

Dr. Wing Chi LAM, Cecilia



Dr. Wing Chi LAM, Cecilia is a Research Practitioner and a Senior Educational Psychologist of Hong Kong Society for the Protection of Children. She is a registered Educational and Developmental Psychologist in Australia and Hong Kong. With over 15 years of experience working with children with special needs, specializes in working with children aged 0-12.

Dr. Lam has served as a clinical supervisor and a regular seminar presenter. She currently conducts research, provides assessment, intervention, and consultation in school settings. Dr. Lam is an active player in promoting evidence-based practice in Hong Kong.

Title

Developmental Surveillance in a Preschool Setting and Developmental Trend Observation in Hong Kong. Six Years Experience Sharing.

Abstract

Developmental surveillance is the process of monitoring child development over time to promote healthy development and to identify possible problems. Structural developmental screeners have greater sensitivity than milestone-based history taking. Unfortunately, Hong Kong screening procedures, to date, are sparse, logistical barriers to implementation have slowed uptake of screening tests. At the current time, developmental screening procedures in Hong Kong highly relies on using clinical impression as a framework for surveillance. Unfortunately, such system implies clinicians are expected to make a referral decision based on a brief encounter with the child. On the other hand, school setting has provided as a stage for comprehension observation of child development. Preschool teachers spend approximately 4-8 hours with the child per day. In 2010, the Hong Kong Society for the Protection of Children began to explore developmental monitoring procedures conducted by preschool teachers. A novel, four-domain (Cognitive, Language, Motor and Social.) milestone developmental checklist, referenced to the best available level of evidence, is presented. This checklist may be used in teaching and may help Nursery School Teachers to recognize failed milestones better to facilitate early identification of children at risk for developmental disorders. Preschool teachers were trained to enhance their observation skills and conduct observations during regular class time. To date, the Child Developmental Checklist was applied by 19 local Nursery Schools. The presentation will share some of the developmental trends of HK children obtained from this six years project.