



Caritas Jockey Club

'Life Coaching' Community Support Network

明愛賽馬會「家·友·導航」社區伙伴計劃

EARLY IDENTIFICATION AND INTERVENTION OF HIGH RISK STUDENTS

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Project objectives



- To build up **caring communities** and empowering parents in providing support and guidance for positive development of adolescents
- **To help children and adolescents** with suicidal risk to overcome adjustment difficulties and grow to be positive and resilient young adults
- To develop a **comprehensive suicide preventive model**



Project beneficiaries

- All and screened P.5, P.6 and F.1 students and their parents
- School teachers, students and parents
- Public and communities



Three Levels of Parallel Interventions

Levels of intervention

Universal Prevention

Teachers, student mentors and parents; parents and adults in the communities

Gatekeeper training

Students and parents in schools

Talks and workshops for students and parents to enhance their protective factors

Selective Prevention

P.5, P.6 and F.1 students and their parents

Life skills support and positive education

Parenting skills and stress management

Indicated Prevention

Screened P.5, P.6 and F.1 students and their parents

Students and teachers mentorship scheme

Therapeutic group work service

Casework referral

Gatekeeper training programmes



**Teachers –
“Guardian Angels”
Training**



**Parents –
“Guardian Angels”
Training**



**Students -
“Guardian Angels”
Mentorship
Training**



**Adults in the
communities -
Gatekeepers
Training**

Better
understanding on
youth mental health

Equip the knowledge and
skills on identifying young
people with suicidal risk
and how to make referral

Promote
positive living

Programme outcome evaluation - Gatekeeper programmes



Programme name	Items with statistically significant changes	P value
Students' gatekeeper training	<ul style="list-style-type: none">• Assistance seeking• Social competence	0.02* 0.04*
Parents' gatekeeper training	<ul style="list-style-type: none">• Knowledge about suicide• Likelihood to intervene• Social competence	<0.001*** 0.02* <0.001***
Teachers' gatekeeper training	<ul style="list-style-type: none">• Knowledge about suicide• Likelihood to intervene• Gatekeeper self-efficacy• Gatekeeper reluctance (negative)	<0.001*** 0.02* <0.001*** 0.003***

*** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$

Students' talks and workshops on positive living



1. Develop resilience and gratitude to face difficulties in life
2. Stress management
3. Handling peer relationship and conflict
4. Meaning of life
5. Goal setting

Parents' talks and workshops on positive parenting



1. Emotion management
2. Understanding on the developmental needs of the children and youth
3. Parent-child communication

Screening for students at-risk

- P.5, P.6 and F.1 students from 2 primary schools and 4 secondary schools
- 464 F.1 students completed, 187 (40.3%) students were high suicidal potential
- 449 P.5 and P.6 students completed, 142 (31.6%) students were high suicidal potential
- Pre- and post-screening in September 2016 and July 2017
- Intake interview after pre-screening



Questionnaire on suicidal potentials



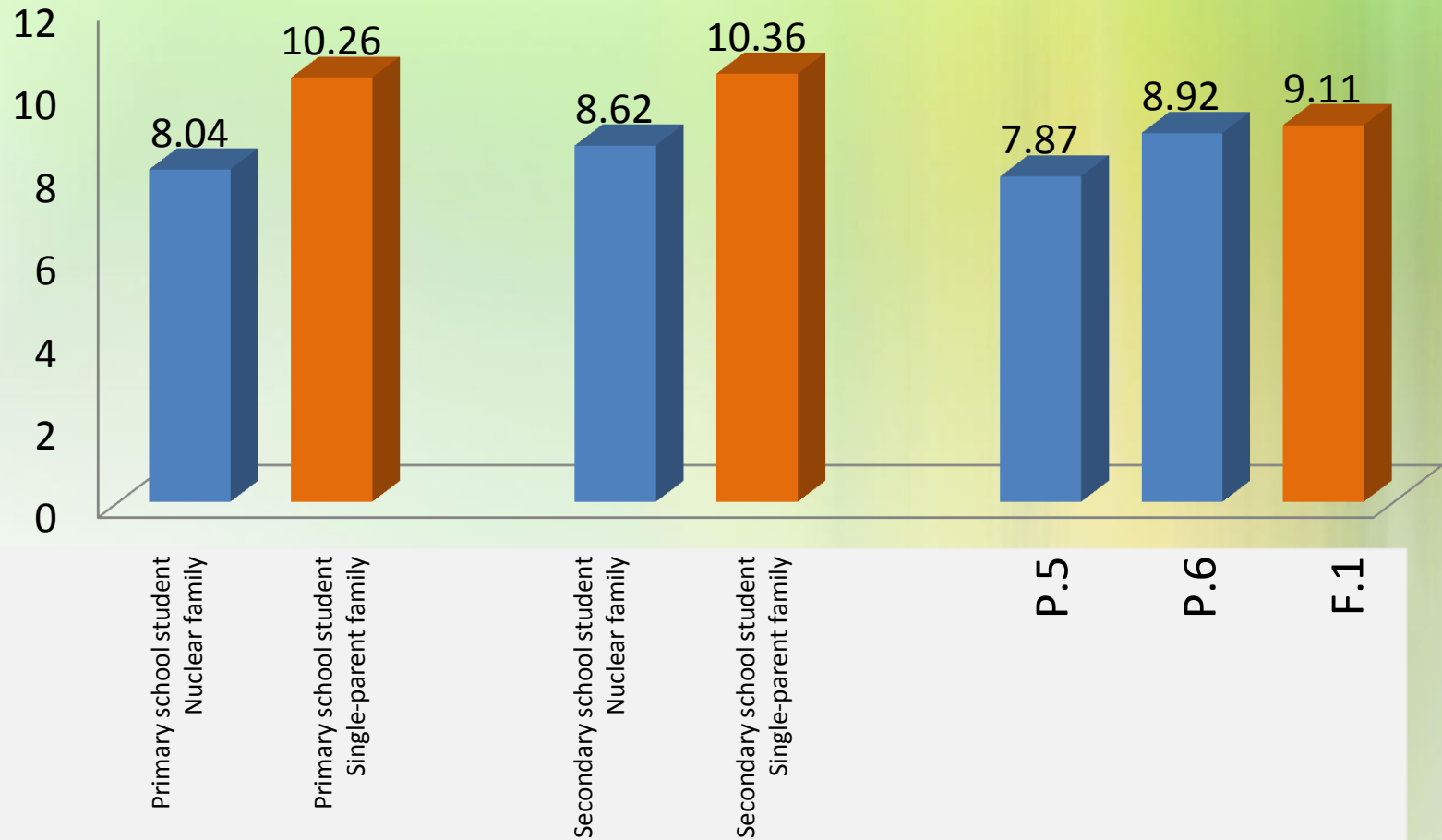
Risk factors

- Perceived burdensomeness（自我累贅感）
- Thwarted belongingness（歸屬受挫）
- Suicidal ideation or acts（自殺想法或行動）

Protective factors

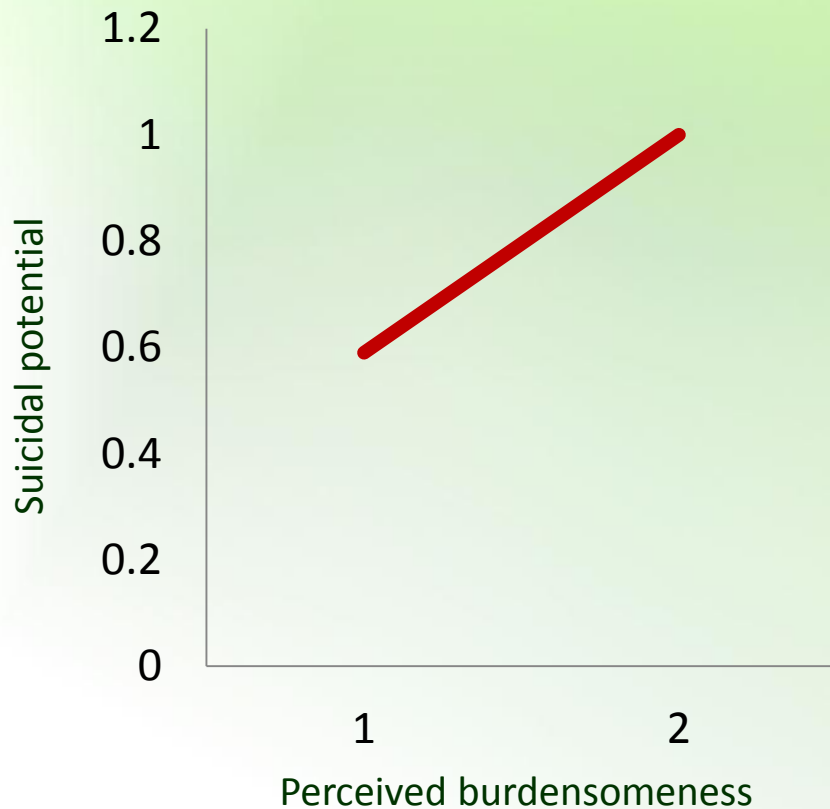
- Subjective happiness（主觀快樂感）
- Self-efficacy（自我效能感）
- Cognitive-behavioral problem solving（認知行為解難）
- Resilience（復原力）
- Hope（希望感）

Characteristics of population and adolescent suicidal potential



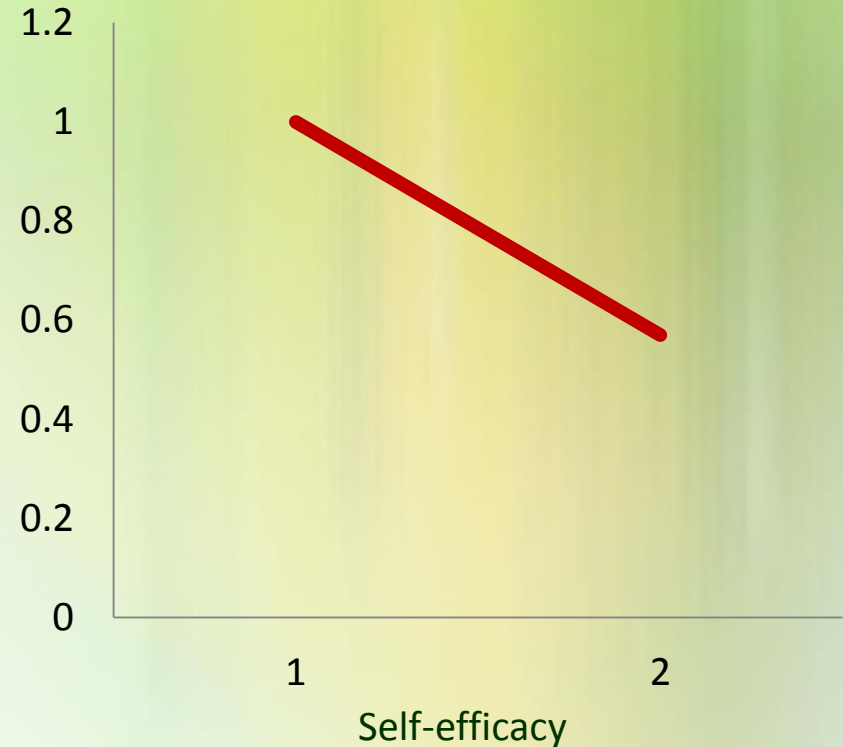
Crucial risk factors affecting adolescent suicidal potential

- Indicated in both primary and secondary students



Crucial protective factors affecting adolescent suicidal potential

- Indicated in both primary and secondary students
- Only indicated in primary students



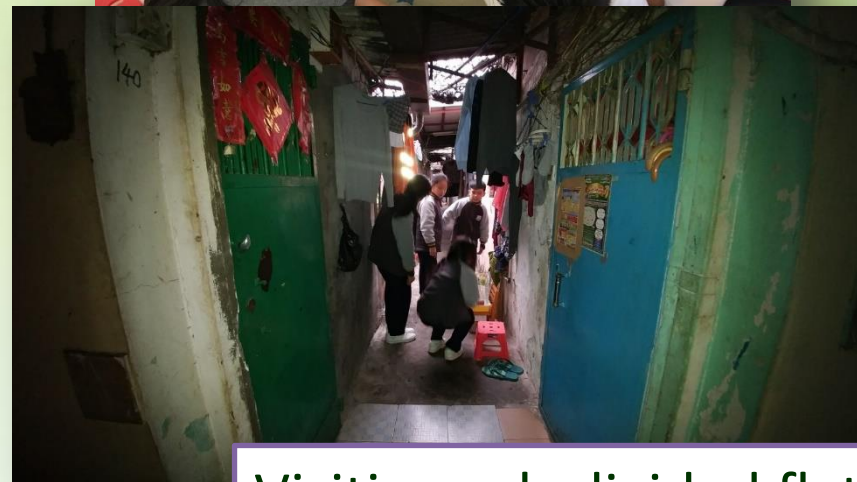
Therapeutic students' groups

- Designed under the framework of positive psychology
- Acknowledge their character strengths
- Understand how the negative thought affect the emotion
- Enhance their positive thinking
- Promote the sense of gratitude
- Emotional management



Primary students' groups

Cognitive Behavioral Therapy



Participating in volunteer services

Visiting sub-divided flats
(劏房體驗)

Primary students' groups – Positive ambassadors' training



Design boards conveying positive messages



Serve lower form students



Video production



Secondary students' groups



Diversified mean of interventions



Developmental Camp



Outdoor activities

Therapeutic parents' groups

- Facilitate their understanding on the emotional issues of their children
- Learn to deal with the stress and emotional disturbance of their children during the transitional period from primary to secondary school
- Enhance positive parenting skills to promote effective parent-child communication



Therapeutic parents' groups

Group discussion

Horticultural therapy



Mindfulness practice



Programme outcome evaluation

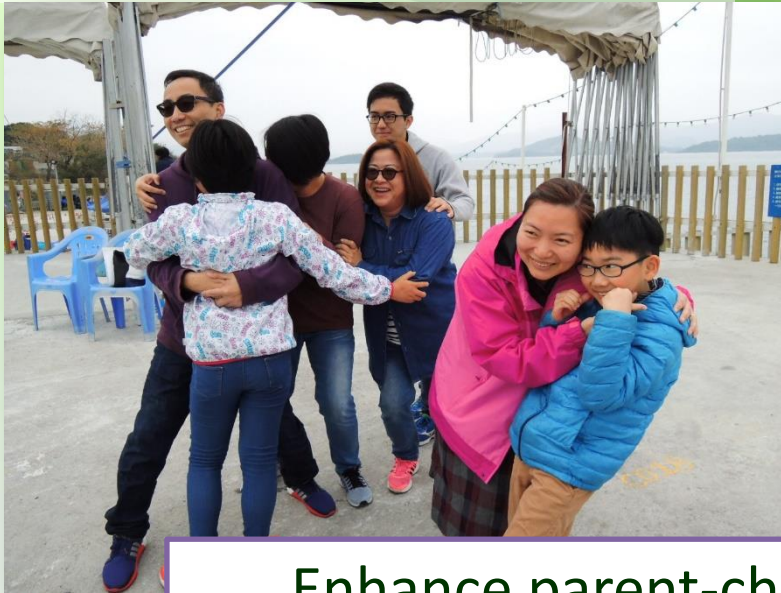
- Therapeutic groups



Programme name	Items with statistically significant changes	P value
Students' group (P.5 and P.6)	<ul style="list-style-type: none">• Positive problem orientation• Emotional intelligence<ul style="list-style-type: none">- Self-emotions appraisal- Others-emotions appraisal- Regulation of emotion- Use of emotion	<p>0.02*</p> <p><0.001***</p> <p>0.01*</p> <p><0.001***</p> <p>0.001**</p> <p><0.001***</p>
Students' group (F.1)	<ul style="list-style-type: none">• Cognitive-behavioral problem solving	<0.001***
Parents' group	<ul style="list-style-type: none">• Family savoring• Relationship quality index	<p><0.001***</p> <p>0.002**</p>

***p<0.001, **p<0.01, *p<0.05

Family programmes



Enhance parent-child communication



Difficulties encountered

- Student's priority of needs, developmental needs vs. academic needs
- Awareness of adolescent mental health issues
- Financial support



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