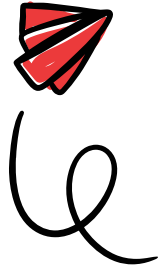


HELLO

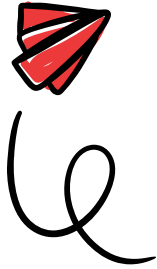


**I AM KAREN, RESEARCH EXECUTIVE
OF CAMPUSIMPACT (CI).**

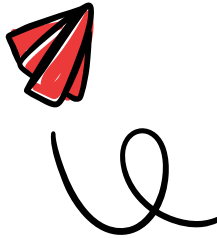
**I CONDUCT INTERVENTION
RESEARCH TO EVALUATE CI'S
PROGRAMMES**



STUDY BUDDY AFTER SCHOOL PROGRAMME

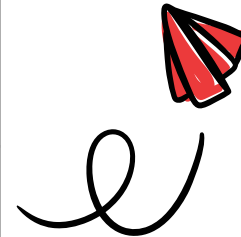


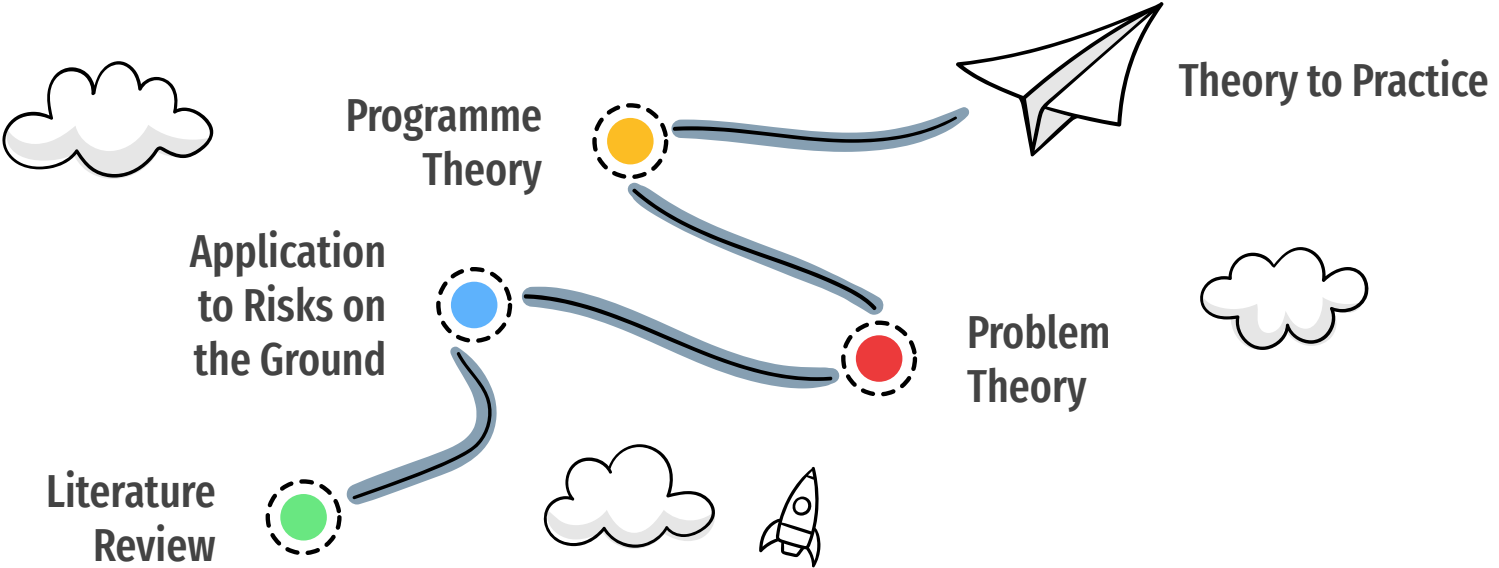
**For children aged 6
to 14**



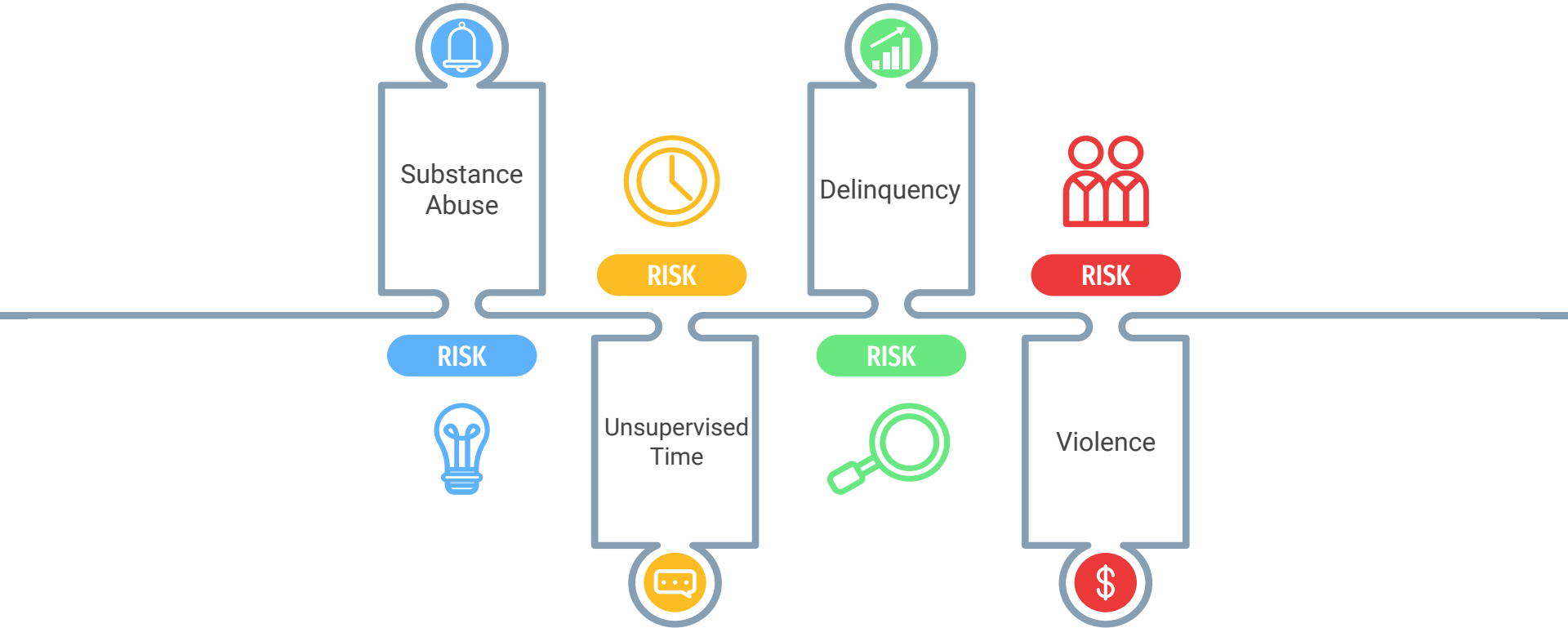
	Programme
1400 - 1415	Check-In/Icebreakers Reinforce ground rules Announcements/Reminders
1415 - 1515	Complete school/tuition homework Revision (e.g., Spelling, Creative writing) Practice papers online
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1700 - 1730	Free Play Dismissal

- **Academic supervision**
- **Enrichment**
- **Routine and structure**

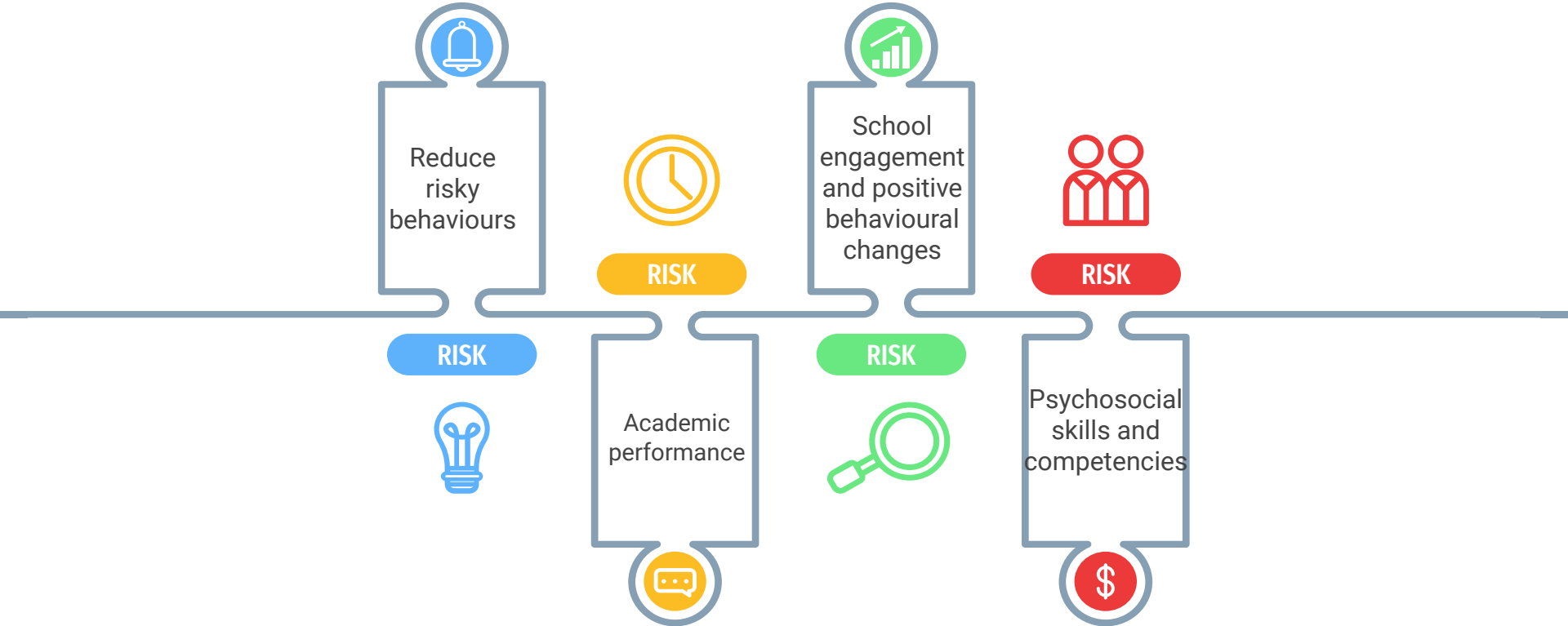




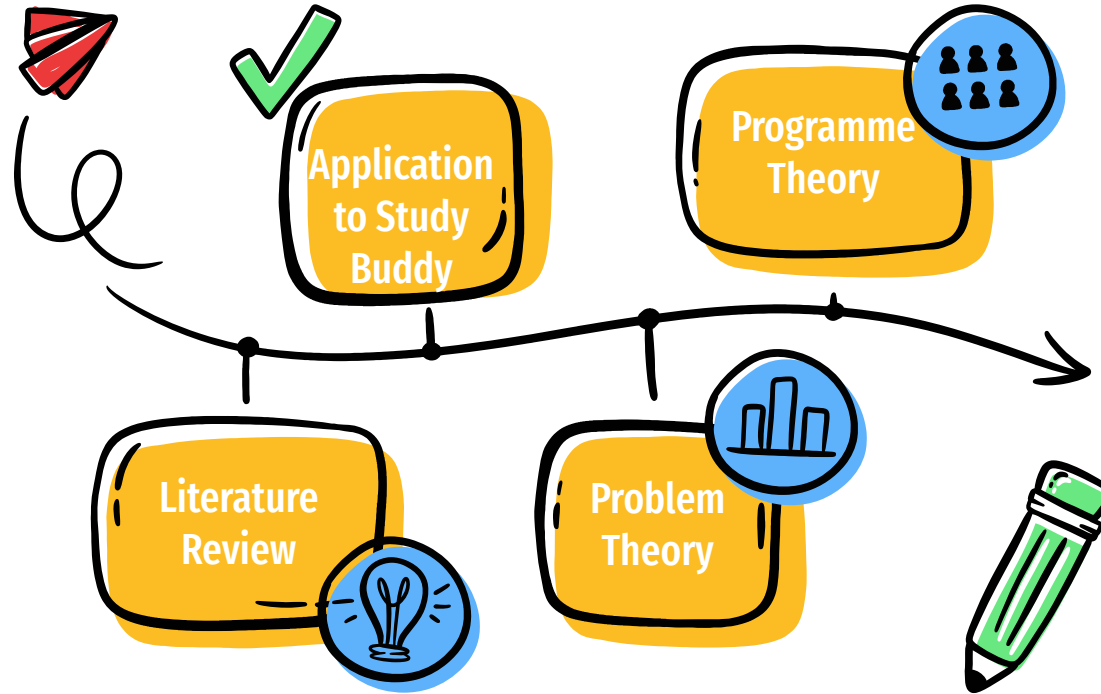
LINKING THEORY TO PRACTICE | FOR AFTER SCHOOL INTERVENTIONS
Interventions are purposively implemented change strategies that targets risk factors



WHAT DO AFTER SCHOOL PROGRAMMES CHANGE?

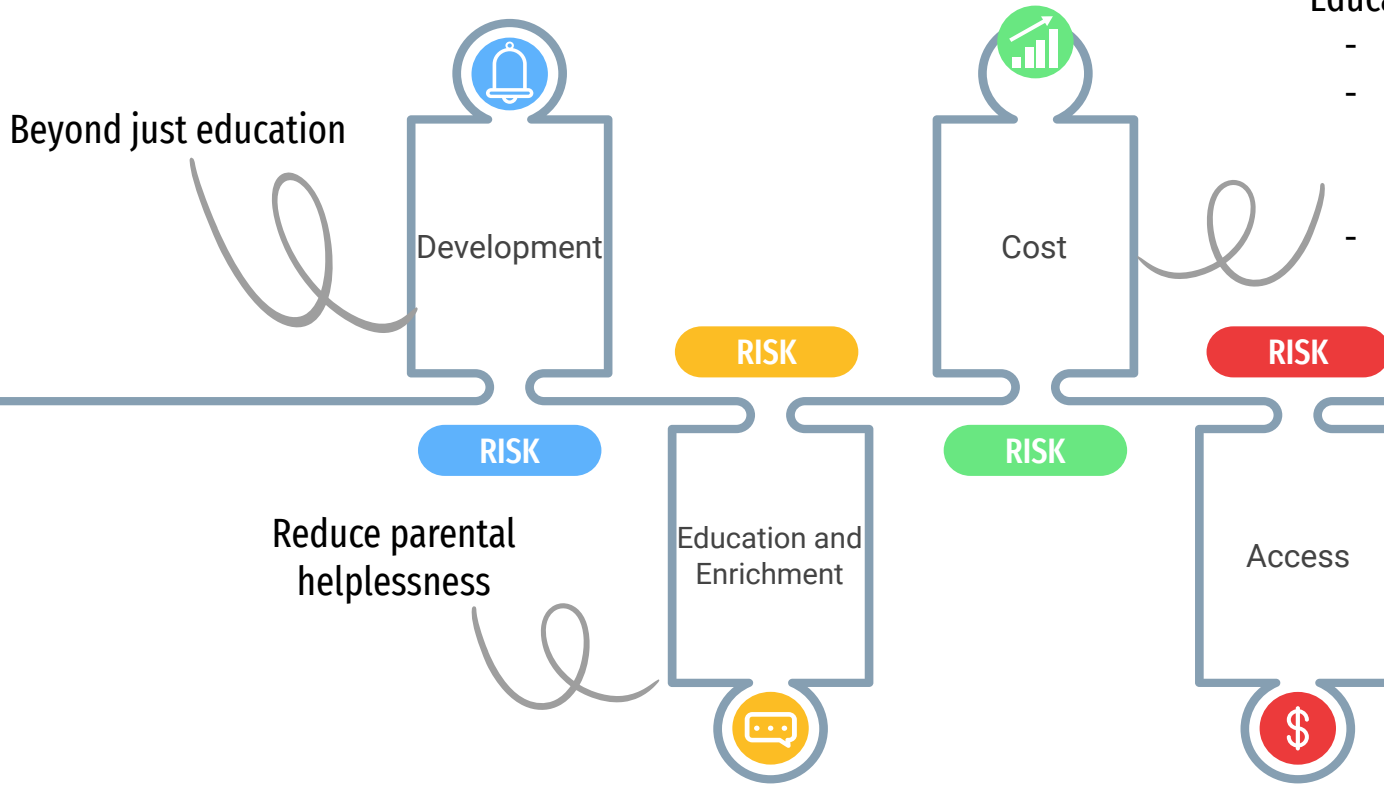


After School Care are not just for academic outcomes



APPLICATION TO REALITY

Study Buddy After School Programme, Yishun Singapore

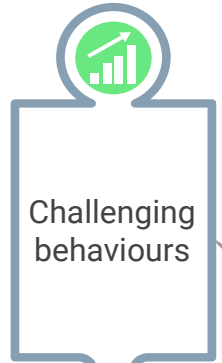


Education Inequality in Singapore

- Geographically linked
- Yishun demographic is at disadvantage (low income, single parent)
- Need for ASC due to latchkey families, unemployment

Why the need for After School Programmes in Yishun?

40-44% of children are referred from FSCs/counsellors



- Risk factors
- Family background
 - Poor emotional regulation
 - Impulsivity/ADHD
 - Transitions in life

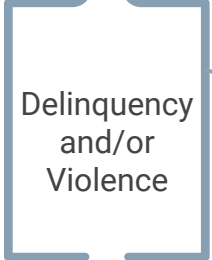
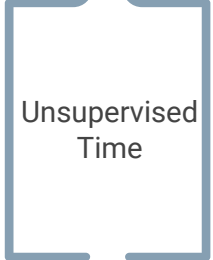
RISK

RISK

RISK

RISK

Biggest risk based on demographic



Literature Review + Clinical Experience



Exo System:

- Lack of social and cultural capita (Glendinning et al., 2015 ;Ong, 2014)
- Lack of social support (Glendinning et al., 2015; Sameroff & Chandler 1975)
 - Poor housing (Glendinning et al., 2015; Hodgkinson, 2017)

Micro System:

Family:

- Low-income (Huaqing Qi, 2003)
- Family conflict (Huaqing Qi, 2003)
- High parental stress (Sameroff & Chandler, 1975)
- Parental absence (Glendinning et al., 2015; Sameroff & Chandler, 1975)
 - Family instability (Sameroff & Chandler, 1975)
 - Poorer relationships with children (Dowsett, 2008)

Schools:

Poorer teacher quality and educational resources (Teng, 2018)
Lack of school financial support (Teng, 2018)

Individual:

- Increased risk for mental health problems (Hodgkinson, 2017)
 - Challenging behaviors (Huaqing Qi, 2003)
- Delayed development and social-emotional functioning (Hodgkinson, 2017)
- Poorer academic attainment and increased risk of school dropouts (Milne, 1986)

THE PROBLEM THEORY

Defining the problem the programme hopes to reduce by understanding the mechanisms that produce or suppresses the problem (i.e., malleable risk or protective factors).

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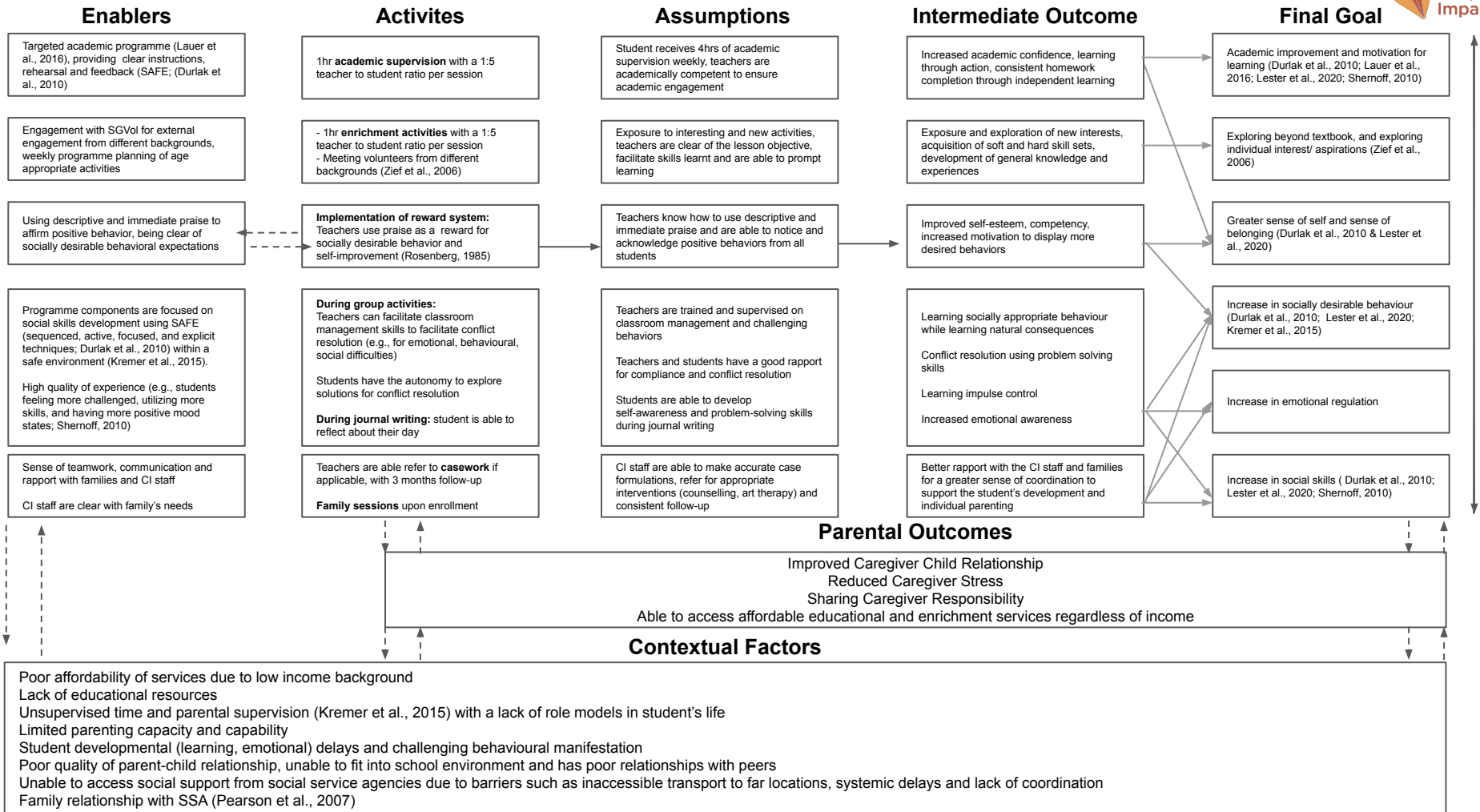
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Enablers

Targeted academic programme (Lauer et al., 2016), providing clear instructions, rehearsal and feedback (SAFE; (Durlak et al., 2010))

Engagement with SGVol for external engagement from different backgrounds, weekly programme planning of age appropriate activities

Using descriptive and immediate praise to affirm positive behavior, being clear of socially desirable behavioral expectations

Programme components are focused on social skills development using SAFE (sequenced, active, focused, and explicit techniques; Durlak et al., 2010) within a safe environment (Kremer et al., 2015).

High quality of experience (e.g., students feeling more challenged, utilizing more skills, and having more positive mood states; Shernoff, 2010)

Sense of teamwork, communication and rapport with families and CI staff

CI staff are clear with family's needs

Activites

1hr **academic supervision** with a 1:5 teacher to student ratio per session

- 1hr **enrichment activities** with a 1:5 teacher to student ratio per session
- Meeting volunteers from different backgrounds (Zief et al., 2006)

Implementation of reward system:
Teachers use praise as a reward for socially desirable behavior and self-improvement (Rosenberg, 1985)

During group activities:
Teachers can facilitate classroom management skills to facilitate conflict resolution (e.g., for emotional, behavioural, social difficulties)
Students have the autonomy to explore solutions for conflict resolution

During journal writing: student is able to reflect about their day

Teachers are able refer to **casework** if applicable, with 3 months follow-up

Family sessions upon enrollment

Assumptions

Student receives 4hrs of academic supervision weekly, teachers are academically competent to ensure academic engagement

Exposure to interesting and new activities, teachers are clear of the lesson objective, facilitate skills learnt and are able to prompt learning

Teachers know how to use descriptive and immediate praise and are able to notice and acknowledge positive behaviors from all students

Teachers are trained and supervised on classroom management and challenging behaviors

Teachers and students have a good rapport for compliance and conflict resolution

Students are able to develop self-awareness and problem-solving skills during journal writing

CI staff are able to make accurate case formulations, refer for appropriate interventions (counselling, art therapy) and consistent follow-up

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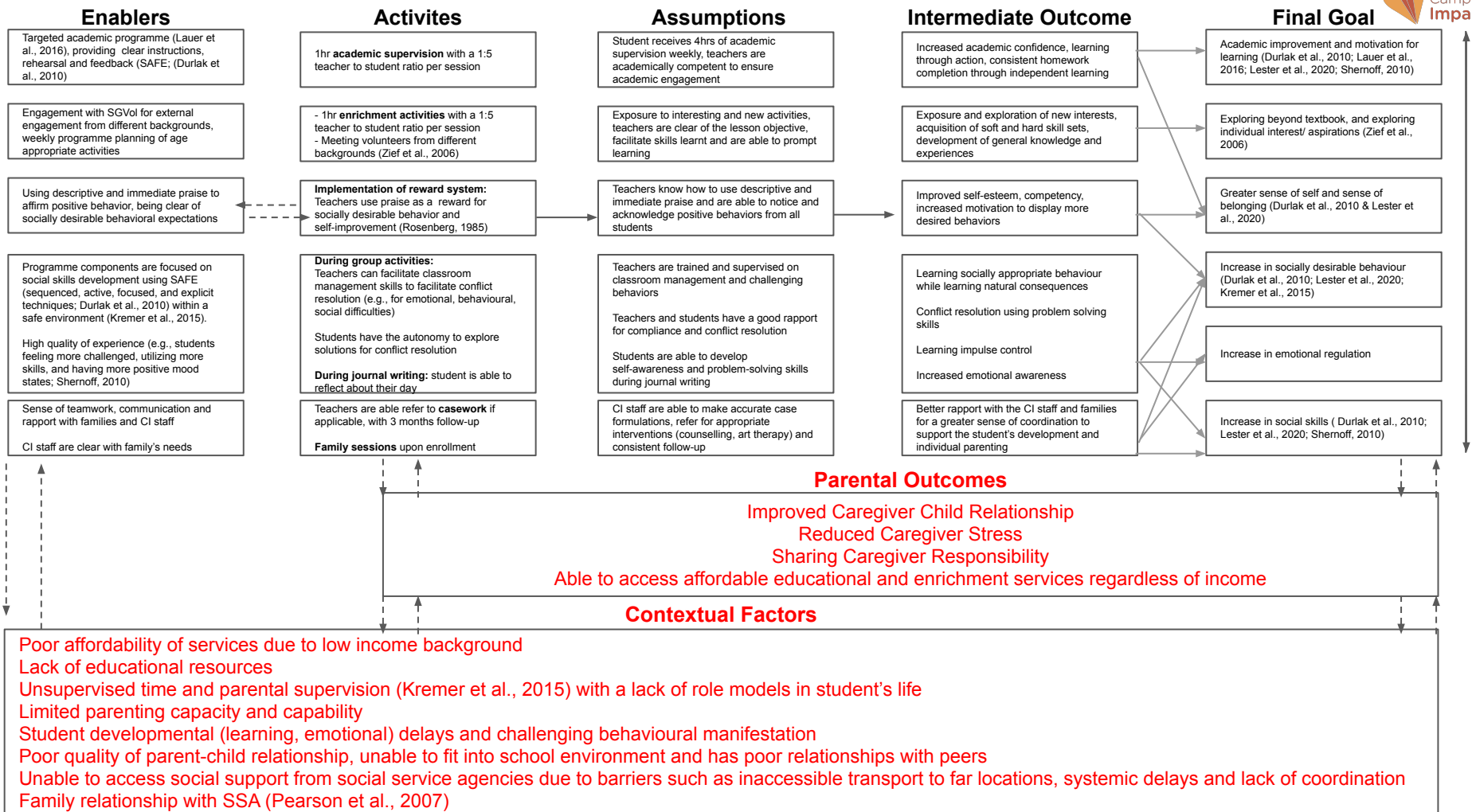
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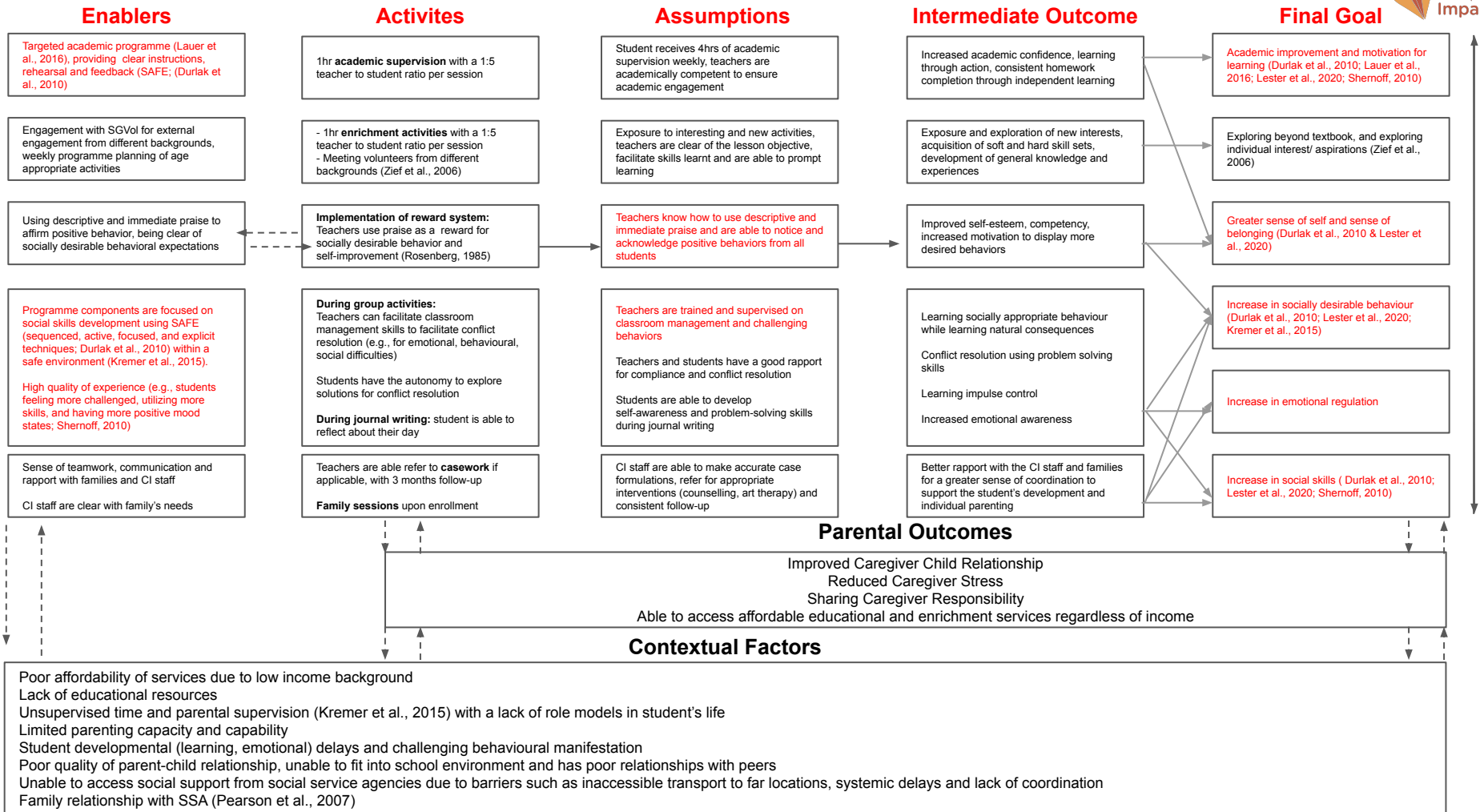
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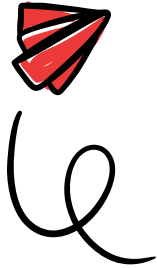
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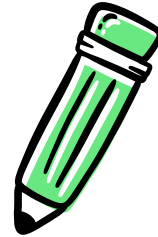
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TIPS FOR CREATING YOUR OWN LOGIC MODEL



Break it down



As much detail as possible, refer to programme documents

Revision



Clarify if logic is clear, details are missed with colleagues

Link



Outcomes must link to outputs, enablers, assumptions and activities

Revision

Clarify if logic is clear, details are missed



Research and operations

Programme training, planning linking with research



Objectivity

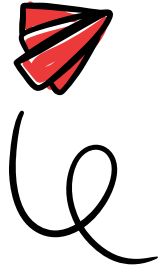
Measurable outputs such as number of people receiving intervention



Risk factors

Link to ecological system, problem theory

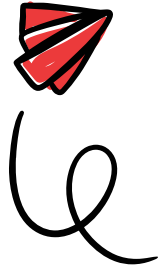




BENEFITS OF THE LOGIC MODEL



HELLO



**I AM TONY, DIRECTOR OF YOUTH
WORK AT CAMPUSIMPACT (CI).**

**I LOOK AT OPPORTUNITIES FOR OUR
PROGRAMMES TO GROW AND
SCALE, AND SEEK FUNDING FOR OUR
WORK**



Accountability

Where is my money going to?

Evaluation

How do I know the programme works?

Clarity

How does your programme work?

Strategy

Positive primary and secondary outcomes

Evidence Based

Reference to academic literature

Impact

"More than a student care"

WHAT FUNDERS WANT



社区联系站获得不同社区伙伴的支持，其中一个机构 CampusImpact 为马西岭区有需要的孩童提供补习与增益活动，协助家长督导孩子。(CampusImpact 提供)

社区联系站增益活动 减轻多子女家长压力

与前夫离婚后，何丽丽（42岁，化名）多年来独自抚养三名孩子，没有多余的时间和能力督导孩子的学习。

前年，她通过社区联系站（ComLink）这项计划获得家庭服务中心的支援，孩子也能免费参加社区伙伴开办的补习和增益活动。这多少减轻了她的育儿压力。

自2019年试行的社区联系站由各区的社会服务中心带头领导，集合政府机构、区内社会服务机构、基层和社区伙伴的资源，为低收入家庭提供针对性援助。这包括免费为孩子安排阅读和课外辅助课程、为年长者提供医疗服务、为家长提供生活技能课程与找工服务等。

设立社区联系站的市镇已从四个增至11个，到了今年第二季，社区联系站按计划扩大到另10个市镇，包括惹兰勿剎、义顺、金文泰和盛港等。政府的目标是在全国21个市镇设立社区联系

站，帮助1万4000户租赁组屋家庭。

何丽丽原本与三名在中小学求学的子女住在马西岭租赁组屋，老二和老三前年起参加 CampusImpact、KindleSpark 等机构提供的补习和增益活动。孩子每年也在开学前获得书局的礼券。

她说：“靠我当时做美甲服务的工作，我根本没有能力给孩子补习，也没法自己教。让孩子参加活动，多少对他们的学习有帮助。”

简化多项申请程序 省时又省力

何丽丽再婚，与孩子和现任丈夫搬到属于自己的政府组屋，也添了个女宝宝。她表示，当初养育孩子时，曾申请过多次的 ComCare 援助，过程相当繁琐。“每次申请就得准备很多文件，像是薪水单、孩子的存摺记录等。政府简化申请程序，对需要援助的家庭来说就更方便，省时省力。”

Impact more children as
CampusImpact expands our
programme across sites

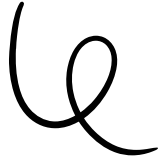
Knowing the current
programme's strengths and
identifying areas to do
things differently

Intervention
research

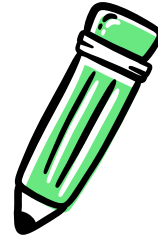
THE BIGGER PICTURE



**THANK YOU
DO YOU HAVE ANY QUESTIONS?**



**CONTACT:
KARENLEE@CAMPUSIMPACT.ORG.SG
WWW.GERARDCHUNG.COM
WWW.CAMPUSIMPACT.ORG.SG**



MOVING FORWARD

<https://fass.nus.edu.sg/ssr/publications-2/>

SNIPPET

CUTTING-EDGE
APPLIED RESEARCH

READ NOW

JUNE 2022
ISSUE 2



In This Issue

**The Design and Development of Interventions:
An Application to an After-school Program by
CampusImpact for Disadvantaged Families in
Singapore**

BY KAREN LEE YIH CHEE AND DR. GERARD
CHUNG

**Research Skills & Implementation Research for
Social Services Mentoring Programmes: Project
Abstracts**

BY SSR RESEARCH MENTORING
PROGRAMME PARTICIPANTS