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The JC A-Connect School Support Programme: Process and Results 2015-2018

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Acknowledgement

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EDB Educational Psychology Service (NTW) Section

HKU JC A-Connect School Support Team

NGO Programme Coordinators, Professional Advisors and Coaches

- Caritas Hong Kong
- Heep Hong Society
- New Life Psychiatric Rehabilitation Association
- SAHK
- The Salvation Army
- Tung Wah Group of Hospitals

Participating schools

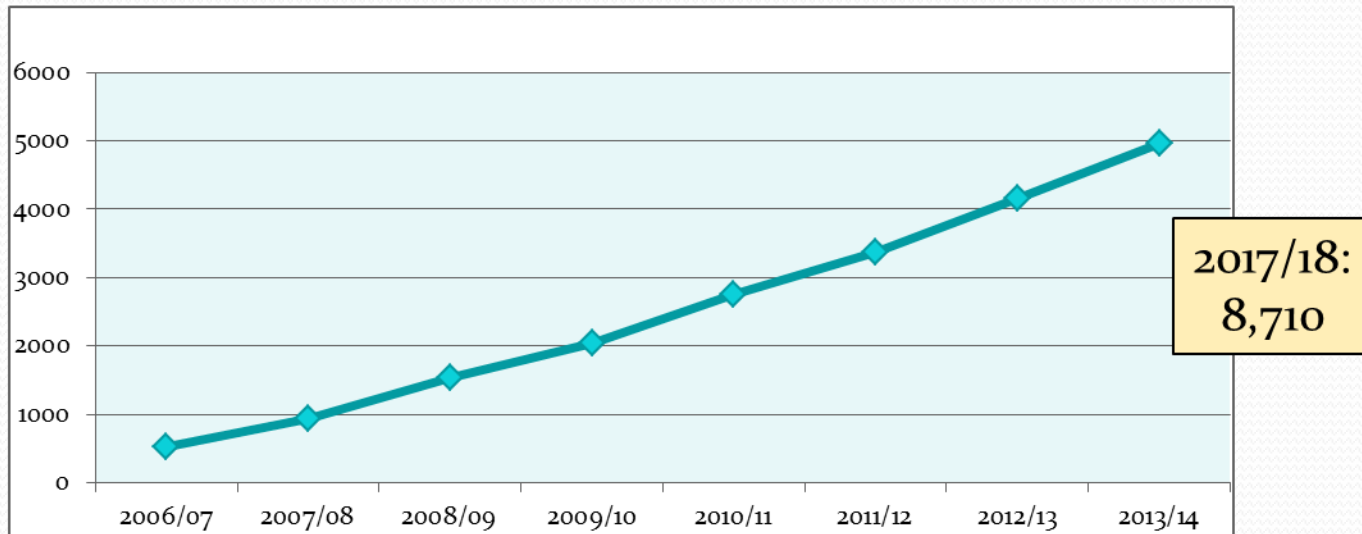
- Principals and administrators
- Teachers and guidance personnel
- Parents
- Students with ASD and their peers

Student researchers, student helpers

Outline

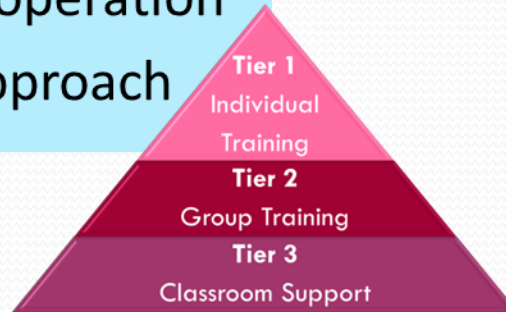
- Background of the project
- Programme model and features
- Project results and findings
- The way ahead

Background: Needs



Inclusive Education

- Three-tier support model
- Home-school cooperation
- Whole-school approach



Challenges for

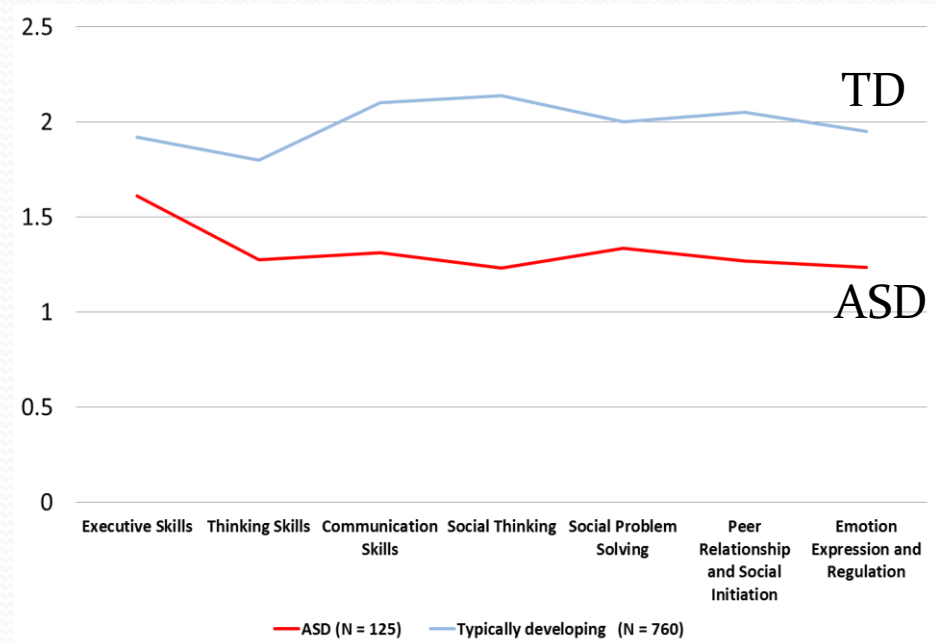
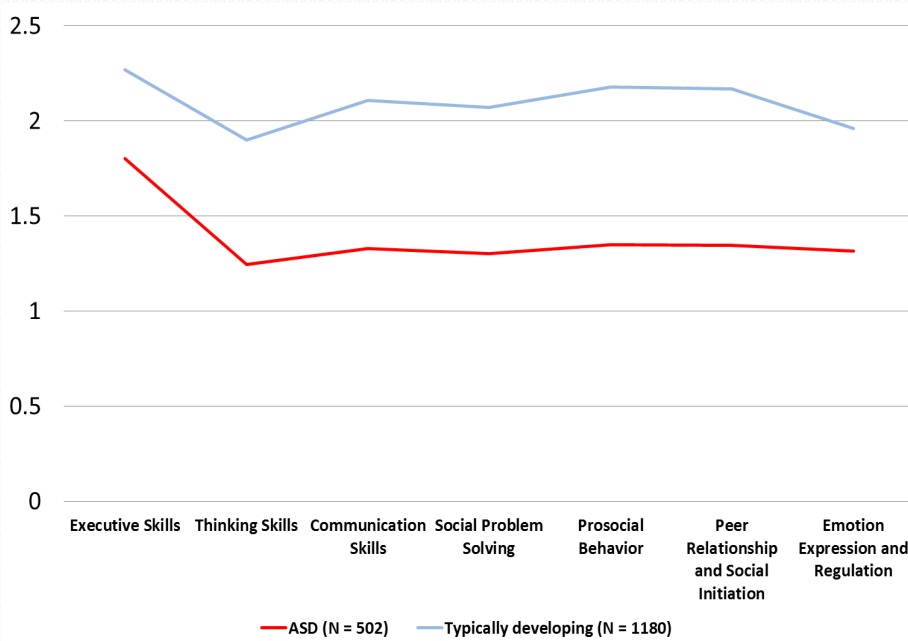
- Students with ASD & their peers
- Schools and teachers
- Parents
- Professionals

Support
Good practice

Students with Typical Development vs Students with ASD

Primary school P.1-P.6

Secondary school S.1-S.6



Executive skills

Thinking skills

Communication skills

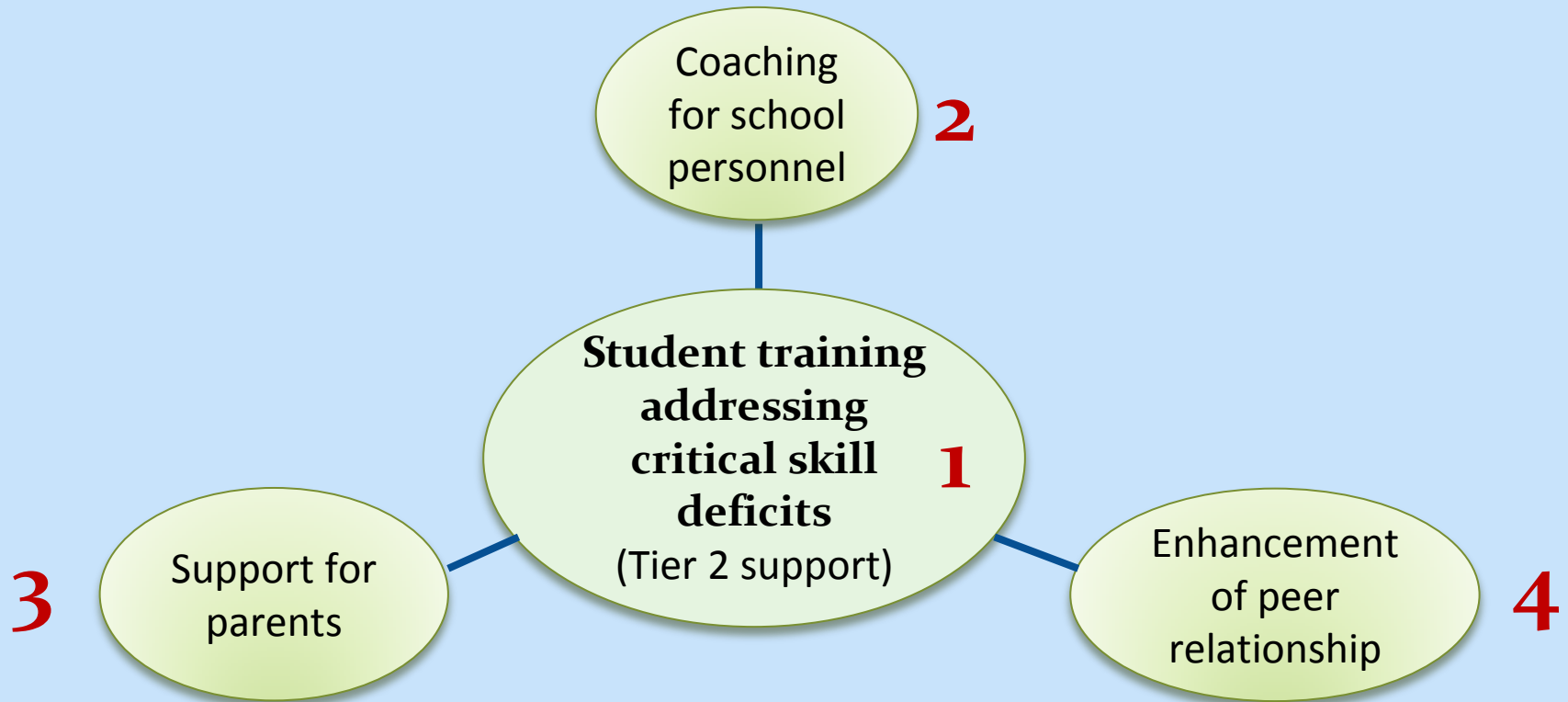
Social problem solving

Prosocial Behavior/
Social thinking

Peer relationship & social initiation

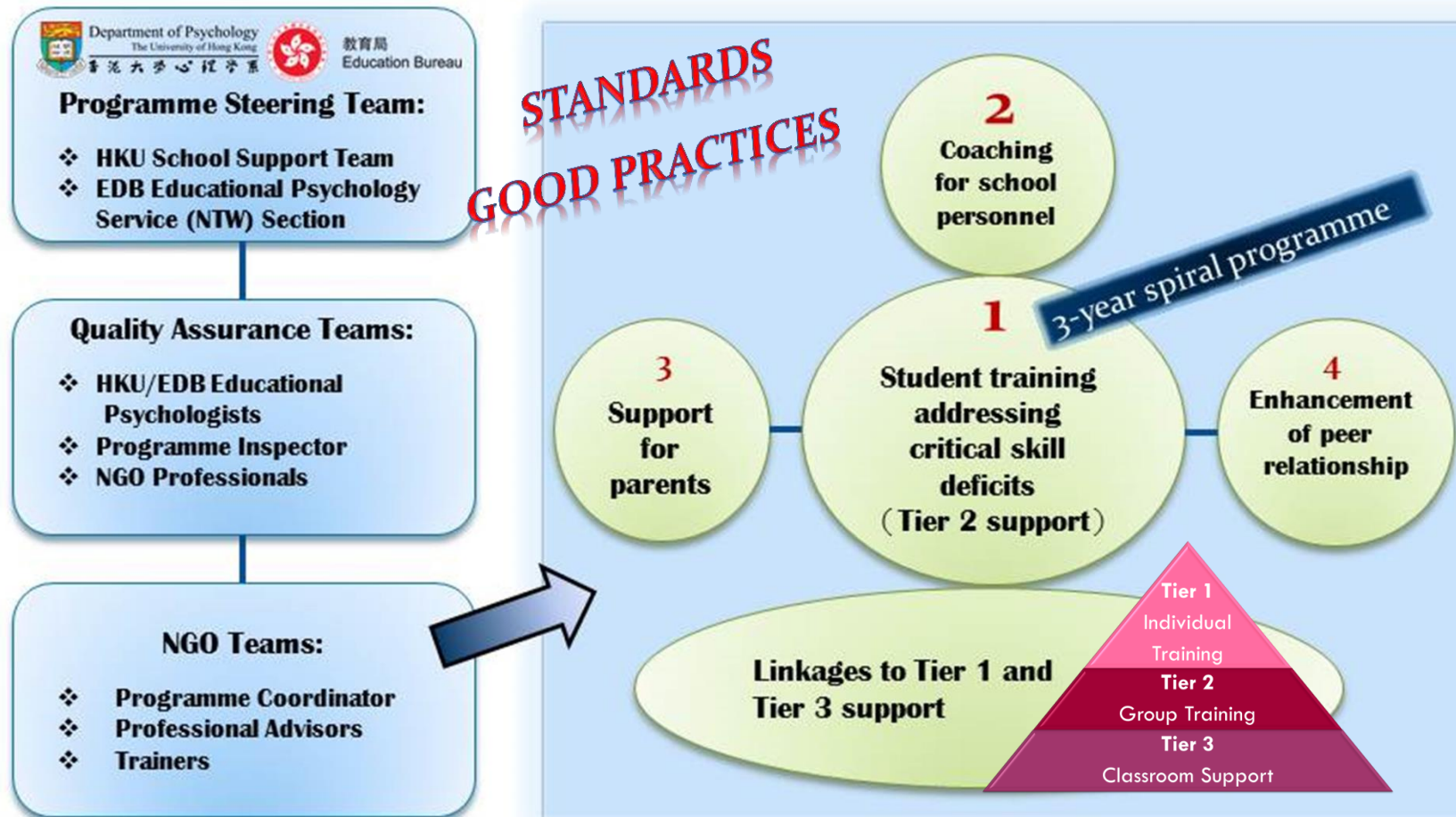
Emotion expression & regulation

School-based capacity building



- Group training for students with ASD
- Teacher programme
- Parent programme
- Peer programme

Model of School Support



Programme Features

Good practice

Student Training Groups:

- ★ **Individualized** needs assessment and training goals
- ★ **Evidence-based** strategies
- ★ **Systematic monitoring** of student progress
- ★ Strong **teacher & parent participation**

Matching programmes:

- ★ Teacher programmes
- ★ Parent programmes
- ★ Peer programmes

Addressing issues of :

- Individual variability
- Evidence-based practice
- Home-school collaboration
- Whole school approach

Most common training goals (Primary school)

- 理解別人的觀點、感受或意圖
- 按別人的反應（如：情緒、想法、語言及非語言的回應）調整自己的行為
- 調控自己的行為及注意自己的儀容，使別人留下好印象

Perspective taking

- 運用恰當的非語言訊息（如：目光、動作、姿勢及表情）
- 對話時，能自然地轉換話題
- 留心聆聽
- 按別人的反應來調整對話內容及方法（如：對方不明白時加以澄清）

Communication skills

- 運用恰當的策略去調控焦慮或失落的情緒
- 以表情、動作及語氣來表達情緒
- 當出現負面的情緒時（如：傷心、不安和憤怒），會恰當地尋求別人的關注、安慰或幫助

Emotional regulation

Most common goals (Secondary school)

- 按別人的反應（如：情緒、想法、語言及非語言的回應）
調整自己的行為
 - 了解如何建立好印象
 - 理解別人的觀點、感受或意圖
- Perspective taking
- 提升對話技巧
 - 在小組討論中與人協商以達致共識
- Communication skills
- 恰當地處理社交欺凌（如：取笑、散播謠言、網絡欺凌）
 - 能運用不同的策略去調控情緒
 - 運用不同的方法去解決問題
- Problem solving

Most common EBPs used in group training

- Social skills training
- Task analysis
- Modeling
- Video modeling
- Prompting

- Visual supports
- Scripting
- Reinforcement
- Naturalistic intervention
- Self-management

Reference:

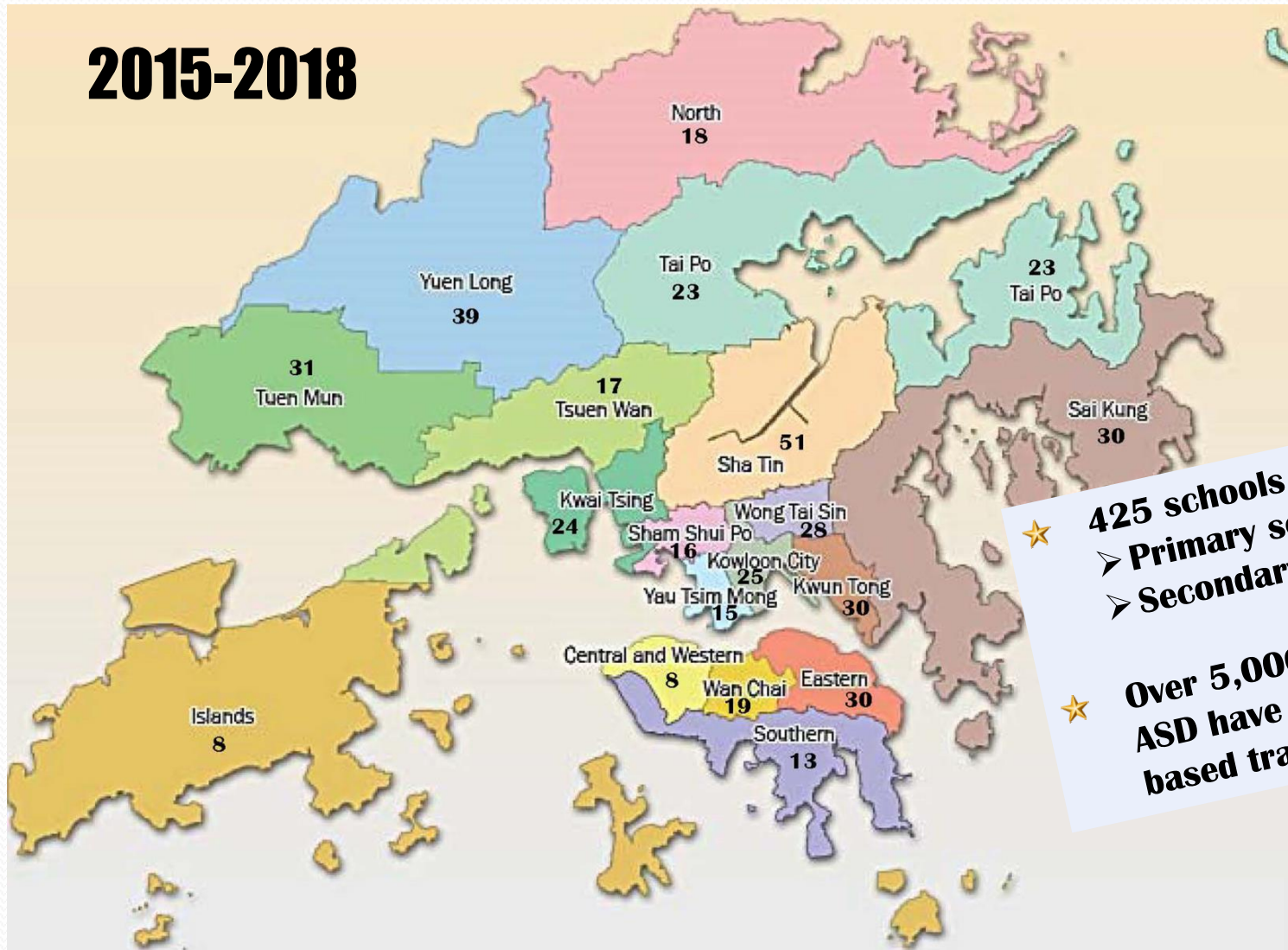
Wong, C., Odom, S. L., Hume, K., Cox, A. W., Fettig, A., Kucharczyk, S., et al. (2014). *Evidence-based practices for children, youth, and young adults with autism spectrum disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Results

1. Significant Impact
2. Capacity Building
3. Expertise Development
4. Resource Development

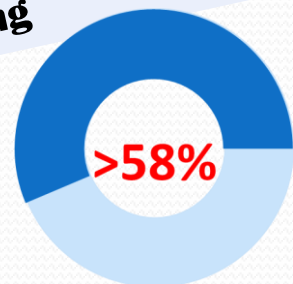
Results 1. Significant Impact

2015-2018

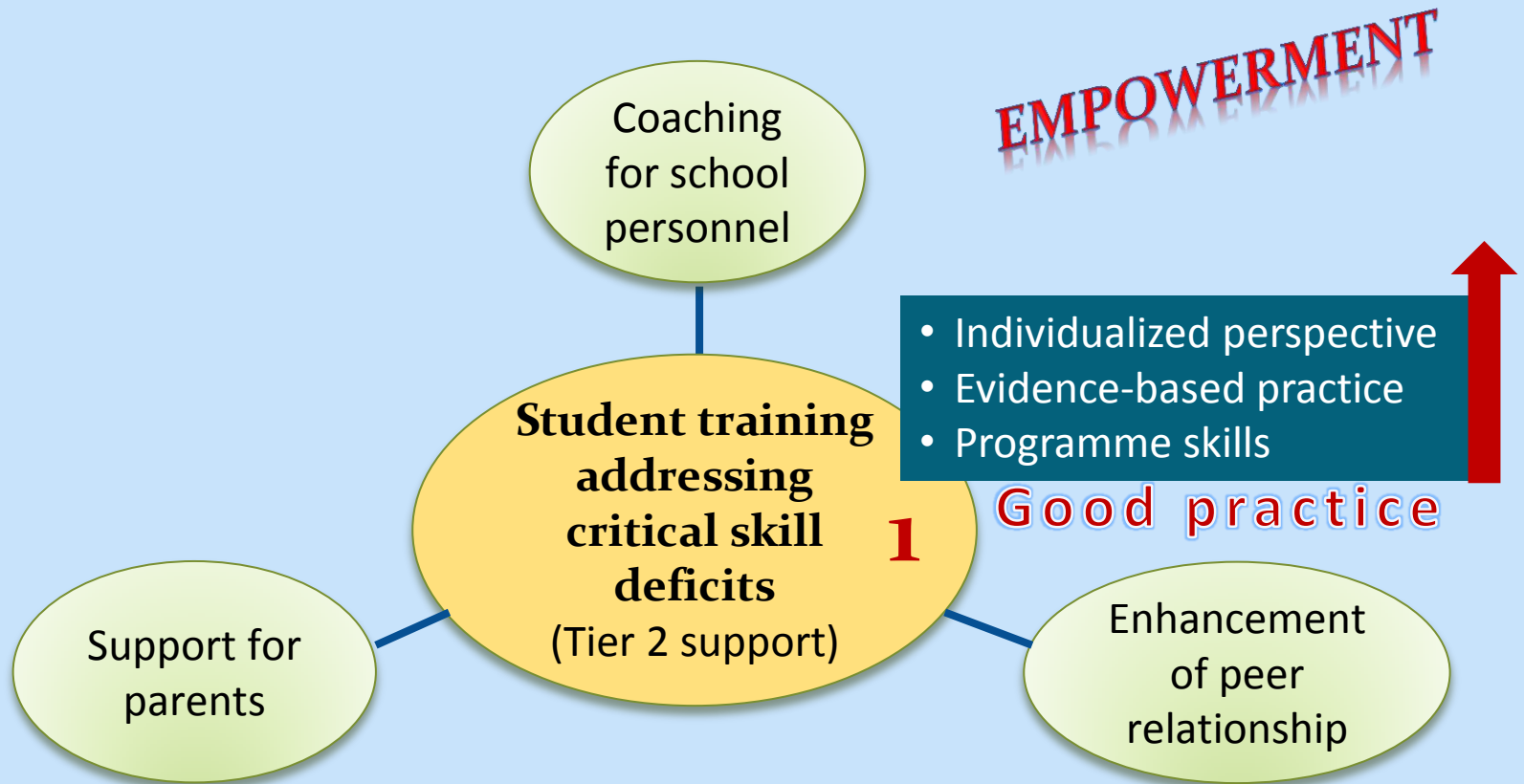


- ★ 425 schools
 - Primary schools: 270
 - Secondary schools: 155

★ Over 5,000 students with ASD have joined school-based training



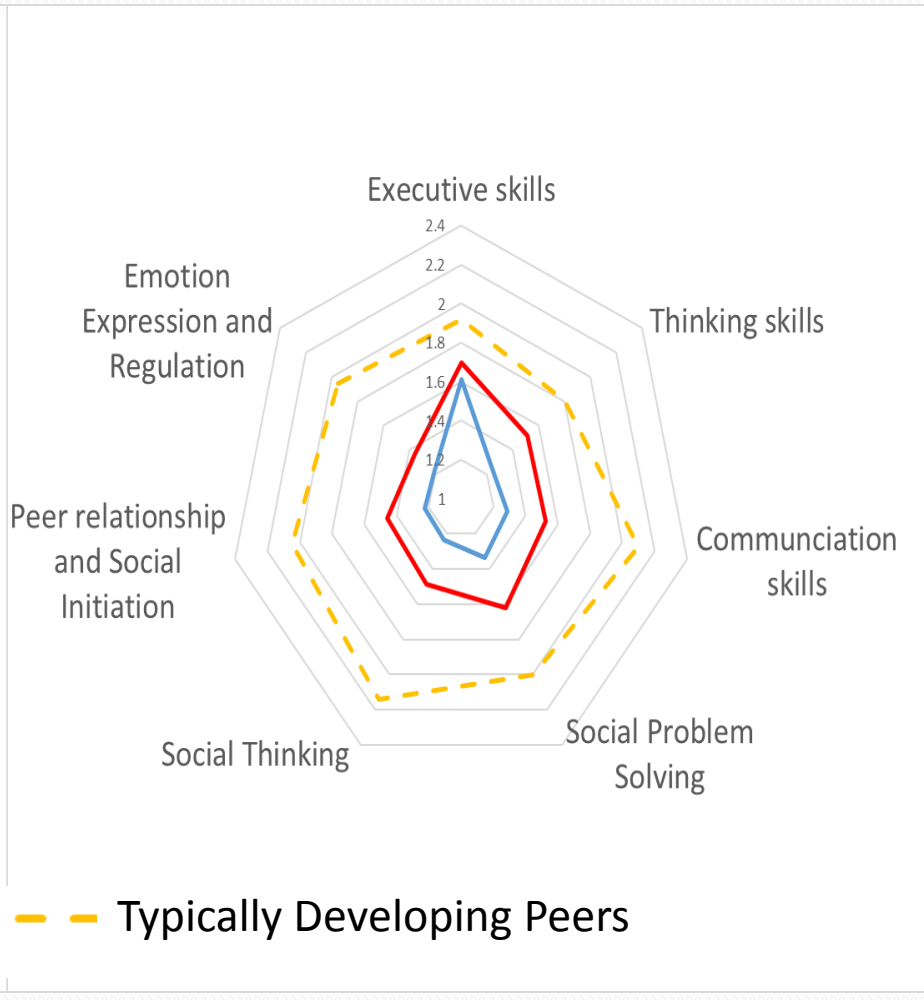
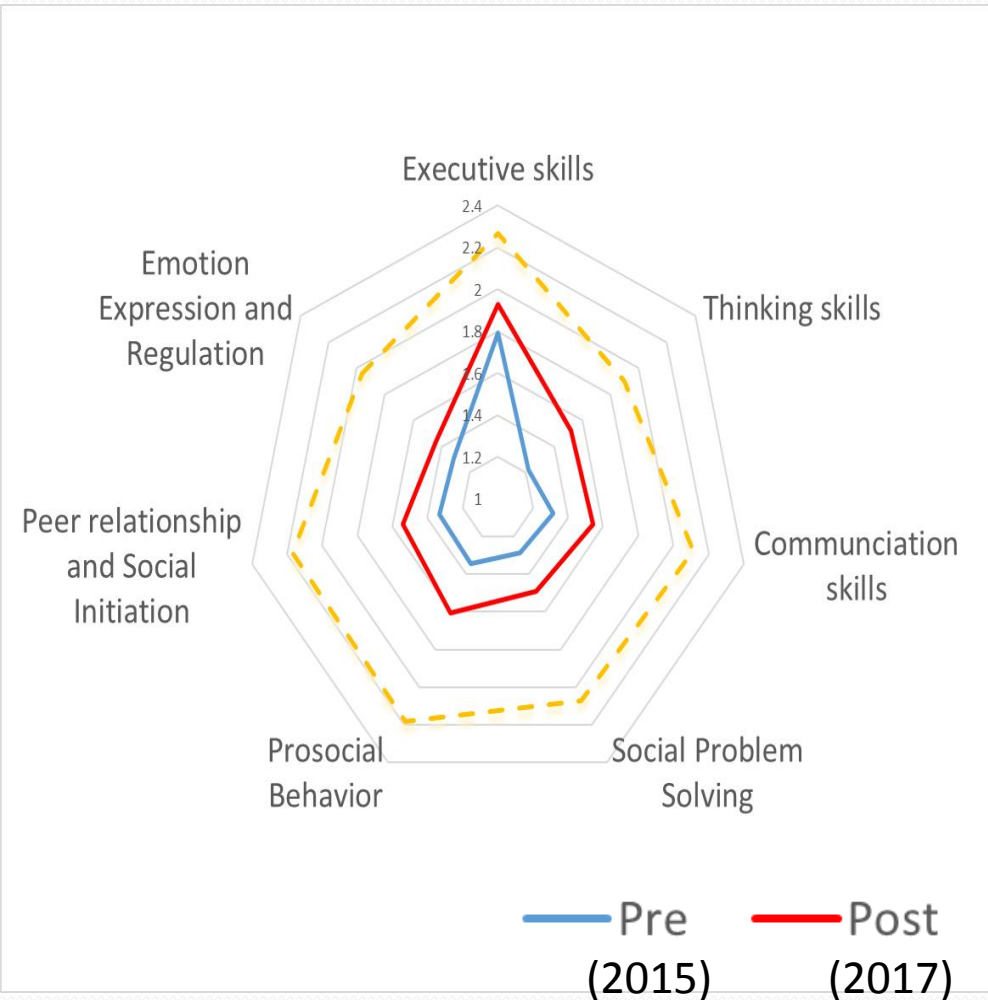
Results 2. Capacity Building



Students: Improved Adaptive Skills

Primary School

Secondary School



家長的話



表達和回應有明顯進步，她現在會在現場環境找自己不懂表達的提示。

在街上碰見同學仔，會主動告訴我同學仔名稱，以前會拖我行快些，遠離同學，視而不見。

參加計劃後，我的子女會主動認識新朋友，與同學相處亦有明顯進步。

在情緒方面有進步，及在輸了後的反應比以往穩定；亦學會了禮讓其他人。

個人自信心增強，自理能力進步，與別人溝通能力有進步。

參加計劃後，小朋友在學校的投入程度高了，變得更有禮貌，學習更為專注。

能使用情緒詞彙表達自己當刻的感受。

學生在參與計劃後，社交溝通技巧有進步（例如邀請同學參加遊戲）。亦協助他們理解別人背後動機。

計劃兼顧全面，…有助學生適應學校生活及家人相處，改善學生與家人、老師和同學的關係，也有助學生改善情緒管理。

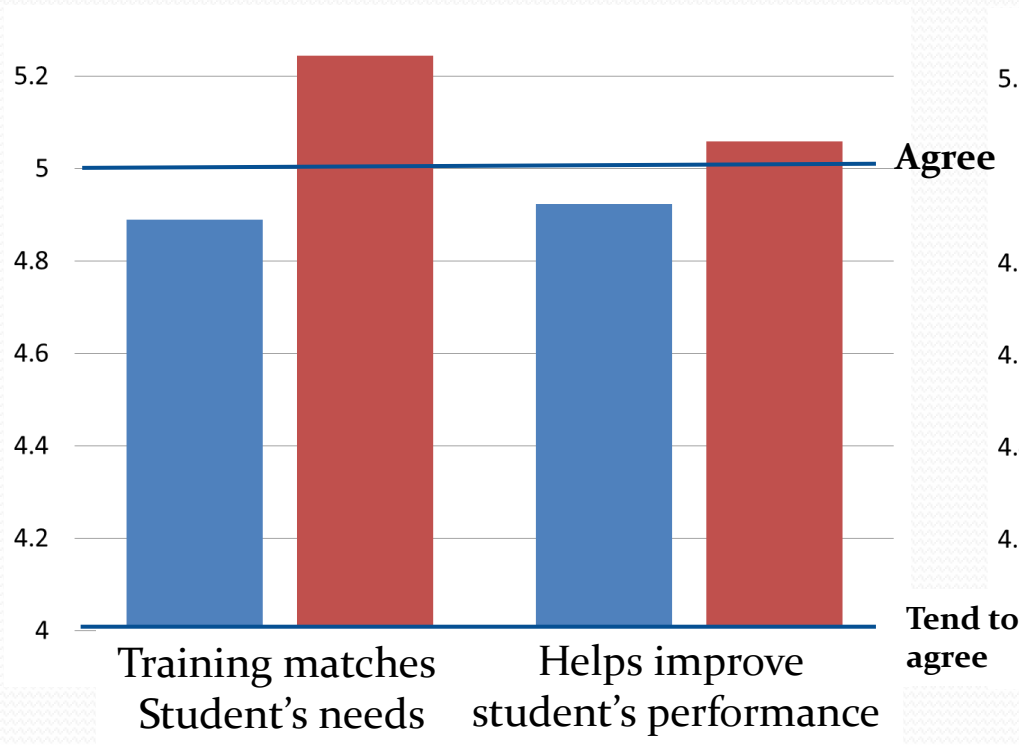
老師的話



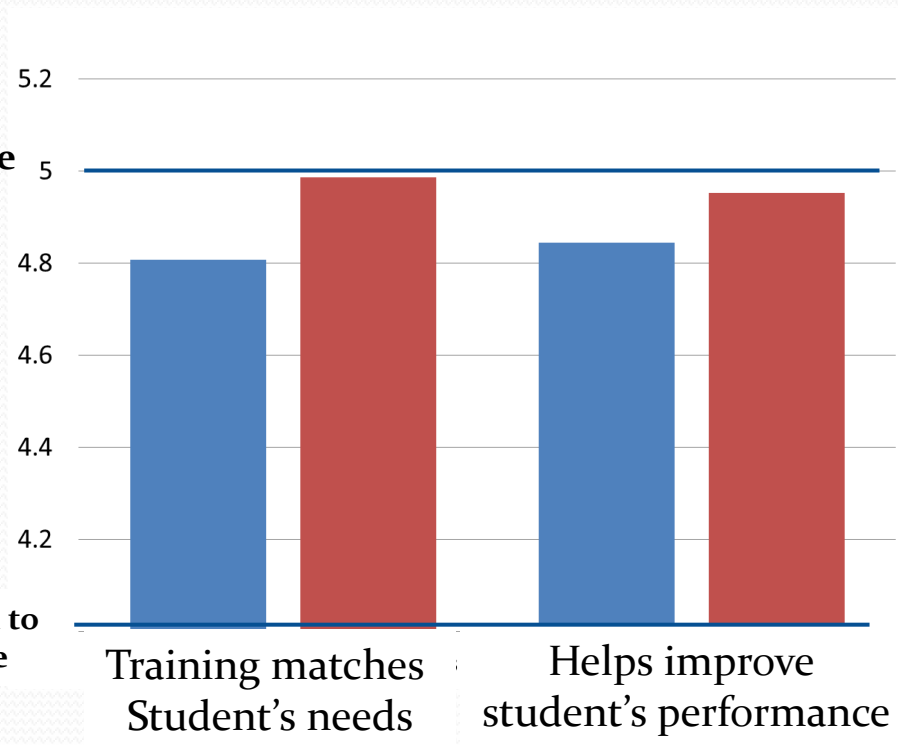
有關小五小六有自閉症的學生，負責機構也為學生及家長提供升中轉銜的資訊，協助他們做好升中的準備。

Programme Effectiveness: Ratings by Parents & Teachers

Primary School



Secondary School



■ Parents (N=2805) ■ Teachers (N=336)

■ Parents (N=749) ■ Teachers (N=141)

Results 2. Capacity Building

EMPOWERMENT



- Support skills
- T1/T3 support enhancement



Coaching for school personnel

2

Student training addressing critical skill deficits (Tier 2 support)

1

3

Support for parents

- Support skills
- Parent participation



Enhancement of peer relationship

Self-Ratings by Teachers and Parents: Enhanced Sense of Competence (Primary School)

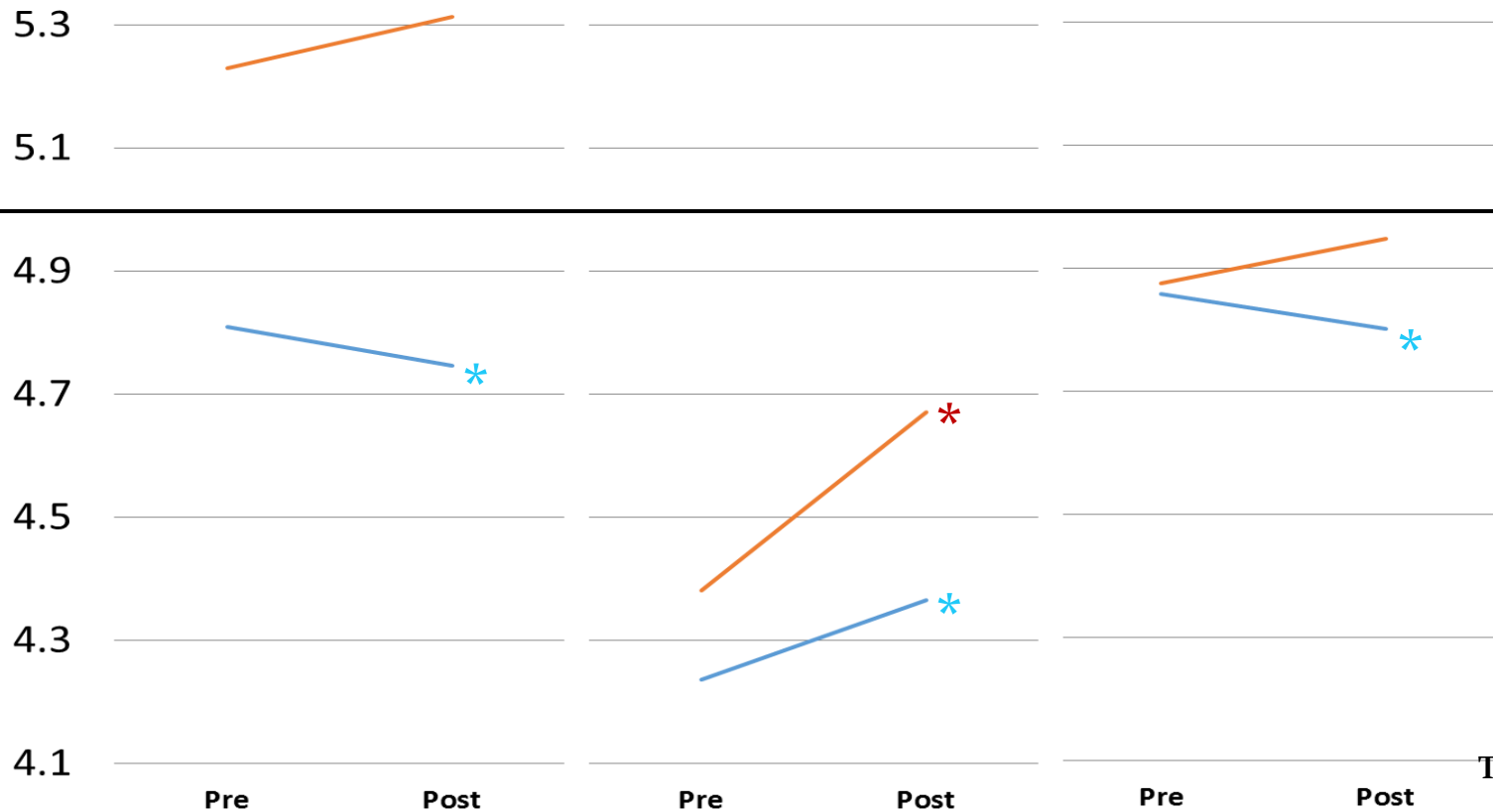
Understanding

Competence

Positive Attitude

Agree

Tend to agree



* Statistically Significant

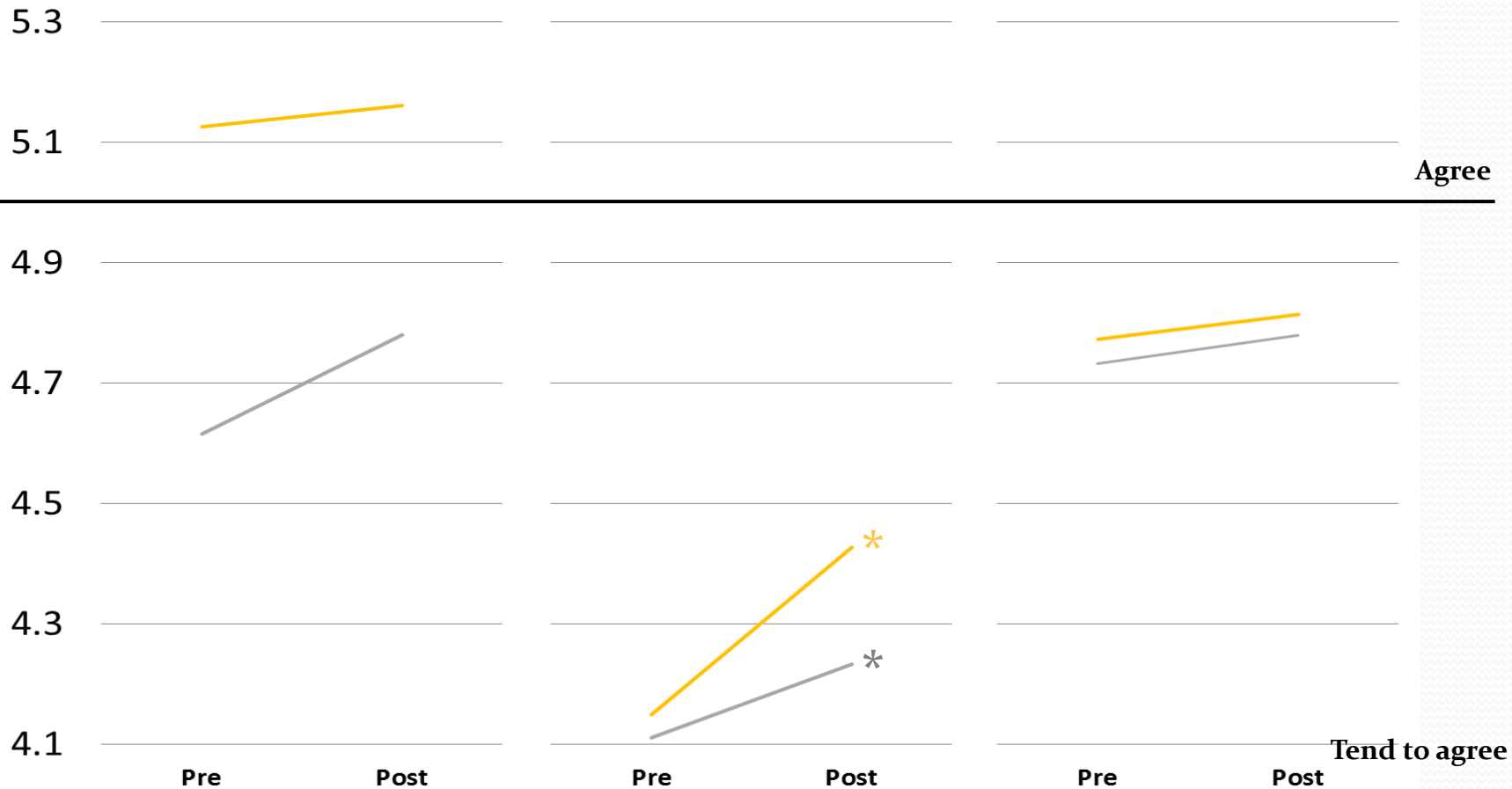
— Primary School Parents (N=1249) — Primary School Personnel (N=112)

Self-Ratings by Teachers and Parents: Enhanced Sense of Competence (Secondary School)

Understanding

Competence

Positive Attitude



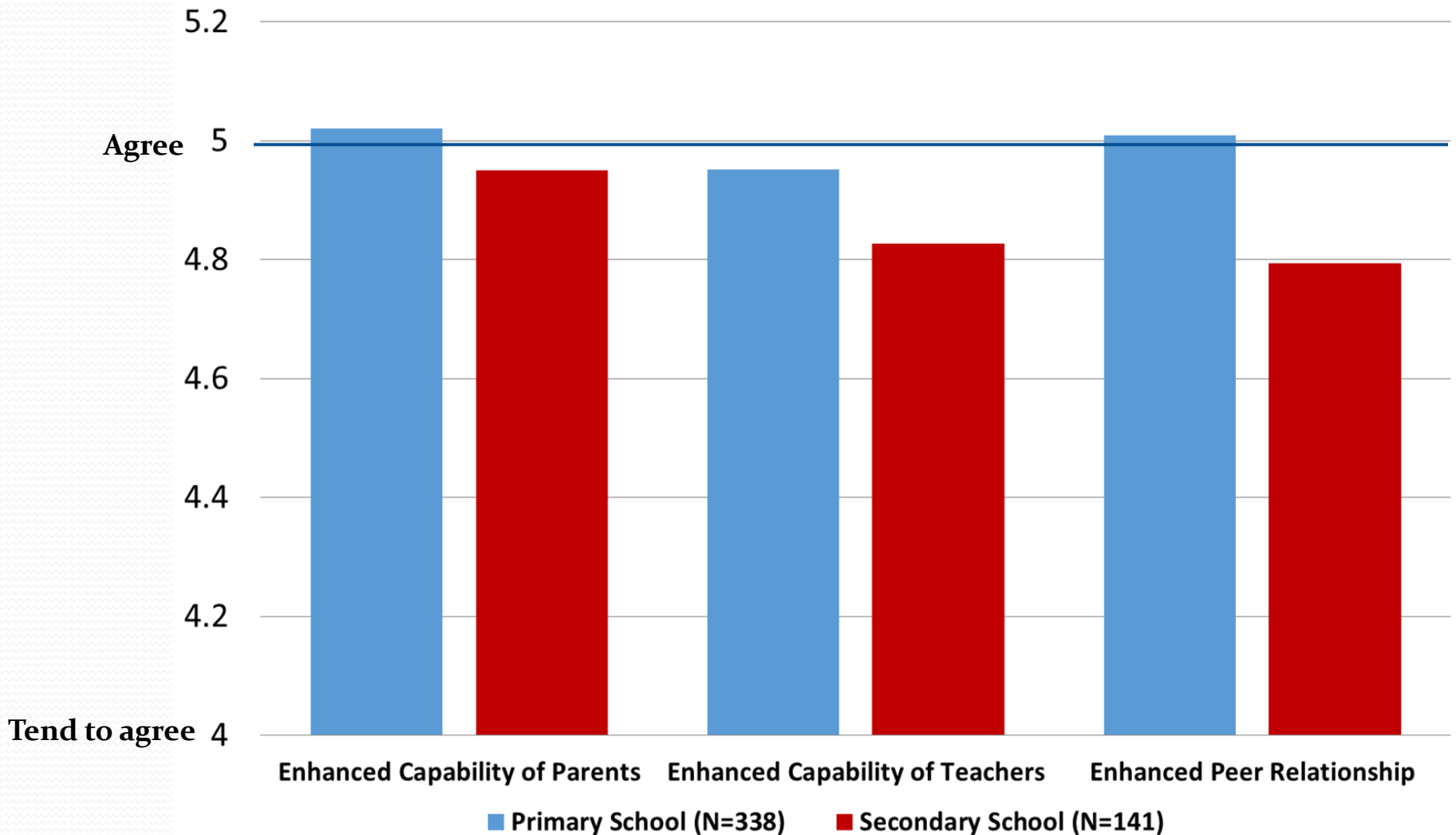
*Statistically Significant

— Secondary School Parents (N=231) — Secondary School Personnel (N=29)

Report by School Support Team:



- Enhanced understanding and skills of teachers and parents
- Enhanced peer relationship



Enhancing parents' capacity and home-school collaboration

負責姑娘樂意與家長溝通，了解孩子的行為；父母有時候感到憂慮，姑娘常常安慰，**給予我們很多正能量再向前行。**

欣賞導師對兒子的觀察…**給予恰當的管教技巧建議，改善親子溝通。**

計劃幫助了我的兒子和家庭，**家庭關係亦變得融洽。**



最欣賞計劃**重視與家長溝通**，讓我們知道孩子上小組的情況，在家中也可學以致用。

計劃兼顧全面，**有助自閉症學童、家人、老師相互了解**，有助學生適應學校生活及家人相處…。

社工可以和家長進行定期訪談，並將小朋友在家裏遇到的困難告知老師。**這個計劃正是家校合作的橋樑。**

Communication

➤ **Mutual understanding Mutual support Positivity**

Enhanced Home-School Collaboration

- Better communication
- More active parent/home support for student learning



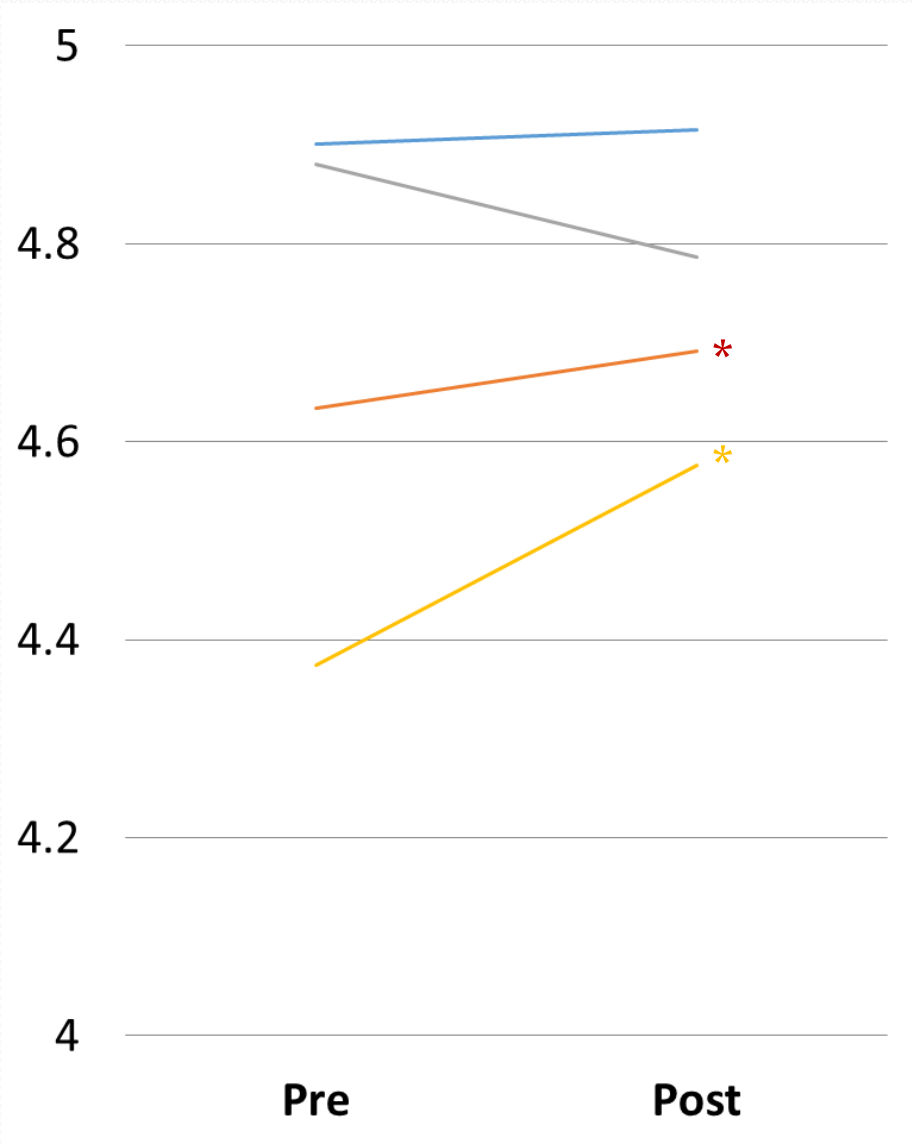
School Support Team

Primary School:

— Parents (N=1179) — Teachers (N=1197)

Secondary School:

— Parents (N=231) — Teachers (N=228)



* Statistically Significant

Enhanced Whole School Approach

- More effective 3-tier support
- More support from different members of the school community



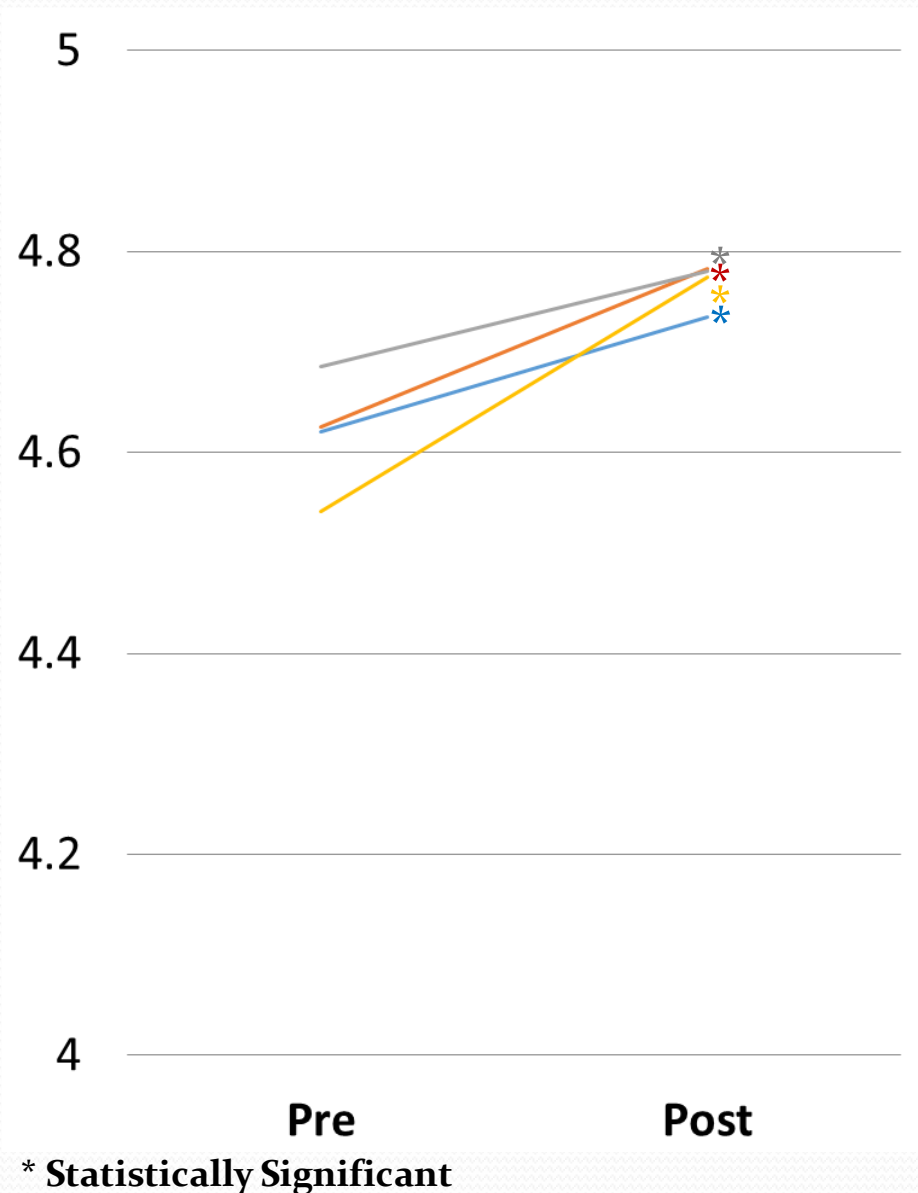
School Support Team

Primary School:

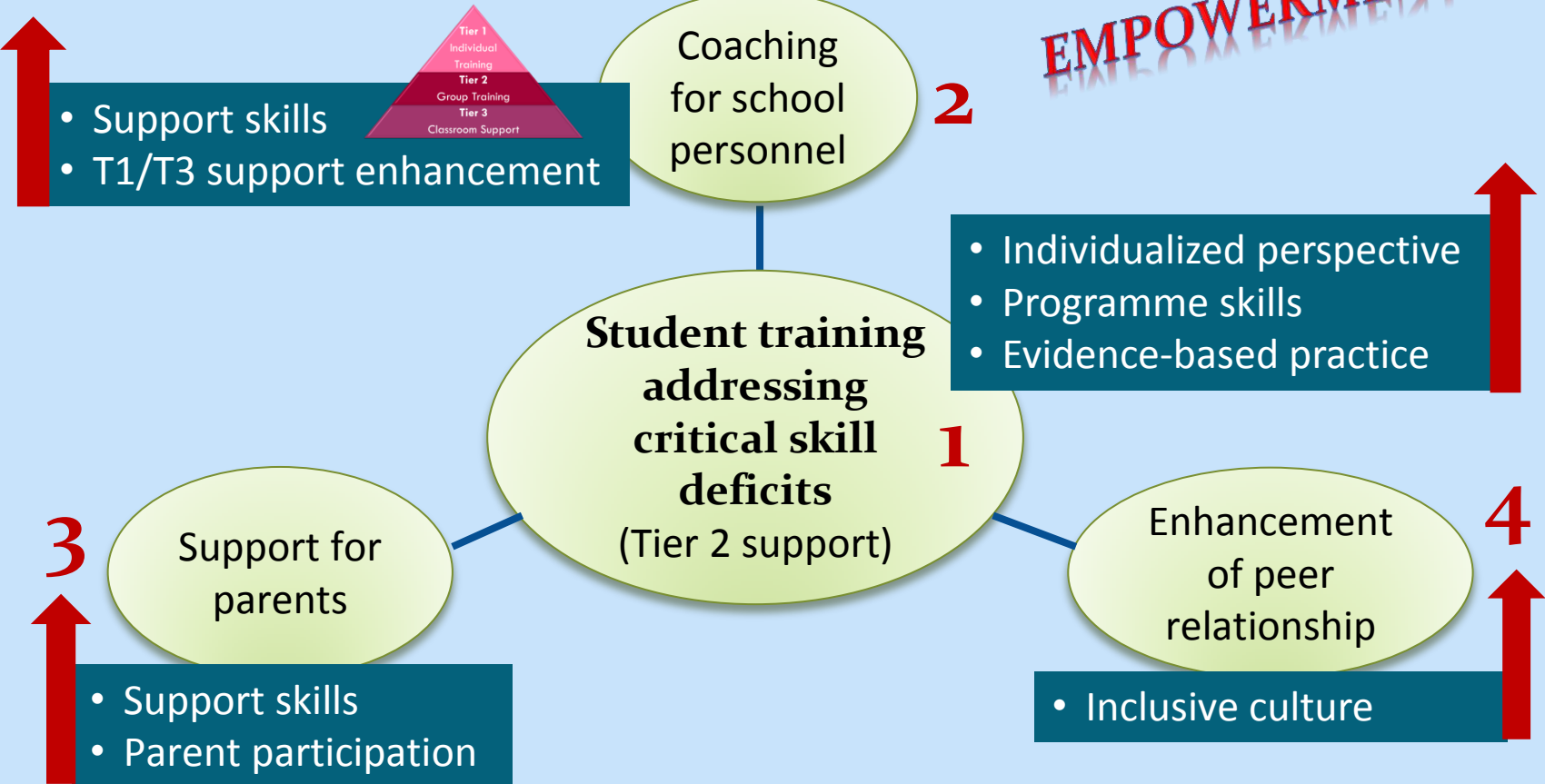
— Parents (N=1179) — Teachers (N=1197)

Secondary School:

— Parents (N=231) — Teachers (N=228)



Results 2. Capacity Building

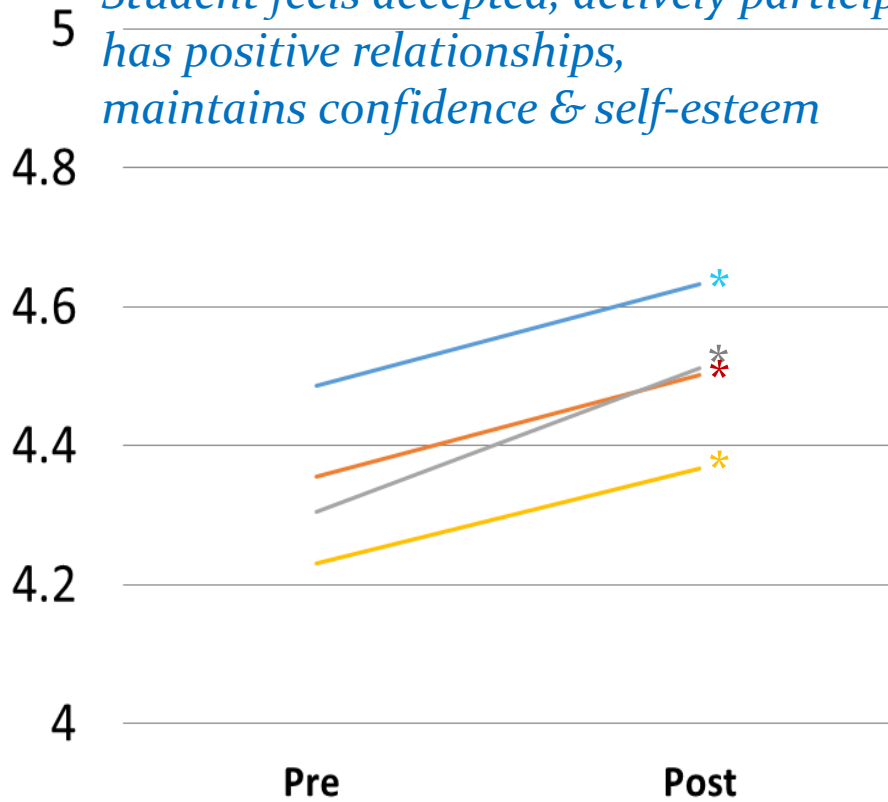


HOME-SCHOOL COOPERATION

WHOLE SCHOOL APPROACH

Change in indicators of inclusion: Ratings by parents and teachers

*Student feels accepted, actively participates,
has positive relationships,
maintains confidence & self-esteem*



* Statistically Significant

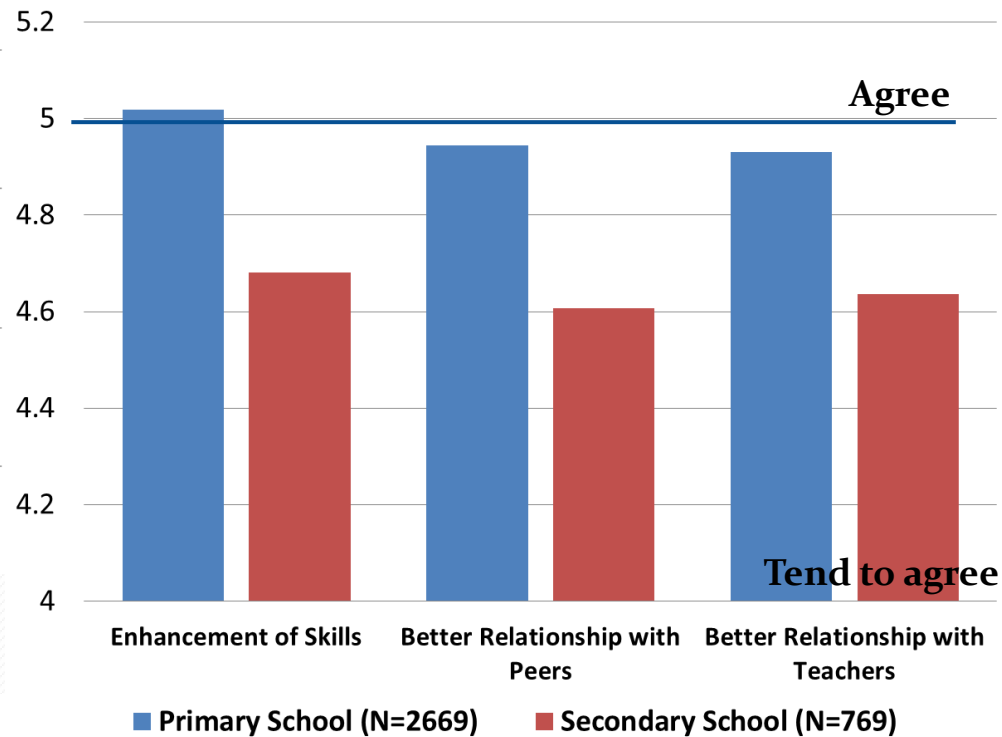
Primary School:

— Teachers (N=1206) — Parents (N=1192)

Secondary School:

— Teachers (N=234) — Parents (N=230)

Students' enhanced experience of inclusion



Results 3. Expertise Development

★ Territory-wide training and sharing events for school personnel and related professionals	Participants
3 conferences with international speakers	>1,700
15 professional training seminars/workshops	>2,200
13 sessions of teacher training	>1,700

老師的話：

- 加深認識自閉症學生的特質及學習具體的策略，在教學中運用
- 明白到要尋根究底，才能對症下藥
- 個案分享有助了解問題所在，檢討現行策略之成效
- 方法是實際有用，並非紙上談兵
- 明白輔導有自閉症的學生要具體、簡短，宜多用視覺提示



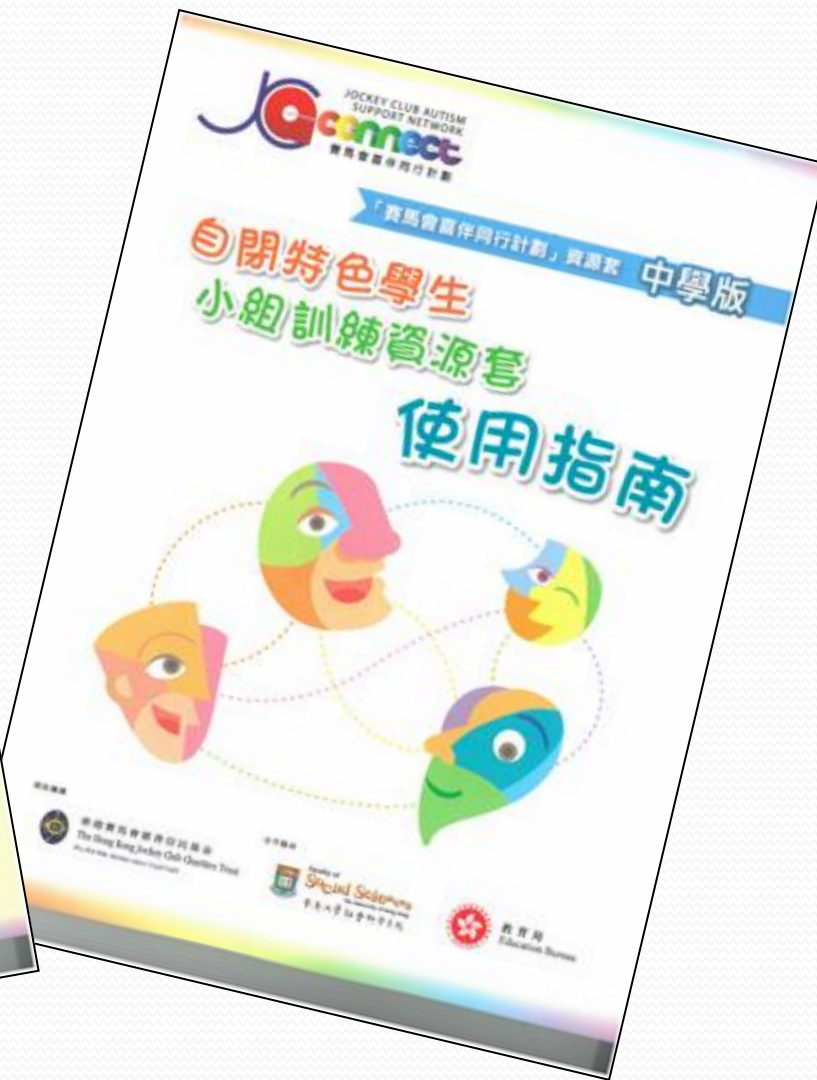
SHARING OF GOOD PRACTICES



Results 4. Resource Development



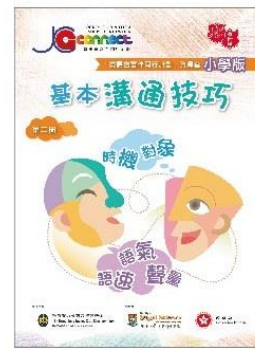
➤ Guidelines, standards, tools for group training



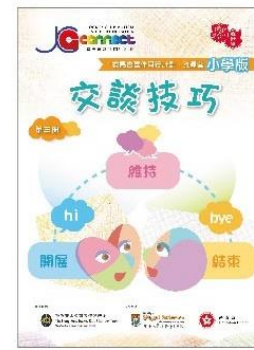
➤ Wide coverage of skill areas



第一冊 學習及自我管理



第二冊 基本溝通技巧



第三冊 交談技巧



第四冊 心智解讀



第五冊 社交思維



第六冊 友好行為



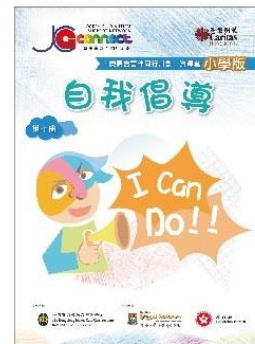
第七冊 朋輩相處



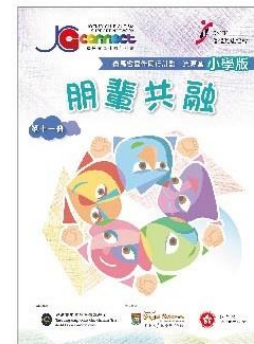
第八冊 情緒理解及調控



第九冊 處理分歧及協商



第十冊 自我倡導



第十一冊 朋輩共融



第十二冊 升中適應

Programme resources, exemplars for different skill domains

訓練計劃

第一節

本節目標

- 能觀察別人的表情、動作、副語言，從而推測其情緒（基本情緒：快樂、憤怒、傷心、害怕）
- 能理解情境，從而推測別人的情緒（基本情緒：快樂、憤怒、傷心、害怕）
- 能明白需要同時觀察別人的表情、動作、副語言及理解情境，才能準確推測其情緒

時間

活動

5分鐘

介紹小組

- 介紹規則：Dos and Don'ts (圖2.1)

小組規則	
DOs	DON'Ts
✓留心聆聽	✗用負面說話批評別人
✓說話有禮貌	✗離題
✓跟從指示	✗打斷話題
✓尊重他人	
✓保持恰當的身體距離	
✓有需要時才離開	
✓遵守遊戲規則（公平）	

圖2.1 小組規則

- 介紹「正能量量數」獎勵計劃 (圖2.2)

賺取「正能量量數」的方法：每節小組活動中，導師會列明每項活動的要求，如學生能達到要求，可以賺取「正能量量數」。學生集齊「正能量量數」，可以在每節小組完結前，共同商量去哪裡地方收集各小精靈獎券的食物，然後在最後一節小組的「小食會」環節享用。

1.2 訓練目標

「情緒」是人們與生俱來的心理和生理狀態，也是一個屬抽象的概念，這正是有自閉症的學生難於掌握之處。因此，在設計本課程的訓練內容時，我們的考慮重點包括：一、要切合有自閉症的學生的學習特色，盡量把抽象的概念具體化，並且由淺入深地安排教學內容；二、要針對他們面對的兩大困難——情緒理解和情緒調控。

依據以上的方向，我們把情緒理解及情緒調控兩個重要部分訂定為三大訓練範疇，如圖1.5所示，視察當中的訓練目標和原則：

次範疇一

認識及理解他人的情緒

次範疇二

表達及理解自己的情緒

次範疇三

運用「不同的」策略調控情緒

時間

活動

10分鐘

主題教學——目標 (1)

- 承接「引入」，導師會重申，學生需要綜合情境及別人的表情、動作、副語言，才能準確推測其情緒。
- 導師展示「情緒解碼方程式」(圖2.11)，協助學生記憶所學。

情緒解碼方程式



小結

我們需要綜合觀察別人的表情、動作、副語言及理解情境，才能準確推測其情緒，我們可以運用「情緒解碼方程式」提醒自己。

實踐練習

對能力稍弱的學生：
導師可以先導先找網上短片或劇集片段，或可預先選擇學生常遇到的一些生活情境，並於影片的適當位置定格，引導學生留意及分析相關情緒線索。有需要時，可以引用「情緒解碼方程式」作提示。

30分鐘

練習一及回饋：解讀高手——目標 (1)

- 分兩組進行比賽。
- 兩組在起點線上排成一隊，然後每組派一名代表出線跑向 (圖2.12)。
- 當兩人相遇時，要停下「情緒尋」，先觀察並推測對方的情緒，然後再

情緒理解及調控

第七冊



編者機構

香港賽馬會 autism 同行計劃

The Hong Kong Jockey Club Autism Support Network

香港輔助協會

合作機構

香港賽馬會 autism 同行計劃

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2.3 第一層支援策略建議

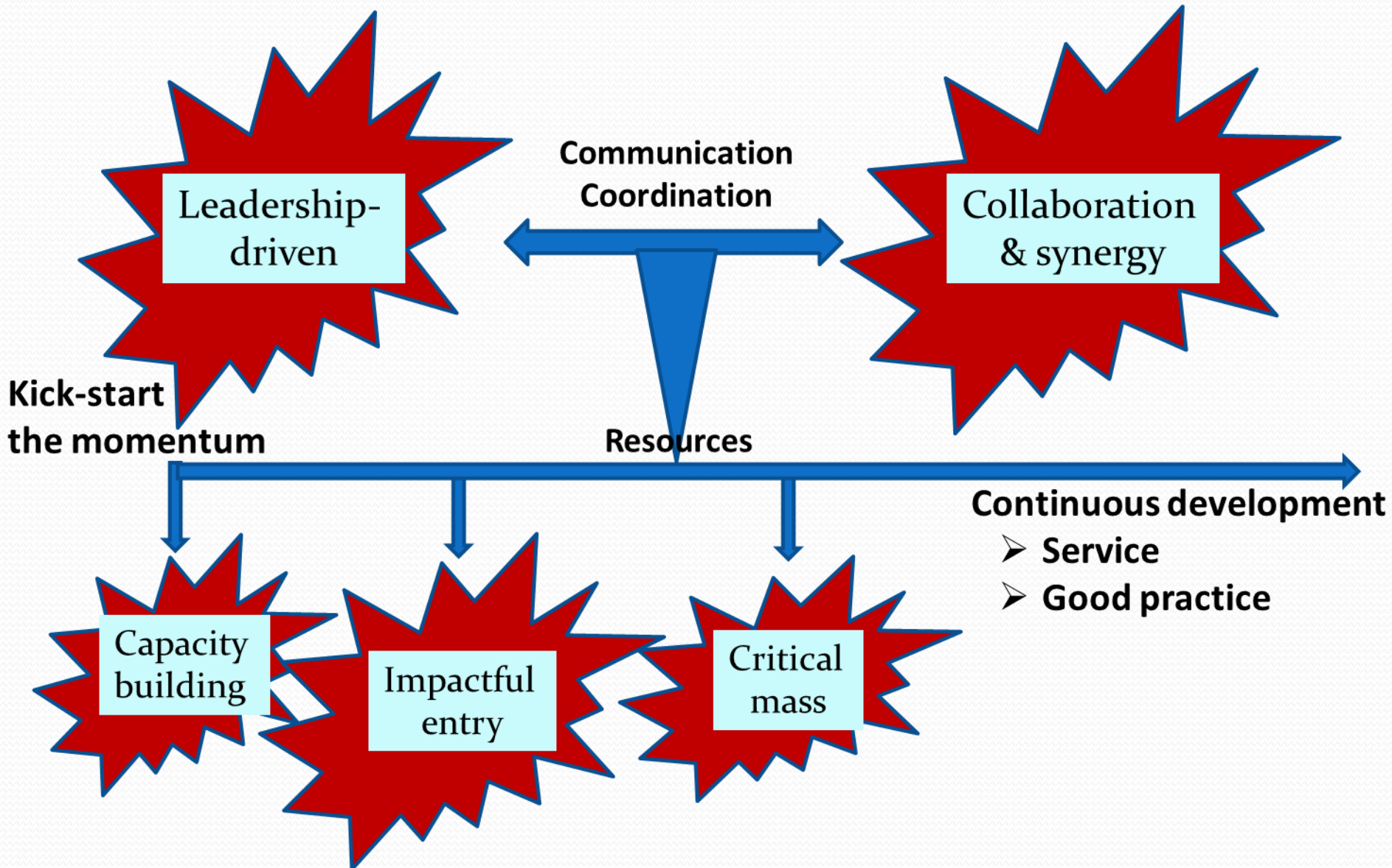
在課堂中，當有自閉症的學生因錯誤理解或沒留意別人時（如：沒注意別人已表現不悅，繼續發表個人的意見以慢慢引導他們尋找所學的四種線索，包括情境、表情、肢體語言等），老師可以預先提醒同學留意自己的言行，令大家保持融洽的關係，使合作更順利，任務更有效的結果評外，也可根據組員間有否照顧彼此的情緒，而對有自閉症的學生能有機會應用所學。

學校可以透過舉辦共融活動，讓朋輩學習如何運用口語溝通。提示的語句，如：「你望吓XX的表情」、「你望吓XX氣」等。

2.4 第三層支援策略建議

學校協作人員可以運用小組曾使用的活動和教材，與有自閉症的學生進行小組訓練中教授的技巧。

Summary: Factors for Success



Other Findings

1. Individual variability:

Other co-occurring SEN conditions

2. From group training to school adjustment:

It takes more than skills training

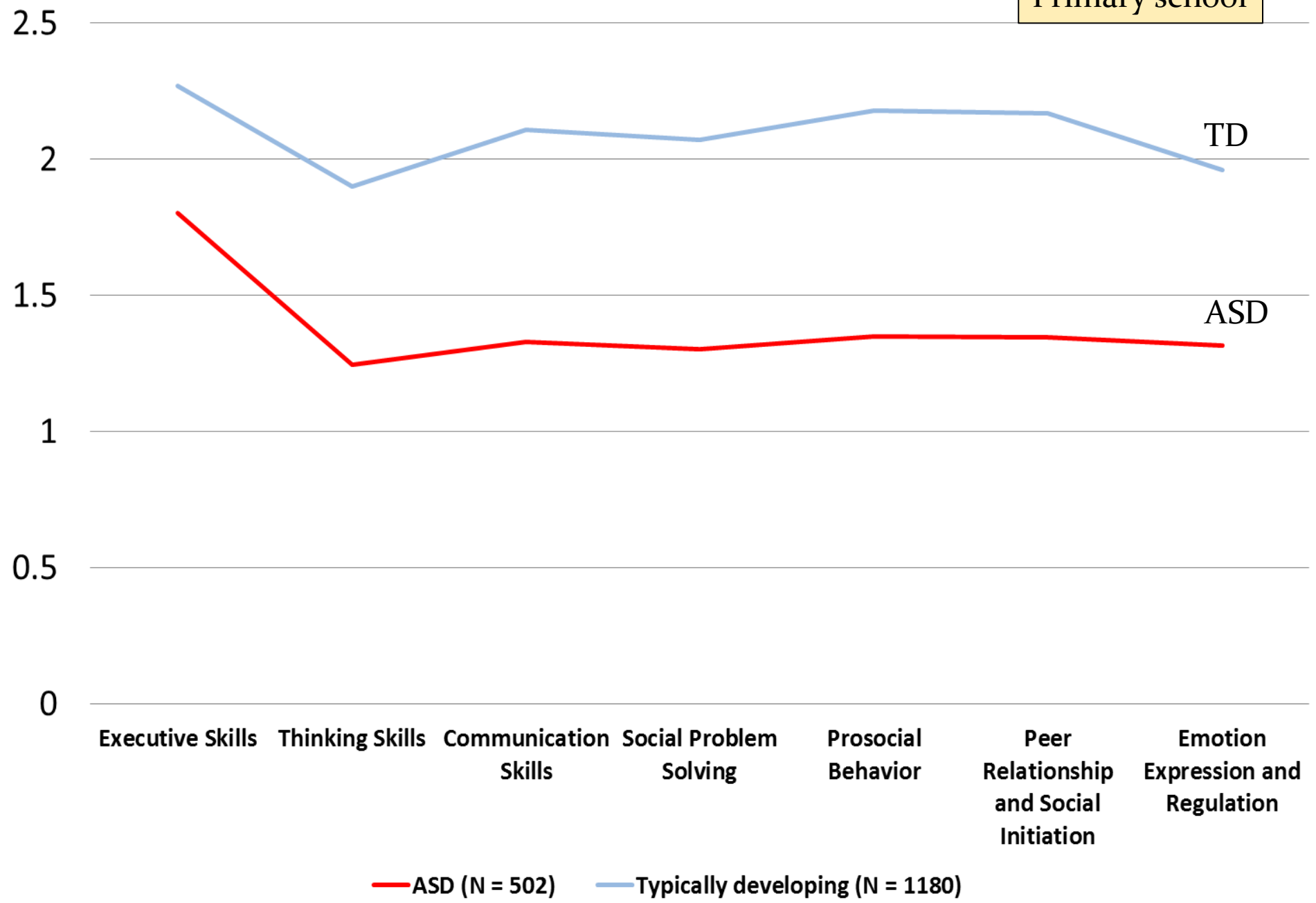
Co-occurring SEN Conditions

Number of Co-occurring Conditions	Primary School		Secondary School	
	N = 3217		N = 934	
0	652	20%	209	22%
1	1845	57%	481	51%
2	617	19%	194	6%
3 or above	103	3%	50	5%

Type of Co-occurring Conditions	Primary School		Secondary School	
	N = 3217		N = 934	
Specific Language Impairment (SLI)	2317	72.0%	555	59.4%
Attention Deficit Hyperactivity Disorder (ADHD)	579	18.0%	241	25.8%
Specific Learning Difficulty (SpLD)	265	8.2%	149	16.0%
Intellectual Disability (ID)	184	5.7%	45	4.8%

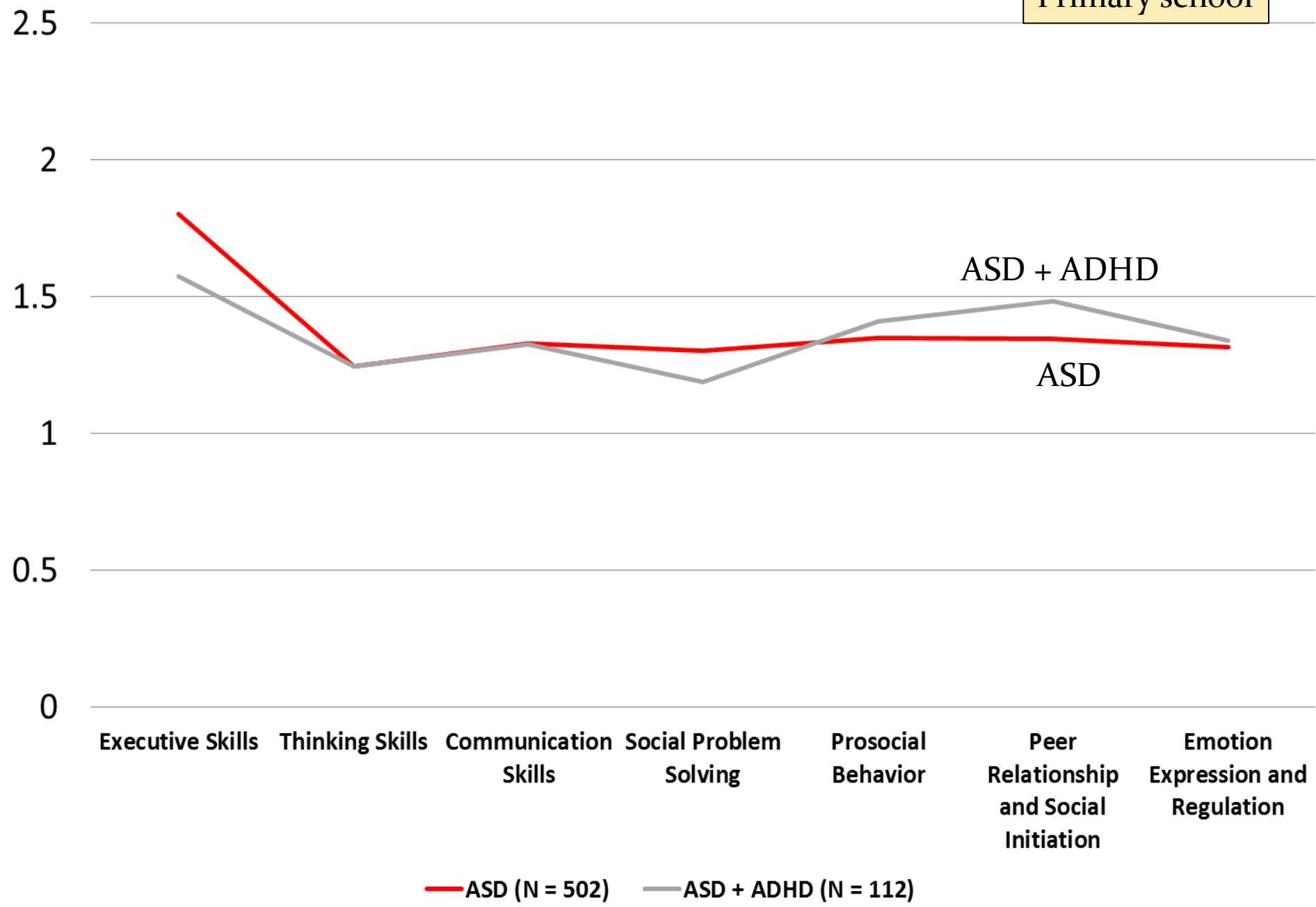
Typical Development vs ASD

Primary school



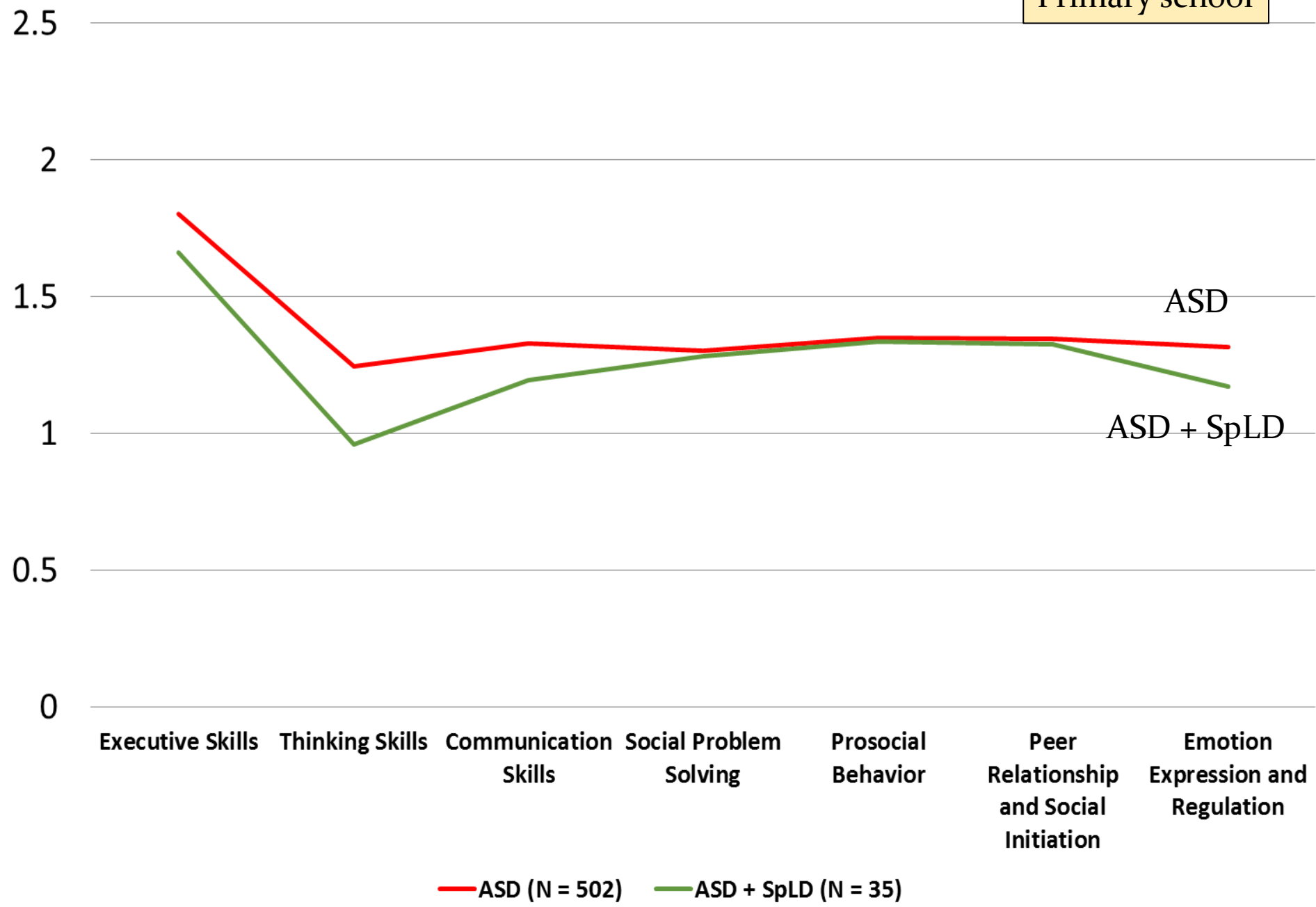
ASD vs ASD+ADHD

Primary school



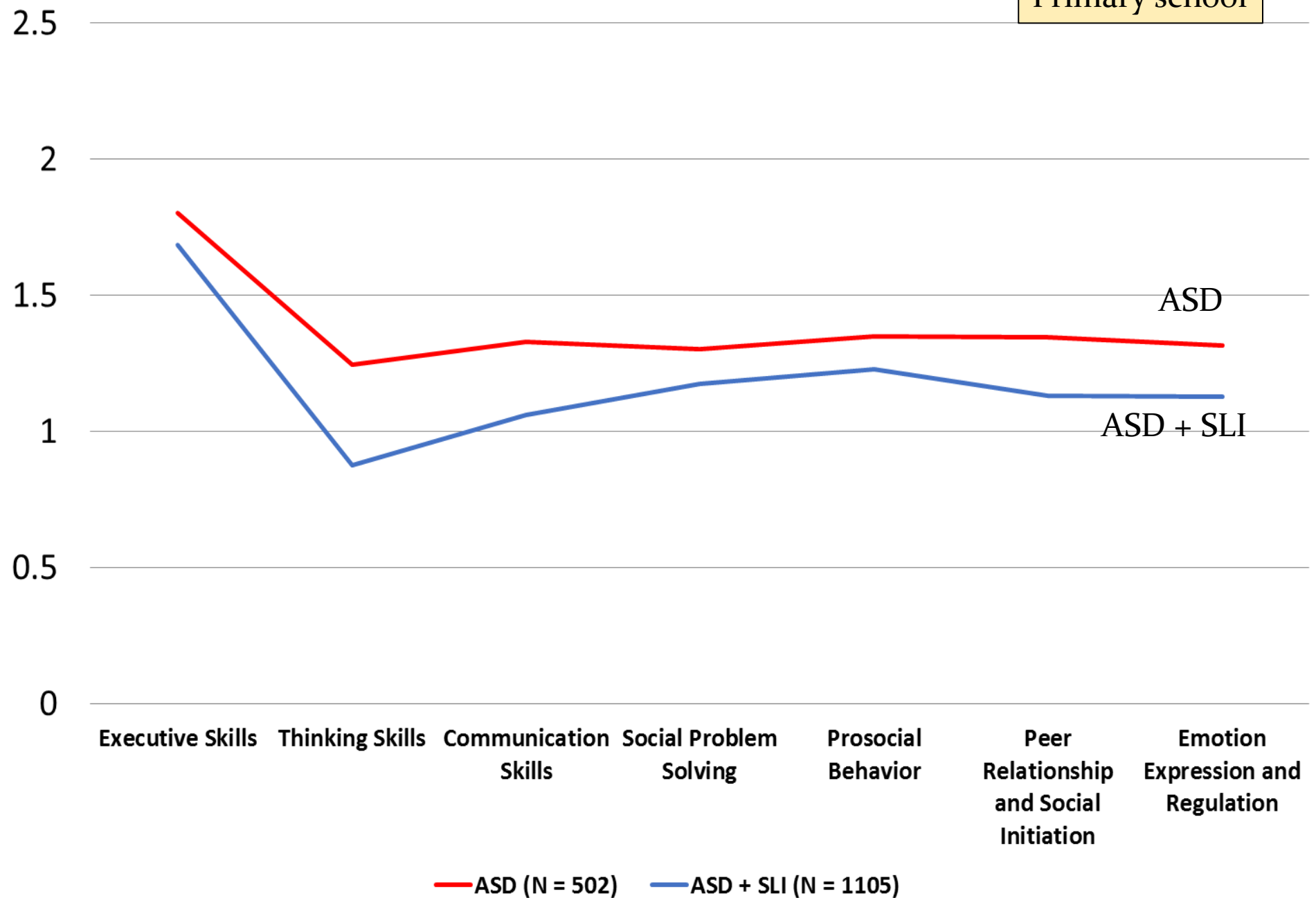
ASD vs ASD+SpLD

Primary school



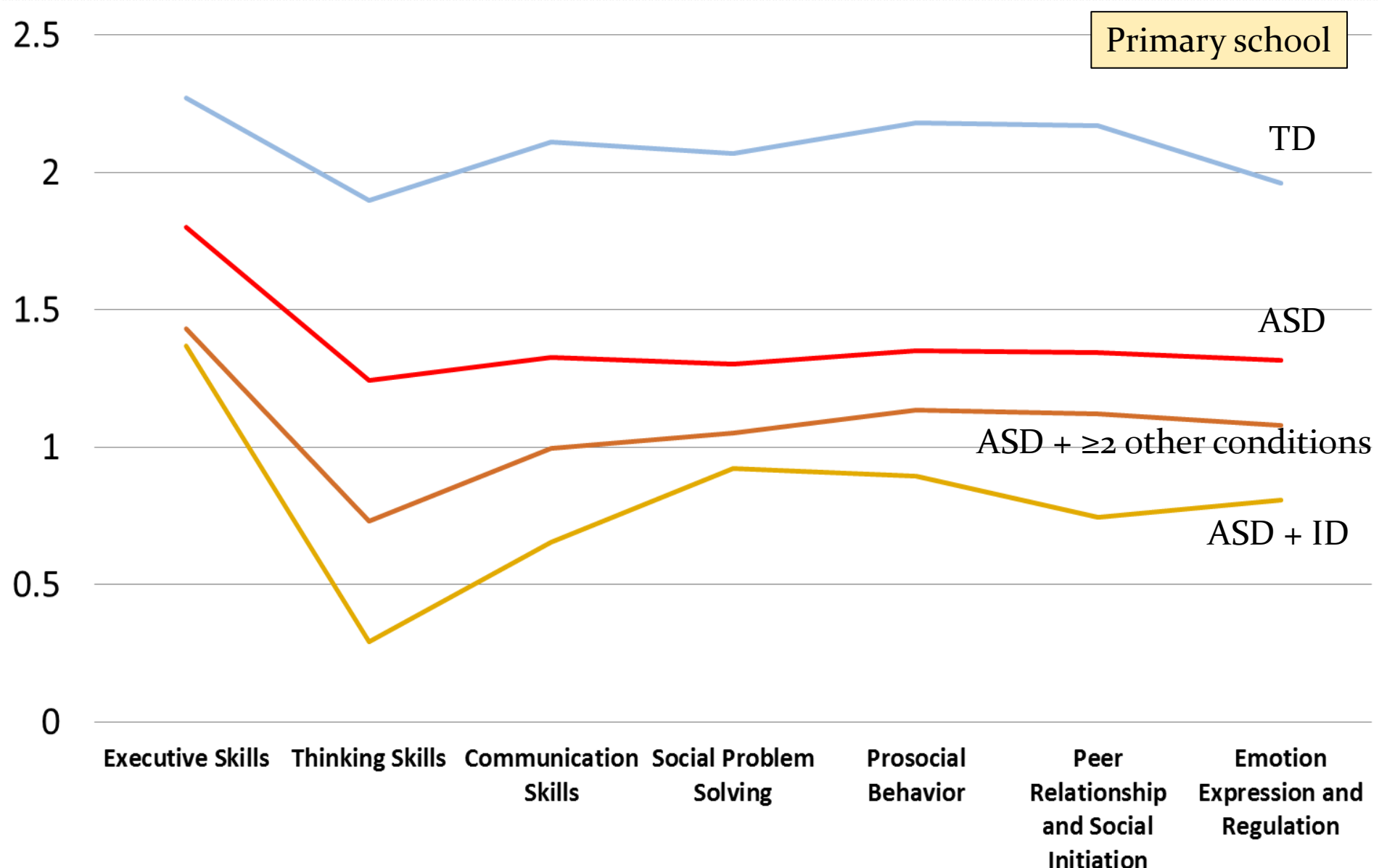
ASD vs ASD+SLI

Primary school



ASD vs Complex Cases

Primary school



TD

ASD

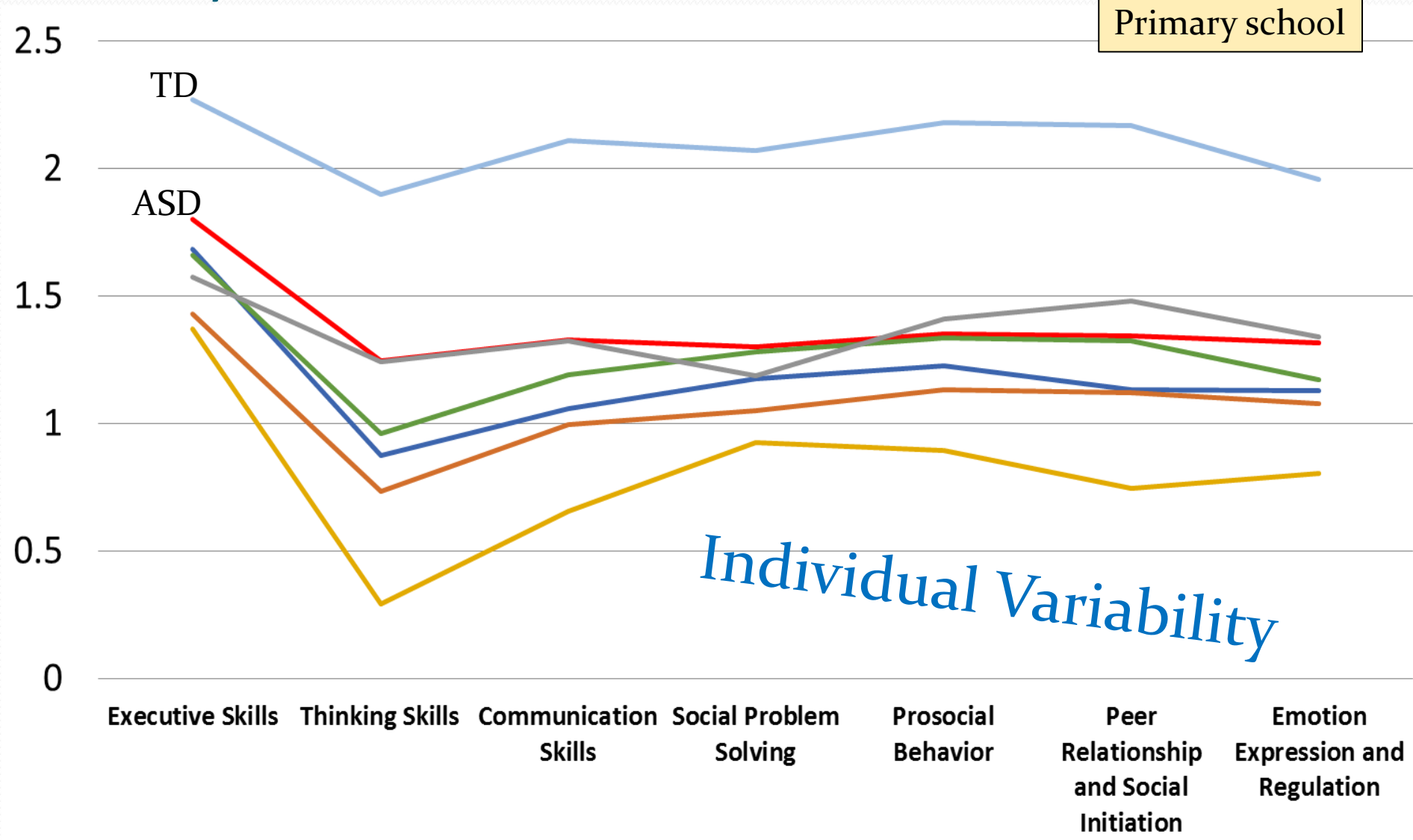
ASD + ≥ 2 other conditions

ASD + ID

- ASD (N = 502)
- Typically developing (N = 1180)
- ASD + ID (with other co-occurring conditions) (N = 130)
- ASD with two or more co-occurring conditions (without ID) (N = 390)

Primary School Students

Primary school

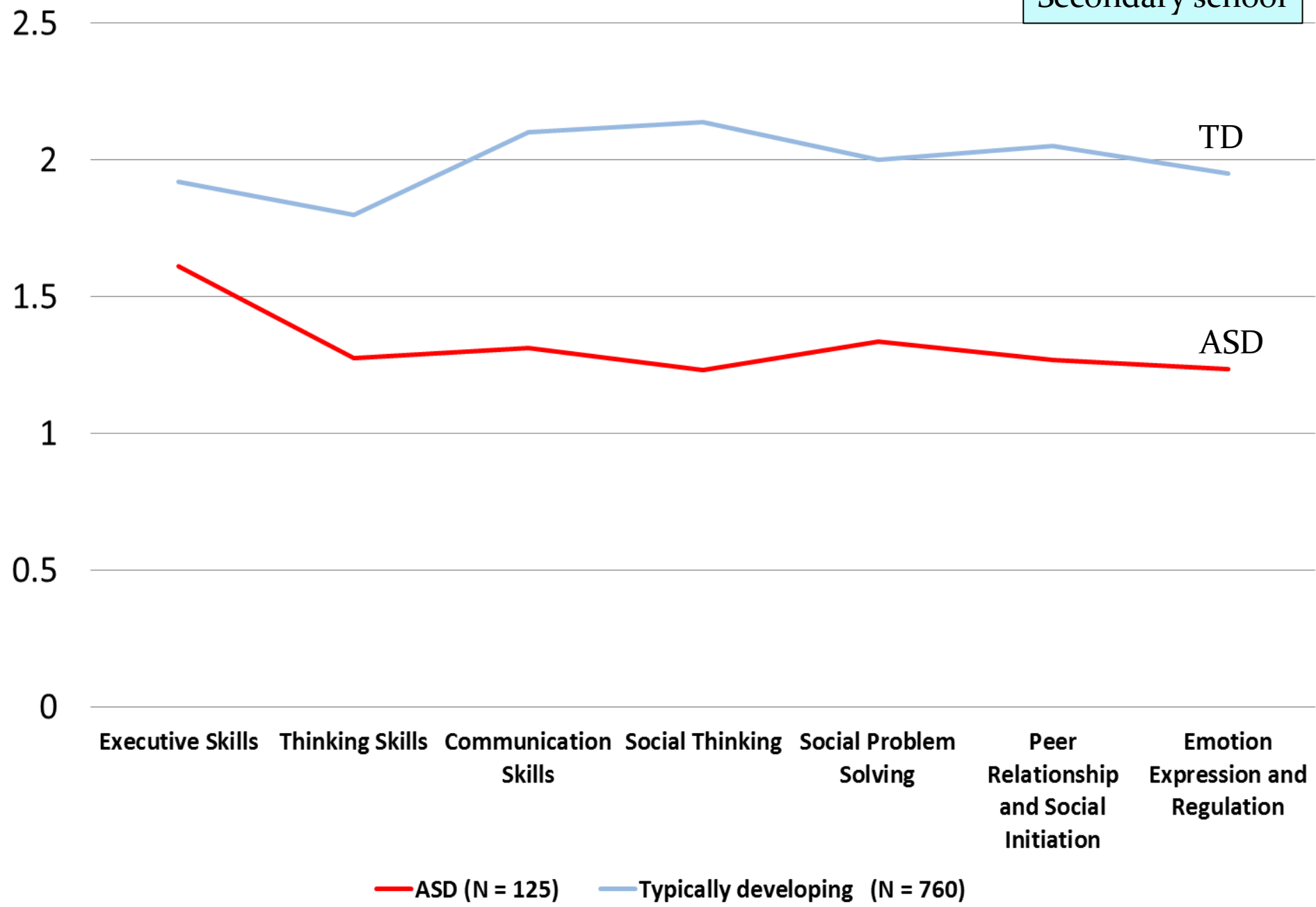


Individual Variability

- ASD (N = 502)
- ASD + SpLD (N = 35)
- ASD + ID (with other co-occurring conditions) (N = 130)
- Typically developing (N = 1180)
- ASD + SLI (N = 1105)
- ASD + ADHD (N = 112)
- ASD with two or more co-occurring conditions (without ID) (N = 390)

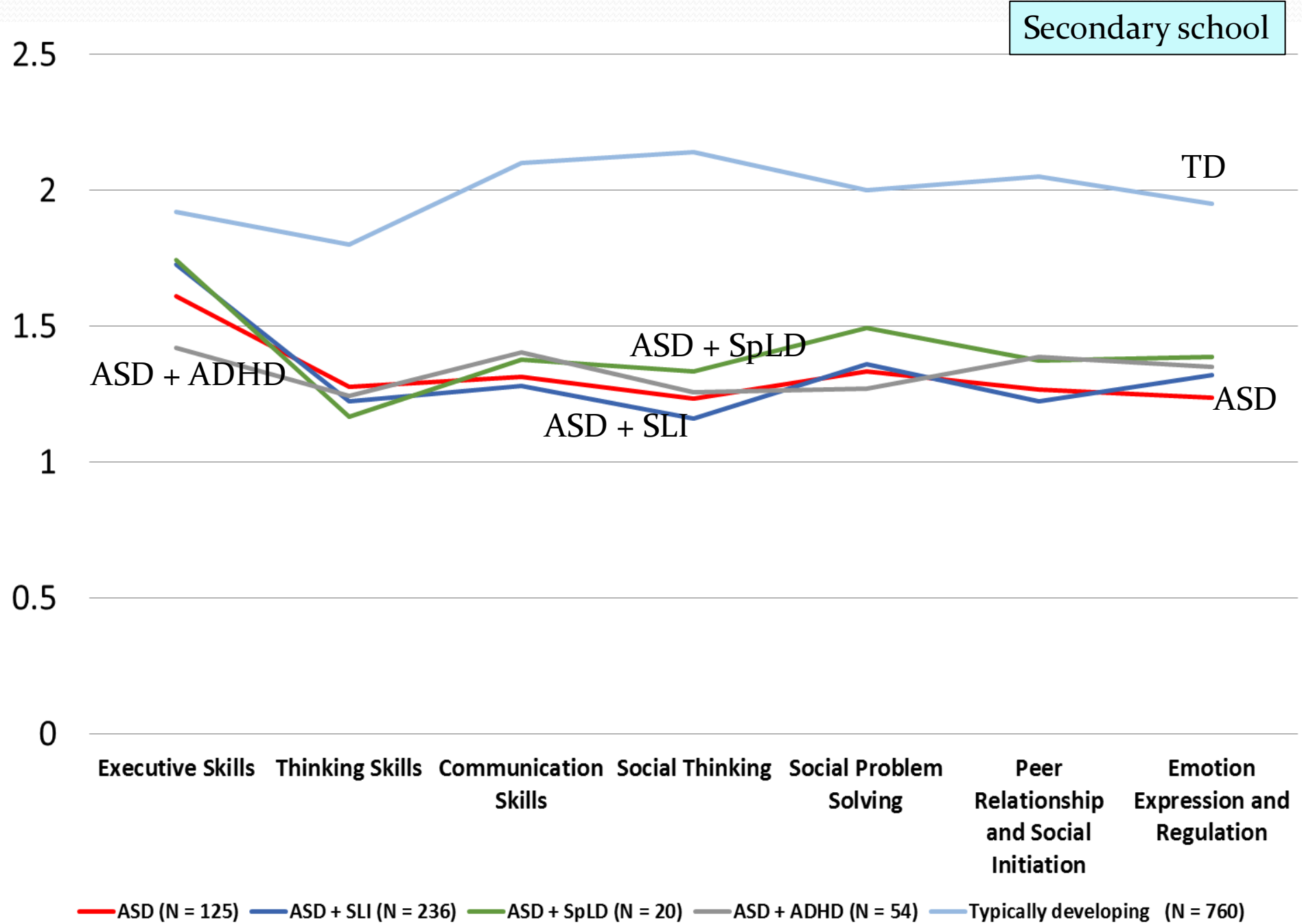
Typical Development vs ASD

Secondary school



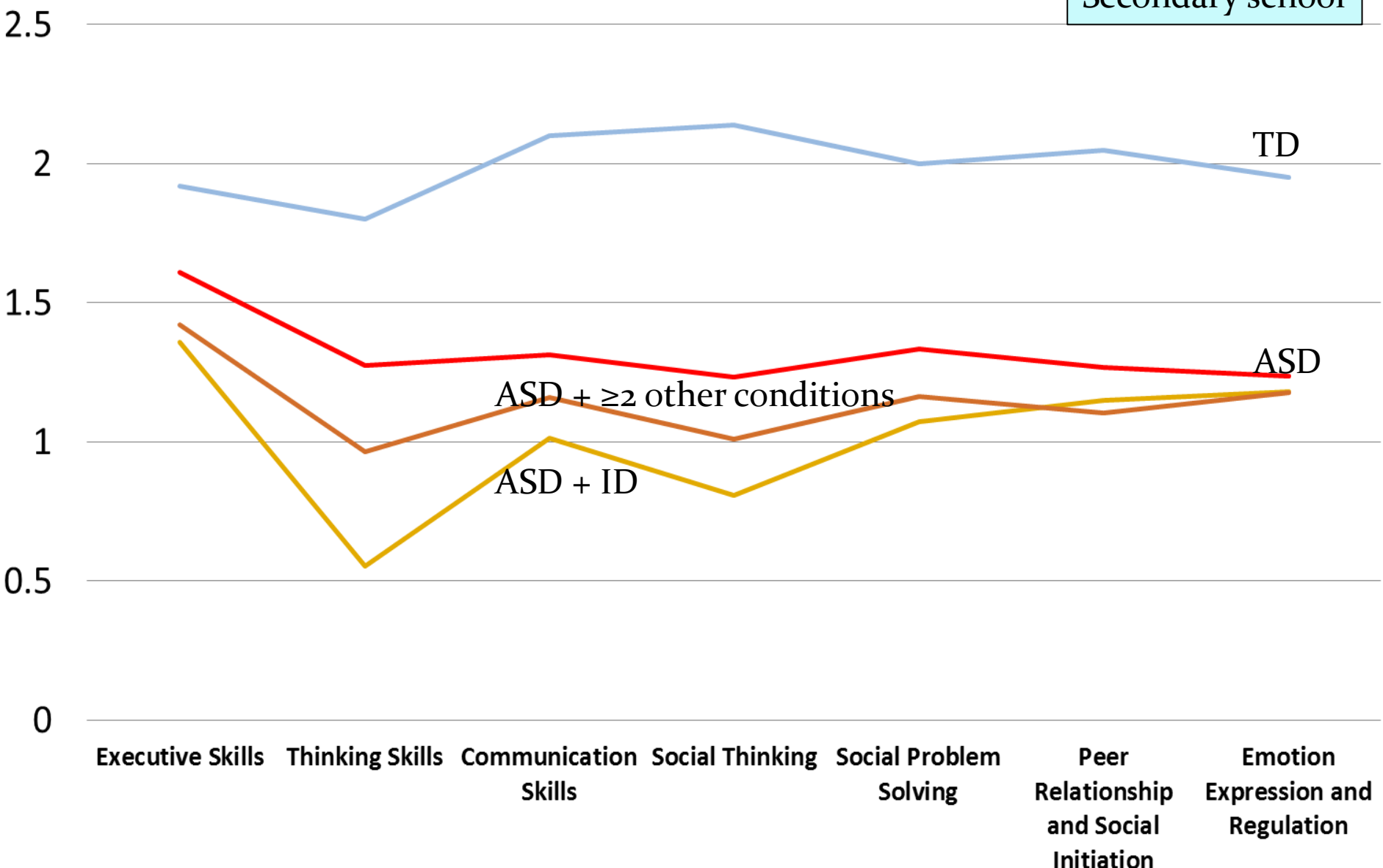
All Except ASD with ID & 2+ Co-occurring Conditions

Secondary school



ASD vs Complex Cases

Secondary school



TD

ASD

ASD + ≥ 2 other conditions

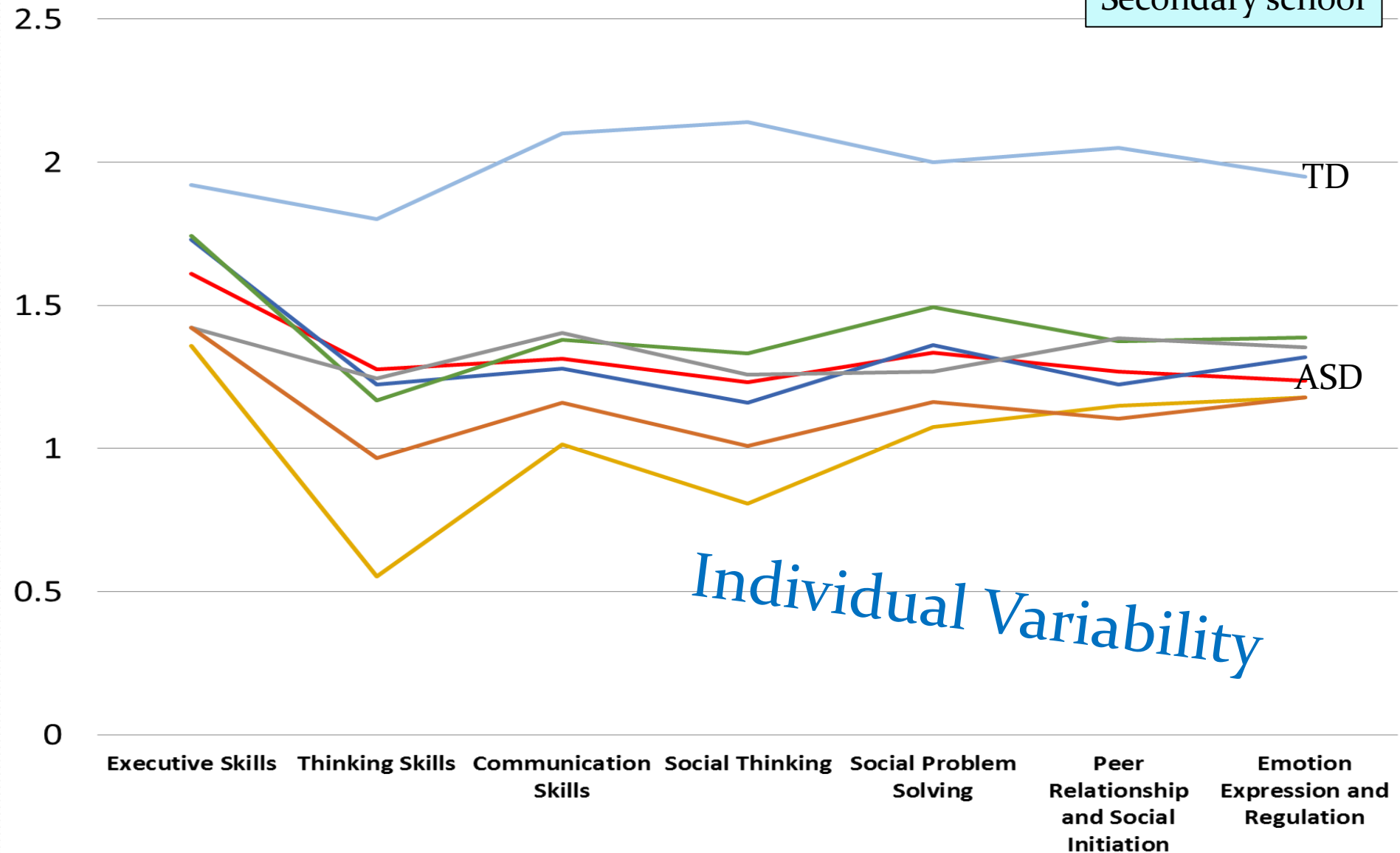
ASD + ID

ASD (N = 125)
Typically developing (N = 760)

ASD + ID (with other co-occurring conditions) (N = 31)
ASD with two or more co-occurring conditions (without ID) (N = 119)

Secondary School Students

Secondary school

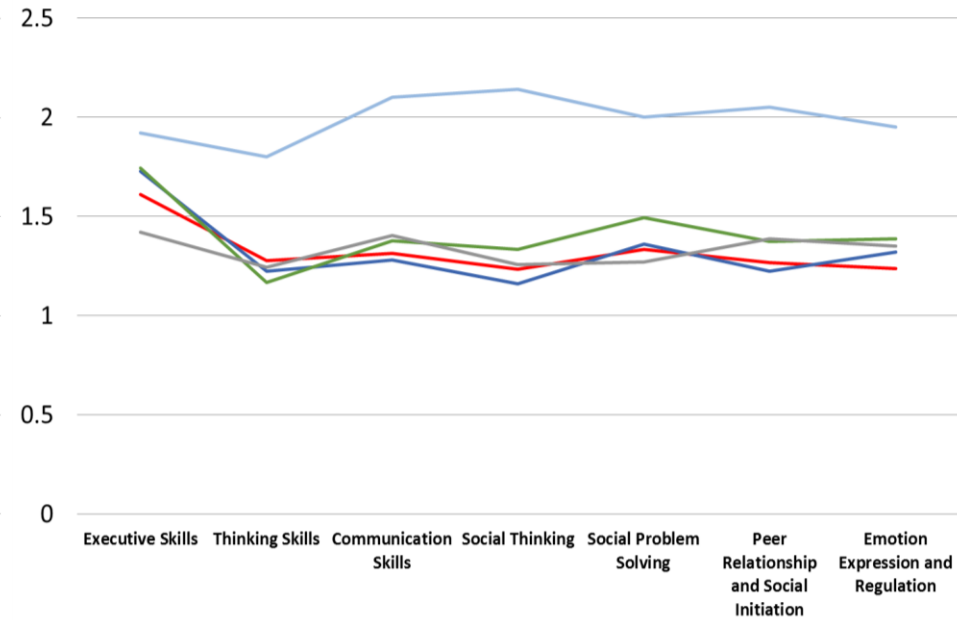
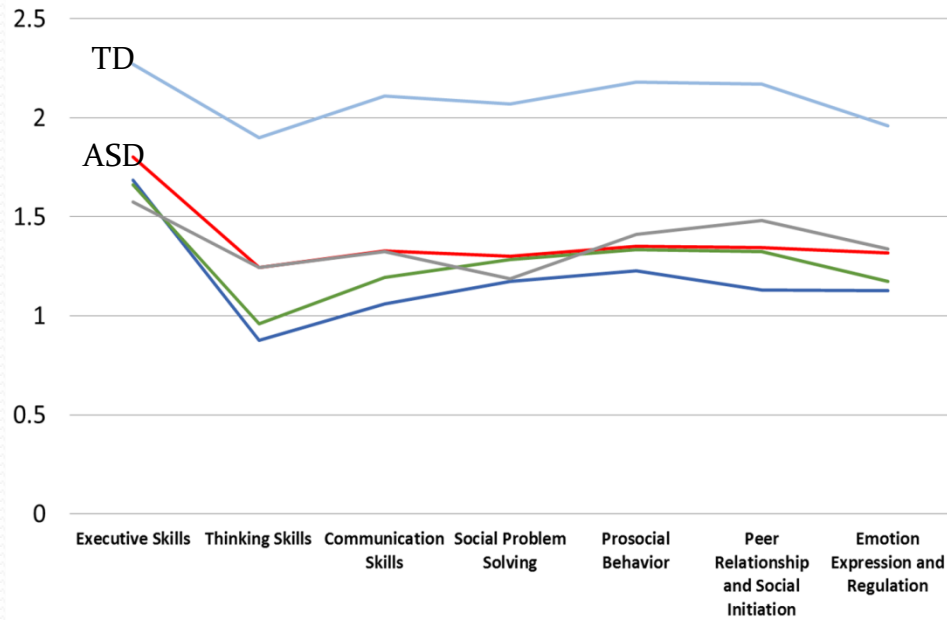


Individual Variability

- ASD (N = 125)
- ASD + SpLD (N = 20)
- ASD + ID (with other co-occurring conditions) (N = 31)
- Typically developing (N = 760)
- ASD + SLI (N = 236)
- ASD + ADHD (N = 54)
- ASD with two or more co-occurring conditions (without ID) (N = 119)

Primary School Students

Secondary School Students



— ASD (N = 502)
 — ASD + SLI (N = 1105)
 — ASD + SpLD (N = 35)
 — ASD + ADHD (N = 112)
 — Typically developing (N = 1180)

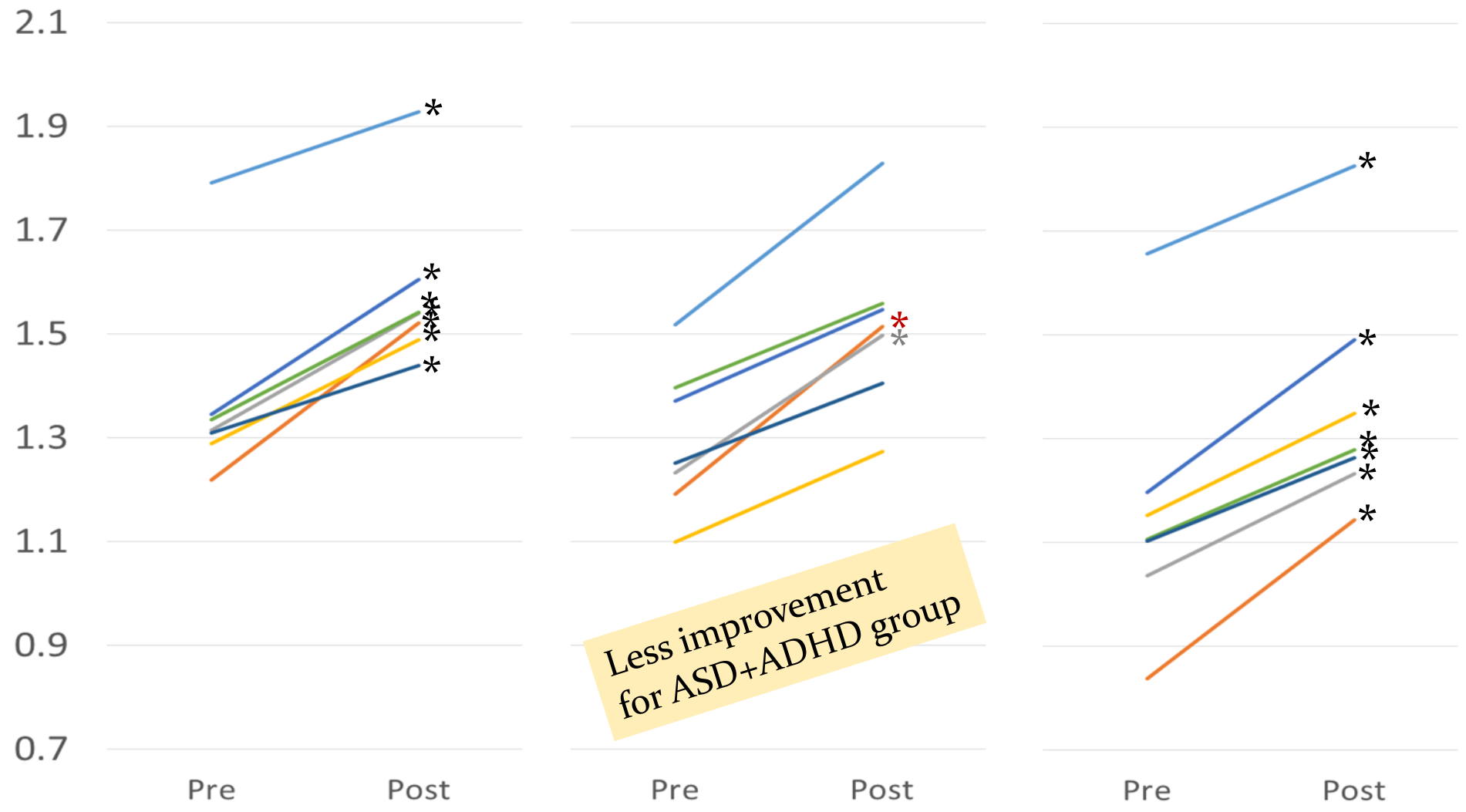
Improvement over 2 years

Primary school

ASD (N=348)

ASD + ADHD (N=69)

ASD + SLI (N=841)



Less improvement for ASD+ADHD group

* Statistically Significant

- Executive skills
- Social Problem Solving
- Peer relationship and Social Initiation
- Thinking skills
- Prosocial Behavior
- Emotion Expression and Regulation
- Communication skills

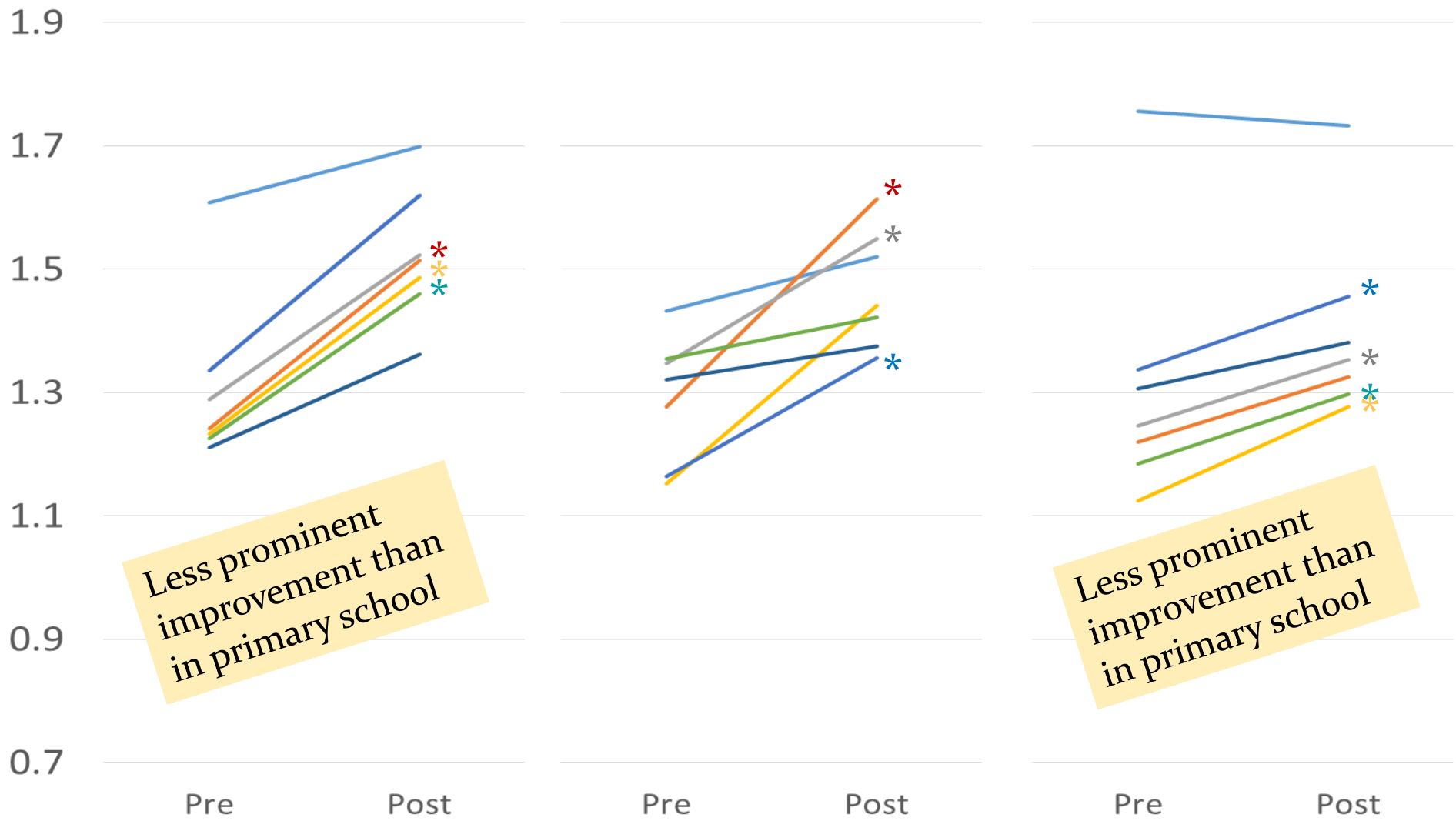
Improvement over 2 years

Secondary school

ASD (N=70)

ASD + ADHD (N=24)

ASD + SLI (N=162)



Less prominent improvement than in primary school

Less prominent improvement than in primary school

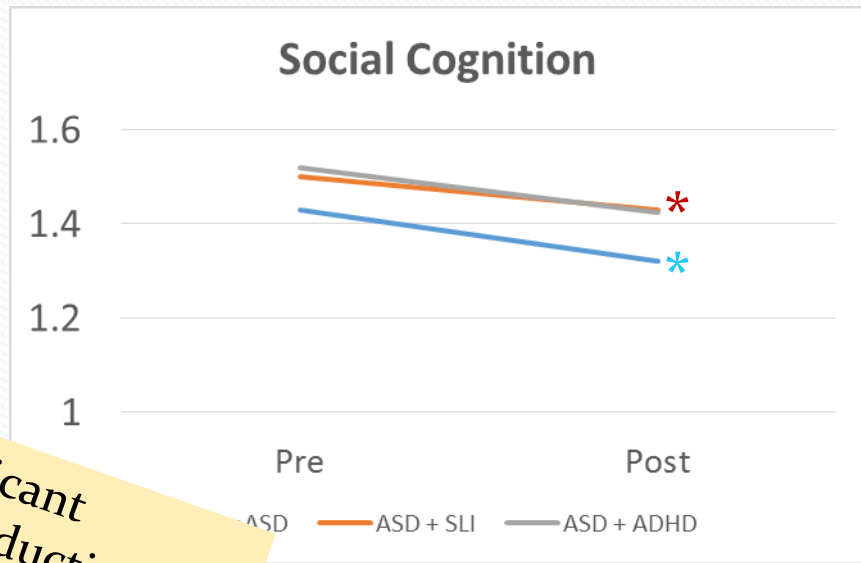
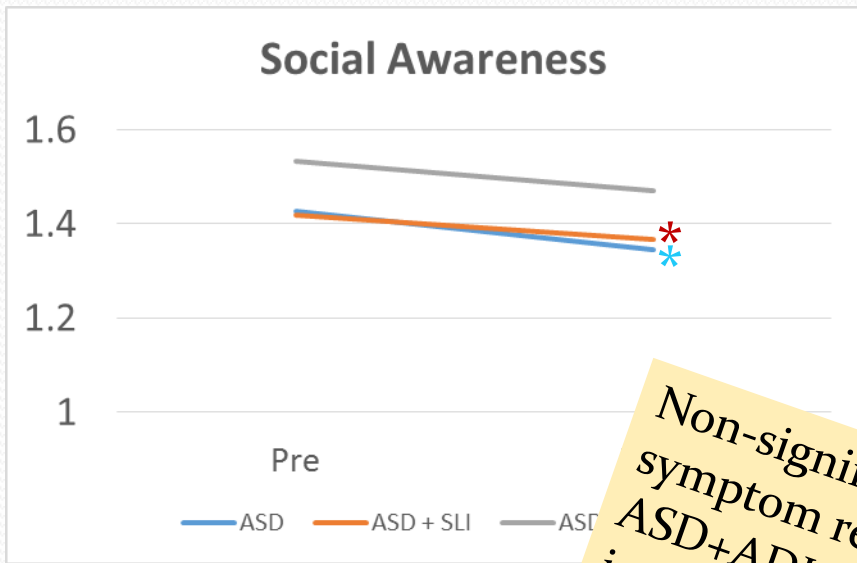
* : Statistically Significant

- Executive skills
- Thinking skills
- Emotion Expression and Regulation
- Communication skills
- Social Thinking
- Peer relationship and Social Initiation
- Social Problem Solving

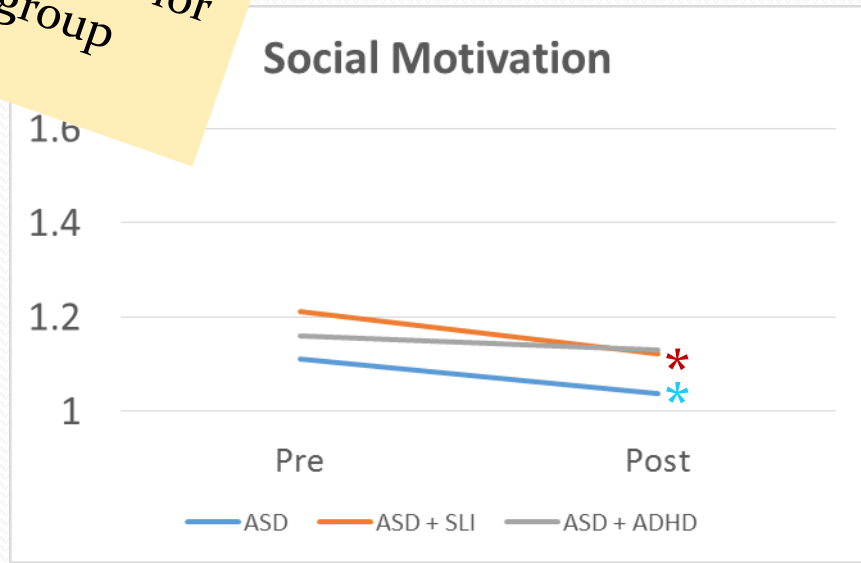
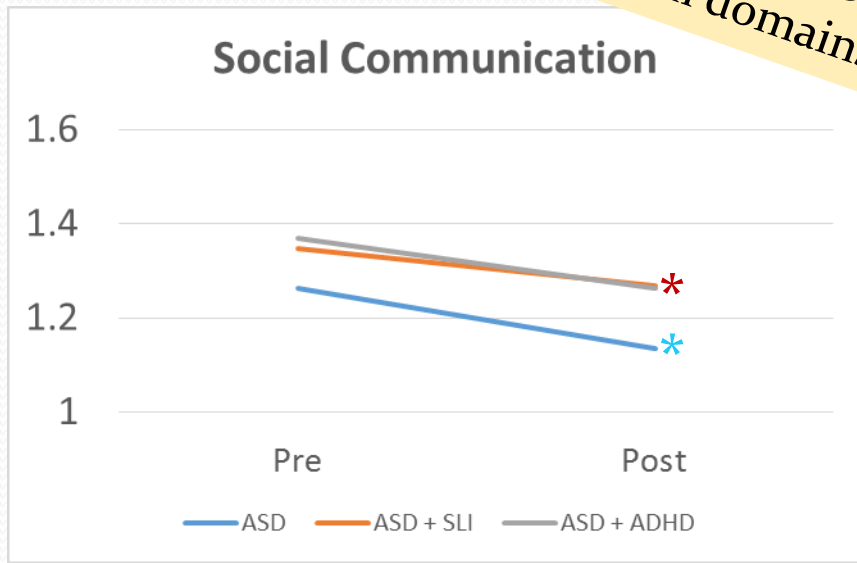
Reduced ASD Symptoms over 2 years

(Social Responsiveness Scale)

Primary school



Non-significant symptom reduction for ASD+ADHD group in all domains



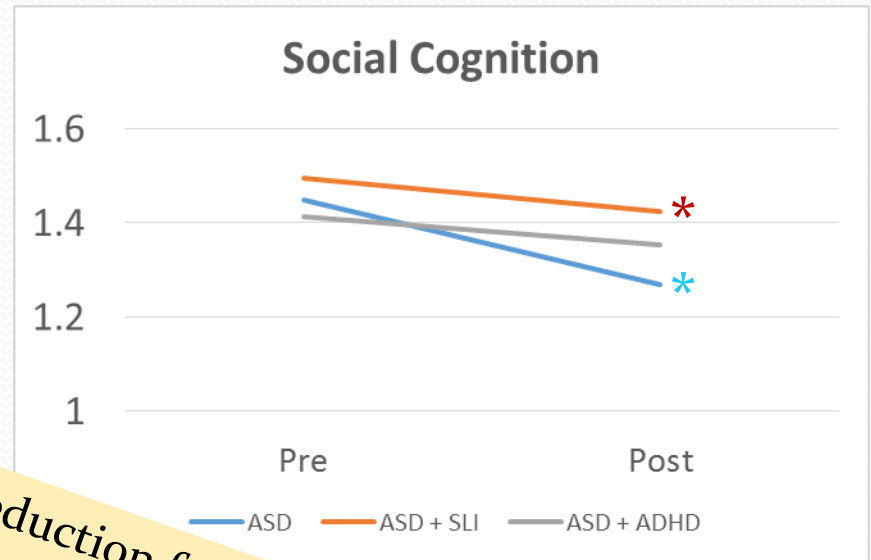
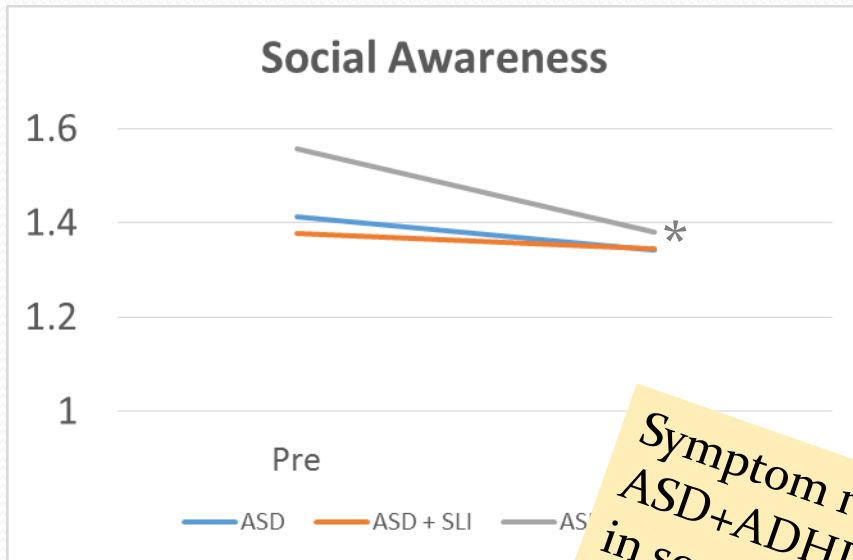
* Statistically Significant

— ASD (N=298) — ASD + SLI (N=737) — ASD + ADHD (N=64)

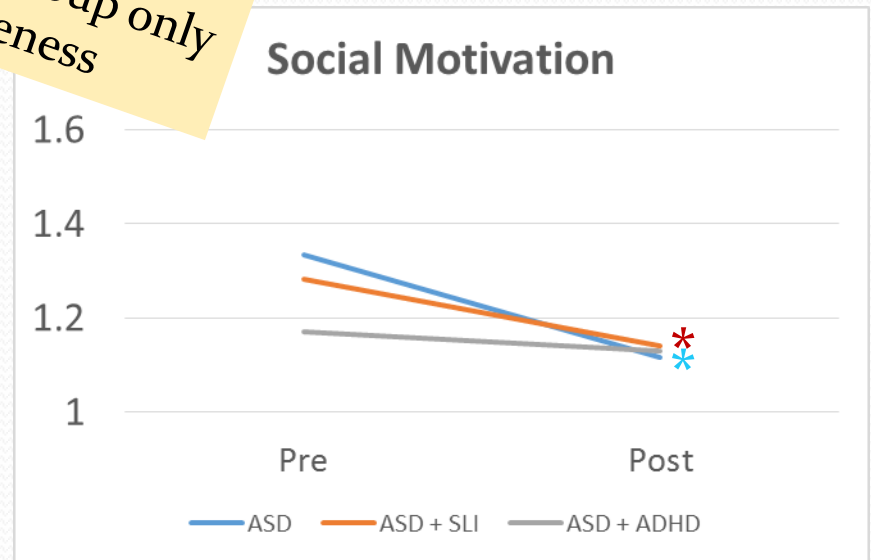
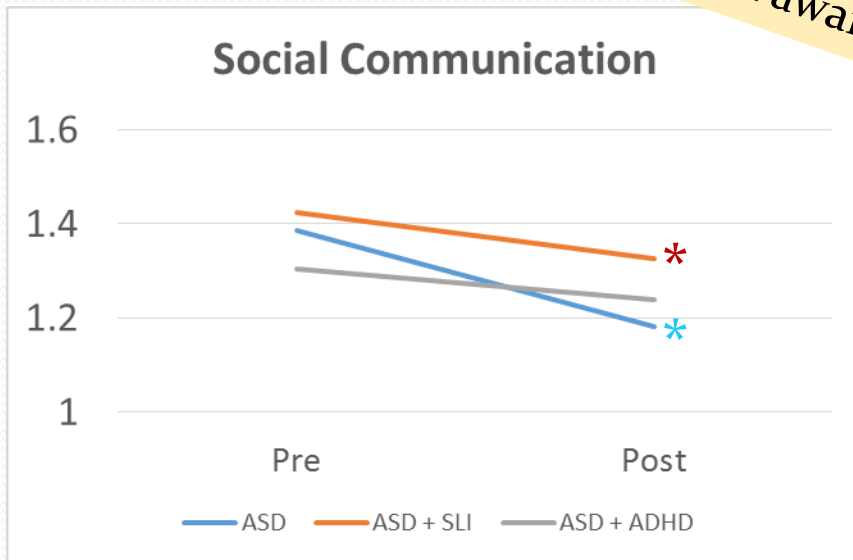
Reduced ASD Symptoms over 2 years

(Social Responsiveness Scale)

Secondary school



Symptom reduction for ASD+ADHD group only in social awareness



* Statistically Significant

— ASD (N=58)

— ASD + SLI (N=128)

— ASD + ADHD (N=22)

From group training to school adjustment

Target skill in training (216 primary school groups)	Performance in group training context	Performance in everyday context
理解別人的 <u>觀點、感受或意圖</u>	**	**
按別人的反應 <u>調整</u> 自己的行為	**	*
Perspective taking		
<u>調控</u> 自己的行為及注意自己的儀容，使別人留下好印象	**	**
運用恰當的 <u>非語言</u> 訊息	**	
對話時，能自然地 <u>轉換</u> 話題	**	*
Communication skills		
留心聆聽	**	
按別人的反應來 <u>調整</u> 對話內容及方法	**	**
運用恰當的策略去 <u>調控</u> 焦慮或失落的情緒	**	*
以 <u>表情、動作及語氣</u> 來表達情緒	**	
Emotional regulation		
當出現負面的情緒時，會恰當地尋求別人的關注、安慰或幫助	**	**

Significant difference in pre- and post-programme performance: ** $p < .01$, * $p < .05$

From group training to school adjustment

Target skill in training (216 primary school groups)	Performance in group training context	Performance in everyday context
理解別人的 <u>觀點、感受或意圖</u>	**	**
按別人的反應 <u>調整</u> 自己的行為	**	*
Perspective taking		
<u>調控</u> 自己的行為及注意自己的儀容，使別人留下好印象	**	**
運用恰當的 <u>非語言</u> 訊息		
對話時，能自然地 <u>轉換</u> 話題		
Communication skills		
留心聆聽	**	
按別人的反應來 <u>調整</u> 對話內容及方法	**	
運用恰當的 <u>策略</u> 去 <u>調控</u> 焦慮或失落的情緒	**	*
以 <u>表情、動作及語氣</u> 來表達情緒	**	
Emotional regulation		
當出現負面的情緒時，會恰當地尋求別人的關注、安慰或幫助	**	**

Acquisition of skills

Effective use in daily situations

Significant difference in pre- and post-programme performance: ** $p < .01$, * $p < .05$

From group training to school adjustment:

It takes more than the training of well-defined skills!

★ Other factors affecting students' performance in daily contexts

Skill mastery: from acquisition to fluency, from one context to another

The importance of

- ➔ ◆ **Supported practice** (feedback, reminding, reinforcement)
- ◆ **Self-management** (self-awareness, self-regulation, self-improvement)
- ◆ **Inclusive and friendly environment (physical and social)**

Examples:

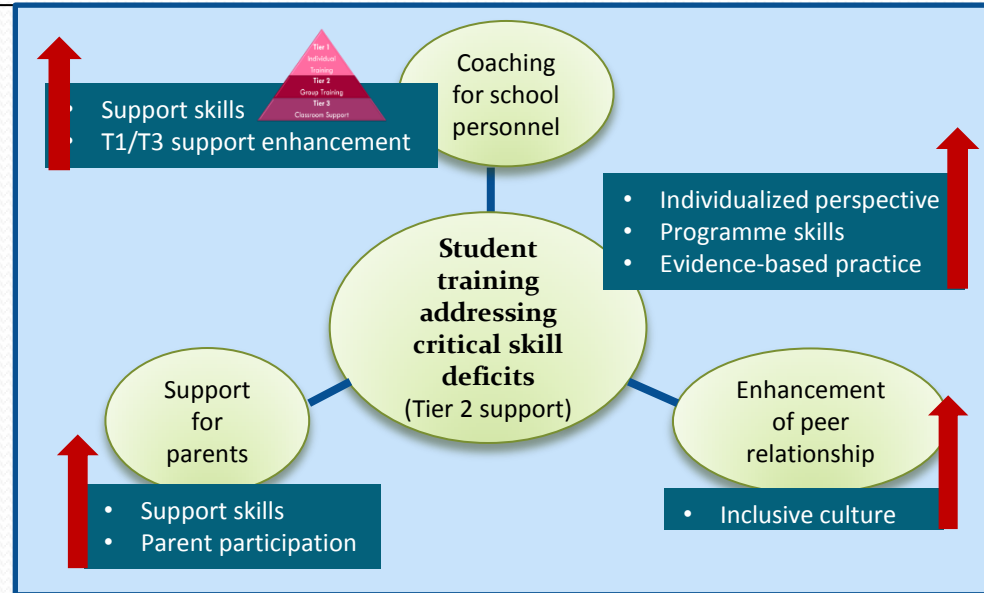
- learning about emotional regulation strategies vs. practicing emotional regulation in face of bullying
- learning about how to make friends vs. being successful in making friends
- Learning about how to pay attention in class vs. being able to pay attention in a classroom with flickering lights (due to sensory issue)

The Way Ahead

1. Enhancing good practice in student training

- Evidence-based practice
- Addressing individual variability (other co-occurring conditions)
- Especially during secondary school years

CAPACITY



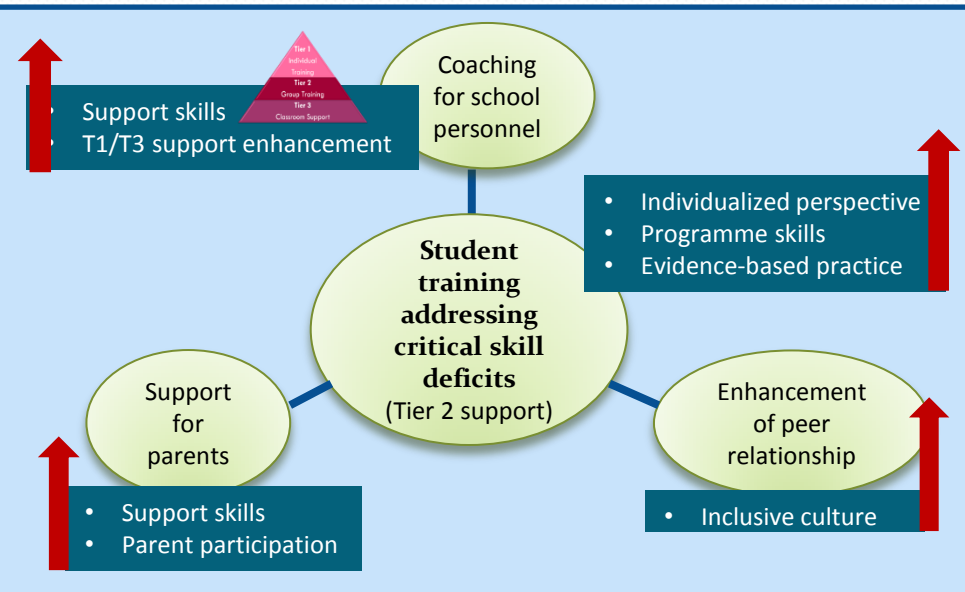
The Way Ahead

Everyone has a role to play!

1. Enhancing good practice in student training

- Evidence-based practice
- Addressing individual variability (other co-occurring conditions)
- Especially during secondary school years

CAPACITY



It takes more than skills training!

2. Enhancing partnership

- Coordination/teamwork (SENCO)
- Stable communication partners for parents
- Home-school cooperation
- Whole-school approach

PARTNERSHIP

3. Enhancing inclusive values and practices

- Acceptance of individual difference
- Helping each other

INCLUSIVE CULTURE

Main References

- Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L., Szidon, K., & Tuchman-Ginsberg, L. (2012). *Guidance & coaching on evidence-based practices for learners with autism spectrum disorders*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, Frank Porter Graham Child Development Institute, The University of North Carolina.
- National Professional Development Center on Autism Spectrum Disorder (2010). *Evidence-Based Practice Brief: Social Skills Groups*.
- Wong, C., Odom, S. L., Hume, K., Cox, A. W., Fettig, A., Kucharczyk, S., et al. (2014). *Evidence-based practices for children, youth, and young adults with autism spectrum disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.
- 教育局教育心理服務（新界西）組（2018）：《全校參與分層支援有自閉症的學生學校支援模式運作手冊》。香港：特別行政區政府教育局。