

Appendix F – Suggested Duties and Needs for the OPRS Inter-disciplinary Service Team

Suggested Duties and Needs for the OPRS Inter-disciplinary Service Team

Profession	Duties, Needs and Justification
Social worker	<ul style="list-style-type: none"> • To act as a team coordinator in performing managerial roles to support the multi-disciplinary profession, service development and the resources allocation on agency level • To make decisions, liaising with the different parties, overseeing the project to ensure it is properly run • To coordinate the service, act as a bridge over the team, the schools and parents • To provide counselling service and in-depth therapeutic groups for parents especially to families with complicated background and needs and to make referral when families need community assistance • To render professional consultation and demonstration to school teachers • To act as a caseworker for design and implementation of individual family support plans • To provide parenting programme(s)
Clinical/Educational psychologist	<ul style="list-style-type: none"> • To render professional advice to teachers on classroom management, curriculum adaptation, and teaching strategies to meet the special educational needs of students • To provide psycho-educational assessment and early screening, counselling and guidance for students with special needs and for teachers and parents, to conduct educational seminars/talks for teachers and parents as well as to provide therapeutic groups and in-depth counselling for some desperate or difficult parents.
Physiotherapist	<ul style="list-style-type: none"> • To ensure outreach service quality standard, PT with more clinical experiences is required for providing outreach professional consultation for KGs and KG-cum-CCCs.

	<p>Moreover, PT works closely with teachers and parents to support them in providing different activities and routines of the daily programme and daily life.</p>
Occupational therapist	<ul style="list-style-type: none">• PT with more clinical experiences can take up more severe cases depending on the professional assessment, while PT with less clinical experiences takes up less severe cases.• To provide training domains include: fine motor, handwriting, sensory, self-care/ organisation, eye hand co-ordination.• OT is functional on training work and environmental assessment / intervention. Enriching the multi-disciplinary team's knowledge on paediatric training equipment usage as well as the on-site consultation to the KGs on environmental strategies.
Speech therapist	<ul style="list-style-type: none">• The majority of OPRS cases have speech and language problems and therefore speech therapy service is a must for them.• ST's training areas include: articulation, language comprehension and expression, social communication, emergent literacy, and/or feeding and swallowing behaviour. Both individual and/or group training are arranged depending on the needs of the children.• Apart from providing direct treatment for OPRS cases, STs work closely with teachers to support them in providing language stimulation during different activities and routines of the daily programme.• To help parents enhancing their child's communication development through consultation and education. Because young children learn through familiar and natural activities, it is important for STs to provide information that promotes parents' abilities to implement communication-enhancing strategies during those

	everyday routines, creating increased learning opportunities and participation for the child.
Senior therapist for supervision	<ul style="list-style-type: none"> • To provide supervision and coaching to frontline therapist especially junior therapist to ensure quality service.
Senior special child care worker	<ul style="list-style-type: none"> • To provide professional supervision, guidance and support to SCCWs in three-tiered intervention for the children.
Special child care worker	<ul style="list-style-type: none"> • To render intensive and individualised training to support children's overall development with the recommendation of therapist. • To pair up with therapists and/or social workers to carry out therapeutic groups and special programmes for children and their parents. • To design the individual training plan (ITP) with different professions and consolidate the feedback.
Clerical staff	<ul style="list-style-type: none"> • To provide clerical support and handle administrative duties.
Workman	<ul style="list-style-type: none"> • To provide cleaning support to team offices, training rooms and to deliver documents and training materials. • To maintain the centre-based service and toy / equipment disinfection
Driver	<ul style="list-style-type: none"> • To operate the vehicle if mobile training centre is provided

Note: The proposed notional staff establishment is submitted to the Steering Committee in Dec. 2018.