

What is Autism Spectrum Disorder (ASD)? VTC

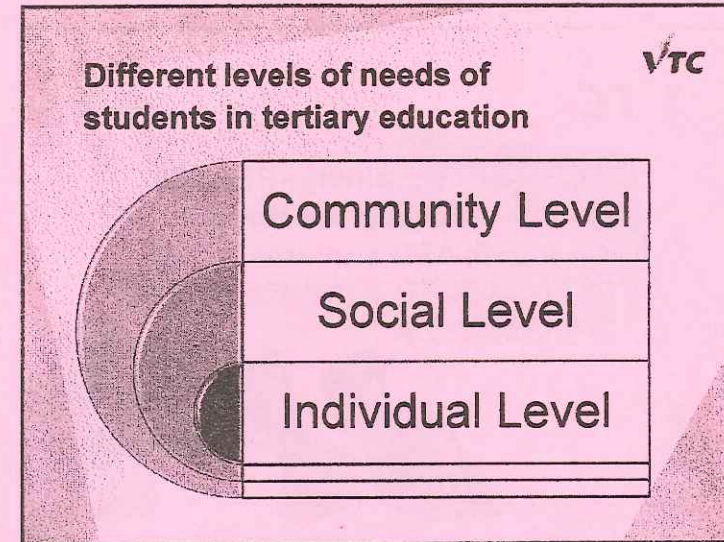
- According to DSM-5 (2013), people with Autism Spectrum Disorder (ASD) is characterized by
 - Deficit in social and communication ability
 - Restricted, repetitive patterns of behavior, interests, or activities

So...It comes to two key questions..... VTC

- After they finished their secondary study, are there any specific difficulties and concerns embedded with studying in tertiary education?
- Are the prevailing symptoms remain the same even when they grow up and study in tertiary education?

VTC

Students with ASD in IVEs/ YCs



- VTC
- ### Concern of ASD students in tertiary education
- Study? Career Choices
 - Peer/ Friendship Establishment
 - Self-esteem (Approach vs Avoidance)
 - Bullying experience leading to fight/flight choices

- VTC
- ### Social Skills Deficit
- **Poor social awareness**
 - Difficulty understanding social cues
 - **Variation of social motivation**
 - Less involvement in social activities
 - Fewer social initiations
 - **Lead to**
 - Strange to classmates
 - Unfamiliar with peers norms - Difficult to engage in group work

Importance of social life of student

- Social skill deficit – often seen in ASD students
- Affecting communication, establishing meaningful friendship and social life
- Social withdrawal, isolated or bullying
- In return, the impact not only happen in classroom, but also have a long term effect.
- Social group intervention enhances job hunting and interviewing opportunity – Vocational-focused

Importance of Social Relationships

- **Lack of social relationships** may lead to:
 - Decreased employment opportunities
 - Decreased independent living possibilities
 - Severe mental health problem (depression, suicidal ideation, anxiety)

Familial Support

- Shift of familial support in a new paradigm
- Change of pattern
 - Dependent Vs Independent
 - Coherent vs Incoherent
 - Enmeshed vs Disentangle

Program for the Education and Enrichment of Relational Skills - PEERS®



PEERS®

- Program for the Education and Enrichment of Relational Skills®
- An evidence-based social skills intervention for teens and young adults with Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), depression, anxiety, and other social impairments
- co-developed by **Dr. Elizabeth Laugeson**, a licensed clinical psychologist and an assistant clinical professor in the Department of Psychiatry and Bibehavioral Sciences, Semel Institute for Neuroscience & Human Behaviour at the UCLA



The Two Curriculums

- Hospital-based, parent-assisted outpatient model
(facilitated by mental health professionals in clinical settings)
- School-based, non-parent-assisted model
(facilitated by teaching professionals in classroom settings)



School-based, non-parent-assisted model

- The curriculum is intended for higher functioning adolescents without significant intellectual disabilities, focusing on skills related to **making and keeping friends and managing peer conflict and rejection**.
- To be completed in 16 weeks of lessons: daily, 30-60 minutes per day, 4-5 days per week



Key Topics in PEERS®

1. Having Two-way conversations
2. Entering and exiting conversations
3. Electronic forms of communication
4. Choosing appropriate friends
5. Using humor appropriately
6. Being a good sport
7. Having successful get-togethers
8. Managing arguments with friends
9. Handling teasing, physical bullying & other forms of social rejection

Common social errors often committed by ASD Adolescents

Core social skills necessary to make and keep friends

Program Features

- Didactic Lessons
- Role Play Demonstrations
- Perspective-taking Questions

"What do you think that was like for that person?"

"What do you think they thought of the other person?"

"Do you think they will want to talk to the person again?"

PEERS® Group conducted at Hong Kong Design Institute

Summary




循道衛理楊震社會服務處
 「一片天」自閉症人士出路計劃
 與VTC合作之
 推行情況



資助機構Funding Organisation:
 香港公益金
 THE COMPTTEL CENTRE

日期：01.12.2015

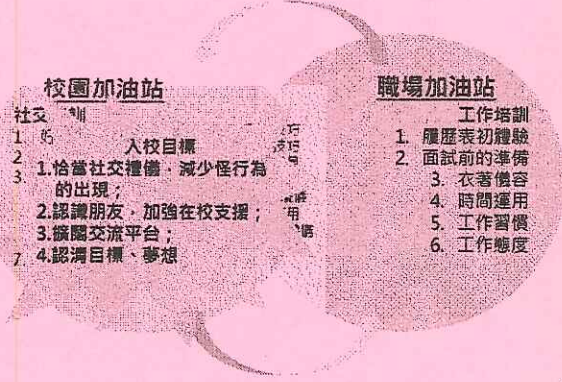



他們的需要...





1. 小組內容



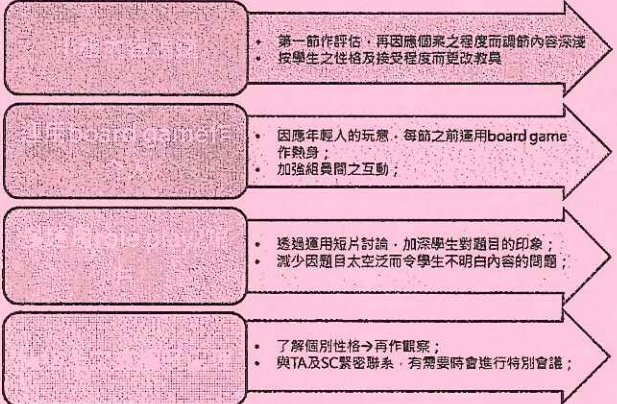
校園加油站
 社交訓練
 1. 入校目標
 2. 1. 恰當社交禮儀，減少怪行為的出現；
 3. 2. 認識朋友，加強在校支援；
 3. 擴闊交流平台；
 4. 4. 認清目標、夢想

職場加油站
 工作培訓
 1. 履歷表初體驗
 2. 面試前的準備
 3. 衣著儀容
 4. 時間運用
 5. 工作習慣
 6. 工作態度

服務內容

1. 小組之情況



- 第一節作評估，再因應個案之程度而調節內容深淺；
 按學生之性格及接受程度而更改教員
- 因應年輕人的玩意，每節之前運用board game作熱身；
 加強組員間之互動；
- 透過運用短片討論，加深學生對題目的印象；
 減少因題目太空泛而令學生不明白內容的問題；
- 了解個別性格→再作觀察；
 與TA及SC緊密聯系，有需要時會進行特別會議；



試工計劃內容

一片天

試工計劃

- 參加者按學院需要完成一定時數的工作體驗；
- 每天工作的時數會因數參加者的情況而作出調節；
- 練習生身份 → 工作態度、工作技巧、生活規律
- 工作員會每星期最少一次聯絡或面見，進行檢討



試工計劃之情況

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成效

- 了解工作與讀書之分別
- 明白自己工作崗位的要求
- 學習與人溝通的技巧

困難

- 如何把實習上學到的相處技巧(e.g 情緒管理)運用於學院上；
- 如何於讀書期間維持實習時所學習到的技巧；