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The importance of Transdisciplinary in Conductive Education used in the local context is unquestionable. A huge number of local studies stressed the key role playing by rehabilitation practitioners under the framework of Transdisciplinary Teamwork Approach. However, the role specifically playing by social workers in Transdisciplinary is in absence both in local and western literatures.

In the pre-school centers running by SAHK, social workers are playing the "dual- role" in the system. Apart from rendering social work services in addressing the welfare interests of disabled children and their families, social workers are also playing the roles of administrators and coordinators in drawing the consensus from different views of multiple disciplines in order to uphold the integrity of service provision. Thus, an understanding of the alignment of social work and Conductive Education is of crucial importance for social work practitioners to identify their roles playing in the system. This paper is the first attempt to explore the similarities between social work and Conductive Education based on their rationale orientations from five dimensions, namely: (i) humanistic belief; (ii) "personality" growth; (iii) the psycho-social view of problem; (iv) social justice; and (v) professional integrity. The paper also attempts to identify the different roles playing social workers in six positions: (i) enabler; (ii) educator; (iii) facilitator; (iv) mediator; (v) planner and (vi) advocator by examining their existing practices involved with the system. It is hoped that rehabilitation social work practitioners can be more aware of their role-identification under the framework of Transdisciplinary Teamwork Approach in viewing both the learning and welfare interests of children with disabilities and their families.

