All aBout APF

APF 愛培自閉症基金 Autism Partnership Foundation

2020年7月 通訊 | July 2020 Newsletter

活動彙報 Event Report

關注自閉症大行動
Autism Awareness Actions 2020

愛培自閉症基金（APF）響應聯合國將4月2日定為「世界關注自閉症日」，今年繼續舉辦「關注自閉症大行動」，讓大眾更加認識自閉症和接納自閉症人士，並且籌款幫助更多自閉症兒童接受適切的治療。

根據美國疾病控制及預防中心今年初的數據，每59名美國兒童便有一名自閉症兒童（在2020年3月27日所公布的最新數字已升至每54名兒童便有一名）。至於香港，自閉症近年也愈趨普遍。教育局的數據顯示，在2015/16年度於普通學校就讀的自閉症學生為6,800名，並估計於2017/18學年之後人數會升至逾萬人，可見自閉症的普遍性和後果是我們不能忽視的！APF希望藉著舉辦「關注自閉症大行動」，使普羅市民更加關注自閉症和接納自閉症人士，好讓自閉症人士在社會上享有應有的尊重與權利。

In support of 2nd April, "World Autism Awareness Day", a special day designated by the United Nations General Assembly to spread awareness for autism, Autism Partnership Foundation (APF) organised "Autism Awareness Actions" again this year to generate public awareness of autism and to fundraise in order to help more children with autism access appropriate treatments.

According to the statistics from the US Centers for Disease Control and Prevention in early 2020, prevalence for Autism Spectrum Disorder (ASD) was at 1 in 59 children (the latest figure announced on 27th March, 2020 has risen to 1 in every 54 children). In Hong Kong, the number of students with ASD studying in public sector mainstream schools was 6,800 in 2015/16 (figures from the Education Bureau), and it was estimated to be over 10,000 after 2017/18. Ever-increasing prevalence of ASD, together with its impacts are something that we cannot afford to ignore! APF aims to raise public awareness and acceptance of ASD through "Autism Awareness Actions", so as to help individuals with ASD enjoy due respect and rights in our society.

APF製作了一系列有關自閉症的資訊，有興趣了解更多請登入：
APF has produced a series of infographics about autism, please click if you are interested to learn more:
www.autismawareness.org.hk

續下頁 Continue >> 1

APF認為，自閉症人士必須及早診斷和接受適切的治療。有些自閉症孩子的父母由於不認識自閉症，未能及早意識到孩子的徵狀，加上部分父母介懷別人對自閉症孩子的奇異目光，所以延誤了診斷。「關注自閉症大行動」就是旨在讓大眾意識到自閉症在現今的普遍性，呼籲家長盡早為有自閉症徵狀的子女安排診斷，並且接受適切的治療；此外，APF期望大眾認識自閉症及相關治療服務後，可以減少社會上對自閉症人士的誤解及歧視，繼而可以減輕家長的壓力。

APF，Ahiru No Pekkle（AP鴨）兩款慈善版T恤再次開賣，為APF的服務籌款，幫助有需要的自閉症兒童接受「應用行為分析」（Applied Behaviour Analysis – ABA）治療。除了慈善義賣，大眾市民還可以透過捐款直接支持我們的慈善服務。

APF believes that individuals with ASD must be diagnosed and treated promptly and appropriately. Some parents of children with ASD did not recognise ASD and its symptoms, and were also worried about the labelling effect. This caused delay in the diagnoses of their children. "Autism Awareness Actions" is a campaign for generating public awareness of the high prevalence of ASD and suggesting parents to have early diagnosis and treatment for their children if they have found their children exhibiting any symptoms. In addition, enhancing awareness of ASD and its related treatment services can reduce misunderstanding and discrimination against individuals with ASD in the society. This reduces the pressure for the parents.

APF has worked with Ahiru No Pekkle (Pekkle) to launch two styles of limited charity T-shirts to raise funds for helping children with ASD access Applied Behaviour Analysis (ABA) treatment. Apart from charity sale, people can also make donations directly to support our charity services.

APF聯同AP鴨推出兩款慈善版T恤，為自閉症兒童的服務籌款。
APF has worked with Pekkle to launch two styles of charity T-shirts to fundraise for children with autism.

主席的話
Chairperson's Note

由於經濟形勢不明朗，我很遺憾告訴大家（我們的夥伴），我們原本準備開展的新服務項目無奈地需要延後。這是一個艱難的決定，因為我們從2019年便開始計劃這項目，目標是在2020年的夏季開始投入服務。APF是一間財政獨立的慈善機構。這上半年社會的不確定狀況讓我們的籌款和宣傳工作極具挑戰。我們縮減了「關注自閉症大行動 2020」的規模，並取消年度籌款晚宴。機構的發展的確存在困難，我們的董事會成員、員工團隊和我正著手處理，並嘗試將對受惠家庭、機構的日常運作和來年發展的影響減至最低。

根據美國的最新數據顯示，每54個孩子中便有一個有自閉症。不斷增長的趨勢告訴我們，我們無法承受對自閉症兒童減少支援因而帶來對社會的影響。我們相信您也關心自閉症兒童的需要，請支持APF，謝謝！

I am feeling sad to update you (our partners) about the postponement of launching new service programmes for a while due to the uncertain economic situation. This was not an easy decision as we started planning the project in 2019 and targeted to get the mission done in summer 2020. APF is a financially independent organisation; such uncertainties did bring us obstacles in fundraising and promotion in the first half of 2020. We also scaled down the "Autism Awareness Actions 2020" and cancelled our annual gala in 2020. It is true that there are blocks in our development, our board members, staff teams and I are currently working hard to solve the problems, to minimise the negative effects to our beneficiaries, operations and future planning.

The latest figure in the US shows that one child in every 54 has autism. The increasing trend tells us that we cannot afford the (social) costs of slowing down of our pace to serve our service targets. I believe you also care about the needs of children with autism, please support APF. Thank You!

Toby Mountjoy 創辦人兼主席 Founder and Chairperson

治療師正在與軒仔玩遊戲，藉此與他練習冷靜。
A therapist was playing a game with Hin to practise calmness.

嘗遍不同方法無果 一家人喜見ABA成效

Grateful to see the effectiveness of ABA after trying various methods but without avail

不少育有自閉症孩子的家長都求醫心切，會嘗試各式各樣的方法去幫助孩子。軒仔一家帶過軒仔做針灸和言語治療，甚至看風水等方法，但成效都令人失望。在軒仔媽媽感到氣餒及無助之際，幸好從朋友得知APF的一個月一對一密集式ABA治療。軒仔接受了ABA治療後，軒仔媽媽終於看見孩子的狀況有所改善，才意識到有效治療的重要性。

Many parents of children with autism are eager to find different methods to help their children. Hin's family tried various approaches such as acupuncture, speech therapy and even geomancy, but the results were disappointing. When Hin's mother felt discouraged and helpless, she learnt about APF's one-month one on one intensive ABA treatment from her friend. After Hin received the ABA treatment, she finally saw the progress of Hin and realised the importance of effective treatment.

你如何發現軒仔有自閉症？

「軒仔在一歲半時還未懂說話，而且每次到陌生環境就會大哭。健康院便轉介他去做詳細的評估，他在兩歲半時確診有自閉症。」

你照顧軒仔時有沒有甚麼難處？

「軒仔以前經常以哭鬧來表達需要，而且每晚都會在床上連續跳兩個小時才肯睡覺，我和丈夫都不知如何處理。我偶爾在網上搜尋有關自閉症的資訊及參加家長課程，但我始終不是專業人士，在家中與孩子做訓練實在不容易。」

為甚麼申請ABA治療？

「軒仔雖然接受了言語治療兩年，但仍只會說簡單句子，讓我很失望和心痛。我們還找過風水師看風水，帶軒仔去針灸及試其他偏方，但情況都沒有改善。我開始質疑那些治療的成效，而且擔心那些方法會有副作用，所以之後就決定要選擇經科學研究證實為有效的治療方法，便申請了ABA治療。」

軒仔接受ABA治療後，最大的改變是甚麼？

「軒仔比以前多了留意身邊的事物，變得會主動與人溝通，最近還喜歡問問題。早前，爸爸要出外公幹，軒仔竟然主動表示想跟爸爸一起去。軒仔的情緒表達也有進步，他以前輸了遊戲便會放聲大哭，他現在能夠冷靜地要求再玩一次，讓我十分驚喜。」

How did you find out that Hin has autism?

"When Hin was one and a half years old, he couldn't say a word. He also cried whenever we went to an unfamiliar place. He was then referred by the Maternal and Child Health Centre to do a comprehensive assessment and was diagnosed with autism at two and a half years old."

What were the challenges when you looked after Hin?

"Hin used to express his needs by crying. He also kept jumping on the bed for almost two hours before sleeping every night. My husband and I didn't know how to handle. I'd searched for information about autism on the Internet and attended some parents' training courses, but I'm not a professional therapist, so it's hard for me to do training with Hin at home."

Why did you apply for ABA treatment?

"Hin could only say simple sentences although he had received speech therapy for two years, which made me disappointed and heartbroken. We even sought advices from geomancers, tried acupuncture and other methods, but not much progress had been made. I started to question the effectiveness of those treatments and worry about the side effects. I decided to choose a scientifically proven treatment method since then, so I applied for ABA treatment."

軒仔媽媽喜見兒子的進步。
Hin's mother was glad to see Hin's progress.

請下頁 Continue >>

你認為ABA的成效怎樣？

「軒仔以前的行為舉止像個機械人。ABA十分『貼地』，而且成效顯著，幫助軒仔改善了與人的眼神接觸、溝通及社交能力，現在他與別人的社交互動比以前自然多了。」

看到軒仔的進步，你的心情如何？

「軒仔的進步出乎意料之外，現在照顧他時輕鬆多了。我真的很高興，而且非常感謝治療師的用心付出。」

What are the major differences of Hin after accessing ABA treatment?

"Hin has become more aware of the surroundings and often communicated with people actively. I remember one time when my husband had a business trip, Hin requested to go together. For emotional control, he's also improved a lot. He used to cry when he lost a game. I am surprised to see that now he can calmly ask to play the game again."

What do you think about the effectiveness of ABA?

"ABA is practical and effective. Hin talked and behaved like a robot before. ABA treatment has helped him improve his eye contact, communication and social skills. He talks and behaves more naturally now."

How do you feel when you see Hin's improvement?

"Hin has made unexpected progress which made me so relieved. I'm really grateful for the therapists' efforts."

疫情期間的支援措施 Support measures during the pandemic

新型冠狀病毒肆虐全球，香港所有學校、日間中心及許多社區服務都曾暫停。除了教學及訓練受阻，防疫物資的短缺也令我們憂心忡忡。APF有幸得到善心人士及多個組織的慷慨捐贈，讓我們有充足的防疫物資，分發給有需要的家庭，並讓機構能夠繼續運作。我們還加強了清潔消毒，好讓小朋友和家長安心到機構接受服務。在此衷心感謝所有捐助者的支持。

由於疫情的關係，許多籌款活動都要取消或延期，但機構不能停止運作。自閉症孩子十分需要持續的治療；若治療中斷，孩子的學習能力便會倒退，其行為問題也可能會加劇。在此艱難時期，我們的籌款工作甚具壓力。**我們極需要大家的慷慨捐款來支持我們，繼續為基層自閉症孩子提供ABA治療。請填寫附上的捐款表格或透過網上捐款：www.apf.org.hk/ct/support-us/make-a-donation**

謝謝！

The COVID-19 is raging worldwide. All schools, day care centres and many community services in Hong Kong have been suspended. Apart from the suspensions, the lack of anti-epidemic items has also worried us. APF was grateful to receive in-kind donations from kind-hearted individuals and organisations, so we have had sufficient anti-epidemic items to be distributed to the families in need and also enable us to maintain operation. We have also taken a number of disinfection measures to keep our Centre safe and clean. We are highly appreciated the great support from all donors.

Due to the pandemic, several fundraising activities had to be cancelled or postponed, but we cannot hold or terminate our services. Children with autism need to access treatment persistently in order to maintain and enhance their learning abilities, otherwise their progress will be reversed and their behavioural problems may be intensified as well. During this difficult time, our fundraising is very challenging. **We desperately urge for donations to support our ABA treatment programmes for underprivileged children with autism. Please fill out the enclosed donation form or make an online donation: www.apf.org.hk/en/support-us/make-a-donation**

Thank you!

網上捐款 Online Donation

為甚麼選擇ABA？

- 有超過50年的科學研究為基礎
- 為現時最廣泛認可用於治療自閉症的有效治療方法
- 密集式教學
- 以數據及進度來製定課程發展
- 高度個人化的課程

自閉症孩子會顛倒代名詞，例如當有人問：「你叫甚麼名字呀？」
孩子回答：「你叫明仔（孩子的名字）。」

解決方法：教導孩子正確地運用代名詞

訓練內容：

第一部分：理解及明白代名詞

與孩子玩找尋不同人的物件或身體部位的遊戲

做法： 把屬於不同人的物件放在附近，然後問或叫孩子拿所指定的東西

指令： 哪個是（人物）的（物件）？/ 拿（人物）的（物件）給我呀！

第 1 階段：	媽媽的水樽	vs	明仔的水樽			
第 2 階段：	媽媽...**我**的水樽	vs	明仔...**你**的水樽			
第 3 階段：	**我**...媽媽的水樽	vs	**你**...明仔的水樽			
第 4 階段：	**我**的水樽	vs	**你**的水樽			
第 5 階段：	**我**的水樽	vs	**你**的水樽	vs	**他**的水樽	
第 6 階段：	**我們**的水樽	vs	**你們**的水樽	vs	**他們**的水樽	

第二部分：運用代名詞

訓練孩子回答有關代名詞的問題

- 例 1：「這件衣服是誰的？」
  - 我的 **vs** 你的
  - 我的 **vs** 你的 **vs** 他的
  - 我們的 **vs** 你們的 **vs** 他們的
- 例 2：「誰是長頭髮的？」
  - 我 **vs** 你
  - 我 **vs** 你 **vs** 他
  - 我們 **vs** 你們 **vs** 他們

引導孩子回答物件屬誰 —— 「我的。」
Guiding the child to answer to whom does the item belong – "Mine."

當孩子答對時，應立即予以口頭讚賞並避免使用代名詞，以免造成混淆。

Children with autism sometimes mix up different pronouns. For example, when a child was asked by someone, "What is your name?" The child answered, "Your name is Ming (the child's name)."

Solution: Teach children the correct use of pronouns

Training content:

Section 1: Understanding Pronouns

Play games with the child to identify body parts or belongings of different people

Rules: Place belongings of different people nearby and ask the child to pick up a particular item

Instructions: Which one is (person)'s (item)? / Pass me (person)'s (item), please!

1st stage:	Mother's water bottle	**vs**	Ming's water bottle			
2nd stage:	Mother's...**My** water bottle	**vs**	Ming's...**Your** water bottle			
3rd stage:	**My**...Mother's water bottle	**vs**	**Your**...Ming's water bottle			
4th stage:	**My** water bottle	**vs**	**Your** water bottle			
5th stage:	**My** water bottle	**vs**	**Your** water bottle	**vs**	**His** water bottle	
6th stage:	**Our** water bottle	**vs**	**Your** water bottle	**vs**	**Their** water bottle	

「這是你的。」
"This is yours."

When the child answers correctly, we should praise him/her immediately and try not to use any pronouns in order to avoid confusion.

Section 2: Using Pronouns

Train the child to answer questions related to pronouns

- Example 1: Whose piece of clothing is this?
  - Mine **vs** Yours
  - Mine **vs** Yours **vs** His
  - Ours **vs** Yours **vs** Theirs
- Example 2: Who is long-haired?
  - I am **vs** You are
  - I am **vs** You are **vs** He is
  - We are **vs** You are **vs** They are

愛培學校
AOI PUI SCHOOL

APF自2013年得到紅磡三約街坊福利會的支持，將其舊小學改革成為愛培學校（APS），以自負盈虧的模式運作，成為香港唯一一所在教育局註冊、專為自閉症兒童提供雙語課程選擇的小學。

With the support from Hung Hom (Three Districts) Kaifong Association, APF has been able to operate a self-financed project - Aoi Pui School (APS) since 2013. Registered under the Education Bureau, it is the only primary school for children with autism in Hong Kong with bilingual curriculum.

循證教學 Evidence-Based Teaching

—— 有何重要？如何應用於愛培學校？
—— Why Does It Matter? How Is It Applied In Aoi Pui School?

張詩琪
Yvonne Cheung
行為分析治療顧問
Behavioural Consultant

很少人會反對「循證教學」有助學生學習。但何謂「循證教學」呢？從廣義上，「循證教學」是指在課堂中使用有可靠實證的教學策略以提高學生的學習成效。

在愛培學校（APS），我們相信每一位學生都需要「循證教學」，有自閉症譜系障礙（簡稱自閉症）的學生更甚。首先，每個自閉症學生都是獨一無二的。自閉症譜系障礙中「譜系」一詞是指每個自閉症學生在溝通和社交上有不同種類和程度的障礙，加上每個學生的能力和需要有別，沒有一套課程適合所有學生。APS的老師靈活運用各式各樣的方法收集數據，了解每個學生對各科目和技巧的掌握，從而為每位學生量身訂製合適的學習目標。另外，自閉症學生的學習方式與其他學生有所不同。傳統教學模式往往以教師為中心，講授為主，缺乏彈性，限制了他們的學習。因此，我們經常參考學術期刊，以獲得經研究證實對自閉症學生有效的教學策略的最新資訊。此外，我們的研究團隊進行了各種研究，包括：一、教授學生溝通、社交、學術和學習技能；二、增強學生的學習動機；以及三、培訓教師有效運用以行為學為基礎的教學方法，以評估和制定有效的教學策略。

自閉症是目前升幅最快的發展障礙。隨著被評估為有自閉症的學生數目迅速增長，現在有更多特殊和主流學校教師參與支援自閉症學生。但由於教育界對有效支援自閉症學生的措施仍然了解不足，一些常用手法欠缺科學實證支持，實際效果存疑。為了推廣「循證教學」在教育界的實踐，以至提高自閉症學生及其家人的生活質素，我們積極在學術期刊和國際教育會議分享我們的研究結果。

Very few people would disagree that "evidence-based teaching" facilitates students' learning and educational outcome. But what actually is "evidence-based teaching"? In a broad sense, "evidence-based teaching" is the use of teaching strategies with reliable evidence in classroom practices with the goal of maximising students' progress.

In Aoi Pui School (APS), we believe that every student requires "evidence-based teaching" and it is even more so with students identified with ASD. There are a few reasons why. First, every student identified with ASD is unique. The word spectrum refers to a wide range of challenges and levels of impairments in communication and social interaction students identified with the condition may have. Besides, each student has his/her own set of strengths and skills. There is no one size fits all. To ensure that each student is provided with appropriately challenging learning goals, we use a variety of data collection methods to gather evidence about what each student understands and can do, and use it to individualise the learning targets to each student's needs. Second, students with ASD learn differently than other students. Traditional teaching methods which are teacher-oriented, inflexible and lecture style are often ineffective with them. Instead of trying one method or another until a method succeeds, we often take reference to rigorous and systematic research published in peer-review journals for teaching strategies that have been shown to work. In addition, we are committed to conduct research to advance our knowledge and understanding of the most effective teaching methods for students with ASD. Our research team has conducted a variety of research for evaluating and developing effective strategies in **1)** teaching students communication, social, academic and learning how to learn skills, **2)** increasing students' learning motivation, and **3)** training teachers to implement behavioural-based procedures.

ASD is currently the fastest-growing developmental disorder. With the rapid increase of the number of students who are identified with ASD, more teachers in both special and regular educational settings support students with ASD in their classrooms now than ever. However, relatively little is known about intervention for school-age students with ASD in school settings. Many students thus receive interventions with little to no empirical support. We believe that intervention informed by empirical evidence can improve fundamentally the lives of students with ASD and their families. To promote evidence-informed teaching practices not only within our school but also in the field of autism education, we have published our research findings in peer-review journals and presented in international conferences.

續下頁 Continue >> 7

APS Corner

我們正在進行的研究項目：
Our current research projects include:

1. 評估應用行為分析治療師培訓課程的成效
2. 透過指導性反饋教授詞彙
3. 比較學生在不同獎勵計劃下的回應率

1. Evaluation of a therapist training package for ABA for children with ASD
2. Using instructive feedback embedded within a group discrete trial teaching to teach tact relations
3. Comparing three different reinforcement systems on the rate of responding for a simple discrimination task

如果想進一步了解更多有關「循證教學」的研究，可以參考我們曾經發表的文章：
Our publications include:

1. Au, A. H. C., Mountjoy, T. J., Man, K. L. P., Leaf, J. B., Leaf, R. B., Taubman, M., & McEachin, J. (2015). 個案研究：一所以應用行為分析為基礎的自閉症專門學校。*Education and Treatment of Children*, 38(1), 121-144.
2. Cheung, Y., Schulze, K. A., Leaf, J. B., & Rudrud, E. (2016). 運用平板電腦和自我管理教學法教授自閉症兒童社區技巧。*Exceptionality*, 24(4), 241-250.
3. Cheung, Y. Lai, C. O. Y., Cihon, J. H., Leaf, J. B., Mountjoy, T. J. (in press). 在學術課堂中教導自閉症兒童自發溝通。*Journal of Behavioral Education*.

1. Au, A. H. C., Mountjoy, T. J., Man, K. L. P., Leaf, J. B., Leaf, R. B., Taubman, M., & McEachin, J. (2015). A programmatic description of an international private behaviourally orientated autism school. *Education and Treatment of Children*, 38(1), 121-144.
2. Cheung, Y., Schulze, K. A., Leaf, J. B., & Rudrud, E. (2016). Teaching community skills to two young children with autism using a digital self-managed activity schedule. *Exceptionality*, 24(4), 241-250.
3. Cheung, Y. Lai, C. O. Y., Cihon, J. H., Leaf, J. B., Mountjoy, T. J. (in press). Establishing requesting with children diagnosed with autism using embedded instruction in the context of Academic Activities. *Journal of Behavioral Education*.

鳴　謝　Acknowledgments

Chan, Chun Ling Jambon
Mr. Chen, Song Yong
Ms. Chung, Yuet Ling
Mr. Gresham, Paul Christopher
Mr. Haswell, Christopher
Ms. Ho, Pui Yee
Mr. Ian, Bryson
Ms. Kim, Yeoh Eng
Mr. Lam, Hung
Ms. Law, Lydia
Ms. Law, Tinny
Ms. Lee, Wing Pui
Mr. Leung, Pui Chiu
Mr. Liu, Terence
Mr. Lui, Chun Pong
Mr. Narroway, George
Ms. Ng, King Lam Jenny
Ms. Siu, Pui Shan Shirley
Mr. Tang, Fai Cheong
Mr. Wat, Danny Hiu Yan
Ms. Wong, Oi Ki
Mr. Wong, Wing Chi
Ms. Yeung, Wing Iris
Mr. Yim, Kai Yan
Mr. Zucker, David
胡夢琪小姐

Autism Partnership Limited
Baby-Kingdom.com Limited
BBG Promotion Limited
Createx Textile Company Limited
Credit Suisse (HK) Limited
Equal Opportunities Commission
Hong Kong Commercial Broadcasting Company Limited
Lifewire Foundation Limited
MTR Corporation Limited
New Media Group
Notting Hill Trust (HK) Limited
Ohparna.com
Sanrio Company Limited
The PCD Charitable Trust
The "Star" Ferry Company, Limited
Twopresents

捐贈防疫物資：
Sponsoring anti-epidemic items:
Autism Partnership Limited
Fernando Chiu Hung Cheung Legislative Councilor's Office
Koo Tin Lok Charitable Foundation
Lifewire Foundation Limited
Rotary Club of Admiralty
The Hong Kong Council of Social Service
The Hong Kong Institute of Surveyors
Mr. Wat, Danny Hiu Yan

APF 愛培自閉症基金 Autism Partnership Foundation

家長資源中心
Parents Resources Centre
APFHongKong
(852) 3583 0668　info@apf.org.hk
(852) 3583 0443　www.apf.org.hk
香港九龍荔枝角長順街1號新昌工業大廈11樓1103室
Unit 1103, 11/F, Sun Cheong Industrial Building, 1 Cheung Shun Street, Lai Chi Kok, Kowloon, Hong Kong

愛培學校 Aoi Pui School
aoipuischool
(852) 2526 3061　admin@apschool.edu.hk
(852) 2526 3229　www.apschool.edu.hk
香港九龍紅磡差館里16號
16 Station Lane, Hung Hom, Kowloon, Hong Kong