

Guiding the Exposed Gen Y - Importance of Parental Engagement On Use of IT

Abstract

As urban youth of today embrace infocomm technologies (ICTs) for communication, education and recreation, their parents too must keep abreast of such technologies so as to better guide their children's media usage, communicate with them, and share in their experiences. While it is therefore imperative that urban parents enhance their infocomm literacy, they face a host of challenges in supervising their children's media usage, namely, rapid technological development and the growth of personally-owned, individually-used media. This article presents lessons from Asia and discusses the Singapore context of parental guidance of children's media use.

Lim Sun Sun, PhD

Information and Communications Management Programme
National University of Singapore



Introduction

In Singapore, enthusiasm for new technology is fuelled by the belief that ICTs are especially important for education and upward mobility. Singapore has one of the highest mobile penetration rates in the world at 76 per cent of the population owning mobile phones (Infocomm Development Authority of Singapore, 2003a). In addition, nearly two thirds of Singaporean households have at least one personal computer and 56.8 per cent of all households have Internet access (Infocomm Development Authority of Singapore, 2003b). Computers are also widely available throughout the education system, public libraries, Internet cafes, in government and industry.

Contents

Page

Guiding the Exposed Gen Y - Importance of Parental Engagement On Use of IT	1
Small Steps to a Giant Leap: The Specialised Assistive Technology Centre	7
Sathya Sai Social Strategic Planning Consultancy Experience	11
Book Review on Dennis Saleebey's "The Strengths Perspective in Social Work Practice"	13
Social Service Training Institute Courses	15

Given the widespread use of ICTs and new media, especially amongst the young, Singaporean parents have been urged by local advisory groups to take a more active interest in their children's new media usage (Parents Advisory Group for the Internet, 2004). However, **how well-equipped are Singaporean parents to guide their children's media usage?** This article presents some salient trends in media use by Asian and Singaporean youth, and discusses the growing need for parents to acquire infocomm literacy.

Media and Youth

What function does the media serve for today's youth? Having been born into the information age, today's youth are exposed to the media in many aspects of their daily lives. Principally, the media serves the youths' information, communication, education and entertainment needs. The constellation of media and ICTs available in the world today, accessed and used by youths, is constantly expanding. The media environment of today's youth is a rich, multifaceted one involving both "old, passive media" – television, radio, newspapers, and "new, active media" – Internet, mobile communications, digital gaming etc. The centrality of the media in the lives of today's youth as compared to yesterday's also differs sharply. While "old" media entertained and informed, today's "new" media do that and more, e.g. facilitate the airing of opinions and sharing of information, coordinate social interaction, aid identity formation etc.

The Asian Perspective

Extensive research has been conducted on parental guidance of media usage in the Asian context. **A discernible thread in the literature is the inability of Asian parents to exert effective control over their**



children's new media usage. In a study of Thai children's use of the Internet, it was found that half of the parents interviewed did not supervise their children's Internet usage while one quarter of them did not even know what their children used the computer for (Komolsevin, 2002). In some parts of Indonesia, it was futile to even talk about parental control as the youths' media consumption was not in the presence of family, e.g. rural areas where children access the Internet via community kiosks (Guntarto, 2001). It was also mentioned in Razzali (2002) that parents in rural Malaysia were ignorant of the Internet and thus failed to prohibit their children from visiting cybercafes to download porn. In their study on electronic game playing by Vietnamese children, Q. N. Nguyen and Q. T. Nguyen (2002) found that many

Vietnamese parents were unconcerned about the potential negative effects of game-playing, believing that these games would divert their children from greater evils such as drug abuse, sexual behaviour and gambling.

Another salient analytical thread was the **gap between Asian children's and parents' knowledge of new media and ICTs**. This situation arose from the fact that **young people utilise these new media to a much higher degree than their parents do**. This finding resonates with the situation in Thailand. Rananand (2002) explained that most Thai parents were computer-illiterate and felt embarrassed about discussing computer-related issues with their children. Similarly, T. M. P. Nguyen and T. Q. C. Nguyen (2002) found that the majority of the Vietnamese children they interviewed had learnt about the Internet from their friends while those who had been briefed by their parents were in the minority. These children exploited their parents' ignorance of the Internet and used stolen accounts to access the Internet, thereby escaping parental knowledge of their online activities. Clearly, the **disparity between parental and child knowledge of new media and ICTs impacts negatively on the parents' traditional roles as gatekeepers and teachers**. With older

media, this issue was less pressing as it is comparatively easier for parents to oversee activities like television viewing (Bairaj-Ambigapathy, 2000).

A significant proportion of the literature also touches on how Asian parents' involvement in their children's lives are undermined by the entry of new media and ICTs. Whereas in the past, parents could monitor their children's relationships with their peers because there would most likely be one fixed-line phone at home, the individually owned mobile phone enables youths to bypass this parental filter. In a study of Japanese teens' use of the mobile phone, Ito described how these teens would maintain light and intermittent contact with their friends throughout the day, updating one another on their activities and thoughts (Ito & Daisuke, 2003). The parents were thus uneasy and curious about their children's mobile communications. The Internet also enables youths to widen their social circles. In her study of Indian teens, Sridhar (2001) found that when chatting online, the teens were interacting with strangers 99% of the time. Many were also ignorant of the dangers of revealing their true identities to strangers online. Hence, **with the aid of personally-owned and individually-used ICTs, Asian youths today have considerable autonomy in broadening and managing their social lives, free from parental oversight**.

The Singapore Context

The Singaporean youth is extremely wired via mobile phones and the Internet. Just through these two communication media, they have at least eight different channels of information and communication with their family and friends. Via the Internet, the World Wide Web enables them to surf for information.





Many teens even set up their own websites and blogs, and a host of services such as ICQ and Instant Messaging enable them to chat with friends or virtual strangers. Via the mobile phone, teens are able to surf the Internet for information, play mobile games, make voice calls and send SMS messages either to individuals or to SMS chat room participants.

The Rise of Personally-Owned Media

The proliferation of new, personally-owned media is a key trend which impacts upon parental guidance of media usage. This intrusion of new media into family life is not new. In the early days of their existence, both radio and television were considered disruptive technologies which encroached into the family space (Moore, 2000). These “old” technologies are however media that encourage or allow for socialisation as family members are able to share in the same media message. The same cannot be said for the mobile phone as it is predominantly a medium of solitary usage where the phone user engages more with his/her communicating party than with the people physically around him/her. The Internet too can be seen as a medium that encourages private use as children are increasingly retreating to their

bedrooms to engage in online surfing, chatting and emailing.

This trend has been termed the growth of ‘bedroom culture’ (Bovill & Livingstone, 2001: 179). In all of the households interviewed in Lim and Tan’s study (2003), older technologies which are used more by the parents, such as the television or the radio, are usually placed in the living room. This is clearly regarded as a common space and the technologies placed there are to be used communally. **Newer technologies such as the computer are usually placed in the child’s bedroom**, along with the child’s personal mobile phone, television and stereo system. **The time spent on new technologies tends to encroach into the time that would otherwise be spent on family interaction and communication:**

“No more sitting together and watching TV and talking. Last time we used to all lie down on the floor and watch TV together. Now they go out in the day to school or stay in their room the whole day...they used to watch TV, same channel with me. Now, they just go up to their rooms to watch.” ~ Parent

The “old” technologies therefore meshed more comfortably with traditional family rituals and relationships than the “new” personally-owned technologies do. **With these personally-owned and individually-used media such as mobile phones and computers, parents may find their children’s communication activities**

increasingly private and inaccessible to them.

A good example of such private activities is personal websites and blogs, which are increasingly being used by young Singaporeans to share experiences with and confide in friends. Infocomm illiterate parents would find themselves unable to access or understand their child's virtual universe.

The Infocomm Literacy Gap

While no systematic study of parental guidance of children's media usage has been conducted in Singapore, there is evidence to suggest that a particular group of Singaporean parents may find it difficult to guide their children in new media usage as they do not themselves understand new

media. A survey on infocomm literacy¹ in Singapore found that 95 per cent of Singaporeans aged sixty and above are *not* infocomm literate, as compared to 76 per cent of Singaporeans aged fifteen to nineteen who *are* (Infocomm Development Authority of Singapore, 2001). This statistic suggests that **households comprising older parents with adolescent children will see a chasm between the infocomm literacy levels of these two generations.**

As Singapore's educational standards rise and the population becomes more educated, infocomm

illiteracy will be gradually ameliorated. The infocomm illiteracy problems associated with older Singaporean parents are therefore likely to wane. However, given the emphasis of the Singapore education system on

systematic information technology instruction in schools of all levels (Singapore Ministry of Education, 2003), it is likely that Singaporean youth will always be a few steps ahead of their parents in using and understanding new technologies.

Conclusion

Parents, educators and policy makers are struggling with the dangers and opportunities posed by new media. The ease of encountering unsavoury material on the Internet, the potential for fraternising with strangers harbouring ill intent, the possible alienation

of children as they retreat into the electronically mediated world – these are just some of the concerns which society ponders today. While technological devices and socio-legal safeguards can be erected to protect children from such dangers, they are unable to keep pace with rapid technological advances. Hence, the most enduring approach to protecting and empowering children against such risks is to provide them with necessary guidance. However, parents are not necessarily best-placed to provide such guidance. As the review and discussion of Asia's and Singapore's experiences have shown, Asian parents' control of their children's media usage is compromised by their



¹ Infocomm literacy was defined by this study as the ability to use infocomm applications such as personal computers and WAP phones to conduct transactions such as e-learning and internet banking.

relatively poorer knowledge of new media and ICTs and the emergence of personally-owned, individually-used media. In order for parents to be more hands-on in guiding their children's media usage, their own infocomm illiteracy has to be remedied first. On their part, parents have to be more proactive in attempting to understand new technology by attending courses and educating themselves through

experimentation and dialogue with their children. At the same time, policy-makers may wish to consider investing in more adult IT education.

If the infocomm literacy gap between children and their parents persists or widens, it may have serious ramifications for the quality of family communication in our technology-driven society.

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Relevant SSTI Course: Working with Youths - An Introduction

This programme is specially designed to empower youth and community workers (who are in their first three years of practice) to achieve their youth outreach objectives in the most effective and efficient manner. More experienced workers who need a refresher course to keep up with the latest developments are also strongly encouraged to attend. For course details, please call (65)6210 2498/2687.

Small Steps to a Giant Leap: The Specialised Assistive Technology Centre

By Chia Woon Yee
Director, Technology
The Society for the Physically Disabled

The Society for the Physically Disabled (SPD) started a modest Assistive Technology Centre in August 2001. Its aim is to help the disabled reap the benefits of technology to alleviate their physical limitation. Over the last 3 years, the Centre has grown and provided



services for more than 250 disabled persons in the area of assistive technology. This has been boosted by support from the Ministry of Community Development, Youth and Sports (MCYS), the Ministry of Education (MOE) and the National Council of Social Service (NCSS), as well as the start of the Assistive Technology Fund (ATF) in 2003.

In January 2005, the Centre was designated and recognised as the AT Centre for all physically disabled in Singapore by NCSS and now assumes the name Specialised Assistive Technology Centre (SATC) to better reflect its role. The Specialised ATC has been able to raise the profile and awareness for AT and start to prescribe more AT for those who need them. In April 2005, the Specialised ATC was awarded the **e-Society Excellence Award** by the Infocomm Development Authority of Singapore and the Singapore Infocomm Technology Federation. This

What is assistive technology? How can it alleviate physical limitation?

An 'assistive technology device' is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customised that is used to increase, maintain or improve the functional capabilities of a person with a disability.

Using an assistive technology device can help a disabled person to type faster, speak clearer, and live independently. Assistive technology does not replace any physical function, it merely facilitates functions that are impeded by disability. For example, if a person has use for only one hand, he/ she can use a special software to type faster. The software does not replace typing, but merely enables the person to type faster.

Assistive technology is a recent 'discovery' in Singapore. There has been some interest in AT in the past, but its impact on the lives of the disabled was not significant. This could be due to the lack of knowledge and resources.

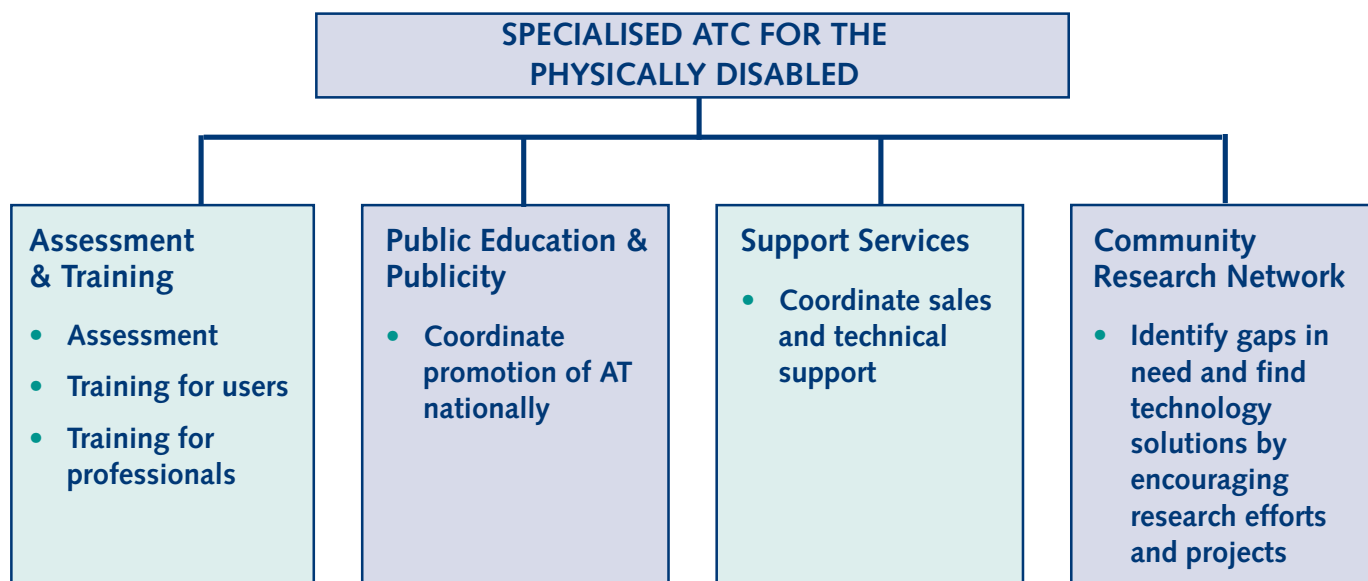
Award is a recognition for the efforts by the Specialised ATC in using technology to include people with disabilities into mainstream activities.

Service Delivery Model

The Specialised ATC service model is based on the experiences from working with AT users. The Centre believes in adapting to needs and therefore believes strongly that the service delivery model will change when Singapore starts to adopt AT more widely in the next few years.

When prescribing AT, it is important that specialists review the needs of a person in totality to avoid mistakes. In the long term, needs may change and some devices may become unsuitable. AT specialists should review a range of possible solutions and recommend adaptations when necessary. **No one case is the same as another. Thus each has to be reviewed independently, taking into account the individual's condition and**

Specialised ATC Service Delivery Model



Assessment and Prescription

AT assessments should be conducted by **trained AT specialists**. Technology is easy to purchase but it is hard to apply and the AT devices can soon become 'white elephants'! The Specialised ATC saw many of such 'elephants' in cupboards over the last 3 years of its operations.

There are many reasons for the disuse of AT. Some of the reasons include:

- **Incorrect prescription**
- **Lack of training in application and usage**
- **Limited/little technical support**

preference, which are important to ensure successful usage.

AT specialists, besides prescribing, must be able to provide training to the users. This is important as proper training will enable users to benefit fully from the AT devices. The Centre has seen unsuitable prescription of devices by professionals or purchase by caregivers due to lack of training and knowledge, leading to disuse. AT is readily available over the Internet and some devices are sold by local vendors on catalogue. However, without proper client-centred assessment and prescription, it is easy for professionals

or caregivers to be misled and make the wrong decision on devices.



The Specialised ATC has trained AT Specialists who have gone through intensive AT training. Currently, one of the Specialists on the team has received his certification from the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA). The team of Specialists will all be getting their credentials from RESNA to ensure that they are able to maintain their professional standards. RESNA is an internationally-recognised organisation for assistive technology.

The Specialised ATC has a team with expertise in the following areas:

- **Occupational therapy**
- **Speech therapy**
- **Computer**
- **Research and engineering**

The team practices a multi-disciplinary approach where assessment is conducted with input from the user, other specialists working with the user and from family members. This approach allows for all persons concerned with the user to give input on the desired outcome for the intended AT.

The Specialised ATC has a fairly wide range of devices that are available for trial. AT Specialists will first recommend trial of recommended devices before actual prescription. This is especially important for a device that requires a change in lifestyle or habit. AT

Specialists will provide training on the recommended device and advise steps on care for the device.

The trial provides opportunities to use the recommended devices in a 'live' environment. After the trial, the user and his or her immediate caregiver provides feedback and recommendations for further improvement, if necessary. A decision regarding purchase is then made.

Training for Professionals

The Specialised ATC believes in propagating the AT knowledge so that more professionals are trained to incorporate AT in their work with the disabled.

The Centre conducts training for professionals working with the disabled. Training is conducted throughout the year by AT Specialists and invited overseas AT professionals.

Training sessions are in two levels:

- **General knowledge provides general know-how on common techniques and devices**
- **Expert knowledge provides in-depth knowledge specific to area of AT**

The Specialised ATC has designed its own set of AT Screening Forms which are available for training. In addition, the AT Specialists are working on a series of curricula that will provide more in-depth knowledge to professionals who are working closely with the physically disabled.

Support Services

When a product malfunctions, one of the frustrations is the lack of technical support. Technical faults can sometimes overwhelm AT Specialists who have no computer and electronic knowledge. It is normal that many technical devices can conflict with other programme and devices when too many applications are used at the same time. Therefore it is expected that AT Specialists must be able to perform simple troubleshooting.

When prescribing AT, it is important to note the client's current application of other devices so as to incorporate the recommended AT to avoid conflict. For example, when recommending an augmentative alternative device that requires power from a motorized wheelchair, it is important to ensure that the power supply is compatible and sufficient.

In the Specialised ATC, the Specialists are trained to handle simple troubleshooting. There is also a Computer Specialist who attends to the more complex cases.

In the event of major technical fault, AT devices will be returned to the product distributors/ vendors for repair and servicing. In the case of Singapore, there is a general lack of support from vendors as most devices are currently imported. To overcome this problem, the Specialised ATC is working with overseas vendors to increase the local support for technical service and training of devices.

Community Research Network

The Specialised ATC started an initiative in 2004 to coordinate and encourage local research efforts to leverage on technology for the disabled population. The Centre launched the 1st national AT Invention Competition in September 2004 that attracted 26 projects from working adults and students.

Also, the Specialised ATC has started to work with local research institutes, e.g. the Institute of Infocomm Research on cutting edge technology research – Brainy Communicator. The Brainy Communicator researches

on the use of brain waves to activate devices and computers. This project if successful would be especially useful for those who are disabled from neck down and have speech impairment.

Over the next 5 years, the Specialised ATC aims to initiate more research collaborations to develop AT that will impact the lives of the disabled.

Conclusion

The Specialised ATC recognises that there are many elements leading to successful adoption of AT. Therefore the Centre's services are comprehensive and include proper assessment by trained professionals, trial of devices, technical support and social support from members who are working with the users.

The Centre is constantly monitoring the environment to find technology solutions which will help the disabled to alleviate their physical limitations, and level the playing field for them.

It is with this goal that the Specialised ATC plans its services and activities. The Centre welcomes any collaboration which will bring about benefits to the disabled community.

In the next 3 years, the Specialised ATC will work on improving its service delivery model so as to make AT available to more disabled people.

Readers interested in the Assistive Technology Centre may call (65) 6323 2303.



Editor's note:

It was only a few years ago that an assistive technology centre in Singapore seemed like a distant wish, something that only the "advanced countries" could have. Now the Specialised ATC has not only come into existence but has made good progress in helping the disabled. A valuable encouragement indeed for anyone who needs to believe that every idea has its time!

Sathya Sai Social Service's Strategic Planning Consultancy Experience

By **Rachael Tee**

Senior Manager (Developmental Programme),
Sathya Sai Social Service

Strategic Planning at a glance

Our organisation, **Sathya Sai Social Service** (4S in short) has been involved in community service since 1993. We are a secular and non-ethnic based Voluntary Welfare Organisation (VWO). In our quest to meet the evolving needs and expectations of our stakeholders as well as future challenges for 4S, we embarked on a Strategic Planning consultancy project, subsidised by the VWO Capability Fund (VCF) consultancy grant in March 2004.

The consultancy process involved a number of phrases including a SWOT analysis to gather the perspectives of various stakeholders about our services such as identification of our strengths and weaknesses. This was followed by a 2-day workshop participated by our Executive Committee members and staff, where the consultants presented findings from the SWOT analysis and facilitated the crafting of the first draft of 4S' mission and core values.

Our Mission

To be a widely respected social service organisation in Singapore providing holistic and quality services to all

Core Values

Our mission is guided by a set of core values:

Compassion

Commitment

Integrity

Professionalism

The jointly developed mission and core values formed the foundation of our strategic plans. They enabled us to develop our programmes and services with one common understanding and direction. We were also able to identify the strategies and resources required to widen our outreach to the community we served.

Feedback on Strategic Planning

The Strategic Planning consultancy was both a challenging and rewarding experience for all of us involved. It was the first time that 4S had worked on an organisation-wide project. The majority of us were not fully familiar with the strategic planning process. To help us understand the process better, a 1-day Strategic Planning training session was arranged, with the support of NCSS in October 2003 for 20 representatives from our various programmes and services. This session was a prelude to the Strategic Planning Consultancy. The knowledge that we gained from the training prepared us for what laid ahead and made the entire consultancy less daunting.

Through the SWOT survey, we were able to obtain a multi-faceted review of our organisation.

We did this through interviews with our various stakeholders conducted by an external party. The stakeholders included staff of various levels, executive committee members, service users, recipients and volunteers. Many of the interviewees shared that being recognised as a stakeholder itself made them feel that their views and inputs mattered to the organisation. As the survey

was administered by an external party, stakeholders also felt more comfortable to be open with their feedback.

Benefits aside, we encountered some challenges in administering the SWOT survey. Specifically, we had to rephrase survey questions in the language that the clients could understand (e.g. dialects and Mandarin) and yet ensuring accuracy in translation. Given that the survey involved a diverse group of stakeholders, there were difficulties in scheduling the interviews within the period of the survey exercise.

The Strategic Planning workshop was a good opportunity for our Executive Committee members and staff to come together to review and

formulate a new mission, set of core values and strategic plan of 4S. At the end of the workshop, all the participants embraced the newly formulated mission, values and the strategic plans as best represented the organisation's ambitions and purpose of existence. The joint discussion also ensured that everyone in 4S were on the same frequency with regard to the progress of 4S and helped achieved a sense of ownership of the strategic plans.

Conclusion

Overall, it was a rewarding experience. The formulation of the mission, values and strategic plans did not mark the end of the process. The process continues as we need to implement the strategic plans as well as perform ongoing reviews of the steps taken so as to keep pace with a dynamic environment.



Book Review on
Dennis Saleebey's

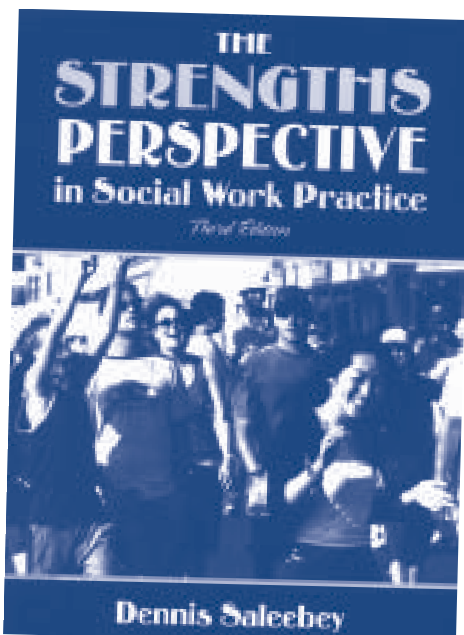
“The Strengths Perspective in Social Work Practice”

By **Pearly Khong**
Children Disability Services, NCSS

There has been a change in the social work practice from conventional (i.e. problems-focused) to strengths perspective of clients in the last decade or so. This book gives an overview of the strengths perspective in social work practice and provides a theoretical foundation as well as contextual applications.

The main focus of the strengths perspective is on possibility, rather than problems of clients. The book emphasises that **strengths exist in every individual, group, family and community** and that events such as trauma and abuse, illness and struggle may be viewed

as sources of challenge and opportunity. The author proposes that no parameters of possibility for clients should be set and that working in collaboration with clients and tapping on their environment resources would be the way to go.



The book gives practical advice on how to apply the strengths perspective when dealing with various issues and client groups:

1. Turning problems into prospects

A social worker practising from this perspective begins with respect for the person and the problem the person brings, and his/her task is to help people **find a path beyond the problem**. The bridge to this new path will be found in the capacities, talents, and aspirations hidden in their life stories. This perspective is anchored in the belief that a problem does not constitute all of a person's life. The challenge comes from figuring out constructive ways to meet, use, or transcend the problem.

2. Assessment emphasises on the importance of client empowerment

In a strengths-based assessment, problems always exist in an environmental context as they are viewed as mismatches or disequilibria between clients' needs and environmental demands and resources. The book highlights the difference between a strengths-based assessment and a deficit-based assessment that targets the client as the problem.

3. Treatment planning in substance abuse cases

The book demonstrated the importance of “client-driven/case manager facilitated” treatment planning in the practice of a strengths-based case management model with people who have substance abuse problems is demonstrated.

4. Ageing

The strengths of older people are emphasised. A new concept of the aging process of the public, both the older people as well as the case managers, is highlighted.

5. Mental illness

The book provides six principles of strengths-based helping as well as five strategies that promote effective engagement of people with severe and persistent mental illness.

6. Poverty alleviation

The book highlights the importance of collaboration in discovering and extending ways for social workers to be more fully engaged and effective in building a movement **led by the poor** to end poverty.

The last part of the book shifts the focus to the environment, an important element of the strengths

perspective by offering practical guidelines to foster resilience and reserves of youth, especially those in high-risk groups. It also emphasises that context can be a force for regeneration, healing and transformation in community building. In other words, community should be built from within - an asset-based approach whereby local capacities are identified and mobilised. It is proposed that environment resources be used to foster and nourish the recovery process. The book also stresses the importance of policies that help create the social, political, and economic environment where professionals and clients work toward a better life.

All in all, **"The Strengths Perspective in Social Work Practice"** gives a good overview of this approach and its underlying philosophy. Readers will find practical tips and tools in the application of the strengths-based approach, besides accounts of how it works for different client groups. New social workers aspiring to develop potentials rather than focus on problems will find this a useful guide.

Reference:

Saleebey, Dennis (2004), "The Strengths Perspective in Social Work Practice (3rd Ed.)", Allyn & Bacon: Boston.

This book is available at the NCSS Resource Centre (Call No. 361.32 SAL 2002).

The editorial team would like to acknowledge Ms Deborah Lim, Senior Executive, VCF Secretariat as the contributor of the book review on "Breakthrough Thinking for Non-Profit Organisations" published in SSJ Volume 11.

SSTI PROGRAMME CALENDAR (MID JUNE - MID AUGUST 2005)

	COURSE TITLE	TRAINER / INSTITUTION	DATE
AUGUST'05	Executive Leadership Programme for Non-profit Organisations	Prof Ron Cacioppe (University of Western Australia), Ms Dee Roche (Integral Leadership Centre), Mr Benedict Cheong	15 - 16 Aug
	Overview of Programme Evaluation System (2nd run)	Ms Vibhangini Robert, Ms Marceline Chin	16 Aug
	Gerontological Counselling - An Intermediate Course	Ms Helen Ko, Assoc. Prof. Kalyani K. Mehta, Dr Ko Soo Meng	17/24/31 Aug, 7/19/21/28 Sep, 5/12/19 (full day) Oct
	HR Management: Interview & Selection	Ms Winnie Quek	18 - 19 Aug
	Lower Extremity Serial Casting & Splinting in Children with Central Nervous System Dysfunction	Ms Sarah Wong	19 - 21 Aug
	Helping Persons with Mental Illness - Introduction	Dr Sally Thio, Ms Rajeswari K	23, 25, 26 Aug
	Financial Accounting & Application for Social Service Managers & Executives (1st run)	Mr Suhaimi	24 Aug
	Creating Social Enterprise (1st run)	Ms Ramesh Ramachandra	29 - 30 Aug
Working With Involuntary Clients (Youths)	Mr Tony Ong	31 Aug - 1 Sep	
SEPTEMBER'05	Intermediate Counselling Skills (Mandarin)	Dr Hoong Wee Min, Ms Yeo Hwee Hong	3 Sep - 1 Oct
	Early Childhood Intervention: Language Development of Children with Special Needs	Kerry Bissaker	5 - 6 Sep
	Certificate in Centre Management	Trainers from Nanyang Polytechnic (NYP)	6 Sep - 6 Dec
	An Introduction to Therapy Practice in the Community Sector	Mr Anjan K Ghosh	7 Sep
	Leadership and Embracing Change by Tony Buzan	Mr Tony Buzan	7 Sep
	Certificate in Eldercare	Trainers from Nanyang Polytechnic (NYP)	7 Sept - 18 Nov
	Certificate in Organising for Successful Ageing	Trainers from Nanyang Polytechnic (NYP)	7 Sept - 18 Nov
	Building and Implementing the Non-profit Balanced Scorecard	Mr Nigel Penny	12 - 13 Sep
	Early Intervention: A Cognitive Enrichment Approach for Children with Special Needs (1st run)	Mr Nikki Tay	12 - 14 Sep (AM)
	Early Intervention: A Cognitive Enrichment Approach for Children with Special Needs (2nd run)	Mr Nikki Tay	12 - 14 Sep (PM)
	Eldercare Foundation Programme for Supervisors & Managers	Ms Peh Kim Choo, Ms Oh Wai Ching, Ms Sigi Hetzler	15 - 16 Sep
	Internal Control Guidelines & Application for Social Service Managers & Executives	Ms Gan Siok Bin, Ms Goh Wei Chia, Ms Chng Ai Leng	19 Sep
	Marketing for Social Services	Mr Nasser Kamaruddin	12 - 13 Sep
	Certificate Programme in Psychiatric Vocational Rehabilitation	Ms Deborah L. Nicolellis/Boston University	Sep 05
	Building a Power Board (1st run)	Mr Benedict Cheong	22 Sep (TBC)
Making \$ense of Fundraising	Ms Usha Menon	23 Sep	
OCTOBER'05	Basic Workplace Writing for Support Staff (2nd run)	Ms Constance Lee	3 - 4 Oct
	Working the Board	Mr Benedict Cheong	6 - 7 Oct
	Activity Therapy for Working with People with Special Needs	Ms Caroline Essame	8 Oct
	Management of Family Violence Cases: Intermediate	Mr Benny Bong	10 - 12 Oct
	Effective Reports & Proposals for Executives & Managers (2nd run)	Ms Constance Lee	12 - 13 Oct

To apply for the training courses, please visit our website at www.ssti.org.sg. Please feel free to contact SSTI at (65) 6210 2664/5 or email: ncss_ssti@ncss.gov.sg if you have any enquiries. As part of SSTI's commitment in building capabilities and bringing affordable training programmes to the social service sector, we will be happy to organise any of the courses on a customised, block-booked basis, scheduled on a convenient date for the agency. This is applicable to any agency with a minimum of 15 participants.

COURSE HIGHLIGHTS



Social Service Training Institute
An Academy of **NCSS**

WORKING THE BOARD (New!)

Date: 6 & 7 October 2005
Time: 9am – 5pm
Duration: 14 hours (2 days)
Class size: 15-20 pax
Venue: SSTI, NCSS Centre,
170 Ghim Moh Road
Level 2, Singapore 279621
Closing Date: 22 September 05
Trainer: Mr Benedict Cheong



This non-profit management programme is specially customised for all VWOs executive heads. It aims to help participants understand and work more effectively with their boards in terms of strategic planning, corporate communications, board development and potential liabilities and risks (financial, security and legal). Participants will also learn how to foster strong board-ED staff relationships, plan effective meetings and manage conflicts.

For course details, please visit SSTI at www.ssti.org.sg. You may also call (65) 6210 2632 or email: ncss_ssti@ncss.gov.sg for any enquiries.

FIRST EVER ONLINE BOARD SELF-ASSESSMENT FOR VWOs

(Brought to you by Non-Profit Training & Consultancy, SSTI and BoardSource, USA)

BOARDSOURCE ONLINE SELF-ASSESSMENT

From August 2005, VWO Boards can evaluate their own performance both as a board and an individual board member, by way of a web-based online survey questionnaire.

Called the **BoardSource Online Self-Assessment (BOLSA)**, it is a unique online tool that uses email access and secure Internet survey technology to efficiently and confidentially gather information from board members on their strengths and areas for improvement so that they can continue to develop a more effective and accountable board.

This tool is highly recommended for a Board who has completed at least a term of service due to the following benefits:

- **Ensures total confidentiality**
- **Provides instant results**
- **Eliminates human error**
- **Convenient - anytime, anywhere!**

For more information, please call (65) 6210 2487/2498 or email: jeanette_houmayune@ncss.gov.sg / lalithaa@ncss.gov.sg

Editorial Team

Aldan Kwok
Director, *Planning Division*

Carol Pereira
Assistant Director,
Planning Division

Ng Ling Ling
Assistant Director,
Social Service Training Institute

Christina Kheng
Assistant Director,
Social Service Training Institute

Shekhar Sinha
Specialist Speech Therapist,
Service Development Division

Yvonne Chung
Senior Executive, *Corporate Communications Division*

Design By:
Design Unit, *Corporate Communications Division*

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