



ACTION!

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M.S. ABA, BCBA

行為分析治療顧問



ACTION! 是什麼？

ACTION! 是一個駐校社交培訓工作坊，以「互動教學法 (Teaching Interactions)」結合「拍片」，讓中學生學習社交技巧。

ACTION! = 「拍片」+ 「互動教學法」？

「拍片」已經成為一個熱潮，深受年輕人歡迎。

「互動教學法」是一個靈活有系統的教學策略，透過交談、角色扮演和實踐，幫助提升學生的社交溝通能力，有效解決問題及處理生活上壓力。經臨床證實，能有效提升社交行為，例如：分享、稱讚朋友、恰當地交談等。

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ACTION! 適合什麼對象？

適合有社交困難/ 高功能自閉症中學生，每組3至4人。



社交技巧



Social Relatedness 社交相互性

課程：

- 同情心
- 共享關注
- 建立友誼



與他人建立關係



Social Awareness 社交意識



察覺

分辨

了解

課程：

- 情緒
- 手勢
- 從別人觀點與角度出發



Social Communication 社交溝通

課程：

- 問候
- 問題和提問
- 相關內容談話



各種談話的元素



Social Interaction 社交互動

課程：

- 開始遊戲
- 加入遊戲
- 回應
- 談判
- 怎樣處理欺凌



社交交流的過程
超越談話



Social Learning 社交學習

課程:

- 社交模仿
- 觀察
- 尋求信息



透過觀察學習社交行為



互動教學法

Teaching Interactions



歷史

- 應用行為分析 ABA
- 1970
- 有彈性，但有系統
- 交談形式
- 理由，實踐，評語
- 有效教導社交技巧



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Research in Autism Spectrum Disorders

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Increasing social skills and pro-social behavior for three children diagnosed with autism through the use of a teaching package

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ABSTRACT

This study assessed the effectiveness of a Teaching Interaction procedure for four social skills across three participants diagnosed with autism. All social skills fell into four broad domains (i.e., social-communication, play, emotion skills, and choice/selection skills). In addition, a teaching package was used to increase communication between the three participants and three selected target peers. The teaching package consisted of the Teaching Interaction procedure, reinforcement, and priming of participants to demonstrate social skills and to engage with their target peers. Prior to intervention, participants displayed near zero levels of the four social skills that were targeted; after intervention, all three participants were able to demonstrate these skills. Prior to intervention, participants did not communicate or play with their selected target peer; after intervention, participants were able to increase the amount of play and communication. A multiple baseline design showed that the teaching package was effective in teaching both the targeted social skills and in increasing the development of initial associations that could lead to friendships for three children diagnosed with autism.

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跟隨朋友

自發交談

和朋友一起玩

選擇同一朋友

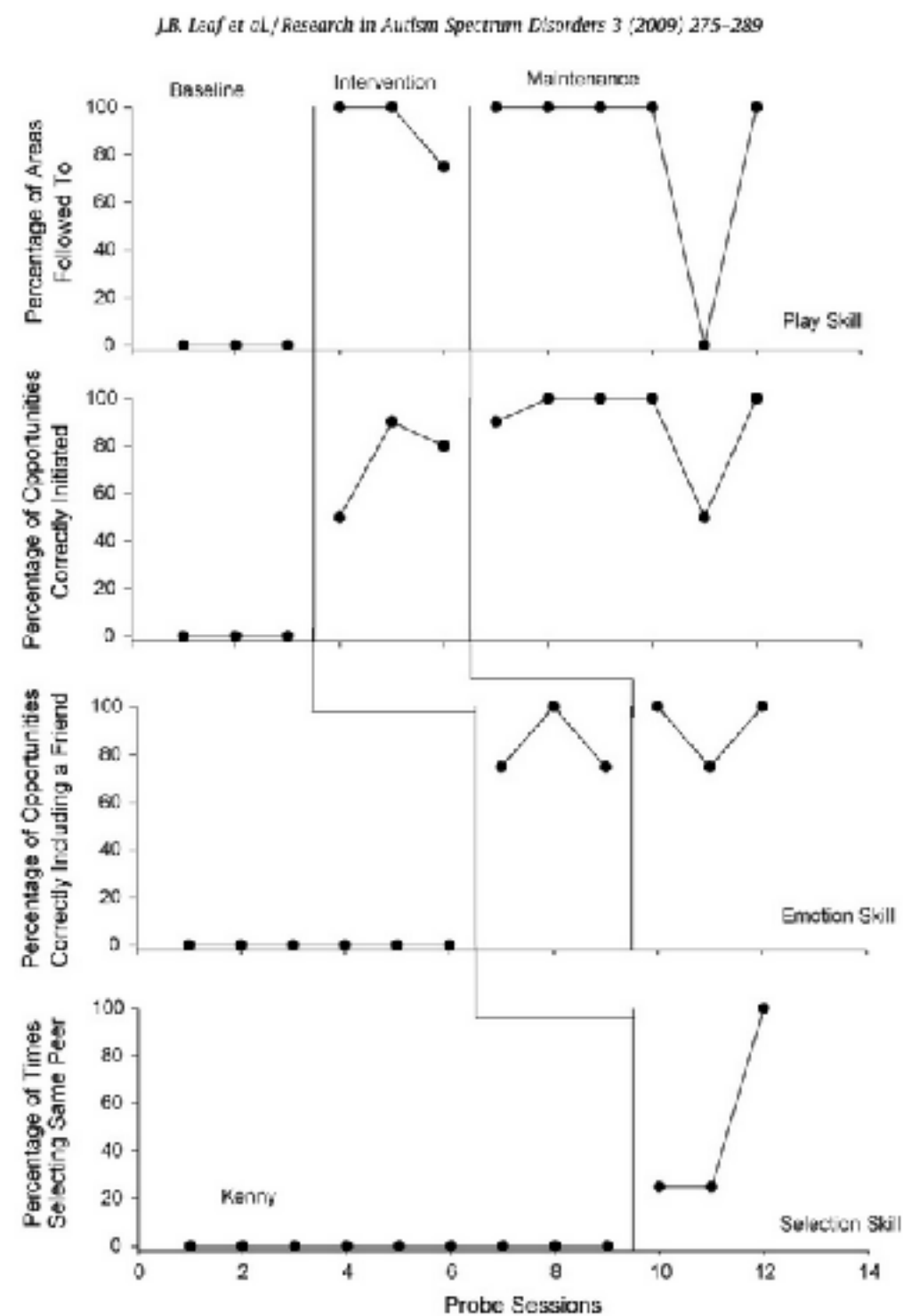


Fig. 1. Kenny acquisition graph.



Dotson, W. H., Leaf, J. B., Sheldon, J. B., & Sherman, J. A. (2010). Group teaching of conversational skills to adolescents on the autism spectrum. *Research in Autism Spectrum Disorders, 4*(2), 199-209

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必備條件

- 談話能力
- 社交能力
- 認知能力



6 步驟

1. 課題
2. 理據
3. 說明/演示
4. 實踐
5. 評語
6. 外在獎勵



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今日會拍訪問環節。題目方面，

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互動教學法 VS 社交技巧

社交技巧決定一個人的人際關係，更深遠地影響生活質素。良好的人際關係會讓我們帶來快樂、希望和支持；而缺乏友誼則會讓我們感到孤獨、沮喪和空虛。

對於患有社交障礙或自閉症的學生，社交技巧往往不能自然地發展，他們需要透過學習掌握適當的技巧。早於1970年，堪薩斯大學確立了「互動教學法」幫助誤入歧途的青少年改過自新，及後越來越多的學術研究支持「互動教學法」能有效幫助患有閉症的兒童和青少年學習不同的社交技巧。最近一項臨床研究顯示，互動教學法比社交故事 (Social Stories) 更能有效提升社交技巧，對已有一定語言和認知能力的學生顯顯著功效。



好玩

「拍片」互動有趣不沈悶
學生投入感倍增！



有效

課程採用「互動教學法」
臨床實證有效提升同學社交技巧！



KEEP得住

透過分享親手製作的影片
擴家人朋輩見證學生成長實錄

學校評價

想對 Raymond 和他的治療團隊表示衷心感謝，感謝他們提供專業的培訓給我們的學生。在 Raymond 的指導下，這班有特殊需要的學生透過參與這個有趣而富意義的工作，學習提升社交及溝通的技巧。

對於我的學生很樂意去參加這個培訓，我感到相當興奮。同樣地，家長對於培訓班的成效也給予很高的評價。

採用以學生為中心的教學方式以及個別式的培訓方案，他們的團隊不單成功地展示了專業的水準，亦協助學生們達到培訓目標。

- 李老師

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立即掃描 QR Code 致電
Raymond 預約教學！

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