

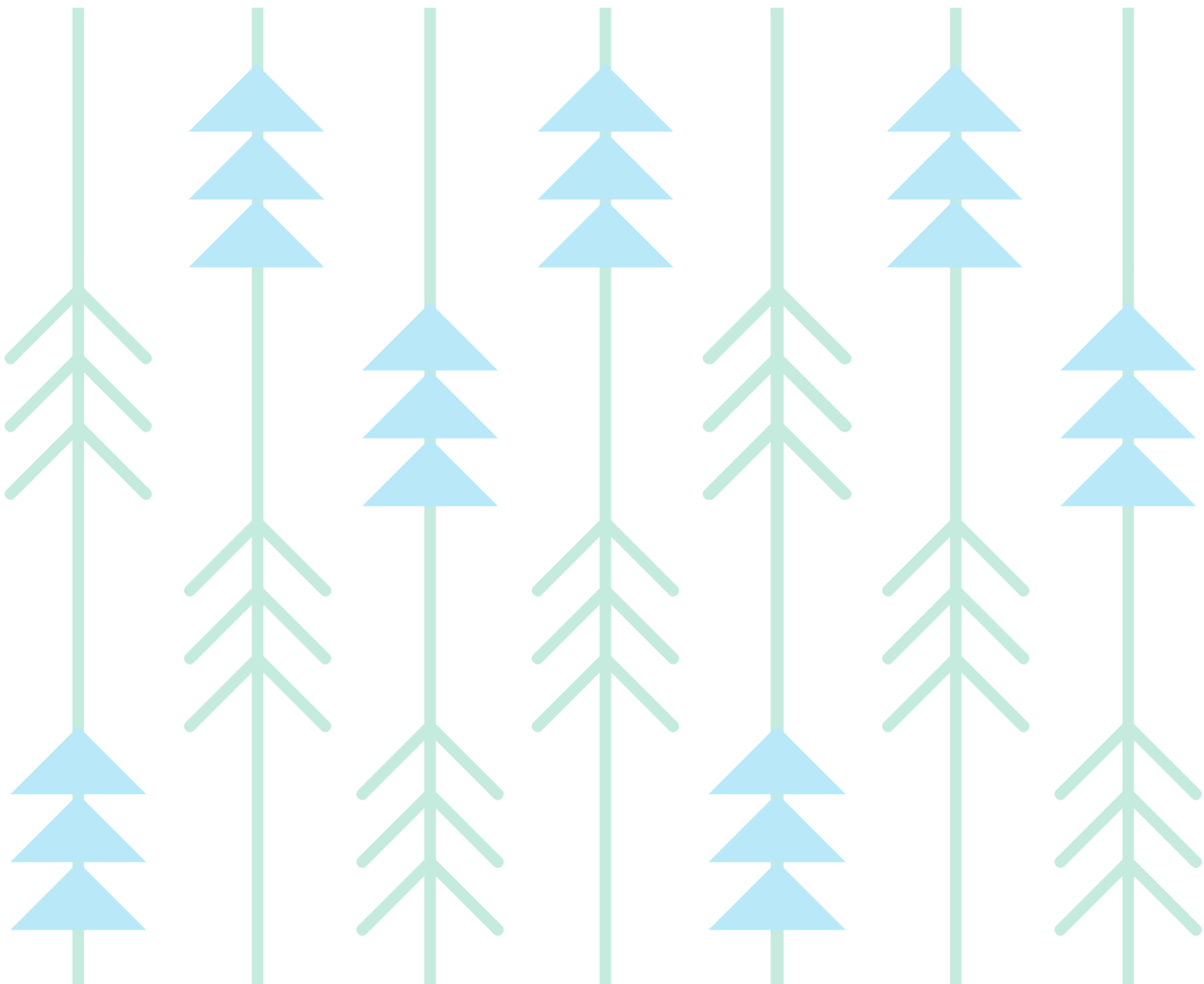
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# SSR RESEARCH MENTORING PROGRAMME

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## ABSTRACTS



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# **Developing principles in restorative practices for explicit practice**

Kek Seow Ling | Deborah Wan Wai Yee

Restorative practice “is a way of thinking and being, focused on creating safe spaces for real conversations that deepen relationships and build stronger and more connected communities” (Vennen & Mark, 2016). Lutheran Community Care Services (LCCS) has been embarking on the use of restorative practices in a variety of settings, such as schools, residential homes and institutions as well as in the community. Besides using restorative practices for healing and restoration of relationships, they are also used proactively to build and strengthen relationships.

There is no intentional and consistent tracking of restorative practices used across the different settings and for the varied issues. Hence there exists a knowledge gap between what works and intervention outcomes. This research seeks to establish a set of key principles to guide practitioners to achieve the objectives of restorative practice and assist them in navigating the different dynamic systems to meet the varying needs. In this way, the programmes and interventions can be monitored and evaluated in a methodological manner to seek to find out what works.

The principles-focused evaluation (Patton, 2018) is used for this research. Principles-focused evaluation involves identifying, developing, operationalizing and evaluating the principles. This study will only focus on identifying and developing key principles. Focused group discussions (FGD) with LCCS’ practitioners who conduct various RP interventions in different contexts were conducted. In a collaborative effort with representatives of each FGD, themes were developed into seven key guiding principles for practice and operationalized into behavioural terms. As not much research has yet to be done on this relatively new evaluation framework, authors will also share their reflections on the challenges they encountered while using this evaluation framework to develop the key set of principles for the organization.

# **“Cher, what do I do when life gives me lemons?” The educators’ perspectives on the importance of social and emotional learning (SEL) for students with mild intellectual disabilities (MID) and their roles in delivering SEL in SPED schools**

Lynette Hanah Gomez

“Society exists only as a mental concept; in the real world there are only individuals.”

- Oscar Wilde

How do we prepare our students with Mild Intellectual Disability (MID) to enter the larger community? How do we prepare them to cope with the demands of life and withstand the bitterness when life gives you lemons?

Social and Emotional Learning (SEL) which comprises of the ability to think, make decisions, understand and appreciate the self and others, manage emotions, empathise and analyse, could possibly enhance students with MID to adapt and succeed in school, the community and employment.

As APSN is embarking on a review to examine the relevance of its curriculum, it becomes apparent that we need to strike a balance between academic performance and developing social and emotional competencies in our students. So, what is the consensus among educators at APSN on how important is SEL in the development of a child in APSN?

This study aims to examine two key areas; the APSN teachers’ perspectives on the relevance of SEL to students with MID and secondly, their roles in imparting SEL competencies to these students. In-depth interviews were conducted with eight teachers from four APSN schools across primary, secondary and post-secondary. The findings from the study could potentially contribute to the larger curriculum review that ASPN is embarking on.

# **Age differentials in the impact of disability on the biopsychosocial wellbeing of persons with acquired disabilities, one year after the onset of their disabilities**

Tan Kheng Chuan

**Objective:** This study compares the subjective well-being of older (age 60 and above) and younger patients (below age 60) with acquired disabilities in the community approximately one year after the onset of their disabilities in terms of the biopsychosocial issues they faced.

**Methods:** Patients (n=127) who suffered from stroke, spinal cord injury, or traumatic brain injury, and completed inpatient rehabilitation, were assessed for their biopsychosocial well-being in terms of functional outcome, financial concerns, and issues relating to employment, care, level of social interactions/opportunities, and other psycho-emotional anxieties, approximately one year after their discharge from hospital, or when they had fully regained their premorbid lifestyles. Social services in Singapore are also examined to assess if there is a disparity in the services catering to the needs of the young compared to the old.

**Results:** Overall, younger patients have a better functional outcome compared to the older group but experienced more psychosocial issues, particularly in the domains relating to employment, care and dissatisfaction with their social relations/opportunities. Comparison of the services in the community suggests there are fewer services available to meet the lifestage needs of younger patients as compared to older patients. The findings hence demonstrate that more can be done to address the needs of younger patients with acquired disabilities to help them reintegrate into the community.

# **Understanding the food consumption of low-income Chinese families**

Diana Ong Sze Shun

Food plays a very important part in our culture and socioeconomic factors have influenced the food intake and nutrition of individuals and families. Food security, knowledge about nutrition, parents' and children's influence on each other's eating habits poses challenges for low-income families. This research study focuses on the food consumption patterns of low-income families. The key area of study include the priorities of food expenses of the families with their income, the families food consumption attitudes and food decision making. The data of this study will be collected through semi-structured questionnaires from low-income families with school going children participating in the same family bonding activity. These families' income falls in the bracket of monthly household income of not more than \$2,100 or per capita income of not more than \$700. To address these key areas, a survey questionnaire was put together with reference from international literature on food consumption, food choices and food security. A pilot interview was conducted with five families and the key learning points include 1) families do not seem to keep track of their food expenses well, making it difficult to obtain estimates of their food expenditure; 2) the questions on food challenges do not seem to resonate with them due to the possible financial challenge they face on a daily basis. In relation to questionnaires design, questions about financial situation may evoke strong emotions and hence, these questions may not be suitable to start or end the interview on good terms.

# **Starting on the right foot: supporting clients on their journey to being debt free**

Eugene Chng Ling | Shirley Loo Lye Yin |  
Catherine Siah Hwee Ming

Credit Counselling Singapore (CCS) provides overly indebted individuals with financial counselling, and where feasible, facilitate a repayment plan with their creditors under a Debt Management Programme (DMP). Despite being given concessions for their debt payment in the form of affordable monthly instalments and extended payment terms for their unsecured debts, about 40% of clients failed to make the required payments in full to their creditors within the first three months of commencing their DMP.

This small-scale qualitative study hopes to gain a better understanding of the underlying reasons for non-payment. Telephone interviews with selected clients were audio-recorded, transcribed and analysed together with existing case notes compiled during counselling and case-processing. The study identified plausible factors that influenced payment behaviour. The key factors are stability of income and adjusting to changes in expenditure.

The implications of the study seek to inform intervention activities to better support clients facing precarious circumstances as they make adjustments in their expenditure and payment behaviour during the initial steps of their journey towards being free of problem debts.

# **Studying the usefulness of the guidelines for Master Action Planning (MAP)**

Melissa Kong Sze Min | Lim Chun Xian | Luo Ruiyuan |  
June Seet Mei Chin | Olivia Shepherdson

Many vulnerable groups in Singapore face multiple issues and have complex needs. Therefore, there is a need to strengthen coordination and integration of efforts across the sector so that we can tackle the multi-faceted, inter-related challenges that these vulnerable individuals and families face. The Guidelines for Master Action Planning (MAP) was developed to help facilitate the coordination of services among the service providers by providing a common framework to guide their coordination efforts.

The study sets out to study the usefulness of the proposed guidelines in facilitating case coordination across agencies. This is done through three case simulation exercises involving 29 participants from multiple agencies, such as MSF, SSOs, FSCs, HDB and hospitals to observe the feasibility of the guidelines in identifying a lead agency and developing a master action plan to address the needs of the client. This is followed by debrief sessions to collate participants' views and feedback. The findings from the case discussions will then be used to further improve elements of the current Guidelines for MAP.

In addition, the study also developed the Theory of Change behind the Guidelines, which would contribute towards the identification of suitable output and outcome indicators that can be monitored when the Guidelines for MAP are rolled out.





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