

# SAHK

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## **Introduction**

At present, the adult service in the Spastics Association of Hong Kong includes sheltered workshops, ordinary hostels, independent home, supported employment, work trial placement, as well as domiciliary Occupational Therapy. In the coming year, a semi-independent hostel and a care & recreational centre will be operated as well. Over 600 clients are served by adult service and their ages ranged from 16 to over 50. Most of the clients are cerebral palsied (CP) persons.

## **Brief History**

In the past, after graduating from special schools, fortunate CP teenagers were admitted to sheltered workshops where they participated in production work and earned a partial living for themselves in an isolated environment. At that time, sheltered workshops were regarded as the final placement for CP persons. The turnover rate of the workshop clients was low and new special school leavers had to wait for years for the placement.

With the implementation of the system of Conductive Education (CE) in one of the sheltered workshops in 1988, it brought about a revolutionary change in the mission of the adult service. In 1990, the system was further extended to a hostel. From then onwards, the adult service of the Spastics Association was gradually expanded in line with the goals of CE, which is to facilitate the CP client's personality development and integrating them into the community. The whole CE system of the adult service will be established in 1996.

## **CE system in Adult Service**

The system of CE adult service is a two-dimensional system comprising of the longitudinal subsystem and the transverse subsystem. The transverse subsystem establishes a whole day consistency and coherency aiming at personality development of CP clients. On the other hand, the longitudinal subsystem provides an upward mobility for CP persons aiming at integrating them into the community as far as possible.

## **Transverse Subsystem**

The transverse subsystem aims at establishing a consistent and coherent learning atmosphere throughout the whole day of the clients, collectively termed *whole day management*. Training programs in whole day management are divided into two main categories, namely *daily routine training* and *group training*. The former involves interaction with natural environments together with the occurrence of actual needs while the latter involves interaction with artificial environments aiming primarily at skills enhancement. Group training is subdivided into *regular centre curriculum* and *community-based curriculum*. The former is mainly carried out in sheltered workshops and ordinary hostels while the latter is mainly carried out in higher level hostels. In each category, programs are further subdivided into three domains, they are *work*, *self-care* and *play* domains (figure 1). Since CP covers a wide range of abilities, a flexible content of each training domain is required. The content of the work domain ranges from a single-step work to

running a business and that of the self-care domain ranges from personal hygiene to household tasks. For the play domain, it ranges from chess game to international sports (Table 1).

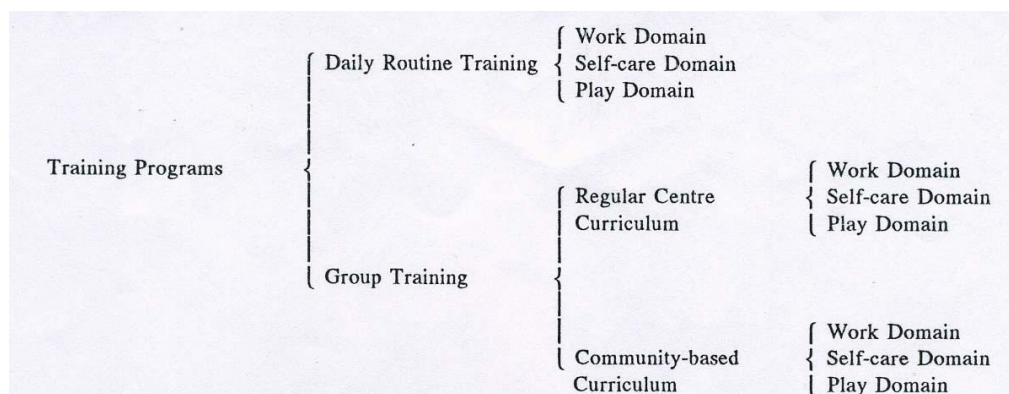


Figure 1. Training programs in the centres of adult service.

DOMAIN	CONTENT
WORK	single-step work, double-step work, multiple-step work, work distribution, business operation, business management.
SELF-CARE	personal hygiene, grooming, dressing, feeding, drinking, toileting, bathing, cooking, cleansing, laundry, house-keeping, home management.
PLAY	leisure activities, recreational activities, sports.

Table 1. The content of the three domains of training in adult service.

In sheltered workshops and ordinary hostels, one of the major group training programs for skills enhancement is *task series sessions*. The structure of the subsystem should be well organized to ensure consistency between the *daily routine training* and the *group training*, especially the task series, so as to promote clients' generalization abilities.

A well organized structure involves a combination of a well-planned *time schedule* together with a *holistic approach*. Tailor made time schedule provides clients a daily rhythm in which there are sufficient opportunities to practise the learnt skills in different situations and environments. Holistic approach is achieved by *coordination between workshop and hostel* and a *transdisciplinary approach* within each.

#### Coordination between Workshop and Hostel

Our CP clients are, in fact, working under two separate teams of staff from workshop and hostel. To ensure good communication for whole day management, a coordinator is required to coordinate the two teams of staff in establishing goals for each client and working interdependently in achieving the established goals. Naturally, therapists are the best persons to serve this role. At present, each sheltered workshop has two therapists and each hostel one. The Three therapists form a team to oversee all the programs of the two centres. Thus, each therapist is required to rotate between workshop and hostel. Moreover, with the introduction of *thematic approach*, both workshop and hostel share the same 'theme' in which all programs are designed according to the established 'theme'. The use of suitable 'themes' is a powerful tool to motivate the clients.

#### Transdisciplinary Approach within Centre

Common goals are established through an *interdisciplinary case meeting* attended by a representative from each discipline from workshop and hostel. The representatives are required to

spread the established goals to other staff of her disciplines. Training programs of the three domains in each categories are then planned and implemented through a *transdisciplinary team work* (Table 2).

CATEGORIES	DOMAINS	ASSESSMENT & PLANNING	IMPLEMENTATION
Daily Routine Training	Work	M, T, TI	TI
	Self-care	W, T, N	PCW, N, T
	Play	W, M, SW, T, WW	WW, SW
Group Training	Work	T, TI	T, TI
	Self-care	T, SW	T, SW
	Play	T, SW, WW	T, SW, WW

M – Manager W – Warden T- Therapist SW – Social Worker N – Nurse  
 TI – Trade Instructor WW – Welfare Worker PCW – Personal Care Worker

Table 2. Transdisciplinary program planning and implementation

### Longitudinal Subsystem

The integration of CP adults into the community can be accomplished by three different routes: *vocational*, *residential* and *recreational*. Different stages of integration can be identified in each route (Figure 2). The longitudinal subsystem consists of different types of centres and functions, each of which represents a unique role of integrating CP persons at one particular stage of particular route.

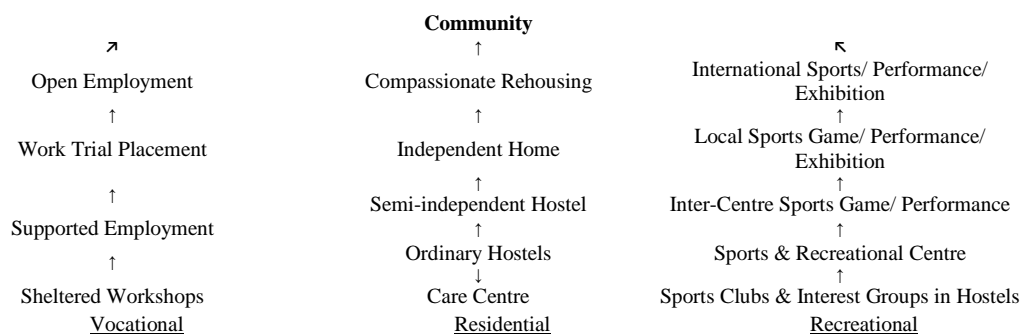


Figure 2. Different routes of integration into community within the longitudinal subsystem.

Different centre types provide a unique set of environment with different levels of demands according to the levels of abilities reached by their respective clients. The programs of each centre are designed to encourage the clients' functions at their maximal level in the three domains.

In climbing up the ladder of the longitudinal subsystem, clients are given more freedom to make decisions and choices, and of course, they are expected to resume more responsibilities so as to derive self-actualization and hence orthofunctional personality through different routes of integration. However, it must be stressed that the development of the orthofunctional personality can also be attained at each stage of integration.

### Integration through Vocational Route

In Hong Kong, integration in vocational route is difficult, not only at the highest stage, of open employment but also at the lowest stage of *sheltered workshop*. Employers are reluctant to recruit the disabled, and we are also facing the problem of obtaining sufficient job orders for the sheltered workshops due to the competition from Mainland China.

To overcome these crises, we endeavor to redirect our work to provide direct service to the general public. Such service includes laundry service, computer cutting, desk-top publication, ...etc. Our long term goal is to enable the CP clients to set up their own business through *supported employment*. At the stage of *open employment* or *self employment*, the client will be weaned off from the CE system.

In the vocational route, training is focused mainly on work and self-care domains.

#### Integration through Residential Route

The training programs in residential route mainly emphasize the self-care and the play domains. In the *independent homes*, each flat is shared by two or three clients. They are required to divide among themselves the household work under the supervision of the warden. When the squad of clients functioned satisfactory, they will apply for compassionate rehousing where the clients will be weaned from the CE system. Since the gap between independent home and the *ordinary hostels* is too great, a *semi-independent hostel* which provides intensive training through community-based curriculum is warranted.

#### Integration through Recreational Route

Even the severely affected clients can choose this route for integration. By participating in various *local / international performance or sports games*, integration can be achieved through image enhancement of the disabled and mutual understanding and respect between abled bodies and CP persons.

#### **Conclusion**

Although early intervention is highly emphasized in CE, majority of CP persons have not yet derived their maximal potential at the time they graduated from special schools. Since orthofunctional personally can be a lifelong development for CP, CE system of the adult service simply represents a continuity of the system in school and preschools. However, we stress that integration does not necessarily imply attainment of the highest level of the longitudinal subsystem. In fact, integration can be attained any stage by any route, as long as we respect the identities of CP persons with different levels of abilities.



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