

BGCA 80th Anniversary Scientific Conference

香港女童群益會 80周年學術會議

Invest in our Young
for a Brighter Tomorrow

培育新一代 攜手創未來

7-8 October 2016
2016年10月7至8日

Yasumoto International Academic Park
The Chinese University of Hong Kong
香港中文大學康本國際學術園



Host Organizer:



Co-Organizer:



香港中文大學社會工作學系
DEPARTMENT OF SOCIAL WORK
THE CHINESE UNIVERSITY OF HONG KONG



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Welcome Message from Host Organizer



Are you ready to get inspired?

We are so happy to have you here joining us in BGCA's 80th Anniversary Scientific Conference! It is our pleasure to extend a cheerful and warm welcome to you all!

We started our humble service eighty years ago by simply providing a place and simple activities to needy children. Since then BGCA has transformed and firmly established itself as a leading non-government social service organisation focusing on the welfare, well-being and development of the children and youth of Hong Kong.

As we celebrate the remarkable achievements of BGCA, we wish also to take this unique occasion to discover novel opportunities, broaden our knowledge in children and youth development, exchange ideas, reacquaint with colleagues in this field, and meet new friends through this Conference.

This Conference has a multi-disciplinary focus broadly covering various issues relating to the development of children and youth in this day and age. We are deeply honored to have Prof. James Heckman and Dr. James Pawelski as our distinguished keynote speakers. While Prof. Heckman offers great insight in early childhood development, Dr. Pawelski has expert experience in positive psychology. We are also grateful for the generous support of many renowned speakers in this Conference, who generously share their knowledge in their sophisticated areas of study.

We are particularly honoured with the presence of Mrs. Carrie Lam Cheng Yuet-Ngor, GBM, GBS, JP, Chief Secretary for Administration of Hong Kong SAR Government, who will be accompanied by The Honorable Mr. Justice Patrick Chan Siu-Oi, GBM, President of BGCA, and Prof. Joseph Sung Jao-Yiu, SBS, JP, Vice-Chancellor and President, the Chinese University of Hong Kong, to officiate at the opening ceremony.

Our heartfelt thanks also go to our collaborators at the Department of Social Work, the Chinese University of Hong Kong, who share the same vision with us in co-organising this Conference. Furthermore, the Conference would not have been possible if not for the efforts and financial support from many corporate sponsors and supporting organisations. There are just too many of them to name and be thanked here one by one. Their contributions are hereby gratefully acknowledged and appreciated.

We are gathering great minds in this Conference, for this we are sure that we can share our knowledge and experience and become greater together in exploring new possibilities and opportunities in children and youth development. We look forward to learning from your experiences and insights as we explore the various facets of the key themes in this Conference including best practices, policy, advocacy and research. May we all have a productive and enjoyable time at this most memorable event!



Dr. NG Yin-Ming
*Chair,
Executive Committee
BGCA*



Ms. Anna May CHAN Mei-Lan
*Chair,
80th Anniversary Celebration
Organising Committee*



Dr. Patrick IP
*Chair,
80th Anniversary Scientific Conference
Organising Sub-Committee*

Welcome Message from Co-Organizer

Congratulations to the 80th Anniversary of BGCA! With the well-established partnership with BGCA, the Department of Social Work is delighted to celebrate this significant milestone together with the Organization. It is our honor to be the co-organizer of the Scientific Conference.

Over the past years, BGCA and the Department strived to build up a connection for knowledge advancement and the well-being of society. BGCA provides quality and professional services to nurture a balanced development in moral, intellectual, physical, social, and aesthetic for children and young people. Its mission to promote the well-being of the future generation echoes with the ultimate goal of the Department in training our students to become professionally competent social workers for the welfare of the needy and social justice. The development of children is also one of the academic focuses of the Department and we are deeply concerned with the rights of children. The common belief of BGCA and the Department has created a platform for our collaborations on social work and students' learning opportunities.

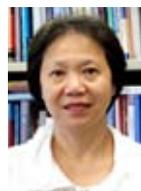
This Conference is an invaluable chance for promoting international exchange of insights, best practices and novel approaches for enhancing services in children development in the next decade. Living in this ever-changing society, it is of paramount importance to cooperate closely and share ideas in developing children and youth services with scholars from different parts of the world. With the participation of world-renowned local and overseas speakers, the Conference plays a crucial role in establishing a bridge between the Department and the global community to exchange thoughts and ideas related to the welfare of our next generation. We are ready to embrace the challenges and opportunities that lie ahead together with every one of you.

Once again, we congratulate on the anniversary celebration of BGCA and we wish the Conference and the future of the Organization every success!



Prof. Steven NGAI Sek-Yum

*Chairperson, Department of Social Work,
The Chinese University of Hong Kong*



Prof. LAM Ching-Man

*Vice-Chairperson, Department of Social Work,
The Chinese University of Hong Kong
Vice-Chairperson, BGCA 80th Anniversary
Scientific Conference Organizing Sub-Committee*



7 October 2016 (Friday)

8:00	Registration				
8:30	Opening Ceremony (Venue: YIA LT1&2, G/F) Keynote I Prof. James HECKMAN Details: P. 8				
10:45	Keynote II (Venue: YIA LT1&2, G/F) Dr. James PAWELSKI Details: P. 9				
12:15	Lunch Break	Scientific Lunch Symposium (Venue: YIA LT1, G/F) Dr. Marco HO Hok-Kung Details: P. 18			
13:45	Plenary 1 (Venue: YIA LT1&2, G/F) Prof. Linda SIEGEL Details: P. 10 Prof. Frank OBERKLAID Details: P. 11				
15:15	Plenary 2 (Venue: YIA LT1&2, G/F) Prof. Nicholas HOLT Details: P. 12 Dr. Lobo LOUIE Details: P. 13				
16:45	Break				
17:00 – 18:30	Workshop 1 (Venue: YIA LT2, G/F) Details: P. 19	Workshop 2 (Venue: YIA LT5, 2/F) Details: P. 20	Workshop 3 (Venue: YIA LT4, 2/F) Details: P. 22	Workshop 4 (Venue: YIA LT1, G/F) Details: P. 22	Workshop 5 (Venue: YIA LT3, G/F) Details: P. 23

8 October 2016 (Saturday)

8:00	Registration				
8:45	Plenary 3 (Venue: YIA LT1&2, G/F) Prof. Michael UNGAR Details: P. 14 Mr. Malcolm AU Man-Chung Details: P. 15				
10:15	Workshop 6 (Venue: YIA LT6, 2/F) Details: P. 24	Workshop 7 (Venue: YIA LT2, G/F) Details: P. 25	Workshop 8 (Venue: YIA LT5, 2/F) Details: P. 25		
	Workshop 9 (Venue: YIA LT1, G/F) Details: P. 26	Workshop 10 (Venue: YIA LT8, 2/F) Details: P. 26	Workshop 11 (Venue: YIA 402, 4/F) Details: P. 27		
	Workshop 12 (Venue: YIA 505, 5/F) Details: P. 27	Workshop 13 (Venue: WMY 507, 5/F) Details: P. 28	Workshop 14 (Venue: YIA LT3, G/F) Details: P. 28		
11:45	Break				
12:00	Plenary 4 (Venue: YIA LT1&2, G/F) Prof. Steven NGAI Sek-Yum Details: P. 16 Prof. Maurice DEVLIN Details: P. 17				
13:30 – 14:00	Closing Ceremony and Child Charter Announcement (Venue: YIA LT1&2, G/F)				

Theme:

Early intervention	Building a fitter / stronger generation	Enhancing mental health and resilience	Youth engagement and empowerment	Innovative service approach
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Day 1: 7 October 2016 (Friday)

Venue: Yasumoto International Academic Park (YIA)

08:00	Registration
08:30	<p>Venue: YIA LT1&2, G/F</p> <p>Opening Ceremony  </p> <p>Guests of Honour:</p> <p>Mrs. Carrie LAM CHENG Yuet-Ngor, GBM, GBS, JP, Chief Secretary for Administration, The Government of the Hong Kong Special Administrative Region</p> <p>The Hon. Mr. Justice Patrick CHAN Siu-Oi, GBM, President, The Boys' and Girls' Clubs Association of Hong Kong</p> <p>Prof. Joseph SUNG Jao-Yiu, SBS, JP, Vice-Chancellor and President, The Chinese University of Hong Kong</p> <p>Keynote I  </p> <p>Chairperson: Dr. LAW Chi-Kwong, Associate Professor, Department of Social Work and Social Administration, The University of Hong Kong</p> <p>Invest in our Young for a Brighter Tomorrow</p> <p>Prof. James HECKMAN, The Nobel Prize Laureate in Economic Sciences (2000); Henry Shultz Distinguished Service Professor of Economics, Director of the Center for the Economics of Human Development, The University of Chicago, USA</p>
10:45	<p>Keynote II  </p> <p>Chairperson: Prof. Samuel HO Mun-Yin, Professor of Psychology, Department of Applied Social Science, City University of Hong Kong</p> <p>Thriving to Succeed: How the Science of Well-Being Can Help the Next Generation Flourish</p> <p>Dr. James PAWELSKI, Director of Education and Senior Scholar, Positive Psychology Center, University of Pennsylvania, USA</p>
12:15	<p>Lunch Break Scientific Lunch Symposium Venue: YIA LT1, G/F </p> <p>Chairperson: Dr. LEE Tsz-Leung, Hospital Chief Executive, The Hong Kong Children's Hospital</p> <p>Management of Food Allergy and Intolerance in Children</p> <p>Dr. Marco HO Hok-Kung, Consultant and Associate Clinical Professor (Honorary), Department of Paediatrics and Adolescent Medicine, The University of Hong Kong</p>
13:45	<p>Plenary Session 1 Early Childhood Development and Education and Supporting SEN Students  </p> <p>Chairperson: Prof. Nirmala RAO, Serena H.C. Yang Professor in Early Childhood Development and Education, The University of Hong Kong</p> <p>Understanding Dyslexia and Other Learning Disabilities</p> <p>Prof. Linda SIEGEL, Emeritus Professor, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Canada</p> <p>The Science of Early Childhood Development and Intervention: Implications for Policymakers and Professionals</p> <p>Prof. Frank OBERKLAID, Director, Centre for Community Child Health, Royal Children's Hospital, Australia</p>
15:15	<p>Plenary Session 2 Building a Stronger Young Generation  </p> <p>Chairperson: Prof. Stanley HUI Sai-Chuen, Professor, Department of Sports Science and Physical Education, The Chinese University of Hong Kong</p> <p>Sports and Positive Youth Development</p> <p>Prof. Nicholas HOLT, Professor and Associate Dean (Research), Faculty of Physical Education and Recreation, University of Alberta, Canada</p> <p>The Importance of Physical Fitness on Development, Growth and Health</p> <p>Dr. Lobo LOUIE, Associate Professor, Department of Physical Education, Hong Kong Baptist University</p>
16:45	Break



17:00-18:30

Venue: YIA LT2, G/F



Workshop 1 Working with SEN in Multiple Strategies

Moderator: **Mr. CHAN Kwok-Bong**, Supervisor, Tsuen Wan & Kwai Chung District, BGCA

Supporting SEN Children in Community

Ms. Elaine IP Yi-Ping, Supervisor, Tai Po and North and Yuen Long District, BGCA

Ms. Vanessa HO Lok-Yin, Educational Psychologist, Psychological Support Service, BGCA

Ms. Merry HO Man-Wai, Social Worker, HSBC Tin Shui Wai Children Learning and Support Centre, BGCA

Ms. Vivian TANG Hiu-Yan, **Ms. Paisley LEUNG Wai-Yu**, **Ms. Phyllis MAK Po-Ting** and **Ms. Carol KWOK Wing-Yee**, Social Workers, BGCA

Journey from Adjusting SEN to Invention

Mr. Matthew KWAN Ho-Kwong, Student, Creative Secondary School

Making the New-Way in Supporting SEN Children in the Technological Era: The One-Click Portal Website for Children with Special Needs and its Promotion

Dr. Wilfred WONG Hing-Sang, IT Manager and Tutor, Department of Paediatrics and Adolescent Medicine, The University of Hong Kong

Venue: YIA LT5, 2/F



Workshop 2 Effective Approaches to Promote Well-Being among the Next Generation

Moderator: **Mr. Joseph LAU Kai-Tai**, Honorary Associate Professor, Department of Psychology, The University of Hong Kong

A Sports Mentorship Programme to Improve Adolescent Development and a Territory-Wide Platform to Promote Physical Fitness

Mr. Frederick HO, PhD Candidate, Department of Paediatrics and Adolescent Medicine, The University of Hong Kong

Building a Fitter and Stronger Generation Using the Model of Health Promoting School

Prof. Albert LEE, Director, Centre for Health Education and Health Promotion, The Chinese University of Hong Kong

From Engagement to Intervention - Improving the Social Well-Being of Adolescents in ICYSC through Sports

Mr. Adino CHUNG Wai-Lun, Social Worker, BGCA

Venue: YIA LT4, 2/F



Workshop 3 Helping those Who Help Nurture and Maintain their Resilience at Home and at Work

Moderator: **Prof. Terry LEUNG Tse-Fong**, Assistant Professor, Department of Social Work, The Chinese University of Hong Kong

Helping those Who Help Nurture and Maintain their Resilience at Home and at Work

Prof. Michael UNGAR, Canada Research Chair in Child, Family and Community Resilience, Dalhousie University, Canada

Venue: YIA LT1, G/F



Workshop 4 Positive Education in Hong Kong: Present and Future

Moderator: **Dr. LAW Hing-Chung**, Former Chairman, Hong Kong Direct Subsidy Scheme Schools Council

Positive Education in Hong Kong: Present and Future

Dr. Sylvia KWOK, Associate Professor, Department of Applied Social Sciences, City University of Hong Kong

Venue: YIA LT3, G/F



Workshop 5 Youth ImpACT Award Official Launch

Moderator: **Prof. TO Siu-Ming**, Associate Professor, Department of Social Work, The Chinese University of Hong Kong

Youth as a Co-Creator of Social Betterment

Mr. LAU Ming-Wai, Chairman, Commission on Youth

Social Innovation and Social Betterment

Mr. Francis NGAI, Founder and Chief Executive Officer, Social Ventures Hong Kong

This session will be conducted in Cantonese. 此環節將以粵語進行。

This session will be conducted in English. 此環節將以英語進行。

Simultaneous interpretation in Cantonese will be provided. 設有粵語即時傳譯。

Day 2: 8 October 2016 (Saturday)

**Venue: Yasumoto International Academic Park (YIA)
Wu Ho Man Yuen Building (WMY)**

08:00	Registration	
	Venue: YIA LT1&2, G/F	 
08:45	<p>Plenary Session 3 From School to Work Chairperson: Dr. Saimond IP, Chief Executive Officer, OnePort Limited</p> <p>Making Young People Resilient: Nine Things Children and Youth Need from their Caregivers, Schools and Communities Prof. Michael UNGAR, Canada Research Chair in Child, Family and Community Resilience, Dalhousie University, Canada</p> <p>Pressure to Motivation Mr. Malcolm AU Man-Chung, Partner, A&K (Shanghai) Consulting Co., Ltd</p>	
	Venue: YIA LT6, 2/F	
10:15	<p>Workshop 6 Developmental Appropriate Practices for Children: A Magical Power of Play Moderator: Ms. Ponny SHUM Lai-Kuen, Supervisor, Preschool Education and Services, BGCA</p> <p>Play Therapy in Trauma Ms. Kelly CHUNG Yee-Ping, Centre-in-charge, Growth and Development Centre, BGCA</p> <p>Parallel Playgroup for Children with Anxiety Problem Ms. Gigi CHAN Wing-Chi, Social Worker, BGCA</p> <p>Creating Playful Communities for Children Ms. Aby CHAU, Head, Play Service Development, Playright</p>	
	Venue: YIA LT2, G/F	
	<p>Workshop 7 The Science of Early Childhood Development: Data Can Inform Local Area Planning to Improve Outcomes for Young Children Moderator: Dr. Patrick IP, Clinical Associate Professor, Department of Paediatrics and Adolescent Medicine, The University of Hong Kong</p> <p>The Science of Early Childhood Development: Data Can Inform Local Area Planning to Improve Outcomes for Young Children Prof. Frank OBERKLAID, Director, Centre for Community Child Health, Royal Children's Hospital, Australia</p>	
	Venue: YIA LT5, 2/F	
	<p>Workshop 8 Practical Tips for Building a Stronger Body for our Young Moderator: Mr. Josiah CHIU Sung-Kei, Country Manager for Education First, China</p> <p>Overcoming the Barriers to Children Physical Activity: What can we do in Hong Kong? Dr. Lobo LOUIE, Associate Professor, Department of Physical Education, Hong Kong Baptist University</p> <p>Soccer Affects Life Mr. Leslie George SANTOS, Chief Operating Officer of ChelseaFC Soccer School (Hong Kong)</p> <p>My Passion for Boccia - My Journey to Gold Medal Mr. LEUNG Yuk-Wing, Gold Medalist, Boccia Mixed Individual BC4 Event, Rio 2016 Paralympic Games</p>	
	Venue: YIA LT1, G/F	
	<p>Workshop 9 The Arts, Humanities and Human Flourishing: Can Culture Foster Well-Being and Fuel Academic Success? Moderator: Prof. LAM Ching-Man, Professor, Department of Social Work, The Chinese University of Hong Kong</p> <p>The Arts, Humanities and Human Flourishing: Can Culture Foster Well-Being and Fuel Academic Success? Dr. James PAWELSKI, Director of Education and Senior Scholar, Positive Psychology Center, University of Pennsylvania, USA</p>	
	Venue: YIA LT8, 2/F	
	<p>Workshop 10 Empowerment Practice in Supporting Disadvantaged Families: The Use of Supportive Group Moderator: Ms. FU Suk-Yin, Supervisor, Central Service, BGCA</p> <p>Empowerment Practice in Supporting Disadvantaged Families: The Use of Supportive Group Dr. Shirley HUNG Suet-Lin, Associate Professor and Associate Head, Department of Social Work, Hong Kong Baptist University</p> <p>Collaborative Inquiry Partner: BGCA social workers and service recipients</p>	



Venue: YIA 402, 4/F



Workshop 11 Youth Services in the Digital Era

Moderator: **Prof. WONG Yu-Cheung**, Associate Professor, Department of Social Work, The Chinese University of Hong Kong

Youth Services in the Digital Era

Prof. Donna CHU Shun-Chi, Associate Professor, School of Journalism and Communication, The Chinese University of Hong Kong

Ms. Christa CHEUNG Shuk-Fung, Team Leader, Jockey Club Cyber Youth Outreach Service-uTouch, The Hong Kong Federation of Youth Groups

Mr. Eddie WONG Lok-Man, Social Worker, Jockey Club Youth Outreach Service-Infinity Teens, Caritas-Hong Kong

Mr. Stanley HO Chun-Yu, Project Officer, Jockey Club Youth Outreach Service-Nite Cat Online, BGCA

Venue: YIA 505, 5/F



Workshop 12 Use of Interactive Drama to Promote Positive Message in Schools and Community

Moderator: **Mr. CHAN Wing-Kin**, Supervisor, Shatin District, BGCA

Use of Drama Programmes in Tackling School Bullying: A Whole-School Approach of OAE in Students' Reflection, Interaction between School Environment and Person

Mr. CHAN Pik-Fai, Supervisor, Corporate Development, BGCA

Ms. Carrie HO Ka-Lai and **Ms. Bobo CHAN Wing-Yee**, Social Workers, Project Respect, BGCA

Mr. CHAN Cho-Kin, Project Officer, Community Creativity Learning Centre, BGCA

Use of Drama to Promote Family 3Hs in School, in Family and the Community

Dr. Daniel HO Sai-Yin, Principal Investigator, 3Hs Family Drama Project II, Associate Professor, School of Public Health, The University of Hong Kong

Ms. Ada FUNG Yuen-Ting, Project Officer, 3Hs Family Drama Project II, BGCA

Venue: WMY 507, 5/F



Workshop 13 An Introduction Workshop in the Sensitive Use of Art for Social Work/Counseling Intervention

Moderator: **Ms. Daisy YEW Ching-Sheung**, Supervisor, Central, Western & Southern District, BGCA

An Introduction Workshop in the Sensitive Use of Art for Social Work/Counseling Intervention

Ms. May CHAN Siu-Mei, Art Psychotherapist, Trauma Treatment Service, BGCA

Mr. CHAU Chun-Yam and **Mr. Rex YIU Kai-Lok**, Social Workers, Project Touch, BGCA

Ms. Brenda LEE Ka-Yun, **Ms. Kate FUNG Kit-Ying**, **Ms. Kate LAM Wing-Man** and **Ms. Karen KWOK Yim-Kam**, Social Workers, BGCA

Venue: YIA LT3, G/F



Workshop 14 Child Summit

Moderator: **Dr. WONG Kwai-Yau**, Assistant Director, BGCA

Importance of Children's Participation in Social Issues

The Hon. Mr. Justice Patrick CHAN Siu-Oi, GBM, President, BGCA

11:45

Break

12:00

Venue: YIA LT1&2, G/F



Plenary Session 4 Youth Citizenship Engagement

Chairperson: **Prof. LUI Tai-Lok**, Vice President (Research and Development), The Education University of Hong Kong
Youth Citizenship Engagement: The Experience of a Local Service-Learning Programme at Chung Chi College of the Chinese University of Hong Kong

Prof. Steven NGAI Sek-Yum, Chairperson and Professor, Department of Social Work, The Chinese University of Hong Kong

Promoting Citizen Engagement through Youth Work: Perspectives from Ireland and Europe

Prof. Maurice DEVLIN, Professor and Director, Centre for Youth Research and Development, Maynooth University, National University of Ireland

13:30-14:00

Closing Ceremony and Child Charter Announcement

This session will be conducted in Cantonese. 此環節將以粵語進行。

This session will be conducted in English. 此環節將以英語進行。

Simultaneous interpretation in Cantonese will be provided. 設有粵語即時傳譯。

Keynote Speakers



Prof. James HECKMAN

The Nobel Prize Laureate in Economic Sciences (2000)

Henry Shultz Distinguished Service Professor of Economics

Director of the Center for the Economics of Human Development, The University of Chicago, USA

Prof. James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics in the Department of Economics at the University of Chicago and the founding director of the Center for the Economics of Human Development, a research center dedicated to rigorous empirical research on the economic foundations of lifecycle inequality.

Prof. Heckman is actively engaged in conducting and guiding empirical and theoretical research on skill development, inequality, and social mobility and continues his work on the econometrics of policy evaluation and the choice theoretic foundations of causal inference.

In 2000, Prof. Heckman won the Nobel Prize in Economics for his work on the microeconometrics of diversity and heterogeneity and for establishing a causal basis for public policy evaluation. He has received numerous other awards for his work, including the John Bates Clark Medal in 1983, the Gold Medal of the President of the Italian Republic in 2008, the Frisch Medal from the Econometric Society in 2014 for the most outstanding paper in applied economics published in *Econometrica* in the previous five years, and the Dan David Prize in 2016.

He has published more than 300 articles and 9 books. This work has influenced both the scholarly literature and public policy.

Keynote I

Invest in our Young for a Brighter Tomorrow

You can know more about Prof. James Heckman by visiting the following websites:

- heckmanequation.org
- <http://heckman.uchicago.edu/page/professor-james-heckman>



Dr. James PAWELSKI

*Director of Education and Senior Scholar
Positive Psychology Center
University of Pennsylvania, USA*

Dr. James O. Pawelski is Director of Education and Senior Scholar in the Positive Psychology Center and has received an appointment as adjunct associate professor of religious studies in the School of Arts and Sciences at the University of Pennsylvania. Having earned a doctorate in philosophy, he is the author of *The Dynamic Individualism of William James* and of articles on the history of philosophy and its application to human development. He has served as editor of the philosophy section of the *Oxford Handbook of Happiness*, co-editor of *The Eudaimonic Turn: Well-Being in Literary Studies*, and co-editor of *On Human Flourishing: A Poetry Anthology*. Dr. Pawelski has just completed a grant from the Templeton Religion Trust to further his studies into “The Humanities and the Science of Well-Being: Toward a Strategic Collaboration for Understanding, Measuring, and Cultivating Human Flourishing.” An international keynote speaker who regularly makes presentations in Spanish as well as English, he has given talks in more than 20 countries on six continents. He holds a number of key leadership positions, including founding executive director of the International Positive Psychology Association (IPPA), member of the steering committee of the International Positive Education Network (IPEN), and president of the William James Society. For the last ten years, he has served as the founding director of Penn’s Master of Applied Positive Psychology (MAPP) program, where he teaches courses on positive interventions and the humanities and human flourishing. Dr. Pawelski is the recipient of a Practice Excellence Award from the Ministry of Education of the People’s Republic of China, as well as the Humanitarian Innovation Award for the Humanities, Arts, and Culture from the Humanities Innovation Forum at the United Nations. He has been featured in major U.S. and international media, including the *New York Times*, *U.S. News and World Report*, the *Philadelphia Inquirer*, the *Chronicle of Higher Education*, *People’s Daily* (China), *El Norte* (Mexico), and *Perfil* (Argentina), and he has appeared on various television networks such as NBC (*The Today Show*), Globo, Univisión, and Toronto Public Television.

Keynote II

Thriving to Succeed: How the Science of Well-Being Can Help the Next Generation Flourish

We all want the next generation to flourish. But sometimes well-meaning parents and educators push children and young people to succeed in ways that undermine their well-being. Research in positive psychology is demonstrating that it is possible to succeed and thrive. In fact, thriving can actually help the next generation succeed. This interactive presentation will explore some of the basic ideas behind positive psychology, describe its spread around the world, present empirical evidence for its effectiveness, and suggest practical steps participants can take to help children and young people flourish.



Prof. Linda SIEGEL

Emeritus Professor

*Department of Educational and Counselling Psychology and Special Education
University of British Columbia, Canada*

Prof. Linda Siegel is the former Dorothy C. Lam Chair in Special Education and an Emeritus Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia, Vancouver, Canada.

She has over 200 publications on early identification and intervention to prevent reading problems, dyslexia, reading and language development, mathematical concept learning, mathematical learning disabilities, and children learning English as a second language.

She has been the President of the Division of Learning Disabilities of the Council on Exceptional Children. She is currently the Vice-President of the International Academy for Research on Learning Disabilities. In 2004, she was awarded an honorary doctorate from Goteborg University in Sweden. In 2010, she was awarded the Gold Medal for Excellence in Psychological Research from the Canadian Psychological Association. In 2012 she was awarded the Eminent Researcher Award from the Learning Difficulties Association of Australia.

She has recently published a book entitled, *Understanding Dyslexia and Other Learning Disabilities* (Pacific Educational Press). This book is written for parents, teachers, and professionals. A revised edition, entitled *Not Stupid, Not Lazy: Understanding Dyslexia and Other Learning Disabilities*, is published by the International Dyslexia Association.

Plenary 1

Understanding Dyslexia and Other Learning Disabilities

Homelessness, anti-social behaviour, and adolescent suicide have all been shown to be a consequence of undiagnosed and untreated specific learning disabilities (SLD). This presentation will outline the major types of SLD, (dyslexia, dysgraphia, mathematics disability) and explain the cognitive challenges of these learning disabilities.

Cognitive deficits include, but are not limited to phonological processing and working memory for numbers and/or words. The strengths and abilities of these SLDs will be discussed. Depending on the individual, these abilities may include music, sports, artistic work, drama, and/or visual spatial skills. Finding and encouraging these abilities can prevent the negative effects of the loss of self esteem that are often a consequence of having an SLD.

Appropriate measures for assessing the presence and severity of each type of SLD will be outlined. Achievement tests are necessary and sufficient for establishing an SLD. Extended psychoeducational testing is not necessary.

It is of utmost importance to provide appropriate intervention as soon as possible. The Response to Intervention (RTI) system provides a good model. It is a 3-tier model. In this model, students are assessed early in their school career (ideally in P1). If they are found to be at risk, they receive some intervention, usually more intensive classroom instruction. If they experience difficulties in this intervention and are still not performing at expected levels, they receive small group intervention in a withdrawal (from the classroom) program. If, after this intervention, they are still not performing at expected levels, they receive intensive, individualized intervention.

Evidence will be provided that young children at risk for reading difficulties can be detected in kindergarten and/or P1 and that appropriate intervention can prevent most cases of reading difficulties.

Furthermore, accommodations are essential for the student with SLD to progress in elementary and secondary school and institutions of higher education. Accommodations include access to a computer, to a screen reader, speech recognition software, extended times for assignments and examinations, a scribe, and/or examinations taken on a computer.

As a society we can do much to prevent the negative effects of having an SLD and make the world a better and safer place for all of our students.



Prof. Frank OBERKLAIID

*Director, Centre for Community Child Health
Royal Children's Hospital
Murdoch Children's Research Institute, Australia*

Prof. Frank Oberklaid is the Founding Director of the Centre for Community Child Health at the Royal Children's Hospital Melbourne and a Professor of Paediatrics at the University of Melbourne.

Prof. Oberklaid is an internationally recognised researcher, author, lecturer and consultant. He has written two books, numerous book chapters, and over 150 scientific papers on various aspects of paediatrics, and is on the editorial boards of several international journals.

He has received a number of prestigious awards for his work, including a Medal in the Order of Australia in 1998, a Centenary Medal from the Commonwealth of Australia in 2003, the John Sands Medal from the Royal Australasian College of Physicians in 2003, the Chairman's Medal from the Royal Children's Hospital Melbourne in 2003, the Howard Williams Medal from the Royal Australasian College of Physicians in 2009, the Health Minister's Lifetime Achievement Award in 2012, and the Nils Rosen von Rosenstein medal from the Swedish Pediatric Association and the Swedish Society of in 2014.

Prof. Oberklaid is currently Chair of the Victorian Children's Council, which provides expert advice to the Premier and the Minister for Children on policies and services for children.

Plenary 1

The Science of Early Childhood Development and Intervention: Implications for Policymakers and Professionals

Science tells us that the foundations of health and wellbeing are established in the early years, well before a child starts school. The early environments experienced by young children are powerful determinants of cognitive and social-emotional development that impact on outcomes right throughout the life course. There is a growing robust evidence base that a range of conditions throughout the life course and into adult life – mental health problems, family violence, criminality, obesity, diabetes, heart disease, poor literacy, chronic unemployment and welfare dependency – have their origins in pathways that begin in the early years. Investing in the early years to promote and enhance early child development in all children, and intervene early with children and families exhibiting early signs of dysfunction, can thus improve outcomes in multiple domains, and represents a sound economic investment. These research findings challenge governments, agencies and professionals to develop policies that facilitate high quality early years' environments, and ensure a well coordinated service system focused on prevention and early intervention. The implications of this research extend beyond the early years to all of society. This presentation will review and summarise the science and discuss its implications.

Plenary Speakers



Prof. Nicholas HOLT

*Professor and Associate Dean (Research)
Faculty of Physical Education and Recreation
University of Alberta, Canada*

Prof. Nicholas Holt is a Professor and Associate Dean (Research) in the Faculty of Physical Education and Recreation at the University of Alberta, where he directs the Child & Adolescent Sport & Activity lab. He primarily studies psychosocial aspects of youth sport and active play among children, adolescents, and their families. He has published four books, 110 journal articles, and 25 book chapters, and his research has been cited over 4,400 times. His research has informed the delivery of sport programs in Canada, the UK, and Kenya. His latest book is *Positive Youth Development Through Sport* (2nd edition), published by Routledge in spring 2016. Throughout his career Prof. Holt's research has been funded by grants from the most important federal funding agencies -- the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Canadian Institutes of Health Research (CIHR). He has also served as the President of the Canadian Society for Psychomotor Learning and Sport Psychology and as an Associate Editor of *The Sport Psychologist*. He currently sits on advisory groups for Sport Canada and the Canadian Centre on Substance Abuse.

Plenary 2

Sports and Positive Youth Development

Participation in youth sport can produce positive psychological, social, and physical development, but only when sport is delivered in the 'right' ways. The purpose of this talk will be to discuss the notion of Positive Youth Development (PYD) and how it can be applied to sport. I will provide examples from contemporary research and practice, organized around a new model of PYD through sport (Holt et al., 2016).



Dr. Lobo LOUIE

*Associate Professor, Department of Physical Education
Associate Director, The Dr. Stephen Hui Research Centre for Physical Recreation and Wellness
Hong Kong Baptist University
Hon Secretary, The Hong Kong Association of Sports Medicine and Sports Science*

Dr. Lobo Louie Hung-tak obtained his doctorate degree in physical education from Springfield College, U.S.A. and is the Associate Professor in the Department of Physical Education, Hong Kong Baptist University. He also serves as the Associate Director of the Dr. Stephen Hui Research Centre for Physical Recreation and Wellness, Hong Kong Baptist University. Dr. Louie is a Fellow and Hon Secretary of the Hong Kong Association of Sports Medicine and Sports Science. He has published extensively in the international journals and is currently conducting research on school children physical activity. He obtained the Metzler-Freedman Outstanding Paper Award, Journal of Teaching in Physical Education in 2008. Dr. Louie received the Quality Teaching Award from the Hong Kong Coaching Committee and has served as the guest presenter at the RTHK radio sports and health program since 2004.

Plenary 2

The Importance of Physical Fitness on Development, Growth and Health

Physical activity, exercise, and physical fitness are common terms in promoting children's health. Physical activity is defined as any bodily movement produced by skeletal muscles that result in energy expenditure. Exercise is a subset of physical activity that is planned, structured, and repetitive and has as a final or an intermediate objective the improvement or maintenance of physical fitness. Physical fitness is a set of attributes that are either health- or skill-related (Caspersen, 1985). Of these three terms, physical fitness in childhood and adolescence has several health outcomes including: (a) cardiorespiratory fitness levels are associated with total and abdominal adiposity; (b) both cardiorespiratory and muscular fitness are associated with established and emerging cardiovascular disease risk factors; (c) improvements in muscular fitness and speed/agility, rather than cardiorespiratory fitness, appear to have a positive effect on skeletal health; (d) both cardiorespiratory and muscular fitness enhancements are recommended in pediatric cancer patients/survivors in order to attenuate fatigue and improve their quality of life; and (e) improvements in cardiorespiratory fitness have positive effects on depression, anxiety, mood status and self-esteem, and seem also to be associated with a higher academic performance (Ortega et al., 2008). A systematic review evaluated the range of potential benefits of muscular fitness among children and adolescents conducted by Smith et al (2014) and concluded that: (a) there is strong evidence for a positive association between muscular fitness and bone health and self-esteem; (b) there is strong evidence of an inverse association between muscular fitness and total and central adiposity, and cardiovascular heart disease and metabolic risk factors. Moreover, recent study confirms the associations between physical fitness, executive functioning, and academic achievement in primary school children (e.g. Anneke G. van der Niet et al, 2014; Lot Verburgh, 2013). The present presentation attempts to provide a comprehensive review on the importance of physical fitness, growth and health among school children.

Plenary Speakers



Prof. Michael UNGAR

Canada Research Chair in Child, Family and Community Resilience, Dalhousie University

Director, Resilience Research Centre

Network Director, Children and Youth in Challenging Contexts Network (A Networks of Centres of Excellence)

AAMFT Clinical Supervisor

Canada

Prof. Michael Ungar is the Canada Research Chair in Child, Family and Community Resilience at Dalhousie University, and among the best known writers and researchers on the topic of resilience in the world. His work has changed the way resilience is understood, shifting the focus from individual traits to the interactions between people and their families, schools, workplaces, and communities. As both a family therapist and professor of Social Work, he has helped to identify the most important factors that influence the resilience of children and adults during periods of transition and stress. He is the author of 14 books that have been translated into five languages, numerous manuals for parents, educators, and employers, as well as more than 135 scientific papers. Prof. Ungar's immense influence comes from his ability to adapt ideas from his research and clinical practice into best-selling works like *Too Safe For Their Own Good: How Risk and Responsibility Help Teens Thrive* and *I Still Love You: Nine Things Troubled Kids Need from their Parents*. His blog *Nurturing Resilience* appears on Psychology Today's website.

Prof. Ungar is also the founder and Director of the Resilience Research Centre and regularly provides consultation and training to organizations like the World Bank, UNESCO, and the Red Cross. He is the former Chair of the Nova Scotia Mental Health and Addictions Strategy, executive board member of the American Family Therapy Academy, and a family therapist who works with mental health services for individuals and families at risk. In 2012 Prof. Ungar was the recipient of the Canadian Association of Social Workers National Distinguished Service Award for his outstanding contribution to clinical work with families and communities.

Plenary 3

Making Young People Resilient: Nine Things Children and Youth Need from their Caregivers, Schools and Communities

How do we make young people more resilient even when they are angry, self-harming, anxious, abusive or delinquent? In this story-filled presentation, Prof. Michael Ungar provides nine practical strategies caregivers, educators, child care workers and mental health professionals need to help young people of all ages heal, no matter a child's emotional, psychological or behavioral problems. These strategies include developing supportive relationships with adults, instilling a sense of personal self-control, agency and power, experiences of social justice and fair treatment, belonging and purpose, spirituality, and enhancing cultural rootedness. Based on material from his new book, *I Still Love You*, clinical practice and research around the world, Prof. Ungar shows why we need to work just as hard changing the environments that surround children as we do changing children themselves. He will discuss how to identify and enhance access to protective and promotive processes that exert a positive influence on young people's wellbeing and the critical role collaboration between formal and informal supports play in promoting child wellbeing when a child's mental and physical health is at risk. Using the dual principles of navigation and negotiation, this presentation shows that resilience is as much about what a child receives from the environment as it is about what the child has inside. Be prepared for an inspiring presentation. Michael's words will help you understand the importance of the everyday heroics that change children's lives, even when those helping them are frustrated and unsure what to do next.



Mr. Malcolm AU Man-Chung

Partner, A&K (Shanghai) Consulting Co., Ltd

Ex-Managing Director, Campbell's Business in the Far-East, Hong Kong

Mr. Malcolm Au started his career with Campbell Soup Company in Canada as an engineer. Subsequently he was promoted to start Campbell's business in the Far East as its first Managing Director. Campbell Soup is within Top 500 companies in the world.

In 1991 he founded Artal Food Industries Limited, AFI, as a partner and Managing Director. AFI invested in food businesses in Hong Kong, PRC, Singapore, Malaysia and Indonesia. AFI also became the biggest Bread baking company in China. He retired in 2003.

He is a non-executive director of China-Hong Kong Photo Products Holdings Ltd, the distributor of Fuji films in Hong Kong and China, and Convenience Retail Asia Ltd, the franchisee of Circle K stores in Hong Kong and China, both being publicly listed companies in Hong Kong. He is non executive director of Eu Yan Sang International Ltd., a consumer healthcare company with a focus in traditional Chinese medicine, which is listed on the Singapore stock exchange. He is also a member of the Asian advisory board of York International, a manufacturer of refrigeration equipments, a division of Johnson Control, listed on the New York stock exchange.

Mr. Au is a past member and Chapter Chairman of the Young Presidents Organization in Hong Kong. He is now member of the World Presidents Organization, and the Chief Executives Organization. He is also Honorary Citizens of the cities of Jiangmen and Heshan in the Guangdong province in China.

In 2005 Mr. Au co-founded A & K Consulting with Savio Kwan.

Plenary 3

Pressure to Motivation

High school students are under tremendous academic pressure to excel. In the Sichuan province of China, iDream, a non-profit organization works with high schools to develop ways to help students find their dreams and be motivated and fostering hope for their future.



Prof. Steven NGAI Sek-Yum

*Chairperson and Professor
Department of Social Work
The Chinese University of Hong Kong*

Prof. Ngai currently serves as Chairperson and Professor of Department of Social Work at The Chinese University of Hong Kong (CUHK), Director of the CUHK-Nankai Joint Research Center of Social Policy, Associate Director of the Service-Learning Center at CUHK Chung Chi College, Research Fellow of Risk Society and Policy Research Centre at National Taiwan University, and Appointed Member of the Social Welfare Advisory Committee of Hong Kong SAR Government. His research interests are in the areas of social exclusion and youth citizenship, mutual aid and youth empowerment, service-learning and leadership development, and qualitative research methodology. In total, he has published over 180 articles on these areas, including 120 refereed publications in journals, books and conference proceedings. Since 2000, he has conducted 32 research projects. Among them, three are funded by RGC Competitive Earmarked Research Grant (CERG) or RGC General Research Fund (GRF), and another 21 commissioned by government bureaus/NGOs in Hong Kong or Macau. Given his ongoing efforts and remarkable performance in teaching and research, he received CUHK Faculty of Social Science Exemplary Teaching Award in 2000, CUHK Research Excellence Award in 2011, and CUHK University Education Award in 2014.

Plenary 4

Youth Citizenship Engagement: The Experience of a Local Service-Learning Programme at Chung Chi College of the Chinese University of Hong Kong

People commented that young people are becoming more apathetic to social issues. This may be due to the feeling among youth that their voice, unique ideas and concerns are not being heard and respected in society. Accordingly, this presentation aims to explore how we can involve young people civically by promoting youth citizenship engagement. Youth citizenship covers civil, social and political rights and obligations that young people acquire in the processes of their life course. It is where they come to see themselves as valued members of our society and develop a sense of belonging to it. In order to be civically engaged, they need to see the moral and civic dimensions of issues and to take action when appropriate. To motivate young people and to develop their faith in becoming full participants in our society, service-learning programs (SLPs), which combine academic study with community service, are becoming increasingly popular throughout the world. As noted by many local and overseas educators and researchers, SLPs are ideally suited to help young people understand the needs and responsibilities to care for their community. They offer opportunities for young people to apply knowledge from the classroom to serve disadvantaged groups in society. Academic SLPs also have the potential to equip young people with skills to develop professionally and personally. This presentation seeks to illustrate the importance of SLPs as a means for youth citizenship engagement by using a local example of SLPs implemented at Chung Chi College of the Chinese University of Hong Kong. The results showed that the majority of the student participants have benefited in two aspects: (1) By developing personal autonomy through real world experiences, the program develops within students a recognition of and faith in their potential. It enhances their ability to be self-assured, to assume new responsibilities, and to achieve individual growth. (2) Students move to becoming responsible citizens and active agents of social change. As they learn to care for different deprived groups in the community, they are assuming meaningful roles and responding to real issues in ways that have long-lasting impacts on their own lives.



Prof. Maurice DEVLIN

*Professor and Director
Centre for Youth Research and Development
Maynooth University
National University of Ireland*

Prof. Maurice Devlin is Jean Monnet Professor, Head of the Department of Applied Social Studies and Director of the Centre for Youth Research and Development at Maynooth University (National University of Ireland). His research focuses on youth work, youth policy and the sociology of youth. He is Irish correspondent for the European Knowledge Centre on Youth Policy and a member of the editorial board of the Perspectives on Youth series (published by the Youth Partnership of the European Commission and the Council of Europe). Maurice is also Vice President for Europe of the Research Committee on Youth (RC34) of the International Sociological Association. He is Joint Chairperson of the North South (all-Ireland) Education and Training Standards Committee for Youth Work and was a member of the Task Group for the preparation of Ireland's National Youth Strategy 2015-2020.

Plenary 4

Promoting Citizen Engagement through Youth Work: Perspectives from Ireland and Europe

Ireland is one of the European countries with the longest traditions of youth work provision and practice. It is also one of the few where there is legislation defining what 'youth work' is and what makes it distinctive from other types of work with young people. Ireland's Youth Work Act emphasises the non-formal educational dimension of youth work, its focus on young people's personal and social development, its reliance on their voluntary participation and the vital contribution of voluntary, civil society organisations in developing and delivering youth work in partnership with the state.

While the presence of youth work varies in individual countries, the major transnational organisations, the European Union and the Council of Europe, have taken significant steps to promote it. Youth work has a central position in the European Youth Strategy 2010-18, on the basis that it has wide-ranging benefits for young people (in terms for example of their education, employment, physical and mental health, cultural development and creativity) but also because it facilitates the active participation of young people in shaping their own lives and contributing to social inclusion, social equality and positive social change. All of these features mean that youth work is a particularly effective way of engaging young people as citizens. Moreover, given its intergenerational character, youth work engages other age-groups in working for and with young people, in ways that benefit society as a whole. In the light of contemporary global challenges, this work has never been more important or more necessary.

This paper will present some case studies highlighting the contribution of youth work to citizenship engagement, drawing on research and practice from Ireland and throughout the continent of Europe.



Dr. Marco HO Hok-Kung

*Specialist in Paediatric Immunology and Infectious Diseases
Consultant and Associate Clinical Professor (Honorary)
Department of Paediatrics and Adolescent Medicine
The University of Hong Kong*

Dr Marco HO [MBBS, MRCP, MRCPCH, FHKAM, HKCPaed] studied medicine at the University of Hong Kong, graduated in 1994. He has been working in Department of Paediatrics and Adolescent Medicine of Queen Mary Hospital since 1995. In 2001, he completed fellowship training in paediatrics. He then received subspecialty training of clinical immunology from Prof Yu Lung Lau, Chair Professor and Research Dean of HKU. He started a Paediatric Allergy and Immunotherapy Clinic at Queen Mary Hospital in 2003. He received Ho Hung Chiu Medical Scholarship and had further studies on food allergy and immunotherapy from Dr David J Hill at the Child Allergy Centre, Royal Children Hospital, Melbourne Australia 2005-2006. He is currently the Consultant of Queen Mary Hospital in charge of the paediatric allergy service, and Hon. Clinical Associate Professor of Department of Paediatrics and Adolescent of Medicine of HKU. He serves in Paediatric Subcommittee of Australasian Society of Clinical Immunology and Allergy in standardizing various food challenge protocols. He is the Vice-president of Hong Kong Paediatric Society for Immunology, Allergy and Infectious Disease. He also serves as Council Member and Co-Chair of Public-Engagement Subcommittee at Hong Kong Institute of Allergy. He is one of the founders and immediate past Chairman of Hong Kong Allergy Association. He has authored and co-authored over 70 peer reviewed articles in immunodeficiency, clinical immunology, and food allergy.

Scientific Lunch Symposium

Management of Food Allergy and Intolerance in Children

Food allergies and intolerances are often confused by health professionals, patients and the public. The latest data suggests that about 5-8% of Hong Kong school children have food allergy and food intolerance which makes us comparable to most industrialized regions. Allergic reactions to food can have serious consequences such as food anaphylaxis. Certain food intolerance to food additives has been linked to behavioral changes like worsening symptoms of ADHD. The good clinical management hinges on proper diagnosis, appropriate advice on food avoidance, dietary alternatives or supplementation, education and training on acute emergency treatment and long term care. Certain food allergies grow out with time but nuts allergy and seafood allergies may persists lifelong. Allergen-specific immunotherapy a newer treatment modality may be disease modifying and therefore are gaining grounds in clinical practice but it is an expensive therapy and associated with certain risk and uncertainty. Prevention strategy is an important measure to curtail this public health issue. Good evidence suggests that early consumption among high risk infants for developing food allergy is the way to go. Managing and even diagnosing food intolerance responsible for behavioral issues is a challenging area and needs more evidence-based research to advise the best clinical care. Elimination for a period of time and carefully re-challenge the subjects is the current main stay of care.



Workshop 1

Working with SEN in Multiple Strategies

Supporting SEN Children in Community

Ms. Elaine IP Yi-Ping, Supervisor, Tai Po and North and Yuen Long District, BGCA

Ms. Vanessa HO Lok-Yin, Educational Psychologist, Psychological Support Service, BGCA

Ms. Merry HO Man-Wai, Social Worker, HSBC Tin Shui Wai Children Learning and Support Centre, BGCA

Ms. Vivian TANG Hiu-Yan, Ms. Paisley LEUNG Wai-Yu, Ms. Phyllis MAK Po-Ting and Ms. Carol KWOK Wing-Yee, Social Workers, BGCA

What can we, as helping professionals, do to better support children with special educational needs in the community? The Boys' and Girls' Clubs Association of Hong Kong has set up two pilot community projects for primary and secondary school students with dyslexia, ASD, and ADHD, namely (1) Amway "Love Difference" Community Education Project for Specific Learning Difficulties and (2) "Kaleidoscope of Life" – Creative Arts Approach for ASD and ADHD students. The two projects are especially designed to provide a community based approach, with strength based perspective, and adopt multiple and creative intervention strategies, with the intention of developing some local examples in helping those children develop their full potential and promote social inclusion. Key elements of the two projects are: to identify and reinforce children's capabilities, equal access to opportunity, experience of control, parents' participation, involvement of various community members as volunteers, advocate for an inclusive environment, and an art jamming warm up activity will all be presented.

Journey from Adjusting SEN to Invention

Mr. Matthew KWAN Ho-Kwong, 16 year-old Student of Creative Secondary School; Inventor of Tactile Handwriting Pad for Dyslexia; 2015 Hong Kong Top 10 Outstanding Youth

1. What are Matthew's difficulties and way of learning as dyslexia?
 - Daily learning difficulties and how it negatively affects his learning progress,
 - Dyslexic way of learning, such as multi-sensory, pictured words, mind-map etc.
2. Interest to Motivation of learning
 - Matthew's interest in science, observing animals and creative drawings,
 - These interests motivate his learning by watching videos, reading books and asking questions.
3. Creativity + Science = Invention
 - What's the outcome of his creativity and interest in science? How does he invent?
 - What are his inventions? (Example: Sensory Touch Pad for SEN)
4. Matthew's reflection about supporting SEN kids:
 - Early intervention, special education and accommodation
 - Environment provided by parents and school
 - Strength development
 - Understanding and acceptance
 - Lower demand in examinations

Making the New-Way in Supporting SEN Children in the Technological Era: The One-Click Portal Website for Children with Special Needs and its Promotion

Dr. Wilfred WONG Hing-Sang, IT Manager and Tutor, Department of Paediatrics & Adolescent Medicine, Li Ka Shing Faculty of Medicine, The University of Hong Kong

Background: Caring for children with special needs can be challenging and stressful for parents. Nowadays, internet access and mobile device are commonly used for searching information for parents to overcome these challenges. However, parents require eHealth literacy to use and interpret the online material.

Method: Focus groups interview and online questionnaire were used to collect the critical elements to build-up an up-to-date information website to support the Chinese parents of children with special needs.

Results: A one-click website had been developed by the department of Paediatrics & Adolescent Medicine, HKU to enable parents/children themselves quickly access the information provided by the government, institutions and NGO and private sectors.

Workshop 2

Effective Approaches to Promote Well-Being among the Next Generation

A Sports Mentorship Programme to Improve Adolescent Development and a Territory-Wide Platform to Promote Physical Fitness

Mr. Frederick HO, PhD Candidate, Department of Paediatrics and Adolescent Medicine, The University of Hong Kong

Background: Adolescent mental health is a global public health issue but most resources have been focused on disease treatment or tertiary prevention. On the other hand, Hong Kong adolescents have shown sub-standard physical fitness, which could lead to long-term significant health issues. Here we present a theory-based sports intervention to improve healthy adolescent mental wellbeing and holistic development, as well as a territory-wide platform, School Physical Fitness Award Scheme (SPFAS), to promote physical fitness.

Methods: The sports mentorship programme is evaluated in a randomised controlled trial. Students randomised in intervention arm received a 90-minute afterschool sports mentorship session weekly for 18 weeks, which was designed under the Positive Youth Development framework to equip students with sporting and life skills. Students in control arm received the access to a health education website. Primary outcome measure was mental wellbeing and secondary outcome measures included resilience, sleep quality, and physical fitness. The territory-wide platform (SPFAS) been re-developed to improve functionality and user-friendliness.

Results: A total of 692 adolescents (ages 11–13) completed the sports mentorship programme. Baseline characteristics were balanced between groups. One month after the completion of intervention, intervened students showed better mental wellbeing (Cohen's d 0.27, $p < 0.001$), resilience (d 0.19, $p = 0.04$), sleep quality (d 0.17, $p = 0.03$), and various physical fitness tests than their counterparts. Path analysis shows that the improvement in mental health was partially mediated through resilience and sleep quality. After re-development, the SPFAS received 47% increase school participation. Among schools which participated for two years, their physical fitness has been significantly improved.

Conclusions: The sports mentorship programme could improve Hong Kong adolescents' holistic development. The re-development of the SPFAS also appears to be a good platform for physical fitness promotion.



Building a Fitter and Stronger Generation Using the Model of Health Promoting School

Prof. Albert LEE, Clinical Professor of Public Health and Primary Care and Director of Centre for Health Education and Health Promotion, The Chinese University of Hong Kong; Member of US National Academy of Medicine Forum on Investing in Children Globally (iYCG) and co-Chair of iYCG Hong Kong Workshop March 2015

Improvement of student behaviours and well being would not naturally occur without a specific “intentional intervention”. Good evidence shows that public health interventions are most effective when they are reinforced in several sites where people make choices about nutrition, physical activity and tobacco use. The Institute of Medicine report on reducing obesity, for example, called for action across a range of venues, including schools and workplaces. Evidence in England, Australia and Hong Kong has demonstrated that a whole- school approach, Health Promoting School (HPS) with a healthy physical/psycho-social environment is the most effective “intentional intervention” in achieving improvements in both health and educational outcomes of students. Model of HPS is complex, multi- factorial and innovative activity in many domains (curriculum, school environment and community) with long duration. It also focuses on improvement of public policies for healthy youth development, engagement of stakeholders, and enhancement of services in particular the accessibility and acceptability. Evidence has been gathered extensively about what schools actually do in health promotion using the HPS frame work. The aim of this workshop will further explore:

1. Healthy school policies and local interventions
2. Health Promoting School and Quality School
3. Teaching and learning: health education and pedagogy
4. Professionals supporting health promotion in schools

From Engagement to Intervention - Improving the Social Well-Being of Adolescents in ICYSC through Sports

Mr. Adino CHUNG Wai-Lun, Social Worker, BGCA

Apart from physical fitness enhancement, the concept of Positive Youth Development (PYD) (Holt & Neely, 2011) suggests that sport participation brings along a series of developmental and life benefits to youth, which are contingent of social contextual factors. The PYD concept allows social worker to start engagement and intervention with the systems surrounded the youth participants, such as coaches, workers, parents and peers.

In this session, Adino will share his practice in operating a platform for youth sport participation, the advantages and difficulties when adapting PYD in frontline.

- The role of social worker when making use of sport intervention;
- How a social worker utilizes the 5Cs of PYD, Competence, Confidence, Character, Caring/Compassion and Connection (Holt & Neely, 2011), to formulate the intervention strategies towards the social contextual factors of youth.

Holt, N.L. & Neely, K.C. (2011). Positive Youth Development Through Sport: A Review. *Revista Iberoamericana de Psicologia del Ejercicio y el Deporte*, 6(2), 299-316.

Workshop 3

Helping those Who Help Nurture and Maintain their Resilience at Home and at Work

Prof. Michael UNGAR, Canada Research Chair in Child, Family and Community Resilience; Professor, School of Social Work; Director, Resilience Research Centre, Dalhousie University, Canada

Sustaining our resilience as professional helpers can be a challenge during times of change. Based on Dr. Ungar's research around the world, and his clinical practice, this presentation will explore how those who help others can avoid burnout and maintain their own career and life resilience when stressors pile up at home and on the job. Twelve factors that make us more resilient as adults will be discussed, along with practical tips for coping successfully in culturally and contextually relevant ways. Using the concepts of navigation and negotiation that are key to understanding resilience in complex, changing environments, participants will have an opportunity to reflect on their own resilience in life, as well as times at work and at home where they had the resources they needed to succeed. Dr. Ungar will then shift the focus to lifelong career resilience, helping participants to increase their ability to cope with changing employment opportunities. With exercises and stories from his research and clinical work, Dr. Ungar will show how people can increase their career resilience from their first job through to their retirement. While participants will be invited to reflect on the value of both career disruptions and how to survive in difficult work environments, the focus will be on thinking about work as just one part of people's complex lives. Be prepared for a fascinating, inspiring exploration of the many possibilities for meaningful work.

Workshop 4

Positive Education in Hong Kong: Present and Future

Dr. Sylvia KWOK, Associate Professor, Department of Applied Social Sciences, City University of Hong Kong

Importance and Benefits of promoting Positive Education in Hong Kong

Implementing Positive Education is important to promote wellbeing for teachers and students in the highly competitive atmosphere of Hong Kong. Positive education assists students to strengthen their relationships, understand and build positive emotions, enhance personal resilience, promote engagement, and encourage a healthy lifestyle. Insights obtained from positive education will continue to assist students in pursuit of a happy and meaningful life beyond the school gates, contributing to a positive community.

Experiences of adapting Positive Education in Hong Kong

A whole-school approach to positive education is needed for preparing students to flourish, showing teachers how to build on student's strengths, enhancing teacher's own wellbeing and leadership skills, developing a positive culture throughout the school, and engaging parents, stakeholders and the community to support and sustain wellbeing.

- Staff training & staff support ("Learn it" and "Live it")
- Explicit teaching of positive education ("Teach it")
- Implicit teaching of positive education ("Embed it")
- Promoting the six related pillars of positive education (positive emotion, positive engagement, positive accomplishment, positive purpose, positive relationships, and positive health).



Implications and future directions

- Positive education can be embedded in the school curriculum and extra-curricular activities.
- The theme of positive education should be integrated into the school development plan. Integrating positive education within the school context is an evolutionary process and takes time. School leaders must align their school's vision, mission, short-term and long-term objectives to a whole-school positive education approach.
- Schools need to use multiple pathways to foster the wellbeing of their staff. Efforts need to be made to develop strengths and psychological capital of the school staff and cultivate their engagement and commitment to the school.
- Evidence-based research is needed to examine systematically the conceptual framework and implementation approaches of positive education, and to provide evidence for the effectiveness of positive education for individual well-being and well-being in the community.
- Education policy should put well-being as the core focus, rather than focusing solely on the teaching and learning.

Workshop 5

Youth ImpACT Award Official Launch

Youth ImpACT Award (YIAA) is a project co-presented by the Boys' and Girls' Clubs Association of Hong Kong and The D. H. Chen Foundation. We believe that young people are a powerful force – they can bring innovative solutions to social problems and promote social progress through action.

Youth as a Co-Creator of Social Betterment

Mr. LAU Ming-Wai, Chairman, Commission on Youth

Youth development contains many aspects, but essentially it boils down to recognising the positive attributes of young people and giving them time, space and opportunities to explore their interests and fulfil their potential. When young people can apply their skills and capabilities and fully participate in the community, they will be able to set their future paths and exercise influence over their surroundings, and in turn, make meaningful contributions to the society. Supporting youth in their transition to adulthood is therefore valuable not only from the perspective of enhancing individual wellbeing, but also for social betterment.

In Hong Kong, there are a lot of policies and measures, as well as formal programmes and informal activities, for young people. Some of these programmes are educational in nature, while others aim at providing opportunities and experiences outside the classroom. Some are sponsored by the Government, whereas others are private or civil sector initiatives. These efforts have been instrumental in supporting young people in their personal and career developments, and in moulding them to be happy, healthy and resilient young adults.

Youth represent a valuable resource for societal advancement, and it is for this reason that we should constantly be seeking improvement in youth work. Hong Kong does not have a youth policy, yet examples of youth policies overseas (including United Kingdom, Sweden, Australia, and New Zealand) show that there are advantages to having a clear vision for youth development. Formulating a youth policy entails engaging young people to understand their aspirations and needs in overcoming challenges of the time and meeting the expectations that society sets for them.

Young people are co-creators in making our society a better place, so can we do better for our youth with a youth policy?

Social Innovation and Social Betterment

Mr. Francis NGAI, Founder and Chief Executive Officer, Social Ventures Hong Kong

Young generation grown up with good values' education, however, when they are entering the business-oriented or money-minded society, they felt a big contrast with what is in their dream. Social Innovation and Social Entrepreneurship attracted many young new minds' attention, and it can be a movement to drive for positive evolution of society. But how? In the session, SVhk will illustrate the movement with solid local social innovation, and their new game plan for good -- "Business2.0" -- a new strategy in further getting business cross over social.

Workshop 6

Developmental Appropriate Practices for Children: A Magical Power of Play

Play Therapy in Trauma

Ms. Kelly CHUNG Yee-Ping, Centre-in-charge, Growth and Development Centre, BGCA; Registered Play Therapist-Supervisor, Association for Play Therapy Inc (APT); President, Hong Kong Association for Play Therapy (HKAPT)

Play is the natural language of children. Literature and researches (Gil, 2012; Van der Kolk, 2013; Van Fleet, 2014; Blaustein, 2014) have proved if the child experienced traumatic events, he or she could not express his/her feeling in verbal as an adult. This is because the language ability and the psychological influence of traumatic events are very different on children. However, in play therapy, children can re-construct freely and safely about their traumatic issues which help them to relieve the stresses. In the workshop, Kelly will present her play therapy work with children who have experienced traumatic events.

Parallel Playgroup for Children with Anxiety Problem

Ms. Gigi CHAN Wing-Chi, Social Worker, BGCA

PLAY plays a very important role in childhood. PLAYING is also a key developmental function especially to children who suffered in anxiety problem.

The workshop is going to illustrate how to enhance child's self-understanding through different games in a parallel playgroup. In addition, by knowing 'emotion', learning 'expression of feeling' and experience method of 'emotion release', a playgroup facilitates parents to master parental skills. The speaker will also pin point the importance of interesting parent-child games in releasing child anxiety, and of development of security and attachment between parent and children.

Creating Playful Communities for Children

Ms. Aby CHAU, Head, Play Service Development, Playright

Play is an inevitable part of a child's growth, and is also the key element of a happy childhood. According to Article 31 of the United Nation Convention on the Rights of the Child, children have the right to rest and leisure. Hence, play is regarded as the basic right of children, and equally important as their survival.

As an NGO advocating children's right to play in Hong Kong, Playright strive to spread, promote and deepen the beliefs and ideas through the demonstration work in different settings. In the workshop, the speaker will share some innovative projects and how it demonstrates the power of play.



Workshop 7

The Science of Early Childhood Development: Data Can Inform Local Area Planning to Improve Outcomes for Young Children

Prof. Frank OBERKLAID, Director, Centre for Community Child Health, Royal Children's Hospital/Murdoch Children's Research Institute, Australia

The foundations of health and wellbeing are established in the early years, well before a child starts school. The early environments experienced by young children are powerful determinants of cognitive and social-emotional development that impact on a range of outcomes right throughout the life course. These research findings challenge us to develop policies and programs that are focused on prevention and early intervention.

Our advocacy efforts are greatly supported by having good data (*'no data, no problem, no solution'*). In Australia we now have 3 waves of national population data on over 96% of Australian 5 year old children obtained from the AEDI. This is a 100 item questionnaire, derived from the Canadian EDI, and completed for each child by teachers in the first year of formal schooling. Results are not reported for individual children, but aggregated at neighbourhood, community, state, regional and national level.

The AEDI has helped change the social discourse about early childhood, as up to one fifth of children are arriving at school 'vulnerable' in one or more areas of development. It has focused attention on the years leading up to school, and the debate about improving educational and life course outcomes now also includes the early years.

The results of the AEDI have highlighted the importance of a universal approach to service, as the data show that while there is an increased risk of vulnerability for children from disadvantaged communities, the actual numbers of vulnerable children come from non-disadvantaged communities. In addition it has strengthened the argument for a place-based approach to refocusing children's services; a top down 'one size fits all' approach is unlikely to be successful given the diversity of individual communities in terms of the demographics of the populations, the service mix, and their understanding of the importance of the early years. The AEDI has informed the development of local community responses to the data – 'local solutions to local problems.'

This workshop will take participants through a planning exercise using data to inform service reform and decisions about resource allocation, and make a strong case for place-based approaches to change.

Workshop 8

Practical Tips for Building a Stronger Body for our Young

Overcoming the Barriers to Children Physical Activity: What can we do in Hong Kong?

Dr. Lobo LOUIE, Associate Professor, Department of Physical Education, Hong Kong Baptist University; Associate Director, The Dr. Stephen Hui Research Centre for Physical Recreation and Wellness, Hong Kong Baptist University; Hon Secretary, The Hong Kong Association of Sports Medicine and Sports Science

Technological progress has indeed added a great deal of convenience to our daily lives, leading to the fact that people are getting less physically active than in previous decades. Insufficient physical activity is one of the top leading risk factors for global mortality. People who are insufficiently physically active have a 20% to 30% increased risk of all-cause mortality compared to those who engage in at least 150 minutes of moderate intensity physical activity per week, or equivalent, as recommended by WHO. Regular physical activity reduces the risk of ischaemic heart disease, diabetes, breast and colon cancer. Additionally, it lowers the risk of stroke, hypertension, and depression. Globally, 81% of school going adolescents are not physically active and adolescent girls are less active than boys, with 84% versus 78% not meeting WHO recommendations (WHO, 2016). Current children physical activity data in Hong Kong revealed that less than 10% of our school children are physically active. The percentages of school children in Hong Kong who were overweight and obese increased up to nearly 25% in 2014. Previous studies revealed that variables that were consistently associated with children's physical activity included gender, parental overweight status and support, physical activity preferences, academic pressure, intention to be active, perceived barriers, previous physical activity, healthy diet, program/facility access, and time spent outdoors, etc. The present presentation attempts to understand the common barriers to children physical activity and creating strategies to overcome them.

Intervention Workshops / Interactive Seminars

Soccer Affects Life

Mr. Leslie George SANTOS, Chief Operating Officer of ChelseaFC Soccer School (Hong Kong); Technical Director and Coach of Santos Soccer School

I am going to share my personal growth process, the way to help the disadvantaged through soccer, the difficulties encountered in implementing service and what the children or children with special needs have changed and transformed through soccer. In this session, we will explore the communion problem of how to share and learn from each other through playing soccer.

My Passion for Boccia - My Journey to Gold Medal

Mr. LEUNG Yuk-Wing, Gold Medalist, Boccia Mixed Individual BC4 Event, Rio 2016 Paralympic Games

Workshop 9

The Arts, Humanities, and Human Flourishing: Can Culture Foster Well-Being and Fuel Academic Success?

Dr. James PAWELSKI, Director of Education and Senior Scholar, Positive Psychology Center, University of Pennsylvania, USA

What is the value of the arts and humanities? How do they support human flourishing? Can they be tapped to help us increase our well-being more effectively? In this interactive session, we will examine the role of art, music, literature, and movies in our lives and explore ways in which they can help us thrive in our communities and in our schools.

Workshop 10

Empowerment Practice in Supporting Disadvantaged Families: The Use of Supportive Group

Dr. Shirley HUNG Suet-Lin, Director, Social Work Practice and Mental Health Centre; Associate Professor and Associate Head, Department of Social Work, Hong Kong Baptist University

Since the 1970s, the significance of social support has been well articulated all over the world particularly in developed countries facing ongoing challenges of urbanization, dominant ideologies of individualism and neo-liberalization, all together resulting in the dismantling of traditional social support structure. In view of the need to strengthen social support for those who are deprived and disadvantaged, creating opportunities to bring people together, develop and sustain relationship using small groups is considered an effective solution. In places where social work has been well developed such as the Northern Europe and Northern American, supportive group work models have been widely applied in working with different target groups. In Hong Kong, however, group work on the whole and supportive group work model in particular has been less developed. The speaker, together with a team of colleagues of BGCA, has been involved in developing a model of supportive group to work with disadvantaged individuals/families in the local context of Hong Kong. The model is composed of clear purposes and systematic step-wise implementation, and has been widely applied to working with different target groups including single parents, new immigrants, parents with children having learning difficulties, parents having children who are homosexuals, women suffering from depression, etc. The use of storytelling is an essential part of the model which allows in-depth sharing of life experiences that create a sense of collectiveness while acknowledging differences. Impact of this group work model on developing mutual support among group members, empowering them to gain control over their lives and connecting them with the wider community has been well proved by various assessment methods. The model of supportive groups and practical tips in planning and implementation would be shared in this workshop using examples of practice conducted by the BGCA team.

Collaborative Inquiry Partner: BGCA social workers and service recipients



Workshop 11

Youth Services in the Digital Era

Prof. Donna CHU Shun-Chi, Associate Professor, School of Journalism and Communication, The Chinese University of Hong Kong

Ms. Christa CHEUNG Shuk-Fung, Team Leader, Jockey Club Cyber Youth Outreach Service-uTouch, The Hong Kong Federation of Youth Groups

Mr. Eddie WONG Lok-Man, Social Worker, Jockey Club Youth Outreach Service-Infinity Teens, Caritas-Hong Kong

Mr. Stanley HO Chun-Yu, Project Officer, Jockey Club Youth Outreach Service-Nite Cat Online, BGCA

Cyber-Outreach Teams will share their rationales/work focus/daily practices on work with those cyber-youth, and trends which cyber-youth plunged (e.g. Digital Creativity/eSports) would be update and corresponding innovative services would be shared. Up-to-date surveys and researches on digital creativity industry are going to elaborate. Its policy implications on helping the cyber-youth would be discussed. Social work elements and the roles of social worker in the issue would be further identified, and we believe the discussed knowledge and skills could be transformed and be adopted on the common core services in social service sectors. Eventually, innovative services in enhancing the engagement of Net-Generation would be opened up.

Workshop 12

Use of Interactive Drama to Promote Positive Message in Schools and Community

Use of Drama Programmes in Tackling School Bullying: A Whole-School Approach of OAE in Students' Reflection, Interaction between School Environment and Person

Mr. CHAN Pik-Fai, Supervisor, Corporate Development, BGCA

Ms. Carrie HO Ka-Lai and **Ms. Bobo CHAN Wing-Yee**, Social Workers, Project Respect, BGCA

Mr. CHAN Cho-Kin, Project Officer, Community Creativity Learning Centre, BGCA

Being bullied and being a bully is associated with increased health problems and poorer emotional and social adjustment. A school-based drama programs including drama, theater and role playing methods succeeded in increasing knowledge and articulation of independent thinking to empower children to stand up to bullying; and building a caring school environment. In the drama programs, student learnt by OAE (observation, action and education) to improve awareness, empathy and social competence.

Research found that social skills group intervention failed to address the systemic issues and social environment related to bullying, undermines success. The intervention incorporates a whole-school approach involving the whole school community would be more effective.

Use of Drama to Promote Family 3Hs in School, in Family and the Community

Dr. Daniel HO Sai-Yin, Principal Investigator of 3Hs Family Drama Project II, Associate Professor, School of Public Health, The University of Hong Kong

Ms. Ada FUNG Yuen-Ting, Project Officer, 3Hs Family Drama Project II, BGCA

Good family support is essential for the all-rounded development of children, and good family communication is also very important to the healthy growth of children. Funded by The Hong Kong Jockey Club Charities Trust (HKJCCT), The Boys' & Girls' Clubs Association of Hong Kong (BGCA) and the School of Public Health of The University of Hong Kong (HKUSPH) jointly launched a two-year preventive project in 2014 – **3Hs Family Drama Project II - Family Interactive Drama with Exercise and Fun**. A school drama tour for 100 shows and a series of activities with large-scale research were successfully arranged. By adopting a positive preventive and public health approach, we promoted the messages of FAMILY 3Hs (Health, Happiness and Harmony) and FAMILY Holistic Health among our youngsters, their families and the community. The project is thus regarded as innovative and a ground-breaking initiative in Hong Kong, which integrates 'Best Science' and 'Best Practice' with Best Art' to generate the 'Best Evidence'.

Intervention Workshops / Interactive Seminars

Workshop 13

An Introduction Workshop in the Sensitive Use of Art for Social Work/ Counseling Intervention

Ms. May CHAN Siu-Mei, Art Psychotherapist, Trauma Treatment Service, BGCA

Mr. CHAU Chun-Yam and **Mr. Rex YIU Kai-Lok**, Social Workers, Project Touch, BGCA

Ms. Brenda LEE Ka-Yun, **Ms. Kate FUNG Kit-Ying**, **Ms. Kate LAM Wing-Man** and **Ms. Karen KWOK Yim-Kam**, Social Workers, BGCA

Art therapy is a form of psychotherapy that uses art media as its primary mode of communication. It involves the use of visual and tactile media as a means of self-expression, reflection and communication in the presence of a trained art therapist. Where words come with difficulty, or are unavailable, art can provide an important outlet for feelings. Qualified art therapist is there to encourage, support and aid communication within a safe and facilitating environment, enabling the client to effect personal change and growth.

This workshop aims to introduce social workers/ counselors to the potential safely using the arts in their own work setting. This is NOT an art therapy training, but the speakers will share their practice in using art to various target clients particularly on children and youth work. Through the workshop, we hope that each participant will be provided with an experience which will lead to understanding that will compliment with their work as social workers or counselors.

Workshop 14

Child Summit

Children, as individuals, have the rights to participate in civil affairs and express their own views. At the same time, they have the responsibility to contribute to social betterment. BGCA fully supports children and youths to act on different social issues affecting our society. Child Summit is a platform for children, youths, and caring adults both to exchange views and join hands in building a child-friendly society. In the session, participating children and youths will actively discuss their vision of future society. Based on the discussion, a Child Charter will be formulated and announced.

Importance of Children's Participation in Social Issues Intervention

The Hon. Mr. Justice Patrick CHAN Siu-Oi, GBM, President, BGCA

Conference Information



Conference Hotline on 7 & 8 October: 2852 2382

Conference Venue

Yasumoto International Academic Park (YIA)
The Chinese University of Hong Kong, Shatin,
New Territories, Hong Kong

Registration and Information

The registration and information desks are located at the lobby, Ground Floor, Yasumoto International Academic Park. It will be open at the following hours:

7 October 2016 (Friday)	08:00-18:30
8 October 2016 (Saturday)	08:00-14:00

Language

All the keynote and plenary sessions at Lecture Theatre 1, YIA will be conducted in English and simultaneous interpretation into Cantonese will be provided. The intervention workshops / interactive seminars will be conducted in either Cantonese or English and no simultaneous interpretation will be provided. Please refer to the Programme for details.

Speakers Ready Room

The Speakers Ready Room is located at the VIP Room on Ground Floor (outside Lecture Theatre 1), YIA and will open for the speakers to preview and prepare their files when and where necessary.

Lunch on 7 October

Light sandwich lunch will be distributed during the short break before the lunch symposium. There are numbers of canteens providing a variety of food at the campus. The nearest canteen to the conference venue is Chung Chi College Student Canteen.

Drinking Fountains

No coffee or tea will be served during the conference. Drinking fountains are located on every floor of the venue. Please bring your own water bottle. You may also buy drinks at the vending machines or the coffee shop located on the 1/F of YIA.

Identification Badges

All participants will receive an identification badge upon registration. Name badges are required at all times for identification purposes and admission to the sessions and workshops. You can be declined admission if you are not wearing an identification badge when attending the conference.

CME / CNE / CPD Accreditation

CME/CNE/CPD Accreditation is available for Hong Kong delegates. Please signify your attendance at the service desk near to the Registration area DAILY.

The Hong Kong College of Pathologists: 1 CME point (Cat.: PP) *(For Scientific Lunch Symposium only)*

The Hong Kong College of Psychiatrists (Cat.: PP/OP)

7 October 2016: 6 CME points

8 October 2016: 3.5 CME points

The Hong Kong Paediatric Nurses Association

7 October 2016: 7.5 CNE points

8 October 2016: 4.5 CNE points

Hong Kong Physiotherapist Association: 5 CPD points

Occupational Therapists Board: 10 CPD points

Association for Play Therapy: Delegates who attend Workshop 6 on 8 October 2016 could claim 1.5 hours of Accredited Play Therapy Training (#06-181) from Association for Play Therapy.

Association for Play Therapy: Delegates who attend Workshop 6 on 8 October 2016 could claim 1.5 hours of Accredited Play Therapy Training (#06-181) from Association for Play Therapy.

Certificate of Attendance

Certificate of Attendance will be distributed to registered participants upon collection of registration materials.

Personal Property

Please take good care of your personal belongings. Do not leave them unattended. The organizers and the conference secretariat will not be responsible for any loss or damage of your personal properties.

Adverse Weather Arrangements

When the Hong Kong Observatory issues the Tropical Cyclone Warning Signal No. 3 or red rainstorm warning signal, all on-day events will be held as scheduled.

When the Hong Kong Observatory issues the Tropical Cyclone Warning Signal No. 8 or above, or Black Rainstorm Warning Signal before 6:00 (11:45) morning (afternoon) conference activities will be cancelled. For warnings in effect, if the warning signal is cancelled before 6:00 (11:45), conference activities scheduled for the morning (afternoon) will be convened as normal, otherwise, they will be cancelled. If a particular session has already commenced when the warning signal is issued, that session will continue as scheduled until further notice from the organizer. The organizer reserves the right to re-arrange the programme and any re-arrangements will be announced on the conference website.

Disclaimer: The Organizer reserves the right to change the programme at any time without prior notice. Please note this programme is correct at the time of printing.

Acknowledgment

The BGCA 80th Anniversary Organizing Committee and the 80th Anniversary Scientific Conference Organizing Sub-committee would like to extend their heartfelt thanks to the following supporting organizations and sponsors for their unfailing support and generous contribution to the BGCA 80th Anniversary Celebrations.

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References: 1. Data on file. FrieslandCampina Global Development Nutrition, Scientific product substantiation paper, MBW_019_1.0, March 2015. 2. Sazawal S, Dhingra U, Hiremath G, et al. Probiotic and probiotic fortified milk: in prevention of morbidities among children: Community-based, randomized, double-blind, controlled trial. PLoS ONE. 2010;5(8):e12164. doi:10.1371/journal.pone.0012164. 3. EFSA. Scientific Opinion on the substantiation of a health claim related to vitamin D and contribution to the normal function of the immune system pursuant to Article 14 of Regulation (EC) No 1924/2006. EFSA Panel on Dietetic Products, Nutrition and Allergies (NDA). EFSA Journal. 2015;13(5):4096.

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Life Well Travelled

招商局 以商業成功推動時代進步

招商局創立於1872年，現時總部位於香港，是根植於香港的百年企業。140多年來，招商局不僅積極拓展業務，促進香港經濟發展，也積極服務社會，回饋香港市民。2010年，招商局在港創辦慈善基金會，透過支持青少年發展、促進教育文化交流、關注本地社區需求等，與香港各界合力，促進社會和諧發展。

China Merchants Group(CMG), founded in 1872, is a large-scale conglomerate headquartered in Hong Kong. Its corporate mission, to promote social progress through commercial success, is reflected in action both through normal corporate business and fulfillment of social responsibility. For more than a decade, CMG plays a pioneer in accelerating economic and social development in Hong Kong.

2010, China Merchants Charitable Foundation(CMCF) was established as primary philanthropic arm of China Merchants Group. Driven by local needs, we empower individuals, invest in youth development, and address fundamental inequity as we believe in the intrinsic motivation of all people. The Foundation works with leaders, communities, institutions and other stakeholders for fighting our communities a brighter future.

I See Ocean



I See Love

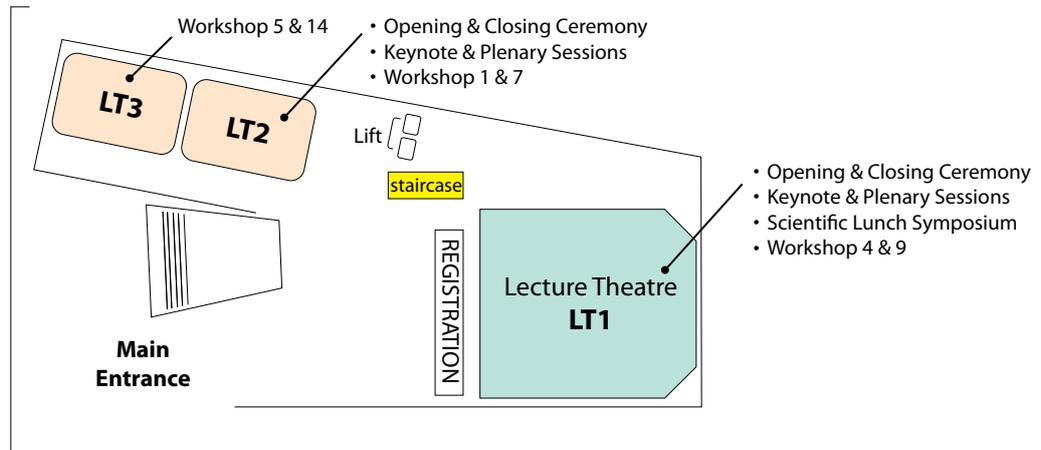


I See Future

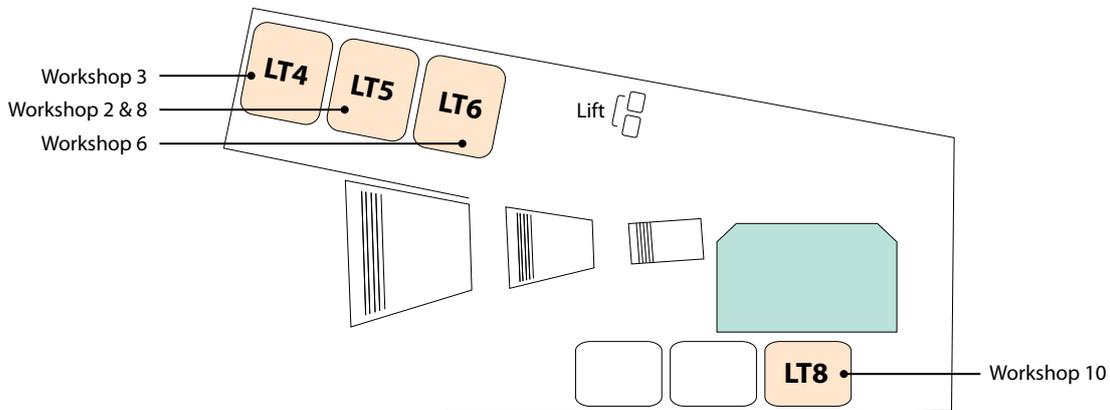
Venue Floor Plan



Ground Floor

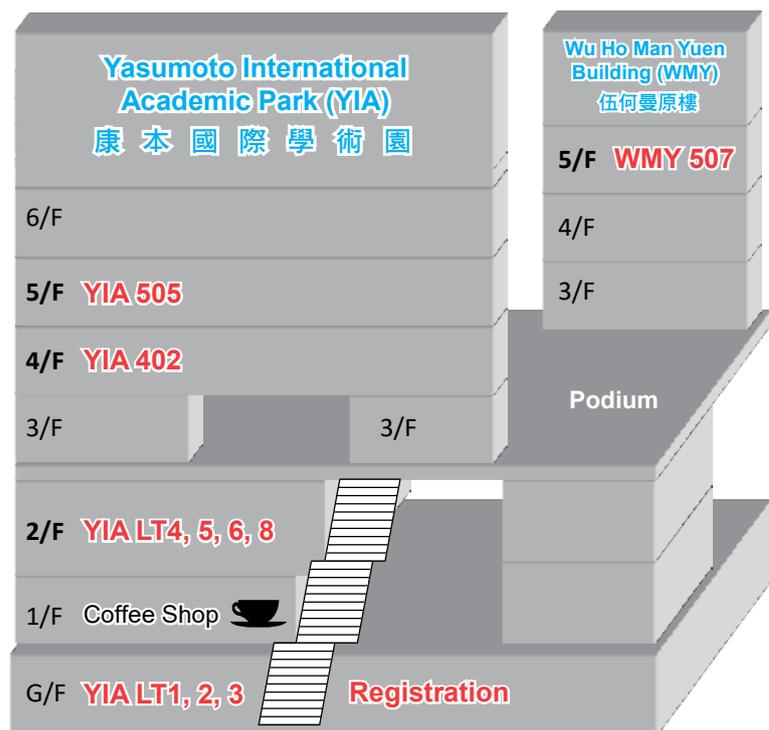


Second Floor



Venue Allocation

Opening & Closing Ceremony	YIA LT1&2, G/F
Keynote & Plenary Sessions	YIA LT1&2, G/F
Scientific Lunch Symposium	YIA LT1, G/F
Workshop 1	YIA LT2, G/F
Workshop 2	YIA LT5, 2/F
Workshop 3	YIA LT4, 2/F
Workshop 4	YIA LT1, G/F
Workshop 5	YIA LT3, G/F
Workshop 6	YIA LT6, 2/F
Workshop 7	YIA LT2, G/F
Workshop 8	YIA LT5, 2/F
Workshop 9	YIA LT1, G/F
Workshop 10	YIA LT8, 2/F
Workshop 11	YIA 402, 4/F
Workshop 12	YIA 505, 5/F
Workshop 13	WMY 507, 5/F
Workshop 14	YIA LT3, G/F





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香港小童群益會

《會歌》

看我們男女小童 團結一致氣勢虹
不避艱難與苦痛 振起精神向前衝
讀書遊戲做手工 相親相愛相幫忙
身體健康意志強 好為人類謀幸福

About Us

Founded in 1936, The Boys' and Girls' Clubs Association of Hong Kong (BGCA) has been established to serve children and youth throughout different eras with its need-specific and community-based services in its comprehensive service network.

In recent years, BGCA focuses its efforts to look into the cross generational poverty issue in the society. While deploying additional resources to support children from low-income families, BGCA also advocates government and policy-makers to take a longer-term view in tackling the poverty issues. At the same time, BGCA expands its services to assist children with developmental disorder and/or special educational needs, promote awareness on mental health for children and teenagers and offer one-stop, multi-disciplinary mental health and psychological counselling services to the needy families.

We are honored and happy to celebrate our 80th anniversary in 2016 – “BGCA All the Way”!

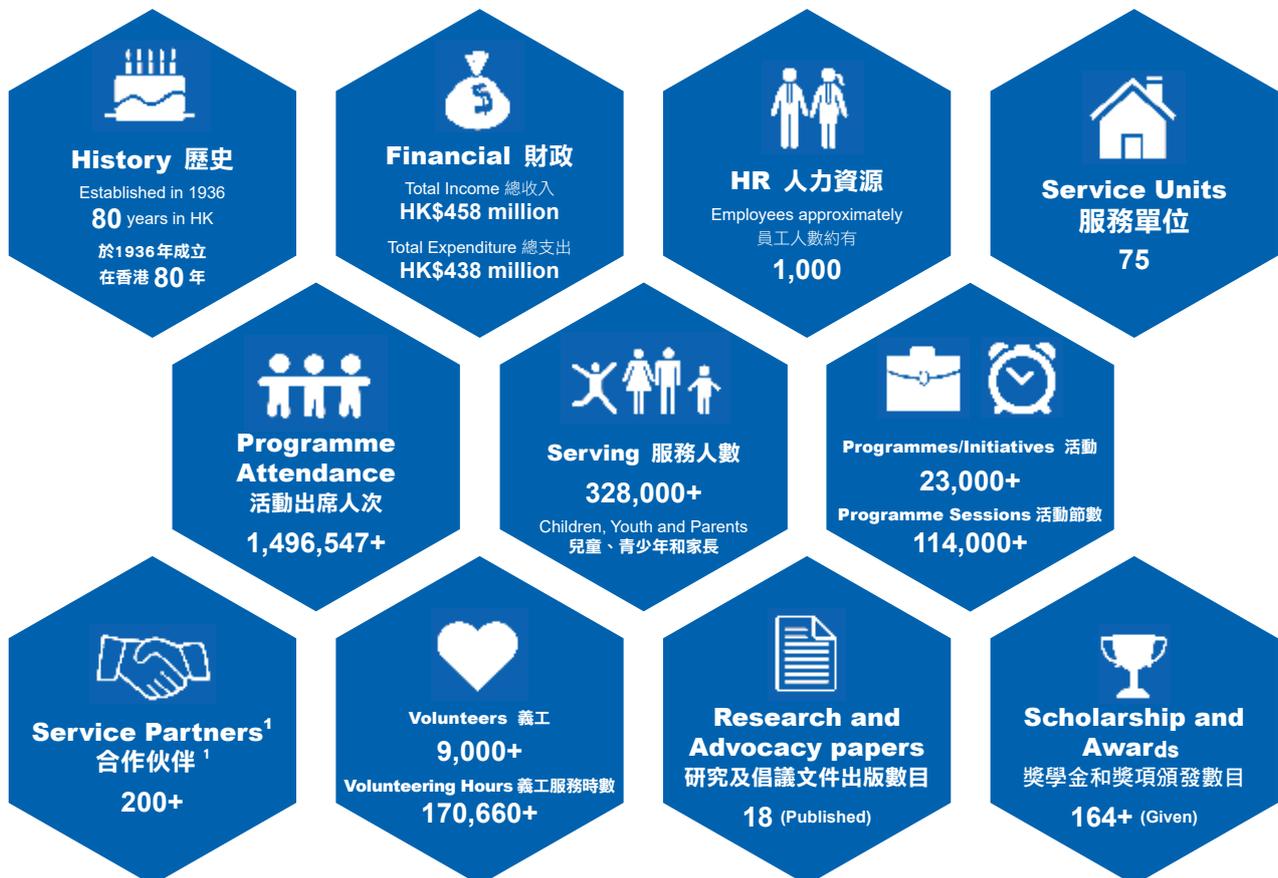
Our Vision and Mission

- To help children and youth attain a well-balanced moral, intellectual, physical, social and aesthetic development
- To nurture children and youth to become contributing citizens
- To strengthen the functioning of families
- To raise parental and social awareness of our younger generation's welfare, particularly of disadvantaged groups. Through concerted efforts of service recipients and the general public, we strive for children's and young people's rights

Our key work foci in 2015 - 16:

- Alleviating child poverty
- Assisting children with special educational needs
- Fostering good child and youth mental health
- Encouraging social participation

Important Figures 2015 – 2016



¹ service partners from academia, business community, corporations, charity foundations and individual

Our Heritage, Diversity and People make us different

我們的傳承、多樣化和人才 令我們不一樣

BGCA has been serving children, youth and their families in Hong Kong over the last 80 years. Continuously, we do our heart good to help our young generation grow stronger and better.

過去 80 年，香港小童群益會一直服務本地的兒童、青少年及其家庭。我們樂此不疲繼續為年青一代付出，讓他們茁壯自強地成長。



Our **service network** connects children and youth of different backgrounds and in different districts across the territory.

我們的服務網路將香港各區來自不同背景
的兒童和青少年連繫起來。



We are **open** and **transparent**,
agile and **innovative** to meet the
evolving needs in our community.

我們公開而透明，敏捷而創新；不斷滿足
社區多變的需求。

