Providing services for youth via the online gaming platform

Cryout Team

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Introducing Cryout

Who are we?

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

Features of our services

- To achieve **empowerment** among youth through the use of virtual platforms → **cyberempowerment**

- To dig out and transfer the strengths and resources of themselves from the Internet to the offline contexts, in order to resist the censuring from the reality

3 Guiding Principles

Respect oneself, others, and property.

Use positive words and actions.

Keep this place tobacco, alcohol, and drug-free.

Recent News

More Activities

Field Trips
McCormick's Creek
Wonderlab
Rascal's Fun Zone
Lazer Tag
eBash
Anderson Orchard
Spring Mill State Park
Colt's Game

Facilities

Our facilities support a variety of activities to engage youth. In addition we sponsor a series of field trips to expose our participants to different aspects of the surrounding area.

Inside

Pool Table	Library	Fitness Center
Air Hockey	Wii	Board Games
Foosball	Computers	Puzzles
Ping Pong	Bumper Pool	Arts & Crafts

Outside

Basketball
Tag Football
Street Hockey
Water Balloon Volleyball
Dodge Ball
Skateboarding
Putt-Putt Golf

Comparison between the two paradigms of empowerment

Structural, modernist approach	Postmodern approach
Professionals are necessary in the empowerment process, to help remove the power blocks for the individuals → **enabler**	Consider individuals / **clients as potentially powerful** in particular contexts → **empowerment through adjustment in power dynamics**
Criticisms: Strengthen the **domination** of the helping **profession** (Baistow, 1994) and **overpower individuals'** knowledge and discourses (Wise, 1995) → create **disempowerment**	Usefulness: Compensate the drawbacks of structural, modernist approach to empowerment , though the practitioner's disempowering him or herself

Our approach to empowerment

- Based on the different features and foci of the two paradigms of empowerment, **we utilize both paradigms** of empowerment to provide services for the youth

- Postmodern approach:
  - Used to empower youth **during online service provision**

- Structural, modernist approach:
  - Used to **help** the youth **transfer** the power and resources from online to the offline contexts

Why choosing Internet as a platform for intervention?

Three reasons for choosing the Internet for service provision

1. The **unique characteristics of the Internet** which attract youth to stay in the virtual communities

2. Youth have a **higher ability to accumulate social capital** in the cyberspace and get rid of disempowerment in the offline contexts

3. **Easier to approach** youth and undergo initial intervention with them
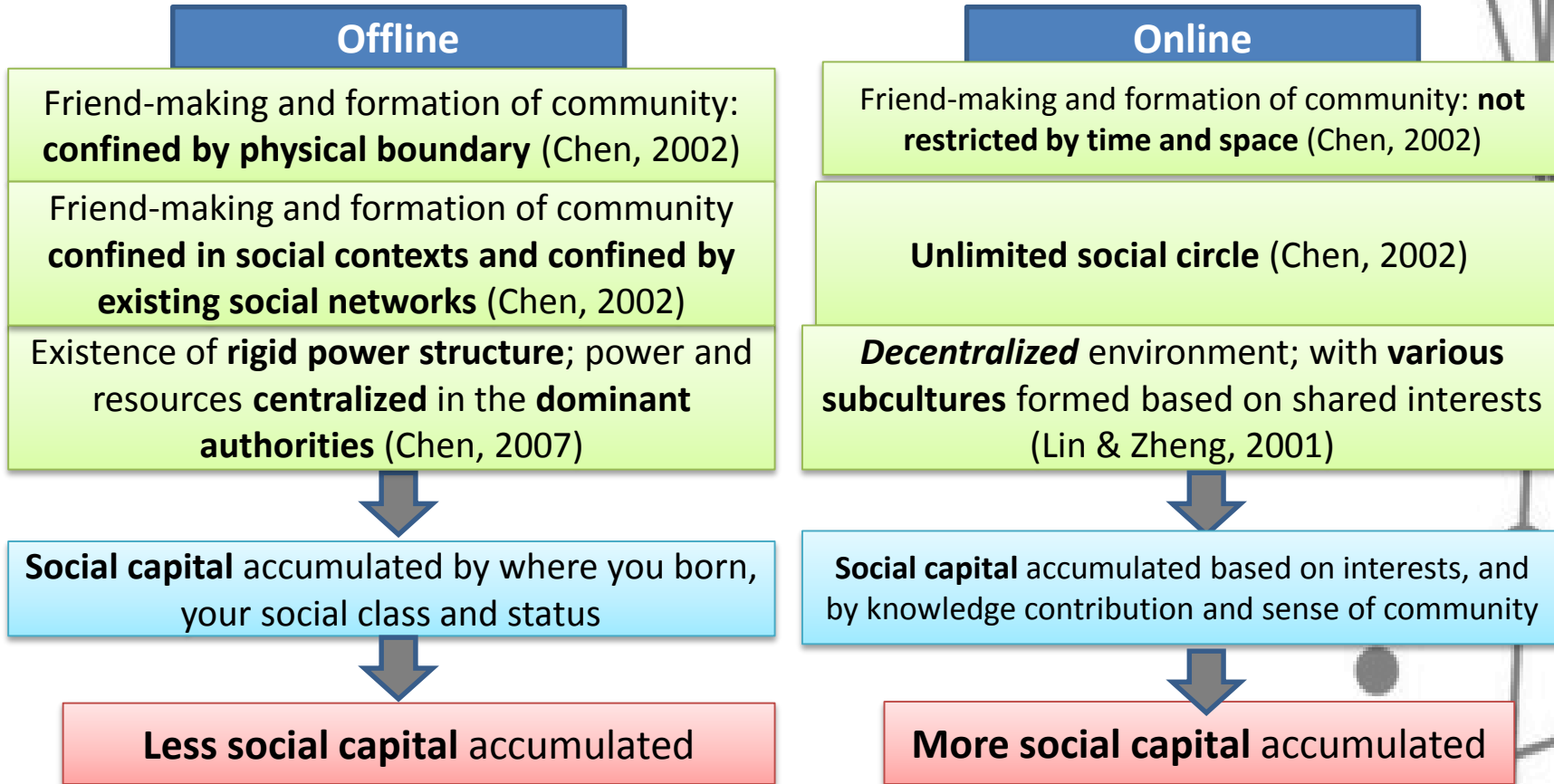
Why youth like to engage in the Internet rather than offline contexts?

Characteristics and advantages of the Internet to youth

Characteristics of the Internet	Advantages of the Internet
Anonymity Refers to the feature of being able to conceal one's identity and information relevant to his or her identity such as name, age, occupation, and other personal attributes (Qiu & Huang, 2004)	Facilitates youth to **express** their in-depth thoughts, opinions, and resistant acts **freely**, without embarrassment and psychological burden (Chen, 2002)
Convenience The Internet's abilit… overcom… and physical boundaries, its e… of use to fulfill various nee… autonomy and indivi… need for establishing … & Wang, 2008)	… opinions among … n turn facilitates the …wds" (Geo, 2008, pp. 145-146).
Interactivity Allows free participation of users in ter… dissemination of information (e.g., articles, graphics, and videos) and interactions with other users (Huang, 2002)	
Decentralization No single authority who takes control of the space (Huang, 2002)	Youth can **enjoy equal participation** in the exchange of feelings, information, opinions, and knowledge **without any control by rigid authorities** (Bertman & Weitzner, 1997)

Youth love to stay on the Internet

Differences in the networking patterns and the accumulation of social capital between the offline communities and cyber communities

Offline	**Online**
Friend-making and formation of community: **confined by physical boundary** (Chen, 2002)	Friend-making and formation of community: **not restricted by time and space** (Chen, 2002)
Friend-making and formation of community **confined in social contexts and confined by existing social networks** (Chen, 2002)	**Unlimited social circle** (Chen, 2002)
Existence of **rigid power structure**; power and resources **centralized** in the **dominant authorities** (Chen, 2007)	*Decentralized* environment; with **various subcultures** formed based on shared interests (Lin & Zheng, 2001)
Social capital accumulated by where you born, your social class and status	**Social capital** accumulated based on interests, and by knowledge contribution and sense of community
Less social capital accumulated	**More social capital** accumulated

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

Offline	Online
Power is centralized in those who are have a higher social status, position, and class in society	People can get rid of the effects of their offline identity and the **offline identity becomes insignificant**; instead, they have the **autonomy** to choose their **preferred identities**
Norms, social structure, and hierarchies are **rigid**	Norms, social structure, and hierarchies are **fluid** and even **renovated**
Accumulation of social capital can mainly be achieved and controlled in the hands of the **powerful elites**	**Accumulation of social capital** can be **achieved by the Internet users themselves**, with the use of their interest-based networks and knowledge contribution
Youth are in a **disempowered** state in society dominated by adults	Youth are assume a powerful, strategic position to achieve self-actualization → be **empowered**

Avatars: a self-chosen and preferred identity to be fully exerted in the cyberspace (e.g., online games)

風雲錄

名士五十強
老江湖五十強
兵甲藏家五十強
名師五十強
陣營英雄五十強
薪火相傳五十強

名士五十強
個人積累的江湖中各種勢力的聲望點數總和排名。

| 1-10 | 11-20 | 21-50 |

排名	角色名	等級	陣營	幫會名稱	總聲望
🏆	孤衣	90	中立	雲想衣裳花想容	4108496
🏆	幽夢璃	90	惡人谷	永歲飄零	4090073
🏆	鋼鐵	90	中立	領事館	4065014
4	木華黎	90	中立	丹青明誓	4056832
5	立花千歲	90	中立	流金歲月	4050931
		90	中立	向日葵幼幼班	4047739
		90	中立	夢想藍圖	4030892
		90	中立	風雨歸舟	4002517
		90	中立	琴月	
		90	中立	夏夜晚	

Youth's power and reputation in the online platform is based on their expertise and involvement in the platform, rather than offline identity → can self-determine and self-actualize their lives on the Internet

Summary: Why using the Internet?

- Enables youth to **get rid of the effect of social class or status** in offline contexts (Qiu & Huang, 2004; Tong & Luo, 2001)

- Enables youth to **self-actualize** in their presentation of identities (Turkle, 1995, 1997)

- Facilitates youth to make friends with other people **based on common interests** at anytime and any place (Chen, 2002), which helps youth achieve **social support** (Young, 1997) and achieve **sense of collective identity** (Rheinghold, 2000).

Advantages of the virtual world

- Identity fluidity / exert own preferred identities, without not restricted by offline identities
- Easy to make friends with people sharing similar interests
- Establish collective identity different from the offline mainstream society
- Actualize potentials and receive positive identities
- Values, culture, and norms of the group are constructed and dominated by youth who engage in knowledge contribution
- Easy to achieve resources for accomplishing individual and group goals

Helps develop the subculture

Receive positive identity

Elevate sense of empowerment

Elevate sense of self

How do we use the online gaming platform as a platform for intervention?

Types of online platform

Types of online platform	Characteristics						
	Textual	Audio	Visual	One-to-one	Group	Interactivity	Level of Synchronization
Whatsapp / Line	√			√		Medium	Low
Forums / Chatrooms	√				√	Medium	Low
Facebook / Twitter	√	√	√	√	√	High	Low
Skype	√	√	√	√	√	High	High
RC Social Voice Network	√	√	√	√	√	High	High
Online games	√	√	√	√	√	Very high	High

More dynamic and interactive; can observe the habits, characteristics, and lifestyle of the youth when having engaged with them for a period of time

Allows group, dynamic instant communication

Allows textual group communication
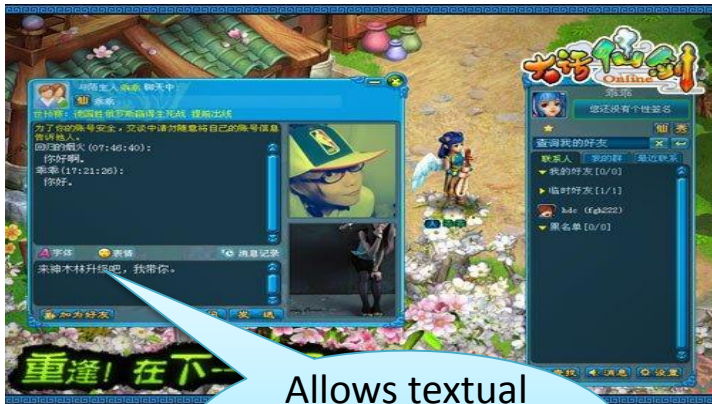
Allows textual individual communication

Allows visual communication

Allows audio communication

Why online game?

1. **Online games are communities which become a part of their lives. They are willing to spend a prolonged period of time in the online gaming platform and live in the communities.**
2. **Localization**
   a. Refers to the process in which social work is adapted and modified to make it relevant to a particular context (Bradshaw & Graham, 2007)
   b. Worker needs to understand and appreciate the culture of the youth, as well as being upfront in their community (Bradshaw & Graham, 2005) in order to fit into the unique needs of the youth
3. **Diversity in knowledge and norms**

Why online game? (Cont'd)

4. **Serves as an empowering platform for the youth**

   ➢ Different from the norms in the offline context which is rigid, pre-established, and formed based on social class / positions, the norms in the online context are formed based on interests, knowledge contribution, and meritocracy → Renovation of hierarchies

Online game is just like an offline society where people live…

...a society where people have their jobs and tasks to be completed...

團隊招募

尋找隊伍　招募管理

活動類型 全部　　活動搜尋　　　　　搜尋　　　　　　　　　釋出招募　重新整理列表

活動名稱	等級	隊長	人數	招募資訊		操作
挑戰璀翠海鷹	90	一赤影一	2/5	-2D1奶~	2分鐘前	申請
英雄秦皇陵	90	踏鈴獨語	6/25	93 5w 共站 4w 奶裝82起不洞 備四藥開宴黑鐵	4分鐘前	申請
墨家秘殿	90	戒淵	4/5	-1T 內有兩共戰	22分鐘前	申請
挑戰璀翠海鷹	90	故事書	5/5	-1奶 來個治療 請申團招	25分鐘前	申請
10人挑戰·夜守孤城	90	完整喇	10/10	開宴包小鐵 缺各職 速打~	28分鐘前	申請
墨家秘殿	90	小光頭	5/5	-2	31分鐘前	申請
華清宮回憶錄	90	小丹丹	3/5	大戰末班車快來阿~~~!!!!	39分鐘前	申請
10人挑戰·夜守孤城	90	唐語意				
英雄秦皇陵	90	十艾薩				
華清宮回憶錄	90	墨殤				
25人挑戰·夜守孤城	90	雲崖				

成功組建25人秘境隊伍,隊長可獲得共戰江

傲血戰意

推薦幫會　幫會列表　幫會排名　　　　　　申請

陣營	幫會名稱	幫主名	人數	幫會簡介
	梳子藏在草堆裡	踏雪濘	235	邀請友善互動的朋友
	墨竹湛寂	墨鋒	241	4級幫會收活人拒分身
	貳貨茶館	公儀蕪	216	收活人.上RC.多互動.PVX
	吟風舞月	莫問情	150	熱情 積極 互動
	搖風鈴夏夜輕聲	絮琪	243	5級PVE幫/25本/神行15
	流金歲月	如臨秋意	238	七級休閒幫會,福利全開
	鴛鴦醉月閣	戰部渡	243	單身的都是帥哥/都玩
	莫忘初衷	小灰蝶	176	幫會和諧/歡迎90級新手
	小確幸	白雪傲飛	230	6級 快來你
	雨樓秋閣	依語如斯	24	1級幫會誠收活人&備RC

申請加入

…a society where people can meet with one another and interact…

...and engage in activities together...

妮可

3364/13364

隊伍搜尋 ◎ 開啟

AM_02:0

👑 副本篩選

○ 顯示適合等級場景
○ 顯示已標記副本
○ 顯示已攻略副本

👑 選擇場景

	副本名稱	次數
◉	L18.尼亞神廟(五人模式)	0/2
○	L28.皇家祕寶庫(五人模式)	0/2
◉	L38.藍月聖殿(五人模式)	0/2
○	L38.禁忌工房(五人模式)	0/1
○	5.晨曦聖所・試煉大廳(五人模式)	0/1
○	L48.遺落古城(五人模式)	0/2
○	L48.加雷特之碑(五人模式)	不限
○	L48.炎獄之口(五人模式)	不限
○	L48.禁忌工房(五人模式)	0/1

🏆 隊伍資訊

隊伍名稱

開啟招募　招募廣播　取消招募

Since there are often tasks which cannot be completed only by individual effort…

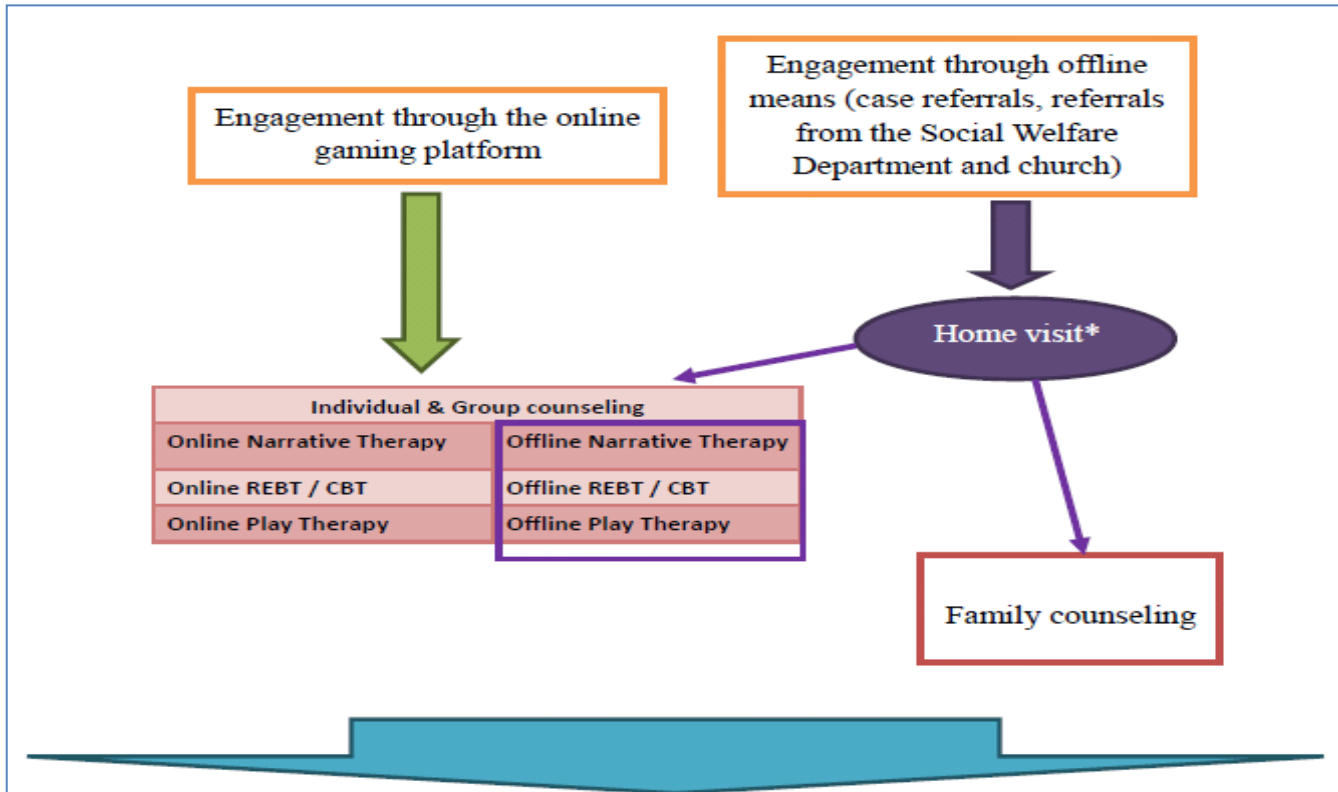...it is especially important to form groups in order to accomplish the task through collective effort.

Also, people on the online gaming platform also seek friendship, sense of belonging and community, just like people in offline society.

How do we provide intervention for the youth?

Service flow

Engagement through the online gaming platform

Engagement through offline means (case referrals, referrals from the Social Welfare Department and church)

Home visit*

Individual & Group counseling	
Online Narrative Therapy	Offline Narrative Therapy
Online REBT / CBT	Offline REBT / CBT
Online Play Therapy	Offline Play Therapy

Family counseling

(*If necessary and / or preferred by the youth)

Intervention methods

	Online	Offline
Narrative Therapy	Outsider witness group (Whatsapp/ LINE/ Skype) Therapeutic documents (Email) Flash card reminding (what's app / Wechat) Thankful group (what's App)	Outsider witness group Therapeutic documents Ceremony Certificate Autobiography and Biography Thankful group
REBT/ CBT	Reminder message (MMS/ what's app/Wechat)	Irrational Belief Finding alternatives
Play Therapy	Role-playing Game—"Guild" * MVP * Capture territories * Circle Time * Orienteering * Thankful group after adventures *Others Simulation game-Sims Online Board game- Facebook game "Monopoly" Board game- Facebook game "The Game of Life" and "Pictionary" (Mobile app) How to Draw / Paper Artist (Mobile app)	Board game * Emotional Bingo *The Game of Life *Pictionary Group activities *Orienteering *Activity group *Circle Time
Other activities	Facebook / Whatsapp/Skype/LINE	Self-help groups Interest groups Regular / irregular meetings (e.g., birthday parties, activities organized in the guilds) Business operation (e.g, online stores)

Play Therapy

Play Therapy: Concepts

- "A dynamic interpersonal relationship between a child and a therapist trained in play therapy procedures who provides selected play materials and facilitates the development of a safe relationship for the child to **fully express and explore self** (feelings, thoughts, experiences, and behaviours) through the child's natural medium of communication, play" (Landreth, 1991, p. 14)

- Usually applied to children (Landreth, 1991), under age 12.

Functions of Play Therapy

- Contains the nature of **entertainment** which is ideal for **engaging clients** (Gallo-Lopez & Schaefer, 2005).

- Useful for attaining **educational** aims (Karakus, Inal, & Cagiltay, 2008)

- Useful for assessing **how adolescents function** in the world, such as level of social skills, power, level of control and socialization, and feelings of self-esteem (Gallo-Lopez & Schaefer, 2005)

- The structure and rules of games help **reflect clients' ego strength** (Sweeney & Homeyer, 1999)

- Help **enhance socialization** of youth (Gallo-Lopez & Schaefer, 2005) and bring changes in dysfunctional behavioural patterns (Delaney, 1994)

- Help **enhance youth's cognitive skills** such as memory, concentration, anticipation of consequences, analytical thinking, and creative problem solving (Gallo-Lopez & Schaefer, 2005)

Functions of Play Therapy (Cont'd)

- Our service programme helps promote youth's:
  - **Socialization**
  - **Self-development**
  - **Self-actualization**

  through Play Therapy

The importance of guild

- It is the **most significant** component in the online gaming platform

- To gather players who share similar interests and facilitate their cooperation to accomplish the tasks → **maximize the benefits by assembling useful skills and resources**
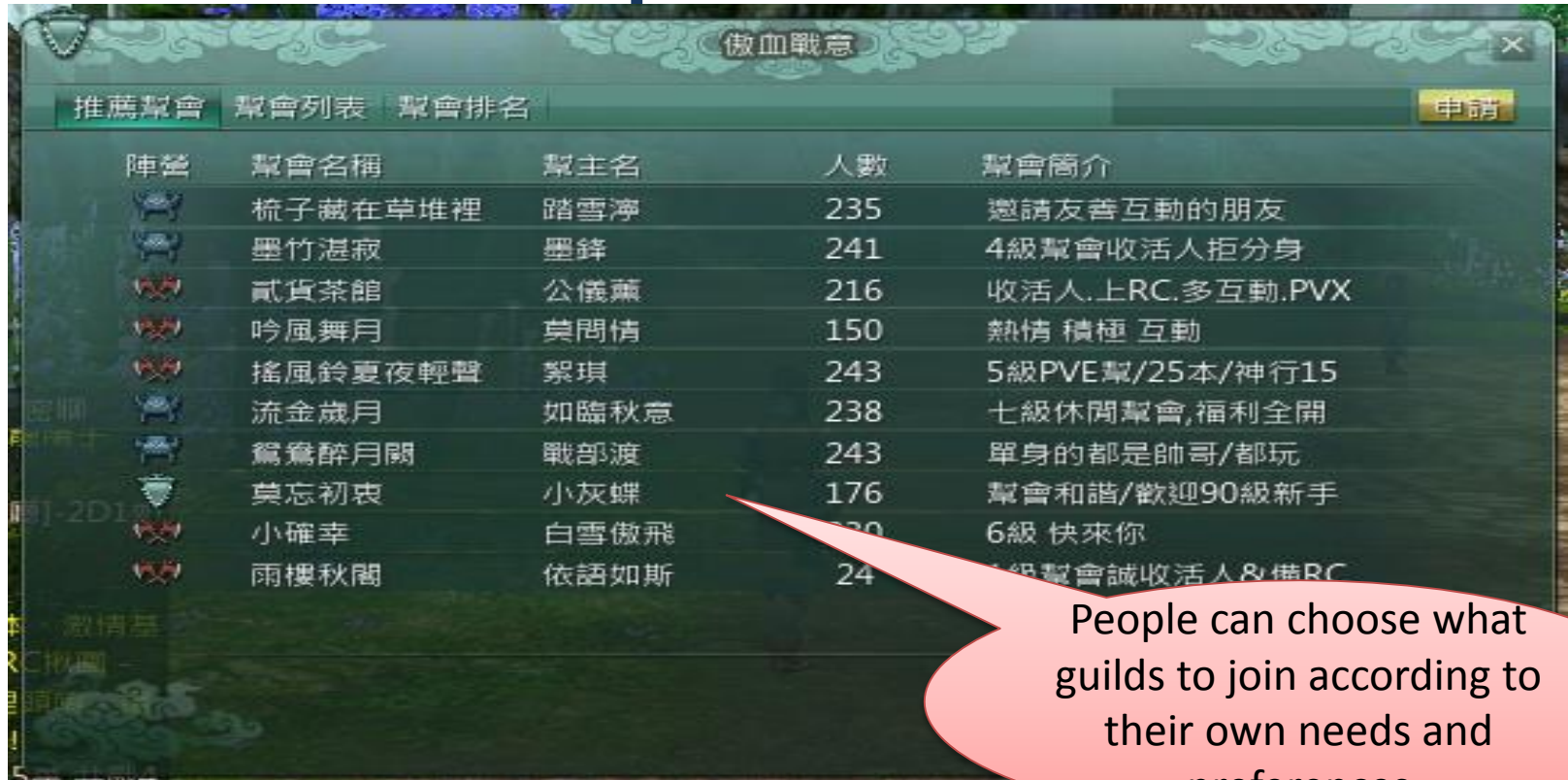
Characteristics of guild

- Can be regarded as a **community** where **players:**
  - **lead their lives by accomplishing tasks;**
  - **gain resources and reputation;**
  - **build up social networks**

Functions of guild

1. Can group players with **shared interests** and **different expertise** to **accomplish tasks together** (Rodrigues & Mustaro, 2007; Yang & Liao, 2009)
   - ➤ "distributed expertise" in the online games (Hollenbeck et al., 1995, p. 292)
2. **Exchange** information and resources
3. **Emotional support** and **sense of community** (Rodrigues & Mustaro, 2007; Yang & Liao, 2009)
4. Sense of **obligations and reciprocity** (Rodrigues & Mustaro, 2007; Yang & Liao, 2009)

Different guilds on the online gaming platform

People can choose what guilds to join according to their own needs and preferences

Guild: Layout

Guild: Functions

1. Can group players with shared interests and **different expertise** to accomplish tasks together

Guild: Functions (Cont'd)

2. Allow and encourage **exchange** of information and resources about online gaming among members

Guild: Functions (Cont'd)

2. **Resources** (e.g., weapons and tools) available for circulating in the guilds

Guild: Functions (Cont'd)

3. **Allows communication** among members

3. **Accumulate resources** and **gather** with other players **together** to engage in activities → nurture **sense of community**

4. Members in the guild need to make contributions to the guild; at the same time, they can receive and enjoy benefits from the guild
→ **sense of responsibility and reciprocity**

- Worker immerses him or herself into the online gaming platform as a **player** → join guilds to familiarize with the culture and system of the guilds + gain experience → organize guilds as the basis for intervention
- Worker as a **naïve** individual in the online games → **remove professional identity** → **power-parallel**

How do we apply Play Therapy into intervention?

1. Therapeutic Limit Setting

Moustakas (1959): Therapy cannot occur without limits.

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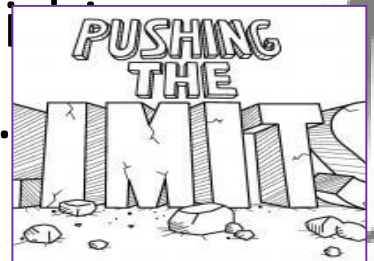
Steps in the therapeutic limit-setting process

A – **Acknowledge the client's feelings, wishes, and wants**

C – **Communicate the limit**

T – **Target acceptable alternatives**

S – **State Final Choice**

Application of therapeutic limit setting into intervention

- **Rule setting** in the guilds, e.g.,

  – Members need to participate in guild activities at least once a month in order to exchange for tools and weapons useful for the accomplishment of tasks

  – Members are required to participate in Capture Territories and 3 group skill training sessions every week

  – Members are required to help other members/players increase 5 levels within 7 days

  → To nurture the youth's **sense of belonging, sense of responsibility**, **obligation,** and **reciprocity**, the importance of **mutual support , as well as self-management and self-discipline**

Rule-setting: different guilds have different expectations for the members → **socialization**

星界神話―境界の彼方
旅團收人 歡迎任何人
上線請打招呼 互相尊重 包容 有善
希望有更好的遊戲體驗

境界的彼方　　2　　13

社群

人際關係

好友列表　　　　　　　　　　　　　　　剩餘打招呼次數：10

角色名稱	等級	當前職業	所在位置（分流）	給予註解	親密度	打招呼
RoYaLMiSt			8/13 22:4			打招呼
歌莉亞			8/4 15:55			打招呼
小桃			8/25 15:49			招呼
流星仔			8/3 1:34			呼
SG龍			8/26 9:59			
紫色的花	59	秘術使	幻境・遺落古...			
魯特爾			8/21 22:19			

問候語

我上遊戲囉，祝你今天遊戲愉快！　　設定

勝利宣言

謝謝指教。

刪除好友　　加入封鎖　　封鎖名單

Rule-setting: nurture an environment with respect and politeness → **socialization**

2. Worker's approach and attitude

- Worker engage with the youth and **build rapport**
- Find out their **interests, needs, strengths, and resources**
- **Invite them to join** the guild so that they can **exert their potentials and capabilities** there
- The **main aim** of grouping youth in the guild is not for gaining a dominant, powerful position in the online gaming platform, but **for facilitating the growth and development of the youth through online gaming** → will not expel members based on their expertise and skill level, but based on the **attitude** of the youth

2. Worker's approach and attitude (Cont'd)

- Worker nurtures a **power-parallel** therapeutic environment in the online gaming platform, where the youth can feel **acceptance, empathy, mutual support, and positive recognition**

- **Youth** are the **experts** in the online gaming platform → worker **disempowers** him or self and acts as a **facilitator**, not the role of a dominant expert, throughout the whole intervention process

    → **let the youth assume the powerful role and provide adequate space for them to express their individuality →** help youth achieve growth and development from online gaming → **postmodern** empowerment

3. Group intervention via online gaming

- The online gaming platform can be regarded as a **"playroom"**, where the youth can freely engage in activities, exert their potentials, build up their sense of self and identity, as well as achieve growth and development

3. Group intervention via online gaming: MVP

a) Aim:

- To defeat boss monsters in the online games → important for players' survival and reputation in the game

- Treasure hunting: To receive useful and powerful weapons and tools for task accomplishment

Gaming examples

- https://www.youtube.com/watch?v=62v3ZjXHWfM

- https://www.youtube.com/watch?v=MajoshxW5VY

3. Group intervention via online gaming : MVP (Cont'd)

b) Characteristics:

- Monsters are too powerful → difficult task → can only be defeated via group effort
- Good preparation needed:
    1. Need to form teams of 5-6, comprised of players with different, complementary skills, expertise (e.g., Swordman, Archer, Acolyte, and Magician), and personality
        - Swordman: good at short-distance attack
        - Archer: good at long-distance attack
        - Acolyte: good at using magic to protect and heal others
        - Magician: good at using magic to attack others
    2. Prepare powerful tools and weapons (e.g., adequate liquid medicine for self-healing and maintaining life, high-level weapons and gear)
    3. Discuss strategies (e.g., Acolyte need to stand at a certain distance from the monster because this character needs to protect the teammates and can't "die"; some youth who are good at attacking others can stay on the frontline)

3. Group intervention via online gaming : MVP (Cont'd)

c) Intervention:

- **Worker** as the **facilitator**, facilitating the preparation, discussion, and collaboration among the youth players

- **One youth player** as the **leader** of the team → empower the youth by letting him assume the leadership role

- Discussion and preparation stage:

  - **Facilitate their communication and collaboration** during the process; balance their interests and concerns; resolve conflicts and disputes among youth

  - Nurture an environment with mutual **respect** which facilitates efficient cooperation among the youth

3. Group intervention via online gaming : MVP (Cont'd)

– Gaming stage:
  - Mainly to **observe** their behaviour during the game; **let the youth fully exert** their abilities to defeat the monster together
  - **Permitting** all **"symbolic behaviour"** of players which reflect areas for growth and development (e.g., mental state, cognitive skills, social skills)
  - **Limiting** destructive behaviour and **prohibiting** the youth from attacking one another

– Debriefing stage:
  - Facilitate the **reflection** upon the gaming experience
  - **Active listening** and **reflection** of feelings: act as a mirror to help them express the feelings during game playing
  - **Conceptualize** learning points

3. Group intervention via online gaming : MVP (Cont'd)

d) Therapeutic outcomes:
- Nurture their **social skills** (e.g., **cooperative skills)**
- Nurture **sense of responsibility**
- Nurture **ability to observe and develop strategies**
- Develop **sense of cohesion**
- Develop **sense of self and identity** (every player is essential in the team)
- **dig out their strengths and resources**
- **Sense of reciprocity** (share resources after defeating the boss monsters)

→ promote **socialization** and **self-development**

3. Group intervention via online gaming: Capture territories

a) Aim:

– To extend the territory of the guilds so as to enhance the power, reputation, capital, and resources of the guild → war between guilds

Gaming examples

- https://www.youtube.com/watch?v=D4nejz4oZFM

- https://www.youtube.com/watch?v=2tTLJthQA9M

3. Group intervention via online gaming: Capture territories (Cont'd)

b) Characteristics:
- Even more complicated than MVP:
  - Involving more people (guild: at least 50-60 people; larger guild: over 100 members)
  - More personified (Target of MVP: monster; Target of Capture Territories: players)
- Need strategies and cooperation among the players:
  - Planning (Who attack the opponent guild and who protect own guild?)
  - Strategies (What kind of players should be included for attack? Composition of the attack team?)
  - Contingency plan (What to do if there is unexpected attack from the opponent guild? → allocation of attack team members to the protection team?)
- Need to evaluate the power and resources of the opponent guild:
  - Do we have a chance to win over them? If no, negotiate with the leader of the opponent guild? → how to negotiate? What can we give the opponent guild as an exchange?)

3. Group intervention via online gaming: Capture territories (Cont'd)

c) Intervention:

- **Worker** as the **facilitator**, facilitating the preparation, discussion, and collaboration among the youth players

- **Youth players** as the **leaders** of the attack team and the protection team respectively→ empower them by letting him assume the leadership role

- Discussion and preparation stage:
  - **Facilitate their communication and collaboration of the** attack team and protection team during the process; balance their interests and concerns; resolve conflicts and disputes among youth
  - Nurture an environment with mutual **respect** which facilitates efficient cooperation among the youth
  - **Guide** in the process of strategy planning (i.e., Plan A or Plan B? → analyze, weigh the advantages and disadvantages)

3. Group intervention via online gaming : Capture territories (Cont'd)

- Gaming stage:
  - Mainly to **observe** their behaviour during the game; **let the youth fully exert** their abilities during the game
  - **Permitting** all **"symbolic behaviour"** of players which reflect areas for growth and development (e.g., mental state, cognitive skills, social skills)
  - **Limiting** destructive behaviour (e.g., **prohibiting** the youth from **attacking** the members of the opponent guild aggressively and **steal** their weapons and resources → **unethical**)
- Debriefing stage:
  - Facilitate the **reflection** upon the gaming experience
  - **Active listening** and **reflection** of feelings: act as a mirror to help them express the feelings during game playing
  - **Conceptualize** learning points

3. Group intervention via online gaming: Capture territories (Cont'd)

d) Therapeutic outcomes:
   - Train up their **problem-solving skills**
   - Train up their **analytical skills**
   - Train up their **social skills**
   - Train up their **communication skills (e.g., negotiation skills)**
   - Train up their **leadership skills**
   - Nurture their **sense of belonging to the guild** (guild = home → need to protect it and do something good for the guild)

→ promote **self-development**

3. Group intervention via online gaming: Orienteering

a) Aim:
   – To accomplish a series of tasks

b) Characteristics:
   – Make use of the map and areas in the online gaming platform as the venue for the game, and set up checkpoints there (e.g., defeat 100 monsters in City B)
   – Worker and voluntary helpers: stay at the checkpoints and give task orders to the youth via texts or voice messages
   – Team building and cooperation among members in the team: important
   – Also, problem-solving skills and analytical skills are involved during the gaming process

3. Group intervention via online gaming: Orienteering (Cont'd)

c) Intervention:

– Gaming stage:

- Mainly to **observe** their behaviour during the game; let the youth discuss the strategies for accomplishing the tasks and fully exert their abilities during the game
- **Permitting** all **"symbolic behaviour"** of players which reflect areas for growth and development (e.g., mental state, cognitive skills, social skills)
- **Limiting** destructive behaviour (e.g., **prohibiting** the youth from violating the rules of the tasks)

– Debriefing stage:

- Facilitate the **reflection** upon the gaming experience
- **Active listening** and **reflection** of feelings: act as a mirror to help them express the feelings during game playing
- **Conceptualize** learning points

3. Group intervention via online gaming: Orienteering (Cont'd)

d) Therapeutic outcomes:

— Nurture the **collaborative skills** among players

— Facilitate **participation and involvement** of players in the gaming environment with rules

— Nurture the **analytical ability** and **problem-solving skills** of players

— Nurture their **sense of achievement** through the accomplishment of game tasks

→ Promote **socialization** and **self-development**

3. Group intervention via online gaming: Circle Time

a) Aim:
  – To gather players to accomplish a goal → nurture an environment and moment in which the players can engage in the same activity together

b) Characteristics:
  – Simple tasks, spontaneously suggested by the youth
  – Time and venue for Circle Time: decided by the youth
  – Examples of tasks:
    • On 1st – 3rd day of the first lunar month, every member should give blessings to 5 members from other guilds

3. Group intervention via online gaming: Circle Time (Cont'd)

c) Intervention:

– **Self-determination**: Youth dominate in the planning of game details and activities

– **Appreciate** the youth: Youth **may display some strengths and skills** that are not displayed during online gaming (e.g., caring about others)

3. Group intervention via online gaming: Circle Time (Cont'd)

d) Therapeutic outcomes:
- – Facilitate **trust** among players
- – Facilitate **participation and involvement** of players in the gaming environment with rules
- – Nurture their **sense of achievement** through the accomplishment of game tasks
- – Nurture the sense of **belonging and cohesion** within the community
- – **Empowerment** + enhance **self-esteem**

→ Promote **self-development** and **self-actualization**

Other activities organized in the guild: Transferred to offline context

Further maintain the sense of belonging and cohesion within the guild

Therapeutic responses in group

1. **High tolerance for messiness** and noise and must be able to **handle frequent chaos**

2. **Keep responses balanced** between group members

3. Response should not be intrusive

4. Should include the client's name

Application into our intervention

- Chaos in the guilds:
  - Worker **should know every member** in the guild in order to fully understand their needs → useful for **addressing and responding to their needs**
  - Nurture leaders in the guild to **establish sub-groups / branches** of the guild → easier to organize and manage; at the same time: train up their leadership skills

Summary: Our intervention using Play Therapy

1. Apply **localization** of social work: fit into the youth's needs and interests by using the online gaming platform

2. Nurture a **power-parallel** environment for intervention where the youth can feel **support**, **acceptance**, **mutual respect**, and receive **recognition** from peers

3. Act as a **facilitator** throughout intervention to **nurture** and **guide** youth's **socialization** (e.g., sense of responsibility, discipline), **self-development** (e.g., problem-solving skills, analytical skills), **and self-actualization** (e.g., sense of achievement)

Differences between our services and services provided by other agencies

	Our intervention	Services provided by other agencies
Service direction	Developmental, empowerment	Preventive, developmental and remedial
Service environment	Localization; Power-parallel	With power differentials (e.g., directive, authoritative teaching)
Services: Socialization	Games (e.g., MVP, Orienteering)	e.g., Counseling, social skills training groups
Services: Self-development	Games (e.g., Capture territories)	e.g., Growth groups, leadership programmes
Services: Self-actualization	Games (e.g., Circle Time)	e.g., Life-planning services, career counseling
Service outcomes	- Skill learning - Empowerment, achieve needs for social support and recognition, self-actualization	- Skill learning - Disempowerment? Fitting the youth's needs?

Summary: How we make use of the guilds to undergo intervention

Characteristics of the guilds	Our intervention
1. Can group players with shared interests and different expertise to **accomplish tasks together** (Rodrigues & Mustaro, 2007; Yang & Liao, 2009) ➢ "distributed expertise" in the online games (Hollenbeck et al., 1995, p. 292)	➢ **Instance dungeon** (difficult tasks with boss monsters) usually needs to be accomplished on group basis ➢ In order to **accomplish it successfully and increase level**, players with different skills and expertise (e.g., Swordman, Magician) will be grouped together → nurtures sense of **cooperation** and **appreciation** among group members
2. **Exchange** information and resources	➢Members who have defeated the boss monsters can **notify** other members in the guild, so that the members will know when the monsters will reappear again and **save time** from waiting the boss monster to reborn

Summary: How we make use of the guilds to undergo intervention (Cont'd)

Characteristics of the guilds	Our intervention
3. **Emotional support** and **sense of community** (Rodrigues & Mustaro, 2007; Yang & Liao, 2009)	➢Interaction and cooperation for online gaming and accomplishment of tasks → **interaction among players about personal issues** → **self-disclosure** increases → interaction and engagement of activities **even transferred to the offline contexts**
4. Sense of **obligations and reciprocity** (Rodrigues & Mustaro, 2007; Yang & Liao, 2009)	➢Players with higher levels can **donate** the weapons and tools that can help players with lower levels to increase their levels faster ➢Players who participate in regular guild meetings / activities will be expelled from the guild → nurtures sense of **reciprocity** and **mutual support**

Summary: Elements contributed in the Play Therapy

1. **Accepting** the clients totally
2. Extending a simple invitation to play without explanations, goals, reasons, questions, or expectation
3. Helping the clients **learn self-expression** and **enjoy respect**
4. Permitting but not encouraging regressive behavior early in therapy
5. **Permitting** all **"symbolic behaviour"** while limiting destructive behaviour
6. **Prohibiting** clients from physically attacking each other
7. **Enforcing limits** calmly, noncritically, and briefly; mentioning limits **only as necessary**
8. Feeling and **expressing empathy**

Narrative Therapy

Narrative Therapy: Principles

- **Separating** the person from the problem and encourages people to rely on their own skill sets to minimize the problems that exist in their everyday lives → encouraging the establishment of one's **preferred identity**

Narrative Therapy: Therapeutic elements

1. **Deconstruction and externalization**: deconstructing problem-saturated stories and separating the individual from the problem
2. **Finding unique outcomes**: pull out strengths
3. **Re-authorization**: listening to the stories with inner desires
4. **Witnessing**: love my sunshine
5. **Dissemination**: my lessons

Our intervention

- Individual counseling:
  - Externalization
  - Relative influence questions
  - Mapping the influence
  - Questions of unique outcomes
- Other components:
  - Outsider witness group
  - Flash card reminding
  - Thankful group

Individual counseling

- Externalization:
  - **Objectify** the problem and **separate** it from the client, in order not to internalize the problem as an internal dialogue
- Relative influence questions and Mapping the influence
  - Asking the client to "map" the influence of the problem over his / her life and inter-personal relationships, and asking the client to describe **how he / she influences his / her problem(s)**
  - To **expand the image** of the problem, and at the same time, **separate the person from the problem**
  - To **broaden the perspectives** of the client, and create opportunities for unique outcomes

Individual counseling (Cont'd)

- Questions of unique outcomes
  - "Unique outcomes=moments when the client is not influenced by the problem →"**alternative stories**"
  - "Problem-saturated" stories → re-construct a story which is more powerful, brand-new, and controllable
  - "Uniqueness" implies the seeking of exceptions to prior existence of problem(s) and "sparkling moments" when the **client wins over the problem(s)**

Individual counseling (Cont'd)

- Application to our intervention:
  - To **dig out the strengths and resources** of youth
  - To help youth **face their challenges** in life
  - Applied during:
    - Initial engagement with youth / invitation of youth into guilds
    - Counseling sessions

Outsider witness group

- Invite the **clients' significant others (e.g., family and friends)** and **people sharing / having gone through similar situations** to participate as outsider witnesses

- Useful for **rewriting** the clients' narratives and **reconfirm** their **positive identities** established during intervention

Case sharing

- Name: 三歲就很嫩
- Age: 19
- Gender: Male
- Occupation: nil (*he is a hidden youth)
- Family background:
  - Live with his father; mother and father got divorced
  - Father-son relationship: Distant (communication separated by the bedroom door)
- Presenting problem:
  - Always scolded as being **"coward"** and **"useless"** by her father in **daily life**
- Worker's engagement and intervention:
  - Approached via: the online gaming platform (Lineage II)
  - He displays his **confidence** and sense of **superiority** in the **online gaming platform**

Case sharing (Cont'd)

- Individual counseling session with 三歲就很嫩:
  - **Externalization**
    - E.g., "At what times the 'sense of cowardice' will come to you?"
  - **Relative influence** questions
    - E.g., "How does 'sense of cowardice" affect you? How often does it happen?"
  - **Mapping the influence**
    - Ask him to draw on a piece of paper 10 scales ranging from 1 to 10, with the low end of the continuum representing the absence of the problem in their life and with 10 indicating the most influential the problem has ever been
  - Questions of **unique outcomes**
    - E.g., "Are there any moments when you are not influenced by 'the sense of cowardice', but instead, the 'sense of superiority' come into play?"

Case sharing (Cont'd)

- Outsider witnesses:
  - Outsider witness 1:三歲就很嫩's father
    - Held during an individual counseling session, without the presence of the boy
    - Worker prepared a video which videotaped三歲就很嫩's gaming process, and showed it to his father
    - **Father witnessed** his son's wonderful achievement and the superiority displayed during online gaming

Case sharing (Cont'd)

- Outsider witness group:
  - Held after the counseling sessions with the boy and his father
  - Invited the boy's **relatives** to share his childhood experiences and memories → he had the characteristics of being **strong** and **intelligent**
  - Also, invited 三歲就很嫩's guild members to share their experiences and moments with him (*in form of visual communication)
  - Worker made a video which videotaped the words that the family members wanted to tell 三歲就很嫩
  - 三歲就很嫩: first time hearing his father's positive regard → felt touched and burst into tears

Case sharing (Cont'd)

- Therapeutic outcomes:
  - Improved father-son relationship:
    - 三歲就很嫩 became willing to talk to her father
  - Enhanced self-esteem, sense of self and identity
    - Restored positive identity: "confident", "intelligent", "superior"
  - Re-engaged into society
    - Got employed by a Taiwanese gaming company and worked as a consultant, responsible for research and development of online games (i.e., finding bugs in the games, formulating strategic plans regarding online games, developing new games, and evaluating online games)
    - Changed to a freelancer, engaging in online gaming as his career (e.g., participating in International online gaming contests)

Flash card reminding

- Send and share **positive, encouraging messages** among members in the Whatsapp group

- Some of the messages are **direct quotes** / dialogues extracted from the **outsider witness group** (e.g., spoken by the witnesses → client → shared with the client's group members in the Whatsapp group)

→ **Strengthen the therapeutic effect** of Narrative Therapy

Thankful group

- To **acknowledge the achievement** of the youth and **appreciate their effort** paid through posting messages in the guilds and webpages established among group members, e.g.,
  - Acknowledging a group member's hard work in helping another player increase the level by 30
- **Strengthen one's positive identity** by receiving positive recognition from others

Thankful group (Cont'd)

- Also for clients to express their gratitude to the outsider witnesses and acknowledge the strengths of the outsider witnesses, through **sending emails and gifts**

Conclusion: Using online games for intervention

- **Brand-new and innovative** service platform

- **Popular** among youth

- Significant service **effectiveness**

- Have the potential to develop it as online centre which can **arouse youth's interest and engagement** in the services

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Thank you!