

**Outcome of the Early Symptom
Management Program (E-MaP)
at Yaumatei Child Psychiatric Centre**

Wendy Tam

Advanced Practice Occupational Therapist

Hospital Authority Convention

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Background

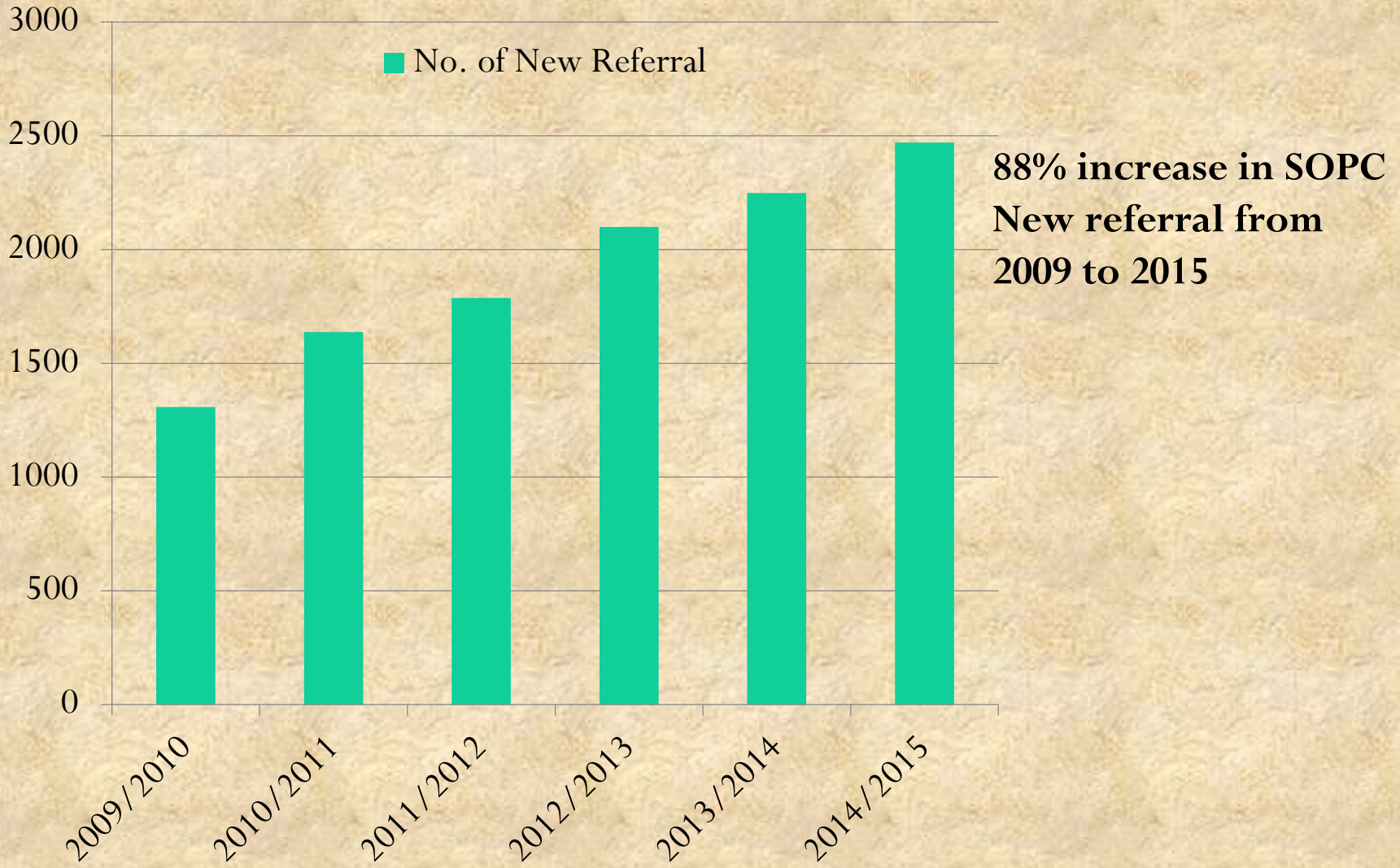
Children with **Autism Spectrum Disorder (ASD)** or **Attention-Deficit Hyperactivity Disorder (ADHD)** are associated with impairments that have life-time consequences and impact on families.

There is an **increasing service demand** in recent years.

Research showed **Early and timely interventions** are most effective in alleviating their behavioral problems and emotional symptoms.

Psychosocial and behavioural interventions are some of the essential modalities of interventions.

KWC C & A Psychiatric SOPC New Referral



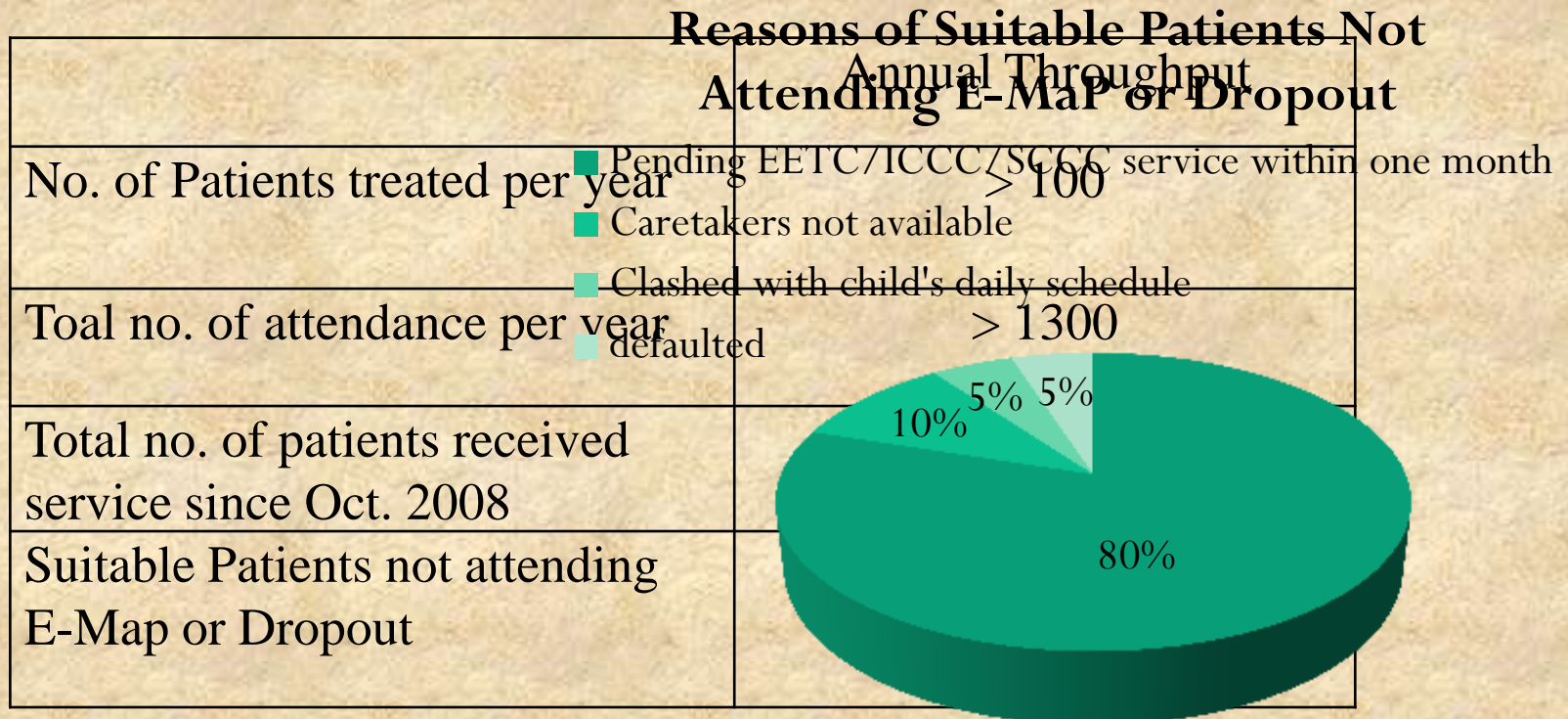
Early Symptom Management Program (E-MaP)

An alternative **non-pharmacological** and **psychosocial intervention** to those patients who would benefit from the early symptom management while on waiting list to the Specialist Outpatient Clinic (SOPC) (Psychiatry)

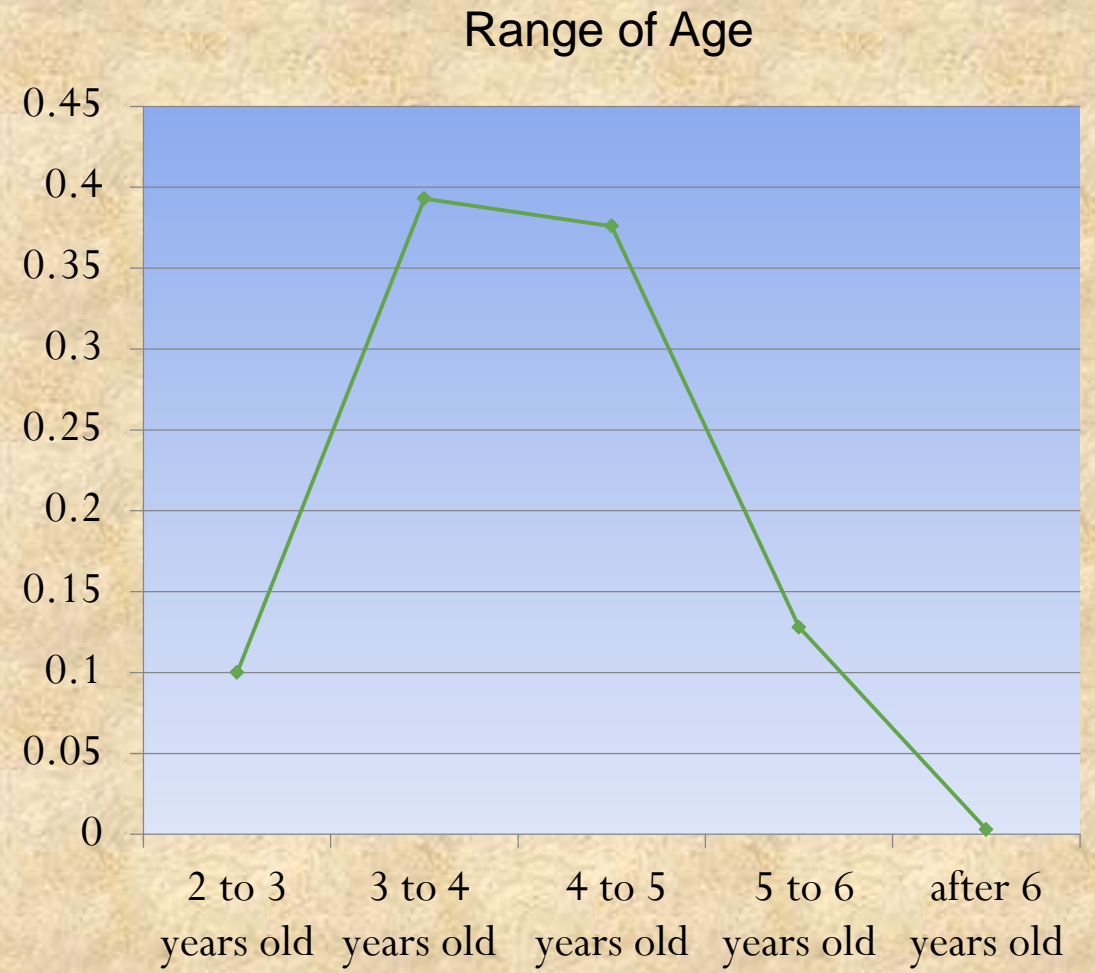
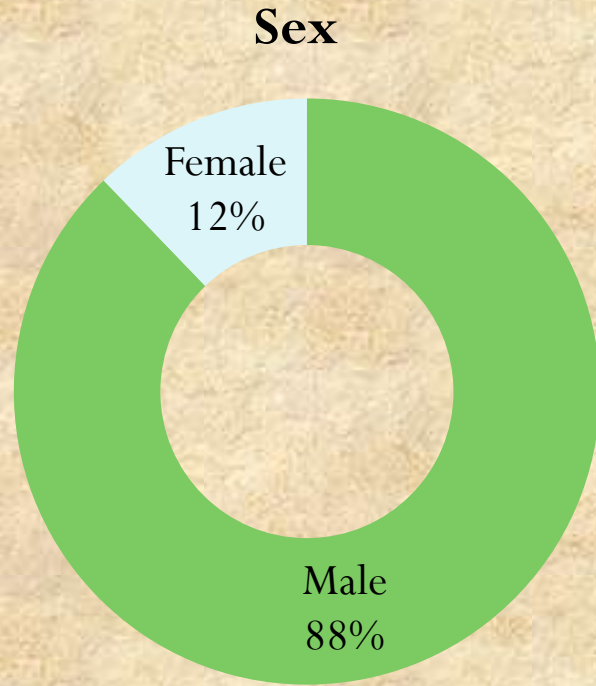
Target Patient Groups

Children who are suspected to suffer from **ASD and ADHD** with age up to 6 years old

Service Deliverable

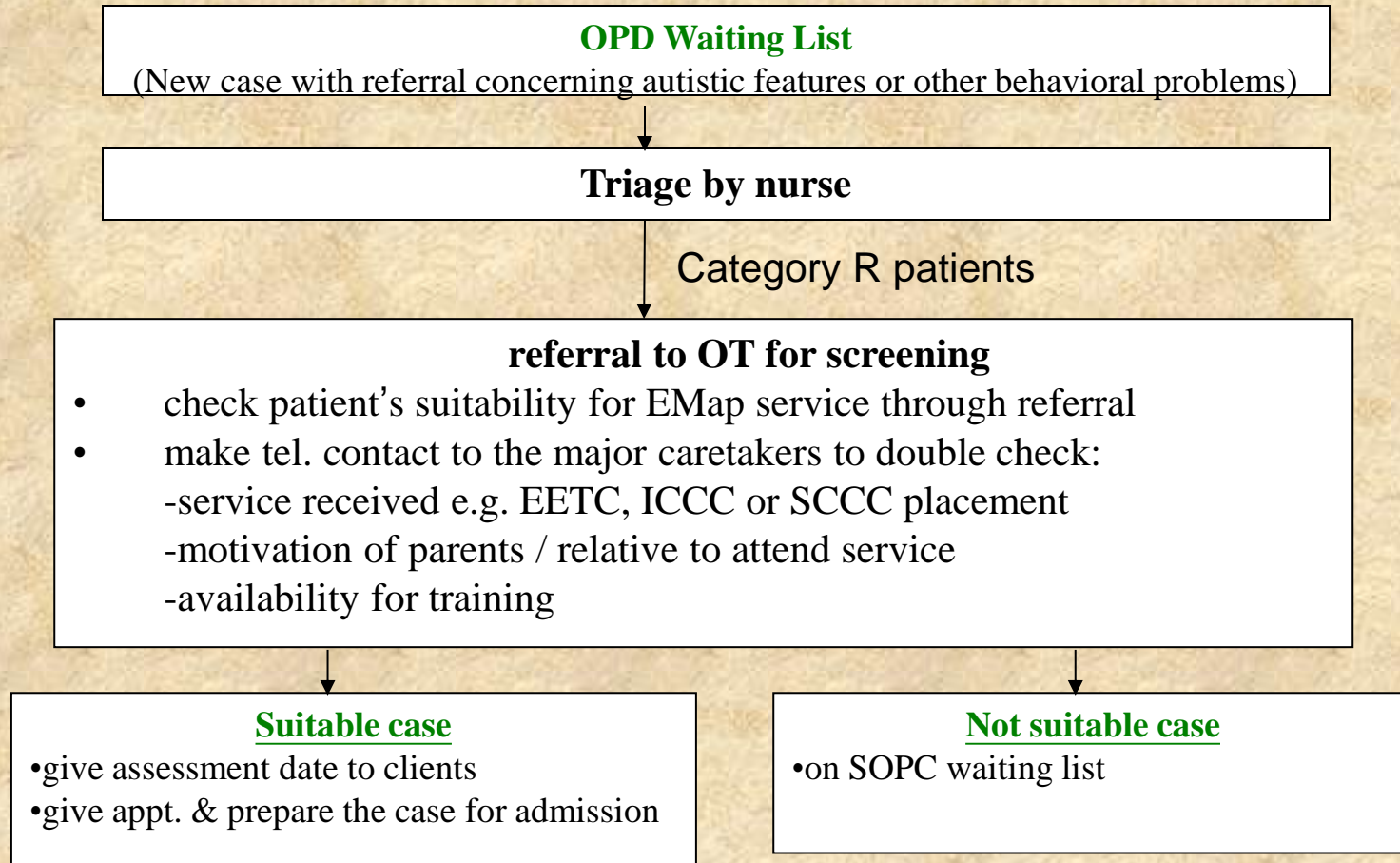


Patient Characteristics



Service Flow

Procedures for Referral, Admission and Discharge



Service Flow (Con't)

Suitable cases



Conduct **Initial Assessment & Clinical Observation**



Suitable Case

- start Training
(individual and group session once per week; parent group training once for three months)
- * No. of sessions would be adjusted according to the need of client
- service duration lasts for 3 to 6 months



Completion of training

- conduct post-assessment for the case and make recommendation
- fill out client's satisfaction survey by relative
- complete case summary of individual and group training
- complete discharge summary



Transfer case to SOPD

- Continue OPD routine waiting



Not Suitable Case

- on SOPC waiting list

Treatment Protocol of E-MaP service

Assessment

Initial Assessment includes clinical observation and standardized assessment

Psychoeducational Profile Revised, Symbolic Play Test, Vineland Adaptive Behavior Scales (survey form)

The content of the Intervention Program

- 12-session
- Individual Training
 - 1) Developmental and pre-requisite learning skills
 - 2) Management of behavioural problems
 - 3) Self-care and ADL training
 - 4) Development of school / classroom attending behaviors
 - 5) Parent / Caretaker training
 - 6) Home program 家居訓練手冊



Treatment Protocol of E-MaP service

- ***Group Training***

Social Skill Training Group

- ***Parent Training Groups /Parent Talk***

+ Management for children with behavioral problems

+ Training for children with social cognition deficits

+ Discussion on children with eating problems

Post-assessment

Standardized assessment, discussion about the patient's progress, the realistic goal of the parent for the placement of the child and recommendation, patient's satisfaction survey

Telephone Support

For parents whose children had discharged from the service prior to medical consultation

Clinical Outcome

Result of the Statistical Analysis of the changes in Clinical Outcomes of E-MaP

		Pre-training Assessment		Post-training Assessment			
	N	Mean	SD	Mean	SD	t	Sig.
Symbolic Play	250	8.63	5.73	13.26	5.90	-21.31	.000
Psycho-educational Profile-Revised Imitation	455	6.31	4.64	10.05	4.54	-31.63	.000
Psycho-educational Profile-Revised Cognitive Verbal	361	7.88	5.23	12.23	4.82	-34.42	.000
Vineland Social	134	74.11	11.25	81.95	9.42	-15.34	.000
Vineland Communication	134	86.42	11.92	93.09	10.12	-13.02	.000

Patient's Feedback

Summary of Parents' Satisfaction Survey since October of 2008

(605 number of respondents)

	非常滿意	滿意	部份滿意 /部份不滿意	不滿意	非常 不滿意	不知道/ 沒有意見
1) 約期之安排	58.94%	52.98%	1.02%	0%	0.17%	0.34%
2) 借玩具作家居訓練的安排	28.62%	42.08%	2.73%	0.17%	0%	20.10%
3) 治療師的專業意見						
a) 協助了解兒童的困難 及改善行為情緒問題	58.94%	40.03%	0.85%	0%	0%	0.17%
b) 幫助兒童在行為上的 改進	59.45%	37.65%	1.02%	0%	0%	0.68%
c) 對照顧者精神上的支持 和鼓勵	51.45%	44.46%	1.53%	0%	0%	2.04%

	足夠	不足夠	不能
4) 家居訓練的使用內容			
a) 你有足夠時間為孩子進行家居訓練	62.01%	35.09%	0%
b) 你能掌握重點項目的訓練	47.87%	49.57%	0%
c) 家居訓有足夠的指引	84.33%	11.935	0%

	非常滿意	滿意	部份滿意 /部份不滿意	不滿意	非常 不滿意	不知道/ 沒有意見
5) 訓練後，兒童的整體表現及進度發展是否有改善	27.09%	62.52%	10.22%	0.17%	0%	0%

PARENTS' FEEDBACK

Improvement in Social Skill

開始時喜歡同別人溝通

小組訓練，讓他有機會的學習與其他小朋友建立友誼。我衷心表示欣賞小組訓練過程。

訓練能夠提供機會給小朋友的與同齡小朋友溝通

由參加訓練到現在大有進步，能夠主動和參與各項之活動。做事有條理和有禮貌。

活動內容簡單，但對幼兒的社交技巧十分有效，透過活動讓懂得與人打招呼的技巧，遊戲時也懂得學習輪候，用說話邀請別人等技巧。個人覺得對社交溝通幫助甚大。

感謝各位治療師及助手的努力，對於小組社交及眼神接觸方面均有大進步。

在小組訓練中參與不同的遊戲也能夠比以前更主動與他人交流。

Improvement in Emotional Control and Functional Abilities

其他意見 / 致謝意

謝謝譚姑娘的專業治療，使
有明顯的進步。

語言和行為

6) 其他意見 / 致謝意

感謝譚姑娘在
明显改善

情緒方面的指引，

情緒控制有

9) 其他意見 / 致謝意

謝謝譚姑娘，令到
方面都指導我幫助

冷靜。祝譚姑娘工作順利！身體健康！

說話能力進步了，情緒

其他意見 / 致謝意

感謝譚姑娘憑其寶貴經驗及專業意見已為小女
日常固執行為，從而使因固執引發到緊張、不安、焦慮情緒。解決了不少

比如睡眠問題，現在

睡眠質量已有所改善。

他最弱環節已新味道和質感也快接受了。

OT Home Program promotes Generalization of Skill

他忘元 / 以助忘

方法簡單易跟隨，容易在家中作訓練
治療師有耐性 & 細心，意見合用。

今我在訓練女兒的技巧上獲益良多，課程完結後可運用所學繼續家居訓練。

本問卷全部完成，在此感謝你的時間及意見!



Improvement in Parenting Skill

感謝中心連續有個別及小組的訓練同期舉辦，讓家長可
了解及知道幼兒的問題及如何處理及解決。

對本人如何教導孩子/訓練孩子極之有幫助。

5) 其他意見 / 致謝意

非常感謝中心姑娘的指導，讓我們更清楚了解
能的不同行為上背後的原因/原由，可以讓我們改善
管教方法，也改善與小朋友的關係。

知道明白教導方法，十分滿意！
家長真的獲益良多。

知道明白教導方法，十分滿意！
家長真的獲益良多。

6) 其他意見 / 致謝意

很感謝譚姑娘，這段日子教懂
的意見總結，很多學習的興趣，令她喜歡學習，我也從他身上
得到很多教育上的很多啟示和方向。感恩我們遇上這位好老師。

在此感謝你的時間及意見!

Psychological Support to the Caretakers

多謝譚姑娘！改善了生活，減低了磨擦，壓力也減少了。

很感謝譚姑娘對小女的耐心教導和對家長問候和支持，令本人真的感到很窩心！謝謝譚姑娘。

6) 其他意見 / 致謝意

謝謝譚姑娘體諒，盡量遷就兒子的，使他能以更佳的情況能不上堂，更吸收訓練內容。對兒子的進步非常開心，連帶影響整個家庭氣氛。對此次訓練非常滿意，深深感受到譚姑娘的專業與熱誠，希望能有更多小朋友受惠，再一次感謝。

本問卷全部完成，在此感謝你的時間及意見！

照顧者(即本人)加以伸出援手，精神上的支持鼓勵及技巧上指導十分實用及減輕部分壓力，所以十分感謝譚姑娘的細心、洞察力強、熱誠的工作态度。THANK YOU

本問卷全部完成，在此感謝你的時間及意見！

感謝譚姑娘用心做餐、教書，減少了家庭壓力，令孩子情緒良好及生活也得到改善。我們一家人的良友，交了賢妻。

多謝譚姑娘

我們會加油

本人亦很感恩

，心里很安慰

Longitudinal Investigation of progress of the Children received E-MaP service

Outcome Measure N=69	Pre-training assessment	Post-training assessment	Follow-up	Friedman Test $\chi^2(2) =$	Asymp. Sig p =
	Mean (SD)				
Temper Control	1.58(0.526)	0.78(0.449)	0.20(0.405)	108.69	0.000
Compliance with instruction	1.81(0.394)	0.93(0.261)	0.19(0.394)	123.99	0.000
Self-care: Feeding	1.35(0.538)	0.90(0.645)	0.29(0.457)	100.48	0.000
Self-care: Dressing	1.51(0.532)	1.20 (0.502)	0.45 (0.501)	102.23	0.000
Self-care: Toileting	1.29 (0.621)	0.97 (0.664)	0.29 (0.517)	94.16	0.000

Statistical Analysis are derived from Friedman Test at the Pre-training assessment, Post-training assessment and between 6-month to 12-month Follow-up Parent report rating is used to assess the child's performance in Follow-up session

家長心聲

The End

Thank You!