

Intervention for hidden youth in Hong Kong

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Services for hidden youth in Hong Kong – Regarding NEET as service targets

Services for hidden youth in Hong Kong											
Name of agency / institution	Forms of services									Service nature	
	Counseling			Group activities	Training courses	Vocational counseling	Clinical psychological assessment	Community education	Peer counseling program		Parenting groups
	Individual	Family	Group								
CA (ended)	✓			✓				✓			Regarding NEET as service targets: Helping them re-integrate into society
NAAC (ended)	✓			✓	✓						
HKCS (2004-Now)	✓			✓	✓	✓					
CHK (2009-Now)	✓			✓	✓	✓		✓			
CEZCSSD (2010-Now)	✓			✓	✓	✓	✓				
St. James' Settlement (2016-2018)	✓	✓						✓	✓	✓	
Hong Kong Children and Youth Services (2015-2020)	✓			✓							



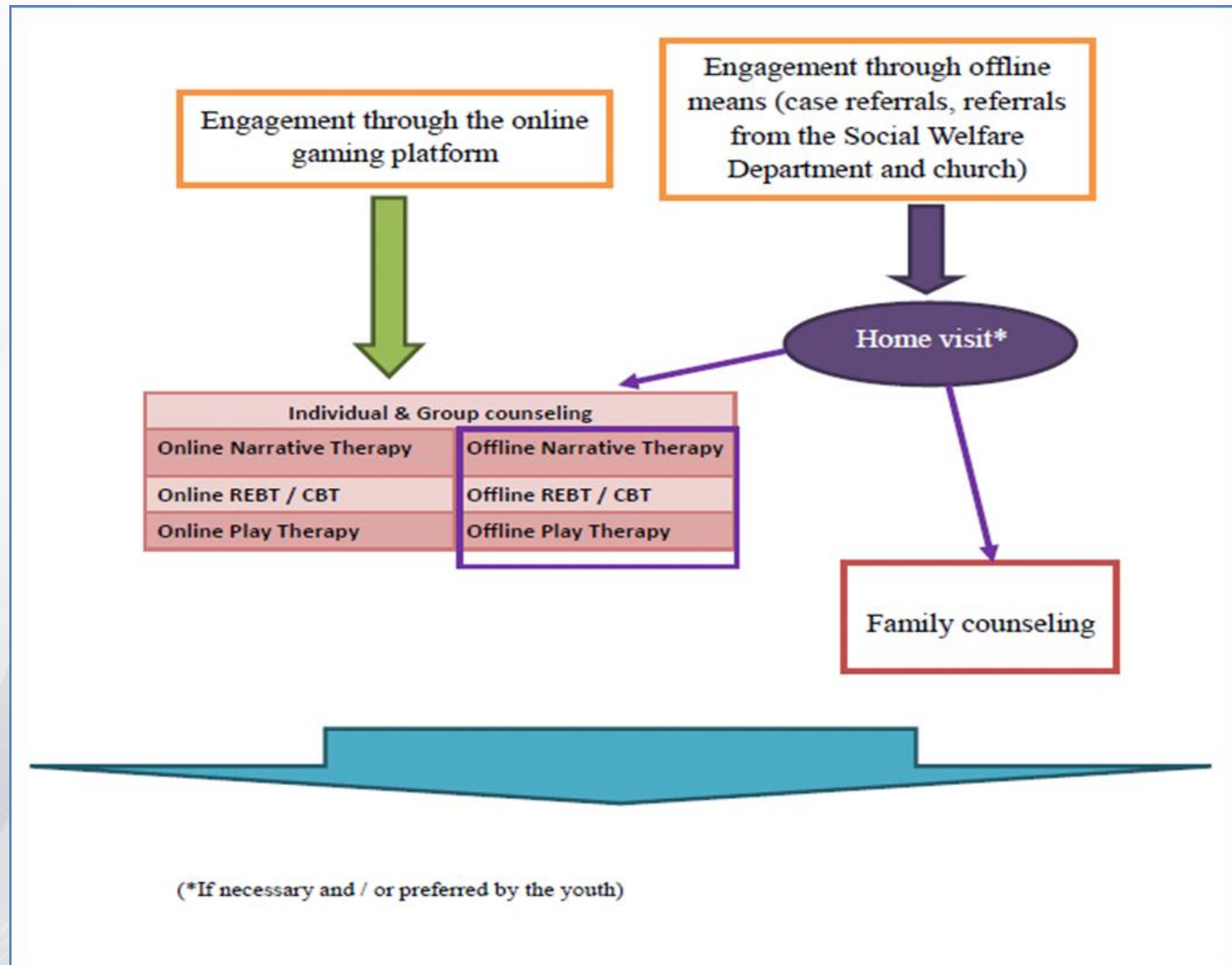
Services for hidden youth in Hong Kong

- CRYOUT TEAM (2007- now)
 - A non-profit organization established in 2007
 - Established a series of services for hidden youth, including **online and offline** intervention (e.g., individual counseling, group counseling, self-development programmes, subjugated knowledge groups)
 - Successfully engaged about 1,300 hidden youth
 - Extended service boundary to young netizens in late 2014

Features of our services

- To achieve **empowerment** among youth through the use of **virtual platforms** → **cyberempowerment**
- To **dig out and transfer the strengths and resources** of themselves from the Internet to the offline contexts, in order to **resist the censoring from the reality**
- To **bridge** the strengths and resources unfolded on the Internet to the **offline, real-life** contexts
- To **fasten the transition of becoming hidden**

Service flow



Intervention methods

	Online	Offline
Narrative Therapy	<p>Outsider witness group (Whatsapp/ LINE/ Skype)</p> <p>Therapeutic documents (Email)</p> <p>Flash card reminding (what's app / Wechat)</p> <p>Thankful group (what's App)</p>	<p>Outsider witness group</p> <p>Therapeutic documents</p> <p>Ceremony</p> <p>Certificate</p> <p>Autobiography and Biography</p> <p>Thankful group</p>
REBT/ CBT	<p>Reminder message (MMS/ what's app/Wechat)</p>	<p>Irrational Belief</p> <p>Finding alternatives</p>
Play Therapy	<p>Role-playing Game-“Guild”</p> <ul style="list-style-type: none"> * MVP * Capture territories * Circle Time * Orienteering * Thankful group after adventures * Others <p>Simulation game-Sims Online</p> <p>Board game- Facebook game “Monopoly”</p> <p>Board game- Facebook game “The Game of Life” and “Pictionary” (Mobile app)</p> <p>How to Draw / Paper Artist (Mobile app)</p>	<p>Board game</p> <ul style="list-style-type: none"> * Emotional Bingo * The Game of Life * Pictionary <p>Group activities</p> <ul style="list-style-type: none"> * Orienteering * Activity group * Circle Time
Other activities	<p>Facebook / Whatsapp/Skype/LINE</p>	<p>Self-help groups</p> <p>Interest groups</p> <p>Subjugated knowledge groups</p> <p>Regular / irregular meetings (e.g., birthday parties, activities organized in the guilds)</p> <p>Business operation (e.g. online stores)</p>

Three reasons for choosing the Internet for service provision

1. The **unique characteristics of the Internet** which attract youth to stay in the virtual communities
2. Youth have a **higher ability to accumulate social capital** in the cyberspace and get rid of disempowerment in the offline contexts
3. **Easier to approach** youth and undergo initial intervention with them

**Why youth like to engage in the
Internet rather than offline
contexts?**

Characteristics and advantages of the Internet to youth

Characteristics of the Internet	Advantages of the Internet
<p>Anonymity Refers to the feature of being able to conceal one's identity and information relevant to his or her identity such as name, age, occupation, and other personal attributes (Qiu & Huang, 2004)</p>	<p>Facilitates youth to express their in-depth thoughts, opinions, and resistant acts freely, without embarrassment and psychological burden (Chen, 2002)</p>
<p>Convenience The Internet's ability to overcome the restrictions of time and physical boundaries, its ease to engage in, and its ease of use to fulfill various needs, such as exertion of autonomy and individuality, sense of achievement, and need for establishing inter-personal relationships (Li, Chen, & Wang, 2008)</p>	<p>Allows the assembly of points of views and opinions among various participating users (Chen, 2002).</p>
<p>Interactivity Allows free participation of users in terms of dissemination of information (e.g., articles, graphics, and videos) and interactions with other users (Huang, 2002)</p>	
<p>Decentralization No single authority who takes control of the space (Huang, 2002)</p>	<p>Youth can enjoy equal participation in the exchange of feelings, information, opinions, and knowledge without any control by rigid authorities (Bertman & Weitzner, 1997)</p>

social network and resources

Offline

Friend-making and formation of community: **confined by physical boundary** (Chen, 2002)

Friend-making and formation of community **confined in social contexts and confined by existing social networks** (Chen, 2002)

Existence of **rigid power structure**; power and resources **centralized in the dominant authorities** (Chen, 2007)

Social capital accumulated by where you born, your social class and status

Less social resources accumulated

Online

Friend-making and formation of community: **not restricted by time and space** (Chen, 2002)

Unlimited social circle (Chen, 2002)

Decentralized environment; with **various subcultures** formed based on shared interests (Lin & Zheng, 2001)

Social capital accumulated based on interests, and by knowledge contribution and sense of community

More social resources accumulated

Implications: Differences in the power dynamics between offline society and the Internet

Offline

Power is **centralized** in those who have a higher social status, position, and class in society

Norms, social structure, and hierarchies are **rigid**

Accumulation of social capital can mainly be achieved and controlled in the hands of the **powerful elites**



Youth are in a **disempowered** state in society dominated by adults

Online

People can get rid of the effects of their offline identity and the **offline identity becomes insignificant**; instead, they have the **autonomy** to choose their **preferred identities**

Norms, social structure, and hierarchies are **fluid** and even **renovated**

Accumulation of social capital can be achieved by the **Internet users themselves**, with the use of their interest-based networks and knowledge contribution



Youth assume a powerful, strategic position to achieve self-actualization → be **empowered**

Why use online game to implement services?

Types of online platforms

Synchronous	Asynchronous
Messenger: Skype	Email
Messenger: RC Social Voice Network	Forums/Chatrooms
Online games	Website
	Social networking sites (e.g., Facebook)
	Messengers (e.g., Whatsapp /Line)

Characteristics of online platforms

<u>Types of online platform</u>	<u>Characteristics</u>						
	Forms of communication			Communication channels		Interactivity	Level of Synchronization
	Textual	Audio	Visual	One-to-one	Group		
Websites	√	√	√			Low	Low
Email	√	√	√	√	√	Low	Low
Forums / Chatrooms	√	√	√	√	√	Low	Low
Facebook	√	√	√	√	√	Medium	Medium
Whatsapp / Line	√	√	√	√	√	Medium	Medium
Skype	√	√	√	√	√	High	High
RC Social Voice Network	√	√	√	√	√	High	High
Online games	√	√	√	√	√	Very high	Very high

Development of online platforms for intervention around the globe

	Types of online platforms used in online counseling					
	Email	Forums /chatrooms	Social network sites (e.g., Facebook)	Messengers (e.g., Whatsapp/Line)	Messengers (e.g., Skype)	Online games
USA	✓	✓	✓	✓	✓	✓
Australia	✓	✓		✓	✓	
UK	✓	✓		✓	✓	
Japan	✓			✓	✓	
Singapore	✓	✓		✓	✓	✓
India	✓	✓		✓	✓	
Thailand	✓			✓	✓	
Macau	✓	✓	✓	✓		✓
Taiwan	✓	✓		✓	✓	
Hong Kong	✓	✓		✓		✓



Guilds in online games: An introduction

- Guild is an indispensable and the most significant component on the online gaming platform
- Gamers can establish their guilds during the gaming process, and establish the **principles** and **philosophy** of the guild, so as to recruit suitable members
- Every guild has its management system. Participants have to fulfill different **obligations** in different guilds
- In online games, players can **decide to join the guild they like**, and **interact with other members** of the guild in order to **attain the tasks together**
- Joining guilds can **enhance the connections** among the participants and **establish the sense of cohesion and belongingness** within the guild
- Worker and volunteers build guilds belong to hidden youth and then **recruit hidden youth as members**. **During interaction** with each individual member, worker **finds out potential service targets**.
- The advantages of doing intervention in the guilds:
 1. It facilitates worker to initiate conversations with the members and **build rapport**
 2. To **encourage collective participation** of the service targets in the environment of “micro society”, in which the worker can maximize the time and opportunities to contact them and enhance the effectiveness of subsequent intervention

Online games



facebook Home Profile Friends Inbox

31 吶喊公會~~船河聚會!

Host: christopher chan
 Type: Sports - Sporting Event
 Network: Global
 Date: Sunday, May 04, 2009
 Time: 8:45am - 6:00pm
 Location: 當然係西貢上船啦!!
 City/Town: Hong Kong, Hong Kong



Therapeutic Limit Setting

Moustakas (1959): Therapy cannot occur without limits.

- **Limits provide structure** for the development of the therapeutic relationship and help to **experience a real-life relationship**.
- This tends to set a negative tone and interferes with the therapeutic objective of establishing a climate of freedom and permissiveness.



Steps in the therapeutic limit-setting process

A – Acknowledge the client’s feelings, wishes, and wants

C – Communicate the limit

T – Target acceptable alternatives

S – State Final Choice



Application of therapeutic limit setting into intervention

- **Rule setting** in the guilds, e.g.,
 - Members need to participate in guild activities at least once a month in order to exchange for tools and weapons useful for the accomplishment of tasks
 - Members are required to participate in Capture Territories and 3 group skill training sessions every week
 - Members are required to help other members/players increase 5 levels within 7 days
- To nurture the youth's **sense of belonging, sense of responsibility, obligation, and reciprocity**, the importance of **mutual support, as well as self-management and self-discipline**

Service components in the online games

- MVP

- It means to **defeat boss monsters**
- Before defeating the boss monsters, members should understand the abilities of every other member, and distribute duties among themselves based on the strengths of every member
- For example, members who are good at long-distance attack will become the “principle force”; members who are bold and good at attack will mainly be responsible for attacking others; members who are patient, detail-minded, and can restore XP will be responsible for saving the lives and ensuring the safety of members
- As the roles and responsibilities are clear, even only one member who has not played his/her role well will cause a total failure in the task

Effectiveness:

Service targets can **understand their abilities** during the attainment of the game tasks, and learn to **fulfill their responsibility** and the **importance of team work**

Service components in the online games (Cont'd)

▪ Capture Territories

- In order to **expand the territory of the team**, teams will initiate attacks against other teams
- Guild members have to make good use of their roles and abilities, as well as collaborate with one another well, so as to maximize the effectiveness of attack
- Guild members should think of different possibilities and solutions, and make good, careful plans ranging from the territory to attack, the route during attack, and the strategies for attack

Effectiveness:

- Service targets can learn how to **adopt the strengths of others** and **compensate other people's limitations**, how to think and plan carefully, and **implement their plans in a thoughtful manner**, as well as **nurture the ability of problem-solving**
- The activity requires **negotiation with the opposing team**. During the process, service targets can learn how to negotiate with others using appropriate communication skills

▪ Thankful group after adventure:

Effectiveness:

Through sharing, discussion, and encouragement, it aims at **strengthening the interpersonal skills** of the service targets, and helping them understand themselves, **enhance their positive sense of identity**, as well as **nurture their sense of responsibility** as a member of a group. This helps them interact with others and involve in **social life**

Service components in the online games (Cont'd)

■ Orienteering

- To accomplish a series of tasks on the online gaming platform
- Participants should accomplish task goals at each of the checkpoints established in the map / different places in the online game (e.g., defeat 100 monsters in City B)
- Worker and voluntary helpers: stay at the checkpoints and give task orders to the youth via texts or voice messages
- Team building and cooperation among members in the team is important
- Also, problem-solving skills and analytical skills are involved during the gaming process

Effectiveness:

- Nurture the collaborative skills among players
- Facilitate participation and involvement of players in the gaming environment with rules
- Nurture the analytical ability and problem-solving skills of players
- Nurture their sense of achievement through the accomplishment of game tasks

Service components in the online games (Cont'd)

■ Circle Time

- To nurture an environment and moment in which the players can **gather together**, engage in the same activity, and **accomplish a goal**
- It is characterized by the accomplishment of simple tasks which are **spontaneously suggested by the youth**
- **Time and venue** for Circle Time are **decided by the youth**
- Example of tasks: On 1st – 3rd day of the first lunar month, every member should give blessings to 5 members from other guilds

Effectiveness:

- Facilitate **trust** among players
- Facilitate **participation and involvement** of players in the gaming environment with rules
- Nurture their **sense of achievement** through the accomplishment of game tasks
- Nurture the sense of **belonging and cohesion** within the community
- Brings about **empowerment** and enhance their **self-esteem**

Service components in the online games (Cont'd)

- **Special trade**
- **Effectiveness:**
 - To **enhance the engagement of service users into the organization**
 - To help them **understand the importance of contribution in order to enjoy the fruits**
- **Leadership training**
- Worker organizes leadership training activities through game tasks, e.g., inviting service targets in casework to assume the role of leader and lead other members to complete difficult collaborative tasks; encourage and support suitable service targets to establish branches of the guild
- **Effectiveness:**
 - To **enhance self-confidence** of the service targets and develop their leadership qualities

Offline activities

Self-help group

- 1) Sharing
- 2) Support group
- 3) Witness ceremony
- 4) Master and Angel

Business operation

- 1) Online games
- 2) Online stores
- 3) Organizing activities

Interest groups

- 1) Modification of model cars
- 2) Diving
- 3) Yoga
- 4) Gaming skills
- 5) Sewing
- 6) Knitting
- 7) Turntablist technique
- 8) Microwave cooking
- 9) Flame cooking
- 10) Typing
- 11) Graphic design
- 12) Art appreciation
- 13) Creative writing
- 14) Magic
- 15) Chocolate appreciation
- 16) Chinese culture
- 17) Narrative Therapy
- 18) Life hacks/home management skills
- 19) Meditation
- 20) Plugins design
- 21) Reuse and recycling of resources

Regular/ irregular activities

- 1) Potluck Party
- 2) Festivals (Christmas/ Lunar New Year/Mid-Autumn Festival)
- 3) Monthly birthday parties
- 4) Trips
- 5) Online gatherings
- 6) Guild gatherings

Thank you!

Case sharing

Man (文仔)

- Studying in a low banding school
- Long ignored by his classmates and even teachers at school
- Truancy, so as to play online games

- His identity in online games: A successful and confident player who has a lot of fans

- Narrative Therapy
 - **Externalization of problem**
 - **Alternative stories overwrite the problem-saturated stories**
 - Restore his positive sense of identity, self-esteem, and self-efficacy

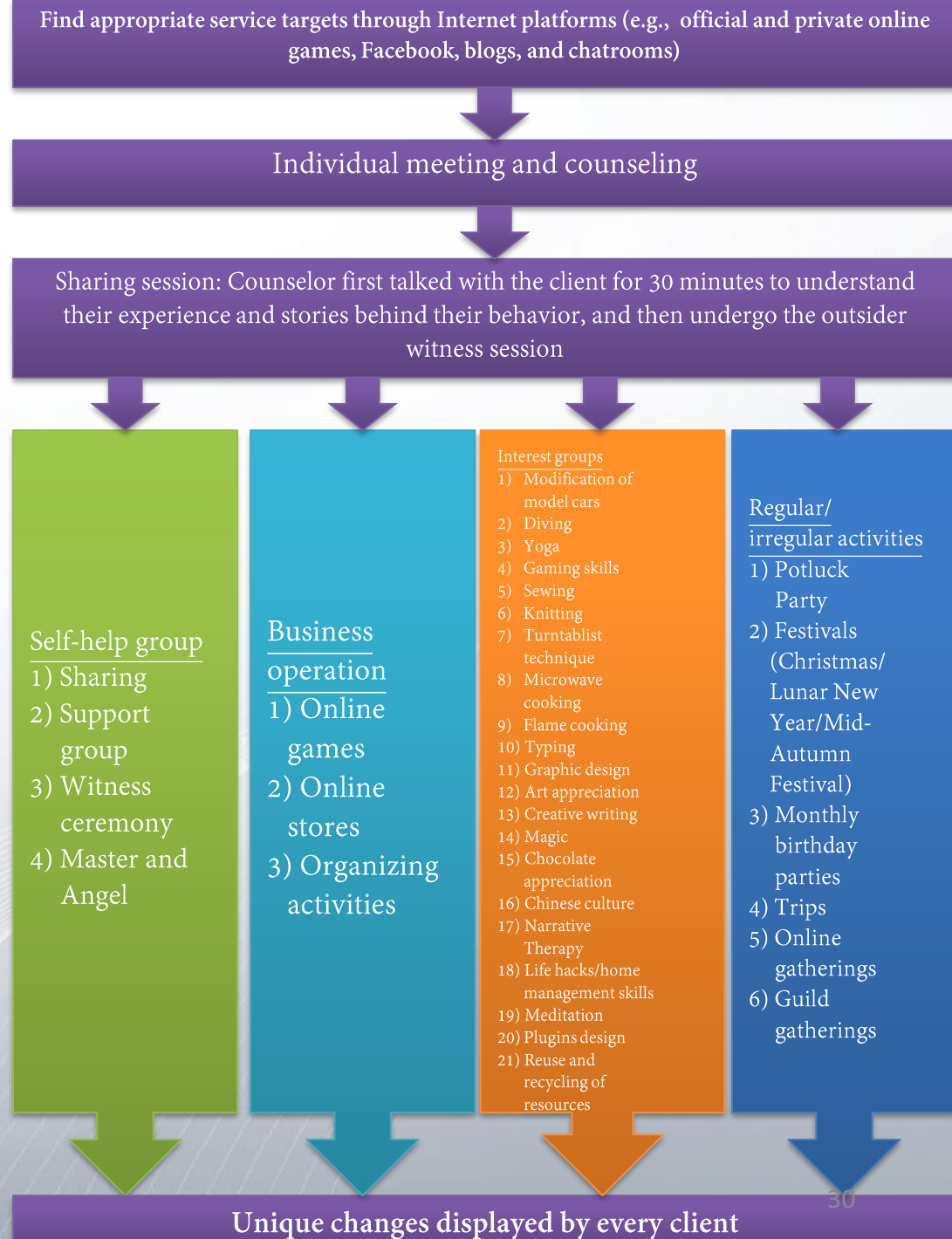
- Play Therapy
 - Invite him to be the leader of the guild
 - Form interest groups and lead other members to enhance their gaming skills, as well as often organize online and offline gatherings for the members
 - Help build a business website, which helps player increase their gaming levels, as well as sells treasures and tokens

- He gave up furthering his studies after F.5, but he no longer viewed himself as “failure”
 - Originally he showed a negative sense of identity, such as “inferior” and “useless”
 - Through the empowerment achieved from engagement in online activities, he regained his positive sense of identity of “useful” and “successful”
 - Through empowering him and digging out his strengths, he is able to make use of his potentials and abilities to meet the needs of the online gaming market

- ◆ **Externalization of problem → alternative stories → strengths → positive sense of identity → actualization of strengths → connecting with society = empowerment**

Service procedure

1. Find appropriate service targets
2. Individual meeting and counseling
3. Outsider witness counseling
4. Self-help group/interest group/business operation/regular gatherings and meetings



Outsider Witness Group

- After the case client displays a self-preferred, positive identity which is different from the past, counselor will arrange an outsider witness group for him/her to participate upon his/her approval. It can be regarded as a form of group counseling
- 1st part: after the sharing of the case client, counselor will **ask the outsider witness what the most touching / inspiring moments are in the case**
- 2nd part: after listening to the case client's story, counselor will **lead the outsider witness to share how they view the client**
- 3rd part: counselor hopes that the **participants can share their stories after listening to the story of the client**
- 4th part: after listening to the story, **participants share how different they think about the client**

“ceremony for the establishment of individual identity”

Self-help group

- Worker provides a platform for participants to **share their issues encountered in daily life and their feelings**. Through sharing and giving responses to others, it is aimed to achieve the function of **mutual support** and encouragement, so as to achieve peer support.
- Based on the needs of the participants, counselor will provide therapeutic services for the participants
- **Witness ceremony**: its purpose is to witness the motivation of the person to cope with his/her problems / overcome the challenges / attain certain tasks and celebrate his/her changes through words and graphics
- **Master and Angel**: It is an activity engaged by the participants, in order to encourage them to **show care to other people** and be cared by other people, and help them nurture closer relationships and mutual support

Skills for rapport building and communication + notes for worker during intervention

- Identify who are your clients
- Power-parallel
- Non-judgmental
- They are not a 'problem'
- Understand the underlying meanings of their behavior rather than regulating their behavior
- Dig out their resources and build a new sense of identity

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