

## **Parent Information Booklet 2008 / 2009 School Term**

**Please READ all the information contained in the parent folder. We will assume that you have read this information and therefore are aware of our policies and procedures. This information is also available online at our website.**

**[www.cdchk.org](http://www.cdchk.org)**

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# 2008 / 2009 Calendar

## Autumn Term 2008

25 August (Mon)	Parent Orientation Day & First day back for Staff
26 August (Tue)	School starts
01 - 12 September (Mon- Fri)	Assessment Week (school remains in session)
15 September (Mon)	Public Holiday - The day following Mid-Autumn Festival
22 September (Mon)-3 October (Fri)	Parent Reviews
01 October (Wed)	Public Holiday - National Day
06 October (Mon)	Continued professional development-NO CHILDREN
07 October (Tue)	Public Holiday - Chung Yeung Festival
20 – 24 October (Mon – Fri)	Half Term
16 November (Sun)	The Matilda Sedan Chair Race & Bazaar
19 December (Fri)	Last day of Autumn Term
25 December (Thu)	Public Holiday - Christmas Day
26 December (Fri)	Public Holiday - The day after Christmas Day

## Spring Term 2009

01 January (Thu)	Public Holiday – New Year’s Day
05 January (Mon)	First day of Spring Term
26 - 28 January (Mon – Wed)	Public Holiday - Chinese New Year Holidays
26 - 30 January (Thu – Fri)	Chinese New Year Holidays
02 – 13 February (Mon – Fri)	Assessment Week (school remains in session)
23 February - 6 March (Mon – Fri)	Parent Reviews
03 April (Fri)	Last day of Spring Term
06 – 17 April (Mon – Fri)	Easter Holiday
10 April (Fri)	Public Holiday – Good Friday
13 April (Mon)	Public Holiday – Easter Monday

## Summer Term 2009

20 April (Mon)	Continued professional development-NO CHILDREN
21 April (Tue)	First day of Summer Term
01 May (Fri)	Public Holiday – Labour Day
08 May (Fri)	Trip to Adventure Zone at AMC
28 May (Thu)	Public Holiday – Tuen Ng Festival
26 June (Fri)	Last day of Summer Term

# Information for Parents and Caregivers

We provide a number of different services to suit the needs of the children of various ages attending the Centre. Within all our programmes, there are certain rules and expectations we have developed to facilitate better communication and understanding of our goals.

The following are our **expectations** during all the sessions we provide. If you are not bringing your child to the session, please ensure the responsible caregiver accompanying your child is informed of the following points.

## **Car/Taxi Pool/ Play dates/ Meeting other parents**

If you would like to share a car or taxi, please complete the appropriate form (by the main door) and return it to your child's playroom leader. Please talk to your playroom leader if you are interested in play dates or getting together with other parents.

**Change of Address** - Please do not forget to inform the office of all new details including telephone/fax numbers and email addresses. This contains emergency contact information and must be updated when necessary.

## **Clothing**

Children must wear appropriate shoes and clothing for messy play and to help them to learn dressing skills (no belts, braces/suspenders for example). Children's clothes should be kept practical and washable and give easy access for activities such as toileting, dressing/ undressing and water play. All clothing must be clearly labeled with the child's name.

## **Cubby Holes**

Your child's art work and correspondence from the Centre will be placed in your child's cubby hole. Please check the cubby hole at the end of each session.

## **Emails**

For environmental protection purposes, we will send all Centre correspondence (invoices; placement offer letters and other notices) via email unless hard copies are requested.

## **Language**

English **MUST** be spoken on Centre grounds, both to children and to other adults. This is to prevent the children from getting confused by being exposed to too many languages. This is essential for the children's speech and language development. Your support is greatly appreciated.

## **Hot Weather**

Please advise your child's playroom leader if you would prefer that your child does not play outside. Your helper may be asked to accompany your child inside. If you would like your child to wear a hat please bring one with their name clearly labeled. Please apply sunscreen at home before coming to school. We will not apply sunscreen as a precaution for those children who have allergies.

### **Medication and Health Related Issues**

No medication should be left in the children's bags. Please inform the playroom leader if your child is taking medication or has any allergies or special health-related issues. You or your doctor will need to complete an authorization regarding administration of medication. Any child NOT attending a preschool who requires medical treatment e.g. for epilepsy or asthma, will need to be accompanied by an adult who carries the necessary medication and is able to administer it.

### **Mobile Phones**

Mobile phones must be switched off when class is in session or if you are in the vicinity of the classrooms or therapy rooms.

### **Paddling Pool**

There may be a paddling pool and water play activities outside. If you do not want your child to go paddling, please let your child's playroom leader know that day. Your helper may be asked to accompany you child inside or away from the water.

**Parents travelling outside of Hong Kong** - Please advise the classroom leader the date of absence and details of the person acting in loco parentis.

### **School Bags**

Your child should have a school bag with a change of clothing and clean diapers / underwear for unexpected accidents.

### **Sickness**

Please do not bring your child if he/she is unwell. (e.g. a temperature of 37.5 or above, a cough, an upset stomach, a green/yellow runny nose.) Your child will be sent home if he/she is considered unwell.

### **Snack / Dietary Requirements**

Please provide a snack for your child in a separate named container/bag if he/she is attending the Pre-school or Parent Toddler programme. **Please do not bring any kind of nuts or nut products in the Centre including peanut butter. Please inform the staff of any allergies and/or dietary requirements.**

### **Therapist Consent Form**

Teachers and therapists are often asked to discuss children's progress with other teachers and therapists. If you would like the staff to talk to professionals working with your child outside of the CDC, please obtain and return the consent form to the office to ensure that confidentiality has been maintained.

# Policies & Procedures

## **Assessments and Reports**

All children with special needs attending the CDC are assessed twice a year. Parents are provided with a comprehensive report regarding the assessment and general progress. Parents are then invited to meet with the staff to discuss their child's development and future needs. Children attending the on a private basis will receive assessments biannually with a charge of \$3000 each.

### Assessment Process

All children entering the Social Welfare Department subvented programmes at the CDC will receive the following:

1. A full developmental assessment with a written assessment report, including background information upon acceptance into the programme.
2. If the child enters after the CDC assessment period they will receive programme goals until the next assessment period, where they will then receive a full developmental assessment.
3. Every 6 months thereafter the child will receive a full developmental assessment.
4. The report for the assessment will include a comparative scores page, a summary page from the assessor, a set of programme goals for both home and school use, a classroom skills behavior checklist, and a recommendations page.
5. Parents are invited to attend a 30 minute review session to discuss the report and answer questions you may have with the therapists.
6. We recommend a psychological assessment when your child is 4.5 years old, because many schools will require an updated assessment report from a psychologist for school in-take and admissions.

### Provision of Diagnostic assessments at CDC

Parents can request one diagnostic assessment during their attendance at the CDC in place of their developmental assessment during the assessment period, and this will be free-of-charge. For parents who would like to have more than one diagnostic or psychological assessment during your child's tenure at the CDC, a 50% discount is given.

Parents are advised to keep all information from the Centre (i.e. reports, specific goals, notices etc.) for easy reference.

## **Complaints**

Any complaints should be directed to either the Executive Director or the Centre's Executive Committee Chairman who will respond verbally or in writing depending on the nature of the matter. All correspondence addressed to the Chairman can be handed to the office for delivery. Further information regarding the Centre's complaints policy and procedure is available from the office. Service users have been informed that they will not be discriminated against for raising complaints.

## **Confidentiality, Privacy and Abuse**

The information given to staff members is protected by the Personal Data (Privacy) Ordinance. No information about you or your child will be released to a party outside the Centre without your prior knowledge and approval. The Centre respects the service

users rights to privacy and dignity. Photographs or videos will not be used for publication outside the CDC without the signed consent form. The Centre adheres to the Data Protection Ordinance laid down by the HKSAR government. Parents are encouraged to seek each others' contact details when they meet at the Centre. The Centre respects the right to privacy, confidentiality and freedom from abuse for all children, parents, volunteers, staff and visitors.

### **Fee Remission**

The Centre operates a fee remission policy for families in need of financial assistance. The applicant (child's parent or guardian) should contact the office to obtain an application form. The applicant is responsible for the accuracy of the information supplied. Giving inaccurate or incomplete information may lead to cancellation of the application and loss of placement at the Centre.

### **Gift Policy**

In accordance to the HK Anti-Corruption act the Centre's policy stipulates that staff cannot accept gifts or cash equivalent over a certain dollar amount. To ensure that we properly utilize your gifts to us, the staff has asked for parents to contribute to the CDC staff fund in lieu of other holiday gifts. The staff fund benefits CDC staff directly, and is used to build morale, friendship and teamwork amongst our staff.

**Health and Safety** – The Centre has developed and regularly reviews the following safety procedures: 1) fire and evacuation procedure; 2) typhoon and rainstorm procedure; 3) health and vaccination procedures; 4) premises and equipment review procedure; and 5) critical incident management. For further information on the above procedures and other health and safety related matters, please read SQS9, available in the office.

### **Make-up Sessions for One-on-One Therapies**

There are no make-up sessions for individual therapy sessions within group programmes if your child is absent; the Centre is closed due to bad weather or professional training. For private one-on-one therapy sessions, please see Fee Payment –Terms & Conditions.

### **Non-Interference Policy**

If CDC staff encounters CDC families outside of the Centre, staff will not assist unless requested by the parent or caregiver.

**Parking** – Please be advised that there is no parking on hospital grounds. Hospital parking is reserved for hospital clients only. Please understand that we are guests of the hospital. If you decide to leave your car, it may be clamped by hospital security.

**Transfers** – Children transferring within programmes will be required to pay the difference on the refundable deposit. The debit/credit will be reflected on your monthly invoice.

**Transportation** – 1) Taxi: the journey from Star Ferry, Central takes approximately 15 minutes. 2) No. 1 green minibus – every 10 minutes from minibus stop below IFC Tower II, Central, Hong Kong. 3) Car/taxi pool – If you would like to share a car or taxi with any other parents and caregivers please complete the appropriate form and return to your child’s teacher.

**Typhoons & Rainstorms** - Parents are advised to listen to the radio and follow the recommendations of the Social Welfare Department. If the announcement says “All schools or centres for children with special needs are closed” please do not bring your child to the centre. Please see information below for weather signals.

<u>Weather Signal</u>	<u>Announcement time</u>	<u>A.M. Sessions</u>	<u>P.M. Sessions</u>	<u>Full Day Sessions</u>
Amber Rain / T1	Any time	OPEN	OPEN	OPEN
Red / Black Rain T3 / T8	At / before 6.15a.m.	CLOSED	N/A	CLOSED for the whole day
Red / Black Rain T3 / T8	At / before 11.15a.m.	CLOSED	CLOSED	CLOSED for the whole day

If signals are hoisted after the session has started then parents should collect their child if it is safe to do so.

**Personal belongings/Private property** – The Centre discourages service users from bringing personal items into the Centre. Service users bringing personal belongings to the Centre do so at their personal risk and they are responsible for the safety of their own belongings. The Centre is not responsible for personal items brought in by service users.

**Parental Involvement** – The Centre is committed to involving individual client’s parents, carers and guardians in all aspects of the programmes.

**Visitors and Siblings** - The visitor schedule is carefully monitored to ensure that the programmes are not disrupted. Visitors are welcome in the Centre, but only by prior arrangement. Please contact the main office for more information either via email [info@cdchk.org](mailto:info@cdchk.org) or main line 2849-6138.

**Volunteers** – Our volunteers are a fantastic asset to the programme. We need your help. Please let our staff know if you feel you can help with the Centre’s programmes or fund raising initiatives.

# Fee Payment – Terms & Conditions

1. Payment of fees

If the service starting date is on or before the 15<sup>th</sup> of the month, school fees are payable for the entire month. For starting dates on or after 16<sup>th</sup> of the month, 50% of the fees are payable. If the last day of school is on or before the 15<sup>th</sup> of the month, 50% of the fees are payable. For the last day of school on or after 16<sup>th</sup> of the month, school fees are payable for the entire month. All fees must be paid by the due date shown on the invoice.

2. Billing

You will be billed in advance on a monthly basis. Invoices are sent via email; hard copies will be issued upon request only. Hard copies will be placed in your child's cubby hole on the first school day of the month.

3. Overdue Payments

Overdue payments will have a 10% surcharge added to the next invoice.

4. Absenteeism

All absenteeism will be billed.

5. Returned Cheques

A \$100 fee will be charged to your account for each returned cheque.

6. Refundable Deposit

All children are required to pay a one-month refundable deposit for each service. The deposit will be charged in advance. After all outstanding payments are settled and all borrowed items have been returned a cheque refund will be mailed to the forwarding address on your withdrawal form within 30 days after formal withdrawal. If the refund cheque is not cashed within six months of the issue date, the refund is forfeited.

If you are withdrawing from a programme or therapy, but will continue in other programmes or therapies, a credit will be issued in your next invoice.

7. Withdrawal

Before withdrawing from a programme, a written request is required with 30 calendar day notice. If notice is not given, one month's fees will be charged. Withdrawal forms are available online, at the centre notice board, or in the administration office.

8. For Private One-on-One Sessions Only

All absenteeism will be billed. In case of illness, if a doctor's note is presented, the session will be credited for 50% of the fee. The centre must be notified on the day of the session. For extended leave of absence, a 14-day notice is required for fees to be waived. If the therapist is not available, the session will be credited to your account. If the Centre is closed according to CDC weather policy, your session will not be charged.

## 9. Payment Methods

- By PPS

PPS allows you to transfer funds from any designated bank account in Hong Kong to settle your invoice with a touch tone phone or internet payment. Please call 18011 (English) or 18013 (Cantonese) or visit the website [www.pps.hk.com](http://www.pps.hk.com) to register your bill. The Merchant code for “The Child Development Centre” is “9693”. Payment transactions made before 7:00 p.m. from Monday to Friday will be processed on the same day.

- By Crossed Cheque

Please send crossed cheque made payable to “The Child Development Centre”, kindly mark your invoice number on the back of the cheque on the lower portion of payment slip. Cheque payments can be dropped off at the Accounts Drop-Box in the centre or by post to The Child Development Centre, 41 Mount Kellet Road, The Peak.

Please do not send post-dated cheques.

# Programme Guidelines

## **Group Programmes**

### ***Pre-school Group – Full-Day & Half-Day Programmes***

This is an integrated programme for children with special needs and those who are typically developing between the ages of three and six. There are up to eleven children in each group with a playroom leader and two assistants. In addition, there is also a therapist or specialist member of staff in each preschool session whenever possible. The adult to child ratio is a minimum of one to three.

Every child with special needs is assessed as soon as possible when admitted into the programme and an individual teaching programme is then formulated. This programme focuses on the following areas of development: cognitive, language, fine motor and gross motor development, personal social and self help skills. The acquisition of these skills is addressed in individual structured therapy sessions and group activities. The playroom staff will help children generalize these skills within the group situation and for home.

Children without special needs are not formally assessed but a bi-annual update and parent review will be conducted. Children without special needs are closely monitored by our multidisciplinary team and their progress will be discussed during the parent review sessions.

Parents are welcomed to approach any member of staff with concerns they may have. The classroom leader should be advised of any particular concerns on a daily basis. This information will be communicated to the relevant staff where appropriate.

We encourage all parents to participate as helpers in the programme. Parents are guided to work with children other than their own. Parents will be able to learn handling techniques and teach specific language and cognitive goals. Please talk to your playroom leader if you would like to volunteer.

### ***Parent and Toddler Group***

This programme is for children with special needs and typically developing children between the ages of eighteen months and three years who will attend with their caregiver. The purpose of this programme is not only to give the toddlers exposure to the structured peer group situation, but also to give caregivers support and advice on how to best help their child.

Please ensure that the caregiver accompanying the child to the session knows the following points.

1. You and your child are required to take off his/her shoes during the session.
2. Do not prompt or direct your child when circle leader is giving instructions. Give your child time to respond themselves.
3. At snack time, encourage your child to feed him/herself. Do not wipe and clean them until they have finished. Children need to get messy while they are learning how to feed themselves correctly.

4. Some children find transitioning between activities hard, but it is important that they learn to move away from favorite toys and try all activities. Your child should visit each activity during the course of the session.
5. Children need to separate from their carers as they get older. Start this by moving back from your child at circle time when they can sit alone so they are not leaning. Encourage your child to sit independently and to follow the circle time.
6. Rewards (both verbal and physical) should only be given when your child is behaving correctly. Do not cuddle or comfort your child if he/she is having a tantrum or being disruptive.
7. Please only use the activities that have been put out for the children for that particular session. Do not bring other toys out of cupboards or into the classroom.
8. If your child “performs” on the potty at toilet time, please empty it into the toilet. Please be sure to wash the potty and hand the potty to a member of staff for disinfecting.

### ***Speech & Social Skills Group***

Social skills are the interpersonal behaviours that allow children to interact and get along with others successfully and are crucial in a child’s early development. The Speech and Social Skills Group aims to develop children’s abilities in the following areas: turn-taking, sharing, listening to others, holding conversations and role-playing. This is a group session for a maximum of six children, aged between 3-6 years old. Each session is 75 minutes long. The group is led by a speech and language therapist. One classroom assistant is also present.

### ***Speech Therapy Group***

The speech therapy group aims to facilitate the language growth of children with language difficulties. Therapy will encompass the following areas: expanding vocabulary and basic concepts knowledge, increasing the length and complexity of utterances, maximising communication for different purposes and developing group participation skills. This is a group session for a maximum of six children, aged between 3-6 years old. Each session is 60 minutes long. The group is led by a speech and language therapist. One classroom assistant is also present.

### ***Movement Integration Group***

This group is targeted to help children with sensory integration dysfunction, dyspraxia, gross or fine motor delays. In some cases, the therapist may ask you or a caregiver to enter the group to learn and help with the therapy of your child.

### ***P1 Prep Group***

This group is for children aged above 4 who are starting school soon. The aim of the programme is to work on pre-academic skills and activities. Activities include pre-writing activities, handwriting, scissor skills, letter and number recognition and art. Activities are developed to extend your child’s fine motor and organizational skills. The programme will include group games and individual work with lots of turn taking and sharing. The children will learn how to follow a routine and become more independent in managing their belongings.

## **Individual Therapies**

**These can be additional therapies for Centre children. We will try to arrange them to fit in with your child's schedule.**

These sessions work on the child's individual needs. If the child has not had a recent assessment, then one is undertaken to ascertain their current level of functioning. A programme is then developed and implemented. After six months the Centre conducts another assessment to measure progress and plan future intervention. Usually your child will be assessed using a global assessment. This assesses areas of development such as gross motor, fine motor, pre-writing, language, cognitive, personal social and self help skills. The assessment will identify goals which will be worked on in the session and at home. Goals will be updated as necessary.

All individual sessions are either 45 or 60 minutes long depending upon the therapy being conducted. Out of that time, 5 to 10 minutes is allotted for parent feedback. If you choose not to have feedback on the day please inform the therapist, and the session will be used for therapy fully. Session notes and assessment reports will be written outside the session time, but already included in the hourly fee.

### ***Baby Clinic***

Special babies are seen on an individual appointment basis. Baby clinic is a one-to-one therapy session for children aged zero to two. Babies are seen by a physiotherapist, an occupational therapist or speech therapists. The therapy covers all developmental areas (gross motor, fine motor, language, cognitive, social, emotional and self-help). It is compulsory for the parents or care givers to attend the sessions with the child, as the exercises taught in the session must be practiced continually at home. Each child is entitled to an annual assessment completed with a written report listing the programme goals for the child

### ***Individual Educational Programme (IEP)***

IEP is mainly for children with special needs between the ages of three to six, although there may be some exceptions. It is particularly helpful to children who attend outside preschools or schools but need some extra assistance with pre-academic work and classroom behaviour or for those children who are getting ready to go to primary school. IEP is based upon programme goals derived from assessment reports.

### ***Occupational Therapy***

Occupational therapy is for children who have been diagnosed with deficits in their motor skills. It will be delivered by a qualified occupational therapist. The session covers gross motor, fine motor, oral motor, and self-help skills. Treatments are mainly based on programme goals derived from assessment reports. You may want to consider these sessions for your child if you have noticed that they need extra time or help with skills such as dressing, eating, balancing, writing, cutting, riding a bike or any activities that require coordination.

***Sensory Integration Therapy***

Sensory integration therapy is for children aged between two and six. S.I. therapy involves helping children interpret their sensory feedbacks in a functional way. The S.I. therapist will assess the child on an annual basis. A report with programme goals will be provided for work and practice at home.

***Speech Therapy***

Speech and language therapists focus on developing the child's overall communication skills. They will establish an individualised programme, based on the child's needs, to maximise their skills in the following areas: pre-verbal communication, receptive language, expressive language, social language and/or articulation.

***Therapeutic Listening***

This is a highly individualized and intensive method of auditory intervention using electronically-altered music played through headphones to the child three times a day. It is most effective when combined with sensory integration therapy techniques. It helps children to more accurately perceive, process and respond to sounds. The session will be conducted by a therapist trained and certified in the therapeutic listening approach.

# Community & Parent Resources

**Support** services are offered at no extra cost to families who participate in our programmes. The Centre funds this service to ensure that the service is available to as many parents as possible.

**Parent Training Programme** – The Centre runs a series of programmes every year to educate parents and caregivers on practical techniques which can be used at home.

**Counselling Service** - The Centre provides a family counselling service offering parents of children within our programmes the opportunity to meet and discuss any concerns they may have relating to parenting, coping skills, family issues etc. The service is operated one day per week and individual sessions are 50 minutes long. Appointments can be arranged in advance by contacting the office administrator.

**Library** – Located in the Family Room next to the garden, it is operated by our Development Manager. To borrow library books, please contact the main office. A refundable deposit of \$500 is required for joining the library. A maximum of two books may be borrowed at any one time for a period of two weeks. Should a book not be returned following the two week lending period, a fine of \$50 per book for the first week and \$100 for each subsequent week will be charged. All monies raised from fines will be used to purchase new books.

**Disability Allowance** - Parents of children with special needs are eligible to apply for Comprehensive Social Security/Disability Allowance from the Social Welfare Department for their child; provided they have been a resident of Hong Kong for over one year. Please contact the Social Welfare Department or your social worker for more information. The SWD hotline 2343 2255, website: [www.swd.gov.hk](http://www.swd.gov.hk) > Public Services > Social Security > Social Security Allowance Scheme or the link below: [http://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_socsecu/sub\\_ssallowance/](http://www.swd.gov.hk/en/index/site_pubsvc/page_socsecu/sub_ssallowance/)

# About the CDC...

**The Child Development Centre is a non-profit organisation providing early intervention in an integrated setting for children with learning difficulties from multinational English speaking families.**

The Centre provides education and intervention for children from birth to six years of age. Children with learning difficulties are integrated with their peers in an environment devoted to learning through play. They are supported in their learning by a multidisciplinary team. Alongside this the Centre is a resource for parents and others involved in the education and care of infants and young children.

## **Services to the Children**

- The only English speaking facility which integrates children with special needs with their peers.
- Provides services for the full range of special needs e.g. sensory or speech and language difficulties, attentional and behavioral issues, physical disabilities, learning difficulties and autism.
- Provides pre-school education for children and supports the child within the family through parental involvement in the pre-school programmes, counselling and education.
- Centre resources are available to the families of all the children, with or without special needs.

## **Centre Resources**

- Ability to refer families and others to agencies providing specialist services for young children in Hong Kong.
- Provides a support service to pre-schools.
- Runs seminars and courses for teachers, parents and professionals.
- Book and video library.
- Community support through lectures, provision of work experience for students, resourcing research projects and student training.

## **Multidisciplinary Team**

- A dedicated and highly qualified team of therapists, teachers, welfare workers, counselor and psychologist.
- The adult to child ratio in all programmes is never less than 1 to 3.

## **Financing**

- Receives no Community Chest support.
- Supported by fees, charitable donations, fund raising activities and partial government subvention.
- Charges fees which are reasonable when compared to those of other pre-school services catering to children from the multinational community in Hong Kong.
- Provides remission of fees to families in need.

# Our Multidisciplinary Team

Virginia Wilson Executive Director <i>Email: virginia@cdchk.org</i>	Overall Centre management.
Louise Thomas Head of Services <i>Email: louiset@cdchk.org</i>	Oversees and manages service provisions

## Service Staff

Judy Chow-Fairhall Child Psychologist <i>Email: yvonne@cdchk.org</i>	Psychological assessment and advice for individual children admitted to programmes.
Louise Kirkman Services Administrator <i>Email: louisek@cdchk.org</i>	Oversees admissions, playroom activities, and individual teaching.
Siu Ling Leung Playroom Leader <i>Email: siuling@cdchk.org</i>	Playroom and individual teaching and assessments both in Pre-School and Parent and Toddler Groups.
Clarice Chua Playroom Leader <i>Email: clarice@cdchk.org</i>	Playroom and individual teaching and assessments both in Pre-School and Parent and Toddler Groups.
Louise McCann Head of Speech Therapy <i>Email: louisem@cdchk.org</i>	Oversees speech therapy programmes and assessments. Provides therapy for the children in the all day programme.
Julie Giles Speech Therapist <i>Email: julie@cdchk.org</i>	Provides assessments and therapy for Baby and Toddler programmes. Conducts private therapy sessions.
Yan Cheng Speech Therapist <i>Email: yan@cdchk.org</i>	Provides assessments and therapy for Pre-School programmes. Conducts private therapy sessions and runs Speech Group and Speech and Social Skills Group.
Ann Bridgewater Head of Motor Therapy <i>Email: ann@cdchk.org</i>	Oversees motor therapy programmes and assessments.
Coley Yeung Occupational Therapist <i>Email: coley@cdchk.org</i>	Sensory Integration, occupational therapy and assessments for Pre-School and Toddler programmes.
Brooke Sainsbery Occupational Therapist <i>Email: brooke@cdchk.org</i>	Sensory Integration, occupational therapy and assessments for Pre-School and Toddler programmes.
Tracy Kwok Physiotherapist <i>Email: tracy@cdchk.org</i>	Gross motor assessments and therapy in all Centre programmes.

Kitling Kwan Art Supervisor <i>Email: kitling@cdchk.org</i>	Supports activities in the Pre-School Groups.
Ningsih Margiatisetiyo Classroom Assistant <i>Email: nuning@cdchk.org</i>	Supports activities in Pre-School and Parent and Toddler Groups.
Maita De Gizman Classroom Assistant <i>Email:maita@cdchk.org</i>	Supports activities in Pre-School and Parent and Toddler Groups.
Pavitra Thapa Classroom Assistant <i>Email: divya@cdchk.org</i>	Supports activities in Pre-School and Parent and Toddler Groups.
Elsa Chow Cleaner <i>Email: rose@cdchk.org</i>	Cleaning and related health and hygiene matters within the Centre

#### Administration Staff

Daisy Lau Operations Manager <i>Email: daisy@cdchk.org</i>	Responsible for all the financial, computer and administration systems.
Connie Choi Accounts Assistant <i>Email: connie@cdchk.org</i>	Responsible for billing and accounting enquiry.
Lilian Ho Development Manager <i>Email: lilian@cdchk.org</i>	Responsible for fundraising events, seminars, improving resource provisions, and community development.
Bonnie Woo Administration Officer <i>Email: info@cdchk.org</i>	Supports overall centre services and administration.

# History and Philosophy

The Centre began informally in 1976 under the guidance of Mrs. Sarah Roe, an occupational therapist. She started a group, in her apartment, for English speaking children with learning difficulties which was formally registered in 1978. With the generous support of The Hong Kong and Shanghai Banking Corporation, Tomy Hong Kong Limited and the Matilda Bazaar and Sedan Chair Race Charities Fund, combined with a firm commitment from the Matilda Hospital, a purpose built facility was opened on the grounds of the hospital in 1981 by Mrs. Anne Marden.

The original Centre was called the "Centre for Handicapped Children" and was renamed "The Matilda Child Development Centre" to better describe the philosophy of emphasising a child's ability and educational programming rather than focusing on the child's difficulties. In 2005, the Centre was renamed again to "The Child Development Centre" at Matilda to hopefully better clarify with donors our independence from the Matilda International Hospital in terms of financing.

The Centre runs an integrated programme because we believe that children with learning difficulties are entitled to have access to the same educational opportunities and provision as their unchallenged peers. The children with special needs benefit from the role models provided by the other children in the programme who in turn become accepting and respectful of their friends who have special needs. In this respect it is the only centre catering to children from multinational English speaking families of its kind in Hong Kong.

The Centre strives to follow **evidence-based practice** in early year's education. The need for children with special needs to develop through a structured learning programme is successfully implemented in an environment devoted to maximizing learning through play. The staff are highly qualified, specialized and experienced. They adopt an interdisciplinary approach to facilitate children's development which takes into account all of the children's individual needs and the importance of parents in a child's learning.

The Centre attempts to maintain a good ratio of adults to children in all programmes, never less than one to three.

## **A Family and Community Resource**

The Centre is a resource for the community, as it aims to be a source of advice, information and support for families and others involved in the education and care of infants and young children. While the Centre focuses on early years education, its major contribution to the community is its expertise in the area of special needs and the pre-school aged child.

Pre-schools use the Centre as both a referral source and a source of advice on the management of individual children in their programmes.

The Centre staff runs seminars for pre-school teachers on specialized topics and courses for their colleagues in the wider community. They also visit pre-schools to

follow up on children who have been assessed in the Centre. The staff are sought after as speakers at various conferences and courses and on pre-school inservice training days.

The Centre also has a book and video library for the use of staff, parents and others who need access to specialized information on learning difficulties and early years education.

Every year the Centre is a base for community service and work experience for volunteers from the international community's secondary schools and continues to have strong links with West Island, South Island, Island, King George V, Shatin College, Carmel and Hong Kong International schools.

## **Finance**

Until October 1995, the Centre was entirely self financing. At this time, the Social Welfare Department recognised the Centre's contribution to the social services system in Hong Kong and provided subvention which covers 25% of our running costs. The fees charged cover approximately 30% and they are reviewed annually by a sub committee of the executive committee, an elected body of volunteers charged with the management of the Centre. Fees are set at a rate which compares very favorably with other pre-schools and services for children from multinational families seeking education in English.

The Centre also operates a fee remission system based on that of the English Schools Foundation for families in need of financial assistance.

The remaining monies required to finance the Centre come from donations, both personal and corporate, and fund raising events planned and executed by the Executive Committee, parents and staff. The Centre is a member of the Hong Kong Council of Social Service.

The Centre operates its full programme for only 10 months of the year because of the financial implications of staying open for 12 months. The other reason is due to the traditional exodus of multinational families from Hong Kong in the summer months. The baby clinic runs through July and August as needed, so that newborn special children and their parents have year-round access to help and counselling services. In recent years, our summer programmes have allowed children the opportunity to have access to Centre play activities in July and August.

# Our Executive Committee

The Centre is governed by an Executive Committee. Members are elected annually at the Annual General Meeting in September. The Committee consists of representatives from the community and parents. The Committee meets once a month to oversee the strategic direction of the Centre. The Executive Director reports to the Committee.

Sabrina  
Chairman

Freda Cheung  
Member

Linda Burgoyne  
Vice Chairman

Anastasia Chunilal  
Co-opted Member

Wayne Tam  
Honorary Treasurer

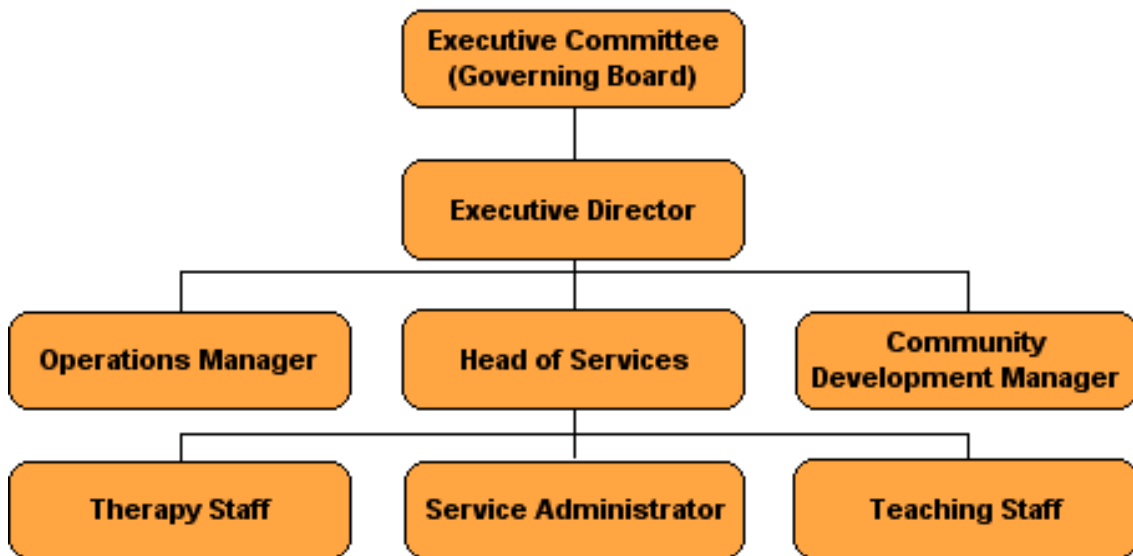
Calvin Hsu  
Co-opted Member

Marina Wong, JP  
Member

Kay McArdle  
Co-opted Member

Henson Lam  
Member

Hugo Barrett  
Honorary Advisor



# **Social Welfare Department and Service Quality Standards (SQS's)**

The Centre is required to meet a set of quality standards in relation to services for children with special needs, designed by the Social Welfare Department. A number of policies and procedures governing the Centre's operations exist and are available for parents' reference in the office. Monthly based statistics are also available in the office for reference.

Standard 1 – Service description and information.

Standard 2 – Regular review of policy and procedure documentation.

Standard 3 – Records of activities.

Standard 4 – Roles and responsibilities of staff, management committee and other decision making bodies.

Standard 5 – Human Resources. Policies and procedures on recruitment, deployment, promotion, contracts, discipline, induction, supervision, appraisal and training and development for staff.

Standard 6 – Planning Review and evaluation of performance.

Standard 7 – Policies and procedures to ensure effective financial management. Policies and procedures for developing and endorsing budgets, managing financial resources and monitoring performance, and on introducing efficiencies.

Standard 8 – Compliance with Legal obligations. Policy and procedures to ensure compliance.

Standard 9 – Safe Physical Environment Policies and procedures are written and implemented relating to health and safety, fire and typhoons. These include emergencies, roles of staff, hazards and maintenance, records of accidents, and procedures for transportation of clients.

Standard 10 – Clients Entry and Exit from the Centre. Policy and procedures written and implemented relating to criteria and priority for entry, target groups and refusal of entry.

Standard 11 – Assessing clients needs. Policy and procedures for assessing and meeting clients needs, including responsibilities, mechanisms for consulting parents and for specifying timeframes and plans for implementation of programmes and review.

Standard 12 – Respect and support to clients' families to make informed choices. Policy and procedures formulated and a list of possible circumstances for choices compiled with timeframes and information on how and when choices need to be made including responsibilities.

Standard 13 – Service users rights in relation to private property. Policy and procedures exist in relation to looking after private property in the Centre. This includes procedures for accepting donations of equipment from service users families and others.

Standard 14 – Service users rights to confidentiality and privacy. Policies and procedures written and implemented on both these issues.

Standard 15 – Complaints procedure Policy and procedures written and implemented in relation to service users, staff and others including freedom from retribution, responsibilities, recording and reporting.

Standard 16 – Freedom from abuse. Policy and procedures written and implemented, including staff training on the nature of abuse and how to identify cases and on recording and documentation.