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Introduction: Conductive education (CE) is a holistic and trans-disciplinary approach which focuses on the all round development such as self-care, motor, cognitive, communication; and the nurturing of one's personality in an integrated manner for people with neurological motor disorders. Hui Chak Lam, an 8-year-old mentally-challenged boy studying at the SAHK Ko Fook Iu Memorial School (KFI), received intensive training consisting of both educational and rehabilitation elements at home and at school through the close collaboration of his mother, the school therapists and teachers. Training and activities focus on his daily functional training like getting out of bed, washing hands, getting dressed, walking, bathing, self-feeding and drinking. Various strategies are designated to enhance his learning motivation. The environment is structured to provide continuous and consistent practice which is needed to help him meet the challenges of everyday life. In the learning process, Chak Lam is an active participant; instead of a recipient. Chak Lam's mother reads many relevant books and adopts useful ideas and experiences from different sources to create toys, interesting games and a motivating environment at home to help him develop his cognitive, motor, language and self-care abilities. Through her ingenuity and resourcefulness, innovative games and interesting activities are developed at home and in the community to help him learn and grow. Chak Lam's mother is invited to share her successful experiences and meaningful games with her son at home in parallel with the trainings at school.

Objectives: To extend CE programme to home environment and in the community through the creative use of materials, activities and facilities.

Methodology: An integrated curriculum was developed and implemented by the school teachers, therapists, Chak Lam's mother and his maid. A qualitative study through observations and interviews was planned and conducted. Video-taped interviews, photos and video-clips were collected and used to examine the pre-training and post-training ability of Chak Lam. Various innovative activities were designed to enhance Chak Lam's overall ability and also to facilitate the development in various settings (home, shopping mall, playground, restaurant, classroom and therapy room). Diversified strategies were adopted and on-going modifications were made to cater for Chak Lam's needs.

Discussion and conclusions: Qualitative method (observations and interviews) was used to evaluate the progress of Hui Chak Lam. With the collaboration and effort of his mother and the trans-disciplinary team of the school, Chak Lam has made marked improvement in cognitive development, motor development, social skills and picture-exchange communication skills. His independency is also remarkable. It is also observed that CE embraces the learning of movement,

communication and cognitive ability simultaneously, but not separately or consecutively. Chak Lam's mother has also proved the use of simple handy equipment and flexible modifications are effective in motivating her son to work towards the goals.



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