

賽馬會童亮計劃
KeySteps@JC

兒童一小步 社會一大步 *Bridging from the start*

A Play-Based **Home Learning Box** to Parents in Underprivileged Families to **Provide Quality Stimulation** and Parent-Child **Interaction Time** at Home, and Enhance **Parent-School Collaboration**

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香港基督教服務處
HONG KONG CHRISTIAN SERVICE
全人關心 卓越服務
care for all excel in all



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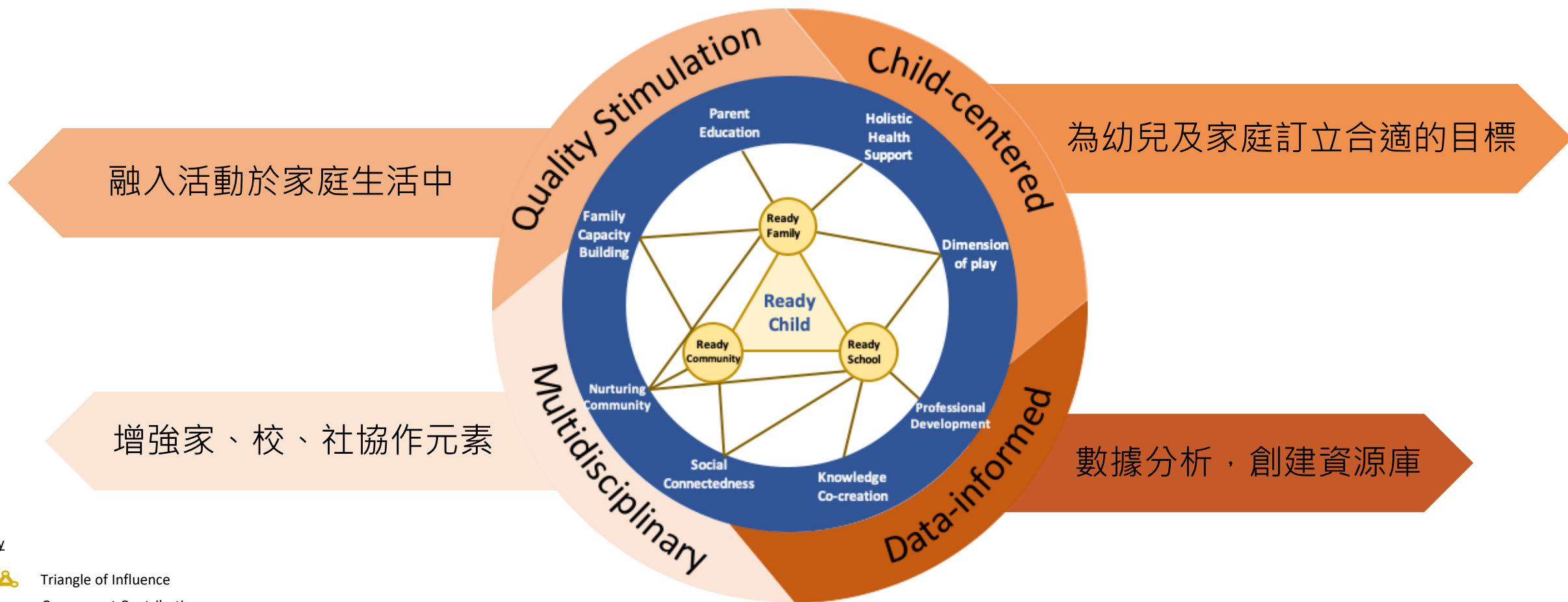
b. 微技巧分享

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親子視像互動時段

TELEPRACTICE COMPLEMENT TO THE HOME LEARNING BOX



Key

- Triangle of Influence
- Component Contribution
- Core Service Components
- Guiding Principles



What factor(s) played an important role in children's performance, especially for their attention?

Factors / Standardized β (t-value)	Occupational Therapy	Physiotherapy	Speech Therapy	Integrated Training
Therapists' skills in telepractice software	-.03 (-.30)	.03 (.46)	.07 (1.37)	.04 (1.14)
Preparation time on the telepractice	-.02 (-.15)	-.12 (-1.60)	-.09 (-1.87)	-.06 (-1.78)
Treatment goals and clinical skills	.60 (7.00***)	.47 (6.44***)	.56 (11.19***)	.59 (15.90***)
Increased knowledge on children and their family background	-.13 (-1.10)	.04 (.50)	-.07 (-1.34)	.07 (1.78)
F-value	16.13***	14.27***	31.93***	73.53***
R ² (%)	42.0	27.0	32.0	36.6

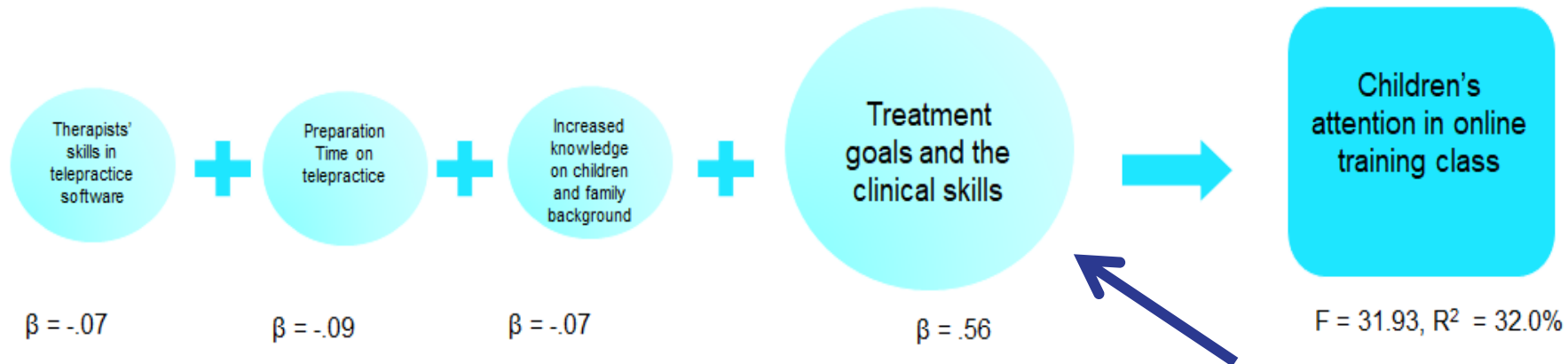
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臨床技巧
Clinical skills



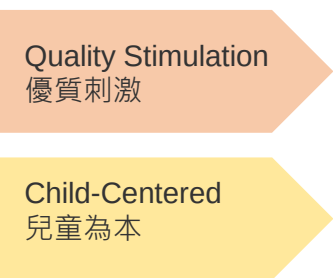
揀選學習目標
Select learning Goals



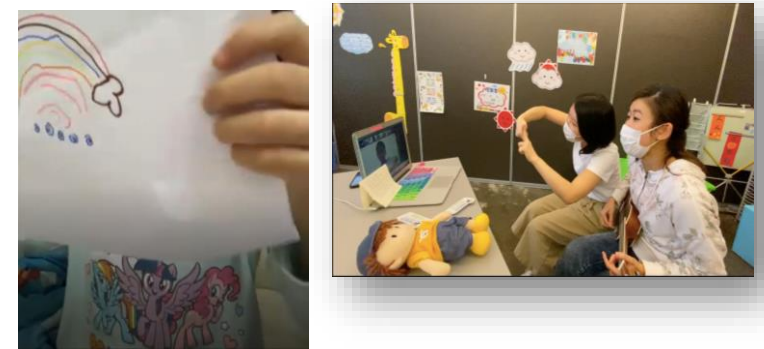


視像活動設計 ACTIVITIES DESIGN

1. 提高專注的安排 Improving Attention Span



活動動靜交替



活用白板功能

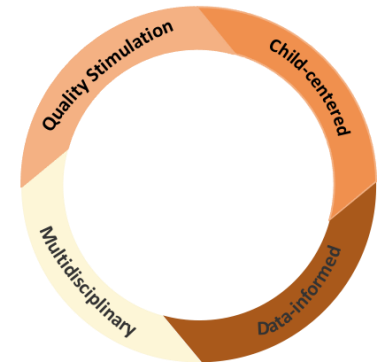


頭
眼睛
眼珠
眼睫毛
眼眉毛





2. 多媒體的運用 Utilizing multimedia functions



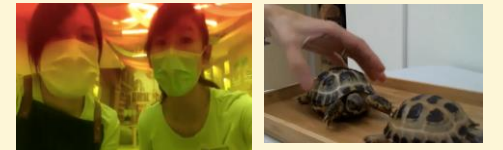
- Quality Stimulation
優質刺激
- Child-Centered
兒童為本
- Data-informed
數據指導
- Multidisciplinary
跨專業

運用不同的媒體及提示方法 Using various multimedia functions and cues



- 配合文字、音效和動作
減低認知負荷
- 適當開放式問題及停頓
- 提示學習目標

實物輔助多媒體，提升多感官刺激 Tangible multimedia for multisensory stimulation



- ☒ 互動機會
Enhance Interaction
- ☒ 減低認知負荷
幫助學習
Reduce Cognitive Load

(Tsong, Chong, Samsudin, 2012)





3. 運用家居資源 Utilizing home learning resources

大小肌 MOTOR



飲食 DIET





微技巧分享 MICROSKILLS

1 您的身體語言 YOUR BODY LANGUAGE

表情
Facial Expressions



✓ 熟悉面孔、笑容

★ 選擇合適環境
(光暗度? 口罩使用?)



保持同一視線水平、眼神接觸

留意自己眼睛是否看著鏡頭

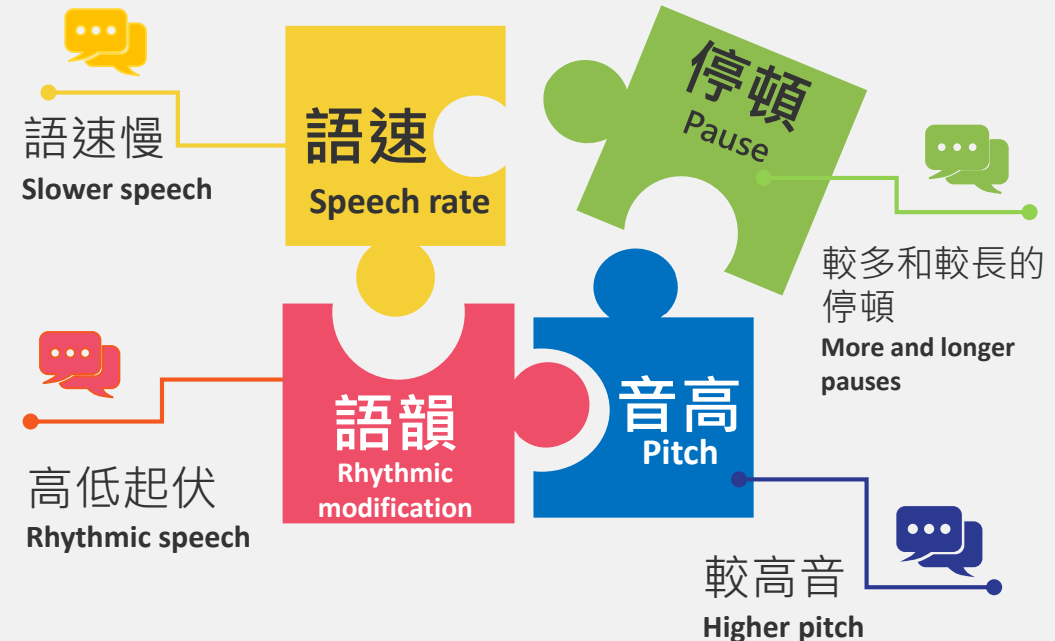


眼神及
語氣
Eye contact &
intonation

2 語調 INTONATION

親子語 Child-directed speech

(Fernald & Mazzie, 1991)





看您還是看分享畫面 WATCH YOUR FOCUS



小朋友在看甚麼?



語調變化 (intonation)

音量 (volume)

語速 (speech rate)

動作、形象化手勢
(iconic gestures)

節拍手勢 (beat gestures)

(Igalada, Esteve-Gibert & Prieto, 2017; Valenzano, Alibali & Klatzky, 2003)

特別考慮 SPECIAL CONSIDERATIONS



發展障礙 Developmental concerns

自閉症譜系障礙

Autism Spectrum Disorder

△ 明確、具體說話

聽覺障礙

Hearing Impairment

△ 誇張嘴型、動作
△ 調節語調、語速

認知能力

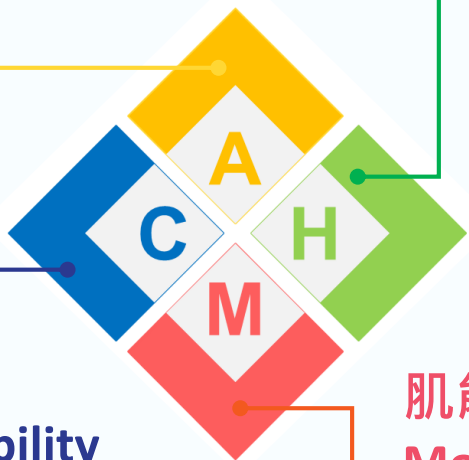
Cognitive ability

△ 抽象概念

肌能發展

Motor development

△ 手部運作及技能
△ 平衡及協調



被動的寶寶 The passive little ones

用非說話表達



★ 可選擇有此功能的視像程式！

適當的停頓

拉長說話末端，
讓兒童填補說話

由家人傳話



童亮聲音圖書館

KEYSTEPS@JC AUDIO LIBRARY



Quality Stimulation
優質刺激

Child-Centered
兒童為本

Data-informed
數據指導

Multidisciplinary
跨專業

INTERACTION

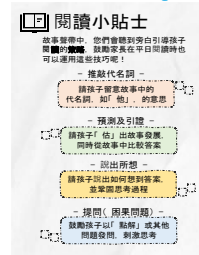
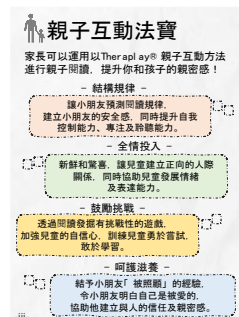
- 恆常及有互動性的伴讀習慣

ENHANCEMENT

- 透過 Theraplay® 技巧提升親子互動

EMPOWERMENT

- 掌握閱讀策略及對話式閱讀技巧



言語治療師、
幼兒老師及社工

照顧者的嚮導
Guidance for
caregivers

豐富的
聽覺體驗
Rich auditory
support to
children

協作提供
優質語言
刺激
Synergy of units
for quality
simulation

對話式閱讀
及閱讀策略
dialogic reading
& reading facilitation
skills