



Seminar on Psychological Care: Lessons Learnt from the Manila Hostage Incident

馬尼拉人質事件心理支援服務研討會

Time: 0930 to 1300

Date: 9 October 2010 (Sat.)

Venue: Rayson Huang Theatre, The University of Hong Kong

日期: 二零一零年十月九日(星期六)

時間: 上午九時三十分至下午一時

地點: 香港大學黃麗松講堂


Co-organizers:

Hong Kong Red Cross

Division of Clinical Psychology, Hong Kong Psychological Society

Department of Psychology, The University of Hong Kong

合辦機構: 香港紅十字會, 香港心理學會臨床心理學組, 香港大學心理學系




**Manila Hostage Tragedy---
Supporting students who are
exposed to traumatic death of
significant others**

化悲憤為力量

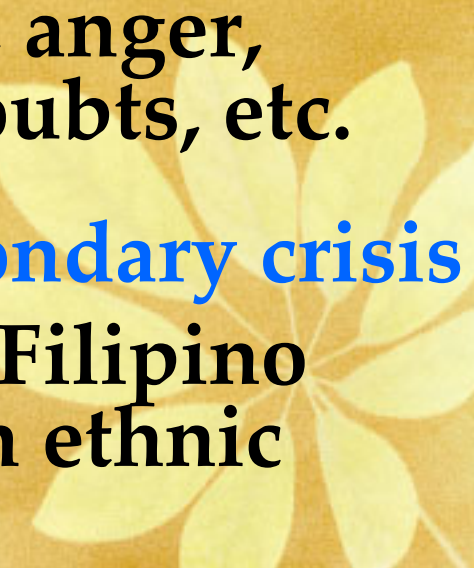
9th October, 2010

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A very special case--- unusual crisis management work

- Affected not just the victims and their families but with **lots of observers** (through the media: vivid and continuous images)
 - **Different kinds of Stress:** Physiological/mental/ psychological/emotional stress
 - **A variety of intense feelings:** grief, anger, hatred, fear, worries, insecurity, doubts, etc.
 - Possibility of escalating into **a secondary crisis** (eg. anger/hatred directed towards Filipino domestic helpers, South East Asian ethnic minority groups, etc.)
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- Occurred just **prior to the commencement of a new academic year**


- new students to a new school, new environment and culture,
- students re-allocated to various classes of the same class level, new and old familiar faces,
- class/subject teachers might be new,
- lots of usual start-of-the-year work,
- some victims and friends are spread across many different schools, etc.

- **Challenged** self and world views:

- trust in people, sense of personal safety, effectiveness in navigating life challenges,
- belief in justice and fairness



Role of Education Bureau (EDB)

- From a **marco**-system perspective
(with EDB overseeing support to all schools)
 - From a **micro**-system perspective
(with Educational Psychologists supporting affected schools)
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From a **marco-system
perspective**

**(with EDB overseeing support
to all schools)**






To address the larger public (school sectors, parents and the community)

(EDB has a designated section Educational Psychology Service (Kowloon) Section, with its Senior Specialist overseeing territory wide crisis management work for schools and provide professional advice to the Bureau on such matters apart from providing direct aftermath services)

Education Bureau Circular Memorandum No. 145/2010

Web materials to help parents (Appendix II)





**To Activate the collaboration
between Regional Education
Offices and Educational
Psychologists**

Aims:

**To draw schools' attention for identifying
at risk kids**

To provide simple assessment tools

Appendix I of EDB circular 145/2010






From a **micro**-system
perspective

(with Educational
Psychologists supporting
affected schools)







List of Student Victims in the Manila Hostage Tragedy

- **Three families**
 - **Five schools:**
 - one Gov't Secondary School**
 - one Gov't Primary School**
 - one Private Primary School**
 - one Private Kindergarten**
 - one Direct Subsidy School**
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Mobilize support of Educational Psychologists to schools during the Summer holidays


- **Ten Educational Psychologists (involved EPS Hong Kong, Kowloon and New Territories Sections), worked in pairs to each affected school.**
 - **Core group of EPS (Kowloon) Section maintained the central team to oversee and monitor the progress.**
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School-based crisis aftermath support rendered by EDB Educational Psychologists

**Closely work with Crisis Management
Team of affected schools**

Three levels:

- 1. Student level**
 - 2. Teacher level**
 - 3. School level**
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1. Student level

To organize debriefing to affected students prior to the beginning of a new school year (call students back to school)

2. Teacher level

To conduct debriefing to teachers

To conduct training prior to 1st September to equip teachers to do the special class period



3. School level

- **To facilitate school prepare press release/conference**
- **To assist school to get ready for survivors' school entry**
 - appropriate time and place for entry/exit**
 - briefing students**
 - culture-building, a supportive school environment**

Briefing students


- Advise how other students can support / relate to the survivors (when necessary only) → *don't put them on the spot, allow natural network input*
- Let the survivors know **who they can turn to if they need help** and want someone to talk with (eg. School Social Worker, Guidance Teachers)
- Give them opportunities for **meaningful, appropriate participation** (when they are ready)

Creating a supportive school environment

- Maintain **normal routine** (but with necessary flexibility) as far as possible
- **Relating** with the survivors **naturally**, provide support when needed, but
- Be sensitive to their needs, balance between attention versus disturbance
- Be careful **not to be too protective**, or **make them feel too different/ too special** from others (prevent embarrassing them and fostering dependence)

Good practices of affected schools

- **Communicate acceptance and patience**
- **Set realistic goals with survivors**
- **Provide supportive cues / prompts for concentration during lessons**
- **Give allowance**
(homework, behavioural performance)
- **Render assistance in academic work**
(arrange peers to do note-taking, peer-coaching, etc.)
- **Create a caring school culture (co-ordination between discipline and guidance teams)**



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化悲憤為力量

這件事對你有甚麼正面的意義？

- 生命無常，好好**珍惜**家人、朋友及現在擁有的一切
- **香港**基本上是一個**安全的城市**，在香港生活很幸福，**要知足**
- 生命不在乎長短，**要活得積極、有意義**，不枉此生
- **生命是人世間最寶貴的**，相比之下，一切困難變得渺小
- **公平、公正、公義**等固然重要，但要**保持理性地**去爭取
- → 社會政治問題的思考



Life is fragile, handle with care

- **Yesterday was history---**
let it go no matter how unwillingly;
 - **Today is a gift---**
treasure life/ time meaningfully;
 - **Tomorrow is a mystery---**
plan and live constructively...
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