

**Liangshan Yi Orphans
Education Project
Evaluation
2007 ~ 2010**

Fu Hui Education Foundation

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☞ Introduction ☞

This report tells of the development of Liangshan Yi Orphans receiving education under the Fu Hui Education Foundation. Starting from 2007, children from the ages 6 to 17 have benefitted from this meaningful project with remarkable improvements in their physical growth as well as many areas of their cognitive and psychological development. About a third of the students have been receiving schooling since 2007, while the others joined the program after the 2nd year.

This report will discuss information collected from about 1,293 students across 14 schools in 4 counties in Liangshan, Sichuan. Information gathered at 4 different time point will be reported : September 2007 (the beginning of the project), June 2008 (the end of the 1st school year), March 2009 (towards the end of the 2nd school year) and June 2010 (the end of the 3rd school year).

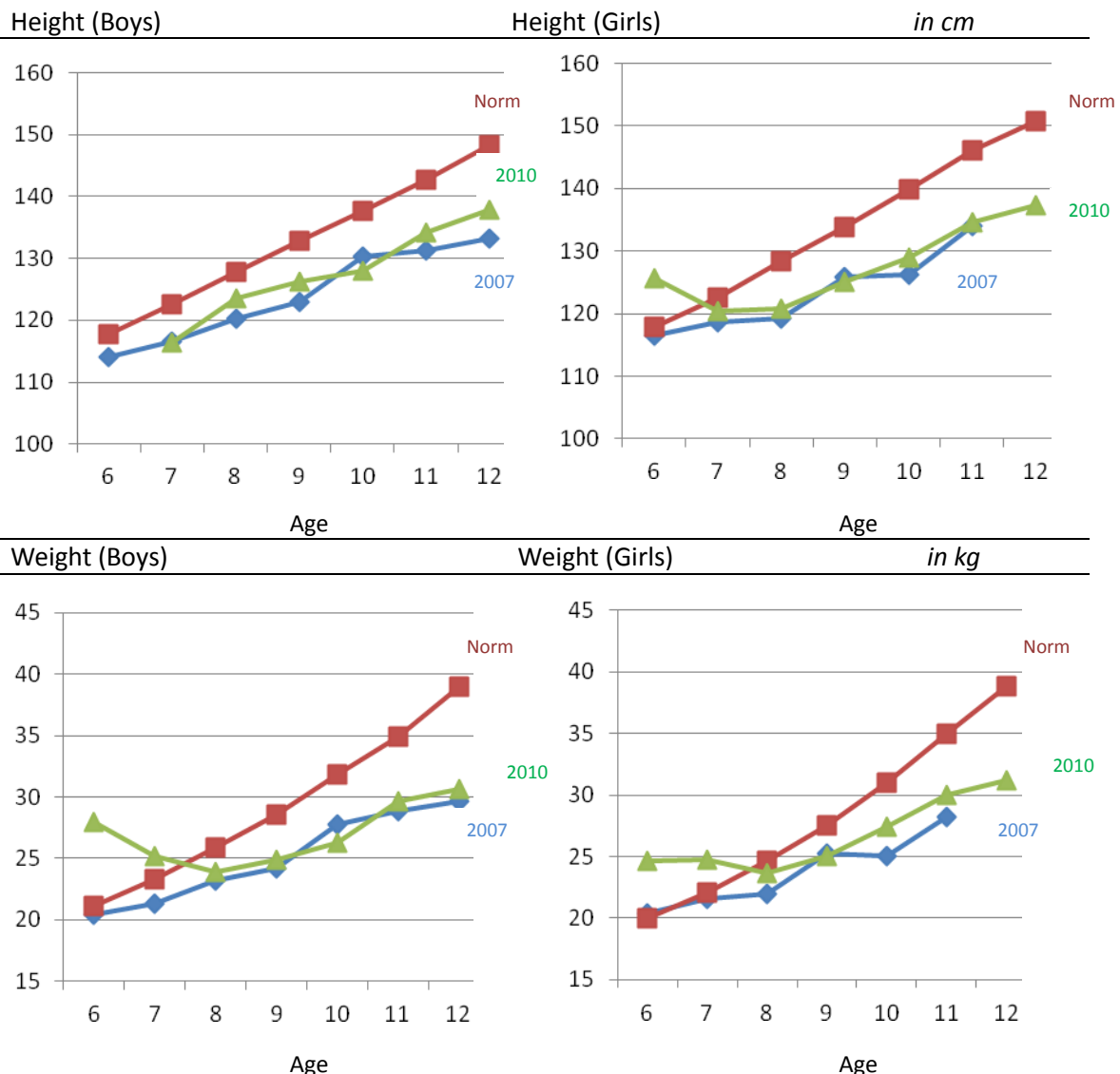
Many thanks go to the principals, teachers and house parents who provided the team with information on each and every one of these children throughout the past 3 years. This report will selectively report

1. Physical Development (Height, Weight & BMI)

The graphs below illustrate the heights and weights of male and female students according to their ages in September 2007 and June 2010, which demonstrate significant increases¹ in both heights and weights of students recruited into the programme in both the 2007-2008 school year and those after 2008. The line in red presents the national (China) norm for rural children.

Although physical growth of students were behind the national norm, the younger students were notably closer to the norm compared to the older children. The disparity was greater with increasing age, perhaps due to a prolonged period of delayed growth before entering into this programme.

The body mass index (BMI) of male students tended to be slightly below the age-norm, with the exception of 7 year olds. Female students were either above or meeting the age-norm from those 6 to 9 years old. Those students who were 9 and above had BMIs lower than national norm.

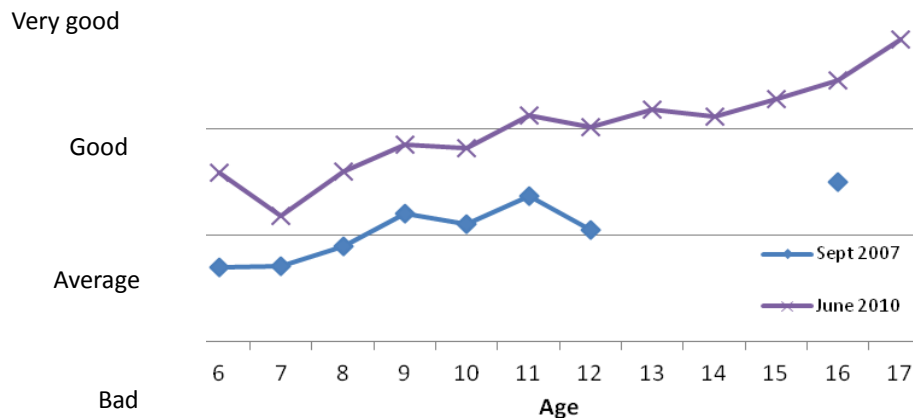


¹ Paired samples t-tests were used with significance level at $p \leq .05$

2. Cognitive and Psychological Development

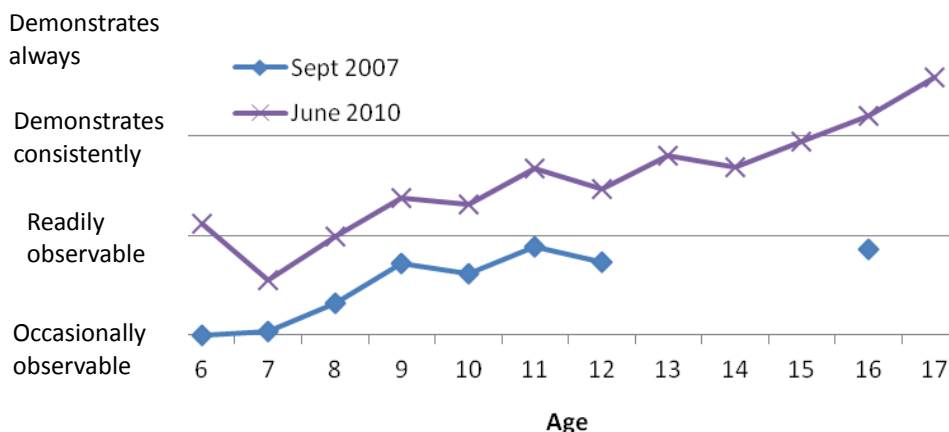
2.1. Overall Competence

Overall competence measures students' development in their physical, academic, social and independent self-care abilities, as well as their character development (including self esteem and altruistic behaviors). When comparing the students' competencies, the overall competencies of youngsters of all age groups who were receiving an education (tested in June 2010) were higher than those who did not have education (tested in Sept 2007). This indicates that participating in the programme helped students become more competent overtime.



2.2. Development of Positive behavior and emotions

Positive behaviors and emotions pertain to students' social, emotional, moral, learning and artistic development. Once again, students in 2010 were performing much better than their same age counterparts prior to receiving education. There was also an age-related gradual improvement in development. However, older children, even in their teenage years did not show a concrete reaching of these developmental stages as they should at their age levels.



2.3. Feedback from Teachers and House Parents in October, 2010

Selected feedback from teachers and house parents were collected from each school regarding the development of students in a number of areas.

Kinesthetic development

Children were generally active. Physical activity (including sports) was an area where students were proactive and demonstrate both assertiveness and perseverance. Some would request teachers to allow time for practice. Sports and play can be used as a medium to teach students important character development.

Language development

This was, by far, one of the most problematic areas of students. Students' language ability was poor although there appeared to be fewer problems with not being able to understand the Han dialect as we noticed 2 years ago. Despite good understanding, students were experiencing trouble in putting the language to use, such as in writing, self expression, or the use of metaphor. Some can read, but could not understand what they were reading.

Logical-mathematical development

Students seemed to be able to master logics and mathematics. Some even demonstrated excellence in this area. However, it was still limited by their poor language ability.

Cultural and artistic development

Many students showed talents in performing arts, such as music, dance and art, which also seemed to be one of the popular school subjects. Students started to have a good appreciation of their own cultural dance, songs, and celebrations.

Interpersonal growth

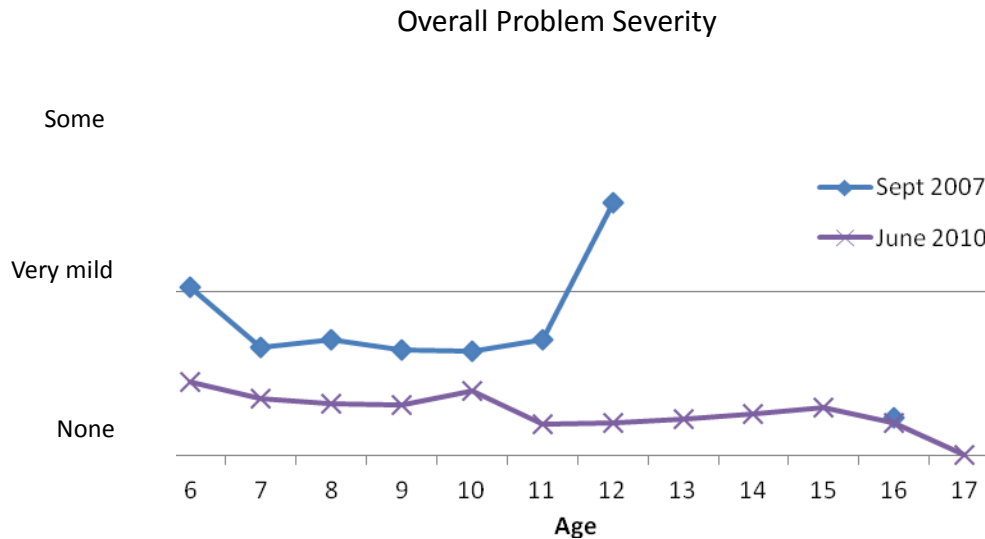
Social development appeared to have improved remarkably from previous years. In general, students had good social competence, such as being able to work in groups, integrate into peer groups, or even being able to initiate group activities. They enjoyed interaction and started to form peer groups. Some students were willing to remind their friends of their problems. On the other hand, some students had trouble expressing their thoughts and feelings. Others tended to express themselves impulsively, which may upset their peers. They were also inclined to fight or argue with their peers. More training on managing interpersonal relationships are needed.

Intrapersonal growth

Some students were able to exert good self control. However, they lacked self-introspection, which was in fact, would be a rather advanced expectation for their age.

3. Problem areas

Although the general severity of problems exhibited by students had not been too serious in September, 2007, there was still a decline in overall problem severity in all age groups in June 2010. In 2010, neither could we observe any age-specific problem severity, particularly younger children or those at adolescent age.



3.1. Feedback from Teachers and House Parents in October, 2010

The major problems reported by teachers and house parents included:

- Language problems
- Interpersonal issues (fighting, bullying, telling on others)
- Emotional issues (temper tantrums when being told wrong by the teacher)
- Possible emotional anxiety (a few students have a finger biting habit)
- Poor learning attitude (not proactive, dislike learning, poor motivation, poor attention and interest, unable to grasp the way to learn, unwilling to work hard and endure)
- Inactive participation in classroom or group activities
- Classroom management and enforcement of school rules (students disturbing others in class, students leaving the school without informing teachers or house parents, as well as skipping classes). Such behaviors might be related to underlying fears which caused them to avoid school or the lack of awareness of their responsibility to inform others of their whereabouts.
- Eyesight problems were found in a few students.

4. Evaluation of 3-year Improvements in Psychological Development and Problem Areas

Students Joining the Programme in 2007 ~ 2008

The first cohort of Starlets joined the programme in the 2007 to 2008 school year. Over the course of the 3 years, students showed statistically significant improvements² in all areas, namely, cognitive, socioemotional, and moral developments. With the exception of the 2nd year of study, there was a general decline in their problematic issues, which pertains to areas of self care (i.e, hygiene and habits), behaviors , academic (i.e., learning) and socialization (i.e, emotion). As shown in later sections, the sudden increase in problem issues in the 2nd year is similar across all schools.

The table below details the improvements in various areas in these 3 years. 468 students were analyzed.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability	+		+
	Social Competence	+	+	+
	Self Care	+	+	+
	Leadership	+	+	+
	Character	+	+	+
	Language	+	+	+
	Learning Competence	+	+	+
Positive behavior and emotion	Curiosity	+	+	+
	Learning Attitude	+	+	+
	Creativity	+		+
	Cooperation	+		+
	Communication	+	+	+
	Emotions	+	+	+
	Caring	+		+
	Moral	+	+	+
	Culture Arts	+	+	+
	Problem areas	Hygiene	—	+
Habits		—	+	—
Communication		—	+	—
Behaviors (e.g. hostility, vandalism, leaving school premises)		—	+	
Learning		—	+	
Emotional		—	+	—

+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

** Increased scores indicate greater problem severity, Declining scores indicate less severity*

² Paired samples t-tests were used with significance level at $p \leq .05$

Students Joining the Programme After 2008

Starlets joining the programme after 2008 also showed improvements in their developments and a decrease in their problematic behaviors. In the school year 2009 to 2010, students' improvements in their physical ability, social competence, communication with teachers and peers, emotions (e.g. emotional stability, and happiness) were not as remarkable. Teachers and house parents could pay further attention to these areas.

		09 ~ 10
Competence	Physical Ability	
	Social Competence	
	Self Care	+
	Leadership	+
	Character	+
	Language	+
	Learning Competence	+
Positive behavior and emotion	Curiosity	+
	Learning Attitude	
	Creativity	+
	Cooperation	+
	Communication	
	Emotions	
	Caring	+
	Moral	+
	Culture Arts	+
Problem areas	Hygiene	—
	Habits	—
	Communication	—
	Behavior (e.g. hostility, vandalism, leaving school premises)	
	Learning	—
	Emotional	—

+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

** Increased scores indicate greater problem severity, Declining scores indicate less severity*

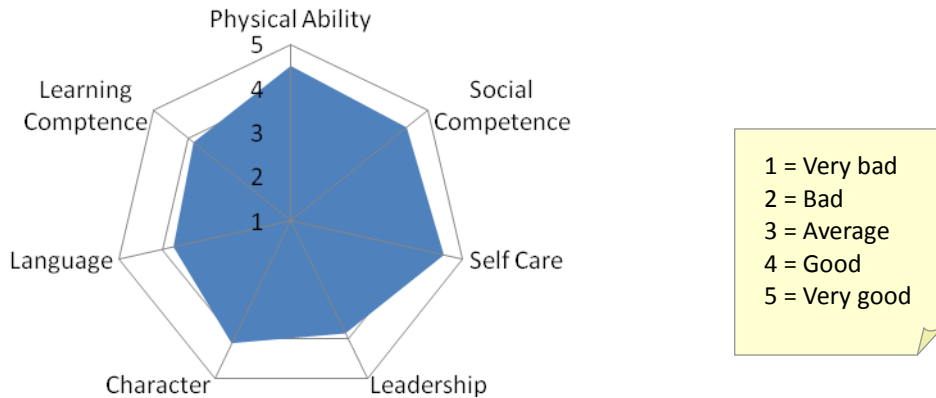
5. Individual Schools Profiles

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A. General Student Profile (June, 2010)

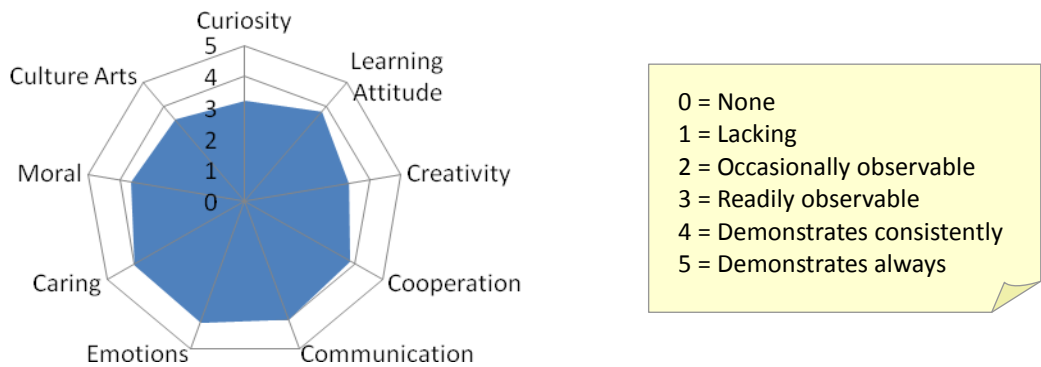
i. Areas of Competence

Students demonstrated above average scores in all areas of competencies particularly in Physical abilities, Social competence and in Self Care ability. Leadership, as well as academic areas of Learning competence and Language still have room for improvement.



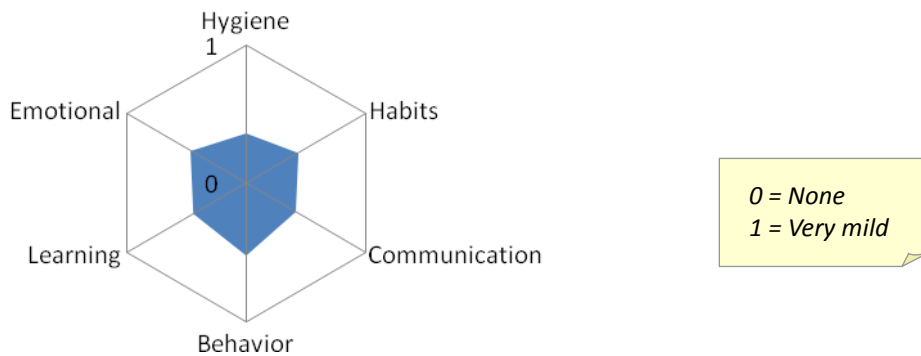
ii. Positive Behaviors and Emotions

Students generally exhibited positive behaviors and emotions. They were, in particular, more competent in areas of social development, including caring behaviors, communication and cooperation.



iii. Problem areas

There were no vital areas of concerns of students from this school.



B. Improvements Across 2007 to 2010

Throughout the 3 years, students from this school had consistent improvements particularly in the areas of physical abilities and self care. Although improvements were less pronounced in the 2nd year, students continued to show positive developments in their 3rd year.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability	+	+	+
	Social Competence	+		+
	Self Care	+	+	+
	Leadership	+	—	+
	Character	+		+
	Language	+		+
	Learning Competence	+		
Positive behavior and emotion	Curiosity	+		
	Learning Attitude	+		+
	Creativity	+		
	Cooperation	+		
	Communication	+		+
	Emotions	+		+
	Caring	+		+
	Moral	+		
	Culture Arts	+		
Problem areas	Hygiene	—		
	Habits	—		—
	Communication	—	+	—
	Behavior	—		
	Learning			
	Emotional	—		—

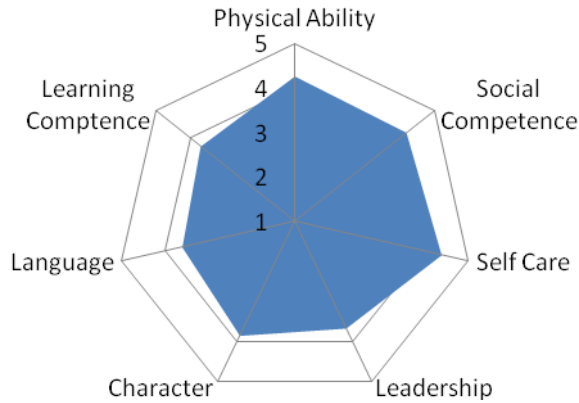
+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

* Increased scores indicate greater problem severity, Declining scores indicate less severity

A. General Student Profile (June, 2010)

i. Areas of Competence

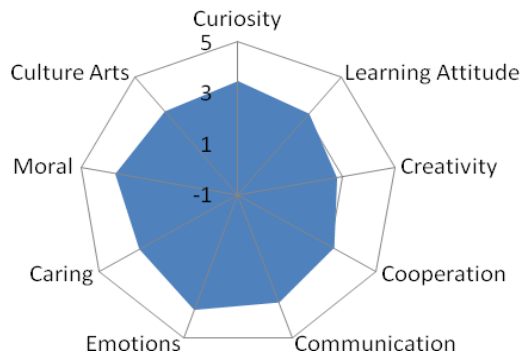
Students performed satisfactorily in all areas of competencies, particularly in their Physical abilities, Social competence and Self Care ability.



1 = Very bad
 2 = Bad
 3 = Average
 4 = Good
 5 = Very good

ii. Positive Behaviors and Emotions

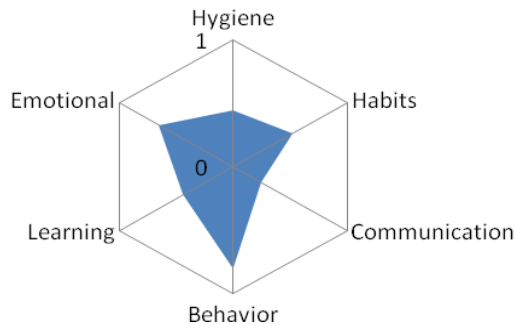
Students generally exhibited positive behaviors and emotions that were readily observable by teachers and house parents. Emotional and moral development was especially strong, while students' creativity might need to be improved.



0 = None
 1 = Lacking
 2 = Occasionally observable
 3 = Readily observable
 4 = Demonstrates consistently
 5 = Demonstrates always

iii. Problem areas

In June 2010, there were no vital areas of concerns on the problematic issues (e.g. hostility, vandalism and leaving school premises). The axis demonstrated that the students exhibited none to very mild problematic behaviors.



0 = None
 1 = Very mild

B. Improvements Across 2007 to 2010

Throughout the 3 years, students from this school had consistent improvements in multiple areas of competencies. Positive behaviors and emotions showed less dramatic changes in the latter 2 years. Student's show substantial development in their Cultural and Arts ability, which might be the result of the promotion cultural and arts activities in the classroom.

Students exhibited an increase in severity of problem areas, particularly in terms of their behaviors. The learning attitude and abilities of children did not improve as expected – more work might be required to enhance students' motivation to learn.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability	+	—	+
	Social Competence	+		+
	Self Care	+		+
	Leadership	+	—	+
	Character	+		
	Language	+		+
	Learning Competence	+		
Positive behavior and emotion	Curiosity	+	+	
	Learning Attitude	+		
	Creativity	+	+	
	Cooperation	+	—	
	Communication	+		
	Emotions	+		
	Caring	+		
	Moral	+		+
	Culture Arts	+	+	+
	Problem areas	Hygiene	—	+
Habits		—	+	
Communication		—	+	—
Behavior		—	+	+
Learning		—		+
Emotional		—	+	

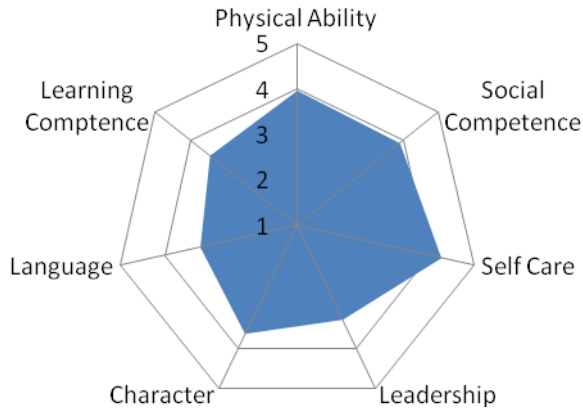
+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

** Increased scores indicate greater problem severity, Declining scores indicate less severity*

拖覺鎮中心校
A. General Student Profile (June, 2010)

i. Areas of Competence

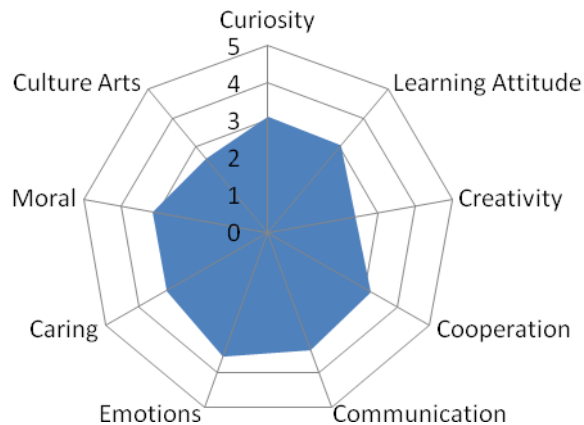
Students are performing above average in all areas of competencies particularly in Self Care.



1 = Very bad
2 = Bad
3 = Average
4 = Good
5 = Very good

ii. Positive Behavior and Emotions

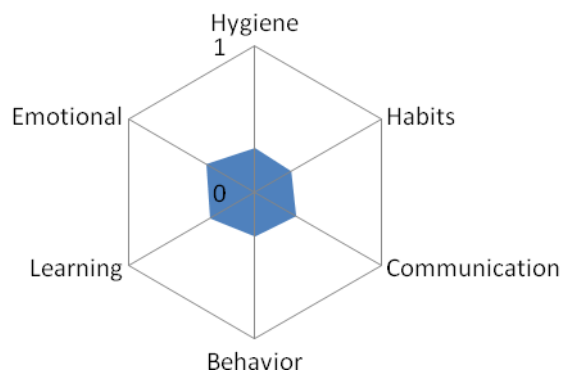
Students generally exhibit positive behaviors and emotions. Their creativity and culture and arts development may be improved by introducing classroom activities that nurture creativity among students.



0 = None
1 = Lacking
2 = Occasionally observable
3 = Readily observable
4 = Demonstrates consistently
5 = Demonstrates always

iii. Problem areas

There are no vital areas of concerns of students from this school.



0 = None
1 = Very mild

B. Improvements Across 2007 to 2010

Throughout the 3 years, students from this school showed improvements in their competencies, positive behaviors and emotions, as well as less problematic behaviors. In the 2nd and the 3rd year, students demonstrated notable developments in their interpersonal growth, such as social competence, cooperation, communication ability and caring for others. In addition, their self care ability also improved. The results indicated an overall enhancement in maturity of the children.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability	+	—	+
	Social Competence			+
	Self Care			+
	Leadership	+		+
	Character			+
	Language	+	+	+
	Learning Competence	+	+	+
Positive behavior and emotion	Curiosity	+		+
	Learning Attitude	+		+
	Creativity	+	+	
	Cooperation		+	+
	Communication		+	+
	Emotions	+		
	Caring			+
	Moral		+	+
Problem areas	Culture Arts	+	+	
	Hygiene	—	+	—
	Habits			—
	Communication		+	—
	Behavior	—	+	
	Learning		+	
	Emotional		+	—

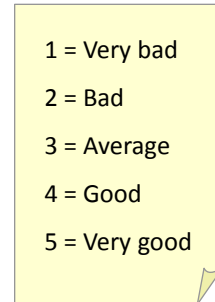
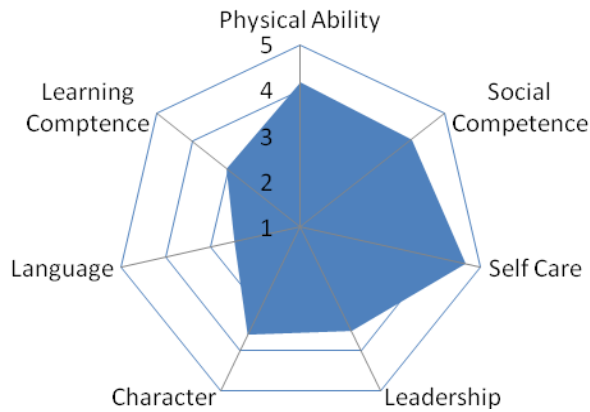
+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

* Increased scores indicate greater problem severity, Declining scores indicate less severity

A. General Student Profile (June, 2010)

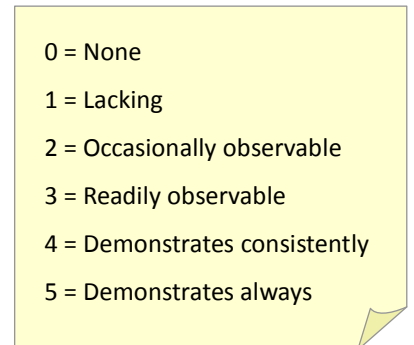
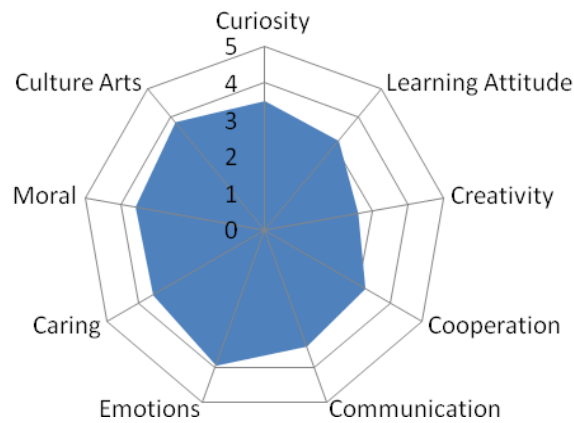
i. Areas of Competence

Students had above average competencies in all areas. However, they appeared, to have difficulties in their general language abilities.



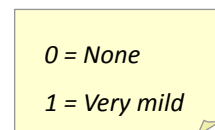
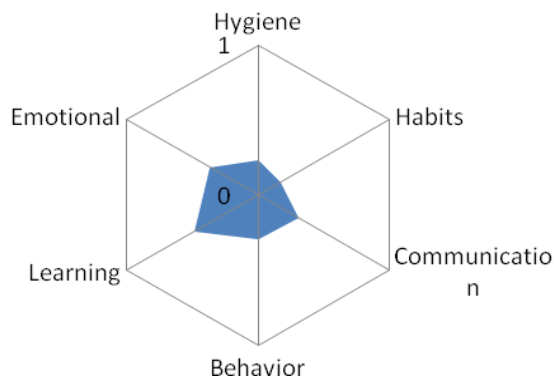
ii. Positive Behavior and Emotions

Students demonstrated positive behaviors and emotions. Creativity, in particular, could be further enhanced.



iii. Problem areas

In general, there were few negative outcomes exhibited among the students.



B. Improvements Across 2007 to 2010

Students' performance fluctuated notably within these 3 years. In terms of their competences and positive behaviors and emotions, students demonstrated the greatest improvements in the 2nd year where. In the most recent year, however, there were significant deteriorations in multiple areas including character development, cooperation, learning competence and language development. In spite of that, students' problems declined in the 3rd year.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability		+	
	Social Competence		+	
	Self Care		+	+
	Leadership		+	
	Character		+	—
	Language	+	+	—
	Learning Competence		+	—
Positive behavior and emotion	Curiosity	—	+	
	Learning Attitude	—	+	
	Creativity			
	Cooperation		+	—
	Communication		+	
	Emotions	—	+	
	Caring	—	+	
	Moral		+	
	Culture Arts	—	+	
Problem areas	Hygiene	—		—
	Habits	—		
	Communication		+	—
	Behavior	—		
	Learning			
	Emotional	—	+	—

+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

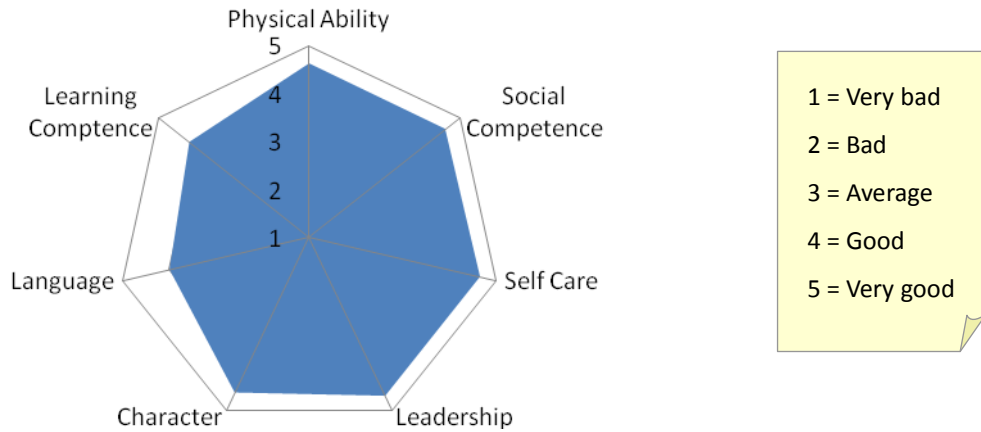
* Increased scores indicate greater problem severity, Declining scores indicate less severity

沙洛鄉中心校

A. General Student Profile (June, 2010)

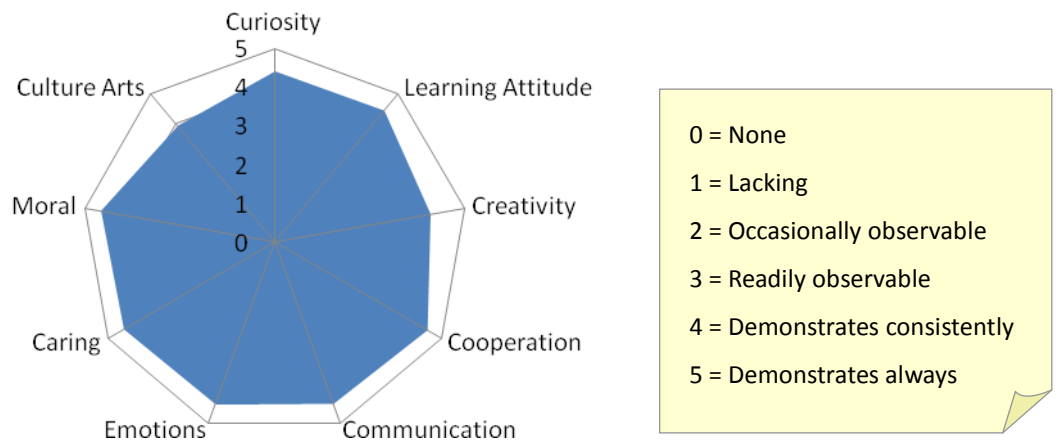
i. Areas of Competence

Students exhibited remarkable performances in all areas of competencies.



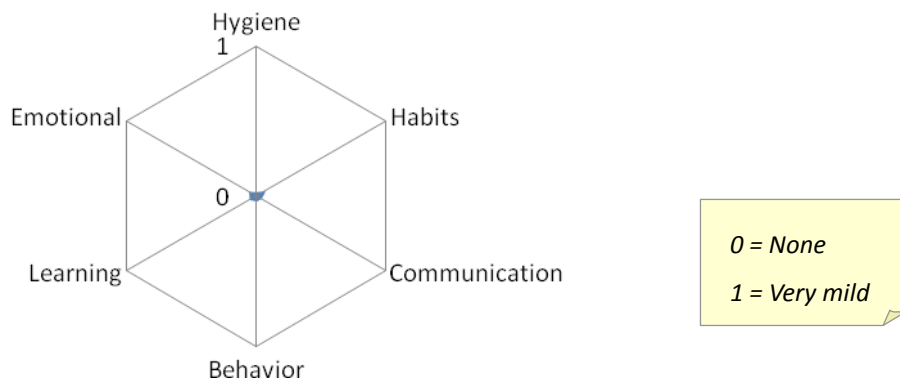
ii. Positive Behavior and Emotions

Students consistently demonstrated solid development of positive behaviors and emotions.



iii. Problem areas

Students did not showed any notable problematic issues.



B. Improvements Across 2007 to 2010

In contrast to the other schools, students here are showing the most significant improvements in the recent school year, 2009 – 2010, in nearly all areas.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability			+
	Social Competence			+
	Self Care		+	
	Leadership			+
	Character			+
	Language	+		+
	Learning Competence	+		+
Positive behavior and emotion	Curiosity			+
	Learning Attitude			+
	Creativity	+		+
	Cooperation	+	—	+
	Communication			+
	Emotions	—		+
	Caring			+
	Moral			+
	Culture Arts	+		+
	Problem areas*	Hygiene	—	
Habits		—	+	—
Communication		—	+	—
Behavior		—		—
Learning			+	
Emotional		—	+	—

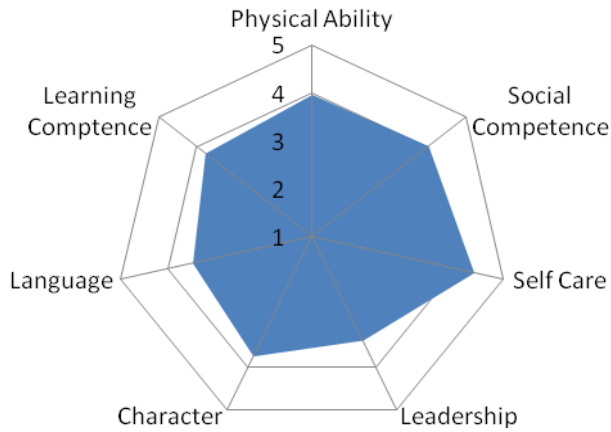
+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

** Increased scores indicate greater problem severity, Declining scores indicate less severity*

特木里小學
A. General Student Profile (June, 2010)

i. Areas of Competence

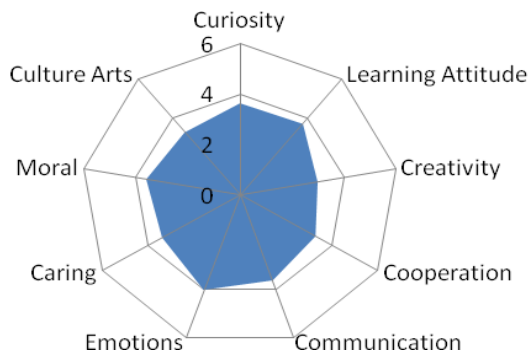
Students had above average scores in all areas, especially in the area of self care ability.



1 = Very bad
2 = Bad
3 = Average
4 = Good
5 = Very good

ii. Positive Behavior and Emotions

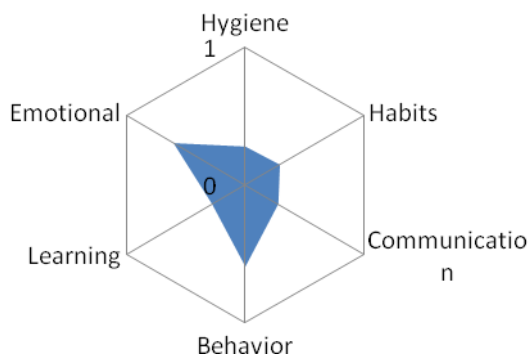
Positive behaviors and emotions were readily observable among students. This group of children also had desirable emotional development, such as emotional stability and general happiness.



0 = None
1 = Lacking
2 = Occasionally observable
3 = Readily observable
4 = Demonstrates consistently
5 = Demonstrates always

iii. Problem areas

Students did not show any major problems.



0 = None
1 = Very mild

B. Improvements Across 2007 to 2010

Students showed improvements in most areas throughout the 3 years. In the third school year (2009 – 2010), students demonstrated improvements in communication problems and in learning competence. Positive behaviors among students showed exceptional improvements that year as well.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability	+		
	Social Competence	+		
	Self Care		+	
	Leadership	+		
	Character	+		
	Language	+		+
	Learning Competence	+		+
Positive behavior and emotion	Curiosity	+		+
	Learning Attitude	+	+	+
	Creativity	+	—	+
	Cooperation	+		+
	Communication	+		+
	Emotions		+	
	Caring	+		+
	Moral	+	+	+
	Culture Arts	+		+
Problem areas*	Hygiene			—
	Habits			—
	Communication	+	+	—
	Behavior			
	Learning	+		
	Emotional			

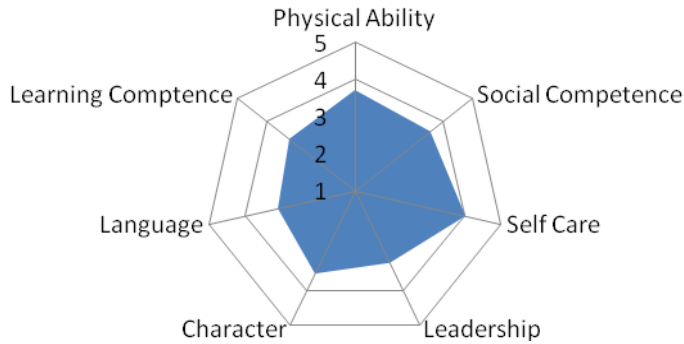
+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

* Increased scores indicate greater problem severity, Declining scores indicate less severity

A. General Student Profile (June, 2010)

i. Areas of Competence

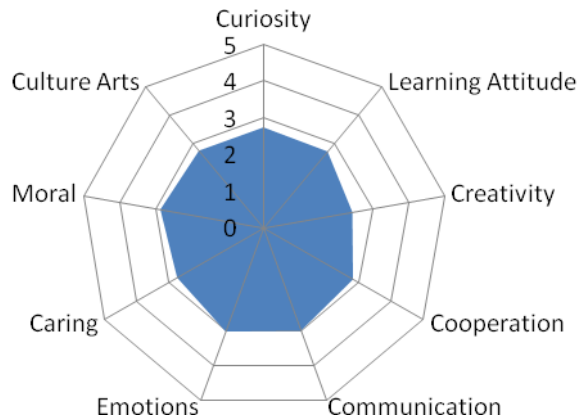
Similar to other schools, students performed well their in self care ability. Their language, learning competence and leadership abilities were about average.



1 = Very bad
2 = Bad
3 = Average
4 = Good
5 = Very good

ii. Positive Behavior and Emotions

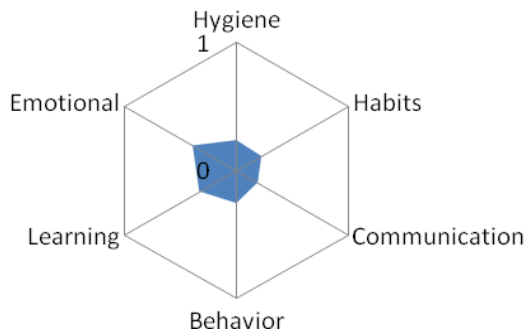
Students' development in positive behaviors and emotions were not satisfactory. With the exception of emotional development and communication, developments in other areas were only occasionally observable, indicating that students might not have reached developmental expectations in those areas.



0 = None
1 = Lacking
2 = Occasionally observable
3 = Readily observable
4 = Demonstrates consistently
5 = Demonstrates always

iii. Problem areas

Students did not show any major problems.



0 = None
1 = Very mild

B. Improvements Across 2007 to 2010

Students showed drastic improvements in their 1st year of study (2007-2008). In the 3rd year (2009-2010), improvements were mostly found in the area of competencies, which may be a result of the emphasis of the school curriculum on ability development. Students did less well in the aspects of Positive behaviors and emotions. Greater focus should be placed on multiple areas of development, especially in relational, moral and artistic areas.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability			+
	Social Competence	+		+
	Self Care	+		+
	Leadership	+		+
	Character	+	+	+
	Language	+		+
	Learning Competence	+	+	+
	Positive behavior and emotion	Curiosity		
Learning Attitude				
Creativity		+		+
Cooperation		+		
Communication		+		
Emotions		+	+	+
Caring		+		
Moral		+		
Culture Arts		+	+	
Problem areas*		Hygiene	—	+
	Habits	—		
	Communication	—	+	—
	Behavior	—		
	Learning			
	Emotional	—		

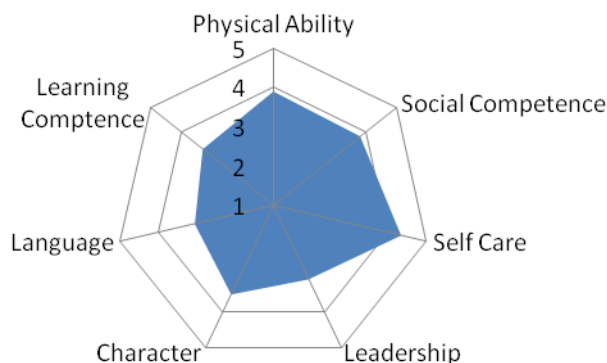
+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

* Increased scores indicate greater problem severity, Declining scores indicate less severity

龍潭鎮新村小學
A. General Student Profile (June, 2010)

i. Areas of Competence

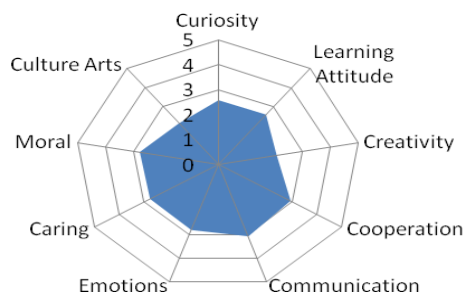
Students performed well in self care, physical abilities and social competence. Language, learning competence and leadership abilities were about average.



1 = Very bad
2 = Bad
3 = Average
4 = Good
5 = Very good

ii. Positive Behavior and Emotions

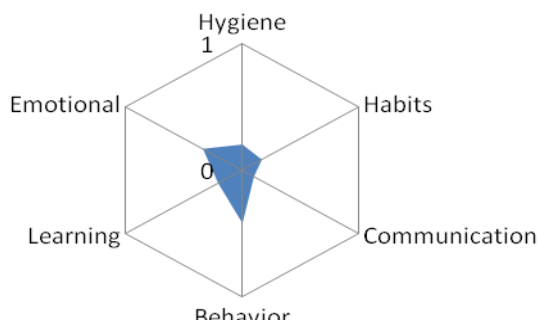
Students' development in their positive behaviors and emotions were not as satisfactory. With the exception of communication, development in other areas was only occasionally observable, indicating that students might not have reached developmental expectations in these areas.



0 = None
1 = Lacking
2 = Occasionally observable
3 = Readily observable
4 = Demonstrates consistently
5 = Demonstrates always

iii. Problem areas

Students did not show any major problems.



0 = None
1 = Very mild

B. Improvements Across 2007 to 2010

Over the 3 years, students gradually improved in most of the areas concerned. In the 3rd year (2009-2010), there was a reduction in many of the problem areas. Learning to care and to cooperate with peers did not show much improvement over the years, yet, the students showed improvements in their general social competence. Therefore, besides learning to get along and respect others, students needed to be encouraged to communicate positively with their peers and to gradually develop altruistic behaviors.

		1 st Year (07 ~ 08)	2 nd Year (08 ~ 09)	3 rd Year (09 ~ 10)
Competence	Physical Ability			+
	Social Competence			+
	Self Care	—	+	
	Leadership			+
	Character			+
	Language	+		+
	Learning Competence	+	+	
Positive behavior and emotion	Curiosity			
	Learning Attitude	—	+	
	Creativity	+		+
	Cooperation	+	—	
	Communication			
	Emotions	+		
	Caring			
	Moral			+
	Culture Arts	+		+
Problem areas*	Hygiene	—	+	—
	Habits			—
	Communication	—	+	—
	Behavior	—	+	—
	Learning			
	Emotional	—	+	—

+ : Statistically significant increase ($p \leq .05$) — : Statistically significant decline ($p \leq .05$)

* Increased scores indicate greater problem severity, Declining scores indicate less severity

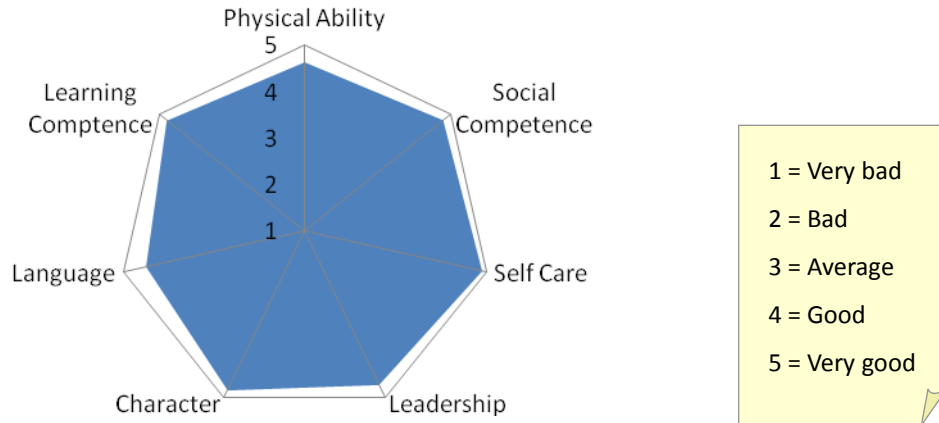
☞ 金陽縣・昭覺縣・美姑縣 ☞

金陽縣紅衛小學

A. General Student Profile (June, 2010)

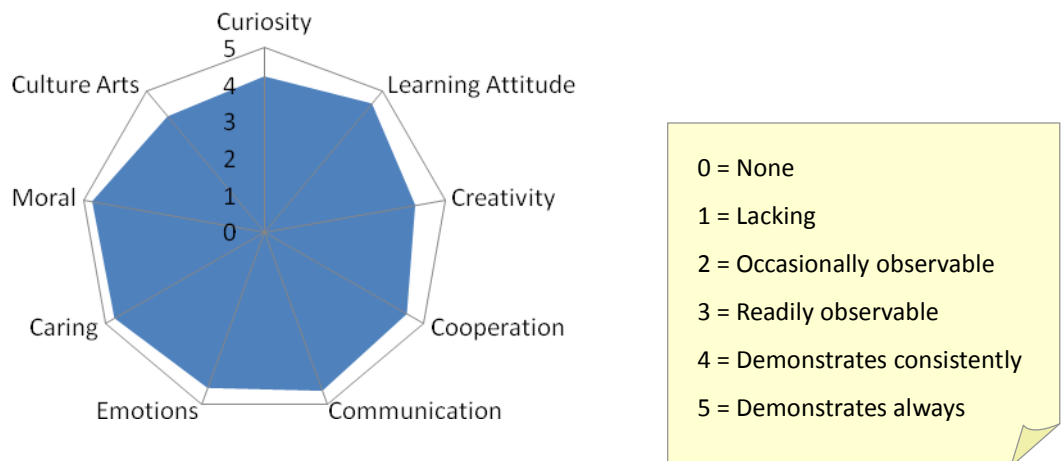
i. Areas of Competence

Students had outstanding performance in almost all areas of competencies.



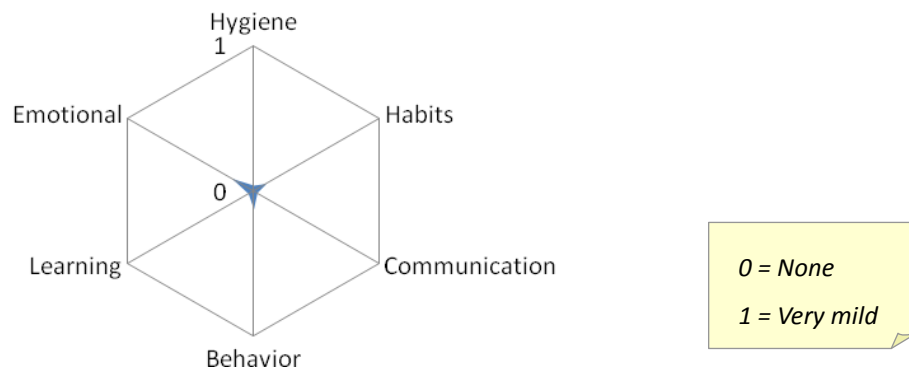
ii. Positive Behavior and Emotions

According to teachers and house parents, students were well developed in many areas of positive behaviors and emotions.



iii. Problem areas

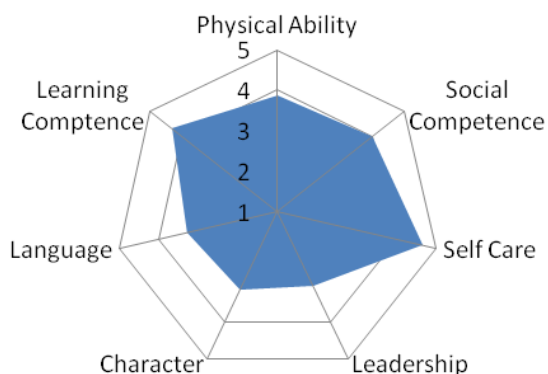
Problem areas were generally not present.



A. General Student Profile (June, 2010)

i. Areas of Competence

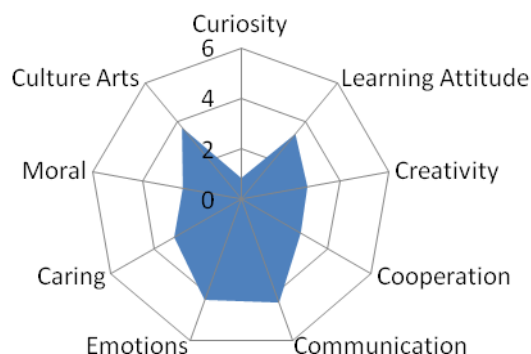
Students are especially strong in learning competence and in self care. Language, leadership and character development is only about average.



1 = Very bad
 2 = Bad
 3 = Average
 4 = Good
 5 = Very good

ii. Positive Behavior and Emotions

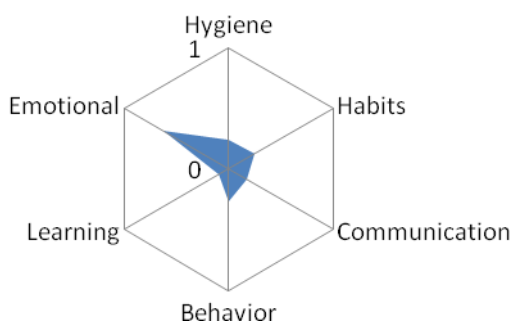
Students are especially strong in their emotional development and in communication. Cultural arts are another well performing area, despite a need to enhance students creativity. Raising students' natural curiosity for the world around them and for learning needs much work. Moral development is another area in need of improvement.



0 = None
 1 = Lacking
 2 = Occasionally observable
 3 = Readily observable
 4 = Demonstrates consistently
 5 = Demonstrates always

iii. Problem areas

There are no vital areas of concerns of students from this school.

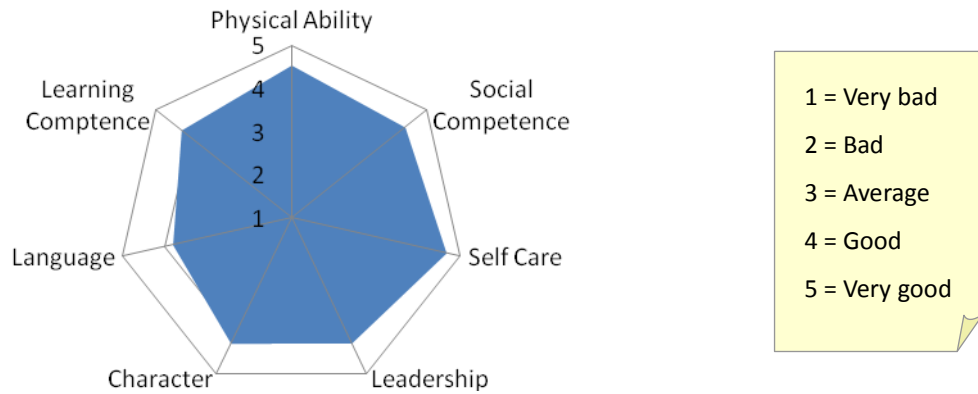


0 = None
 1 = Very mild

A. General Student Profile (June, 2010)

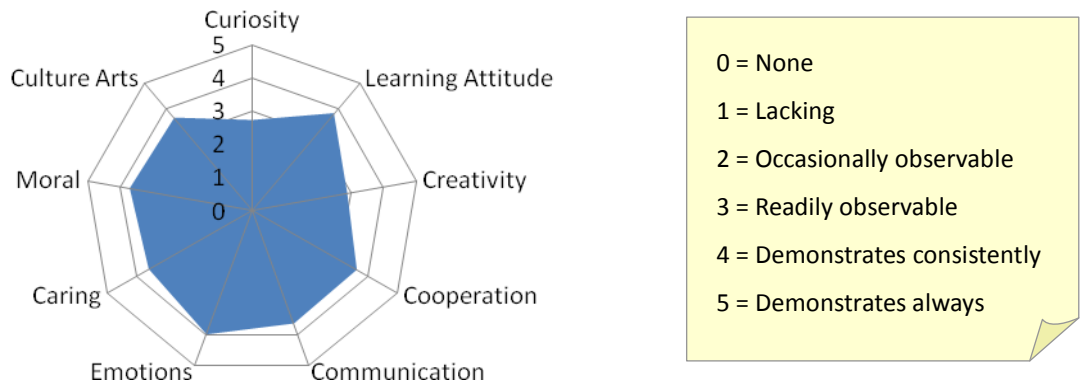
i. Areas of Competence

Overall, students are well-rounded and performing well in almost all areas of competencies.



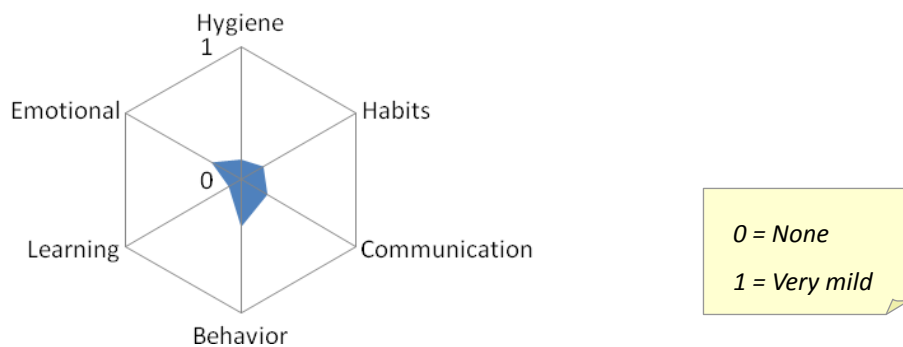
ii. Positive Behavior and Emotions

Students' development in positive behaviors and emotions are readily observable in most areas except curiosity, which similar to other schools, can be further enhanced in the coming school year.



iii. Problem areas

Students are generally not showing any major problems.

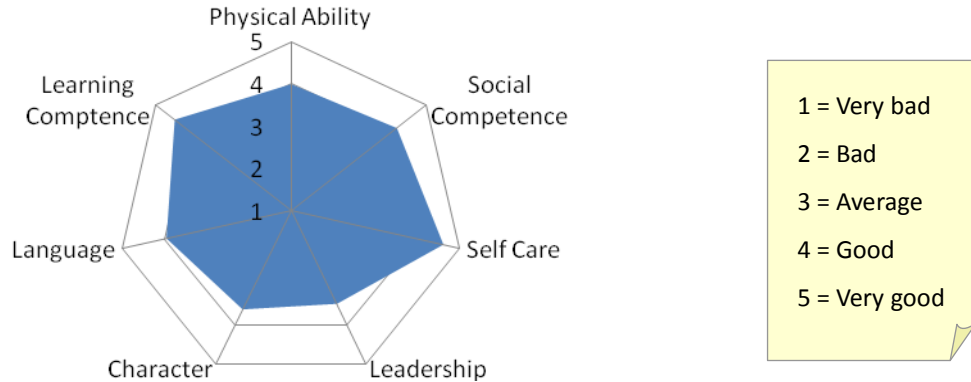


金陽縣天台小學

A. General Student Profile (June, 2010)

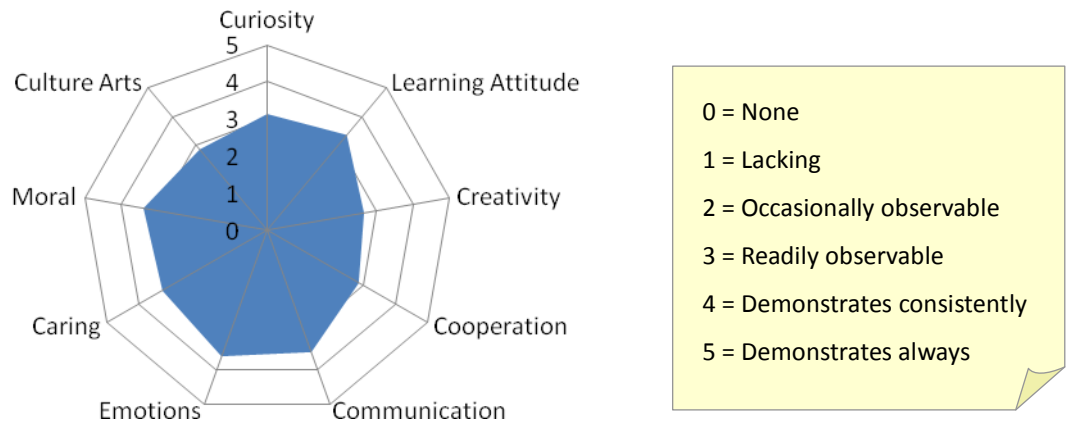
i. Areas of Competence

Students are performing above average in all areas, with very good performance in self care, and in their abilities to learn.



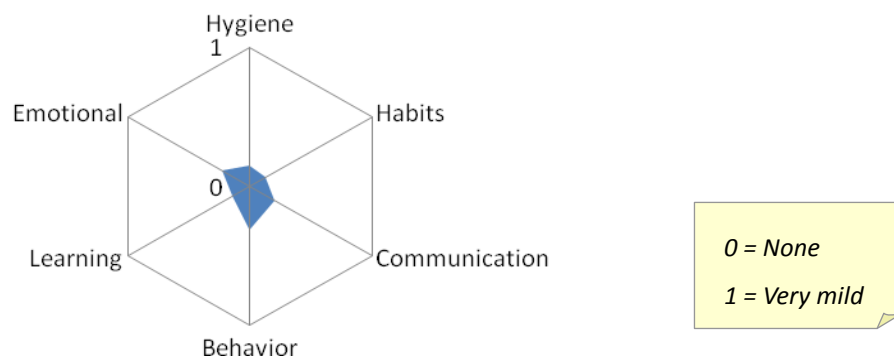
ii. Positive Behavior and Emotions

Students' development in positive behaviors and emotions are readily observable. The school can further work on developing students' creativity, cultural arts and in cooperation.



iii. Problem areas

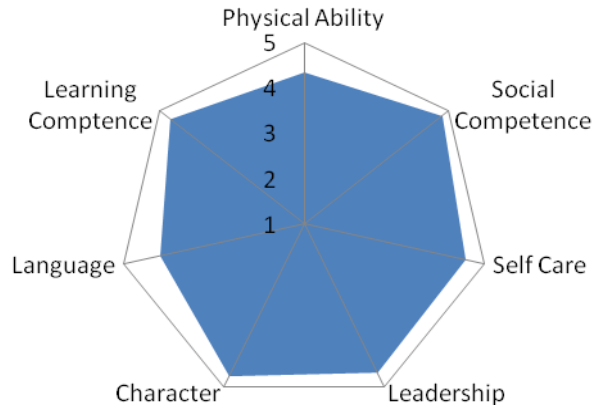
Students are generally not showing any major problems.



昭覺縣竹核中心校
A. General Student Profile (June, 2010)

i. Areas of Competence

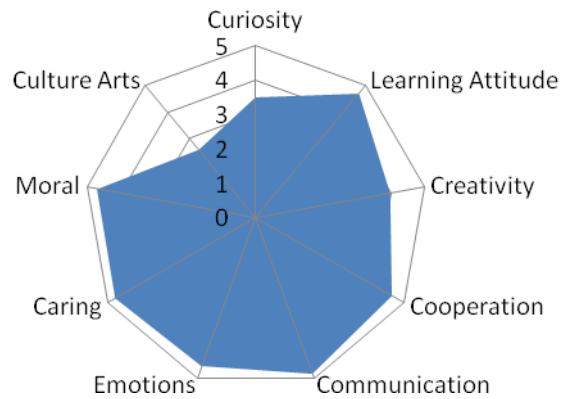
Students have exceptional performance in almost all areas of competencies.



1 = Very bad
2 = Bad
3 = Average
4 = Good
5 = Very good

ii. Positive Behavior and Emotions

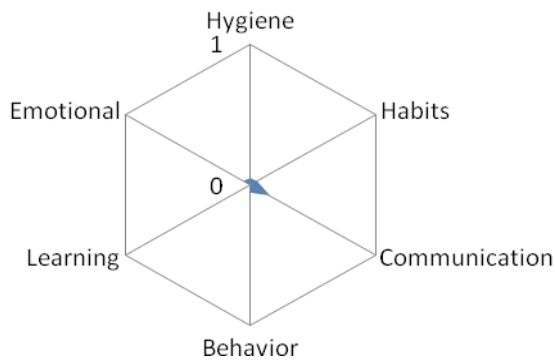
Again, students have satisfactory development in their positive behaviors and emotions. Cultural arts would need to be further promoted at the school.



0 = None
1 = Lacking
2 = Occasionally observable
3 = Readily observable
4 = Demonstrates consistently
5 = Demonstrates always

iii. Problem areas

There are no vital areas of concerns of students from this school.

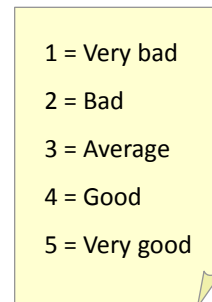
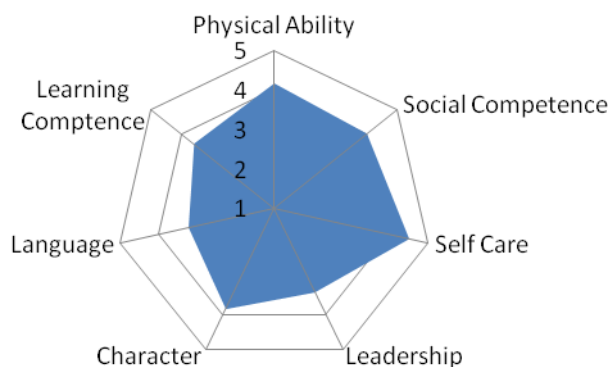


0 = None
1 = Very mild

A. General Student Profile (June, 2010)

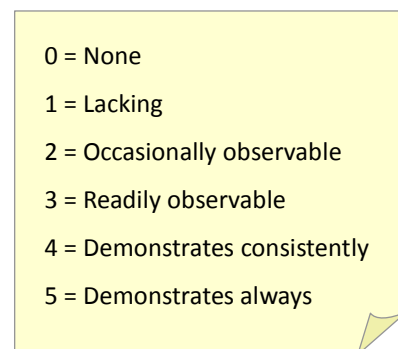
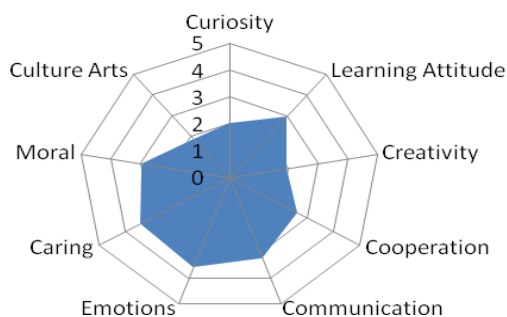
i. Areas of Competence

Students are performing above average in all areas of competencies particularly in Self Care ability. Language performance is comparatively less outstanding.



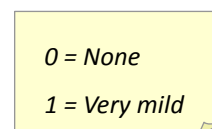
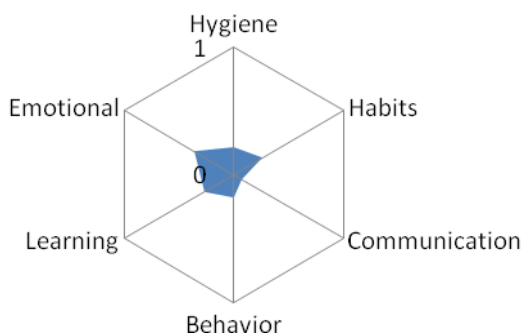
ii. Positive Behavior and Emotions

Students exhibit many areas of positive behaviors and emotions that are readily observable. More work is needed to promote curiosity, creativity, culture and arts, as well as cooperation among students. This can be done through group projects or team work activities.



iii. Problem areas

There are no vital areas of concerns of students from this school. Although language ability is weaker among students, it did not lead to many communication problems inside and outside the classroom.



The Elite Class

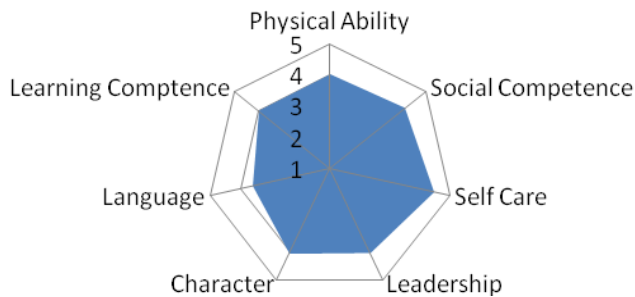
特木里小学精英班

A. General Student Profile (June, 2010)

34 students have been selected from various schools into an elite class.

i. Areas of Competence

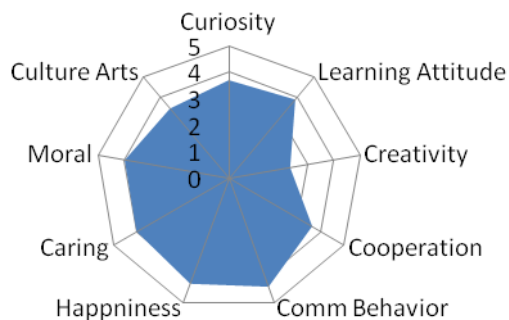
Students are performing above average in all areas of competencies but still weaker in language.



1 = Very bad
2 = Bad
3 = Average
4 = Good
5 = Very good

ii. Positive Behavior and Emotions

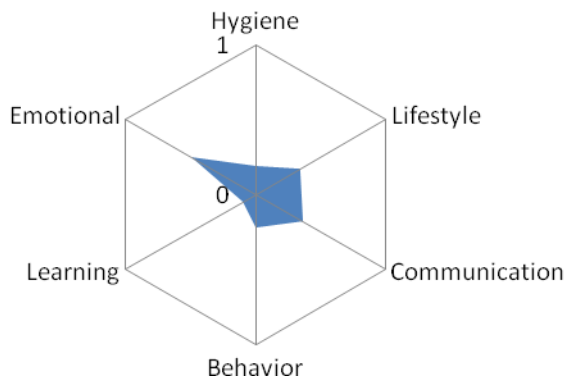
Students are showing good development in many areas of positive behaviors and emotions. Creativity, however, can be enhanced.



0 = None
1 = Lacking
2 = Occasionally observable
3 = Readily observable
4 = Demonstrates consistently
5 = Demonstrates always

iii. Problem areas

There are no vital areas of concerns of elite students.



0 = None
1 = Very mild

B. What makes elite students elite?

What were different between elite students and the rest? Chinese developmental psychologists associated giftedness with “thirst for knowledge”, “acute perception and observation”, “wide attention and excellent memory”, “alert thinking and creativity” as well as “self confidence and persistence” (Liu, 1982). Among various developmental, social and physical factors, we found that students who, prior to receiving education, reported a better relationship with their deceased fathers, were more able to take care of themselves, had better learning attitudes, and had better communication skills tended to become the elites in their schools. In addition, being taller increased the opportunity for children to become elite students³.

The results implied that even though the children experiences parental loss, strong connections with their deceased fathers will remarkably increase the future success of the children. Teachers and educators may want to reestablish the connection between the children’s with their father (deceased or not) in order to promote their academic outcomes.

Demonstration of high level of maturity and independence, in terms of being able to relate and communicate effectively with teachers and peers and display independence in taking care of themselves, also increase the children’s chances of having a desirable outcomes. Perhaps, high level of maturity and independence was related to the children’s understanding of the value of education, which led them to display higher interest and ability in learning. Hence, additional effort should be placed on developing children competences in this area.

Last, being taller was associated with higher chance of becoming an elite student. It was possible that having physical advantage might lead more opportunities in school. For example, teachers might tend to perceive that children who were taller tended to have higher ability, thus, assigned them with more important roles. The situation then spiral into a cycle: the more opportunity a child gets, the better he/she becomes, and the better he/she performs, the more opportunity he/she gets. Yet, more investigation is needed in this area to interpret the results.

³ Binary logistic regression was used with significance level at $p \leq .05$

☞ Conclusion ☞

Liangshan Yi Orphans receiving education under the Fu Hui Education Foundation has shown encouraging improvements in their physical, cognitive and socioemotional development. Despite the fact that some of them have yet to reach developmental milestones expected of their age, we should not neglect the improvements that they have shown across these 3 years, particularly their improvements in self care ability, improvements to their social skills, reduction of problem behaviors and advancement in their grasp of the Han dialect. Emotional problems are also low, despite parental loss and other difficulties they have gone through in their young lives. In fact, those who were still able to report a good relationship with their deceased fathers were more likely to become elite students.

It is similarly encouraging to observe that teachers and house parents, through their feedback on students, were able to objectively assess children's development, and most importantly, were more and more appreciative of their strengths and individual talents. Where possible, even areas of non-academic excellence should be encouraged and enhanced among Starlets.