

Appendix C-NGO Questionnaire



香港中文大學
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THE UNIVERSITY OF HONG KONG

Research on the Evaluation of OPRS

Organization Self-evaluation Questionnaire

A. Program objectives, implementation, interaction and collaboration among stakeholders

Instruction: Please read and circle the option you see most appropriate. There are seven options (1 = strongly disagree, 2 = disagree, 3 = Slightly disagree, 4 = neutral, 5 = slightly agree, 6 = agree, 7 = strongly agree)

	Description	1	2	3	4	5	6	7
1	The agency develops, refines, and implements policies and procedures to create optimal conditions for OPRS team members to implement OPRS.	1	2	3	4	5	6	7
2	The agency works across levels and sectors to secure financial and human resources and maximize the use of these resources to implement OPRS.	1	2	3	4	5	6	7
3	The agency collaborates with stakeholders to collect and use data for program management and evaluation to examine the effectiveness of OPRS in improving child and family outcomes.	1	2	3	4	5	6	7
4	The agency promotes efficient and coordinated service delivery for children and their families by creating the conditions for OPRS team members and the family to work together as a team.	1	2	3	4	5	6	7
5	The agency ensures OPRS team members know and follow professional standards to achieve output standards.	1	2	3	4	5	6	7
6	The agency develops and implements policies, structures and procedures to promote shared decision making with practitioners and families.	1	2	3	4	5	6	7

7	OPRS team members conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.	1	2	3	4	5	6	7
8	OPRS team members implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.	1	2	3	4	5	6	7
9	OPRS team members report assessment results so that they are understandable and useful to families.	1	2	3	4	5	6	7
10	OPRS team members provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.	1	2	3	4	5	6	7
11	OPRS team members work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.	1	2	3	4	5	6	7
12	OPRS team members work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.	1	2	3	4	5	6	7
13	OPRS team members create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.	1	2	3	4	5	6	7
14	OPRS team members build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.	1	2	3	4	5	6	7
15	OPRS team members provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.	1	2	3	4	5	6	7

16	OPRS team members support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.	1	2	3	4	5	6	7
17	OPRS team members engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.	1	2	3	4	5	6	7
18	OPRS team members, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.	1	2	3	4	5	6	7
19	OPRS team members plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.	1	2	3	4	5	6	7
20	OPRS team members use explicit feedback and consequences to increase child engagement, play, and skills.	1	2	3	4	5	6	7
21	OPRS team members implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.	1	2	3	4	5	6	7
22	OPRS team members promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.	1	2	3	4	5	6	7
23	OPRS team members promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.	1	2	3	4	5	6	7

24	OPRS team members promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	1	2	3	4	5	6	7
25	OPRS team members promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.	1	2	3	4	5	6	7
26	OPRS team members representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.	1	2	3	4	5	6	7
27	OPRS team members and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.	1	2	3	4	5	6	7
28	OPRS team members use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.	1	2	3	4	5	6	7
29	Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.	1	2	3	4	5	6	7
30	OPRS team members and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.	1	2	3	4	5	6	7
31	OPRS team members in sending and receiving programs exchange information before, during, and after transition	1	2	3	4	5	6	7

	about practices most likely to support the child's successful adjustment and positive outcomes.							
32	OPRS team members use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.	1	2	3	4	5	6	7

Instruction for Section B - G:

Please type in your responses under each item and use separate sheets if necessary. You are welcome to give your feedback in either English or Chinese and to present your ideas in point form.

B. What are the strengths of your organization in addressing the goals of OPRS on helping children, parents and teachers.

C. How effective is OPRS as a service for children and families in need?

D. How effective is the current service delivery mode, staff deployment, facilities and equipment requisition?

E. What are your concerns regarding: 1) Manpower; and 2) Finance in running OPRS? Any other concerns apart from the above two areas?

F. Please comment on the future design and implementation of OPRS as a regular scheme to be run in future.

G. Any other comments/suggestions that you would like the Research Team to know:

H. Organizational Demographics:

Name of the organization:

Size of the organization: Large with an annual recurrent expenditure of over HK\$50 m

Medium with an expenditure between HK\$10-\$49.9m

Small with an expenditure less than HK\$9.9m

Current provision of subvented-services in preschool rehabilitation:

SCCC (No. of centers: _____ ; No. of years of operation: _____)

IP (No. of kindergarten-cum-child care center: _____ ; No. of years of operation: _____)

EETC (No. of centers: _____ ; No. of years of operation: _____)

Number of Full-Time Staff Employed **under the Pilot Scheme of OPRS:**

_____ Occupational Therapist(s) _____ Physiotherapist(s) _____ Psychologist (s)

_____ Social Worker(s) _____ Speech Therapist(s) _____ Special Child Care Worker(s)

Position of the respondent in the organization: _____

Role of the respondent in the OPRS team: Supervisor Leader Member

Professional Qualifications: • OT PT CP/EP SW ST SCCW

• • • • Thank you very much for your response. • • • •

Please return your feedback to us by email on or before Feb.3, 2017.