稚園)，你也就很難要求她甚麼，也不知道你是不是屬於我們學校，我們應不應該叫你做這些事 (B1_TKO, TCH_17)

所以在定位上需要再清楚一些，到底這個駐園社工是做研究，還是大包圍那樣幫助整所學校所有學生的，就是所有社工可以幫得到的範圍，或是她可不可以專業一些，有多一點點專業資格可以幫忙處理某些方面的事情 (B1_TKO, TCH_17)

最基本在教室裏我班的小孩有特殊需要，但她好像都沒有理會，是的。那家長方面我們也看不到有任何溝通，都沒有 (B1_TKO, TCH_18)

c Limited scope of the service

Both teachers and parents mentioned that the scope of the social work service stationed at the kindergartens was limited, particularly in the case of services related to those children who had been diagnosed with special educational needs, non-Chinese families, parents who were living in districts beyond the service boundary, and enquiries related to tangible services (e.g., housing issues).

就是說不是一定要(只處理)確診，又要家長簽妥同意書那種。其實有很多(學生)都有這方面的需要，但是這之前也跟社工溝通過，(社工)就是說要有家長已簽妥同意書的那些對象，才可以處理。但是我們的對象多嘛，簽的人可能少，或者知道要簽的人也少 (B1_TKO, TCH_13)

那其實很多(學生)都能涵蓋到，但不是非華語兒童的家庭 (B1_HKE, TCH_01)

我們有百分之二十是外籍家長，因為她(社工)那些講座或者小組活動都是中文，是的，是的，那我們也試過，我們要求了很長一段時間，那 X 社工就曾經舉辦過一次專給外籍家長的。是的，那次的參與率反而是不錯的 (B1_SP_01)

譬如社工問他(家長)，說是住在荔枝角的，那她就提出一個問題說他不是我們這個區的，那我就停在那裏，我就沒再去，就是不知道應該怎樣才能幫助他這樣 (B1_HKE, TCH_06)

我們輪候公屋輪了太久了，很長時間，那駐園社工就真的給不了甚麼意見，就說耐心等等 (B1_TKO, PT_31)

B Quality of the social workers

The negative comments regarding the stationing of the social workers were mainly collected from the first batch of data.

a Insufficient professional skills for handling SEN students and group work

A few teachers queried if the social worker had sufficient professional knowledge and skill to handle students with SEN, particularly in the areas of diagnostic assessment and intervention.

到底社工有沒有一個專業資格去斷定一個小孩有特殊問題呢？如果那個社工要跟家長說，小孩可能有機會有特殊需要，可是我們是會先叫他去健康院檢查，我們不會很武斷地說他是有問題的 (B1_TKO, TCH_17)

會不會說那個社工尤其是她負責情緒社交能力這些，會不會有這一方面的專業知識呢，她才可以教這一方面的技能？這方面那個社工她有沒有這個能力去教這些東西呢？而如果她有這個能力，她才應付得了那個班的學生，否則我相信情況會比我之前所見的更加混亂，因為那一班是正常的小孩居多 (B1_TKO, TCH_17)

那是個發展遲緩的小孩，反覆玩的都是那幾樣玩具，他已經是發展偏慢的，就是說對我們老師的課堂不太有幫助，或者能幫得到那裏的小孩 (B1_TKO, TCH_17)

Professional incompetence was reported by parents and a teacher in terms of group preparation.

就只是參加那個小組，就覺得好像有點問題，說的是理論上的，但是有些比較深入、具體的方法呀，她都好像解決不到，純粹理論呢，有時她都未必能夠馬上解答得了。比較具體或者實質一些的建議，給不了 (B1_YT, PT_29)

有時候她那個活動臨急舉辦才通知，如果可以預先說要些甚麼物資，我就可以叫人預先搬出來給她，替她準備好，這樣子。所以有時候可能老師也辛苦的，為甚麼突然又要怎樣，突然又要那樣，是會這樣子 (B1_TKO, TCH_13)

b Ineffective collaboration between schools and social workers

Some school personnel commented that there was a lack of communication between them and the social worker.

因為她(社工)來一天，那我們每天都已安排好要做的事情，老師基本上已沒有空檔，那我們不可能每一班每一個老師都去問她你今天做過些甚麼，應該是反過來她做了些實質的事情，你應該跟我們說你做了些甚麼，那我們才能幫你們或者大家有溝通 (B1_TKO, TCH_17)

如果是覺得(駐園社工服務)成效不是太能達到，可能真的是跟時間有關係，或者大家溝通整個計劃怎樣鋪排、怎樣協調，可能是這一些影響 (B1_TKO, TCH_13)

我不知道她(社工)正在做些甚麼，她也不知道我正在做些甚麼 (B1_TKO, TCH_18)

School personnel perceived that collaboration was impaired by the social worker's stringent upholding of confidentiality.

就是說我不需要知道那些很深入(家庭)的私隱，起碼我要知道誰找過你，他大概是有甚麼問題，家庭、婚姻，還是孩子，我不需要知道再深入的。可是她常常會覺得，因為那是他們的私隱，而我們作為學校的角度是不可以不知道的。如果他(學生)真的有這種需要，無論是家庭小孩的問題要找社工，那就是說他有些行為問題情緒問題也會在教室裏發生 (B1_TKO, TCH_13)

可是如果我們又不知道，那我們想幫忙也幫不了。因為畢竟我們接觸他的時間會比社工多，因為社工就只來一天，而我們在學校有五天接觸到他們，所以如果是有一些事情我們可以幫得上忙的，大家協調上就會好得多 (B1_HKE, TCH_05)

就是說她(社工)真的很想要一些支援的時候我們可不可以馬上提供給她。如果我們可以譬如多點溝通，我相信那個結果會比較理想 (B1_HKE, TCH_02)

Moreover, the ways of collaborating were unclear as reported by the teacher informants. The execution of the service might not be well supported by school personnel because they feel it would hinder their teaching progress.

有時候社工做完(工作)以後我們是不知道做了些甚麼，也不知道我們教室的老師有些甚麼是需要幫他的、要多做一點的 (B1_TKO, TCH_15)

做過了，他(學生)有些甚麼改變、有些甚麼問題、我們在教室裏怎樣幫他，譬如我舉個例子，如果社工跟他做過(治療)，應該基本就會跟班主任說，在這方面發現原來又多了一些問題，或者在教室裏怎樣再給老師提供一些方法，使老師學懂相關技巧來控制他投入課堂。這個技巧是最重要的，可是就完全沒有 (B1_TKO, TCH_15)

限制就是在上課時間請那些孩子去跟他(社工)做那個服務，有得必有失。社工可以陪他，就損失了在教室裏的時間，沒能學到東西 (B1_TKO, TCH_16)

社工會在他們上學的時間約見他們，就是上課的時間，那麼，我們課堂這三個小時已經不太夠用，她又會在那些時間帶走孩子去參加一些活動 (B1_HKE, TCH_02)

5.2.2.3. Comments of screening process

A Problems of screening process

a Inconsistent screening

Comments from teachers revealed that the screening tool did not screen out children with socioemotional needs as they perceived them.

他們(學生)很大部份都沒有情緒上的需要，卻是他們要去參加(小組)，那就變成那個適切度不夠，因為在那些沒有情緒需要、而且特別乖的，他可能因為媽媽填問卷，她只是填家裏呀，可能就特別好。其實有些家長，她會覺得小孩淘氣，或者小孩乖，是有她自己的準則的，那加上老師那一份，抽出來的也是比較乖的居多，而有需要的那些就不多。如果是這一方面，就幫不了真正有社交問題的小孩而抽他出來分組 (B1_TKO, TCH_17)

因為那些(學生)就是沒有問題的，她抽了出去，很影響課堂

(B1_TKO, TCH_16)

那些家長全部是我那班的，有四個家長參加，而全部都是沒有問題的，因為他們有空，他可以來，聽到講座就可以。而那幾個孩子呢，其實應該沒有 SEN 的問題 (B1_TKO, TCH_13, 14)

b Parents' reluctance to fill in the questionnaire and their heavy workloads

Teachers have also reported that some parents found the questionnaire involved questions about private matters and felt it was too long, so they refused to hand them in. Meanwhile, some parents thought that the questionnaire had put a huge workload on both teachers and parents.

有家長說那些問卷是反映了一些比較私人的意見，那他會有那種感覺，他就決定不回答 (B1_HKE, TCH_06)

其實填一份問卷要花不少時間，更何況老師是需要因應那個小孩交回來的……他有一份問卷又要再填。還不止一次，我記得應該是上學期有一次，下學期又有一次左右，到下一年又有一次。其實他們(老師)本身在學校的工作量都挺大，再要有這麼多問卷的時候，他們也辛苦的 (B1_HKE, TCH_5)

本來他(家長)是覺得可以的，可是看見那個頻率，他們會問為甚麼整天要填問卷呢，是不是一定要交的 (B1_HKE, TCH_01)

c Parents' having a biased mentality when reporting

Parents' having a biased mentality may be a result of their hidden agendas. Parents who wanted their children to receive the service may have rated their children as problematic, and vice versa.

有些家長的心態就會覺得，我把他寫差一些，因為我可以免費優先去用這個服務，而我希望小孩還可以再聰明一些，這樣子。而有問題的那些小孩的家長呢，他本身可能會自卑，或者他不是很坦然接受自己的小孩有問題，那麼他就會覺得自己沒問題，而填出來的問卷就是沒問題的了 (B1_TKO, TCH_13)

d More objective and professional evaluation from teachers

A few teachers commented that teachers shared a more objective and professional evaluation of the children's difficulties than their parents did. One teacher suggested that the parents' ratings were given more weight than the teachers' ratings (while children's social problems may not be manifested at home when they are the only child at home).

可能有一部份，有 SEN 需要的小孩，他自己一個人在家裏，獨生子獨生女，他在家裏根本沒有人會「刺激」他，每個都是大人，幾個大人帶一個，根本每個人都遷就他，他未必有行為問題，但是往往特別過度活躍的那些小孩或者自閉症，往往就是當身處社交群體，在教室裏的時候，就會出現問題 (B1_TKO, TCH_13)

因為好像那份問卷是比較著重家長所填的那個方向，而老師填的那個比數是，著重是比較少的 (B1_TKO, TCH_16)

5.2.3. Areas of improvement

5.2.3.1. Overall services

A Execution of the service

a Increase the number of stationing days

Given the increasing demands of students and their families, both the principals and teachers suggested increasing the number days the social worker was stationed at the school. If social worker spends more time at a kindergarten, the students and staff of the kindergarten could get more support from the social worker and thus students and families could receive timely support from these professionals.

如果可以一個禮拜多來一天這就可以呀，或者社工可能星期三四又會再過來，那就可以再跟你(家長)約一個時間再談，我想對家長那個層面也是可以有再多一點的幫助的 (B1_HKE, TCH_2)

如果多一兩天那就更好呀，因為老師在這一天上午正做著的活動裏，他發現一些……他可能吃午飯時跟社工在一起的話，就可以跟她談，第一手資料，很快，就不用說要等她，我們若不是太嚴重或者甚麼，我們是不會打電話給社工的，因為我們也知道她忙，我們就不會，除非有些很緊急的我們就一定要跟她說，電話聯絡這樣子 (B2_YT, SP_01)

老師那樣忙一忙，可能已經是當天臨下班時才記起有個家長有些甚麼需求，或者甚麼想找你(社工)，他(社工)再去聯絡家長，那其實就真的拖延了很長時間，真的如果日數多一些就更好了 (B2_TCH_05)

It is understandable that increasing the number of stationing days at all kindergartens is not feasible at this stage. However, as a start, social workers could spend more time at kindergartens whose students were mainly from low income families.

有一些學校可能它那個所在的位置呢，可能是一些舊屋邨，那些社工，小孩或家長的社經地位是屬於比較低的呢，那些其實是會更需要社工 (B2_TCH_07)

Moreover, the parents suggested that the stationing time could be more flexible so as to serve working parents. For example, a social worker could stay at school during weekends. In the case of a half day school, the school social worker might be present before or stay after school to maximize the opportunity to meet students.

如果可以禮拜天也好，就會比較好，（訪問員：意思是加一個時間？）唔。可能那些活動，多些在禮拜六日舉辦，就可能多點家長能來參加 (B1_YT, PT_24)

如果有些星期六日讓他(孩子)出來兩個小時，讓家長休息兩個小時也挺好的。就好像讓家長有些私人時間這樣子，那就如果有些工作坊之類的，給小孩子參加那樣，讓家長休息一兩個小時也挺好 (B1_TKO, PT_34)

因為我們是分上午班和下午班，那如果她(社工)是邀請他(學生)下午才回來的，那他(上課時間)就不會受影響，可是就需要家長帶他回來，陪他一起來 (B1_HKE, TCH_05)

Parents suggested social workers to make better use of technology to foster communication with them.

現在 WhatsApp 這麼流行，會不會那個 WhatsApp 平台，譬如說一些簡單的問題，可以 WhatsApp 寫兩句，那她(社工)有時間就可以回覆，會不會快一些呢，那就不用動不動就打電話，她也不是整天在這裏 (B1_YT, PT_23)

多開一些網上平台，那我們上班時可能未必可以處理得了，可能你網上有個網站是講情緒的，我可能輸入資料，去相關的網站看那些情緒(資料)，我覺得會比較有幫助，我就不需要一定要找到社工，或者是有影片，我覺得已經可以幫上我們的忙 (B1_YT, PT_29)

b Increase the number of social workers

While it was necessary to increase the number of stationing days of the social workers, some parents regarded it as undesirable for one social worker to work at several different schools during a week. Some teachers also suggested increasing the number of social workers in one kindergarten so that they could share the workload and support each other.

因為她(社工)一個人要駐幾所幼稚園，是會比較匆忙，這個星期這一天來這所幼稚園，這個星期沒有，其實可不可以多撥一些社工資源給幼稚園呢 (B2_TKO, PT_04)

可是有些時候有些地方一個社工不方便出手，兩個社工結伴會比較好，而且比較安全，因為有些家長是勇武有力的，你不知道會發生些甚麼事 (B2_TKO, PT_04)

c Balance the gender ratio of social workers

Currently, most social workers are female. Actually, the role and responsibility of a male social worker was quite unique. For instance, male workers could engage with fathers more easily than a female worker. Male and female workers have different perspectives on family issues, which might also facilitate couple and co-parenting work.

那可是我自己覺得其實是需要男社工的，因為可能很多時候我們無論是見個案、見家長小組，有時候會有夫婦一起上來，可是我覺得有些爸爸其實在家庭角色那方面呢，爸爸跟媽媽的教育落差是會使小孩或者家庭出現問題的，那變成當然女社工單獨面對男家長我始終覺得沒那麼理想，而且男家長也可能有些地方會覺得尷尬，畢竟同性跟同性之間他們會更加容易談話，或者知道難處在哪裏，有很多時候會爸爸媽媽一起上來，那麼可能是雙方之間的關係問題影響到子女，這些問題就未必幫得上忙或者說得出口 (B2_TCH_02)

而且還有一樣就是覺得有時候是真的需要男社工的，因為早一陣子有個個案是可能爸爸媽媽之間的關係破裂，爸爸也來了幼稚園，可是他會覺得就是老師全部是女性，社工也是女性，好像不是他那個角度去考慮他的感受的問題，就是可能在見面或者談話的過程中，其實他是比較有情緒呀那樣的，所以就覺得如果是男社工的話，可能他看到是一個男士跟他談這方面的問題，他會比較容易接受 (B2_TCH_05)

B Service quality

a Expand the service scope

It was suggested that the service be expanded to include non-Chinese families. Parents suggested that for some specific needs such as children's learning problems, financial and housing problem, social workers should recommend relevant social resources.

我們有菲律賓呀、印尼呀、印度呀、孟加拉呀、巴基斯坦呀那些(家長)，法國也有一個。她真的可以白天可以做一些，譬如提供一些途徑讓他們去找(課程)，因為有些比較積極的家長，是真的會自己去找那些課程讀的 (B1_HKE, TCH_02)

可以再多點貼近實際情況，就是如果學校裏的社工可以給我們提供一些途徑，讓他們(家長)知道，譬如說他們真的可能是經濟上呀、生活上呀……或者是有講座可以提供給非華語(家長) (B1_HKE, TCH_01)

其實現在有很多很多 ADHD 那些問題的，那些小孩，你們(社工)可以加強這方面讓家長認識，或者推薦一些服務，讓他們不用浪費這些精神或者時間。就算你們不能提供相關服務，也可以協助他們教他們怎樣找那些有用的 (B1_TKO, PT_30)

School personnel suggested that the social worker should support teachers on the spot with timely intervention and skills training. Teacher-parent workshops should also be organized to foster communication between teachers and parents.

這老師他學了這麼一些理論，他自己怎樣去掌握，而在掌握這個過程裏，出現了一些甚麼問題，真的會需要臨場有人去支援他。那如果社工當時在場，我們就可以馬上請她來，她也就會看到，這樣一來就真的能更具體地指導那個老師，有一個第三者在場，加以指導，可能整件事就會好得多 (B1_SP_02)

老師跟家長都會一起上(小組)，是的，那就真的可以減少一些家長有時候那些不必要的誤解或者投訴呀這樣子 (B1_SP_02)

b Improve the sensitivity of the social worker

As most parents might hesitate to seek help from helping professionals due to fear of stigmatization, social workers should be sensitive, proactive and reach out to needy students and families to provide timely support to students and their families.

所以我覺得社工可以主動一些，在班上識別出某些小孩，因為有時候可能家長也不知道的，那如果社工可以主動一些，早點介入，不用說一定要來參加我的班我才看到，那我就覺得太被動了，我就覺得要主動一點進去教室看一看 (B2_TKO, PT_07)

因為其實現在很多情況就是就算是媽媽也未必一下子接受（孩子有問題）這個現實，所以其實社工可以再主動一些，給家長多提供點意見，你(孩子)可以去哪裏評估呀，可以到哪裏參加服務呀等等，當然也要老師配合 (B2_TKO, PT_05)

c Strengthen collaboration with schools

In general, it was suggested that collaboration between schools and social workers be enhanced, as this would help maximize the service effectiveness.

那麼社工是需要主動了解校情的，學校的特色、學校的背景，學校當然要提供這些資料給她，使她知道我們這一區的孩子是怎樣的，家長是怎樣的，我們學校的氛圍、我們的理念是甚麼，這是我們學校需要做的一個準備 (B2_YT, SP_01)

Teachers expected the social workers to follow-up on the children's progress regularly while respecting the families' privacy. They also suggested that social workers should advise the teachers of what they could do to help with follow-up related to the situations of the children and their families.

可不可以告訴我們，那我們就可以大概知道，原來這個家長會有這個情況出現，而使他那樣對待小孩，那我們跟這個家長溝通的時候，會不會是避重就輕那樣跟他談，就不用再刺激到他，起碼我們自己心裏先有個底 (B1_HKE, TCH_02)

不如她(社工)在她那個層面有大部份的東西，可以告訴我們的那她就盡量告訴我們，還有其實很多時候，我們真的很希望在我們學校的層面，我們都很希望能幫那個孩子 (B1_HKE, TCH_05)

看看他(學生)提升的程度有多少，就是可能我這次帶他出去做了一些甚麼，比起之前有哪些地方進步了或者要注意的地方這樣 (B1_TKO, TCH_17)

他在教室裏出現過甚麼問題呢，老師可以用些甚麼方法、技巧去幫助他，去改善這個情況，我想最基本的應該是這些。因為我們期望社工是很專業地跟他做訓練，而你也把這個技巧教給我們的老師，在大課堂應用那技巧時就不一樣了，那麼怎樣去，嗯，照顧這一群人呢。給我們提供一些方法技巧 (B1_TKO, TCH_13)

Furthermore, it was necessary for teachers and social workers to exchange their professional knowledge and skills frequently.

社工是一個對幾個(學生)，我們老師是一個對十幾個 (學生)，老師會覺得自己是很專業，可是社工她是個別的嘛，她是特別的一些個案，所以我覺得要多點互動，要多點交流 (B2_YT, SP_01)

5.2.3.2. Screening process

A Schools should provide a list of top priority students needing to receive intervention

Teachers suggested that children should be assigned different priorities depending on the assessments from the social worker to ensure that the high-risk students could receive a timely intervention.

可能第一步就如我剛才所說，社工和學校先溝通好，我們初步辨識已經有一群人，會不會是這一群人優先，我們來篩選，因為彼此都是專業及互信的。那我們說是那一群人，你是要相信我的，是吧？然後就首先分配給這群人，然後就優先處理好這一批，真的再次級或者好像說次需要、第三層需要，就像分等級那樣，可能會比較好 (B1_TKO, TCH_13)

接著下一步就是，社工進來教室，看看他(學生)的那個行為問題，是不是真的是那樣。因為你下一步才是家訪，也不是每一所學校都有家訪，你就算是去家訪，也未必能看到他這些問題，因為家裏只有他一個小孩，沒有同學，第二，一看見陌生人來，整個人就肯定會很乖，那樣子 (B1_TKO, TCH_13)

B Higher weight given to teacher ratings

More weight should be placed on teachers' ratings, as suggested by teachers. This is because the teachers believe that children's behavioral and emotional problems usually manifest in social contexts such as school, while the problems may not manifest at home, especially if there are no other children at home. In addition to that, a teacher's rating was considered to be more objective because teachers have more experience with the normal development of children in general.

因為人很多，一大群人，你動他也就會動，譬如那些專注力較差的、過度活躍那些，很興奮呀，情緒很高漲，那你在家裏對著四面牆壁，不會有甚麼的，沒有甚麼刺激他，所以在學校裏的表現可能是最真實的。他在學校，人多的時候，才会有這些行為出現，而這些根本可能在家裏是看不到的，在學校裏才會看到的 (B1_TKO, TCH_13)

沒有比較，可能就只有他一個小孩，他(家長)不知道同年齡應該發展到哪個階段，因為他可能是第一個生，那就可能沒有其他兄弟姊妹做比較。那他自己也不覺得自己的小孩有問題 (B1_TKO, TCH_17)

5.3. Summary

This part presents the results regarding the degree of satisfaction with the service expressed by school personnel and parents, as well as the informants' feedback on case interventions, the parents' and teachers' talks, the teacher training workshop and the overall services, as well as the screening tool. Overall speaking, the survey respondents were either satisfied or very satisfied with the services. Consistent findings were identified from the focus groups and the in-depth interviews. Most informants had very positive comments on the case work, talks and training. These services could provide relevant support to children (e.g., in-depth intervention for children carried out in case work), parents (e.g., providing a non-labelling setting for parents to handle their family issues in case interventions) and teachers (e.g., enhancing self-understanding and mutual understanding among teachers in the training workshop). Regarding the services overall, the informants perceived that the services were accessible, social workers were supportive and collaboration between teachers and social workers was fair. All informants strongly requested an increase in the number of stationing days of the social worker and / or the number of social workers. Some informants also commented that the service operation mode and the role of the social worker should be clarified further and the scope of the stationing service should be expanded. With respect to the quality of the social workers, the teacher informants gave a relatively negative comment on this area during the first batch of data collection. They perceived that the social workers had insufficient professional skills for handling students with learning difficulties, and faced difficulty when they collaborated with them. They suggested the social workers should be proactive, involve the teachers in the service provision and share their professional knowledge and skill with the teachers whenever necessary.

The teacher informants revealed that the screening tool could not select the students who were really in need of the services due to the over-reliance on parents' feedback. While some parents (who actually had problems) might reject returning the questionnaires, other parents might be biased (either over report or under report their children's situation) when answering the questionnaires. To minimize such bias, teachers could provide a list of students who they think might be in need of special support from a social worker before the screening. Also, the researchers should put more weight on the teachers' comment than on the parents' responses as children's problems, particularly with interpersonal relationships, could be observed more clearly in school than they can in a family.

Regarding the screening tool the feedback was mainly from the teacher informants. The teachers questioned the effectiveness of the screening tool at isolating the students who were most in need of the services and the heavy workload involved in filling out the questionnaires.

CHAPTER 6. DISCUSSIONS

The following sections discuss some significant observations made during our study. Our discussion will be divided into three areas: 1) socioemotional needs of preschoolers; 2) services effectiveness and 3) the screening process

6.1. Socioemotional needs of kindergarteners

6.1.1. Associated factors

The quantitative findings show some significant factors associated with the socioemotional needs of kindergarten students. From the point of view of parents, the results of the SDQ indicated that children's internalizing problems (emotional and peer problems) at T2 was significantly predicted by the internalizing problems measured at T1 (Table 7), and children's externalizing problems (conduct problems and hyperactivity) at T2 were significantly predicted by their externalizing problems at T0 and T1 (Table 8). The overall results informed us that if the onset of children's internalizing and externalizing problems occurred at an early stage in their lives, the problems were more likely to be sustained at a later stage. This finding is important because during the ages three to five, children go through a lot of social (e.g., taking the perspective of another individual) and emotional (e.g., the self-regulation of emotion) development and they are in need of adults such as parents and teachers to guide them. If children encounter difficulties without appropriate and sufficient support from significant others at an early stage, their issues are more likely to be sustained at a later stage.

6.1.2. View discrepancy between parents and teachers

The comparison of the results of the SDQ responses from parents and teachers indicated that there was a discrepancy between them regarding the way they each view strengths and disabilities. Although the direction of the changes in the overall score and the scores of most subscales as the study progressed from T0 through T1 to T2 were similar between parents and teachers (Table 6), parents gave lower scores for children's positive changes and higher scores for negative changes than did the teachers. In addition, it was seen that their role (either parent or teacher) had a significant effect on the overall score and the subscales scores for conduct problems, hyperactivity, and prosocial and externalizing problems (Table 6), implying that there was a significant view discrepancy between the two parties in these areas. Overall, the parents' perceptions of their children's conditions were more negative than the perceptions of the teachers. The reference group for a comparison of parents and teachers might show different results. While parents usually compared the change in a child with the same child or his or her siblings, teachers compared the progress of a child with his or her counterparts, a comparison in which the baseline might be lower than the parents' standard.

The direction of change in emotional problems from T0 to T1 to T2 was opposite between parents and teachers (Table 6). While parents regarded the emotional problems of the children as becoming less severe, teachers perceived the children's conditions to be

getting worse over time. Two possible explanations for this were identified. First, the parents acquired better methods to handle their children's emotions because they were getting more familiar with their children's characters and temperament with the passage of time. Second, the parent's emotions have a direct impact on shaping the children's emotions. Parents feel quite stressed when their children first enter kindergarten, but gradually feel more relaxed as their children adapt to school life. When parents find the situation less stressful, the children's worries or fears will lessen in return. Teachers, on the other hand, expect that older children, who have already been adapting to school life for a period of time, will behave more maturely than children in the lower grades.

6.2. Service effectiveness

6.2.1. Group intervention

Both the quantitative and qualitative findings show that group work was an effective method to address the socioemotional needs of the children. The quantitative results as shown by the scores on the subscales of the EE, PFR and RE of CCNES (Table 18), indicated that parents have made significant and positive changes, further indicating that the parents have learned to encourage their children to express their emotions (e.g., encourage my child to express his/her feelings of anger and frustration) and to enhance their children's ability to reflect on a situation when faced with difficulty (e.g., help my child think of places he/she hasn't looked in yet) or negative feelings (e.g., help my child to think of reasons for feeling unhappy). Moreover, from the perspective of the parents, the children showed significant and positive changes in emotional regulation and social skills after joining the children group. The effect of the change had increased by the time of the 2-month follow up (Table 15). The qualitative results provided some insights on the interrelationships between the changes in the parents and the children. The parent informants realized that negative emotions between parents and children had a mutual influence on both and that they as parents had a responsibility to control and regulate their own emotions in the first place. When the parents remained calm, they were able to use various skills to handle their children's issues; as a result, their children were able to manage their own emotions or behavior effectively.

While it was evidenced that the groups had positive impacts on the ability of children and parents to manage their emotions, the quantitative results did not reflect a significant change in parents regarding parenting satisfaction (Table 18), parenting efficacy (Table 18) and their parent-child relationship (Table 21). Moreover, the parent and teacher informants identified some limitations of the group execution (e.g., the time arrangements and duration of group sessions; the title of the group; group size), group content (e.g., duplication of contents in children and parent-child group; relevancy of contents to children's ability), and the group processes (e.g., lack of in-depth work for each child).

6.2.2. Kindergarten stationing services

Overall speaking, parents and teachers made positive comments on the kindergarten stationing services. The satisfaction survey showed that 55.6% and 25.9% of

the parents were quite satisfied and very satisfied respectively with the service (Table 42) and that approximately 59.2% and 11.8% of the parents regarded the services as quite helpful and very helpful respectively (Table 45). Similar results were obtained from the teaching staff respondents, with 60.2% and 20.4% indicating the services were quite satisfactory and very satisfactory respectively (Table 53), and approximately 63% and 10% will recommend and definitely will recommend the services to others. e.g., colleagues, parents and the public (Table 55). From the parents' perspective, the services including case handling, talks and overall services, could provide them with professional support and help to resolve their children's behavioral, emotional and developmental issues, and parenting difficulties, which were the issues of most concern among the parents when they sought help from the social workers (Table 37). From the perspective of the teaching staff, the services were important for helping resolve student and family issues. Moreover, many teaching staff treasured the training workshops.

Notwithstanding the above, negative feedback was identified in three aspects: i) case work; ii) the execution of the service execution and iii) collaboration between social workers and teaching staff.

6.2.2.1. Enhancement of case work

As revealed by the qualitative study and the results of the satisfaction survey, the teaching staff thought that case work should be one of the most important forms of professional support rendered by the social workers. Hence, case work was the service most frequently recommended to parents by teachers (Table 49). This implied that teaching staff put a high value on case work and viewed it as the most useful means of tackling child and family problems. However, the results of a comparison of changes in the SDQ from different types of service users showed that the changes in the users of the case work were not as numerous as were the changes in the users of group work and talk from T0 to T1 to T2 (Table 25). Indeed, it was observed that the SDQ scores of participants who joined the 'group and case only' were higher at T3 than at T1 and T2. By investigating the scores of each participant at those three time points, we found that the scores of five participants ramped-up, and most of these children were reported to have been diagnosed with or suspected having SEN. It is hypothesized that the developmental needs of the children might have contributed to the upsurge in the SDQ scores at T3.

6.2.2.2. Strengthening service execution

A consistent view of the issues involved in the execution of the kindergarten stationing services was found in the satisfaction survey and the qualitative study. Approximately a quarter of the parent respondents (239 out of 938 responses) of the satisfaction survey expressed the idea that they did not use the kindergarten services due to a time clash between the service hours and their personal schedules (Table 35). Moreover, 43.3% parents thought that it was not enough for the social worker to be stationed at the kindergarten for only one day per week (Table 39) and 46.2% and 38.8 % of the respondents suggested the worker be on station two days per week and three days per week respectively (Table 40). A similar view was obtained from the teaching staff, who

perceived that the limited stationing time of the social worker negatively affected the service effectiveness and efficiency. Apart from the limitation of social worker only being available on station one day, parents and teaching staff expressed the opinion that it was necessary to further enhance some areas of the service including 1) the promotion work of the services; 2) the mode of operation of the social work service (e.g., number of stationing day, contact method); 3) the role and responsibility of the social worker and 4) the scope and nature of the service (e.g., provide service for non-Chinese families and intergenerational families).

6.2.2.3. Collaboration between the social workers and the teaching staff

There was diverse feedback on the collaboration between the social workers and the teaching staff. Whereas some teacher informants appraised their work experience with the social worker positively, some other teachers encountered great difficulties when working together with the social workers. Some general principles for good collaboration between social workers and teaching staff were identified from both the positive and negative feedback from the teachers. First, teaching staff expected the social workers to have a high standard with respect to their professional attitude (e.g., empathic, non-judgmental), knowledge (e.g., understanding different types of SEN) and skills (e.g., work approach for students with SEN and family issues) when working with students, families and teachers. Second, they thought that social workers should keep up good and regular communication with teachers. Specifically, two-way, open and transparent communication were core elements needed to facilitate good collaboration with one another. Third, social workers should understand the work setting (e.g., students' characteristics, the work culture of a kindergarten) thoroughly and be flexible when they collaborate with school personnel. For instance, social workers might adjust their stationing days and working hours when handling a crisis involving students and their families.

6.2.3. Screening tool

In this study, a screening tool was used to identify children who had socioemotional difficulties so that service operators could provide relevant services to the neediest students. The feedback from parent and teacher informants highlighted some issues of concern arising when they used the tool. First, there was a lack of shared understanding among researchers, parents and teaching staff of the purposes and the functions of this screening tool. While some teachers might feel it was a burden to fill in the questionnaire, some parents might speculate the purposes of the screening. Second, among the three parties there was a discrepancy in views about defining the socioemotional needs of the students. While researchers relied highly on the results of the tool, parents and teachers depended on their own observations in their own settings (i.e., family and school). However, the children may behave differently in different settings. Meanwhile, internalizing problems are difficult to observe as teachers and parents might misinterpret such behavior as being shy and inhibited. A good quality screening tool, on the other hand, would be sensitive enough to identify such issues.

CHAPTER 7. CONCLUSIONS: RECOMMENDATIONS, CONTRIBUTIONS, LIMITATIONS AND FUTURE STUDY

7.1. Recommendations

Based on the findings and our observations, several recommendations are made for service improvement.

7.1.1. Support for children and families

This study confirms that a service that addresses the socioemotional needs of young children is significant for child development. It is recommended that social workers should address such needs right after children enter kindergarten. There is evidence that group work is an effective intervention strategy for improving the emotional management of children and parents but not for increasing parenting satisfaction, self-efficacy and improving the parent-child relationship (indicated by quantitative findings). It is worthwhile to study the group contents and design thoroughly and modify them to maximize the benefits of group work for serving the targets of the service.

7.1.2. Shared understanding of parents and teachers

Family and school are two significant contexts for child development but the discrepancy in the views of the parents and the teachers regarding the needs of children may be a barrier to service provision. Social workers should bear such discrepancies in mind and provide a thorough assessment for each child before intervention. It is important to foster a shared understanding of children's needs between parents and teachers through their exchanging their views with each another. Social workers may also involve the parents and the teachers when handling children's issues whenever appropriate so that they can get an in-depth understanding of the children's condition.

7.1.3. Core elements of the kindergarten stationed services

This study confirms the significance of kindergarten stationed services and provides some preliminary insights on service content and operation. The findings show that services such as case work, group work, talks and workshops are welcomed by both children and parents. In particular, the case work service is important for children and parents and valued by teaching staff. Apart from routine services, service operators should tailor-make services which are relevant to the characteristics of the students in question such as their ethnicity and the socioeconomic status of students' family, etc. Furthermore, with a high service demand coming from the children, the service operators should consider increasing the service supply.

7.1.4. Training of kindergarten social workers

Although social workers have already received professional training from educational institutions, it is necessary to further strengthen their in-service training. In particular, social workers should enhance their knowledge of child-related topics such as child welfare and child protection, and boost their skills in child- and family-centered practice. Apart from that, social workers should receive orientation and enrich their understanding of the work context so as to develop a work approach that is best fitted to the work culture of a kindergarten.

7.1.5. Research and screening

Given that the kindergarten stationed service is a new service initiative in Hong Kong and no service model has yet been developed, the agency should continue to explore the most fitting work approach to kindergarten services through research. Moreover, the use of a screening instrument for early identification of children in need should be investigated. Although this study affirms the feasibility of using a screening instrument to select students for in-depth intervention, there are still a lot of practical issues to overcome. For instance, how can the views of parents and teachers be incorporated into the screening process. As such, the agency may consider setting up a panel including different stakeholders (i.e., parents, teaching staff, and researchers) to work out the contents and the use of a screening instrument in future.

7.2. Contributions

Despite its limitations, the present research project has made the following contributions. First, teachers and parents were invited to complete the SDQ for three consecutive years (2017 to 2019). This longitudinal study is significant in the way that it allows us to track the changes in the internalizing, externalizing, and prosocial behavior of the children at three points in time. The need for early intervention for children with the symptoms of having difficulty internalizing and externalizing is affirmed.

This study involved both school personnel and parents. The study revealed that parents perceived their children to be more problematic than did the school personnel, except with regard to the emotion problems score as changes were observed in the perception of the parents in the 2019 data. Children may behave differently in different contexts. The study highlights the need to have good communication between school and family in order to have a comprehensive understanding and assessment of the children.

This research project was started before the launch of the pilot scheme for providing social work services for pre-primary institutions by the Government. However, the interviews, focus groups, and satisfaction questionnaires of this study provide empirical data confirming the need for a school social work service for kindergartens.

7.3. Limitations

One of the limitations of the study is the lack of the children's perspective. As children participated in the intervention, it will be informative if we could obtain data directly from the children. In the pilot test, the research team had included Spence's Assessment of perception of emotion from facial expression (1995). This instrument is used to test the ability of children to recognize emotions based on facial expressions. However, we found the instrument to be unsatisfactory in both validity and reliability, and thus the instrument was dropped after the pilot test. It is speculated that children may have difficulty identifying emotions from photos with western faces. It is therefore suggested that an indigenous and culturally validated instrument be developed in the future so that it can be used to assess the changes in emotional recognition in children after the intervention. Moreover, no kindergarteners are involved in the in-depth interviews as children who are under 6 years old may be too young to express their ideas clearly (Rubin & Babbie, 2014).

Another limitation is the representativeness of the sample. The sample for the survey was restricted to the kindergartens served by the HKFWS. Also, purposive sampling was adopted for the qualitative study, which may have entrained a selection bias. Therefore, the results cannot be generalized to the whole population in Hong Kong.

The SDQ is a Hong Kong validated questionnaire for identifying the internalizing, externalizing, and prosocial behavior of children. However, it is demanding for teachers as they had to fill in the SDQs for a number of students in the kindergarten, and thus having a shorter version suggested.

7.4. Future study

Although the government has already launched a pilot study to examine the service effectiveness of school social work services in pre-primary institutions, on the basis of this study, two specific topics are worth researching in future.

First, the socioemotional needs of kindergarteners can be explored further. A mix-methods study involving different stakeholders and children is recommended in order to provide a rigorous result with sound representation.

Second, it is worthwhile to explore the application of a screening tool for identifying the various needs of children so that early intervention can be provided. As recommended, it is desirable to set up a panel involving different stakeholders to study the screening contents and process.

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Appendices

A. Questionnaires

幼稚園學生情意、社交和能力 駐園社工計劃的成效研究

本研究是由香港家庭福利會委託香港中文大學社會工作學系顧問團隊負責推行的一項有關本服務計劃的研究。

研究主要有以下三項目的：

1. 識別有社交、情緒困難的學齡前兒童，以便及早提供服務，以促進兒童的社交、情緒發展；
2. 評估服務在加強兒童社交、情緒發展中的總體成效；
3. 收集學校人員和服務使用者使用幼稚園社工服務的情況及對服務的滿意度。

是次研究所得資料將協助機構了解計劃的成效，以便改善服務，使服務更切合服務使用者的需要。

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幼稚園學生情意、社交和能力

駐園社工計劃的成效研究

同意書 (家長/ 孩子照顧者)

1. 本人答允參加由香港中文大學社會工作學系顧問團隊負責進行的「幼稚園學生情意、社交、能力 — 駐園社工計劃」成效研究，並了解是項研究的目的。
2. 本人同意讓孩子參與是項研究。
3. 本人同意以問卷形式，收集本人意見，並把資料分析。
4. 在問卷中記錄的資料，將僅用於是次研究。一切能識別本人身份的資料，將會絕對保密、不被公開，所有紀錄亦將於整項研究結束後予以銷毀。

如對是次研究有任何疑問或查詢，請聯絡顧問團隊負責人梁淑雯教授。
(電話：3943-7527 或 電郵：gsmleung@cuhk.edu.hk)

姓名：

簽署：

日期：

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

幼兒組識別問卷 (家長/孩子照顧者填寫) (問卷 1a)

本調查的目的是希望了解你孩子 (孩子是指就讀這所幼稚園的學生) 的情緒健康情況。請回答以下問題, 所得資料只作統計研究之用, 個人資料會絕對保密, 謝謝你的參與。

第一部分

對於以下各題, 請圈出最能形容你孩子在一般情況下的行為的相似情況, 包括 (0=不相似)、(1=有點相似)、(2=完全相似), 圈出 0 至 2 任何一個數字。請根據你的孩子過去六個月的行為來回答。請務必回答每一題, 即使你對某些題目未必十分確定。

		不相似	有點相似	完全相似
1.	能體諒到別人的感受	0	1	2
2.	不安定、過份活躍、不能長久靜止	0	1	2
3.	經常抱怨頭痛、肚子痛或噁心	0	1	2
4.	很樂意與別的小孩分享東西 (糖果、玩具、筆、等等)	0	1	2
5.	經常發脾氣或易怒	0	1	2
6.	頗孤獨, 比較多自己玩	0	1	2
7.	一般來說比較順從, 通常是成年人要求要做的都肯做	0	1	2
8.	有很多擔憂, 經常表現出憂慮	0	1	2
9.	如果有人受傷、沮喪或是生病, 都很樂意提供幫助	0	1	2
10.	當坐著時, 會持續不斷地擺弄手腳或扭動身子	0	1	2
11.	至少有一個好朋友	0	1	2
12.	經常與別的小孩吵架或欺負他們	0	1	2
13.	經常不高興、情緒低落或哭泣	0	1	2
14.	一般來說, 受別的小孩所喜歡	0	1	2
15.	容易分心, 不能全神貫注	0	1	2
16.	在新的情境下, 會緊張、愛黏人或容易失去信心	0	1	2
17.	對年紀小的小孩和善	0	1	2
18.	經常撒謊或欺騙	0	1	2
19.	受別的小孩作弄或欺負	0	1	2
20.	經常自願地幫助別人 (父母、老師或其他小孩)	0	1	2
21.	做事前會思考	0	1	2
22.	從家裡、學校或其他地方偷東西	0	1	2

		不相似	有點相似	完全相似
23.	跟成年人相處比跟小孩相處融洽	0	1	2
24.	對很多事物感到害怕，容易受驚嚇	0	1	2
25.	做事情能做到底，注意力持久	0	1	2

26. 你是否對孩子有其他的意見或關注？請注明：

		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
27a.	你認為你孩子是否有 <u>情緒</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
27b.	這方面的困難出現了 多久？ (如沒有這方面的困 難，請圈出不適用)	0	1	2	3	4
		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
28a.	你認為你孩子是否有 <u>注意力</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
28b.	這方面的困難出現了 多久？ (如沒有這方面的困 難，請圈出不適用)	0	1	2	3	4
		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
29a.	你認為你孩子是否有 <u>行為</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
29b.	這方面的困難出現了 多久？ (如沒有這方面的困 難，請圈出不適用)	0	1	2	3	4

		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
30a.	你認為你孩子是否有和別人相處方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
30b.	這方面的困難出現了多久？ (如沒有這方面的困難，請圈出不適用)	0	1	2	3	4
			沒有	輕微	頗為	非常
31.	以上四方面的困難是否困擾著你的孩子？	0	0	1	2	

這些困難是否對你的孩子在下列的日常生活做成干擾？

		沒有	輕微	頗為	非常
32.	家庭生活	0	0	1	2
33.	與朋友的關係	0	0	1	2
34.	上課學習	0	0	1	2
35.	課外休閒活動	0	0	1	2
36.	這些困難有沒有加重你或整個家庭的負擔？	0	1	2	3

第二部分：背景資料

第二部分是關於你家庭的資料，請選擇合適的答案，並圈出該答案旁邊的數字。

請填寫在此幼稚園就讀的孩子的資料。如有多於一位孩子在此幼稚園就讀，請為該孩子填寫另一份問卷。

1.	性別：	(1) 男	(2) 女
2.	年齡：	_____ (請填上數字)	
3.	出生地點：	(1) 香港	(2) 內地 (3) 其他 (請說明): _____
4.	居港年期：	_____ 年 (請填上數字)	
5.	就讀級別：	(1) K1	(2) K2 (3) K3
6.	分娩方式：	(1) 自然順產	(2) 開刀剖腹 (3) 分娩時遇到的困難 (請

		說明)：_____
7a)	你的孩子曾否「被診斷」為有特殊教育需要？	(1) 有 (請回答第 7b 題) (2) 沒有特殊教育需要 (3) 在輪候診斷中
7b)		如有，是何時被診斷？_____ 歲 (請填上數字)
8.	你的孩子已被診斷有那類特殊教育需要？ (可選多項)	(1) 聽覺障礙 (2) 視覺障礙 (3) 肢體傷殘
		(4) 智力障礙 (5) 專注力不足及過度活躍症 (6) 自閉症
		(7) 特殊學習困難 (8) 言語障礙 (9) 其他，請說明：_____

請填寫在此幼稚園就讀的孩子的家庭成員的資料。

9.	同住家庭人數：	_____ (請填上數字)		
10.	家庭中所有孩子的數目：	_____ (請填上數字)		
11.	家庭成員 (請在 <u>橫線</u> 填上與孩子的關係，如兄、弟、姊、妹、爺爺、嫲嫲、外公、外婆等)：			
	家庭成員：	性別	年齡	是否與該孩子同住
	父親	(1) 男	_____ 歲	(1) 是 (2) 否
	母親	(2) 女	_____ 歲	(1) 是 (2) 否
	_____	(1) 男 (2) 女	_____ 歲	(1) 是 (2) 否
	_____	(1) 男 (2) 女	_____ 歲	(1) 是 (2) 否
	_____	(1) 男 (2) 女	_____ 歲	(1) 是 (2) 否
	_____	(1) 男 (2) 女	_____ 歲	(1) 是 (2) 否
	_____	(1) 男 (2) 女	_____ 歲	(1) 是 (2) 否
	_____	(1) 男 (2) 女	_____ 歲	(1) 是 (2) 否
	_____	(1) 男 (2) 女	_____ 歲	(1) 是 (2) 否

12.	孩子的主要照顧者是：_____ ** 「主要照顧者」的定義：(a) 孩子每日大部份時間與他/她一起生活；(b) 每日主要負責照顧孩子的起居飲食		
13.	家庭狀況：	(1) 核心家庭(父母與子女兩代的家庭) (2) 大家庭(祖孫三代或以上組成的家庭) (3) 再婚家庭 (4) 單親家 (5) 其他 (請說明)：_____	

14.	每月家庭總入息：	(1) <4,000 (2) 4,000-5,999 (3) 6,000-7,999 (4) 8,000-9,999
		(5) 10,000-14,999 (6) 15,000-19,999 (7) 20,000-24,999 (8) 25,000-29,999
		(9) 30,000-34,999 (10) 35,000-39,999 (11) 40,000-44,999 (12) 45,000-49,999
		(13) 50,000-59,999 (14) 60,000-79,999 (15) >80,000

15.	接受的資助 (可選多項) :	(1) 綜合社會保障援助計劃 (綜緩)	(2) 鼓勵就業交通津貼計劃 (交津)	(3) 長者生活津貼	(4) 其他社會保障援助 (如: 高齡津貼[長者津貼]、傷殘津貼)
		(5) 學生資助計劃 (如免入息審查貸款計劃、資助專上課程及專上學生車船津貼、學費減免、學校書簿津貼計劃等)	(6) 關愛基金	(7) 其他(請說明): _____	

以下請填寫在此幼稚園就讀的孩子的父親的資料。

16.	出生地點:	(1) 香港	(2) 內地	(3) 其他 (請注明): _____		
17.	居港年期:	_____ 年 (請填上數字)				
18.	婚姻狀況:	(1) 已婚	(2) 同居	(3) 分居 / 離婚	(4) 喪偶	(5) 其他(請注明): _____

19.	學歷:	(1) 沒有接受過正規教育	(2) 小學畢業		
		(3) 初中畢業 (中一至中三)	(4) 中五畢業 (中四至中五)		
		(5) 中七畢業(中六至中七)	(6) 大學 / 大專或以上		
		(7) 其他 (請說明): _____			
20.	工作狀況:	(1) 全職僱員	(2) 兼職僱員	(3) 自僱人士	(4) 失業/待業
		(5) 全職家庭照顧者 (請跳過第 21 題)	(6) 其他(請注明): _____		
21.	職業類別:	(1) 經理及行政人員	(2) 專業人員	(3) 輔助專業人員	(4) 文書支援人員
		(5) 服務工作及銷售人員	(6) 工藝有關人員	(7) 機台及機械操作員及裝配員	(8) 非技術人員
		(9) 漁農業熟練工人 (10) 其他(請說明): _____			

以下請填寫在此幼稚園就讀的孩子的母親的資料。

22.	出生地點:	(1) 香港	(2) 內地	(3) 其他 (請注明): _____		
23.	居港年期:	_____ 年 (請填上數字)				
24.	婚姻狀況:	(1) 已婚	(2) 同居	(3) 分居 / 離婚	(4) 喪偶	(5) 其他(請注明): _____
25.	學歷:	(1) 沒有接受過正規教育	(2) 小學畢業			
		(3) 初中畢業 (中一至中三)	(4) 中五畢業 (中四至中五)			

		(5) 中七畢業(中六至中七) (7) 其他 (請說明): _____	(6) 大學 / 大專或以上
26.	工作狀況:	(1) 全職僱員 (5) 全職家庭照顧者 (請跳過第 27 題)	(2) 兼職僱員 (6) 其他(請注明): _____
27.	職業類別:	(1) 經理及行政人員 (5) 服務工作 及銷售人員 (9) 漁農業熟練工人	(2) 專業人員 (6) 工藝有關 人員 (10) 其他(請說明): _____
			(3) 輔助專業人員 (7) 機台及機械操 作員及裝配員
			(4) 文書支援人員 (8) 非技術人員

如你本人並不是孩子的父母親，而是孩子的主要照顧者，也請填寫你的資料。

若你是孩子的父親或母親，並已填上上述部分的資料，可直接跳到最後，請您留下聯絡電話。

28.	與孩子的關係:	(1) 爺爺 (4) 外婆	(2) 嫲嫲 (5) 其他，請注明: _____	(3) 外公
29.	年齡:	_____ 歲		
30.	性別:	(1) 男	(2) 女	
31.	出生地點:	(1) 香港	(2) 內地	(3) 其他 (請注明): _____
32.	居港年期:	_____ 年 (請填上數字)		
33.	婚姻狀況:	(1) 已婚 (2) 同居	(3) 分居 / 離婚	(4) 喪偶 (5) 其他(請注明): _____
34.	學歷:	(1) 沒有接受過正規教育 (3) 初中畢業 (中一至中三) (5) 中七畢業(中六至中七) (7) 其他 (請說明): _____	(2) 小學畢業 (4) 中五畢業 (中四至中五) (6) 大學 / 大專或以上	
35.	工作狀況:	(1) 全職僱員 (5) 全職家庭照顧者 (請跳過第 36 題)	(2) 兼職僱員 (6) 其他(請注明): _____	(3) 自僱人士 (4) 失業/待業
36.	職業類別:	(1) 經理及行政人員 (5) 服務工作 及銷售人員 (9) 漁農業熟練工人	(2) 專業人員 (6) 工藝有關 人員 (10) 其他(請說明): _____	(3) 輔助專業人員 (7) 機台及機械 操作員及裝配員
				(4) 文書支援人員 (8) 非技術人員

如方便，請您留下聯絡電話 (_____)，以便社工在有需要時聯絡並查詢跟進有關問卷填寫的事宜 (如查詢未填選項、錯誤填寫等)。謝謝！

感謝您的參與！

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

幼兒組識別問卷 (老師填寫) (問卷 1b)

本調查的目的是希望了解你學生 (指就讀這所幼稚園的學生) 的情緒健康情況。請回答以下問題, 所得資料只作統計研究之用, 個人資料會絕對保密, 謝謝你的參與。

第一部分 學生資料

以下部分是關於個別學生的資料, 請你選擇合適學生的答案, 並圈出該答案旁邊的數字。

1.	學生就讀年級: (2017-18 年度)	(1) K1	(2) K2	(3) K3		
2.	現時學期:	(1) 上學期	(2) 下學期			
3.	學生就讀班別:	_____ (請填上)				
4.	學生學號:	_____ (請填上)				
5.	學生性別:	(1) 男	(2) 女			
6.	與同班同學相比, 這位學生的學業成績是	(1) 劣	(2) 差	(3) 中等	(4) 良	(5) 優
7.	認識該學生有多久:	_____月 (請填上數字)				
8.	學生曾否「被診斷」為 有特殊教育需要?	(1) 有 (請回答第 9 題)	(2) 沒有特殊教育 需要 (跳過第 9 題)	(3) 在輪候診 斷中 (跳過第 9 題)	(4) 不知道 (跳過第 9 題)	
9.	你的學生已被診斷有那 類特殊教育需要? (可選多項)	(1) 聽覺障礙	(2) 視覺障礙	(3) 肢體傷殘		
		(4) 智力障礙	(5) 專注力不足 及過度活躍症	(6) 自閉症		
		(7) 特殊學習困 難	(8) 言語障礙	(9) 其他, 請說明: _____		

第二部分

對於以下各題, 請圈出最能形容你學生在一般情況下的行為的相似情況, 包括(0=不相似)、(1=有點相似)、(2=完全相似), 圈出 0 至 2 任何一個數字。請根據你的學生過去六個月的行為來回答。請務必回答每一題, 即使你對某些題目未必十分確定。

		不相似	有點相似	完全相似
1.	能體諒到別人的感受	0	1	2
2.	不安定、過份活躍、不能長久靜止	0	1	2
3.	經常抱怨頭痛、肚子痛或噁心	0	1	2
4.	很樂意與別的小孩分享東西（糖果、玩具、筆、等等）	0	1	2
5.	經常發脾氣或易怒	0	1	2
6.	頗孤獨，比較多自己玩	0	1	2
7.	一般來說比較順從，通常是成年人要求要做的都肯做	0	1	2
8.	有很多擔憂，經常表現出憂慮	0	1	2
9.	如果有人受傷、沮喪或是生病，都很樂意提供幫助	0	1	2
10.	當坐著時，會持續不斷地擺弄手腳或扭動身子	0	1	2
11.	至少有一個好朋友	0	1	2
12.	經常與別的小孩吵架或欺負他們	0	1	2
13.	經常不高興、情緒低落或哭泣	0	1	2
14.	一般來說，受別的小孩所喜歡	0	1	2
15.	容易分心，不能全神貫注	0	1	2
16.	在新的情境下，會緊張、愛黏人或容易失去信心	0	1	2
17.	對年紀小的小孩和善	0	1	2
18.	經常撒謊或欺騙	0	1	2
19.	受別的小孩作弄或欺負	0	1	2
20.	經常自願地幫助別人（父母、老師或其他小孩）	0	1	2
21.	做事前會思考	0	1	2
22.	從家裡、學校或其他地方偷東西	0	1	2
23.	跟成年人相處比跟小孩相處融洽	0	1	2
24.	對很多事物感到害怕，容易受驚嚇	0	1	2
25.	做事情能做到底，注意力持久	0	1	2

26. 你是否對此學生有其他的意見或關注？

請註明：-----

		否	是，有輕微困難		是，有明顯困難	是，有嚴重困難
27a.	你認為你學生是否有 <u>情緒</u> 方面的困難？	0	1		2	3
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
27b.	這方面的困難出現了 多久？ (如沒有這方面的困 難，請圈出不適用)	0	1	2	3	4
		否	是，有輕微困難		是，有明顯困難	是，有嚴重困難
28a.	你認為你學生是否有 <u>注意力</u> 方面的困難？	0	1		2	3
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
28b.	這方面的困難出現了 多久？ (如沒有這方面的困 難，請圈出不適用)	0	1	2	3	4
		否	是，有輕微困難		是，有明顯困難	是，有嚴重困難
29a.	你認為你學生是否有 <u>行為</u> 方面的困難？	0	1		2	3
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
29b.	這方面的困難出現了 多久？ (如沒有這方面的困 難，請圈出不適用)	0	1	2	3	4
		否	是，有輕微困難		是，有明顯困難	是，有嚴重困難
30a.	你認為你學生是否有 <u>和別人相處</u> 方面的困 難？	0	1		2	3
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
30b.	這方面的困難出現了 多久？ (如沒有這方面的困 難，請圈出不適用)	0	1	2	3	4

		沒有	輕微	頗為	非常
31.	以上四方面的困難是否困擾著你的學生？	0	0	1	2

這些困難是否對你的孩子在下列的日常生活做成干擾？

		沒有	輕微	頗為	非常
32.	朋輩關係	0	0	1	2
33.	課堂學習	0	0	1	2

		沒有	輕微	頗為	非常
34.	這些困難有沒有加重你或其他學生的負擔？	0	1	2	3

第三部分： 老師背景資料

以下部分是關於你的資料，請你選擇合適你自己的答案，並圈出該答案旁邊的數字。

老師

1.	性別：	(1) 男	(2) 女
2.	年齡：	_____ (請填上數字)	
3.	學歷：	(1) 中學畢業	(2) 大專畢業
		(3) 大學畢業	(4) 其他 (請說明)：_____
4.	幼稚園教學年資：	_____年 (請填上數字)	

感謝您的參與！

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

幼兒組識別問卷（家長/孩子照顧者填寫）（問卷 1c）

本調查的目的是希望了解你孩子（孩子是指就讀這所幼稚園的學生）的情緒健康情況。請回答以下問題，所得資料只作統計研究之用，個人資料會絕對保密，謝謝你的參與。

第一部分

對於以下各題，請圈出最能形容你孩子在一般情況下的行為的相似情況，包括（0=不相似）、（1=有點相似）、（2=完全相似），圈出 0 至 2 任何一個數字。請根據你的孩子過去六個月的行為來回答。請務必回答每一題，即使你對某些題目未必十分確定。

		不相似	有點相似	完全相似
1.	能體諒到別人的感受	0	1	2
2.	不安定、過份活躍、不能長久靜止	0	1	2
3.	經常抱怨頭痛、肚子痛或噁心	0	1	2
4.	很樂意與別的小孩分享東西（糖果、玩具、筆、等等）	0	1	2
5.	經常發脾氣或易怒	0	1	2
6.	頗孤獨，比較多自己玩	0	1	2
7.	一般來說比較順從，通常是成年人要求要做的都肯做	0	1	2
8.	有很多擔憂，經常表現出憂慮	0	1	2
9.	如果有人受傷、沮喪或是生病，都很樂意提供幫助	0	1	2
10.	當坐著時，會持續不斷地擺弄手腳或扭動身子	0	1	2
11.	至少有一個好朋友	0	1	2
12.	經常與別的小孩吵架或欺負他們	0	1	2
13.	經常不高興、情緒低落或哭泣	0	1	2
14.	一般來說，受別的小孩所喜歡	0	1	2
15.	容易分心，不能全神貫注	0	1	2
16.	在新的情境下，會緊張、愛黏人或容易失去信心	0	1	2
17.	對年紀小的小孩和善	0	1	2
18.	經常撒謊或欺騙	0	1	2
19.	受別的小孩作弄或欺負	0	1	2

		不相似	有點相似	完全相似
20.	經常自願地幫助別人（父母、老師或其他小孩）	0	1	2
21.	做事前會思考	0	1	2
22.	從家裡、學校或其他地方偷東西	0	1	2
23.	跟成年人相處較跟小孩相處融洽	0	1	2
24.	對很多事物感到害怕，容易受驚嚇	0	1	2
25.	做事情能做到底，注意力持久	0	1	2

26. 你是否對孩子有其他的意見或關注？請註明：

		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
27a.	你認為你孩子是否有 <u>情緒</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1至5個月	6至12個月	超過一年以上
27b.	這方面的困難出現了 多久？（如沒有這方面的困 難，請圈出不適用）	0	1	2	3	4
		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
28a.	你認為你孩子是否有 <u>注意力</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1至5個月	6至12個月	超過一年以上
28b.	這方面的困難出現了 多久？（如沒有這方面的困 難，請圈出不適用）	0	1	2	3	4
		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
29a.	你認為你孩子是否有 <u>行為</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1至5個月	6至12個月	超過一年以上
29b.	這方面的困難出現了 多久？（如沒有這方面的困 難，請圈出不適用）	0	1	2	3	4

		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
30a.	你認為你孩子是否有 <u>和別人相處</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1至5個月	6至12個月	超過一年以上
30b.	這方面的困難出現了 多久？（如沒有這方面的困 難，請圈出不適用）	0	1	2	3	4

		沒有	輕微	頗為	非常
31.	以上四方面的困難是否困擾著你的孩子？	0	0	1	2

這些困難是否對你的孩子在下列的日常生活做成干擾？

		沒有	輕微	頗為	非常
32.	家庭生活	0	0	1	2
33.	與朋友的關係	0	0	1	2
34.	上課學習	0	0	1	2
35.	課外休閒活動	0	0	1	2
36.	這些困難有沒有加重你或整個家庭的負擔？	0	1	2	3

第二部分

第二部分是關於你與孩子之間的關係，請選擇合適的答案，並圈出該答案旁邊的數字。答案是沒有對與錯之分的。請回答所有問題，不要略過任何一條。謝謝。

	你與孩子之間的關係？ *以下項目所提及的「孩子」代表你的孩子或照顧對象。	從來不 真確	不是常 常真確	有時 真確	總是 真確
1.	我知道許多關於我的孩子的事情	1	2	3	4
2.	我不是十分了解我的孩子	1	2	3	4

3.	我清楚的讓我的孩子知道，如果他/她不遵守我們的規則，將會有什麼後果	1	2	3	4
4.	我的孩子做了我不允許的事情，我也不會懲罰他/她	1	2	3	4
5.	我鼓勵我的孩子表達他/她的感受，即使這些感受難以被人接受	1	2	3	4
6.	我的孩子總是與我爭辯	1	2	3	4
7.	我真的了解我的孩子對事物的看法和感覺	1	2	3	4
8.	我的孩子有時很難讓人喜歡	1	2	3	4
9.	我清楚的讓我的孩子明白我對他/她的期望	1	2	3	4
10.	當我的孩子惹上麻煩，我的反應是難以預測的	1	2	3	4
11.	即使我不同意我的孩子的意見，我也鼓勵他/她把意見表達出來	1	2	3	4
12.	我要對著我的孩子大喊大叫，才能令他/她做某件事	1	2	3	4
13.	我會與我的孩子一起做一些特別的事	1	2	3	4
14.	有些時候，孩子的要求令我覺得是一個負擔	1	2	3	4
15.	當我告訴我的孩子說我會做某件事，我便一定會做	1	2	3	4
16.	我的孩子似乎不太知道我對他/她的期望是什麼	1	2	3	4
17.	我信任我的孩子	1	2	3	4
18.	我不可以讓我的孩子自己決定太多事情	1	2	3	4
19.	我會留一些時間與我的孩子談一些對他/她重要的事	1	2	3	4
20.	我沒有足夠時間給予我的孩子	1	2	3	4
21.	如果我的孩子遇到困難，我會幫助他/她想辦法應付	1	2	3	4
22.	我在家裡經常改變規則	1	2	3	4
23.	我鼓勵我的孩子要做真正的自己	1	2	3	4
24.	有時我覺得我需要催逼我的孩子做事	1	2	3	4
25.	我總是可以騰出時間給我的孩子	1	2	3	4
26.	我有時覺得孩子需要我的時候我卻不能在他/她的身邊	1	2	3	4
27.	我期望我的孩子遵守我們的家規	1	2	3	4
28.	我會在沒有事先警告下對我的孩子發火	1	2	3	4
29.	我期望我的孩子說出自己的真正想法	1	2	3	4
30.	我發覺自己與孩子之間出現了權力鬥爭	1	2	3	4
31.	我讓我的孩子知道我愛他/她	1	2	3	4

第三部分： 背景資料

第三部分是關於你家庭的資料，請選擇合適的答案，並圈出該答案旁邊的數字。

請填寫在此幼稚園就讀的孩子的資料。如有多於一位孩子在此幼稚園就讀，請為該孩子填寫另一份問卷。

1.	出生日期：	_ _ / _ _ / _ _ (年年/月月/日日)		
2.	就讀級別：	(1) K1	(2) K2	(3) K3
3a.	你的孩子曾否被專業人士（如：醫生、心理學家等）「確診」為有特殊教育需要？	(1) 有 (請回答第 3b 題)	(2) 沒有特殊教育需要 (請回答第 5 題)	(3) 已預約，並在輪候診斷中 (請回答第 4 題)
3b.	特殊教育需要？	如有，是何時被診斷？_____ 歲 (請填上數字)		
4.	你的孩子已被診斷 / 輪候診斷 哪類特殊教育需要？ (可選多項)	(1) 聽覺障礙 (4) 智力障礙 (7) 特殊學習困難	(2) 視覺障礙 (5) 專注力不足及過度活躍症 (8) 言語障礙	(3) 肢體傷殘 (6) 自閉症 (9) 其他，請說明： _____

5.	<p>孩子的主要照顧者是：_____如：媽媽、爸爸、外公外婆、工人、其他人，請註明：</p> <p>** 「主要照顧者」的定義：(a) 孩子每日大部份時間與他/她一起生活；(b) 每日主要負責照顧孩子的起居飲食</p>
6.	<p>家庭狀況：</p> <p>(1) 核心家庭 (父母與子女兩代的家庭)</p> <p>(2) 大家庭 (祖孫三代或以上組成的家庭)</p> <p>(3) 再婚家庭</p> <p>(4) 單親家庭</p> <p>(5) 其他 (請說明)：_____</p>
7.	<p>每月家庭總入息：</p> <p>(1) <4,000</p> <p>(2) 4,000-5,999</p> <p>(3) 6,000-7,999</p> <p>(4) 8,000-9,999</p> <p>(5) 10,000-14,999</p> <p>(6) 15,000-19,999</p> <p>(7) 20,000-24,999</p> <p>(8) 25,000-29,999</p> <p>(9) 30,000-34,999</p> <p>(10) 35,000-39,999</p> <p>(11) 40,000-44,999</p> <p>(12) 45,000-49,999</p> <p>(13) 50,000-59,999</p> <p>(14) 60,000-79,999</p> <p>(15) >80,000</p>

8.	<p>家庭現有否接受政府資助：</p> <p>(可選多於一項政府資助)</p>	<p>(1) 綜合社會保障援助計劃 (綜緩)</p> <p>(2) 鼓勵就業交通津貼計劃 (交津)</p> <p>(5) 學生資助計劃 (如免入息審查貸款計劃、資助專上課程及專上學生車船津貼、學費減免、學校書簿津貼計劃等)</p> <p>(8) 以上皆沒有</p>	<p>(3) 長者生活津貼</p> <p>(6) 關愛基金</p>	<p>(4) 其他社會保障援助 (如：高齡津貼[長者津貼]、傷殘津貼)</p> <p>(7) 其他(請說明) : _____</p> <p>_____</p>
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如方便，請您留下聯絡電話 (_____)，以便社工在有需要時聯絡並查詢跟進有關問卷填寫的事宜 (如查詢未填選項、錯誤填寫等)。謝謝！

感謝您的參與！

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

幼兒組識別問卷 (老師填寫) (問卷 1d)

本調查的目的是希望了解你學生 (指就讀這所幼稚園的學生) 的情緒健康情況。
請回答以下問題, 所得資料只作統計研究之用, 個人資料會絕對保密, 謝謝你的參與。

第一部分 學生資料

以下部分是關於個別學生的資料, 請你選擇合適學生的答案, 並圈出該答案旁邊的數字。

1.	學生就讀年級: (2017-18 年度)	(1) K1	(2) K2	(3) K3		
2.	現時學期:	(1) 上學期	(2) 下學期			
3.	學生就讀班別:	----- (請填上)				
4.	學生學號:	----- (請填上)				
5.	學生性別:	(1) 男	(2) 女			
6.	與同班同學相比, 這位學生的學業成績是	(1) 劣	(2) 差	(3) 中等	(4) 良	(5) 優
7.	認識這學生有多久:	-----月 (請填上數字)				
8.	學生曾否被 專業人士 (如: 醫生、心理學家等) 「確診」為 有特殊教育需要?	(2) 有 (請回答第 9 題)	(2) 沒有特殊教育 需要 (跳過第 9 題)	(3) 已預約, 並在 輪候診斷中 (請回答第 9 題)	(4) 不知道 (跳過第 9 題)	
9.	你的學生已被診斷 / 輪候診斷有哪類 特殊教育需要? (可選多項)	(1) 聽覺障礙 (4) 智力障礙	(2) 視覺障礙 (5) 專注力不足及 過度活躍症	(3) 肢體傷殘 (6) 自閉症	(7) 特殊學習困難 (8) 言語障礙	(9) 其他, 請說明: -----

第二部分

對於以下各題，請圈出最能形容你學生在一般情況下的行為的相似情況，包括（0=不相似）、（1=有點相似）、（2=完全相似），圈出 0 至 2 任何一個數字。請根據你的學生過去六個月的行為來回答。請務必回答每一題，即使你對某些題目未必十分確定。

		不相似	有點相似	完全相似
1.	能體諒到別人的感受	0	1	2
2.	不安定、過份活躍、不能長久靜止	0	1	2
3.	經常抱怨頭痛、肚子痛或噁心	0	1	2
4.	很樂意與別的小孩分享東西（糖果、玩具、筆、等等）	0	1	2
5.	經常發脾氣或易怒	0	1	2
6.	頗孤獨，比較多自己玩	0	1	2
7.	一般來說比較順從，通常是成年人要求要做的都肯做	0	1	2
8.	有很多擔憂，經常表現出憂慮	0	1	2
9.	如果有人受傷、沮喪或是生病，都很樂意提供幫助	0	1	2
10.	當坐著時，會持續不斷地擺弄手腳或扭動身子	0	1	2
11.	至少有一個好朋友	0	1	2
12.	經常與別的小孩吵架或欺負他們	0	1	2
13.	經常不高興、情緒低落或哭泣	0	1	2
14.	一般來說，受別的小孩所喜歡	0	1	2
15.	容易分心，不能全神貫注	0	1	2
16.	在新的情境下，會緊張、愛黏人或容易失去信心	0	1	2
17.	對年紀小的小孩和善	0	1	2
18.	經常撒謊或欺騙	0	1	2
19.	受別的小孩作弄或欺負	0	1	2
20.	經常自願地幫助別人（父母、老師或其他小孩）	0	1	2
21.	做事前會思考	0	1	2
22.	從家裡、學校或其他地方偷東西	0	1	2
23.	跟成年人相處較跟小孩相處融洽	0	1	2
24.	對很多事物感到害怕，容易受驚嚇	0	1	2
25.	做事情能做到底，注意力持久	0	1	2

26. 你是否對此學生有其他的意見或關注？請註明：

		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
27a.	你認為你學生是否有 <u>情緒</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
27b.	這方面的困難出現了 多久？（如沒有這方面的 困難，請圈出不適用）	0	1	2	3	4
		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
28a.	你認為你學生是否有 <u>注意力</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
28b.	這方面的困難出現了 多久？（如沒有這方面的 困難，請圈出不適用）	0	1	2	3	4
		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
29a.	你認為你學生是否有 <u>行為</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
29b.	這方面的困難出現了 多久？（如沒有這方面的 困難，請圈出不適用）	0	1	2	3	4
		否	是，有輕微困難	是，有明顯困難	是，有嚴重困難	
30a.	你認為你學生是否有 <u>和別人相處</u> 方面的困難？	0	1	2	3	
		不適用	少於一個月	1 至 5 個月	6 至 12 個月	超過一年以上
30b.	這方面的困難出現了 多久？（如沒有這方面的 困難，請圈出不適用）	0	1	2	3	4

		沒有	輕微	頗為	非常
31.	以上四方面的困難是否困擾著你的學生？	0	0	1	2

這些困難是否對你的孩子在下列的日常生活做成干擾？

		沒有	輕微	頗為	非常
32.	朋輩關係	0	0	1	2
33.	課堂學習	0	0	1	2

		沒有	輕微	頗為	非常
34.	這些困難有沒有加重你或其他學生的負擔？	0	1	2	3

第三部分： 老師背景資料

以下部分是關於你的資料，請你選擇合適你自己的答案，並圈出該答案旁邊的數字。

老師

1.	幼稚園教學年資：	_____年（請填上數字）
2.	性別：	(1) 男 (2) 女

感謝您的參與！

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

學生小組問卷 (問卷 2a)

第一部分：幼兒情緒識別問卷

將一張相片放在小朋友面前，讓他/她可同時清楚看到所有臉孔。

組前測試 -- 請使用 1 號相片；

組後測試 -- 請使用 2 號相片；

跟進測試 -- 請使用 3 及 4 號相片。

請解釋測試如何進行：

「每張臉孔表達了一個特定的感受或情緒。我想你細心看每張臉孔，然後告訴我，你認為這個人的感受是什麼。每張臉孔，我都會問你這個人究竟是感到快樂、憂愁、憤怒、害怕、憎惡，還是驚喜？請每次在我講話完畢後才開始決定答案……現在請細心看看第一張臉孔（評估員指向 1 號相片），這個人看來是快樂、憂愁、憤怒、害怕、憎惡，還是驚喜？」

每張相片都重複講一次以上的指示。必須讓受測試者有足夠時間考慮每一個情緒，然後才講下一個情緒。這十分重要。必須向受測試者清楚表達不同情緒的選擇，才讓他/她回答。

請以受測試者給的第一個答案(情緒)為準，用以記分。

若答案不是情緒字眼，請再問小朋友，了解小朋友所表達的是代表甚麼情緒，直至答案是情緒字眼為止。

組前測試 -- 男孩子 (1 號相片)		
面部表情	答案(情緒)	分數 (正確答案=1 錯誤答案=0)
1. 憂愁		
2. 害怕		
3. 快樂		
4. 憎惡		
5. 驚喜		
6. 憤怒		
		總分=

組後測試 -- 女孩子 (2 號相片)		
臉部表情	答案(情緒)	分數 (正確答案=1 錯誤答案=0)
1. 憎惡		
2. 害怕		
3. 驚喜		
4. 憤怒		
5. 快樂		
6. 憂愁		
		總分=

跟進測試

跟進測試 (1) -- 男性成人 (3 號相片)		
臉部表情	答案(情緒)	分數 (正確答案=1 錯誤答案=0)
1. 驚喜		
2. 憤怒		
3. 憂愁		
4. 害怕		
5. 憎惡		
6. 快樂		
		總分=

跟進測試 (2) -- 女性成人 (4 號相片)		
臉部表情	答案(情緒)	分數 (正確答案=1 錯誤答案=0)
1. 快樂		
2. 憤怒		
3. 驚喜		
4. 憎惡		
5. 憂愁		
6. 害怕		
		總分=

跟進測試總分 = _____

Photo Card 1: Facial expressions (male child)

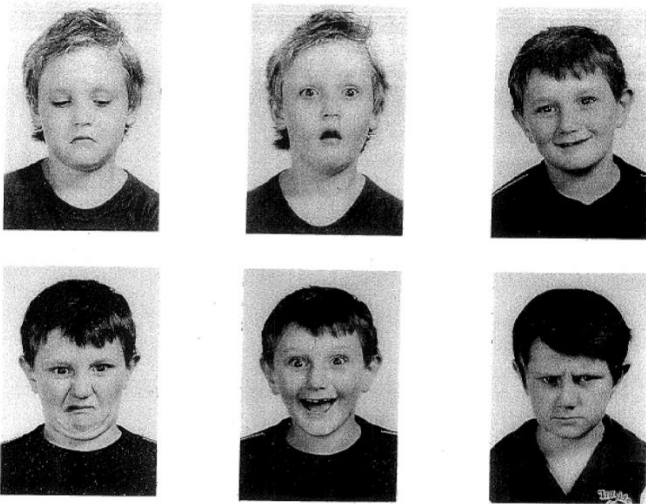


Photo Card 2: Facial expressions (female child)

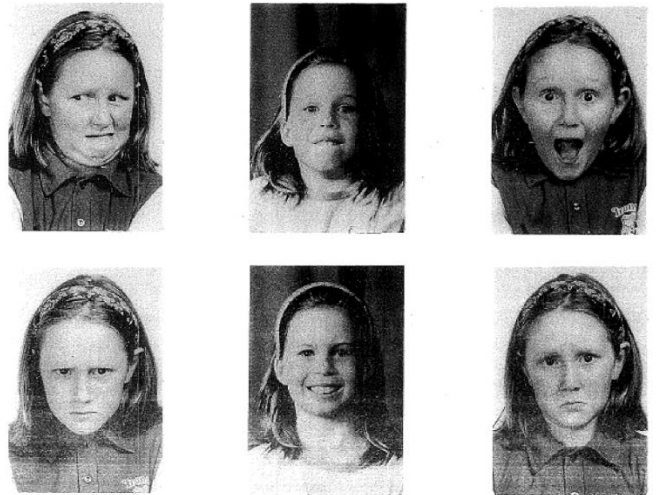


Photo Card 3: Facial expressions (adult male)



Photo Card 4: Facial expressions (adult female)



香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

學生小組問卷 (家長/孩子照顧者填寫) (問卷 2b)

第一部分

指示：這份問卷是旨在測量你的孩子（孩子是指就讀這所幼稚園的學生）表現某些技巧和行為的頻率。請閱讀以下每條問題，並以你的孩子目前的行為表現作為回答準則。請想想你的孩子做以下行為的頻率：

假如你的孩子從不會這樣做，圈 0。

假如你的孩子甚少會這樣做，圈 1。

假如你的孩子有時會這樣做，圈 2。

假如你的孩子經常會這樣做，圈 3。

假如你的孩子總是會這樣做，圈 4。

你是孩子的什麼人？(請圈上合適答案)

1. 父親 2. 母親 3. 監護人 4. 其他_____ (請說明)

技巧/行為	頻率				
	從不	甚少	有時	經常	總會
1. 會留意別人的想法和感受。	0	1	2	3	4
2. 能夠從其他人的臉部表情、語氣和/或身體姿勢，正確識別對方的感受。	0	1	2	3	4
3. 在學校可以控制自己的怒氣。	0	1	2	3	4
4. 在家裡可以控制自己的怒氣。	0	1	2	3	4
5. 發脾氣。	0	1	2	3	4
6. 在學校可以控制自己的焦慮。	0	1	2	3	4
7. 在家裡可以控制自己的焦慮。	0	1	2	3	4
8. 使用有效的方法處理悲傷和失望的感受。	0	1	2	3	4
9. 用友善的態度邀請其他人與他/她一起玩。	0	1	2	3	4

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

家長/孩子照顧者小組問卷 (問卷 3)

請回答以下問題，所得資料只作統計研究之用，個人資料會絕對保密，謝謝你的參與。

第一部分

對於下面的各題目，請圈出最能切合你作為父母的感受，包括（1=十分不同意）、（2=不同意）、（3=有些不同意）、（4=有些同意）、（5=同意）、（6=十分同意），圈出1至6任何一個數字。請根據你的孩子過去六個月的行為來回答。請務必回答每一題，即使你對某些題目未必十分確定。

		十分不同意	不同意	有些不同意	有些同意	同意	十分同意
1.	我已經領悟到一個道理，那就是只要你明白你的行為是怎樣影響到孩子，那麼，照顧孩子的困難便會很容易解決。	1	2	3	4	5	6
2.	即使我覺得做父母/孩子照顧者可以獲得很大回報，但我卻為我現時年齡的孩子而感煩惱。	1	2	3	4	5	6
3.	我無論晚上睡在床上或早上醒來，都總覺得自己做得不足夠。	1	2	3	4	5	6
4.	我不明白為何當我以為自己應該可以控制某一情況時，反而我覺得會被環境/孩子操控。	1	2	3	4	5	6
5.	我的父/母親比起我做父/母親/孩子照顧者預備得更好。	1	2	3	4	5	6
6.	我認為自己可以為剛為人父/母親/孩子照顧者的人做個好榜樣，讓他們知道如何做個好父/母親/孩子照顧者。	1	2	3	4	5	6
7.	做父母/孩子照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
8.	做父母/孩子照顧者最大的困難就是不知道怎樣判斷你做得好不好。	1	2	3	4	5	6
9.	有時我覺得我什麼也做不成。	1	2	3	4	5	6

10.	我已經達到我期望自己應有的水平，來照顧孩子。	1	2	3	4	5	6
11.	如果有人可以找出困擾孩子的原因，那人必定是我。	1	2	3	4	5	6
12.	我的能力及興趣不在為人父母/孩子照顧者，而在其他方面。	1	2	3	4	5	6
13.	在我做父/母親/孩子照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
14.	如果做一個父/母親/孩子照顧者可以越做越有樂趣，我會更加有動力去做一個好父母/孩子照顧者。	1	2	3	4	5	6
15.	我確信我已擁有一切所需的技巧去做我孩子的好父/母親/孩子照顧者。	1	2	3	4	5	6
16.	做父母/孩子照顧者令我感到緊張及焦慮。	1	2	3	4	5	6
17.	作為一個好父母/孩子照顧者對自己來說是有所得著的。	1	2	3	4	5	6

請接續下頁完成第二部份

第二部份

當面對孩子在苦惱處境下出現的負性情緒，你認為自己的反應會是什麼樣呢？每條問題均提供八種應對方法，都是父母在這些情況下傾向會使用的。

指示：以下描述的情況，你會作出表內所列每個反應的可能性，1 代表（非常不可能）至 7 代表（非常可能），請細心閱讀每一項，並盡量誠實和真誠地回答。每個反應，都需要從 1 至 7 選擇一個程度。

1. 如果我的孩子由於生病或受傷而不能參加他/她的朋友的生日派對，因此而大發脾氣，我會：		1	2	3	4	5	6	7
		非常不可能			中等			非常可能
1a	要孩子走入自己房間冷靜一下	1	2	3	4	5	6	7
1b	幫助孩子想想他發脾氣的原因（例如，因為他重視與朋友一起玩樂的時間）	1	2	3	4	5	6	7
1c	對孩子發脾氣	1	2	3	4	5	6	7
1d	幫助孩子想想怎樣可以與朋友一起（例如，邀請一些朋友在派對後來家裡）	1	2	3	4	5	6	7
1e	告訴孩子因為自己心情不好而向其他人發脾氣是會	1	2	3	4	5	6	7

	令他人難受							
1f	叫孩子不要因為去不到派對而小題大做	1	2	3	4	5	6	7
1g	鼓勵孩子把憤怒和失望的情緒表達出來	1	2	3	4	5	6	7
1h	安撫孩子，與他/她一起做些開心的事， 令他/她不再為去不到派對而不開心	1	2	3	4	5	6	7

2. 如果我的孩子遺失了珍愛物品，因而大哭起來，我會：		1	2	3	4	5	6	7
		非常不可能			中等			非常可能
2a	生他/她的氣，因為他/她粗心大意而且還因此而哭	1	2	3	4	5	6	7
2b	告訴孩子他/她這樣是過度反應	1	2	3	4	5	6	7
2c	幫助孩子想想有什麼地方未尋找過	1	2	3	4	5	6	7
2d	教導孩子人生中總會有失去的事物，所以要珍惜自己的物品，不應因失去了而大哭	1	2	3	4	5	6	7
2e	跟孩子說一些開心的事情，分散他/她的注意力	1	2	3	4	5	6	7
2f	告訴他/她若感到不開心可以哭出來	1	2	3	4	5	6	7
2g	告訴他/她如果粗心大意，就會有這樣的後果	1	2	3	4	5	6	7
2h	幫助孩子想想他不開心的原因（例如，因為那物品是他所珍惜的家人或朋友送給他）	1	2	3	4	5	6	7

3. 如果我的孩子害怕打針，在等候打針時表現出顫抖和淚眼汪汪，我會：		1	2	3	4	5	6	7
		非常不可能			中等			非常可能
3a	告訴孩子應勇敢面對，不應哭出來	1	2	3	4	5	6	7
3b	告訴他/她要表現好一些，否則不准許他/她做喜歡的事情（例如，看電視）	1	2	3	4	5	6	7
3c	鼓勵孩子表達他/她的恐懼	1	2	3	4	5	6	7
3d	告訴孩子打針只是小事	1	2	3	4	5	6	7
3e	告訴孩子不要哭出來令我們尷尬	1	2	3	4	5	6	7
3f	與孩子想想他感到恐懼的原因（例如，因為他未試過打針）	1	2	3	4	5	6	7
3g	在打針前和打針後安撫他/她	1	2	3	4	5	6	7
3h	告訴孩子如何做可以沒那麼痛（例如，放鬆自己或深呼吸）	1	2	3	4	5	6	7

4. 如果我的孩子正在與他/她的朋友一起參與小組活動，犯了錯誤，感到尷尬和快要哭出來了，我會：		1 非常 不可能	2	3	4 中等	5	6	7 非常 可能
4a	安慰他/她，盡量令他/她感到舒服點	1	2	3	4	5	6	7
4b	教導孩子不應在小組裡哭，因為這樣會影響小組活動和進度	1	2	3	4	5	6	7
4c	告訴他/她不用這樣過度反應	1	2	3	4	5	6	7
4d	自己感到不自在和尷尬	1	2	3	4	5	6	7
4e	告訴他/她不可以哭，否則要立即回家去	1	2	3	4	5	6	7
4f	鼓勵孩子說出他/她覺得尷尬的感受	1	2	3	4	5	6	7
4g	與孩子想想他感到尷尬的原因（例如，因為做錯了或對自己失望）	1	2	3	4	5	6	7
4h	告訴孩子我會幫助他/她練習，讓他/她下次會有進步	1	2	3	4	5	6	7

5. 如果我的孩子在公園玩的時候，因為被其他小朋友欺負，不讓他/她一起玩，他/她快要哭出來了，我會：		1 非常 不可能	2	3	4 中等	5	6	7 非常 可能
5a	自己不會生氣	1	2	3	4	5	6	7
5b	告訴孩子如果他/她哭出來，就要立即回家去	1	2	3	4	5	6	7
5c	與孩子想想他感到不開心的原因（例如，感到受傷害和感到孤獨）	1	2	3	4	5	6	7
5d	告訴孩子若感到難受，哭是沒問題的	1	2	3	4	5	6	7
5e	安慰孩子，嘗試令他/她想一些開心的事情	1	2	3	4	5	6	7
5f	幫助孩子想想可以做些什麼其他事情	1	2	3	4	5	6	7
5g	告訴孩子很快便會感覺好一點	1	2	3	4	5	6	7
5h	教導孩子他應尊重別人的決定，因為他們可選擇與誰玩耍	1	2	3	4	5	6	7

感謝您的參與！

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

親子活動問卷 (問卷 4)

本調查的目的是希望了解你和孩子（孩子是指就讀這所幼稚園的學生）的關係。請回答以下問題，所得資料只作統計研究之用，個人資料會絕對保密，謝謝你的參與。

對於下面的各題目，請圈上最能反映你與孩子關係的選擇，包括（1=完全不同意）、（2=不同意）、（3=不肯定）、（4=頗同意）、（5=完全同意），圈出 1 至 5 任何一個數字。請根據你的孩子過去六個月的行為來回答。請務必回答每一題，即使你對某些題目未必十分確定。

		完全 不同意	不 同意	不 肯定	頗 同意	完全 同意
1.	我與孩子的關係既親切又溫馨	1	2	3	4	5
2.	我與孩子經常爭持不下	1	2	3	4	5
3.	孩子苦惱時會想我安慰他	1	2	3	4	5
4.	孩子不喜歡我和他的身體接觸	1	2	3	4	5
5.	孩子珍視我和他的關係	1	2	3	4	5
6.	當我讚美孩子時，他會展露自豪的笑容	1	2	3	4	5
7.	孩子會主動地和我分享他的事	1	2	3	4	5
8.	孩子很容易生我的氣	1	2	3	4	5
9.	我容易體會孩子的感受	1	2	3	4	5
10.	孩子受到管束總是憤憤不平	1	2	3	4	5
11.	管教孩子耗盡我的精力	1	2	3	4	5
12.	當孩子心情不好時，我知道我們將會面對漫長而艱難的時間	1	2	3	4	5
13.	孩子對我喜怒無常	1	2	3	4	5
14.	我的孩子會古古惑惑或者操控我	1	2	3	4	5
15.	孩子會毫不保留地和我分享他的經歷和感受	1	2	3	4	5

感謝您的參與！

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

服務意見調查 (家長/孩子照顧者填寫) (問卷 5)

本調查的目的是希望了解你對於駐園社工計劃和服務的意見。請回答以下問題，所得資料只作統計研究之用，個人資料會絕對保密，謝謝你的參與。

對於下面的各題目，請圈出最能合適的形容。請務必回答每一題，即使你對某些題目未必十分確定。

第一部份

1.	<p>你/你的孩子/你的家人曾參與由駐園社工計劃提供的服務： (可選多於一項))</p>	<p>(1) 學童活動/工作坊/小組 (2) 家長/孩子照顧者小組/活動/講座/工作坊 (3) 個案輔導服務 (4) 諮詢服務 (5) 家庭/親子活動/旅行 (6) 其他服務，請註明：_____</p> <p>(7) 未曾參與，請選擇以下原因： (i) 時間未能配合 (ii) 服務/活動內容不適合 (iii) 不知道有駐園社工服務 (iv) 無需要 (v) 其他，請註明：_____</p>
2.	<p>當你面對以下那些困難，你會尋求駐園社工的協助？ (可選多於一項)</p>	<p>(1) 孩子的行為問題 (如：孩子有說謊、不守秩序，反叛、衝動、暴躁等) (2) 孩子的情緒問題 (如：孩子容易發脾氣、情緒波動、表現退縮等) (3) 孩子的發展問題 (如：孩子發展較同齡兒童慢，影響生活/學習適應能力) (4) 管教孩子的困難 (如：管教孩子上感到壓力，夫婦管教不一致等) (5) 婚姻關係 (6) 與其他家人的關係 (7) 經濟/房屋 (8) 其他，請註明：_____ (9) 不會考慮，原因： _____</p>
3.	<p>你認為幼稚園是否需要駐園社工服務？</p>	<p>(1) 需要 (2) 不需要</p>
4a.	<p>你認為目前的社工</p>	<p>(1) 足夠 (2) 不足夠 (請回答第 4b 題)</p>

4b.	駐園日數 (每星期一天) <u>是否足夠</u> ?	如不足夠，你期望社工每星期可以駐園多少天? (1) 兩天 (2) 三天 (3) 四天或以上
5.	你對駐園社工服務 <u>感到滿意</u> 嗎?	(1) 非常不滿意 (2) 不滿意 (3) 頗不滿意 (4) 頗滿意 (5) 滿意 (6) 非常滿意
6.	你認為駐園社工服 務能 <u>達致</u> 到你的期 望嗎?	(1) 完全不能達致 (2) 很少部份達致 (3) 少部份達致 (4) 頗達致 (5) 大部分達致 (6) 完全達致
7.	你會 <u>推薦</u> 駐園社工 服務給其他家長 嗎?	(1) 一定不會 (2) 不會 (3) 多數不會 (4) 多數會 (5) 會 (6) 一定會
8.	你認為駐園社工服 務對你 <u>有多大幫 助</u> ?	(1) 完全無幫助 (2) 無幫助 (3) 頗無幫助 (4) 頗有幫助 (5) 有幫助 (6) 極有幫助 (7) 沒有接受任何服務 (請回答第 10 題)
9.	這個服務對你特別 <u>有幫助</u> 的地方是: (請說明)	
10.	這個服務 <u>需要改善</u> 的地方是: (請說明)	

第二部份

以下是有關一些你和孩子的個人資料，有助我們了解駐園社工計劃和服務與家長或孩子照顧者的關係。

請務必回答每一題。

11.	於本校就讀的孩子於 2017-18 年度就讀的級別	(1) K1 (2) K2 (3) K3
12.	(如有) 第二名孩子於 2017-18 年度於本校就讀 的級別	(1) K1 (2) K2 (3) K3 (4) 在本校沒有較年幼的小孩
13.	你本人的性別	(1) 男 (2) 女

14.	你是孩子的：	(1) 父親	(2) 母親	(3) (外) 祖父
		(4) (外) 祖母	(5) 其他親戚	
15.	<u>平均一星期</u> 內你有多少次接送孩子往返幼稚園？	(1) 從不	(2) 1 - 2 次	(3) 3 - 4 次
		(4) 5 - 6 次	(5) 7 - 8 次	(6) 9 次或以上
16.	你曾否參與學校主辦的活動（非駐園社工主辦的活動），如：學校舉辦的親子活動、學校旅行、觀課、伴讀、伴食、家長義工等？ <u>平均三個月</u> 多少次？	(1) 從不	(2) 1 - 3 次	(3) 4 - 6 次
		(4) 7 - 9 次	(5) 10 - 12 次	(6) 13 次或以上
17.	你曾否接觸學校的專業人員傾談有關孩子的情況（如：校長、老師、社工等）？ <u>平均三個月</u> 多少次？	(1) 從不	(2) 1 - 3 次	(3) 4 - 6 次
		(4) 7 - 9 次	(5) 10 - 12 次	(6) 13 次或以上

感謝您的寶貴意見！

香港中文大學社會工作學系 與 香港家庭福利會

「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷

家庭與專業合作意見調查 (專業人員填寫) (問卷 6)

本評估的目的是希望了解專業人士對於駐園社工計劃和服務的意見，並辨認可能的限制和促進因素，以使我們能積極促進社工與學校及家庭的合作。請回答以下問題，所得資料只作統計研究之用，個人資料會絕對保密，謝謝你的參與。

對於下面的各題目，請圈出最能合適的形容。請務必回答每一題，即使你對某些題目未必十分確定。

第一部份

1.	職位	(1) 校長	(2) 副校長	(3) 主任	(4) 老師
2.	<p><u>你曾介紹學生</u> 接受任何由駐園 社工計劃提供的 服務： (可選多於一 項))</p>	<p>(1) 學童活動/ 工作坊/小組 (請由第 4 題回答)</p> <p>(3) 個案輔導服務 (請由第 4 題回答)</p> <p>(5) 家庭/ 親子活動/ 旅行/ 親子同行小組 (請由第 4 題回答)</p> <p>(7) 以上皆沒有 (請回答第 3 及以下問題)</p>		<p>(2) 家長/ 孩子照顧者小組 / 活動/ 講座/ 工作坊 (請由第 4 題回答)</p> <p>(4) 諮詢服務 (請由第 4 題回答)</p> <p>(6) 其他服務， 請註明： _____ (請由第 4 題回答)</p>	
3.	<p><u>未曾介紹學生</u> 接受任何由駐園 社工計劃提供的 服務的原因： (可選多於一項)</p>	<p>(1) 時間未能配合</p> <p>(3) 不知道有駐園社工服務</p> <p>(5) 家長拒絕接受轉介</p>		<p>(2) 服務/活動內容不適合</p> <p>(4) 無需要</p> <p>(6) 其他，請註明： _____</p>	

4.	<p><u>當你面對以下 那些困難</u>，你 會尋求駐園社工</p>	<p>(1) 學生的行為問題 (如：孩子有說謊、不守秩序，反叛、衝動、暴躁等)</p> <p>(2) 學生的情緒問題 (如：孩子容易發脾氣、情緒波動、表現退縮等)</p> <p>(3) 學生的發展問題 (如：孩子發展較同齡兒童慢，影響生活/學習適應能力)</p>			
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	的協助？ (可選多於一項)	(4) 學生家長的管教困難 (如：家長管教孩子上感到壓力，夫婦管教不一致等) (5) 學生父母的婚姻關係 (6) 學生與其他家人的關係 (7) 學生家庭經濟/房屋 (8) 其他，請註明： (9) 不會考慮，原因是： _____
5a.	你認為幼稚園是 否需要駐園社 工服務？	(1) 需要 (2) 不需要
5b.	請註明需要 / 不需要駐園社工 服務的原因：	
6a.	你認為目前的社 工駐園日數(每 星期一天)是否 足夠？	(1) 足夠 (2) 不足夠 (請回答第 6b 題)
6b.		如不足夠，你期望社工每星期可以駐園多少天？ (1) 兩天 (2) 三天 (3) 四天或以上
7.	你對駐園社工服 務感到滿意 嗎？	(1) 非常不滿意 (2) 不滿意 (3) 頗不滿意 (4) 頗滿意 (5) 滿意 (6) 非常滿意
8.	你認為駐園社工 服務能達致你 的期望嗎？	(1) 完全不能達致 (2) 很少部份達致 (3) 少部份達致 (4) 頗達致 (5) 大部分達致 (6) 完全達致
9.	你會推薦駐園 社工服務給其他 人，如同事、家 長或大眾嗎？	(1) 一定不會 (2) 不會 (3) 多數不會 (4) 多數會 (5) 會 (6) 一定會
10.	你認為駐園社工 服務對你有多 大幫助？	(1) 完全無幫助 (2) 無幫助 (3) 頗無幫助 (4) 頗有幫助 (5) 有幫助 (6) 極有幫助 (7) 沒有接受任何服務 (請回答第 12 題)

11.	這個服務對你身為學校的工作人員特別 <u>有幫助</u> 的地方： (請說明)	
12.	這個服務 <u>需要改善</u> 的地方是： (請說明)	

第二部份個人資料

13.	你本人的性別	(1) 男	(2) 女
14.	你在本校任教的總年數： _____ 年		

感謝您的寶貴意見！

B. Interview and Focus Group Guidelines

幼稚園學生情意、社交和能力

駐園社工計劃的成效研究

同意書 (家長/ 孩子照顧者/ 學校人員)

1. 本人答允參加由香港中文大學社會工作學系顧問團隊負責進行的「幼稚園學生情意、社交、能力 — 駐園社工計劃」成效研究，並瞭解是項研究的目的。
2. 本人同意以問卷和訪談形式，收集本人意見，並把資料分析。
3. 本人明白在訪談進行中，本人可以提出任何與研究相關的問題，或可以選擇不回答個別問題，甚至可以終止接受訪問。
4. 本人明白在訪談進行中，如果會引起本人一些不愉快的經歷，本人可以選擇不回答個別問題，或終止接受訪問。
5. 本人同意把整個訪問過程錄音。
6. 在訪談中記錄的資料，將僅用於是次研究。一切能識別本人身份的資料，將會絕對保密、不被公開，所有紀錄亦將於整項研究結束後予以銷毀。

如對是次研究有任何疑問或查詢，請聯絡顧問團隊負責人梁淑雯教授。
(電話：3943-7527 或 電郵：gsmleung@cuhk.edu.hk)

姓名： _____
簽署： _____
日期： _____

幼稚園學生情意、社交和能力

駐園社工計劃的成效研究

本研究是由香港家庭福利會委託香港中文大學社會工作學系顧問團隊負責推行的一項有關本服務計劃的研究。

研究主要有以下三項目的：

1. 識別有社交、情緒困難的學齡前兒童，以便及早提供服務，以促進兒童的社交、情緒發展；
2. 評估服務在加強兒童社交、情緒發展中的總體成效；
3. 收集學校人員和服務使用者使用幼稚園社工服務的情況及對服務的滿意度。

是次研究所得資料將協助機構了解計劃的成效，以便改善服務，使服務更切合服務使用者的需要。

顧問團隊主要成員

梁淑雯教授（香港中文大學社會工作學系助理教授）

黃美菁教授（香港中文大學社會工作學系助理教授）

馬麗莊教授（香港中文大學社會工作學系教授）

顧問團隊負責人

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葉鈺菁小姐 (研究助理)

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香港中文大學社會工作學系 與 香港家庭福利會
「幼稚園學生情意、社交和能力—駐園社工計劃的成效」研究問卷
聚焦小組及個別訪談

家長

1. 你/孩子參加了哪些香港家庭福利會的駐校服務？
2. 為甚麼你和孩子會參加駐園社工的服務？服務與你在問卷所填寫的孩子需要配合嗎？
3. 你對服務的期望是甚麼？
4. 你覺得這個服務是有用的嗎？如果是，他們是什麼？如果不，又是什麼？
5. 加入服務後，對自己，孩子和親子關係有什麼影響？
6. 你覺得服務有什麼限制嗎？你有什麼建議來改善這個服務嗎？
7. 你有沒有什麼需要，但現在的服務未能提供的？
8. 若沒有這個服務，你會主動地在社區上尋求其他服務嗎？

如果會，是甚麼服務？如果不會，原因是？

9. 若沒有這個服務，你覺得/預計在社區上尋求其他服務時有困難或限制嗎？

如果有，例如是…

10. 總體而言，你對這個服務感到滿意嗎？1-10分你會給予幾多分？

學校人員 (校長/老師)

1. 你是否有人班？如有，是教哪個年班？
2. 你對服務的期望是甚麼？
3. 你覺得我們的篩選問卷能有效篩選出有需要的學生接收社工的小組服務嗎？
4. 你覺得這個服務是有用的嗎？
 - 如果是，他們是什麼？對孩子的情意、社交，親子關係、家校合作、老師、學校整體有什麼影響？
 - 如果不，又是什麼？
5. 你覺得服務有什麼限制嗎？你有什麼建議來改善這些限制嗎？
6. 你覺得幼稚園有什麼服務需要的，但是沒有在現行服務中提供的？
7. 回想以前未有駐校社工時，你曾否轉介學生到其他社區服務嗎？

如果會，是甚麼服務？如果不會，原因是……

8. 若沒有這個服務，你覺得/預計轉介有需要的學生/家長在社區上尋求其他服務有困難或限制嗎？

如果有，例如是…

9. 總體而言，你對這個服務感到滿意嗎？1-10分你會給予幾多分？

C. Membership of the Research Team

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Published by : Hong Kong Family Welfare Society

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Copyright : Hong Kong Family Welfare Society &
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Date of Publishing : March 2020

ISBN : 978-962-7388-08-1

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ISBN: 978-962-7388-08-1