

4th Conference on Practice and Research for Social Service Excellence



Sm-ART Youth Project & "Six Arts" for People with Early Dementia

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Ho Cheung Shuk Yuen Charitable Foundation**



何張淑婉慈善基金
HO CHEUNG SHUK YUEN
CHARITABLE FOUNDATION

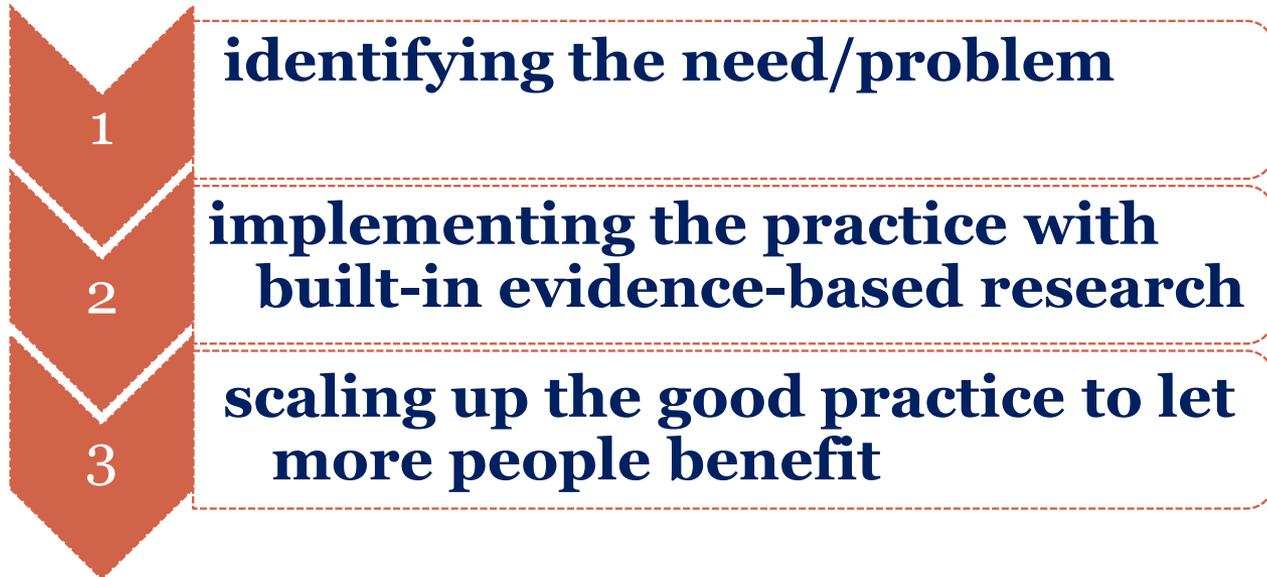


Jean CK Ho

Family Foundation 何晶潔家族基金

*Improving the
quality of life for the
seniors with early
dementia*

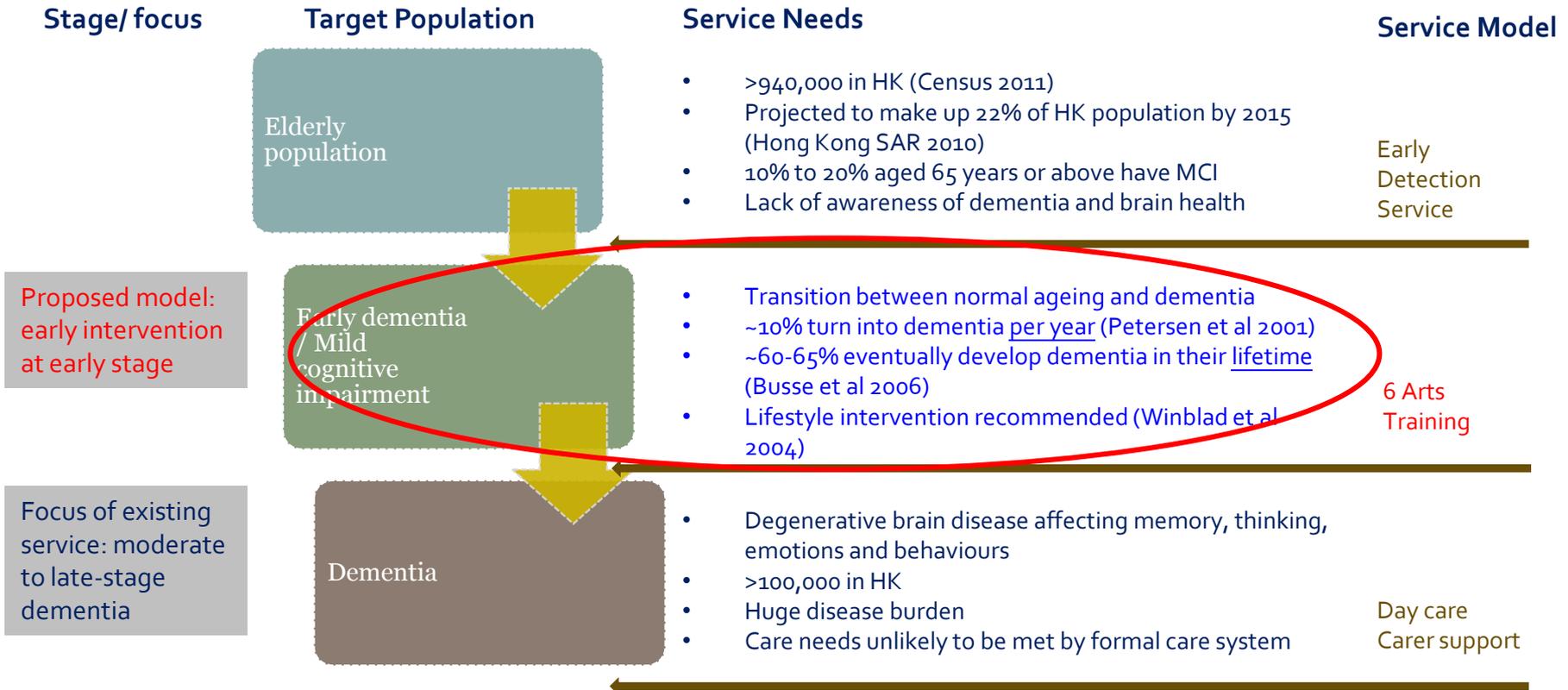
*Empowering lives
through the arts*





***PILOTING THE 6 ARTS[®] PROGRAMME
FOR
PEOPLE WITH EARLY DEMENTIA***

Belief: Prevention is Better Than Cure



Objectives



- To pilot and apply a modified version of 6 Arts® for this at-risk population, and to investigate its effects on cognition and QoL.

Hypothesis

- A 24-weekly session of 6 Arts® will deliver benefits in maintaining or improving cognition and QoL elders showing mild cognitive impairment or early signs of dementia.

Design



- The existing 6 Arts[®] programme of HKADA was modified and adapted for early dementia , and emphasizes on:
 - integrated cognitive, physical, and social activities
 - varieties and multiple-level (to cater different interests and functioning levels)
 - active participation
 - failure-free stimulation
 - personhood and self-esteem

6-Arts activity sessions



- Activity sessions were designed to cover the six disciplines of rites, music, archery, charioteering, literacy, and numeracy, which correspond to mind-body functional domains of :

	social functioning and self-reflection
	Auditory, music and rhythm
	Visuo-spatial and fine motor skills
	kinesthetic and gross motor skills
	language and verbal skills
	executive function and mathematical ability

Implementation



Pilot

- 8 community dwelling elders
- 6 trial sessions conducted by an experienced trainer
- Feedback was recorded and the existing 6 Arts[®] programme was then modified and adapted for early dementia.

Study

- **4 screening sessions** conducted;
- **59 participants** recruited in **4** elderly centres
 - Control group (C) : 28 participants
 - Experimental group (E): 31 participants

Implementation (cont')



- Control group
 - **7 sessions of monthly health assessment**
- Experimental group
 - **7 sessions of monthly health assessment** and **24 sessions of 6 Arts[®] classes**

NGOs	Date and Time	Duration	No of dropout (dropout rate)	Attendance (attendance rate)
E1	Every Thursday, 10:00 – 11:00	20/2/2014 – 14/8/2014	1 (resume to work) (13%)	142 person-time (85%)
E2	Every Wednesday, 9:30 – 10:30	5/3/2014 – 13/8/2014	2 (due to sickness) (15%)	212 person-time (80%)
E3	Every Tuesday, 9:30 – 10:30	18/2/2014 – 12/8/2014	2 (out of town and personal issue) (20%)	169 person-time (88%)

Measurements



Data was collected at **baseline** and **after 6 months** on:

- Cognitive - Cantonese version of the Montreal Cognitive Assessment (CMoCA)
- Quality of life - Cantonese 28-item version of the World Health Organization Quality of Life (WHOQoL-BREF)
- Functioning and mood - Lawton Independent Activities of Daily Living (IADL) and Geriatric Depression Scale (GDS)
- Other qualitative feedbacks – participant questionnaire, focus group, and observations made by facilitators

Results



1. Initial evidence suggestive of cognitive and QoL benefits:
MoCA score - positive change
Social relationship domain - positive change
2. Impact of education - higher education appears to benefit particularly in cognition; those with lower education appears to benefit more from improved social and psychological QoL.
3. Age - In general, the benefits decline with increasing age.

Results (cont')



4. The tailored 6 Arts[®] programme is feasible in elders at-risk of early cognitive impairment
5. Well-received by the this population of seniors, with largely positive feedback and behavioural evidence of good engagement; likelihood of taking place in elderly centres with basic facilities.
6. Education level and age were associated with MoCA score change; refinements in programme design will take into account of education and age effects in the future.

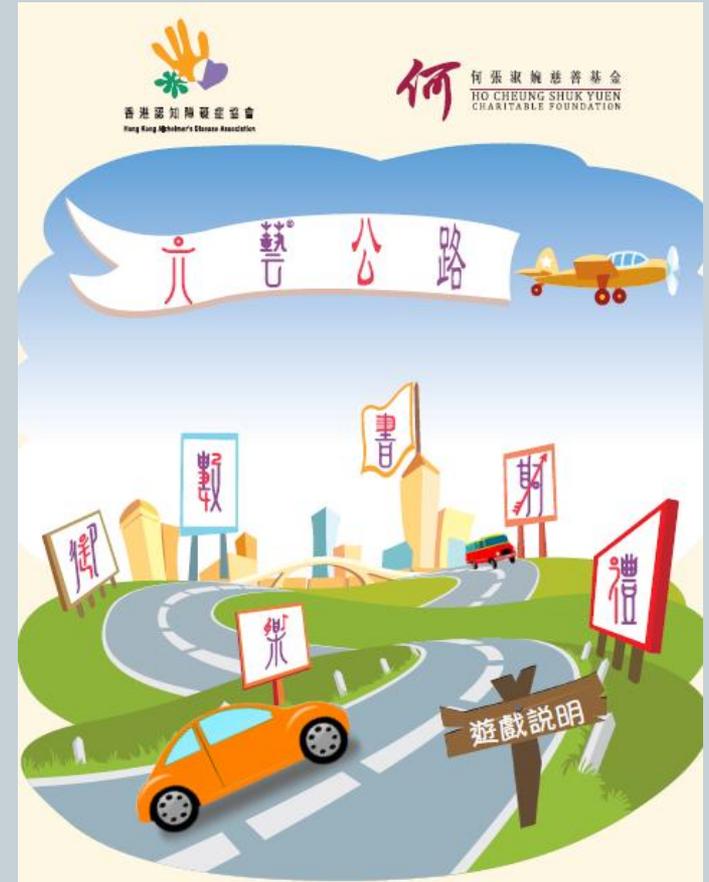
Looking ahead

Training material

Brain health training protocol;
documentary

Board game

Specially designed 6 Arts board game for mental challenge and social interaction;
Refinements of activities will take note of education and age effects





Sm-ART Youth Project

**UNESCO'S ARTS IN EDUCATION OBSERVATORY:
STAR PROJECT**

**KOREA ARTS & CULTURE EDUCATION SERVICE:
BEST PRACTICE MODEL**

Background



Local Studies

Young people with economic disadvantage were more hopeless and less satisfied with life, and they had lowered levels of mastery and self-esteem (Shek, 2006).

Overseas experience

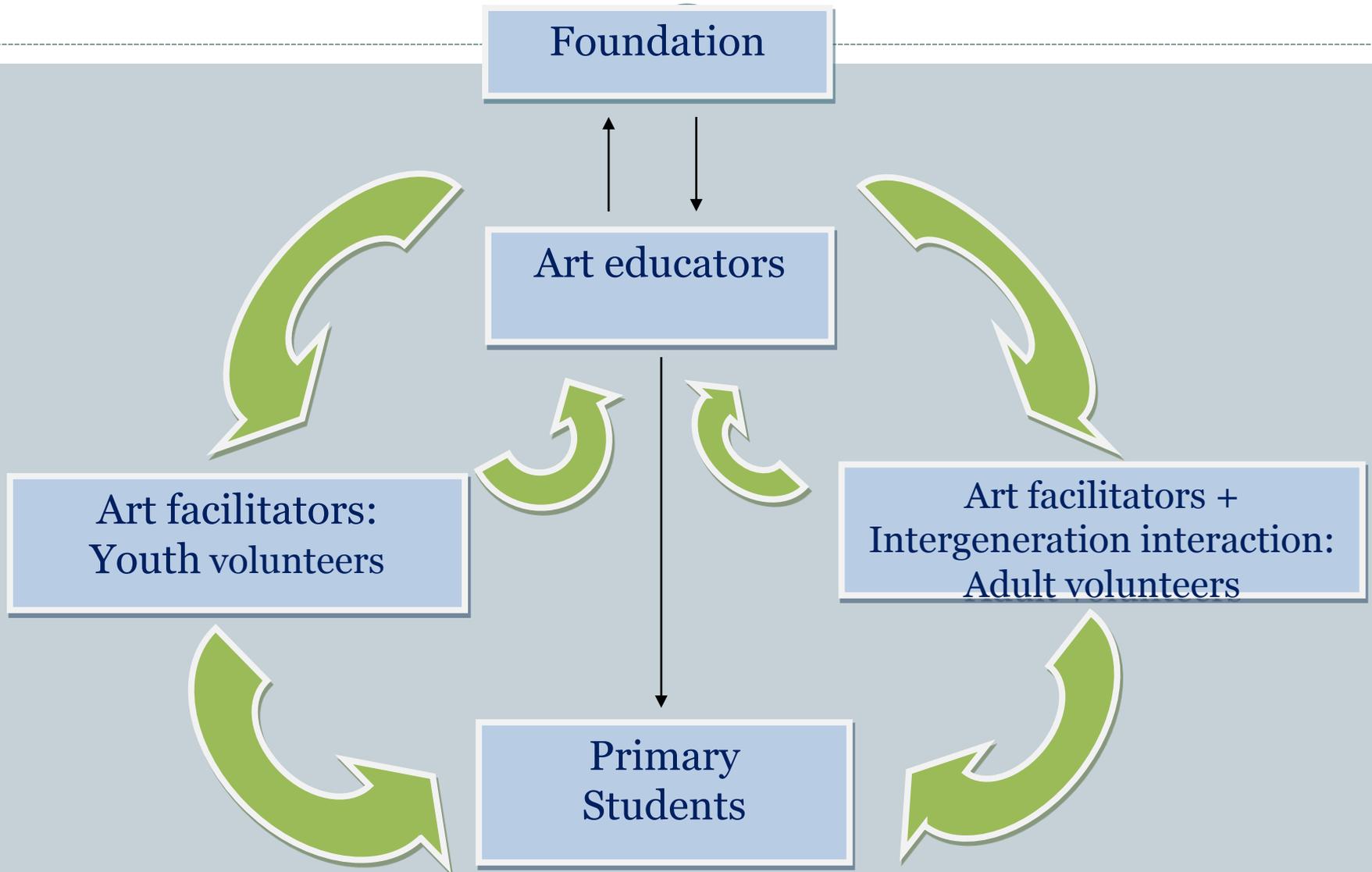
3-year drama education in 15 primary schools in deprived areas of Greenwich and Lewisham (2002-2004) reported increased enjoyment of school, enhanced agency and engagement in the educational processes, and they gained the essential tools for learning – self-confidence and self-esteem (Turner et al, 2004).

Objectives

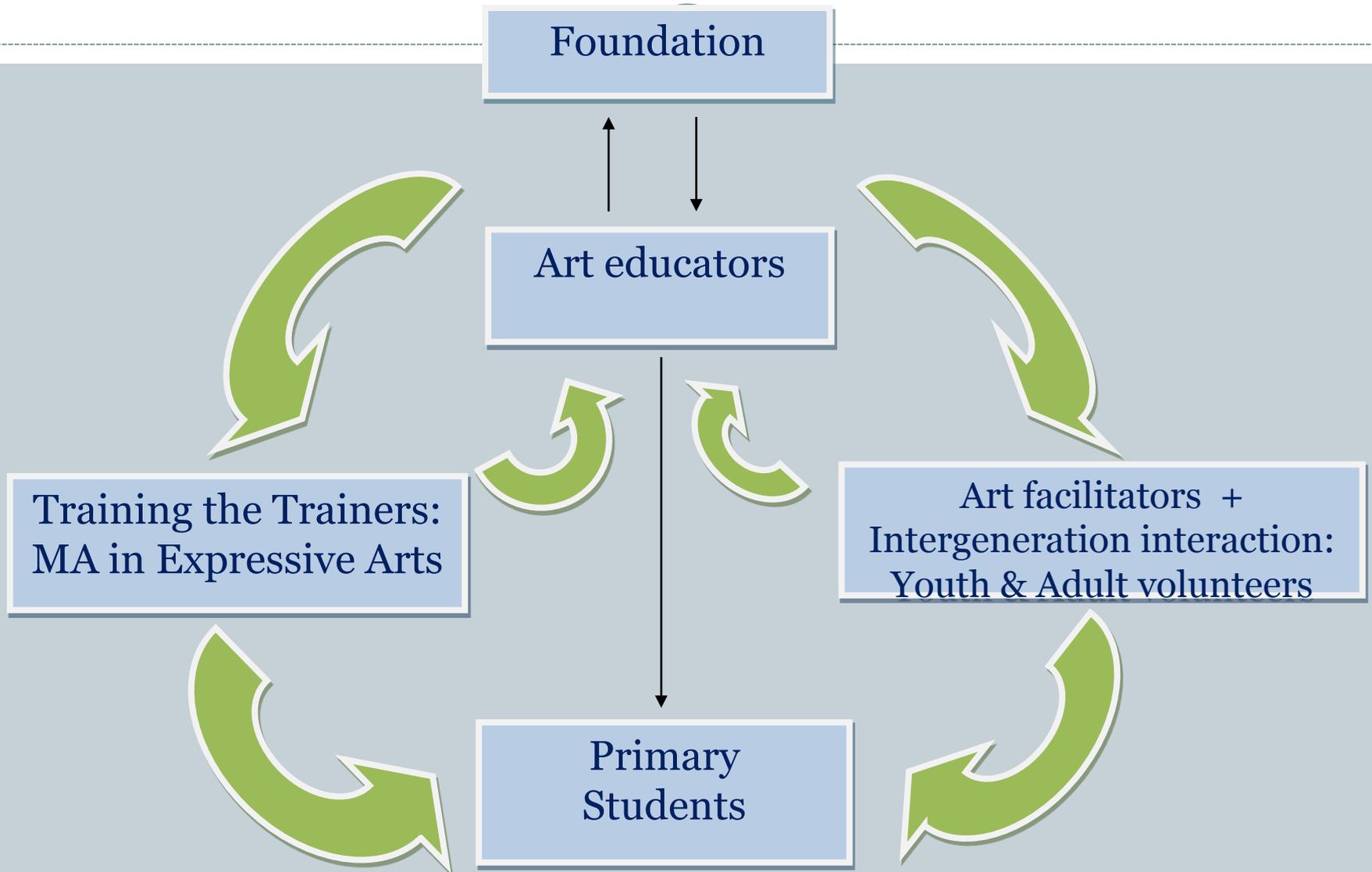


1. To enrich and to empower the young underprivileged students' lives through drama and music so as to create a virtuous cycle and a domino effect in positive action
2. To raise self confidence of these young people through creativity and a growing sense of the self as individuals
3. To facilitate the enhancement of intellectual and affective development

Model of Action (year 1)



Model of Action (year 3)



Drama and music as change agents



- Drama - about words, sounds (e.g. music), images (e.g. visual arts), movement and etc; taps into 7 of the 8 multiple intelligences of Howard Gardner
- Music - children are naturally uninhibited and drawn to music (and movement); able to tap into feelings even when words fail; and from feelings, to reach to children and their thoughts.

Themes of the 3-Year curriculum



Year	Students	Trainers/Tutors
Year 1 Bronze	Knowing the arts, the self & learning to question	Exploring & experimenting
Year 2 Silver	Exploring the arts and further linking with classroom learning; cultural day programmes as catalyst for teaching and learning	Deepening understanding
Year 3 Gold	Setting goals for an action plan, developing & completing a project based on an art form of one's choice	Training artist educators and school teachers

Framework



Participants	Activities	Research and evaluation
Primary students	Weekly after-school music and drama classes	Interview and meeting with school teachers, social worker, parents and students
Primary students, Youth volunteers & Adult volunteers	Weekend Cultural Days (morning workshops and afternoon cultural excursions)	
Youth volunteers & Adult Volunteers	Training workshops	

Choice of participants



- Schools: 2
- Districts: Wong Tai Sin
Sham Shui Po
- Students: 40 (P4-P6)
 - recommended by the schools based on CSSA, full and partial financial needs and subsidies
 - all ethnicity able to speak and work in Chinese
 - parents who are willing to fully commit to the full programme for the whole year
 - sufficient support and facilities provided by schools

Pedagogy



- interactive and exploratory
- Socratic questioning cultivated as a habit of mind
- with visual, tactile and audio components where appropriate
- individual, paired and group work
- unhurried with space and time for students to reflect
- reflections collected in individual portfolios in class and after Cultural Days

Measurements



Quantitative

- participation numbers in briefing sessions, training sessions of students, youth and adult volunteers

Qualitative

- pre- and post- survey with all students (interviews and questionnaires)
- weekly reflection journals of all students
- impact tracking (contract making between students and parents, focus group meetings with instructors, youth and adult volunteers supplemented with class videos, and meeting with parents and teachers on their observations in daily lives, study and interpersonal relationships)
- Interim and year-end review

Example_Music



Activity	Music and Drawing
Description	Draw while listening to music or dance to music
Outcomes	<ul style="list-style-type: none">✓ Unhurried with space and time to interact with the piece✓ Developed aural literacy and explored various styles of learning✓ Learnt the importance of listening carefully and that the focused imagination counts

Example_Drama



Activity	Story Map and Hot Seating exercises
Description	After storytelling, there was an interactive session for students to ask questions related to the theme, roles and actions in the stories
Outcomes	Learnt not to be afraid of asking questions Gained a better understanding of the characters and their possible motivations Were able to consider the possibility that there is more than one correct answer Students developed critical thinking and creativity

Example_Reflections



Activity	Reflection Book and Emotion Jar
Description	Student answered reflection questions and put colour beads into Emotion Jar at the end of every class
Outcomes	<ul style="list-style-type: none">✓ Cultivated a habit of reflection and allowed them to develop a sense of self✓ Enabled students to understand and analyze their own actions and those of others

Workshops and Cultural Days



Sep	Exhibition at <i>Oi!</i>
Oct	HK Sinfonietta <i>Best of John Williams</i> concert
Dec	AFTEC <i>Jason & the Argonauts</i>
Feb	HK Ballet <i>Turandot</i>
Mar	HK Arts Festival <i>The Sound of Colours</i> concert

- Full Day Workshops for volunteers

Before and After (Yu C Y)



一年前的我：只看到事物的其中一面，經常看到負面的影響。

現在的我：看到事物的另一面，它真正的意思和意義，以及潛意思。

- Thinking with multiple perspectives

Before and After (Chan S Y)



這次的文化日教會了我們每一件事都要嘗試去做才有新的知識，才有新的想法。這一次令我改變了大澳只是一個簡單無聊的地方，初次來我真的有點不想來，但來了後我才深深感受到大澳人的親切。以後我會關心更多大澳人的生活。大澳地方的特色，做咸蛋，做魚網等等都是我今天的收穫。

- Willing to experience and learn

Reflection_Volunteer



“Performing arts is not only about performances but is also about learning, sharing and admiring.

I would like to learn more about different kinds of arts now.” (M. Chan)

Observations



- *The 18 children started off very shy, quiet and non-expressive.*
- *During the music and drama classes, the children were encouraged to reflect, imagine, question..... they were given the space to express themselves.*
- *The children learnt team work, mutual respect and developed more initiative.*
- *Their teachers and cultural volunteers noticed the gradual changes.*

Challenges



Students

- Lack of exposure to knowledge beyond school classrooms and daily lives
- Current creative expressions are narrow and repetitive
- Formulating questions and courage to ask
- Family problems

Art educators, volunteers and supporting personnel

- To nurture more tutors with high degree of flexibility in teaching
- Getting more school teachers to be further involved and to pass on Sm-ART Youth pedagogy

Challenges (cont')



Sustainability

- Focusing on a specific district to focus the impact
- First cohort of “graduates” – returning as the next generation of youth volunteers
- Financial
 - Applying for matching fund

Lessons learned



Need for evidence

- Evidence starts from need identification and conceptualization
- Quantitative and qualitative data both count
- Differentiate between output and outcome
- Keep learning throughout the process, both success and failure
- Openness among multi-disciplinary collaboration

Lessons learned (Cont')



Implications on practice / intervention

- Involving family and other stakeholders to witness the changes
- No easy task of engaging participants in a long period of intervention
- Sustaining and transferring positive practice to intervention and control group

Lessons learned (Cont')



Record of evidence

- On-site visit at different time points to see impact of intervention
- Video-taping to document the qualitative data and as training material in the long run



THANK YOU