

Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders

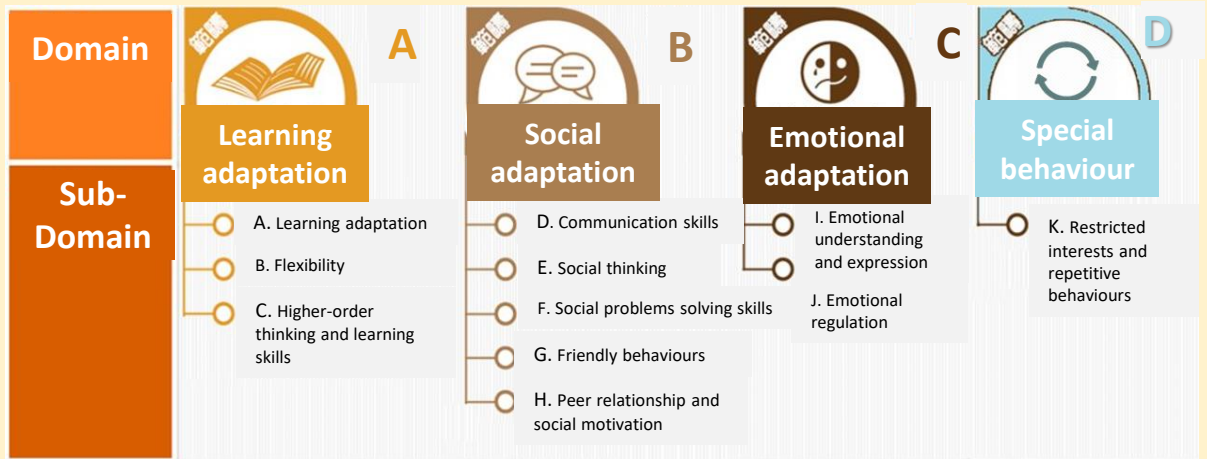


To further strengthen the support for students with ASD, the EDB has been developing an evidence-based 'Tiered Autism Intervention Model for students with ASD' (AIM Model) since 2011 in phases from junior primary to senior secondary levels. Starting from 2020/21 school year, a multi-disciplinary, evidence-based and whole-school-involved ASD Project has been vigorously implemented by the EDB to enhance the support for students with ASD. The model aims at improving the performance of students with ASD in three main domains, namely, learning adaptation, social adaptation, and emotional adaptation.

Features of the Project

1

Addressing the social adaptation needs of the students with ASD



Enhancing the skills and performances in social adaptation

2

Catering for the needs of students at different stages



Primary



Junior Secondary



Senior Secondary

- Learning Adaptation:**
Compliance with rules, self-management, flexibility
- Social Adaptation:**
Communication skills, social thinking, social problem solving, peer relationships, etc.
- Emotional Adaptation:**
Emotional understanding and expression, emotional regulation
- Transition to Secondary school:**
Choice of suitable secondary schools, interview skills
- Special behaviour:**
Restricted interests and repetitive behaviors

- Career-related knowledge and skills
- Self-determination and management skills
- Executive function
- Higher-order thinking and learning skills
- Leisure and recreation skills
- Advanced social skills
- Stress and anxiety management



Features of the Project



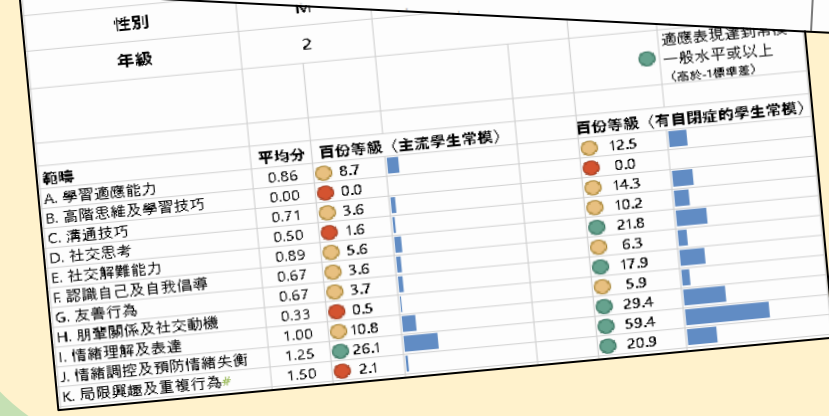
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Empirical needs assessment



The essence of the model includes using an empirical approach to needs assessment to inform the formulation of personalized support plans for the students and deploying evidence-based strategies in addressing the needs of the students.

甲部、學習適應		學生表現
A. 學習適應能力		
1 能遵守學校規則及老師的指令		對應主流學生： 對應有自閉症的學生：
		適應表現顯著較弱 適應表現稍弱
1.1 上課時，能安坐	<input type="checkbox"/> 高關注	
1.2 上課時，能在合適的時間才舉手發言或參與		3
1.3 上課時，能留心聆聽*		2
1.4 上課時，能遵從老師的指令*		1
2 上課時，能給予合宜的反應	<input type="checkbox"/> 高關注	1
2.1 上課時，給予適當的回應（如：眼望老師及點頭表示明白）*		1
2.2 被叫喚時，會作出回應		2
2.3 主動參與課堂活動（如：自行舉手回答提問）		1
3 能自我管理	<input type="checkbox"/> 高關注	
3.1 帶備合適的書本及用品回校		2
3.2 整理個人物品（如：用文件夾把功課分類及放好、保持桌面及抽屜整潔）		3
3.3 抄齊手冊*		1
3.4 準時交功課		2
3.5 按指示自行完成工作*		0
3.6 持續專注地工作*		0



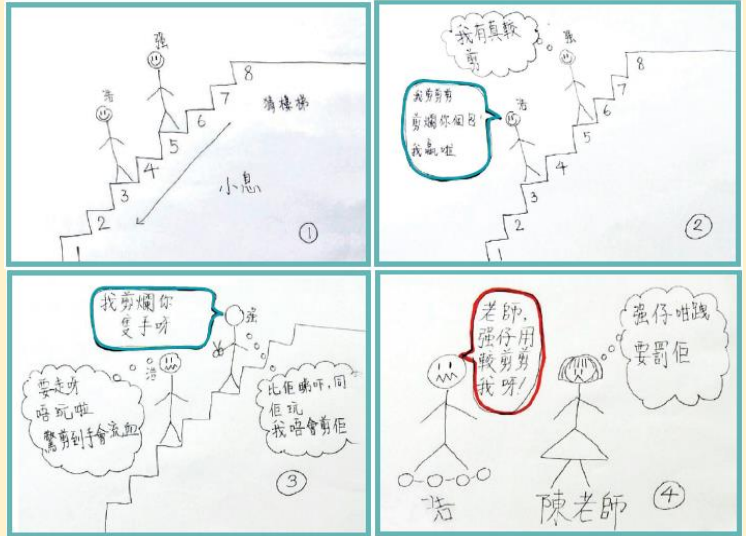
*Reference : Tse, H. M. Y., Ho, I. T., & Wong, K. (2020). The Learning, Social and Emotion Adaptation Questionnaire-Short Form: A Measure of Adaptive Behavior for Primary School Students with Autism Spectrum Disorder. *Autism Research*. <http://doi.org/10.1002/aur.243>

Features of the Project

4

Deploying evidence-based strategies

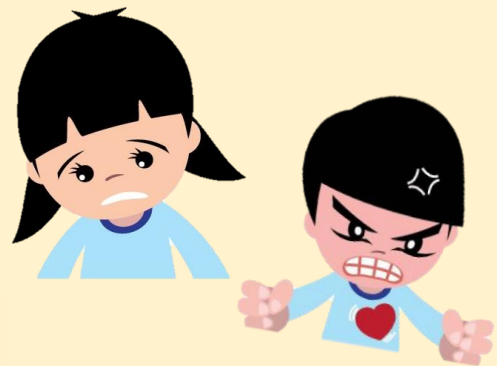
- 
描寫句
 - 描述事實，包括：事情發生的情況、有關人物的行為等；
 - 通常用作情境解讀故事的開端；
 - 例句：小息時，很多同學會在操場玩耍。
- 
透視句
 - 指出其他人對特定事情的想法和感覺，讓學生知道別人的觀點；
 - 例句：老師看見學生舉手回答問題會感到很高興。
- 
指示句
 - 指出在某場合中的恰當行為；
 - 例句：當我生氣時，我可以深呼吸保持冷靜。
- 
肯定句
 - 表達其他人對某事件的意見，或根據學生的喜好以示肯定及鼓勵；
 - 多寫於描述句、透視句或指示句之後，藉以加強某些句子的意思；
 - 例句：收到別人的禮物時我會說「多謝」（指示句），這樣人人都會稱讚我是一個有禮貌的孩子（肯定句）。



Strategies of social thinking

e.g. Social narratives, Visual support, Task analysis

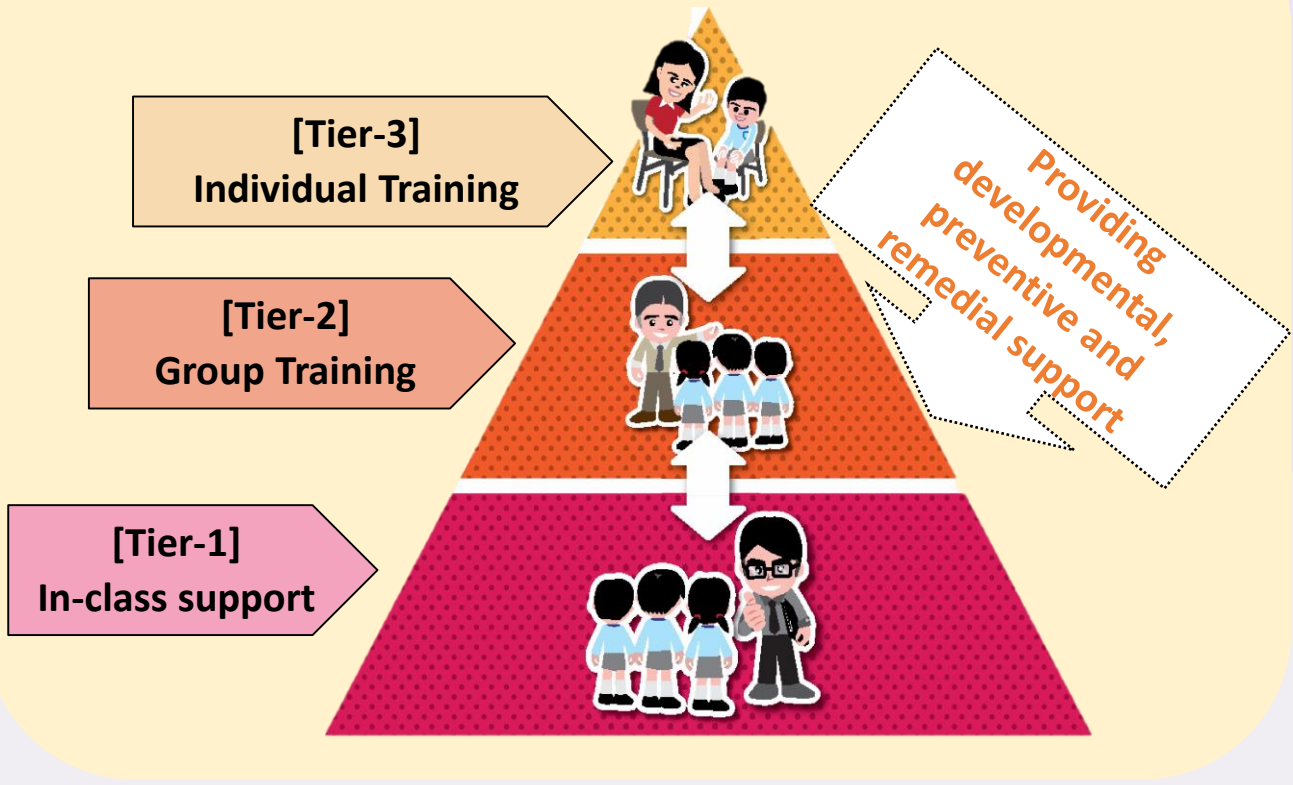
指數	情緒反應、行為或想法
5	<ul style="list-style-type: none"> ● 最不可接受 ● 傷害別人/破壞物品 ● 會被罰、甚至是違法 ● 完全影響自己的表現/工作
4	<ul style="list-style-type: none"> ● 惹人反感 ● 明顯影響自己的表現/工作
3	<ul style="list-style-type: none"> ● 有點奇怪 ● 開始引來負面印象 ● 開始影響自己的表現/工作
2	<ul style="list-style-type: none"> ● 合宜的情緒反應、行為或想法
1	<ul style="list-style-type: none"> ● 最理想的情緒反應、行為或想法



Strategies of emotional regulation
e.g. 5-point scale

5

3-Tier School Support Model



6

3-tier Support in the IEP

Short-term goal	Supporting strategies			Home-school collaboration
	Tier-1	Tier-2	Tier-3	
10.7 Take turn in conversation	Teachers use “talking chips” in class	During speech-therapy group training sessions, teach the importance of turn-taking in conversation and introduce the use of “talking chips”	School personnel practise turn-taking in daily conversation with the student with the use of “talking chips”	Parents practise turn-taking in daily conversation with the student with the use of “talking chips”

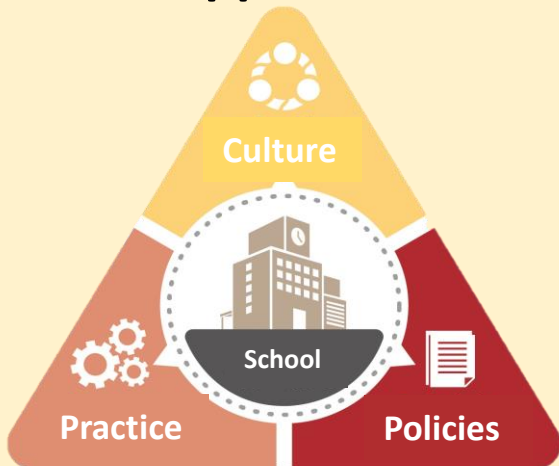
School (3-tier support) + Home (home-school collaboration)
 Deploying consistent strategies to enhance overall performance



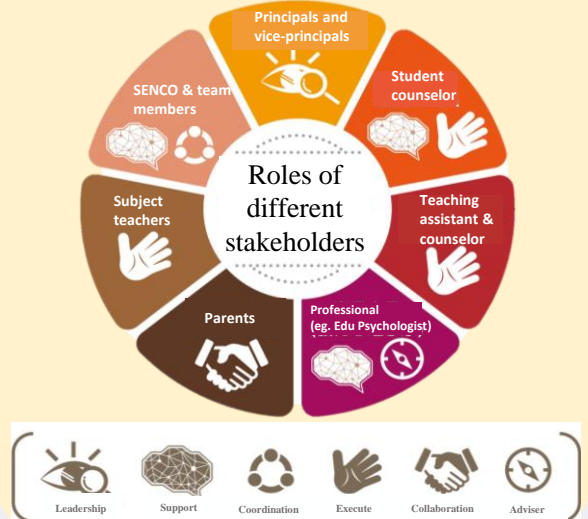
★ Features of the Project ★ ★

Under the model of 'Whole school approach', schools flexibly arrange support team to plan, coordinate and provide 3-tier support, as well as promote home-school collaboration.

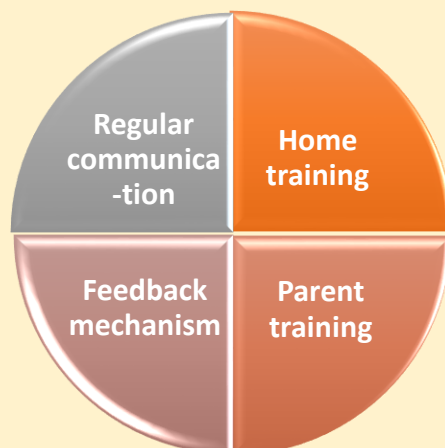
7 Whole School Approach



8 Multi-disciplinary Support Team



9 Home-school Collaboration



Feedback from Schools and Parents

① The 3-Tier support model brings about **significant enhancement to support work** for students with ASD.



Schools' feedback

② Students' **social-behavioural and emotional regulation skills were significantly improved**, they are more ready to handle failures or setbacks, and their empathy has also improved.....

③ The project provided **practical strategies, useful and adequate resources and training workshops**, which assist schools to implement the 3-Tier support smoothly.

④ He **is more focused on learning and takes more initiative to make friends**.

⑤ My son is more **willing to express himself and share his thoughts**. He shows **more eye contact** while we have our exchanges in conversation. Thanks very much for the Project.



Parents' feedback

⑥ The **learning goals and plans are specific and individualized** to the needs of my son, especially **in the area of emotional regulation**. My son has **made great progress**.....

Project Effectiveness



**Comprehensive
Support**



Outstanding achievement



Students have great improvements in learning, social and emotional adaptation after joining the Project



The stakeholders gave positive feedback on the Project

Project Enquiry

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◀ SENSE

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Resources for Autism
Spectrum Disorder