



High Functioning Children on the Autism Spectrum in Inclusive Classrooms: Subtypes and Teacher Efficacy

高功能自閉症融合生： 行為類型與教學策略

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Autism spectrum disorder, ASD (DSM-5, 2013)

Talents (Strength-based approach, Savant skills):

1. Visual learner
2. Artistic vision
3. Focus to specialized interests (number, buses, sciences)
4. Memory (rote learning)
5. Self-discipline (daily routines)
6. Language competence (English)

10-15% Gifted

Successful story: Hong Kong_鍾悅皿



評估：自閉症和輕度智障 (8歲)

Diagnosis: ASD and mild intellectual disabilities at 8 years old

完成大學教育 (2013年); 大學工作 (科研方面)

Completed university education in 2013; full-time job

Successful story: Hong Kong_李世豪 (Sand painting)



評估: 自閉症和中度智障 (讀特殊學校)

**Diagnosis: ASD and moderate intellectual disabilities
(graduated from special school)**

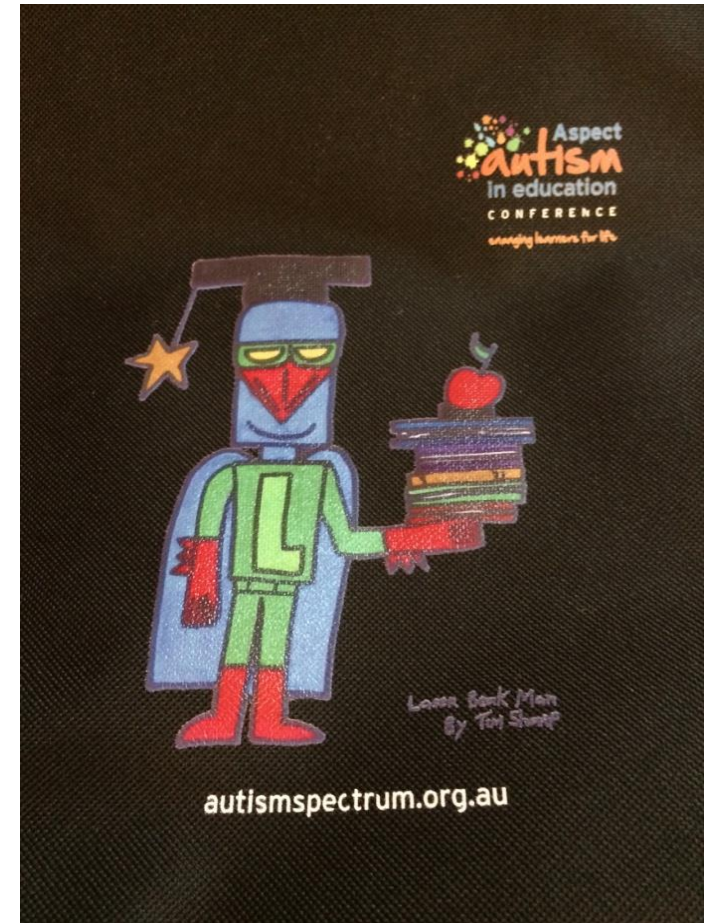
Successful story: Macau_梁英偉 Leong Leng Wai (Other name: 0.38)



**Completed F2; worked in sheltered workshop;
talent in drawing (landscape)**

完成初中課程；庇護工場工作；素描天份 (風景畫)

Successful story: Australia_Jim Sharp



Mother was a teacher; part-time job in one TV station

The complexity of ASD behavior

自閉症譜系障礙: 複雜多變

ASD behavior (core features)

- * affective behavior
- * use of language
- * stereotype behavior
- * concrete thinking

Associated disabilities

- * **Developmental Coordination Disorder, DCD**
- * **Specific Learning Disabilities, SLD (20%)**
- * **ADHD or ADD (35%)**
- * **Intellectual disabilities (60%)**

Associated behavior

- * aggression
- * self-injurious behavior (SIB)
- * impulsivity
- * feeding problem
- * sleeping problem
- * sensory defensiveness (sound & touch)

- * **Family support 家庭參與**



Teacher training (evidence-based practice)

- Enhance verbal communication skills (social story_auditory means);**
- Use TEACCH (visual learning and individual interests);**
- Provide positive behavior support (PBS): Functional behavior assessment; positive social reinforcement; strength-based approach, proactive perspective.**



New concept: ASD 9 Subtypes 自閉症九型分類

Personality attribute	Impulsive 衝動型	Cooperative 合作型	Sensitive 敏感型
Academic achievement			
Above average 學業成績優異 Math & Eng	Subtype 1: Above average Impulsive	Subtype 2: Above average Cooperative	Subtype 3: Above average Sensitive
Average 學業成績相約 Eng	Subtype 4: Average Impulsive	Subtype 5: Average Cooperative	Subtype 6: Average Sensitive
Below average 學業成績稍遜 Borderline IQ; SLD	Subtype 7: Below average Impulsive	Subtype 8: Below average Cooperative	Subtype 9: Below average Sensitive



Subtype 1: The Achiever & competitive

追求成就、競爭型

Subtype 2: The Achiever & helpful

追求成就、服務型

Subtype 3: The Achiever & complaining

追求成就、批評型

Teaching strategies (encourage self-directed learning):

- Set challenging learning targets (school principal – authority figure);**
- Learn examination skills and stress management;**
- Join extra-curricular activities and public competitions (team spirit).**



Subtype 4: Observant & stubborn

觀察、堅持型

Subtype 5: Observant & practical (motor skills)

觀察、實幹型

Subtype 6: Observant and unpredictable

觀察、疑惑型

Teaching strategies (explore talents and encourage higher expectations):

- Set learning targets (involvement of trusting persons);**
- Learn study skills;**
- Use peer modeling and support;**
- Join extra-curricular activities (group work skills).**



Subtype 7: Self-centered & aggressive (physical aggression)

自我、攻擊型

Subtype 8: Self-centered & loyal

自我、忠誠型

Subtype 9: Self-centered and out of control (emotional control)

自我、失控型

Teaching strategies (explore interests and encourage self-confidence):

- Set short-term learning targets (1-2 trusting persons; same sex);
- Learn study skills and self-management;
- Use peer modeling and support;
- Provide family support.

Case sharing 個案分享

Subtype 1: Achiever & competitive

- Live with parents and the only child
一家三口(獨子)
- Want to become police officer
志願是當警察



Student information

學生基本資料 (2015/16)

Male (性別：男)；P3 (小三年級)

Age: 8 (年齡：8歲)

Academic performance (成績)

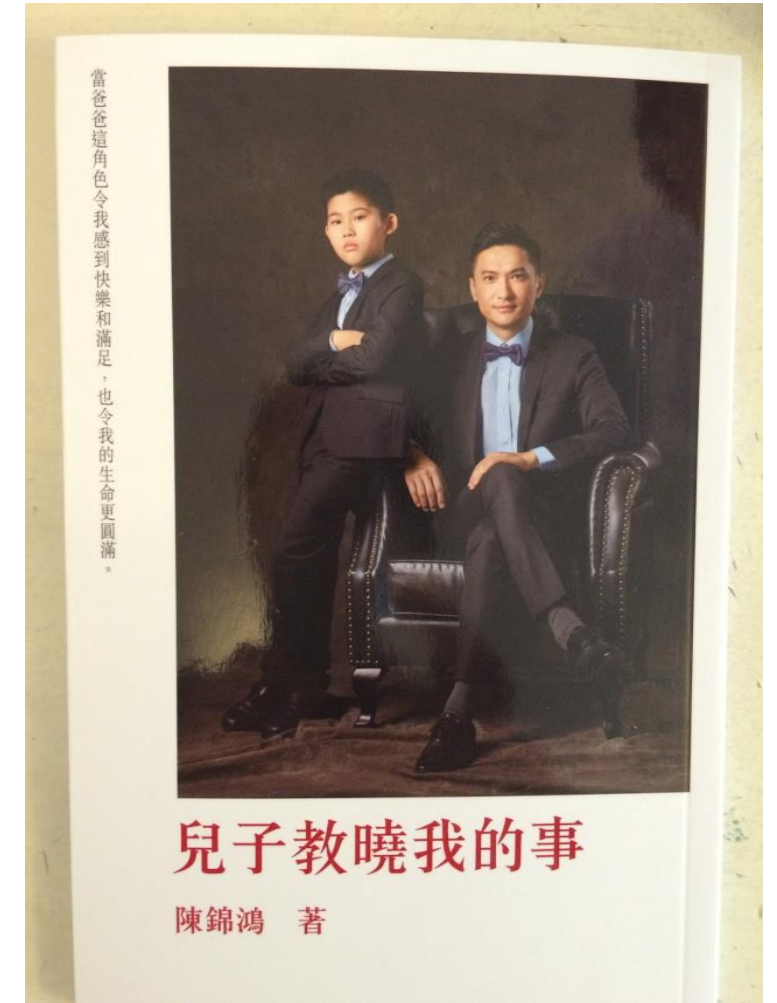
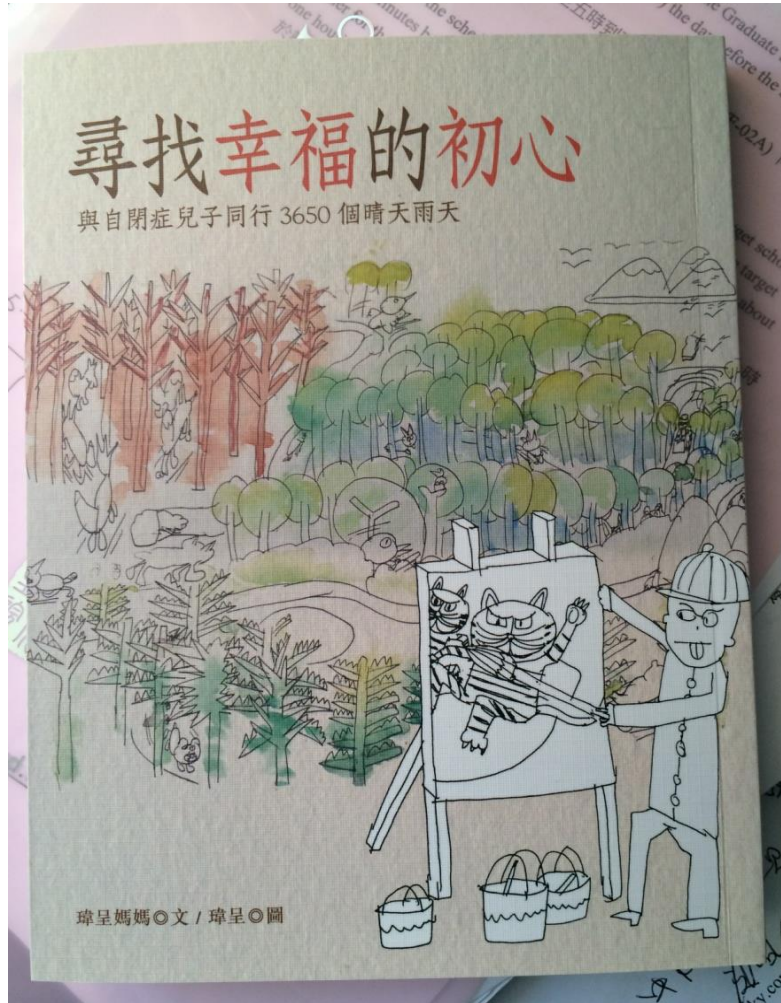
	中 Chi	英 Eng	數 Math	常識 (GS)	級名次 School ranking
P1 一年級	92	88	91	93	9
P2 二年級	94	81	86	87	12
P3 三年級	98	87	94	90	11



個別學習計劃

Individualized Educational Plan, IEP

Recent ASD books in Chinese (Authors: parents)





Teacher efficacy: Effective strategies (highlights):

- ✓ 學校文化: 關懷文化；零欺凌 (例如言語欺凌：不喜歡你，你消失吧或你不要返學啦!)
- ✓ 老師觀察學生行為及瞭解需要 (互信關係: 2-3年)
- ✓ 小一: 暑期前，新生試讀3-5天 (兩天午膳 & classroom behavior)
- ✓ 學習排隊、上落樓梯 (1:1) with visual strategies
- ✓ 學習課室規舉(文具、課本及堂課處理；舉手發問；執書包；抄手冊)
- ✓ 觀察學生的興趣及長處 (學習能力及動機)
- ✓ 提升家校合作 (交功課時間表: 給予彈性 & accommodations)
- ✓ Weekends: 溫習時間表及暑假時間表
- ✓ 小四，小五及小六: 升中學預備 (學習考試技巧及壓力處理)



Conclusion

1. Enhance caring school culture and positive approach;
2. Build trusting relationship (timeframe: 2-3 years);
3. Enhance communication (concise & precise, concrete and behavioral terms; provide visual strategies);
4. Provide peer modeling (encourage group work);
5. Explore talents and strengths;
6. Promote home-school collaboration;
7. Use of community resources (NGO resources).