



# Holistic approach in engaging learners on the Autism Spectrum in regular classroom: Good practice and teachers' roles

## 自閉症融合教育： 優質策略和教師團隊的角色

Eria Ping-ying Li, PhD (李萍英博士)

Rina Ming-xia Ji, PhD (嵇明霞博士)

Prof. Kenneth Kuen-fung Sin (冼權鋒教授)

Prof. Sing Kai Lo (盧成皆教授)

December 10, 2015





# Autism spectrum disorder (ASD)

## 自閉症譜系障礙 (DSM-5, 2013)

Persons with ASD have specific impairment in social communication and social interaction; and stereotyped patterns of behavior, interests and activities.

障礙範圍包括三方面 (不同程度)：

- 語言及溝通能力，
- 社交技巧及社交互動能力，
- 認知及適應功能發展 (局限的、重複的行為、興趣或活動；執行能力)。



# 融合教育 (1997) : 自閉症譜系障礙

Hong Kong – Inclusive Education----1997; new challenges

- **Learning difference (high functioning ASD & impulsive behavior)**  
不一樣的認知能力及社交行為特徵 (高能力 & 衝動行為)
- **Individuality 個別化的行為**
- **Complexity (sense of security and stability) 複雜多變 (安全感及穩定性)**
- **Parent expectations 家長的期望**

Current situation: Trial and error (? positive outcome)

摸索階段 (? 成功經驗)

? **Evidence-based teaching strategies**

? **有科研資料為基礎的教學策略**





# 科研計畫 (研究資助局 - 優配研究金) – 2012

## Research project (Research Grants Council - General Research Fund)

### 科研題目

在普通學校教導自閉症譜系障礙學生：設計與評估一個具有文化敏感度、全面及有包容性的模型

Teaching students with Autism Spectrum Disorder in ordinary schools: Design and evaluation of a culturally sensitive holistic inclusive model

目的：支持老師教導自閉症譜系障礙融合生 - 提升學業及社交表現。

**Objective: to support teachers to teach students with ASD  
in inclusive setting: enhance academic and  
social performance.**





# 方法 Method (Action research)

- 行動研究: 提供綜合教學策略 - 全面性的概念框架 (18 小時老師培訓課程) 及以學校為本的到校專業諮詢和支持給老師參與者

(兩個學年: 2013/14 & 2014/15)

Provide teacher training program on consolidated teaching model: a holistic and facilitating approach (18-hour teacher training course) and on-site school-based consultation and support for the teacher participants (two academic years: 2013/14 & 2014/15)

- 分三個階段收集數據: 前期; 中期和後期  
Collect data: pre-; mid-way & post- intervention
- 跟進; provide one-year follow-up.



# Instruments 成果評量表 (定量資料)

- The Sentiments, Attitudes and Concerns about Inclusive Education Revised (SACIE-R) Scale (Forlin et al, 2011): measure teachers' dispositions about inclusive practice.
- The Teacher Efficacy for Inclusive Practice (TEIP) Scale (Sharma, Loreman, & Forlin, 2011): measure teachers' self-efficacy in using inclusive instructions, managing behavior and in working collaboratively.
- ABC-C: The Chinese Version of the Aberrant Behavior Checklist (Lee, 2000) 挑戰行為評估表
- ISOQ: Intervention specific outcome questionnaire 科研計畫成效問卷
- Student academic reports 學生參與者的學業成績報告



# Qualitative data 定質數據

- 錄影學生課堂行為  
Video tapping of student classroom behavior
- 訪談教師參與者，目的是深入瞭解他們對學與教的回應。  
Conduct interviews among teacher participants to obtain feedback and suggestions.



# Strategies used:

## 1. Social story 社交故事句子 (聽覺支援:簡潔、具體化) Sentence structure (6 basic types) - communication

1. **Descriptive sentence**: Describe a setting and/or a situation step by step and/or people involved;

描述句子 (地點, 場合, 活動, 事件)

Example: 學校每天 (星期一至五)上午八點鐘有早會。

2. **Directive sentence**: State the desirable behavior in a setting and/or a situation;

指示句子 (建議適當的行為)

Example: 早會鐘聲, 小明 (不用“你、我及他”)會在操場上排隊, 站立十五分鐘及保持安靜。

3. **Affirmative sentence**: State the commonly shared opinions to the individual

肯定句子 (指出行為的正面後果)

Example: XX老師會贊小明「叻」及給小明獎勵。





# Social story 社交故事句子 (聽覺支援)

4. **Perspective sentence**: Describe peoples' reactions, responses, feelings or thoughts;

觀點句子 (別人的回應、反應、感受或想法)

Example: 老師及同學會微笑並知道小明有遵守早會規舉的能力。

5. **Self-control sentence**: Provide the individual the cues to remember and recall the setting and/or situation;

自我控制句子 (環境提示)

Example: 學校早會鐘聲響

6. **Cooperative sentence**: Identify what other people will do to support the individual in a setting and/or a situation.

合作句子

Example: 看見XX同學排隊及站在XX同學的前面 (安排班長提供協助)。



## 2. TEACCH (結構化教學法): **Visual cues** 視覺提示

理念是自閉症人士有其獨特「文化」(Culture of autism)

Four core features:

1. **Structure the physical environment and activities (i.e., a visual schedule to provide predictability and clarity);**
2. **Use the strengths of visual learning and individual interests to engage attention and motivation;**
3. **Use individual work systems to show activities to enhance autonomy and potential;**
4. **Enhance self-initiated social communication.**



# TEACCH: School environment 學校環境

## Visual cues 視覺提示 (e.g., pictures, photos):

- School and classroom rules (學校及課室規舉);
- Daily timetable (i.e., 交功課);
- Weekly timetable (i.e., 默書);
- Monthly timetable (i.e., 假期);
- Academic calendar (i.e., 測驗、考試);
- School notices 學校通告
- Classroom seating plan 坐位安排
- Use of communication cards 溝通卡



## 3. Positive Behavior Support (PBS)

### 正向行為支援

Core features:

- **Functional behavior assessment (評量行為動機):**  
Finding purpose in behavior (e.g., learning motivation; 發脾氣、打人: multiple factors; );
- **Proactive and prevention approach 預防和主動積極的方向** (提升社交技巧及理解能力)
- **正面獎勵 (Positive reinforcement) to maintain interests and long-term engagement (strength-based perspective)**



# Positive Behavior Support (PBS)

## 正向行為支援

Possible strategies:

- **Mentorship for teachers 老師團隊;**
- **Long-term teacher support 師生互信關係;**
- Peer support 安排同輩同學支持自閉症學生的恰當行為;
- Encourage a higher level of student involvement in schools  
安排自閉症學生擔任學校及/或課室的職務;
- Explore students' talents  
提供自閉症學生展示天份的機會.



## Findings: ASD subtypes (九型 ASD) & strategies

◆ **Two criteria: social and academic performance in regular school settings** 社交及學業表現

1. **Impulsive behavior** 衝動表現 (majority): above average, average and below average academic performance;
2. **Cooperative behavior** 合作表現: above average, average and below average academic performance;
3. **Sensitive behavior** 敏感表現: above average, average and below average academic performance.

◆ **Evidence-based teaching strategies: proactive and holistic approach**



# Suggestions: Teacher training

- ASD intensive course with case studies: understanding ASD spectrum and enhance practical competence in managing ASD behavior;

自閉症課程: 個案分析及提升專業能力

- Individualized Educational Plans (IEPs):
  - \* strength-based approach 發掘天份及長處
  - \* home-school collaboration 家校合作
  - \* specific objectives (one academic year) – academic and social performance



# Suggestions: Teacher training (Con't)

- School-based consultation with input from ASD experts: Case conference and practical component;

學校為本的到校專業諮詢和支持（專家）

- School-based team support: ASD support team.

學校為本的支援小組





## Conclusion 總結: 教師團隊的角色

- Critical insight of ASD behavior : follow the flow  
提升洞察力 (瞭解行為動機 - 順水推舟: 學生的興趣)
- Effective communication skills : auditory & visual support  
使用直接、清晰的溝通方法 (聽覺及視覺)
- Positive school environment: peer support (modeling effect)  
建立正向的學習環境 (同輩關係和支援)
- Use of strength-based approach 發掘天份及長處
- Enhance home-school collaboration 加強家校合作