



Research Report On

Impact and Effects of Integration
Experiences on the Young Generation
of Hong Kong

Project Conducted by :



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Research Partner :



Sponsor :



The Marden Foundation

Foreword

This is with pleasure that I introduce you to the Research Report on Impact and Effects of Integration Experiences on the Young Generation of Hong Kong. This is the second research that we have conducted on children social integration subject in the last 2 years. Collaborating with the Center for Child Development of Hong Kong Baptist University, the prime objective of the research is to examine the impact and effects of integration experience through integration programmes on children and young people in Hong Kong.

The United Nations Convention on the Rights of the Child (UNCRC) came into effect in Hong Kong in 1994, however, there is scarcely any study done on the impact and importance of children integration and participation experience. In the past 30 years, TREATS is committed to advocate a non-discriminative, participating and inclusive society for every child in Hong Kong. We have brought together children and youth of varying abilities and backgrounds with the vision of giving every child a chance to live and participate in an accepting and integrated society. Through our unique programmes, they learn to accept and appreciate one another, developing personal and social skills.

Children integration and inclusion is one of the most important social issues of our time but it has not been well addressed as a priority at our current social agenda. This research shows that experiential integration programmes have brought new inclusion experience to all children and significant positive impact on them. It also reveals that First-Hand contact, Early contact and Real-life contact are the 3 critical success factors on effective integration as they bring attitude and behaviour change and help eliminating prejudice and discrimination among children and young people. Tailor-made education curriculum on integration should be started from young age and each child should be provided opportunities to learn and participate in different types of integration programmes. We advocate that integration education and programme should be fully introduced to schools and incorporated into the curriculum. This is a long term changing process and we must start it now so that our next generation will be a generation that value and appreciate diversity and integration.

My greatest gratitude goes to the Marden Foundation. Without their commitment and generous donation to this research project, we would never able to accomplish it. I would also like to thank the research team of the Center of Child Development of Hong Kong Baptist University, as well as all the participating schools and respondents for their valuable feedbacks and contributions to this study.

I hope you will find that this report gives you insights into the practice. This is also my hope that these results will stimulate more discussion on the topic and provide practical guidelines for the implementation and outcomes on children integration services.

Creating an integrated and discrimination free society is the responsibility of the entire community and it starts from effective integration experience. I am delighted that we could contribute to such collaboration at a time that TREATS is moving towards its 30 years establishment in Hong Kong. We will continue to develop innovation and creative ideas to help building an accepting and equal society.

Kris Tong
Director
November 2008

About TREATS

Established since 1979, TREATS is committed to giving every child a chance to live and participate in an accepting, equal and integrated society. We use the unique medium of experiential learning, games and a variety of activities to bring together children, youth and families from varying backgrounds and with differing abilities, providing them with opportunities for equal participation and interaction, learning appreciation and acceptance of one another, developing personal and social skills.

In 2007/2008, TREATS' programmes reached more than 110 schools and organizations and more than 80,000 children, young people and families have been benefited from our programmes.

Our Research Partner : The Center for Child Development

The Center for Child Development (CCD) was established in September 1991 with the concern for children, youth, families, and school. One of our major emphases is on the understanding of socialization of Children in Chinese societies as well as cross-cultural studies of child development in the Asian-Pacific regions. A main objective of the Center is to foster children's positive development (e.g., enhancing their achievement motivation, creativity in problem-solving and self-competence). Inter-disciplinary research and training programs is a distinctive feature of the Center. We believe that the common interest in children's well-being among various disciplines will enable the integration of strengths from areas of psychology, education, sociology, social work, communications, art, music and others in finding innovative approaches for the betterment of children and of the society in the long run.

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Executive Summary

The purpose of this study was to examine the effects on participants' cognition, affect and behavior towards integration after taking part in various types of integration experiences offered by a registered charity and non-governmental organization – TREATS who works to give every child the chance to live and participate in an accepting and integrated society in which the right to play and the right to participation are emphasized for children and youth with all ability levels. These programmes included integration experience for primary and secondary school children and youth with different abilities for 1 or 2 days at outdoor campsites (Experience Integration! 1-Day Outdoor Integrated Programme, and Experience Integration! 2-Day Outdoor Integrated Programme), integration experience for 1 day in the community (Integration for ALL Community Exploration Programme), and Family Integration Programme which brought families of children with various abilities and backgrounds together at outdoor campsites.

Participants were asked questions tapping to indicate their attitude and behavioral change, feelings about the activities, and willingness to join future activities. Their written comments towards different programmes were also analyzed. 552 typical children and youth, 164 children and youth with special needs and 15 teachers and 8 parents of the latter were recruited as participants in the present study.

A pilot study on 60 primary school children from a typical school was conducted to examine the reliability of a newly-developed instrument entitled Diversity, Acceptance, Harmony and

Equality Questionnaire (DAHE-Q). Based on the results of a previous study on the implicit concept of integration of Hong Kong people (TREATS and Center for Child Development of Hong Kong Baptist University, 2006) and Rosenberg and Hovland's (1960) theory of schematic conception of attitudes, a total of 46 items were derived to tap the cognitive, affective and behavioral aspects of participants' attitude towards the four dimensions of integration (diversity, acceptance, harmony and equality). Items of low inter-item correlation were deleted and a revised scale of 40 items had been obtained. The scale for parents and teachers of children and youth with special needs was extracted from the revised DAHE-Q. It was composed of 19 items.

Reliabilities analyses showed that the DAHE-Q for typical children and the shorter scale for parents and teachers were reliable instruments. Results of factor analysis of the short version yielded 2 distinctive factors (prosocial behaviors and positive affective responses) observed by parents and teachers of the children and youth with special needs.

Significant differences were shown in the pre- and post-test scores of secondary students who took part in 1-day outdoor programme. Their cognitive, affective and behavioral aspects of the four dimensions, namely diversity, acceptance, harmony and equality had been significantly increased after taking part in the programme. Among primary students, their cognitive and behavioral aspects of diversity had been significantly increased after the 1-day programme.

The community exploration programme had made significant changes in secondary students in all dimensions of integration in every aspect, including the cognition, affect and behavior. Similar significant results were obtained in the three aspects of diversity dimension, the cognitive aspect of acceptance, the three aspects of harmony and equality among primary students.

Family Integration Programme for primary school children and their families had also had positive influence on students' cognitive and affective aspects of diversity dimension, the behavioral aspect of acceptance and harmony, as well as the affective aspect of equality. The 2-day outdoor integration program for secondary students had significant impact on students' behavioral aspect of diversity, the three aspects of acceptance and harmony as well as the behavior aspect of equality.

Paired sample T-test of students' responses to their rating on the importance of Hong Kong to be integrated, harmonious, fair, diversified and cooperative had also been significantly increased after the integration experiences in various programmes. Nearly 90% of the participants enjoyed the activities. About 86% of them were willing to take part in more activities in future. Over 90% of participants expressed that they had known and played with a lot of new friends, learnt mutual acceptance, appreciated others, viewed others equally, become more cooperative, and more caring of others.

Written responses of participants from typical schools also reflected the positive gains in attitude towards children and youth with special needs. Their perception of children and youth with special needs had been changed from a negative view to a more positive one. Participants

had learned how to communicate with children and youth different from themselves and view things from an empathetic perspective. Their knowledge towards integration was enhanced. They enjoyed getting along and developed friendship. Acceptance and mutual understanding were achieved. They had also overcome from the fear of interacting with children and youth with special needs.

Regarding the positive gains of children with special needs, their parents and teachers observed that significant increases were found in their positive affective response when taking part in 1-day outdoor programmes and the family integration programmes. They felt comfortable to play with other students and they listened to advice of others. Significant increases were found in both prosocial behaviors and positive affective responses of children with special needs in the community programme.

Four key elements for successful integration experience have also been identified, namely adequate preparation, programme specifically designed for equal participation, programme emphasized on optimal interaction, and inviting knowledge and skill transfer in generalizing the integrated experience to daily life situations.

Successful integration experience begins before the children and youth of various abilities meet one another. Adequate preparation enables both typical children and youth with special needs to be psychologically prepared to meet peers with diversified characteristics and needs. Need assessments will be conducted by staff-in-charge in pre-programme meetings respectively with typical participants, children and youth with special needs, as well as teachers in both typical and special schools. These professionals

provide useful background information on individual characteristics and typical behavior characteristics of participants and demonstrate appropriate behaviors to one another. Typical students are invited to visit the special schools in which children and youth with special needs contribute by escorting and introducing their schools to them. This event helps build up a sense of competence in the challenged children and enhance understanding in typical children.

Equal participation is targeted in programme design to manifest the right to participation for every participant. Children and youth of various abilities are paired up as buddies and take part equally in every activity. Tasks and activities are designed to match with participants' interests and needs. Equal opportunities are provided for participants.

To maximize optimal interaction, non-competitive and cooperative games are essential features in the programmes. Participants in pairs take part actively in all activities. Mutual understanding and good communication are strengthened in activities as well as in their free time. Free time allows participants to spontaneously interacting with one another with topics of their mutual interests.

Successful integration experience also invites participants to transfer and apply what they have achieved to situations in their daily lives. This invitation shall be made in the debriefing and sharing sessions. Transfers of knowledge and skills from integration experience to daily life situations shall also be fostered.

Integration experience provides opportunities for children and young people of various abilities and from various backgrounds to interact, listen

and express appreciation to one another. The present study has found a successful model in implementing integration characterized with adequate preparation in various groups of participants, programme features of equal participation and optimal interaction, as well as a knowledge or skill transfer from integration programmes to daily lives. These spontaneous social experiences have positive influence on individuals' cognition, affect and behaviors towards building an integrated society in which diversity is celebrated, acceptance, harmony and equality are enjoyed.

Introduction

“Learning to Live Together” is one of the four important types of learning needed to be imposed on education in the 21st century, according to an international report to the United Nations Educational, Scientific and Cultural Organization (UNESCO) of the International Commission on Education (Delors, Mufti, Amagi, Carneiro, Chung, & Geremek, 1998). The other three learning goals include “Learning to Know, Learning to Do, and Learning to Be”. Learning to Live Together implies the concept of “integration”.

Three articles (Article 6, 23 and 31) in the United Nation’s Convention on the Rights of the Child can be stated in support of the concept of integration. According to Article 6, children have to live and develop healthily in all aspects, including social development implying meeting peers of various backgrounds and ability levels. Article 23 specifies that children with any kind of disability have all the rights in the Convention so that they can live full and independent lives, implying that they shall be fully integrated in the community. Article 31 ensures that children have the right to relax and play, and to take part in various cultural, artistic and other recreational activities. Artistic, cultural, and recreational activities provide a spontaneous setting for children with various backgrounds and abilities to relax and play.

Integration is defined as “that process which maximizes the interaction between disabled and non-disabled pupils” (Organisation for Economic Co-Operation and Development, 1995). The process of integration can take place in various social settings, for instance in families, education settings, social organizations, and various communities. Law (1992) conducted a study on social integration of members of the Hong Kong Physically Handicapped and Able Bodied Association, both the physically challenged group and the typical

group. It was found that both the typical and the special groups made new friends from the other group after taking part in the integration activities organized by the Association in their centers. Within the typical group, knowing new special friends and social integration had a significantly strong association ($r = .62$). Among the special group, the correlation was also significantly strong ($r = .64$). The experience of meeting diversified groups of youth in the community has facilitated social integration among young people.

In a previous study conducted by TREATS and Center for Child Development of Hong Kong Baptist University (2006), among the 610 participants, less than 40% of the participants agreed that Hong Kong was an integrated society. 90% of the participants agreed that it was very important for them to have an integrated society in Hong Kong because they would like to live in a harmonious, equal and unprejudiced city. Participants thought that it was particularly facilitative to child development as an integrated society would enable children to develop positively in personality, enhance their cognitive and communication ability, as well as having a positive outlook on life.

To build an integrated society in Hong Kong, a collective effort shall be sought. Participants of the study also identified strategies and adaptive measures which can be developed by various social units in the community, including individuals, family, school, government, social welfare organizations and business corporations. Most of the participants mentioned that individuals could contribute to the movement of integration by showing acceptance and appreciation (23.0%) and respects (20.5%) to other people, especially those in need; participating in any integration activities or donation for integration (17.0%) and getting to know different people (15.6%).

Within the context of family, the participants stated that family education was very important. Parents should set good models to help build up positive outlook on life and moral standards of their children (31.1%), such as bringing them to take part in integration activities or donation, teaching them the knowledge of integration and the importance of equality. With respect to the school setting, the participants mentioned that schools should take the responsibility in educating students the knowledge of integration and promoting it in the school environment. Schools needed to provide good learning environments and equal opportunity so that students could fully develop their potentials and abilities (60.0%); or to organize activities or exchange programmes with some special schools (26.4%).

Regarding the role of the government, most of the participants mentioned that it should be responsible for educating its citizens and promoting the concept of integration by using civic education, or television or radio advertisement or posters (40.9%). Also, the government should legislate and make policies for integration (30.3%) and was expected to be fair, honest, clean and efficient in performing its official duties (2.7%) and to ensure positive social and economic development. With respect to the relationships with the general public and the underprivileged, the government needed to listen to and care about its citizens (12.9%), to interact harmoniously with its citizens (5.4%), to employ people with different backgrounds and abilities (3.8%) and to construct various public facilities in order to meet the needs of different people (1.8%). Finally, the government should fully support social welfare organizations in implementing the policies of integration, such as providing financial assistance and resources (11.7%). The legislation of the Disability Discrimination Ordinance by the Government of the Hong Kong Special Administrative Region in 1999 and its implementation since then by the Equal Opportunities Commission has been a significant government effort in ensuring integration in the

community of Hong Kong.

The social welfare organization was the major party of bringing the idea of integration into the real practice. The participants treasured their front-line experiences and professionalism. They hoped that social workers could continue their good works, such as organizing activities or programmes for various people in order to encourage them to participate in the community and increase the mutual understanding (45.1%). In addition, they kept on providing assistance to the people in needs on their own initiatives (31.9%) and reflecting the needs of the underprivileged to the government (19.7%). Regarding the commercial corporations, most of the participants hoped that they could sponsor the social welfare organizations or schools in educating and promoting the integration (42.6%); promote the integration in the corporations (20.3%), and they should bear the social responsibility of Hong Kong society, such as environmental pollution issues or facilities built for people with disabilities in shopping malls (15.4%). Some participants stated that mass media should insist the fair and thorough news report and medical authorities should provide additional help to the low-income family.

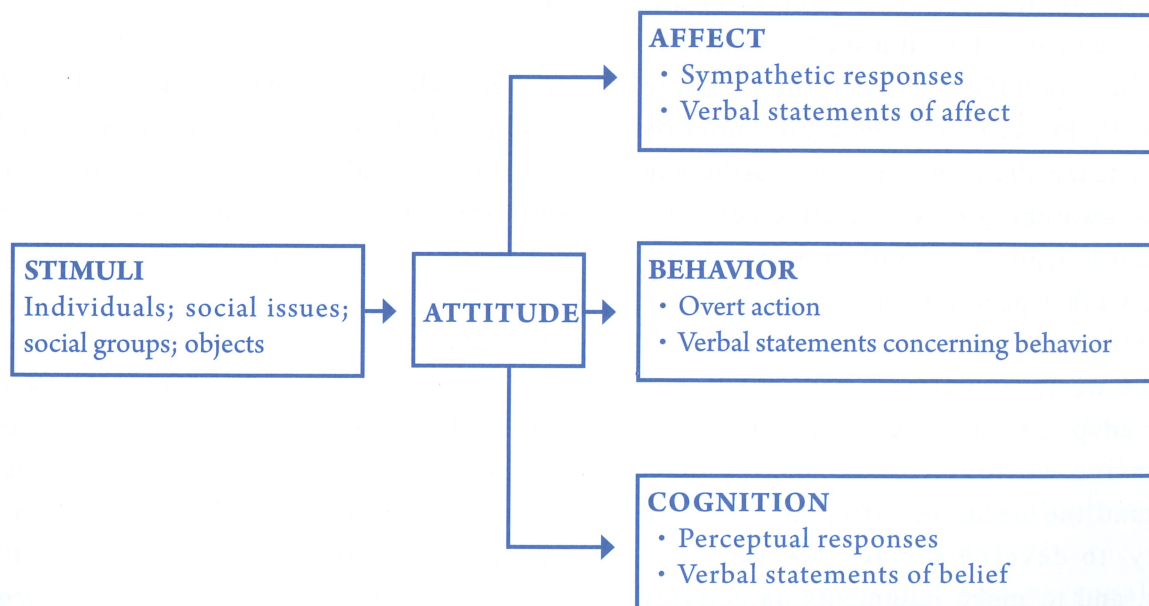
Literature Review

Definition and Rationale of Integration

Integration means to bring people from different cultural backgrounds together in order to form a multi-cultural and harmonious community (Bennett, 1993). The rationale of the integration movement is based on moral imperative that society needs to recognize individual differences and to accommodate all differences (Baglieri & Knopf, 2004). The movement is to promote anti-discrimination, equality and social justice (Gale, 2001; Wilson, 2004), and to acknowledge the right of every individual to have access to all of the experiences and benefits (Baglieri & Knopf, 2004). It promotes a commitment to equal rights and opportunities for all people.

People's attitude towards integration may motivate their behavior and exert selective effects at their attention, perception and retrieval of information about integration (Eagly & Chaiken, 1993). The attitudinal concept of integration can be divided into the following three components according to Rosenberg and Hovland's (1960) classical schematic conception of attitudes: cognition, behavior and affect. The cognitive component of integration may reflect from participants' perceptual responses and their verbal statements of belief and value attached to the concept of integration. The behavioral component of integration includes overt action as well as verbal statements concerning observable behaviors towards promoting integration. The affective component of integration of individuals may induce from individuals' sympathetic responses and verbal statements of affect towards the concept of integration.

Figure 1. Schematic conception of attitudes from M. J. Rosenberg and C. I. Hovland (1960), "Cognitive, affective, and behavioral components of attitudes" (p.3).



■ Integrating Diversity

In the 21st century, people need to prepare themselves, acquire knowledge and skills, adapt to a changing and complex future through curriculum-based learning/formal education and community service learning/informal education throughout the life span. A report to the United Nations Educational, Scientific and Cultural Organization (UNESCO) of the International Commission on Education indicated that "Learning to Live Together" is one of the four important types of learning needed to be imposed on education in the 21st century (Delors, et al. 1998). Learning to live together is to learn to participate and co-operate with other individuals in all human activities.

In a formal educational environment, inclusive education requires education system and curriculum to be modified and adapted so as to suit various students (Crawford, Heung, Yip, Yuen, & Yim, 1999; Mittler, 1995; Sebba & Ainscow, 1996; Thomas, 1997). In the community service learning, all individuals shall be encouraged to participate in sport activities, or cultural or social activities (Delors et al., 1998). The tasks of education on "Learning to Live Together" include, firstly, to help people understand themselves and develop empathy, and then to teach them the diversity of human race and an awareness of similarities between, and the interdependence of all humans. While learning how other people with different abilities and people from various cultural backgrounds perceive the world, individuals can ideally and eventually adopt an integrated, wider and more comprehensive worldview that enables them to understand the needs of different people in the society, to develop social sensitivity and awareness, and to make judgments objectively

and empathetically (Evanoff, 2006; TREATS and Center for Child Development of Hong Kong Baptist University, 2006). At the same time, it is the most effective way to combat and eliminate the prejudices and discriminations that lead to social conflicts.

■ Objectives of Integration Experience

Howarth (1987) identified the primary goal of integration was to facilitate contact and interaction between pupils with special educational needs and their non-handicapped peers. Integration in the school setting provided many opportunities for legitimate social contact during lessons, as well as spontaneous interpersonal contact during extra-curricular activities. Specific intervention should be designed to facilitate interaction and understanding for different groups of students. Gottlieb and Many (1980) suggested that peer tutoring programmes should be encouraged in which non-handicapped peers could serve as helpers to assist in the development of social skills and play skills for students with special needs.

Bishop, Jabala, Stainback and Stainback (1996) listed out strategies to facilitate friendships in an integrated setting. Physical proximity is the prerequisite. It is more likely to develop relationships between students with disabilities and their typical peers when all students receive their education and take part in group activities in shared environments (Hamre-Nietupski, Shokoohi-Yekta, Hendrickson, & Nietupski, 1993). Opportunities for interaction have to be maximized through active participation in the curricular as well as extra-curricular activities. Students with disabilities should be provided

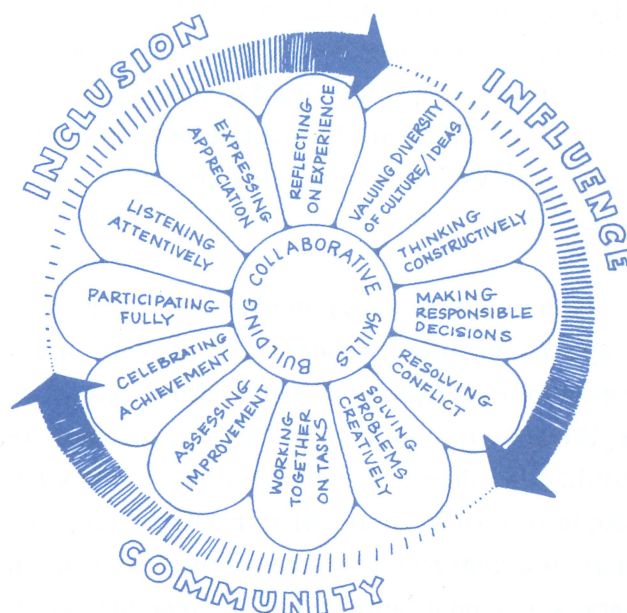
with a contributing role to social interactions in academic, physical and social activities. Opportunities to contribute in meaningful ways have enabled students with disabilities to establish a positive self-esteem as well as to earn the respect of their peers. An awareness of friendship shall also be promoted to encourage students to consider the value of friendship from a broader perspective and allow them to meet different people in a safe atmosphere.

An empirical study conducted by Strain (1984) looked into the social interaction of both one typical 7-year-old boy and six autistic children of similar age in different settings (segregated, integrated). Results showed that integrated settings were clearly associated with greater social participation than segregated settings. He also recommended that if substantial behavior change was to occur, both handicapped and non-handicapped children should be involved.

■ Stages of Integration Experience

Gibbs (1987 & 1995) delineated an integration process for encouraging students of all abilities to build "tribes learning community". The outcome of Tribes process is to develop a facilitative environment which promotes human growth and learning in all members of the learning community. There are 3 stages in the Tribes process, namely Inclusion, Influence and Community. Figure 2 represents the process.

Figure 2. Tribes learning community



The inclusion process includes full participation, attentive listening, expressing appreciation, and reflecting on experience. The influence process consists of valuing diversity of culture/abilities/ideas, thinking constructively, making responsible decisions, and resolving conflicts. The final process of community includes solving problems creatively, working together on tasks, assessing improvements and celebrating achievement.

To maximize the effects of inclusion, opportunities shall be provided that each person needs to be able to introduce oneself by offering a short description of one's feelings, interests, resources, talents, or special qualities. Each person shall be able to express one's hopes or expectations for the group's time. Most importantly, each person needs to be acknowledged by the group as having been heard, appreciated, and welcomed.

In the influence stage, facilitators shall help participants to express diverse attitudes, opinions, positions, and personal feelings.

Every person is encouraged to put forth ideas without others passing judgment, and to respect individual differences. Participatory methods for decision making shall also be used so that all members feel they are influential and of value to the group. Members shall also share leadership responsibility.

The community process emphasizes capacity for cooperation, interdependence, conservation and respect for a diversity of people. It also means people negotiate with one another rather than showing hostility. It values cooperation not just competition. People build the community through consensus, share and conserve resources as well as work in teams and support groups. People come together to help one another do what few can achieve alone.

Gibbs (1995) identified key protective factors or conditions in the immediate care-giving environment in enhancing healthy development in children. These factors have been categorized according to various social systems, including family, school and community. The family develops close bonding with children, is nurturing and protective, uses a high warmth/low criticism parenting style, values and encourages education, manages stress well, spends quality time with children, has clear expectations, encourages supportive relationships with caring adults beyond the immediate family, and shares family responsibilities.

The school expresses positive expectations, encourages goal setting and mastery, encourages pro-social development (altruism and cooperation), provides opportunities for leadership and participation, fosters active development for all students, trains teachers in cooperative learning, involves parents, and staff views themselves as caring people.

The community provides opportunities for participation, involves youth in community service, provides supportive social networks, leaders prioritize community health, safety, and quality of life for families, and provides access to resources (health care, housing, daycare, job training, employment, education, and recreation).

Programme Characteristics of Integration Experience

Group activity offer opportunities for leadership, equal standing, co-operation, conflict, confusion, and the give-and-take of peer relationships for both typical as well as special students (McCall, 1983). McCall suggested that the leader or teacher of group activity shall be responsible for initiating and guiding group activity. The requirements of the leader/teacher are as follows:

- (a) familiar with a range of group learning situations;
- (b) able to classify group work by its purpose, and assess the needs of individual children in respect of the type of group learning they require;
- (c) prepared to foster a flexible classroom environment in which many types of grouping occur over a term or year;
- (d) aware of the effects of the hidden curriculum as transmitted by the total school environment.

It is anticipated through group activities of integration, participants of various backgrounds may gradually develop trust, self-confidence, open and frequent communications which are basic to any relationship with people or cultures initially strange to each other (Chetkow-Yanoov, 1999). Trust is defined as an outcome of being able to give credit, take risks and communicate

empathy to each other. Trust depends on self confidence and is essential for initiating and maintaining two-way communications. Self-confidence is related to being aware of one's strengths (as well as weaknesses), a sense of belonging to some groups, and a sense of pride in the positives of one's group. Open and frequent communications with other peoples or groups require that people feel comfortable in using speech, letters, books, as well as symbols, words, gestures and pictures to get message across effectively.

Davidson and Davidson (1994) suggested some strategies to reduce prejudice against ethnic minority children. Making friendly contacts can be an effective way. Glock, Wuthnow, Piliavin, & Spencer (1975) pointed out that "cognitive understanding is as important as interacting, in shaping ethnic attitudes and behavior ... [hence we need] educational materials on self-understanding and prejudice, particularly in the lower grades" (pp. 171-180). A grade-by-grade curriculum shall be developed. Materials on current and historical issues, and stories from children's literature can be used.

Dramatizations of dilemmas improvised by children about their experience are another ways to encourage a group to show empathy and care about other people. The emphatic feelings can lessen prejudice and develop mutual understanding.

Participants in integration activities usually report positive gains in getting trust, mutual understanding and self-confidence. Participants also have cognitive and behavioral changes after taking part in integration activities.

■ Purposes of the Present Study

The purpose of this study was to examine the effects on participants' cognition, affect and behavior towards integration after taking part in various types of integration experiences offered by TREATS. TREATS is a non-government organization which works to give children and young people the chance to live and participate in an accepting and integrated society. Participants were asked questions tapping to indicate their attitude and behavioral change, feelings about the activities, and willingness to join future activities. Their written comments towards different programs were also analyzed.

These various types of integration programmes included a 1-day outdoor programme which brought typical students and those from special schools at primary and secondary levels to a campsite (Experience Integration! 1-Day Outdoor Integrated Programme for primary and secondary students), a 2-day outdoor programme which brought typical students and those from special schools at secondary level to a campsite (Experience Integration! 2-Day Outdoor Integrated Programme for secondary students), a 1-day community exploration programme which typical students and those from special schools at primary and secondary levels explored the community jointly by completing some activities of daily livings (purchasing in a supermarket, traveling on public transport, etc.) in pair in the community (Integration for ALL Community Exploration Programme for primary and secondary students), and a 1-day integrated family programme for primary children from various backgrounds and their families (Family Integration Programme for primary children and families).

The 1-day and 2-day outdoor programmes consist of mainly group games and recreational activities in buddy pairs. Typical students pair up with students with different mental challenges, including mildly challenged, moderately challenged, those with hearing impairment, emotional problems, physical challenges, autism, and learning disabilities, etc. The ratio of students from special schools to typical students is usually 1:2. The group size is usually 75-100 participants.

The design of activities and depth of debriefing are age and ability appropriate to secondary and primary students. There are some differences on the degree of cooperation required between the tasks for the secondary and primary students. For example, programme leaders do not request primary students to explain a lot and their tasks are simpler. Being asked how to achieve integration, it is acceptable for primary students to give simple answer of integration like to cooperate and communicate with the students from special schools. But for secondary students, the leaders will request them more and will further ask them to explain and give examples. For instance, what is communication then? Is any physical contact or eye contact involved?

The community exploration programmes aim at taking especially the moderately challenged and their typical partners to visit and finish some activities of daily livings in pairs in local community spots, e.g. the Peak, shopping malls, fire stations, the airport etc. The ratio of students from special schools to typical students is always 1:3. The group size is about 45 participants. Both students from special schools and typical students are reminded not to watch or help their partners finish the activities, but to participate in the community activities together during the visit.

The family integration programmes focus on fostering mutual supporting network among different families, parent and child interaction as well as interaction between children with special needs and typical children simultaneously. Interactive games are used to encourage communication and facilitate social interaction within the families, as well as various groups of children. There are usually 100 participants (50 children from special schools and their families, and 50 typical children and their families) in a programme.

Pilot Study

Overview

Rosenberg and Hovland (1960) proposed that the schematic conception of attitude included three components: cognition, affect and behavior. The concept of integration was divided into 4 domains: diversity, acceptance, harmony and equality (TREATS and Center for Child Development of Hong Kong Baptist University, 2006). Based on the theoretical framework of the concept of attitude and integration, we designed a 46-item scale in order to tap the understanding of concept of integration and attitude change towards integration among the Hong Kong school students after a 1-day integrated programme. A pilot study was conducted and aimed at examining the item clarity, reliability and validity of this new scale applied in the samples of typical students and students with special needs.

Method

Participants

Sixty primary students from the typical school were included in the present study including 26 grade 5 students (43.3%), 34 grade 6 students (56.7%); 26 boys (44.8%), 32 girls (55.2%), and 2 unreported. The average age was 10.5 ranging from 10 to 13 years old. Forty-eight students (80%) reported that it was their first time to take part in the activity organized by TREATS, and 26 students (43.3%) were voluntary to join the integrated day-camp activity, whereas 34 students (56.7%) reported that they took part as requested by their schools.

Procedure

Sixty primary students from a typical school and 20 students with mild mentally challenged from a special education school took part in an integrated day-camp programme organized by TREATS. The purposes of the integrated programme were to enhance the understanding of the concept of integration and to promote the integration between the students from different schools. Both schools were informed about the purposes and the procedure of this study. Consents were obtained and all were requested to complete a questionnaire written in Chinese after the day-camp programme. However, the students with mild mentally challenged were not able to complete the questionnaire. Students from the typical school were administered to complete the post-test questionnaire by the experienced social workers who had received a training session on how to administer the research.

Instrument

The post-test questionnaire has 3 sessions: the DAHE Questionnaire, the Behavioral and Attitude Change Questions, and demographic information. The questions in the first session were designed based on the theoretical framework of attitude (cognition, affective, and behavior) and concept of integration (diversity, acceptance, harmony, and equality) (see Appendix 1). There were totally 46 items located in 12 cells (see Table 1). The instruction began by stating that respondents were going to meet and play with students from different schools who would be referred as "New Friend(s)" and the item contents were about their understanding, preference and behavior while getting along with the "New Friend(s)". Students were requested to rate how frequently they thought or behaved as

described in the items (0= never, 1=rarely, 2= not often, 3=sometimes, 4=very often, 5=most of the time). Items include, for instance, "When working with New Friends, I can have ideas from different angles.", "I will try to understand the behavior characteristic of the New Friend(s).", "New Friends and I will respect each other.", "I will be upset when I know the New Friend(s) being bullied.", "I think that New Friend(s) and I should have equal opportunities to take part in the activities we like.", "I listen to the New Friend(s) during the period of programme.", and so on.

Table 1. The Theoretical Framework of Attitude and Concept of Integration

	Cognition	Affect	Behavior	# of items
Diversity	Item 1-4	Item 5-8	Item 9-11	11
Acceptance	Item 12-15	Item 16-19	Item 20-23	12
Harmony	Item 24-27	Item 28-31	Item 32-35	12
Equality	Item 36-39	Item 40-43	Item 44-46	11
# of items	16	16	14	46

The second session was about the attitude change toward the integration and themselves. Items included, for instance, "I have gained more understanding about the New Friend(s).", "I can communicate with people from different cultural background or ability.", "My self-acceptance was enhanced.", "I would like to keep contact with the New Friend(s)", and so on.

The demographic session included items of sex, grade, age range, frequency and eagerness of participation in TREATS' integrated programmes.

Results

Reliability

Reliability analysis was performed to test the internal consistency of the items. The reliability coefficients were presented in Table 2 which showed that the reliabilities of eight subscales were not satisfactory with Cronbach's Alphas less than .70, whereas the reliabilities of the subscales of the Acceptance_Cognition, Acceptance_Behavior, Harmony_Cognition, and Equality_Cognition were .80, .79, .88, and .73 respectively. The Cronbach's Alpha for the whole scale was .94.

Table 2. Reliability Coefficients of the Original DAHE-Q Scale and the 12 Subscales

	Cronbach's Alpha
Overall	.94
Diversity_Cognition (Item 1 to 4)	.57
Diversity_Affect (Item 5 to 8)	.67
Diversity_Behavior (Item 9 to 11)	.51
Acceptance_Cognition (Item 12 to 15)	.80
Acceptance_Affect (Item 16 to 19)	.56
Acceptance_Behavior (Item 20 to 23)	.79
Harmony_Cognition (Item 24 to 27)	.88
Harmony_Affect (Item 28 to 31)	.46
Harmony_Behavior (Item 32 to 35)	.67
Equality_Cognition (Item 36 to 39)	.73
Equality_Affect (Item 40 to 43)	.22
Equality_Behavior (Item 44 to 46)	.63

We rearranged the item combination based on the content and the correlation coefficient among the items and shortened to 3 or 4 items each subscales. Also, we modified 17 items by re-wording the item descriptions, deleting problematic items, and adding new items. The revised questionnaire was presented in Appendix 2. As seen in Table 3, most subscales' reliabilities ranged from .78 to .90, except the Equality_Behavior ($r=.62$).

Table 3. Revised Reliability Coefficients

	Cronbach's Alpha
Diversity_Cognition (3 items)	.83
Diversity_Affect (new items to be added)	/
Diversity_Behavior (3 items)	.78
Acceptance_Cognition (3 items)	.89
Acceptance_Affect (new items to be added)	/
Acceptance_Behavior (3 items)	.79
Harmony_Cognition (3 items)	.90
Harmony_Affect (new items to be added)	/
Harmony_Behavior (3 items)	.78
Equality_Cognition (3 items)	.86
Equality_Affect (new items to be added)	/
Equality_Behavior (3 items)	.63

Content Validity

The 46-item scale was selected from a pool of over 60 items by experts and field practitioners to measure the understanding and attitude of integration. This scale was then modified based on the results of the reliability analysis which illustrated a representative collection of items literally and statistically. In addition, the average inter-item correlation of the 24 items that forms eight completed subscales of integration was .45 that indicated a good internal consistency among the test items; i.e. the items should tend to measure something in common. The corrected item-total correlation coefficients were larger than .30 indicating that the items were discriminating (see Table 4).

Table 4. Item-Total Statistics

Revised Item	Corrected Item-Total Correlation	Squared Multiple Correlation
Item 1	.54	.70
Item 2	.48	.78
Item 3	.75	.86
Item 8	.60	.76
Item 9	.65	.78
Item 10	.68	.77
Item 11	.65	.82
Item 12	.72	.87
Item 13	.64	.75
Item 18	.56	.78
Item 19	.60	.78
Item 20	.69	.74
Item 21	.82	.86
Item 22	.85	.91
Item 23	.76	.89
Item 28	.66	.77
Item 29	.67	.77
Item 30	.59	.68
Item 31	.69	.78
Item 32	.64	.78
Item 33	.69	.86
Item 38	.66	.75
Item 39	.44	.66
Item 40	.62	.75

Note: The item-total correlations of affect domain were not shown in the above table, as the subscales has added some new items.

Discussion

The purpose of this pilot study was to examine the reliability and validity of the new constructed scale for measuring the conceptual understanding and attitude towards integration. The 46 items were selected by the experts and field practitioners from a pool of over 60 items that were constructed based on the interplay between the schematic conception of attitude and integration. Results showed that the Cronbach's alphas of eight subscales were not satisfactory, thus, a modification on the item combination

was needed accordingly. A revised scale with 40 items was then obtained and the results showed that the reliability and validity were satisfactory. This indicated the revised scale was reliable and valid for the use of typical school students. In addition, it was found that students with mild mental challenge were unable to complete the questionnaire, so that a teacher-rated questionnaire was used to replace the self-report one.

A few additional items were included in the revised scale without an additional pilot test as the reliability and validity of the revised scale would be checked again in the main study.

Main Study

Overview

The present study aimed at investigating the effects of integrated programmes provided by TREATS on participants' attitude (cognition, affect and behavior) towards integration. It also aimed at collecting participants' ratings on their behavioral and affective changes after the integrated experience as an additional and importance evidence in the effectiveness of the programme. Information on how participants feel about the programmes also provided additional evidence to examine how the attitudes towards integration had been changed after the integrated programmes.

Method

Participants

1. Typical school

Five hundred and fifty-two students who had taken part in Experience Integration! 1-Day Outdoor Integrated Programme, Experience Integration! 2-Day Outdoor Integrated Programme, Integration for ALL Community Exploration Programme or Family Integration Programme served as participants in the present study, including 269 students from 7 typical primary schools and 283 students from 7 secondary schools. The demographic information of the participants was presented in Table 5.

Table 5. Demographic Data of Participants

		Primary Students (n = 269)	Secondary Students (n = 283)
Gender	Boys	113 (43.6%)	92 (32.9%)
	Girls	146 (56.4%)	188 (67.1%)
Age (years)	Aged 5 or below	0	0
	Aged 6 to 7	4 (1.5%)	0
	Aged 8 to 9	67 (25.0%)	0
	Aged 10 to 11	169 (63.1%)	0
	Aged 12 to 13	28 (10.4%)	61 (21.9%)
	Aged 14 to 15	0	127 (45.7%)
	Aged 16 to 17	0	65 (23.4%)
	Aged 18 or above	0	25 (9.0%)
Grade	Primary 1	2 (0.7%)	---
	Primary 2	3 (1.1%)	---
	Primary 3	27 (10.0%)	---
	Primary 4	134 (49.8%)	---
	Primary 5	51 (19.0%)	---
	Primary 6	52 (19.3%)	---
	Secondary 1	---	14 (4.9%)
	Secondary 2	---	115 (40.6%)
	Secondary 3	---	74 (26.1%)
	Secondary 4	---	42 (14.8%)
	Secondary 5	---	4 (1.4%)
	Secondary 6	---	31 (11.0%)
	Secondary 7	---	3 (1.1%)
No. of Participation	First time	175 (65.8%)	214 (76.2%)
	Second time	52 (19.5%)	29 (10.3%)
	Third time	19 (7.1%)	16 (5.7%)
	Fourth time	5 (1.9%)	8 (2.8%)
	Fifth time or above	15 (5.6%)	14 (5.0%)
Willingness of Participation	Willing	216 (83.1%)	236 (83.4%)
	Not Willing	44 (16.9%)	40 (14.1%)

The primary group consisted of 113 boys (43.6%) and 146 girls (56.4%). The group age ranged from 6 to 13 years old, with the majority aged between 10 and 11 years old (63.1%) and many were studying in Primary 4 (49.8%). Most participants took part in TREATS' activities for the first time (65.8%) and joined voluntarily (83.1%).

The secondary group consisted of 92 boys (32.9%) and 188 girls (67.1%). The group age ranged from 12 to 18 years old, with the majority aged between 14 and 15 years old (45.7%) and many were studying in Secondary 2 (40.6%). Similar to the primary group, most participants took part in TREATS' activities for the first time (76.2%) and joined voluntarily (83.4%).

2. Special School

Fifteen teachers and 8 parents of 164 students from 7 special education schools who had taken part in Experience Integration! 1-Day Outdoor Integrated Programme, Integration for ALL Community Exploration Programme or Integrated Family Programme were invited as participants in the present study.

Instruments

1. Typical School

The pre-test questionnaire consisted of three parts: the DAHE Integration Questionnaire, the 'It is important for Hong Kong to be...' Questions, and demographic information. The post-test questionnaire had six sessions: the DAHE Questionnaire, the 'It is important for Hong Kong to be...' Questions, the Behavioral and Attitude Change Questions, the 'Feelings about the Activities' Question, the 'Willingness to Join Later Activities' Question and demographic information.

DAHE Questionnaire

The questions were designed based on the theoretical framework of attitude (cognition, affect, and behavior) and concept of integration (diversity, acceptance, harmony, and equality). There were totally 40 items located in 12 cells. The instruction began by stating that respondents were going to meet and play with students from different schools who would be referred as "New Friend(s)" and the item contents were about their understanding, preference and behavior while getting along with the "New Friend(s)". Students were requested to rate how frequently they thought or behaved as described in the items (0=never, 1=rarely, 2=not often, 3=sometimes, 4=very often, 5=most of the time). Items included, for instance, "When working with New Friends, I can have ideas from different angles.", "I will try to understand the behavior characteristic of the New Friend(s).", "New Friends and I will respect each other.", "I will be upset when I know the New Friend(s) being bullied.", "I think that New Friend(s) and I should have equal opportunities to take part in the activities we like.", "I listen to the New Friend(s) during the period of programme.", and so on. Item descriptions of each subscale are presented in Appendix 2.

'It is important for Hong Kong to be...' Questions

In order to see if Treats activities were probable to spread the importance of helping Hong Kong to an integrated, harmonious, fair, diversified and cooperative society to the participants, the participants were asked to rate their agreement on the statement that (1) It is important for Hong Kong to be an integrated society, (2) It is important for Hong Kong to be a harmonious society, (3) It is important for Hong Kong to be a fair society, (4) It is important for Hong Kong to be a diversified society, and (5) It is important for Hong Kong to be a cooperative society with a seven pointed Likert scale (1 = very unimportant; 7 = very important). Content of the items are presented in Appendix 3.

Behavioral and Attitude Change Questions

The participants were asked to check if they, after joining TREATS' activities, have changed as follows: (1) Have known a lot of new friends, (2) Have learnt mutual acceptance, (3) Have learnt to appreciate others, (4) Have learnt to view others equally, (5) Have become more cooperative, (6) Have become more care of others, (7) Have become more confident, (8) Have become better in communication, (9) Have actively made new friends, (10) Have played with new friends, and (11) Have chatted with new friends. Content of the items are presented in Appendix 4.

Feelings about the Activities

The participants were asked to indicate their feelings about TREATS' activities on a four pointed Likert scale (1 = a bit boring; 2 = normal; 3 = quite funny; 4 = very funny). Content of the items are presented in Appendix 5.

Willingness to Join Future Activities

The participants were asked if they were willing to join future activities organized by TREATS. Detailed item contents are presented in Appendix 6.

2. Special School

DAHE Questionnaire for Special Students

The 19-item scale was simplified and modified from the 40 items of the DAHE Questionnaire by the field practitioners and experienced special education practitioners. The instruction began by stating that a particular student was going to meet and play with students from different schools who would be referred to as 'New Friend(s)' and the item contents were about the students' understanding, preference and behavior while getting along with the 'New Friend(s)'. Respondents were requested to rate how frequently the student thought or behaved as described in the items (0=never, 1=rarely, 2=not often, 3=sometimes, 4=very often, 5=most of the time). Items included, for instance, "She/he actively gets known with the New Friends with

different backgrounds and abilities", "She/He tries to learn from the New Friend(s)", "She/He gets along well with the New Friend(s)", "She/he initiates talk with the New Friend(s)" and "She/he and the New Friend(s) show respect to one another.", "She/He actively listens to others' advice", and so on. Detailed item descriptions were presented in Appendix 7.

Procedure

The schools were informed about the purposes and the procedure of this study. Consents were obtained and participants were requested to complete the same set of questionnaires written in Chinese at the start of the pre-trip briefing before the programme and after the sharing session at the end of the programme. Students from the typical schools were administered to complete the questionnaires by the experienced social workers who had received a training session on how to administer the research.

Teachers and parents of the participants from special schools were also informed about the purposes and the procedure of this study. Consents were obtained and all were requested to complete two parallel sets of questionnaires written in Chinese for the participants at the start of the pre-trip briefing before the programme and after the sharing session at the end of the programme.

Results

Reliabilities of the DAHE Questionnaire for Typical Participants

The DAHE Questionnaire was a pioneering one. Besides displaying the reliability coefficients of the scale for participants as a whole, reliability analysis was also conducted for separate groups of primary and secondary students. This was to see what kinds of participants the questionnaire suited to so as to give valuable information for later users. Those coefficients larger than .60 were regarded as satisfactory, whereas those less than that were to be reexamined.

Table 6 showed the reliability coefficients (Cronbach's alpha) of the DAHE Questionnaire conducted separately for primary students and secondary students respectively.

The coefficients of the subscales, Diversity_Cognition and Diversity_Behavior ranged from .69 to .84 and .83 to .87 respectively, which were satisfactory. That of Diversity_Affect ranged from .66 to .76, which was also satisfactory. However, if item 4 was deleted, the whole subscale then showed coefficients ranging from .85 to .86, which was higher in value. Therefore, item 4 was deleted from the subscales for later analysis.

The coefficients of Acceptance_Cognition and Acceptance_Behavior ranged from .72 to .89 and .82 to .87 respectively, which were satisfactory. That of Acceptance_Affect ranged from .50 to .67, which was low. If item 14 was deleted, the whole subscale then showed coefficients ranging from .56 to .64, which became more evenly distributed but still low. That was, the whole subscale could be deleted. However, for a pioneering study, α coefficients between .50 and .60 were still regarded as acceptable. Therefore, the subscale was kept for further analysis, but with item 4 deleted.

Table 6. Internal Consistency (Cronbach's alpha) of DAHE Questionnaire

Inventory		No. of items	All Students		Primary Students		Secondary Students	
			(N = 552)		(N = 269)		(N = 283)	
			pre	post	pre	post	pre	post
Diversity								
	Cognition	3	.72	.80	.69	.77	.75	.84
	Affect	4	.72	.72	.71	.76	.75	.66
	Behavior	3	.84	.84	.84	.83	.85	.87
Acceptance								
	Cognition	3	.80	.84	.72	.80	.87	.89
	Affect	4	.57	.62	.50	.59	.63	.67
	Behavior	3	.83	.87	.82	.86	.85	.87
Harmony								
	Cognition	3	.88	.84	.84	.82	.92	.87
	Affect	4	.20	.13	-.07	.17	.39	.08
	Behavior	3	.82	.82	.76	.80	.89	.85
Equality								
	Cognition	3	.78	.80	.67	.75	.87	.86
	Affect	4	.80	.71	.76	.71	.84	.70
	Behavior	3	.77	.71	.70	.64	.84	.82
Total		40	.96	.96	.94	.95	.97	.96

The coefficients of Harmony_Cognition and Harmony_Behavior ranged from .82 to .92 and .76 to .89 respectively, which were satisfactory. In advance to item deduction, the Harmony_Affect subscale showed α coefficients ranged from -.07 to .39, which were unsatisfactorily low. However, if item 24 was deleted, the whole subscale then showed coefficients ranging from .64 to .84, which were satisfactory. Therefore, item 24 was deleted from the subscale for later analysis.

The coefficients of Equality_Cognition and Equality_Behavior ranged from .67 to .87, and .64 to .84, which were satisfactory. That of Equality_Affect ranged from .70 to .84, which was also satisfactory. However, if item 34 was deleted, the coefficients then ranged from .77 to .89, which were higher in value. Therefore, item 34 was omitted from the subscale for further analysis.

Looking further into the item content, it was found that item 4, 14 and 24 among the four items being deleted were reversely coded ones, whereas the content of item 34 had double negative meaning structure. We might modify the content of these items or improved the clarity of the administrating instructions for the questionnaire in future studies. The revised reliability coefficients (Cronbach's alpha) of the Questionnaire were shown in Table 7.

Item Analysis of the 19-item DAHE

Questionnaire for Special School Participants

Higher the correlation coefficient between an individual item and the total score, higher the homogeneity of the item with the scale and closer the psychological characteristics they are measuring. An insignificant or low correlation coefficient between any item and the total score meant that the item did not have enough homogeneity with the total scale and was to be deleted.

Table 7. Revised Internal Consistency (Cronbach's alpha) of DAHE Questionnaire (no. of items = 36)

		No. of items	All Students (N = 552)		Primary Students (N = 269)		Secondary Students (N = 283)	
Inventory			pre	post	pre	post	pre	post
Diversity								
	Cognition	3	.72	.80	.69	.77	.75	.84
	Affect	3	.85	.85	.85	.85	.86	.85
	Behavior	3	.84	.84	.84	.83	.85	.87
Acceptance								
	Cognition	3	.80	.84	.72	.80	.87	.90
	Affect	3	.59	.62	.56	.61	.60	.64
	Behavior	3	.83	.87	.82	.86	.85	.87
Harmony								
	Cognition	3	.88	.84	.84	.82	.92	.90
	Affect	3	.76	.69	.64	.65	.84	.74
	Behavior	3	.82	.82	.76	.80	.89	.86
Equality								
	Cognition	3	.78	.80	.67	.75	.87	.86
	Affect	3	.84	.80	.77	.77	.89	.83
	Behavior	3	.77	.71	.70	.64	.84	.82
Total		36	.96	.96	.94	.95	.97	.96

The correlation coefficients between each item and the total score of the 19 items were shown in Table 8. As shown, the coefficients of item 2, 15 and 19 were lower than .400 ($r = .299, .033$ and $.401$ respectively). Other items showed moderate correlations with the total score ($r > .400, p < .001$).

The change of the total reliability coefficient after deleting an individual item was another kind of homogeneity test. If the alpha coefficient of the remaining items was lower than the whole scale after deleting an individual item, the internal consistency of that item was high. In contrast, if the alpha coefficient of the remaining items was higher than the whole scale after deletion, the internal consistency of that item was low and was to be re-examined.

As shown in Table 8, the Cronbach's alpha of the scale in total was .924. The Cronbach's alpha coefficients if item 2, 15 and 19 were deleted were .927, .929 and .928 respectively, which were higher than that for the scale in total.

Communality was measuring how much an individual item can explain a common characteristic or construct. If the 19 items were measuring only one psychological construct, high community represented high degree of explanation of the psychological characteristics. In contrast, if the item had low community, that item may only be able to measure a low degree of the construct.

As shown in the Table 8, the communalities of item 2, 15 and 19 were .079, .011 and .127, which were relatively low. This represented that item 2, 15 and 19 did not explain a satisfactory degree of the construct.

Table 8. Item Analysis of the 19 Items for Special School Participants

Item	Item-Total Correlation	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Communities	Factor loading
Item 1	.827**	.780	.915	.673	.820
Item 2	.299**	.265	.927	.079	.282
Item 3	.707**	.656	.919	.498	.705
Item 4	.827**	.791	.915	.689	.830
Item 5	.789**	.755	.916	.648	.805
Item 6	.774**	.747	.917	.625	.791
Item 7	.872**	.850	.914	.787	.887
Item 8	.795**	.759	.916	.652	.808
Item 9	.759**	.732	.917	.620	.787
Item 10	.535**	.452	.923	.256	.506
Item 11	.515**	.478	.922	.263	.513
Item 12	.481**	.458	.923	.226	.476
Item 13	.824**	.774	.915	.655	.809
Item 14	.776**	.736	.917	.625	.790
Item 15	.033	.102	.929	.011	.105
Item 16	.774**	.723	.917	.600	.775
Item 17	.556**	.530	.922	.336	.579
Item 18	.647**	.599	.921	.425	.652
Item 19	.401**	.286	.928	.127	.356
Alpha coefficient for the scale in total			.924		

And if the 19 items were measuring only one psychological construct, the factor loading of each item represented the correlation between the item and the factor (psychological construct). A high factor loading represented a high correlation between the item and the scale. In contrast, a low factor loading represented a low correlation between the item and the scale.

As shown in the Table 8, the factor loadings of item 2, 15 and 19 were .356, .282 and .105. Besides these three items, other 16 items showed factor loadings higher than .400. This represented that item 2, 15 and 19 did not have a high correlation with the scale.

From the item-total correlation, the corrected item-total correlation, the change of alpha's coefficient after item deleted, item communities and items' factor loadings, item 2, 15 and 19 were not satisfactory in all of these. Hence, they were deleted for later factor analysis.

Factor Analysis of the 16-item DAHE Questionnaire for Special School Participants

Factor analysis was conducted on the 16 items and the result was shown in Table 9. As shown, 3 factors were extracted. The KMO measure of sampling adequacy equals to .926, which was good. The Barlett Test of Sphericity equals to 1947.583 ($p = .000 < .05$), reaching the significant level. However, the third factor as shown only consisted of two items, item 10 and 12, which were few in number and were not suitable to form a factor by themselves. Hence, item 10 and 12 were deleted and another factor analysis was conducted on the remaining 14 items. The result was shown in Table 10.

From the results, 2 factors were extracted. The KMO measure of sampling adequacy equals to .931, which was good. The Barlett Test of Sphericity equals to 1825.560 ($p = .000 < .05$), reaching the significant level. The extraction sums of squared loadings were 5.904 and 3.890 respectively and the corresponding variance explained were 42.174% and 27.789% respectively. The cumulative variance explained was 69.962%.

The two factors were labeled as Prosocial Behavior and Positive Affective Response according to the item content. Prosocial Behavior consisted of the following 8 items including "She/He and the New Friend(s) can help one another to finish the task", "She/He actively gets known with the New Friend(s) with different backgrounds and abilities", "She/He initiates talk with the New Friend(s)", "She/He can share his/her feelings with the New Friend(s) with different backgrounds and abilities", "She/He is willing to express his/her thoughts", "She/He and the New Friend(s) can bring their own strengths into full play", "She/He and the New Friend(s) show consideration for one another" and "She/He tries to learn from the New Friends".

Positive Affective Response consisted of the following 6 items including "She/He is friendly towards the New Friend(s)", "She/He actively listens to others' advice", "She/He gets along well with the New Friend(s)", "She/He and the New Friend(s) show respect to one another", "The New Friend(s) will help her/him" and "She/He feels comfortable interacting with the New Friend(s) with different backgrounds and abilities".

**Table 9. Factor analysis of the 16 items for Special School Participants
(Principle Component Analysis, Varimax with Kaiser Normalization)**

Item	Factor 1	Factor 2	Factor 3	Communities
8. She/He and the New Friend(s) can bring their own strengths into full play	.863	.264	-.005	.814
1. She/He actively gets known with the New Friend(s) with different backgrounds and abilities	.806	.148	.376	.813
16. She/He is willing to express her/his thoughts	.799	.135	.280	.735
13. She/He initiates talk with the New Friend(s)	.796	.131	.391	.804
4. She/He can share her/his feelings with the New Friend(s) with different backgrounds and abilities	.789	.197	.358	.789
5. She/He tries to learn from the New Friends	.754	.356	.083	.703
7. She/He and the New Friend(s) show consideration for one another	.751	.456	.183	.805
14. She/He and the New Friend(s) can help one another to finish the task	.667	.548	-.075	.750
9. She/He and the New Friend(s) show respect to one another	.612	.605	-.047	.743
17. She/He actively listens to others' advice	.064	.860	.162	.771
18. She/He is friendly towards the New Friend(s)	.159	.809	.261	.747
6. She/He gets along well with the New Friend(s)	.413	.666	.332	.723
11. The New Friend(s) will help her/him	.228	.577	.021	.386
3. She/He feels comfortable interacting with the New Friend(s) with different backgrounds and abilities	.379	.478	.458	.582
12. She/He feels uncomfortable getting along with the New Friend(s)	.051	.371	.687	.613
10. She/He and the New Friend(s) have physical contacts	.436	-.036	.583	.532
Squared Loadings	5.829	3.705	1.775	
Variance Explained	36.431%	23.159%	11.096%	
Cumulative Variance Explained	36.431%	59.590%	70.686%	
Measure of Sampling Adequacy (KMO)	.926			
Barlett Test of Sphericity	Approximate Chi-Square = 1947.583***			

**Table 10. Factor analysis of the 14 items for Special School Participants
(Principle Component Analysis, Varimax with Kaiser Normalization)**

Item	Factor 1	Factor 2	Communities
1. She/He actively gets known with the New Friend(s) with different backgrounds and abilities	.874	.199	.804
13. She/He initiates talk with the New Friend(s)	.863	.185	.779
4. She/He can share her/his feelings with the New Friend(s) with different backgrounds and abilities	.852	.241	.783
16. She/He is willing to express her/his thoughts	.846	.170	.744
8. She/He and the New Friend(s) can bring their own strengths into full play	.822	.265	.746
7. She/He and the New Friend(s) show consideration for each other	.753	.483	.799
5. She/He tries to learn from the New Friends	.745	.361	.686
14. She/He and the New Friend(s) can help one another to finish the task	.616	.523	.654
18. She/He is friendly towards the New Friend(s)	.169	.863	.773
17. She/He actively listens to others' advice	.077	.859	.744
6. She/He gets along well with the New Friend(s)	.443	.725	.722
9. She/He and the New Friend(s) show respect to one another	.548	.608	.670
11. The New Friend(s) will help her/him	.189	.584	.377
3. She/He feels comfortable interacting with the New Friend(s) with different backgrounds and abilities	.457	.550	.511
Squared Loadings	5.904	3.890	
Variance Explained	42.174	27.789	
Cumulative Variance Explained	42.174	69.962	
Measure of Sampling Adequacy (KMO)	.931		
Barlett Test of Sphericity	Approximate Chi-Square = 1825.560***		

Effects and Changes of Typical Participants

• Effect on Attitude towards Integration of Typical Participants

In order to see if the four kinds of integration activities (1-day outdoor programme, 2-day outdoor programme, community exploration programme and family programme) were probable to uplift the secondary and primary participants' attitudes towards Integration, paired-sample t-tests were separately performed on the pre- and post-test scores of the DAHE Questionnaire of six groups of participants (secondary students taken part in Experience Integration! 1-Day Outdoor Integrated

Programme, Integration for ALL Community Exploration Programme and Experience Integration! 2-Day Outdoor Integrated Programme as well as primary students in Experience Integration! 1-Day Outdoor Integrated Programme, Integration for ALL Community Exploration Programme and Family Integration Programme).

1. Experience Integration! 1-Day Outdoor Integrated Programme

Table 11 and 12 showed the findings for secondary and primary students taken part in Experience Integration! 1-Day Outdoor Integrated Programme respectively.

Table 11. Paired Sample T-Test of DAHE Questionnaire**(Secondary students in Experience Integration! 1-Day Outdoor Integrated Programme, n = 150)**

Pair			Mean	Standard Deviation	t-value	η^2
Diversity						
Cognition	pre		10.97	2.14	-6.148***	0.202
	post		12.18	1.89		
Affect	pre		10.23	2.30	-6.177***	0.204
	post		11.49	2.06		
Behavior	pre		10.60	2.39	-8.044***	0.303
	post		12.05	1.87		
Acceptance						
Cognition	pre		11.83	2.48	-6.677***	0.230
	post		13.16	1.77		
Affect	pre		10.15	2.02	-3.738***	0.086
	post		10.85	2.05		
Behavior	pre		10.55	2.24	-4.362***	0.113
	post		11.43	2.00		
Harmony						
Cognition	pre		11.82	2.37	-6.775***	0.236
	post		12.95	1.63		
Affect	pre		11.59	2.37	-3.939***	0.094
	post		12.31	1.76		
Behavior	pre		11.84	2.29	-5.400***	0.164
	post		12.75	1.84		
Equality						
Cognition	pre		12.37	2.26	-6.117***	0.201
	post		13.38	1.72		
Affect	pre		11.37	2.33	-5.608***	0.174
	post		12.33	1.78		
Behavior	pre		11.21	2.67	-4.871***	0.137
	post		12.09	1.82		

*** $p < .001$

For secondary participants, the means of the post-test scores of all subscales, including Diversity_Cognition, Diversity_Affect, Diversity_Behavior, Acceptance_Cognition, Acceptance_Affect, Acceptance_Behavior, Harmony_Cognition, Harmony_Affect, Harmony_Behavior, Equality_Cognition, Equality_Affect, and Equality_Behavior were significantly higher than the pre-test ones. The corresponding pairs of means for the subscales were 12.18 and 10.97, 11.49 and 10.23, 12.05 and 10.60, 13.16 and 11.83, 10.85

and 10.15, 11.43 and 10.55, 12.95 and 11.82, 12.31 and 11.59, 12.75 and 11.84, 13.38 and 12.37, 12.33 and 11.37, as well as 12.09 and 11.21 respectively. The corresponding t-values of the mean differences were -6.148, -6.177, -8.044, -6.677, -3.738, -4.362, -6.775, -3.939, -5.400, -6.117, -5.608, and -4.871 respectively, in which all reached .05 significant level. The corresponding Eta squares were .202, .204, .303, .230, .086, .113, .236, .094, .164, .201, .174 and .137.

Table 12. Paired Sample T-Test of DAHE Questionnaire**(Primary students in Experience Integration! 1-Day Outdoor Integrated Programme, n = 178)**

Pair			Mean	Standard Deviation	t-value	η^2
Diversity						
Cognition	pre		10.72	2.68	-2.918**	0.046
	post		11.44	2.83		
Affect	pre		10.24	3.22	-.332	0.001
	post		10.32	3.28		
Behavior	pre		10.18	3.24	-3.062**	0.050
	post		10.96	3.17		
Acceptance						
Cognition	pre		12.15	2.41	-1.322	0.010
	post		12.45	2.72		
Affect	pre		10.68	2.78	1.564	0.014
	post		10.32	2.99		
Behavior	pre		10.21	3.16	-.631	0.002
	post		10.37	3.49		
Harmony						
Cognition	pre		12.11	2.70	-.383	0.001
	post		12.20	2.76		
Affect	pre		11.79	2.51	.964	0.005
	post		11.59	2.69		
Behavior	pre		11.46	2.83	-.991	0.006
	post		11.71	3.06		
Equality						
Cognition	pre		12.26	2.67	-1.112	0.007
	post		12.50	2.72		
Affect	pre		11.46	2.89	-.778	0.003
	post		11.64	2.92		
Behavior	pre		11.09	2.98	-.197	0.000
	post		11.13	2.78		

** $p < .01$

For primary participants, the means of the post-test scores on Diversity_Cognition, and Diversity_Behavior were significantly higher than the pre-test ones. The corresponding pairs of means for the subscales were 11.44 and 10.72 as well as 10.96 and 10.18. The corresponding t-values of the mean differences were -2.918 and -3.062, in which all reached .05 significant level. The corresponding Eta squares were .046 and .050. No significant t-values were found for other subscales.

In sum, Experience Integration! 1-Day Outdoor Integrated Programmes were probable to uplift secondary participants' attitudes toward Integration in 12 different aspects, but only have effect on primary participants in 2 aspects.

2. Integration for ALL Community Exploration Programme

Table 13 and 14 showed the findings for secondary and primary students taken part in Integration for ALL Community Exploration Programme respectively.

Table 13. Paired Sample T-Test of DAHE Questionnaire**(Secondary students in Integration for ALL Community Exploration Programme, n = 90)**

Pair			Mean	Standard Deviation	t-value	η^2
Diversity						
Cognition	pre		9.30	2.86	-5.881***	0.280
	post		11.28	2.66		
Affect	pre		8.57	2.78	-6.914***	0.349
	post		10.65	2.68		
Behavior	pre		9.20	3.13	-7.595***	0.393
	post		11.53	2.98		
Acceptance						
Cognition	pre		10.67	3.07	-4.541***	0.188
	post		12.13	2.66		
Affect	pre		9.36	2.56	-3.404***	0.115
	post		10.48	2.93		
Behavior	pre		8.61	3.03	-7.952***	0.415
	post		11.07	2.87		
Harmony						
Cognition	pre		10.64	3.15	-3.994***	0.152
	post		11.84	2.67		
Affect	pre		10.31	3.25	-3.680***	0.132
	post		11.44	2.89		
Behavior	pre		10.14	3.24	-6.001***	0.288
	post		12.10	2.69		
Equality						
Cognition	pre		10.65	3.35	-3.925***	0.148
	post		11.95	2.64		
Affect	pre		9.40	3.66	-6.292***	0.308
	post		11.46	2.88		
Behavior	pre		9.59	3.21	-5.183***	0.232
	post		11.16	2.69		

*** $p < .001$

For secondary participants, the means of the post-test scores of all the subscales including Diversity_Cognition, Diversity_Affect, Diversity_Behavior, Acceptance_Cognition, Acceptance_Affect, Acceptance_Behavior, Harmony_Cognition, Harmony_Affect, Harmony_Behavior, Equality_Cognition, Equality_Affect, and Equality_Behavior were significantly higher than the pre-test ones. The corresponding pairs of means for the subscales were 11.28 and 9.30, 10.65 and 8.57, 11.53 and

9.20, 12.13 and 10.67, 10.48 and 9.36, 11.07 and 8.61, 11.84 and 10.64, 11.44 and 10.31, 12.10 and 10.14, 11.95 and 10.65, 11.46 and 9.40, as well as 11.16 and 9.59 respectively. The corresponding t-values of the mean differences were -5.881, -6.914, -7.595, -4.541, -3.404, -7.952, -3.994, -3.680, -6.001, -3.925, -6.292, and -5.183 respectively, in which all reached .05 significant level. The corresponding Eta squares were .280, .349, .393, .188, .115, .415, .152, .132, .288, .148, .308, and .232 respectively.

Table 14. Paired Sample T-Test of DAHE Questionnaire

(Primary students in Integration for ALL Community Exploration Programme, n = 54)

Pair			Mean	Standard Deviation	t-value	η^2
Diversity						
Cognition	Pre		11.46	2.95	-4.680***	0.292
	Post		13.05	1.90		
Affect	Pre		11.59	2.65	-3.000**	0.145
	Post		12.70	2.09		
Behavior	Pre		11.18	2.67	-3.079**	0.152
	Post		12.50	2.36		
Acceptance						
Cognition	Pre		12.05	2.74	-3.674**	0.203
	Post		13.26	1.98		
Affect	Pre		11.53	2.44	.848	0.013
	Post		11.21	2.78		
Behavior	Pre		11.75	2.42	-1.668	0.050
	Post		12.36	2.70		
Harmony						
Cognition	Pre		12.14	2.41	-2.269*	0.089
	Post		12.89	2.13		
Affect	Pre		12.20	1.98	-2.053*	0.074
	Post		12.84	2.11		
Behavior	Pre		12.28	2.32	-3.815***	0.215
	Post		13.25	2.04		
Equality						
Cognition	Pre		12.37	2.37	-2.180*	0.082
	Post		12.97	2.13		
Affect	Pre		12.15	2.50	-2.907**	0.138
	Post		12.92	2.16		
Behavior	Pre		11.90	2.40	-2.868**	0.134
	Post		12.80	2.19		

* $p < .05$; ** $p < .01$; *** $p < .001$

For primary participants, the means of the post-test scores of Diversity_Cognition, Diversity_Affect, Diversity_Behavior, Acceptance_Cognition, Harmony_Cognition, Harmony_Affect, Harmony_Behavior, Equality_Cognition, Equality_Affect, and Equality_Behavior were significantly higher than the pre-test ones. The corresponding pairs of means for the subscales were 13.05 and 11.46, 12.70 and 11.59, 12.50 and 11.18, 13.26 and 12.05, 12.89 and 12.14, 12.84 and 12.20, 13.25 and 12.28, 12.97 and

12.37, 12.92 and 12.15, as well as 12.80 and 11.90 respectively. The corresponding t-values of the mean differences were -4.680, -3.000, -3.079, -3.674, -2.269, -2.053, -3.815, -2.180, -2.907 and -2.868 respectively, in which all reached .05 significant level. The corresponding Eta squares were .292, .145, .152, .203, .089, .074, .215, .082, .138 and .134 respectively. No significant t-values were found for the remaining two subscales.

In sum, Integration for ALL Community Exploration Programmes were probable to uplift secondary and primary participants' attitudes toward Integration in 12 and 10 different aspects respectively.

3. Family Integration Programme

Table 15 showed the finding for primary students taken part in Family Integration Programme.

The means of the post-test scores on Diversity_Cognition, Diversity_Affect, Acceptance_Behavior, Harmony_Behavior, and Equality_Affect were significantly higher than the pre-

test ones. The corresponding pairs of means for the subscales were 12.17 and 10.89, 11.68 and 9.59, 11.55 and 9.35, 12.70 and 11.19, as well as 12.43 and 11.32 respectively. The corresponding t-values of the mean differences were -2.536, -3.365, -3.511, -2.561 and -2.936 respectively, with all reached .05 significant level. The corresponding Eta squares were .152, .239, .255, .154 and .193 respectively. No significant t-values were found for the other subscales.

In sum, Family Integration Programme were probable to uplift primary participants' attitudes toward Integration in 5 aspects.

**Table 15. Paired Sample T-Test of DAHE Questionnaire
(Primary students in Family Integration Programme, n = 37)**

Pair			Mean	Standard Deviation	t-value	η^2
Diversity						
Cognition	Pre		10.89	2.65	-2.536*	0.152
	Post		12.17	3.28		
Affect	Pre		9.59	3.98	-3.365**	0.239
	Post		11.68	2.76		
Behavior	Pre		10.57	3.64	-.180	0.001
	Post		10.70	4.28		
Acceptance						
Cognition	Pre		12.14	3.04	-.607	0.010
	Post		12.55	3.02		
Affect	Pre		10.51	3.18	-1.441	0.055
	Post		11.34	3.13		
Behavior	Pre		9.35	3.63	-3.511**	0.255
	Post		11.55	3.56		
Harmony						
Cognition	Pre		11.70	3.53	-1.618	0.068
	Post		12.54	2.78		
Affect	Pre		11.84	3.11	-.355	0.003
	Post		12.03	2.32		
Behavior	Pre		11.19	3.72	-2.561*	0.154
	Post		12.70	2.37		
Equality						
Cognition	Pre		12.32	3.20	-1.542	0.062
	Post		13.28	2.17		
Affect	Pre		11.32	3.04	-2.936**	0.193
	Post		12.43	2.48		
Behavior	Pre		11.21	3.11	-1.348	0.048
	Post		11.96	2.41		

* $p < .05$; ** $p < .01$; *** $p < .001$

4. Experience Integration! 2-Day Outdoor Integrated Programme

Table 16 showed the finding for secondary students taken part in Experience Integration! 2-Day Outdoor Integrated Programme.

The means of the post-test scores on Diversity_Behavior, Acceptance_Cognition, Acceptance_Affect, Acceptance_Behavior, Harmony_Cognition, Harmony_Affect, Harmony_Behavior, and Equality_Behavior were significantly higher than the pre-test ones. The corresponding pairs of means for the subscales were 11.53 and 10.60, 12.40 and 11.28, 11.22 and 10.27, 11.78 and 10.49,

12.67 and 11.58, 12.26 and 11.28, 12.63 and 11.74, as well as 11.72 and 10.86 respectively. The corresponding t-values of the mean differences were -2.797, -3.255, -2.688, -3.803, -3.140, -2.690, -2.530, and -2.345 respectively, in which all reached .05 significant level. The corresponding Eta squares were .157, .201, .147, .256, .190, .147, .132 and .116 respectively. No significant t-values were found for the other subscales.

In sum, Experience Integration! 2-Day Outdoor Integrated Programmes were probable to uplift secondary participants' attitudes toward Integration in 8 aspects.

Table 16. Paired Sample T-Test of DAHE Questionnaire

(Secondary students in Experience Integration! 2-Day Outdoor Integrated Programme, n= 43)

Pair			Mean	Standard Deviation	t-value	η^2
Diversity						
Cognition	Pre		11.02	2.23	-1.317	0.040
	Post		11.44	1.99		
Affect	Pre		10.14	2.33	-1.947	0.083
	Post		10.78	1.98		
Behavior	Pre		10.60	1.72	-2.797**	0.157
	Post		11.53	2.35		
Acceptance						
Cognition	Pre		11.28	1.96	-3.255**	0.201
	Post		12.40	2.23		
Affect	Pre		10.27	2.29	-2.688*	0.147
	Post		11.22	2.28		
Behavior	Pre		10.49	1.79	-3.803***	0.256
	Post		11.78	2.12		
Harmony						
Cognition	Pre		11.58	1.93	-3.140**	0.190
	Post		12.67	2.15		
Affect	Pre		11.28	2.42	-2.690*	0.147
	Post		12.26	2.40		
Behavior	Pre		11.74	2.44	-2.530*	0.132
	Post		12.63	2.38		
Equality						
Cognition	Pre		11.79	2.45	-.663	0.010
	Post		12.05	2.59		
Affect	Pre		10.98	2.11	-1.806	0.072
	Post		11.67	2.57		
Behavior	Pre		10.86	1.88	-2.345*	0.116
	Post		11.72	2.59		

* $p < .05$; ** $p < .01$; *** $p < .001$

• ‘It is important for Hong Kong to be...’

Questions for Typical Participants

Paired sample t-tests were separately performed on the pre- and post-ratings of primary and secondary participants on the five statements. Table 17 showed the findings.

The means of the post-ratings on Integrated, Harmonious, Fair, Diversified and Cooperative were significantly higher than that of the pre-ratings. The corresponding mean pairs were 6.31 and 6.01, 6.42 and 6.16, 6.48 and 6.26, 6.12 and 5.86, as well as 6.45 and 6.17 respectively. The corresponding t-values of the mean differences were -4.983, -4.705, -3.943, -4.361 and -4.940 respectively. The corresponding Eta squares were .044, .040, .028, .034 and .043.

In sum, TREATS activities were probable to uplift participants’ attitudes toward the importance of helping Hong Kong to be an integrated, harmonious, fair, diversified and cooperative society.

• **Behavioral and Attitude Change Questions for Typical Participants**

A comparison of participants’ positive or negative responses on each item was performed and the result was shown in Figure 3. As seen in the figure, participants reported a high percentage of positive responses (over 70%) on each item. This indicated that the majority of the participants agreed that there were many positive changes on themselves after joining TREATS’ activities. The top three positive changes were having learnt mutual acceptance, having become more cooperative, and having become more care of others.

Table 17. Paired sample T-Test of “It is Important for Hong Kong to be...” Questions (n = 552)

Pair		Mean	Standard Deviation	t-value	η^2
Integrated	pre	6.01	1.36	-4.983***	0.044
	post	6.31	1.16		
Harmonious	pre	6.16	1.32	-4.705***	0.040
	post	6.42	1.06		
Fair	pre	6.26	1.26	-3.943***	0.028
	post	6.48	1.00		
Diversified	pre	5.86	1.33	-4.361***	0.034
	post	6.12	1.22		
Cooperative	pre	6.17	1.26	-4.940***	0.043
	post	6.45	1.04		

*** p < .001

• Feelings about the Activities for Typical Participants

As seen in Figure 4, nearly 90% of the participants expressed that the activities were quite enjoyable or very enjoyable. Only about 10% rated that the activities were average or a bit boring.

Figure 3. Attitude Change after TREATS' activities (n = 552)

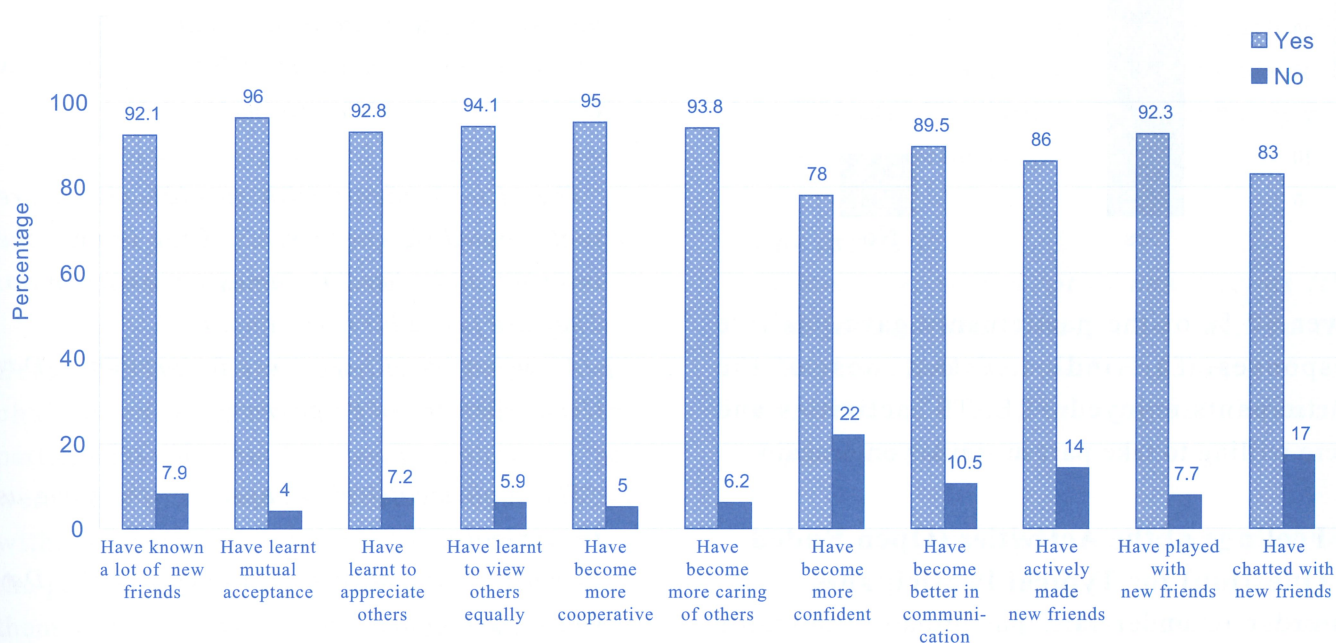
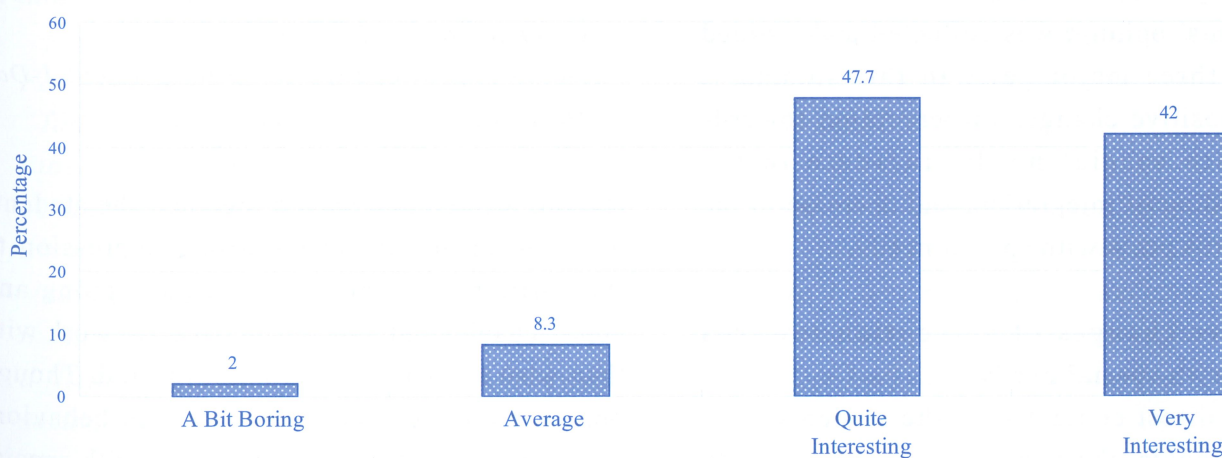


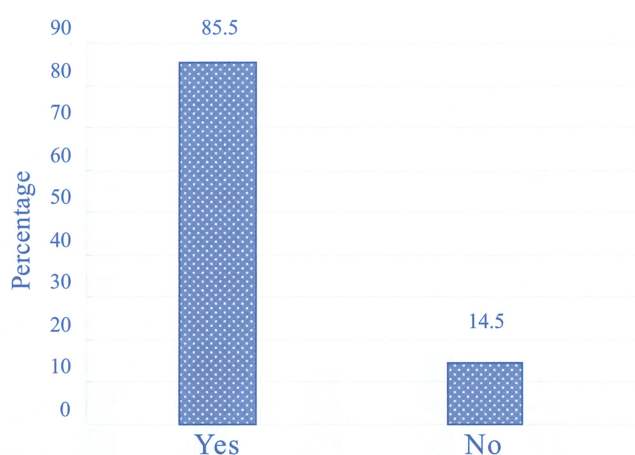
Figure 4. Feelings about the activities



• Willingness to Join Future Activities for Typical Participants

A comparison of participants' positive or negative responses was shown in Figure 5.

Figure 5. Willingness to join future activities



Over 80 % of the participants gave positive responses. This indicated that most of the participants enjoyed TREATS' activities and were willing to take part in similar ones again.

• Feelings of the Activities (Open Ended Question) for Typical Participants

In order to understand participants' thoughts and feelings of the activities, they were asked to express their views to the following question, "How do you feel about the activities today? Participants' opinion was collected and divided into the three major parts in this summary, namely positive changes of perception towards peers with special needs, increase in the understanding of integration, and decrease in the fear towards peers with special needs.

1. Positive changes of perception towards peers with special needs

With the direct contact with the students from special schools, their impression of those with special needs was changed. They began to think

that those with special needs had little difference from the typical.

For example:

"The activity has changed my point of view on the physically challenged."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"I am so happy and I have changed my perception of them (the students with special needs). They were active and cute."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"They (the students with special needs) are really not different from us. They browse the internet and play TV games as what we do. They are just a bit shy than us."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"Those physically challenged are the same as the typical...."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"They do not have much difference from the typical people, but only a bit in the way they communicate with others."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

Having worked and played together, the students with special needs gave a strong impression to the participants that they were easy-going and approachable, and were much easier to work with than what the participants had expected. Though observable differences were found in behaviors and physical outlook of participants with special needs, participants were surprised to find that the

students with special needs were active and like to help others. The students with special needs would take the initiative to communicate with them and were willing to share. Also, they were happy to see those students from special schools express themselves as the typical students did.

For example:

"I thought it would be difficult, but right now I feel very glad to work with them (those with special needs)."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"Students from school 2 (a special school) were really nice."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

Before the integration experience, the physically challenged gave a strong impression to the participants (or even the general public) that they were weak and would be difficult to communicate with. However, with the first hand experience, the participants found that communications with them were not difficult and sometimes they were even smarter than the participants themselves. They realized that the challenged could do a lot of things by themselves.

For example:

"Today is a happy day. I used to think that those with problems in hearing would not be able to listen to what we were talking about and would not speak clearly. So, it would be very difficult to communicate with them. However, this is not the case. It is not difficult to communicate with them. They are sometimes even smarter than us."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

Some of them were worried that it would be anxious to have lived with the students with special needs in a two days and a night trip before the trip. However, after they had joined, they thought that it was a real fun and much better than what they had expected. There were good communication and cooperation between the participants and the special students. The participants had a great time and began to think that the students with special needs were interesting and energetic. They and the students with special needs were strangers to each other at the beginning. But they became friends at the end of the trip. The participants were happy with the positive experience.

For example:

"I have met with a lot of new friends (the challenged students), and eat, do the worksheets and talk together...happy."

(A participant of Integration for ALL Community Exploration Programme)

"I am so happy to play with a group of new friends (the challenged)."

(A participant of Integration for ALL Community Exploration Programme)

"I am happy because we (the challenged students and I) have ice-bars together today."

(A participant of Integration for ALL Community Exploration Programme)

"I am very happy because they (the students with special needs) are enthusiastic, cute and lively. I can't resist them. I am very happy."

(A participant of Experience Integration! 2-Day Outdoor Integrated Programme)

"At first, it was a bit troublesome doing activities with Cheung Cheung (a student from

special school), but he was really funny and I enjoyed playing with him."

(A participant of Experience Integration! 2-Day Outdoor Integrated Programme)

2. Increase in the understanding of integration

Through non-competitive, diversified recreational activities and games, participants were provided with an opportunity to experience integration in which participants were allowed to face and understand the diversity of the society and interact equally with the diversity, i.e. people with different abilities e.g. students with mental challenge and students from different background, e.g. south-east Asia. They had a great time with the students and were really amazed by the pleasant atmosphere and good communication among them. Some began to think they could be friends with those with special needs and would think of how to pursue a harmonious relationship with them.

For example:

"The most unforgettable moment is that I played with the new friends (the students with special needs). We did activities together and played games together. This gives me a realization that integration is really positive."

(A participant of Integrated Family Programme)

In particular, the participants had learnt to appreciate and accept one another, mutual respect, communicate and cooperate with others. They felt that everybody had their own personality, strengths and weaknesses. We had to appreciate others' strengths, but also accept their weaknesses.

For example:

"I have learnt to respect and accept others. Everyone has his/her own strong points and

we have to develop mutual appreciation."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"After joining this activity, I think I have graduated from the course of appreciating others."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"I have learnt that I should have group spirit."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

Moreover, they had learnt to take everyone's perspectives into consideration and to show more concerns to others. In the camps, the facilitators were good models that they included the students with special needs to play. Even the students were having special needs, they got the same, fair chance to learn and participate. This let the participants understand that everybody was equal and should share the same opportunity. They learnt that they should support one another and everyone should be treated fairly no matter what their abilities were.

For example:

"Everyone should have the same and equal opportunity."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"There should be fairness to everyone. We have to help and take care of and learn from one another."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"I understand that the new friends (the students with special needs) have different abilities from me and they should be treated equally."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

Besides changes in attitudes, participants were encouraged to think of how to build a good relationship with those with special needs in the society. Some participants expressed that they had a better understanding on the students with special needs. They understood that even the students were challenged, they had their own strength. They realized that what everyone, including those with special needs wanted was mutual care and support. This triggered the participants to take the initiative to communicate and understand those with special needs more deeply. Some were pleasant to have learnt how to use a little sign language to interact with the special students and would like to take further lessons on the language.

For example:

"The mentally challenged children are not different from us. They have the same needs as we do and need our care and support. I hope to have more or further communication with them and to understand more about them deeply."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"The activity helps us grasp a better idea on the needs of those with special needs. I am more eager to take the initiative to help them."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

3. Decrease in the fear towards peers with special needs

The participants, before the experience, have little good impression on the moderately mentally challenged students. Some thought that the challenged should be scary. However, such unfavorable impressions were changed during the integrated activities. The participants had good interaction and communication with the challenged and it was out of their expectations.

For example:

"I thought they were scary. However, with today's experience, I know that I was totally wrong."

(A participant of Integration for ALL Community Exploration Programme)

"The students from special schools were not scary to interact with."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"Students from school 1 (a special school) were actually not scary and I am willing to make friends with them."

(A participant of Integration for ALL Community Exploration Programme)

"I thought they (those with special needs) were fierce, but now I know they are good."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

With this pleasant experience, the participants had a new impression of the challenged. They began to agree that the challenged had their own strengths and should be treated as no different from typical people. Some thought that the challenged were well behaved and active. They loved to work with them. Some found that the

challenged were clever and lovely. The other realized that challenged children also had their own feelings and were able to speak out for themselves.

For example:

"The challenged students were smart and polite. I am happy to have known them and can feel an integrated atmosphere interacting with them."

(A participant of Integration for ALL Community Exploration Programme)

"I am very happy because Chi Wai (a student from special school) recognized me early this morning. Also, he is good and always listens to what I said."

(A participant of Integration for ALL Community Exploration Programme)

"I was so afraid when I visited the school for the first time. But later I have found that they (the challenged) are good and I was happy to play with them."

(A participant of Integration for ALL Community Exploration Programme)

"I thought those with special needs were very scary. But after this activity, I have a new impression of them."

(A participant of Experience Integration! 1-Day Outdoor Integrated Programme)

"They (the challenged) were well behaved. This experience makes me very happy and is unforgettable to me."

(A participant of Integration for ALL Community Exploration Programme)

Effects and Changes of Special Participants

In order to see if the three kinds of TREATS' activities were probable to uplift the Prosocial Behavior and Positive Affective Response of the participants from special schools, paired sample t-tests were separately performed on the pre- and post-test scores of the questionnaire of three groups of participants (students from special schools taken part in Experience Integration! 1-Day Outdoor Integrated Programme, Integration for ALL Community Exploration Programme and Family Integration Programme).

1. Experience Integration! 1-Day Outdoor Integrated Programme

As shown in Table 18, the means of the post-test scores of Positive Affective Response was significantly higher than the pre-test ones. The corresponding means were 21.93 and 20.94 respectively. The t-value of the mean differences was -2.668, reaching .05 significant level. The corresponding Eta square was .071. In sum, 1-Day Outdoor Integrated Programmes were probable to uplift the Positive Affective Response of the participants from special schools. No significant t-value was found for Prosocial Behavior.

**Table 18. Paired Sample T-Test of the DAHE Questionnaire for Special School Participants
(Students in Experience Integration! 1-Day Outdoor Integrated Programme, n = 94)**

Pair		Mean	Standard Deviation	t-value	η^2
Prosocial Behavior	pre	24.21	7.23	-1.204	0.015
	post	24.89	8.73		
Positive Affective Response	pre	20.94	3.26	-2.668**	0.071
	post	21.93	4.02		

** $p < .01$

2. Integration for ALL Community Exploration Programme

As shown in Table 19, the means of the post-test scores of Prosocial Behavior and Positive Affective Response were significantly higher than the pre-test ones. The corresponding pairs of means were 24.85 and 22.57, and 22.03 and 20.92 respectively. The corresponding

t-values of the mean differences were -4.212 and -3.887, in which all reached .05 significant level. The corresponding Eta squares were .231 and .204 respectively. In sum, Integration for ALL Community Exploration Programmes were probable to uplift the Prosocial Behavior and Positive Affective Response of the participants from special schools.

**Table 19. Paired Sample T-Test of the DAHE Questionnaire for Special School Participants
(Students in Integration for ALL Community Exploration Programme, n = 60)**

Pair		Mean	Standard Deviation	t-value	η^2
Prosocial Behavior	pre	22.57	7.20	-4.212***	0.231
	post	24.85	6.70		
Positive Affective Response	pre	20.92	3.81	-3.887***	0.204
	post	22.03	3.58		

** $p < .01$

**Table 20. Paired Sample T-Test of the Questionnaire for Special School Participants
(Students in Integrated Family Programme, n = 10)**

Pair		Mean	Standard Deviation	t-value	η^2
Prosocial Behavior	pre	26.17	6.10	-1.855	0.277
	post	29.05	4.00		
Positive Affective Response	pre	20.29	3.27	-2.467*	0.403
	post	23.31	4.08		

* $p < .05$

3. Family Integration Programme

As shown in Table 20, the means of the post-test scores of Positive Affective Response was significantly higher than the pre-test ones. The corresponding means were 23.31 and 20.29 respectively. The t-value of the mean differences was -2.467, reaching .05 significant level. The corresponding Eta square was .403. In sum, Family Integration Programme were probable to uplift the Positive Affective Response of the special school participants. No significant t-value was found for Prosocial Behavior.

Key Elements Leading to Programmes Success

Through looking at the program design, talking with the field practitioners and observing the process, the following information on four key elements of a positive integration experience were identified:

1. Adequate preparation for participants in meeting peers with different abilities

Successful integration experience began before the children and youth of various abilities actually meet one another. Adequate preparation had enabled both typical and children and youth with special needs to be psychologically prepared to meet peers with diversified characteristics and needs. Need assessments were conducted by staff-

in-charge in pre-trip meetings respectively with typical participants, children and youth with special needs, as well as teachers in both typical and special schools.

The programme leaders had arranged a pre-trip meeting among the three parties: teachers from typical schools, teachers from special schools and the leaders themselves, to listen to each one's needs and expectation. The leaders got advice from the teachers and asked for their comments on the programme design and what other requirements the teachers would like to have. This was to ensure that all teachers understood the aim of the activities, the activities appropriate for students' abilities and interest, and the environment of the activities (usually camp sites for Experience Integration! 1-Day/2-Day Outdoor Integrated Programmes and Family Integration Programme, and local community spots for Community Exploration Programme) were comfortable and safe to the students. They also asked the typical teachers to provide information on the extent of integration experience of their students: Did the students have any experience meeting with the disabilities? Any of them took part in voluntary services before? These questions provided useful information for leaders to have a better understanding of the ability of the typical students.

The leaders encouraged participants to open up themselves and anticipate for programme success in pre-trip activities. For example, students paired up to form buddy pairs in the Community Exploration Programme. They usually had two chances to meet with the partners. The first introduction was at the school visit before the Programme. Typical students are invited to visit the special schools in which children and youth with special needs contribute by escorting and introducing their schools to them. This event helps build up a sense of competence in the challenged children and enhance understanding in typical children.

The leaders would pair up the students before they meet according to the needs and abilities of the students. They also used the school visit experience to observe if any pair had encountered difficulty. If difficulties ever arose, the leaders would re-assign the pair. If there was no problem, the school visit would be the first time for the partners to build relationship and thus they would be more familiar to one another during the programmes. This preparation was a good strategy to guarantee a pleasant experience in the integration programme.

These professionals provided useful background information on individual characteristics and typical behavior characteristics of participants and demonstrate appropriate behaviors to one another. Students would be provided with information on the differences between them and their partners in pre-trip briefings. Leaders usually conducted the pre-trip briefing for the special schools first and then to the typical schools. They got to understand more about the students from special schools before the typical students were briefed on how to interact appropriately with their partners and give

more tips to them. This was to ensure that the typical students were psychologically prepared. The leaders, however, would not highlight the disabilities for those mentally challenged, but introduce how to appropriately interact with the challenged. For example, the leaders first met with the autistic students in the special schools by themselves. They would then prepare some photos and videos of the special students and brief the typical students how their partners looked like and how their partners would typically behave. The students showed more understanding why their autistic partners might not talk with them earnestly. Upon explanation in the pre-trip briefing, they understood that students with autism did not usually care much about the world unless those things they had interest in. This was a typical way they would interact with the world. In that case, students would not have bad feelings when they came across such situation during the programme schedule as they were well informed beforehand.

The leaders modeled how to interact with their partners appropriately in the typical and special schools. Role play was involved in the pre-trip briefing so as to provide students with tips on how to interact with their partners. For instance, asking the students from special schools to act out how they would behave while meeting their partners for the first time, some would hug their partners tightly. This might scare their typical partners in the real situation. Leaders would then suggest alternative prosocial skills to them, e.g. shaking hands with their typical partners instead of hugging them for the first encounter. Some typical students might think that autistic students would hit others frequently and hence they acted out like this during the role play. Leaders would take the chance to change the prejudice of the students about the challenged. In this way,

students' interaction with their partners would be facilitated.

2. Programme specifically designed for equal participation

Equal participation was targeted in programme design to manifest the right to participation for every participant. Children and youth of various abilities were paired up as buddies and took part equally in every activity. Tasks and activities were designed to match with participants' interests and needs. Equal opportunities were provided for participants.

Pair up buddies was a strategy to facilitate friendship in integrated setting. It facilitated physical proximity for the students. Besides the family programme, typical and special students were paired up in all TREATS' programmes. The ratio of students from special schools to typical students was usually 1:2 for the Experience Integration! 1-Day/2-Day Outdoor Integrated Programmes, and 1:3 for the Integration for ALL Community Exploration Programmes. It was believed that relationship between students with special needs and their typical peers was more likely to develop when all students took part equally in group activities in shared environment.

The programme leaders chose tasks that suited the students' developmental abilities and their interests in the programme design. They would try to think of something the students had never or seldom tried before to make the programme experience a special and unique one to the students. For example, they would take the moderate mentally challenged to have buffet in a local restaurant in the Integration for ALL Community Exploration Programmes.

Students from special schools were also provided

with an equally contributing role to social interactions in the programme activities. During school visits, they might take the responsibility to introduce their schools and let the partners know how their school, school curricular and school facilities were. And during the Integration for ALL Community Exploration Programmes, both typical and special students were reminded to take care of their partners. Both of them would share the responsibility. Programme leaders always emphasized to them that neither one was there to serve or please another one. They had to show consideration and care to one another. For example, some students from special schools might not be able to get a full bowl of rice by themselves during lunch. The leaders would not encourage their typical partners to do the task for them. They would suggest the pair to do the task together: The student from special school might hold the bowl and the typical partner then filled it with rice. It was believed that such opportunities to contribute in meaningful ways would enable students with special needs to establish a positive self-esteem as well as to earn the respect of their peers.

3. Programme emphasized on optimal interaction

To maximize optimal interaction, non-competitive and cooperative games were essential features in the programmes. Participants in pairs took part actively in all activities. Mutual understanding and good communication were strengthened in activities as well as in their free time. Free time had allowed participants to spontaneously interacting with one another with topics of their mutual interests.

The programme leaders took the perspective of the participants and understood that competition meant a lot to the children rather than just a

score. Hence, all games and activities during the programmes were not competitive in nature. The programmes valued cooperation. Although marks were also counted and prizes were also given during the game and activities, they were not signs of competition, but symbols for achievement.

Free time was included to encourage joint decision making in the programme design of 1-Day/2-Day Outdoor Integrated Programmes. Students were allowed to do whatever they wanted in the camp site. The buddy pair was encouraged to discuss and decide among themselves. This would maximize the interaction between the typical students and those from special schools. This unstructured period of time should be a very good experience for the students because daily life interaction was exactly like that. This provided an authentic opportunity for legitimate social contact and spontaneous interpersonal contact for the students during the programmes.

4. Emphases on knowledge and skill transfer to daily life situations

Successful integration experience also invited participants to transfer and apply what they had achieved to situations in their daily lives. This invitation should be made in the debriefing and sharing sessions. Transfers of knowledge and skills from integration experience to daily life situations were also emphasized.

Debriefing and sharing sessions were included in all programme design. In debriefing sessions, programme leaders would observe how students had built relationship with their partners and what attitudes they had demonstrated. In sharing session, leaders would usually ask the following questions to facilitate personal reflection: After meeting with your partners, had you gained more understanding of your partner? Any problem had been solved today? Anything you two solved together? How was the whole day experience? Leaders would invite the students to express their feelings and tried to resolve any negative feelings. Leaders would try to solve those problems arose in these sessions rather than letting them staying as a negative memory. For example, some students might say that they were unhappy as their autistic partners did not talk with them. Leaders would then try to remind him/her on how they were told autistic students would typically behave, and encouraged them to think of any moments during the programmes that they had ever had successful interaction. Leaders would encourage them to view the negative experience from a positive perspective and make use of the chance to further educate the students.

Discussion

Integration experiences have aimed at facilitating contacts and friendship through interaction between children and young people of different abilities and from various backgrounds (Bishop et al, 1996; Howarth, 1987). Towards building a community embracing integration, Gibbs (1995) has identified three stages, namely inclusion, influence and community.

The primary objective of the integration experiences designed and delivered by TREATS is to give every child the chance to live and participate in an accepting and integrated society. In various programmes, children and adolescents experience the concepts of integration and its four dimensions: diversity, equal participation, acceptance and appreciation, and harmony through experiential learning, recreational activities, games and other creative media.

With reference to the significant positive gains as reflected in the knowledge, affective and behavioral aspects of the diversity, acceptance, harmony and equality dimension of integration, various programmes, including 1-day or 2-day outdoor programmes, the community programmes and the family integration programmes are all effective in enhancing participants' positive attitude towards integration.

For secondary students, the community exploration programme and 1-day outdoor programmes have exerted the greatest effect on uplifting students' pro-integrated attitudes. Through the programmes, they understand that there are people with different abilities and backgrounds, they should accept them and live harmoniously with them, and everyone should be treated equally. They give more positive affective response towards having a diversified, accepting, harmonious and equally shared environment; and showing more pro-integrated behaviors achieving

diversity, acceptance, harmony and equality at the environment.

The community exploration programme is a special experience to the typical students as they are having activities in the daily life setting (not a camp site as for other programmes) and they can understand more about the real social life of their partners with special needs and social skills required getting along with the challenged are gradually built in the real settings. It is also a unique experience to the students with special needs because the visiting places are those they rarely go and the activities they do are also those they rarely do.

For primary students, the community exploration programme has the greatest positive effect on uplifting students' pro-integrated attitudes. When they are traveling with children with special needs on public transport or shopping in a supermarket, they understand that how people with different abilities and backgrounds actually live and experience in the community. They give more positive affective response towards having a diversified, accepting, harmonious and equally shared environment; and showing more pro-integrated behaviors achieving diversity, acceptance, harmony and equality at the environment.

The family integration programmes can help students accompanying and supported by their families to understand that there are people with different abilities and backgrounds. They give more positive affective response towards having a diversified and equal shared environment; and show more pro-integrated behaviors achieving accepting and harmonious behaviors. The less profound influence on participants of the family programmes may be explained by the dual focuses on parent and child interaction as well as integration

between the kids with special needs and the typical ones. When parents are around, children will stick to their families and pay less attention to their typical partners or partners from special schools. On the other hand, the sample size for family day camps in this study is relatively small (only 47 in total for all programmes) and thus further study of a larger sample may be required.

For students from special schools, the community exploration programme has made the greatest effect. After the programmes, their parents and teachers have observed that they show more positive affective response towards integration and carry out more prosocial behaviors. The 1-day outdoor programmes and family programmes can also increase their positive affective response towards integration.

It is believed that through group activities of integration, typical students and those from special schools gradually develop trust, self-confidence and frequent communication. They then gain positively in getting trust, mutual understanding and self-confidence and thus have cognitive, affective and behavioral changes after taking part in the activities.

As stated in the qualitative information, the design of these programmes has enabled participants to form buddy groups with the minorities, get known and get along with them, and work on cooperative tasks together in various activities. It is this friendly experience with meeting the minorities provided a significant opportunity for the participants to enjoy the unexpectedly pleasant communication with those of different abilities and from different backgrounds.

Participants' impression of the minorities was successfully improved from negative responses, such as scary, weak, difficult to communicate with, very annoying to have lived with, gradually towards more positive ones, e.g., lovely, cute, funny, good, nice, quiet,

well behaved, smart, able, active, cooperative, easy to work with, like help others, and with no difference from the normal.

These programmes have successfully enabled the participants to enjoy the goodness of integration and effectively aroused their awareness of the importance of integration and the proper attitudes in interaction with the minorities. Along with acceptance and appreciation, participants have learnt to accept and appreciate others, respect others, communicate and cooperate with others. Along with diversity, they have felt that everybody has their own personalities, strengths and weaknesses. People can take everyone's perspectives into consideration. Along with harmony, they have learnt to show more concerns to others. And along with equal participation, they have learnt that they should support one another and everyone should be treated fairly no matter what their abilities were. Whoever an individual is, one deserves to have their own thoughts and is deserved to have care from others. The participants have truly experienced the spirit of integration.

The programmes have also triggered the participants to think of how to help the minorities to integrate in the society, including taking the initiative to communicate with and understand the minorities to a deeper extent. Participants began to see integration as important and would like to see Hong Kong to be an integrated, harmonious, fair, diversified and cooperative society.

Moreover, most participants have reported the positive effects of the programme experience on their pro-integrated behaviors in the 'Attitudes and Behavior Change' questions, such as having actively played, chatted and got known with the minorities, becoming more care of others, more cooperative, more confident and better in communication, and having learnt to accept and appreciate others and to view others equally. They have enjoyed the programmes and regarded the

interaction with the minorities as an unforgettably enjoyable experience and were willing to take part in similar ones again.

Successful integration experience begins before children and youth of various abilities actually meet one another. Adequate preparation enables both typical and children and youth with special needs to be psychologically prepared to meet peers with diversified characteristics and needs. Need and initial assessments will be conducted by staff-in-charge in pre-programme meetings respectively with typical participants, children and youth with special needs, as well as teachers in both typical and special schools. These professionals provide useful background information on individual characteristics and typical behavior characteristics of participants and demonstrate appropriate behaviors to one another. Typical students are invited to visit the special schools in which children and youth with special needs contribute by escorting and introducing their schools to them. This event helps build up a sense of competence in the challenged children and enhance understanding in typical children.

Equal participation is targeted in programme design to manifest the right to participation for every participant. Children and youth of various abilities are paired up as buddies and take part equally in every activity. Tasks and activities are designed to match with participants' interests and needs. Equal opportunities are provided for participants.

To maximize optimal interaction, non-competitive and cooperative games are essential features in the programmes. Participants in pairs take part actively in all activities. Mutual understanding and good communication are strengthened in activities as well as in their free time. Free time allows participants to spontaneously interact with one another with topics of their mutual interests.

Successful integration experience also invites participants to transfer and apply what they have achieved to situations in their daily lives. This invitation shall be made in the debriefing and sharing sessions. Transfers of knowledge and skills from integration experience to daily life situations shall also be fostered.

Integration experience provides opportunities for children and young people of various abilities and from various backgrounds to interact, listen and express appreciation to one another. The present study has found a successful model in implementing integration characterized with adequate preparation in various groups of participants, programme features of equal participation and optimal interaction, as well as a knowledge or skill transfer from integration programmes to daily lives. These spontaneous social experiences have positive influence on individuals' knowledge, affect and behaviors towards building an integrated society in which diversity is celebrated; acceptance, harmony and equality are enjoyed.

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Appendix 1

• Original Items for the DAHE-Q Scale

	從來未有	極少	很少	間中	經常	一直都是
例子：我會主動認識新朋友。	●	①	②	③	④	⑤
1. 我知道認識不同朋友對我的成長有幫助。	①	①	②	③	④	⑤
2. 與不同朋友一起合作，會收集到不同角度的意見。	①	①	②	③	④	⑤
3. 我知道我和這些新朋友都是有所不同的。	①	①	②	③	④	⑤
4. 我知道社會上有不同背景或能力的人。	①	①	②	③	④	⑤
5. 我認為不同背景或能力的新朋友一起參加可以讓活動變得更精彩。	①	①	②	③	④	⑤
6. 遇到不同種族的新朋友，我會很想了解他的生活經歷。	①	①	②	③	④	⑤
7. 無論我和新朋友的能力或背景有多不同，我們也可以成為好朋友。	①	①	②	③	④	⑤
8. 我覺得我所屬的民族才是最好的。	①	①	②	③	④	⑤
9. 活動時，我只主動走近能力或背景與我相似的新朋友。	①	①	②	③	④	⑤
10. 我會嘗試向新朋友學習他們的語言及溝通方法。	①	①	②	③	④	⑤
11. 我會嘗試了解新朋友的行為特點。	①	①	②	③	④	⑤
12. 我和新朋友都需要其他人的關心。	①	①	②	③	④	⑤
13. 我知道和新朋友都各有優點。	①	①	②	③	④	⑤
14. 我知道我和新朋友要互相尊重。	①	①	②	③	④	⑤
15. 我知道看不起能力或背景比我差的新朋友是不對的。	①	①	②	③	④	⑤
16. 認識很多新朋友，我覺得很開心。	①	①	②	③	④	⑤
17. 我覺得這些新朋友都很「叻」。	①	①	②	③	④	⑤
18. 我願意與這些新朋友在同一所學校讀書。	①	①	②	③	④	⑤
19. 我不想認識這些新朋友。	①	①	②	③	④	⑤
20. 如果需要過夜，我可以與新朋友同宿舍。	①	①	②	③	④	⑤
21. 我會主動與新朋友談話。	①	①	②	③	④	⑤
22. 我會主動照顧我的新朋友。	①	①	②	③	④	⑤
23. 我會向這些新朋友學習的。	①	①	②	③	④	⑤

	從來未有	極少	很少	間中	經常	一直都是
24. 與新朋友有良好的溝通是重要的。	①	①	②	③	④	⑤
25. 與新朋友在一起時，不要說傷害他們的話。	①	①	②	③	④	⑤
26. 與新朋友和睦相處，對我來說是重要。	①	①	②	③	④	⑤
27. 我和新朋友會互相協助去完成任務。	①	①	②	③	④	⑤
28. 當我的新朋友受人欺負，我會不高興。	①	①	②	③	④	⑤
29. 我害怕與這些新朋友相處。	①	①	②	③	④	⑤
30. 我相信我可以與新朋友合作得來。	①	①	②	③	④	⑤
31. 活動時，我怕我會跟新朋友有吵架。	①	①	②	③	④	⑤
32. 我會友善對待新朋友。	①	①	②	③	④	⑤
33. 我願意與跟新朋友同枱吃飯。	①	①	②	③	④	⑤
34. 我會主動跟新朋友分享零食。	①	①	②	③	④	⑤
35. 跟這些新朋友在一起，我投不入活動。	①	①	②	③	④	⑤
36. 有特殊需要的朋友需要額外的幫助。	①	①	②	③	④	⑤
37. 學校要增設特別輔助設施，以方便身體及智力有障礙的同學。	①	①	②	③	④	⑤
38. 我和新朋友都要有平等的學習機會。	①	①	②	③	④	⑤
39. 無論我或是新朋友都要有言論表達或宗教信仰的自由。	①	①	②	③	④	⑤
40. 我覺得我與新朋友都應該要有同等的機會參加課外活動。	①	①	②	③	④	⑤
41. 我覺得我與這些新朋友都是一樣的。	①	①	②	③	④	⑤
42. 與新朋友相比，我覺得自己好無用。	①	①	②	③	④	⑤
43. 如果要選小組組長，我只會選擇同校的同學。	①	①	②	③	④	⑤
44. 活動時，我和新朋友都有平等的機會參加自己喜歡的遊戲。	①	①	②	③	④	⑤
45. 活動時，我和新朋友都要負責同等重要的工作。	①	①	②	③	④	⑤
46. 活動時，我看見不公平的事會挺身而出。	①	①	②	③	④	⑤

Appendix 2

• Revised Items for the DAHE-Q Scale

	從來 未有	極少	很少	間中	經常	一直 都是
例子：我會主動認識新朋友。	●	①	②	③	④	⑤
1. 與不同的新朋友一起合作，會收集到不同角度的意見。	①	①	②	③	④	⑤
2. 我認為不同背景或能力的新朋友一起參加可以讓活動變得更精彩。	①	①	②	③	④	⑤
3. 無論我和新朋友的能力或背景有多不同，我們也可以成為朋友。	①	①	②	③	④	⑤
4. 我不喜歡不同背景或能力的新朋友。	①	①	②	③	④	⑤
5. 即將認識很多不同背景或能力的新朋友，我感到很開心。	①	①	②	③	④	⑤
6. 與不同背景或能力的新朋友相處時，我感到很舒服。	①	①	②	③	④	⑤
7. 與不同背景或能力的新朋友一起分享感受時，我感到很舒服。	①	①	②	③	④	⑤
8. 我會嘗試向新朋友學習他們的語言及溝通方法。	①	①	②	③	④	⑤
9. 我會嘗試了解新朋友的行為特點。	①	①	②	③	④	⑤
10. 我相信我可以與新朋友合作得來。	①	①	②	③	④	⑤
11. 我和新朋友都需要其他人的關心。	①	①	②	③	④	⑤
12. 我和新朋友都各有優點。	①	①	②	③	④	⑤
13. 我和新朋友要互相尊重。	①	①	②	③	④	⑤
14. 我不願意與新朋友有身體接觸。	①	①	②	③	④	⑤
15. 對能力或背景比我差的新朋友，我能明白他們的感受。	①	①	②	③	④	⑤
16. 我想幫助新朋友。	①	①	②	③	④	⑤
17. 與新朋友走在一起，我感到不自在。	①	①	②	③	④	⑤
18. 我會主動與新朋友談話。	①	①	②	③	④	⑤
19. 我會主動照顧新朋友。	①	①	②	③	④	⑤
20. 我會向這些新朋友學習。	①	①	②	③	④	⑤
21. 與新朋友有良好的溝通是重要的。	①	①	②	③	④	⑤

	從來 未有	極少	很少	間中	經常	一直 都是
22. 與新朋友和睦相處是重要的。	①	①	②	③	④	⑤
23. 我和新朋友要互相協助去完成任務。	①	①	②	③	④	⑤
24. 活動時，我害怕和新朋友吵架。	①	①	②	③	④	⑤
25. 當新朋友受人欺負，我會感到生氣。	①	①	②	③	④	⑤
26. 我想有一個和諧的活動環境。	①	①	②	③	④	⑤
27. 我喜歡每位組員都能發揮個人的角色，互相配合。	①	①	②	③	④	⑤
28. 我會友善對待新朋友。	①	①	②	③	④	⑤
29. 我願意跟新朋友同枱吃飯。	①	①	②	③	④	⑤
30. 我會主動跟新朋友分享零食。	①	①	②	③	④	⑤
31. 我和新朋友都要有同等的學習機會。	①	①	②	③	④	⑤
32. 無論我或是新朋友都要有言論或宗教自由。	①	①	②	③	④	⑤
33. 我覺得我與新朋友都應該有同等機會參加課外活動。	①	①	②	③	④	⑤
34. 如果新朋友沒有機會擔當重要的工作，我會感到不開心。	①	①	②	③	④	⑤
35. 學校能為身體及智力有障礙的同學增設輔助設施，我會感到自豪。	①	①	②	③	④	⑤
36. 我會為大家都擁有同等參與活動的機會而感到高興。	①	①	②	③	④	⑤
37. 我喜歡大家都可以同等地表達自己的想法。	①	①	②	③	④	⑤
38. 活動時，我和新朋友都有同等機會參加自己喜歡的遊戲。	①	①	②	③	④	⑤
39. 活動時，我看見新朋友遇到不公平的事，我會挺身而出。	①	①	②	③	④	⑤
40. 活動時，我會聽取新朋友的意見。	①	①	②	③	④	⑤

Appendix 3

• 'It is important for Hong Kong to be...' Questions

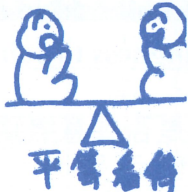
你認為「香港是一個怎樣的社會」，對你來說有多重要？(1=十分不重要，7=十分重要)。請選出適當的數字。

	十分不重要						十分重要
香港是一個 共融 的社會	①	②	③	④	⑤	⑥	⑦
香港是一個 和諧 的社會	①	②	③	④	⑤	⑥	⑦
香港是一個 公平 的社會	①	②	③	④	⑤	⑥	⑦
香港是一個 多元化 的社會	①	②	③	④	⑤	⑥	⑦
香港是一個 互助 的社會	①	②	③	④	⑤	⑥	⑦

Appendix 4

• Behavioral and Attitude Change Questions

經過「親切」活動後，你覺得自己有沒有以下的改變呢？答案並沒有對錯，請據實回答。

1.認識很多新朋友 	2.學會了互相接納 	3.學會了欣賞別人 	4.學會了平等看待 
①沒有 ①有	①沒有 ①有	①沒有 ①有	①沒有 ①有
5.更懂得合作 	6.更懂得關心別人 	7.更自信 	8.更懂得溝通 
①沒有 ①有	①沒有 ①有	①沒有 ①有	①沒有 ①有
9.主動認識新朋友 	10.和新朋友一起玩 	11.和新朋友傾計 	
①沒有 ①有	①沒有 ①有	①沒有 ①有	

Appendix 5

• Feelings about the Activities

我覺得今日活動

			
④非常好玩	③幾好玩	②普通	①有點悶

Appendix 6

• Willingness to Join Future Activities

你以後是否願意繼續參加**親切**的活動呢?

☐ 是 ☐ 不是

Appendix 7

• DAHE Scale for Special School Participants

	從來 未有	極少	很少	間中	經常	一直 都是
1. 她/他主動認識不同背景或能力的新朋友。	①	①	②	③	④	⑤
2. 她/他不喜歡不同背景或能力的新朋友。	①	①	②	③	④	⑤
3. 與不同背景或能力的新朋友相處時，她/他是感到舒服的。	①	①	②	③	④	⑤
4. 她/他能夠與不同背景或能力的新朋友分享感受。	①	①	②	③	④	⑤
5. 她/他嘗試向新朋友學習。	①	①	②	③	④	⑤
6. 她/他可以與新朋友合作得來。	①	①	②	③	④	⑤
7. 她/他和新朋友是互相關心的。	①	①	②	③	④	⑤
8. 她/他和新朋友能發揮各自的優點。	①	①	②	③	④	⑤
9. 她/他和新朋友是互相尊重的。	①	①	②	③	④	⑤
10. 她/他與新朋友有身體接觸。	①	①	②	③	④	⑤
11. 新朋友會幫助她/他。	①	①	②	③	④	⑤
12. 與新朋友在一起，她/他感到不自在。	①	①	②	③	④	⑤
13. 她/他會主動與新朋友談話。	①	①	②	③	④	⑤
14. 她/他和新朋友能互相協助去完成任務。	①	①	②	③	④	⑤
15. 她/他受到新朋友的欺負。	①	①	②	③	④	⑤
16. 她/他勇於表達自己的想法。	①	①	②	③	④	⑤
17. 她/他會聽從別人的指導。	①	①	②	③	④	⑤
18. 她/他友善地對待新朋友。	①	①	②	③	④	⑤
19. 她/他與新朋友同枱吃飯。	①	①	②	③	④	⑤



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Published November 2008