

SAHK

Citation: Fong, C. F. (2010). *In search of excellence: SAHK's evolution to a conductive education organisation*. Abstracts of the 7th World Congress on Conductive Education (pp. 27 – 28). Hong Kong.

SAHK started implementing Conductive Education principles in its service centres in 1981. In the past thirty years, we have experienced three different stages in the implementation of Conductive Education principles in its various service centres, namely: the Adoption Stage, the Adaptation Stage and the development Stage.

The Adoption Stage (Early 1980s to early 1990s): The Adoption of Conductive Education in SAHK was a top-down approach under the direct leadership of the Council Chairman and General Secretary at the time, supported by a Conductive Education Program Coordinator. The main emphasis was on the work of pre-school children (at that time were mostly cerebral palsies). A lot of in-service training activities, numerous intra-centre and inter-centre discussion forums as well as work sessions were organized for the frontline therapists with the discussion focuses mainly on practical and hand-on experimentation issues. Adaptation process started at the same time but mainly at program level and in a localized manner. We consider “top level commitment” and “staff empowerment” were the two utmost important critical success factors of the Adoption Stage.

The Adaptation Stage (The 1990s): In this stage, the main target was to achieve an integrative merge of the Conductive Education principles into a specific service setting. It stemmed from the idea of having a “whole centre/school approach”. This involved a systematic review of the mode of operation of the whole service centre and re-engineering at process and organizational level. There were also financial and establishment constraints being set by the Government. SAHK had successfully set up respective unique systems of application for its three major service settings viz. pre-school centres, schools and adult service units. With a general observation of Conductive Education being “strong in practice but weak in theory”, attempts in understanding and articulating the Conductive Education theories emerged. A commitment to change among the key staff, together with strong leadership and uncompromising execution of the administrators were the critical success factors of the Adaptation Stage.

The Development Stage (Late 90s onward): The Development Stage started in the late 90s when there was a mark decrease in children suffering from cerebral palsy and increase in children with other developmental disabilities. We faced a dilemma of choosing between continuing Conductive Education as the guiding approach of our service delivery in the various setting or restricted it back to the program level only for the motor disordered.

A business model has been formulated which allows SAHK to employ Conductive Education as philosophies and operational framework at the corporate level and to transform its service delivery at the frontline level into an dynamic open system which provides mechanism for procurement and incorporation of different intervention strategies gearing to specific needs of the specific clientele.

The driving force behind SAHK from adopting Conductive Education adapting Conductive Education and now developing Conductive Education is the quest for quality service and search for excellence under the changing service environments.



17/F, 21 Pak Fuk Road
North Point, HK
香港北角百福道
21 號 17 樓

PHONE 電話
FAX 傳真
EMAIL 電郵
WEB SITE 網此

(852) 2527 8978
(852) 2866 3727
ho@sahk1963.org.hk
www.sahk1963.org.hk