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Introduction: According to Prof. Peto and Prof. Hari, the objectives of Conductive Education are to achieve orthofunction and to enhance the development of an active personality in the neurologically impaired persons so that they become responsible for their own lives. These attributes are especially important for the transition from adolescent to adult. However not many studies or programs have been reported which specifically focus on this area, especially for adolescent multiple handicapped students. In response to the pioneer project, “Extension Years of Education” created by the Educational Manpower Bureau of Hong Kong, a curriculum and programs were developed in our school which focus on the development of independent functioning, self-determination and active personality.

Objectives: To develop active personality, problem-solving and self-determination skills for multiple handicapped students aged between 16-18 in a school for the physically handicapped through a holistic and transition curriculum and to investigate its efficacy by qualitative methods.

Methodology: An integrated curriculum that combines education and rehabilitation based on the principles of Conductive Education was developed and implemented by a trans-disciplinary team of specialist teachers and therapists. Innovative programs and activities were designed to facilitate the development of active personality and generic skills such as decision making and problem solving. Integrated checklists with achievement scores were used to assess the baseline performance of the students before the program started and to reassess after 1-2 years of participation. Qualitative surveys of the students and parents and authentic field assessments of the students were also used to assess the efficacy of the curriculum and the programs.

Results and Conclusion: By comparison with the baseline pre-test, students who participated in the program were found to have improved in the scores on the integrated checklist. In the authentic field test, they were more confident in handling challenge, more responsible, had a better ability to make choices and solve problems and they were functionally much more independent. Their self-perceived confidence and ability had also improved. These findings suggest transitional programs using the principles of CE are beneficial to developing the active personality in this group of multiple handicapped students.



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