

Growing up in Small Group Homes: Risks, needs, interventions and outcomes

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*If you go anywhere, even
paradise, you will miss your
home.*

- Malala Yousafzai



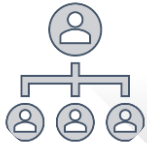
The Small Group Home Service (as of October 2020)



Intended service recipient: Children aged 4 to 18, who are receiving inadequate family care



Operation: 24-hour, family-like residential care



Organizational structure: 11 agencies and 116 units in total



Each unit serves eight children (by a pair of house parents) x
116 units = 928 children

The impact of Small Group Homes

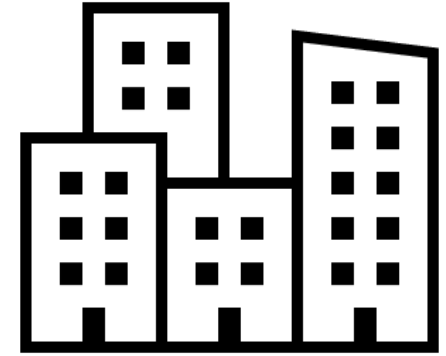
10,761
school hours

Total no. of school hours in the 12-year free education (According to EDB standard)

81,760 hours of residential care

Total no. of hours a child could possibly stay in a small group home (from age 4 to 18) (excluding 8 hours of schooling per day)

What we are doing does matter!



The needs of
Small Group
Home
residents

Erikson's Stages of Psychosocial Development

Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 -13 years	Industry vs Inferiority	Competency
13 -21 years	Identity vs Confusion	Fidelity
21- 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom

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Objectives of Small Group Home



- To provide substitute care for children in a stable and safe home-like family living environment for a limited period of time, as specified by the individual welfare plan and subject to review on a regular basis



- To protect and promote the health and welfare of children and nurture their overall growth and development, including their physical, social, emotional and intellectual needs



- To encourage the development of potential, responsibility, self-esteem and self-care amongst children in care

Two sides of...

Care

Right

Individualism

Control

Responsibility

Collectivism

... the Small Group Home

Shared beginnings, divergent lives

← 住過兒童之家，你問我答

入面有冇野令你好開心或者好唔開心？依家生活又過成點？

最開心係宿舍真係一個溫室咁

外面風大雨大番工番學幾辛苦都好

每晚番到去見到啲導師同埋宿友就會好有家的感覺

我真係好感激住過宿舍

利申：個人感受 我知唔係個個都係咁諗

← 有冇人住過兒童之家/寄養家庭

但對我 啫係大個啲先入去而言 就唔算係好

因為大個仔大個女 喺入面唔算喺多

相反幼稚園 小學生嘅比例會多啲

所以可想言之 係想同多幾個人傾計都冇

另外 都會想同朋友出街

但係兒童之家嘅角度 佢哋有責任保護你

所以 除咗同屋企人團聚之外 係完全冇機會單獨出去

萬一要住到18 就真係保護到你18



Key outcomes (Yau, 2021)

Resilience

Self-care
ability

Interpersonal
Relationship

Emotional
Control

Learning
Attitude

Discipline

Social
Responsibility

Financial
Management

Housekeeping

Community
life

- 兒童之家9歲仔涉狎7歲男女童
(Oriental Daily, 2017)
- 兒童之家13歲男孩涉性侵12歲智障童
(Mingpao, 2018)







- 野蠻女孩入住兒童之家渡10年童年 毋忘家舍姨姨長大當義工回報恩情 (HKET, 2020)
- DSE 放榜 | 兒童之家考生獲31分佳績 張同學：入大學圓亡母遺願 (HK01, 2020)

Moving forward



Co-create a nourishing and
encouraging living environment
(Inclusion)



Maintain professionalism
(Interdisciplinary)



Enhance the application of
technology
(Imagination)

Vision and missions: What to do and how?



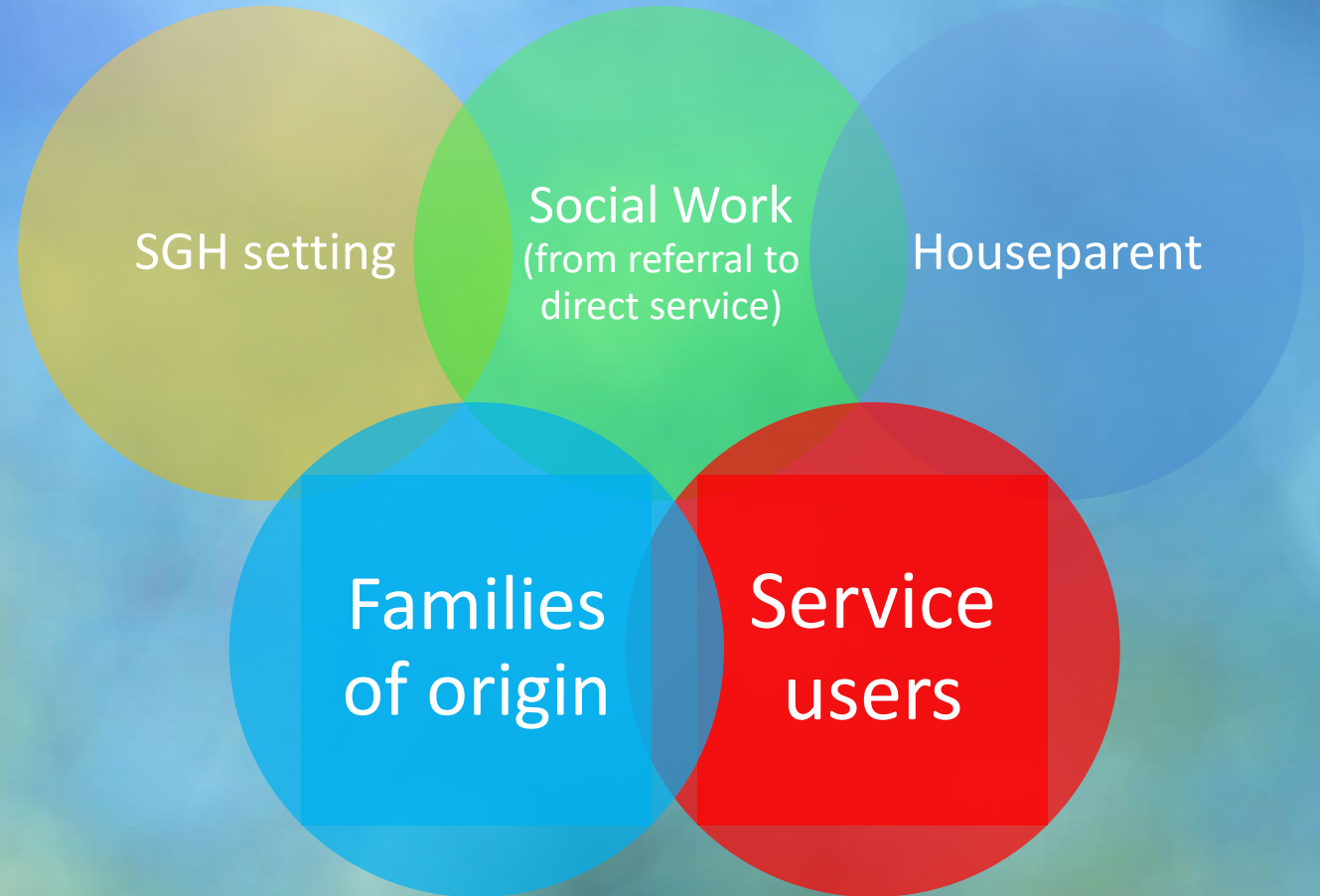
Orientations?

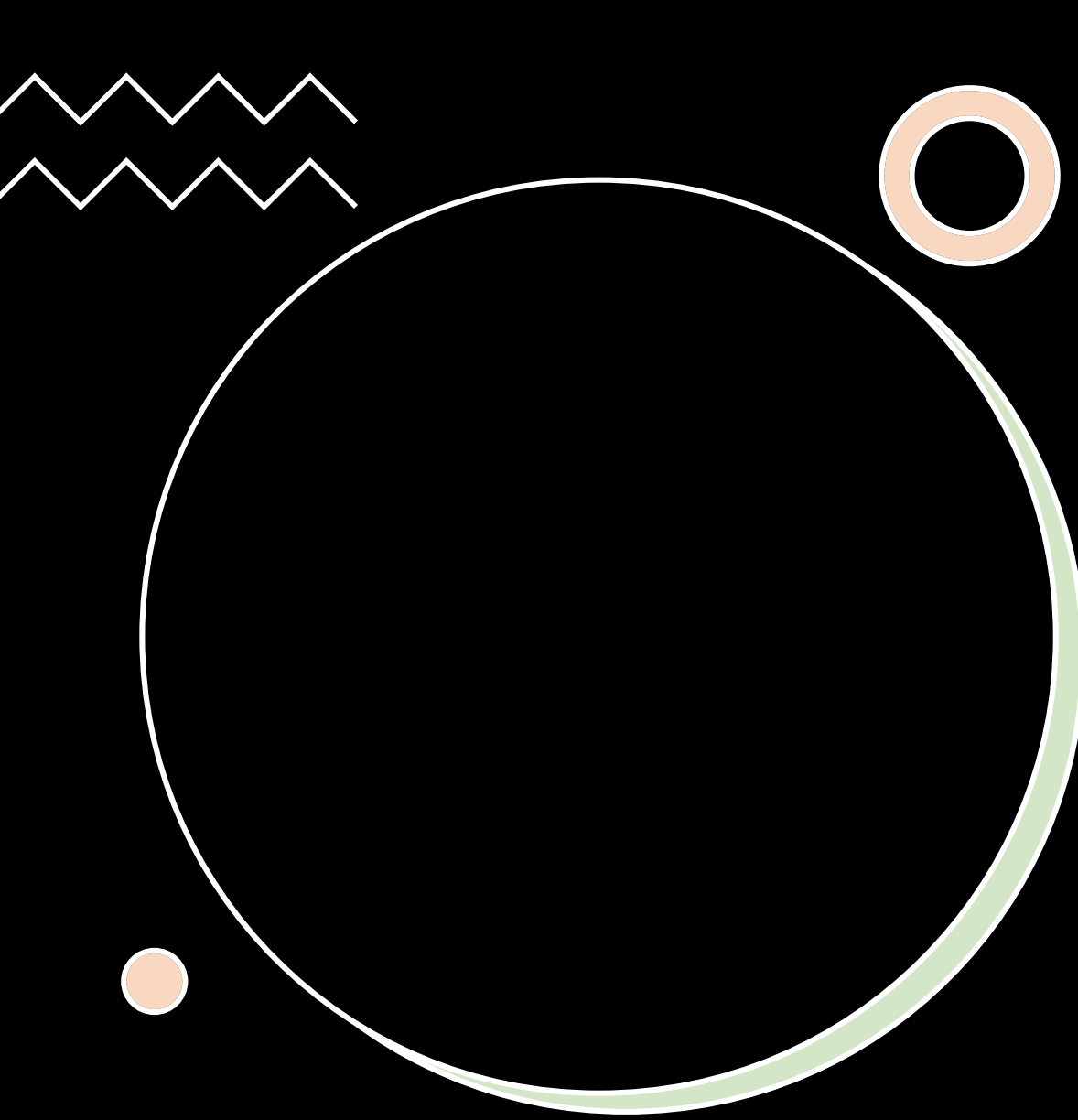


Training and deliverables?



Collaborations?





We cannot say that if a child is badly nourished he will become a criminal. We must see what conclusion the child has drawn.

- Alfred Adler



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