



2020 年年報

ANNUAL REPORT

2020

一起為自閉症兒童及其家庭開拓更美好的明天

Together We Create a Brighter Future for
Children with Autism and their Families

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主席報告

CHAIRPERSON'S REPORT

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愛培自閉症基金（APF）成立於2006年12月，及後隨即推行我們的首個服務計劃，也即是愛培學校（APS）的雛型，而在2013年我們將學校遷往紅磡現址。APS現時仍是全港唯一一所教育局註冊、提供雙語課程予患有自閉症譜系障礙的學童的小學。配合於2016年成立、為低收入家庭提供慈善服務的家長資源中心，APF過去數年穩步發展，我們的架構也趨向越來越系統化和成熟。

新型冠狀病毒的來襲使2020年變得極具挑戰。服務使用者和員工們的安全永遠是我們的首要考慮，故此我們不得不暫停，甚至取消不同單位的服務、活動，以及籌款項目。儘管香港幾乎陷入封鎖狀態，我們仍然十分重視每一位受惠兒童的時間或學習機會。當大家都留守家中抗疫時，我們安排了服務使用者參與線上治療。雖然部分孩子難以在熒幕前表達他們的想法和接收治療師的指令，影響治療的整體效率及成效，但線上治療也確實在疫情期間提供了即時支援。更值得讚歎的是同事們在如此艱難的時期的極高應變能力，他們為了配合每位服務使用者的需要而重新分配資源的創意想法都是非常出色。我有信心，縱然未來仍有各種無法預見的挑戰，這些經歷絕對能夠幫助團隊繼續披荊斬棘，通往成功的道路。

APF的使命是關於創造更美好的未來。對我而言，這說法並非單單應用於我們的服務使用者身上，它與我們的員工也有著密切的關係。我們一直追求提供卓越的服務予服務使用者，故此員工是機構最珍貴的資產。自新型冠狀病毒肆虐以來，管理層在仔細檢視和預計機構的流動現金及儲備後，並沒有實施任何如強制無薪休假的政策。APF並非一間擁有大量儲備或持續接收資助的慈善機構，不過管理層認為維持員工生活水平及為他們提供一個穩定而有前景的工作環境，對於每位員工來說都是非常重要。我們致力打造一個雙贏局面——員工們和機構都能夠為著大家的美好未來攜手並肩奮鬥。

本港經濟突然下滑的確打亂了我們各個原定的籌款活動計劃。無論是規模、性質，甚或是種種的創意想法，通通都被嚴格的社交距離措施所局限或影響。雖然我們的捐款金額大受影響，我們的團隊仍然竭盡所能，努力維持服務。我們得以能夠繼續提供服務，確實有賴熱心夥伴的支持，如The PCD Charitable Trust和Wellington Management Foundation。另外，衷心感謝所有董事會成員的慷慨解囊，並且更身體力行呼籲身邊的親朋好友支持我們的工作。他們的付出是無價的！

我想藉此機會熱烈歡迎在2021年4月加入董事局的Sabrina Hosford女士。Sabrina在不同領域，尤其於批發及零售業擁有寬廣的人際網絡，APF非常榮幸能夠邀請她加入我們的董事局。

為了我們服務使用者的福祉，在2021年APF的目標是「轉危為機」；而一連串的計劃並非仍停留在紙上談兵或腦海中構想的階段，而是我們已開展了一些精彩的項目，另有更多計劃靜候登場。期盼您的參與，和我們一起創造更多里程碑。



Toby Mountjoy | 創辦人兼主席

Autism Partnership Foundation (APF) has been established since December 2006. We then launched the first service programme that was the initial model of the Aoi Pui School (APS). We moved to the current premises in Hunghom in 2013; our School is still the only primary school in Hong Kong registered under the Education Bureau providing tailor-made bilingual curriculums for students with Autism Spectrum Disorder (ASD) now. Together with the Parents Resources Centre established in 2016 for implementing charitable programmes for low-income families, the development pace of APF in previous years was stable and our structure has become more systematic and mature.

The year of 2020 was very challenging due to the pandemic of COVID-19. Our services of different units, beneficiary activities and fundraising events had to be suspended or cancelled as the safety of service users and staff is always at our top priority. We did not waste any of our beneficiaries' time or learning opportunities even the city almost entered lockdown; we arranged our service users attending online treatment sessions when we all had to stay at home. The pattern could provide immediate support to our service users although the overall efficiency and effectiveness were affected because some children could not express their thoughts and receive instructions from therapists on monitor. I was amazed by colleagues' extremely high mobility and creativity in relocating the resources to meet the needs of every single service user. Their brilliant performance during this difficult period was something very treasurable. I am confident that this experience could definitely help the team walk towards a successful direction when there are other unforeseeable obstacles in the future.

APF's mission is about creating a brighter future but to me this statement does not focus solely on our service users, it also relates to our staff. We believe staff is our most valuable resources when we always focus on the superior quality of our services. Our Management did not impose any mandatory no pay leave or other similar policies since the pandemic of COVID-19, after carefully examining and projecting our cash flow and reserve level. APF is not an NGO with a huge reserve or receiving continuous subvention but the Management believed that it is very important to maintain staff's living standard and offer them a stable working environment with prospect. We keen on looking for a win-win situation - both our staff and the Organisation would fight together for their and our future hand-in-hand.

It is true that our plans of different fundraising events were disturbed by the sudden downturn of the Hong Kong economy; no matter the scale, diversity and creativity were limited by the strict social distancing measures in town. Our team fought very hard to keep our services on even our income sources were affected. We could continue our services by having marvellous support from committed partners, like The PCD Charitable Trust and Wellington Management Foundation. A sincere Thank You goes to our Board Members who always make donations and refer their private networks to support our services. Their contributions are totally priceless!

I would like to express my warmest welcome to Ms Sabrina Hosford who has joined our Board of Directors since April 2021. Sabrina has an extensive network in different fields, especially the wholesale and retail industries. This is a great honour of APF to have her in the Board.

APF targets to turn threats into opportunities in the year of 2021, for the benefits of our service users. It is no longer a plan on paper or an idea in our mind, we have already completed some amazing projects and there are more to go. Look forward to creating milestones together.

我們的董事局成員與管理團隊於2020年年中審視機構的架構，旨在加強機構對內及對外的問責與溝通。管理團隊同時相信，建議的架構改動能夠使機構的每位成員擁有更清晰的匯報途徑，同時提升不同單位的工作效率。我很榮幸能夠成為APF的首位行政總監，藉此衷心感謝董事局成員給予我這個榮譽以及對本人的信任，這個職位無疑是我人生中其中一個重大的使命，同時是我職業生涯中的一個重要里程碑。

APF是首間為香港低收入家庭之兒童提供ABA治療的慈善機構，另外也有提供正規的學校課程。我在2015年年末加入APF這個大家庭的時候，職銜是發展經理，專責為機構作推廣和發展的工作，以及為我們獨特的ABA治療慈善服務籌募經費。成為業界先鋒必然需要面對挑戰，尤其我們的服務計劃著重服務質素，或多或少違反了傳統慈善基金或贊助人對於一般慈善服務以人數多寡決定服務成效的既有觀念。我和我的團隊在首兩年更是經歷了一段困難的時期，但我們沒有就此放棄——我們不斷嘗試以各種方式去籌集善款，同時向大眾推廣服務計劃的治療成果，以及受惠人士的正面轉變。我們現在樂見多了合作夥伴有意了解APF的ABA治療服務，並願意透過各種形式支持我們。儘管我們還有漫漫長路要走，APF每位成員還是滿懷信心，確信我們能夠實踐機構定立的使命甚或願景。

藉此機會，我在此感謝同事們在2020年及這些年一直以來的辛勤工作及對工作的熱誠。我非常期待與您們繼續攜手合作，為服務使用者提供優質的服務計劃，同時為社會中患有自閉症譜系障礙的人士爭取他們應有的權益。



Our Board of Directors and Management Team conducted a review in organisational structure in mid-2020, aimed at strengthening our internal and external accountability and communications. The Management Team also believed the proposed changes in structure could enable every member of our Organisation to have a clearer reporting line and enhance effectiveness of different units. It is my great honour to be the first Executive Director of APF and I would like to express my most sincere Thank You for the trust from our Board Members for offering me this honour. This is a significant mission to me and an important milestone in my career path.

APF is the first charitable organisation to introduce ABA treatments for low-income families in Hong Kong and through a formal school setting. When I first joined APF in late 2015, I was the Development Manager and the major responsibilities were brand development and fundraising for our unique ABA service programmes. It is always challenging to be a pioneer, especially for those programmes focus on quality instead of quantity of service user number, such pattern violates the traditional mindset of many funders / sponsors. The team and I experienced some difficult times, especially in the first two years but we did not give up – we kept on making attempts by diversified approaches to secure resources and promote our achievements and positive changes on beneficiaries. More partners are now interested to know more about our ABA programmes and willing to support us in multiple channels. Although there is still a long way to go, all at APF are confident that we can work out our mission and even the vision one day.

Thank you for my colleagues' hard work and passion in 2020 and previous years by this opportunity. I look forward to working hand-in-hand with you very much in conducting programmes with superior quality to our service users and fighting for the rights of people with ASD in the community.

簡介及背景

INTRODUCTION & BACKGROUND

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使命 MISSION

愛培自閉症基金致力透過專業的密集式「應用行為分析」治療，幫助自閉症兒童發揮其最大潛能及支援其家庭成員，讓他們開展更豐盛的人生。

Autism Partnership Foundation strives for the best potential for children with autism by its intensive and professional Applied Behaviour Analysis therapy and supports their families to improve their quality of life.

2006年12月，愛培自閉症基金（APF）正式成立。我們是一間於香港註冊的慈善機構，致力支援有自閉症譜系障礙（簡稱自閉症）的兒童及其家庭，一方面提供「應用行為分析」（ABA）治療及相關服務，包括舉辦家長講座和培訓，以及出版刊物等；另一方面通過宣傳、公眾教育活動及進行不同的研究項目，來加強大眾對自閉症的認識和接納程度。

APF早於2007年開辦愛培學校，它是香港唯一一所針對自閉症學童的需要而設，並提供雙語課程選擇的小學。愛培學校以ABA作為教學模式，根據每名學童的發展需要制定課程和學習目標。學校提供正規學術課程，包括語文、數學和常識等，以及採用針對自閉症學童所需的教學方法，內容包括語言溝通、社交和遊戲技巧等，使學童得到全面的成長和發展。

APF一直積極地推廣ABA治療，並將其服務範疇不斷擴大，以支援社會上的需要。我們於2016年1月開始為基層自閉症孩子提供免費的密集式ABA治療；更於同年8月增設新服務單位——家長資源中心，提供更多治療計劃及家長培訓等服務，從而使更多基層家庭受惠，協助他們患有自閉症的孩子及早改善其發展障礙，從而發揮潛能。

Autism Partnership Foundation (APF) was established in December 2006, which is a registered charitable organisation in Hong Kong and aims to support children with Autism Spectrum Disorder (ASD) and their families by providing Applied Behaviour Analysis (ABA) treatment and other related services, including parent training sessions, publications and more, and by organising public awareness & education programmes and research programmes to raise public awareness of ASD.

In 2007, APF set up Aoi Pui School, which is the only primary school for children with ASD in Hong Kong with a bilingual curriculum. The School adopts ABA as the teaching approach and provides a highly individualised programme according to the developmental needs of each student. We offer both a formal school curriculum and an autism-specific curriculum to foster students' all-round development. Academic subjects include Languages, Mathematics, General Studies and more. For autism-specific ones, there are language & communication, social skills, play & leisure skills and more.

APF actively advocates ABA therapy and is keen on expanding its service scope to meet social needs. We have provided complimentary intensive ABA treatment to children with ASD from low-income families since January 2016. With the setting up of the Parents Resources Centre in August of the same year, the Organisation provides holistic support through appropriate treatment, parent training and more, to help more underprivileged children with ASD realise their potential.



董事局

BOARD OF DIRECTORS

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攝於2020年9月 Taken in September 2020

董事局成員 MEMBERS OF BOARD OF DIRECTORS

(後排，左起) 古涵博先生及Kirk Beaton先生

(前排，左起) Ji Hong Min先生、主席Toby Mountjoy先生及Alec Tracy先生

(Back row, from left) Mr. Paul Gresham and Mr. Kirk Beaton

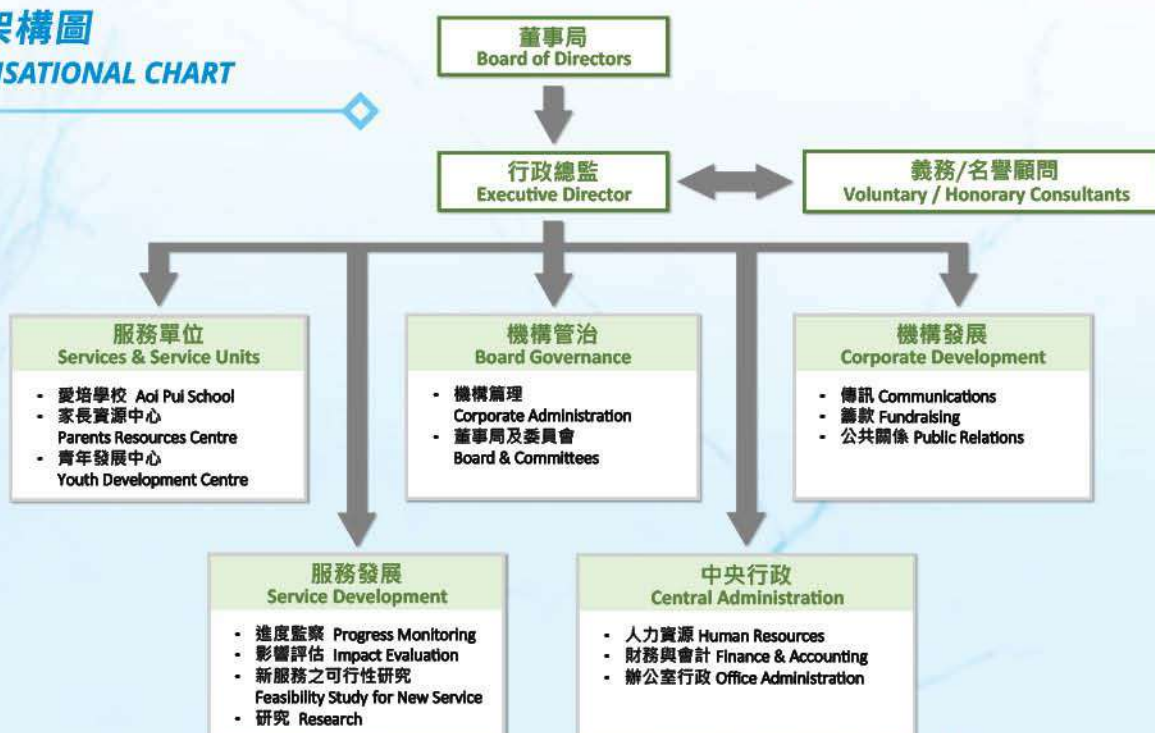
(Front row, from left) Mr. Ji Hong Min, Mr. Toby Mountjoy, Chairperson, and Mr. Alec Tracy

APF的董事局成員來自不同界別，包括ABA治療專家及從事金融、法律及資訊科技等行業的專業人士。他們十分關注自閉症這議題，希望透過自己的專業及能力提高香港市民關注自閉症的意識，並為自閉症兒童及青年提供適切的治療，幫助他們改善溝通、自理和社交技巧，以及減少行為問題，從而發揮潛能，融入社會。前董事王倩倩女士已於2020年1月辭任，我們衷心多謝她過去對於機構的貢獻。而Sabrina Hosford女士則於2021年4月加入我們的董事局，為APF出力。

The Board Members of APF are professionals from different sectors, including ABA therapy, finance, law and information technology. They are very concerned about the issue of ASD and dedicate to raise public awareness of ASD by their expertise and capabilities, and to provide appropriate treatments for children and youths with ASD to improve their communication, self-help and social skills, as well as to reduce their behavioural problems, so as to realise their potential and integrate into society. Our former Director Ms. Chien Chien Wong resigned in January 2020, we sincerely thank her for her past efforts towards our Organisation. And Ms. Sabrina Hosford has joined our board since April 2021 to work with us together for the development of APF.

組織架構圖

ORGANISATIONAL CHART



應用行為分析治療

APPLIED BEHAVIOUR ANALYSIS THERAPY

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應用行為分析 (Applied Behaviour Analysis)，簡稱ABA，是一門研究人類行為及學習模式的科學。ABA擁有逾50年的科學研究為基礎，是最廣泛被使用及最有效治療自閉症譜系障礙的方法。

ABA著重自然教學，並透過觀察及採用系統化的方式去分析和記錄行為，有效改善自閉症患者的行為，並提升其學習技巧。經臨床證實，密集式的ABA治療能有效地處理不同的行為問題，例如刻板行為、自我刺激和攻擊行為等，還能提升自閉症患者在學習、溝通、社交和行為等方面的發展。



ABA治療以一對一或小組形式進行，並以兒童的興趣及需要為中心，從而制定個人化的課程及訓練目標，當中包括增強專注力、自發性語言、社交能力和認知能力等。治療師會將學習目標分為多個步驟，並由淺入深地教導兒童，讓他們逐步掌握相關技巧。

APF的治療服務均運用ABA的教學模式，並著重與家庭的緊密合作。我們為自閉症患者提供密集式、全面及高度個人化的治療，並為家庭提供指導及支持，加強家長的知識和技巧，協助兒童發揮潛能。

Applied Behaviour Analysis (ABA) is a scientific discipline that involves human behaviour and learning patterns. Supported by more than 50 years of scientific research, ABA is the most commonly used and effective treatment method for individuals with ASD.

ABA emphasises natural teaching, observation and systematic analysis to record behaviours, to improve behaviours and learning skills of individuals with ASD effectively. It has been clinically proven that intensive ABA treatment can effectively deal with behavioural problems such as rigidity, self-stimulation and aggression. It can also strengthen learning abilities and improve the communication skills, social skills and behaviours of people with ASD.

ABA treatment is delivered in a one-on-one or small-group format and centred on the interests and developmental needs of the children. ABA therapists formulate individualised curriculum and training goals, enhancing the development in the areas of attention, spontaneous communication, social skills, cognitive ability and more. The therapists break the goals down into small objectives so that the children can gradually master the relevant skills.

APF's treatment services adopt ABA and emphasise close cooperation with families. We provide intensive, comprehensive and individualised ABA treatment to individuals with ASD, and also guidance and support to their families, so as to strengthen parents' knowledge and skills and help children reach their full potential.

愛培學校

AOI PUI SCHOOL

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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，以自負盈虧的模式運作，成為香港唯一——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。

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

愛培學校（APS）成立於2007年，是全港唯一一間經教育局批核、服務對象是自閉症兒童的註冊小學，致力讓有需要的自閉症兒童能夠接受優質的教育。學校採用經科學證實治療成效最為顯著的ABA，助學生達至最理想的治療效果。我們設有中文班及英文班，學生年齡為5.5歲至15歲。校內推行小班教學，以高師生比例照顧每位學生的需要。在2013年，APF得到紅磡三約街坊福利會的支持，得以順利將APS遷至紅磡現校址，並以自負盈虧的方式營運。

2020年是極具挑戰的一年。於1月底，教育局鑒於2019冠狀病毒病（COVID-19）在香港肆虐，宣佈全港學校停課。對於反覆的疫情及預料復課的日子遙遙無期，APS的管理層與教學團隊立即召開會議，制訂方案，並著手預備教材。於2月初將實體課堂改為網上教學，進入了一個教學的新領域。

感謝專業的教學團隊，在短時間內令學生成功掌握到新的學習技能，使他們於不同的學習環境及形式都能有效地學習。老師更採取循序漸進的方式，由單對單的網課開始，繼而轉為二至四人的小組，甚至是增至十人的大組，都可讓學生在靈活的組合安排下有效地吸收到課堂的資訊。

在2020年，我們有15位新學生加入APS。此外，於2013至2020年期間，有60位離校學生能夠成功銜接到主流學校就讀。





Registered under the Education Bureau, Aoi Pui School (APS) was set up in 2007 stands as the only primary school for students with ASD to meet the growing demand in Hong Kong for meaningful education for students with ASD. We adopt ABA, a scientifically proven approach that enables our students to achieve and meet their best possible learning outcomes. Our School caters for Cantonese and English-speaking children, aged from 5.5 to 15 years old. All classes operate on a small class size basis with a high teacher-student ratio, so as to ensure that each student gets adequate attention for their individual needs. With the support from Hung Hom (Three Districts) Kaifong Association, APF has been able to operate a self-financed project - APS since our move to Hung Hom in 2013.

2020 was an extremely challenging year for all walks of life. In late January, the Education Bureau announced the class suspension of all schools due to the surge of COVID-19 cases in Hong Kong. While the local situation was getting unstable and uncertain, nobody could predict how long the class suspension would last for. APS swiftly decided to adopt a new way of teaching amid stressors that we have never experienced before. The management and clinical team started to plan and prepare for switching our teaching from face-to-face to online. In early February, APS resumed lessons smoothly via online teaching prior to the Government mandate.

Thanks for the great effort of the professional team, our students could successfully acquire a new set of critical prerequisite skills in order to learn effectively in different context and settings within a short period of time. They could pick up useful and new techniques from online lessons by starting with learning in one-on-one format, and gradually in a bigger group of two to four and up to ten.

In 2020, we had 15 new students joined APS. And from the year of 2013 till 2020, 60 students have successfully transferred to mainstream schools.

2020學校活動 SCHOOL ACTIVITIES 2020



- 感謝王澤森長者地區中心將APS學生親手繪畫的口罩盒送到獨居長者手中，還與他們一起分享學生製作口罩盒的花絮。

Many thanks to Wilson T.S. Wang District Elderly Community Centre helping APS to send all these mask cases with students' own drawing to the elderly living alone. They enjoyed the behind-the-scenes video prepared by APS.



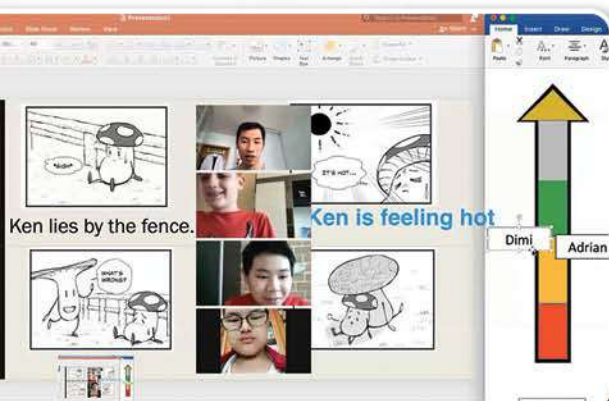
- 疫症肆虐下，APS的老師繼續為學生提供網上教學，同時也不忘穿上藍色服裝支持「世界關注自閉症日」。

Teachers and students supported the "World Autism Awareness Day" by dressing blue. They stayed home and continued to have online lessons amid the COVID-19.



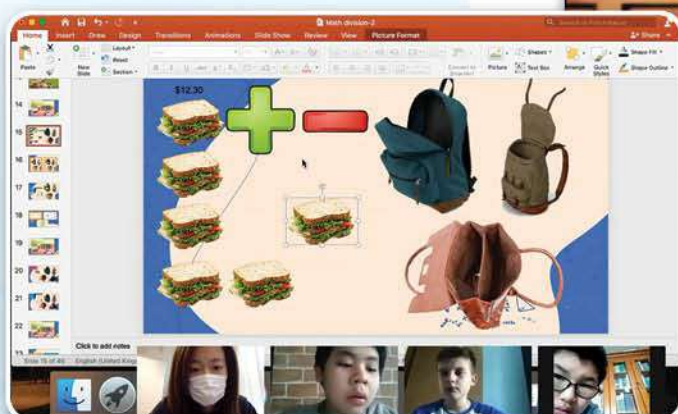
- 感謝香港欖球總會過去多年的支持，學生在2020年底能再次參與他們所提供的課堂都感到十分興奮。

Thanks for Hong Kong Rugby Union's support in the past few years, students were so excited to have Rugby lessons resumed by the end of 2020.



- 學生正參與單對單及小組網上課堂。

Teachers and students were having online lessons in one-on-one and in groups.



學生故事 STUDENTS' STORIES

Ranon的進程 Ranon's progress

Ranon一直以來的學術成績都不錯，不過從幼稚園升上小學後，改變了的學習模式成為他的一大挑戰，所以他需要在社交及溝通技巧方面加強訓練。他剛升讀APS的一年級時，學校的老師便為他設計了個人化教育計劃，注重他的全面發展及幫助他建立入讀主流學校所需的技巧。

Ranon剛入學，老師很快便發現他時而會出現「出神」的情況。當老師在課堂上與其他同學對話或互動時，他很容易便會東張西望，因而忽略了當中的講解。當老師的指令較為複雜或涉及多種學習技巧，例如翻頁和圈出書中的文字，Ranon有時候未能完成所有指令，他不集中的情況影響了其學習進度。

在課堂上，除了能夠跟從老師的指令，自我控制行為和調整情緒的能力同樣十分重要。可是Ranon有自我刺激的行為，例如無聊時會踢桌子，還會常常很激動地指正別人的錯處。老師因此特意製造機會讓Ranon練習不同的技巧，例如專注聆聽指令、主動幫忙和有禮貌地提醒別人。另外，老師還安排了各類型的活動，例如專題研習，讓Ranon學習如何與同學討論和分工合作，訓練他多聆聽組員、留意別人的工作進度、主動提問和協助他人。Ranon在短短的幾個月內減少了自我刺激行為，少了玩弄文具及雙手，也比以前更快和獨立地完成指令及堂課。

Ranon漸漸適應了學校環境，結識了一些新朋友，現在持續地練習各種社交技巧，例如回應別人和持續對話，並和朋友一起探索更多社交遊戲。老師循序漸進地增加指令的複雜程度，提供多種學習模式，並教授考試和答題技巧，成功幫助Ranon銜接到主流學校就讀。

Ranon正在專心地上數學堂。
Ranon was having Mathematics lesson attentively.



Ranon has always had a good academic performance. However, starting elementary school is a big challenge for him, so he needs more training on social and communication skills. When he just entered APS's Primary one, the tailor-made programme designed by his teachers focused on his all-round development and the skills required for him to study in a mainstream school.

When Ranon first entered APS, his teachers immediately noticed that Ranon could not focus during some occasions. When the teacher was talking or interacting with other classmates, Ranon would easily look around and ignore their conversations. When teachers' instructions were complex or involved multiple learning skills, such as turning pages and circling certain words on the book, Ranon sometimes failed to complete the tasks, which affected his learning progress.

Apart from being able to follow the instructions of the teachers, the abilities to control emotions and behaviours in class are also very important. However, Ranon displayed self-stimulation behaviours. He would kick tables when he felt boring and often overreacted and pointed out his classmates' mistakes during lessons. Therefore, teachers created opportunities for Ranon to practise various skills such as focusing on verbal instructions, taking the initiatives to help others and giving reminders politely. In addition, teachers arranged different types of activities in classes, such as projects, for Ranon to learn how to discuss and collaborate with classmates, so as to train him to listen to groupmates, pay attention to others' progress, ask questions and assist others proactively. Ranon's self-stimulation behaviours have obviously reduced only in a few months. He played less with stationery and his hands. Meanwhile, he could complete instructions and classwork more quickly and independently than before.

Getting more and more familiar with the school environment, Ranon eventually made some new friends. He is now practising various social skills, such as responding to others and maintaining conversations, and also exploring more social games with his buddies. Teachers gradually give more complex instructions, provide a variety of learning methods, and teach Ranon some examination and answering techniques to prepare him for integrating into a mainstream school where would be his next destination soon.

在成長中蛻變 Transmutation when growing up

由從前的害羞被動、做事漫不經心，到現在懂得作出即時反應、主動幫助老師與同學，王度慢慢蛻變成一個有擔當而且值得信賴的青年人。

王度起初入讀APS時，因性格內向，就算是說話時都不敢與他人有眼神接觸，更遑論大聲說話。然而，他習慣以高音調講話，有時會說得含糊不清。在社交方面，老師發現王度雖有社交興趣，但他只會被動地站在一旁，默默等待同學邀請後才參與遊戲。另外，當老師指示他參與課堂活動時，他又會毫無反應，要老師不停鼓勵才願意加入。

老師形容王度是「無欲無求」，對很多事情都不感興趣，所以特別留意他對不同事物的反應，為他定立三大目標：第一，對老師的提問作出即時反應；第二，清晰說話；第三，學懂自律。老師其後觀察到王度喜歡觀看影片分享平台上的影片和玩速度遊戲，此等適齡興趣正好可以作為他的獎賞物，用以改善他的行為問題。當王度適應了學校的訓練模式，老師簡單一句讚賞便足以令他努力學習。

經過一段時間訓練，王度已懂得在別人提問時作出即時反應，能夠清楚說話表達自己，並會自動自覺完成功課，不再需要父母催促。老師回憶起來，在疫情最為嚴峻而學校需要轉為網上授課時，王度每天都會準時登入，而且在網上運動課時更會全情投入做運動，即使相隔螢幕，仍能與老師和同學一起享受做運動的歡愉氣氛。

現在的王度是受人愛戴的學生，他除了在午膳時間會主動遞上酒精搓手液予每位同學使用外，還不時主動替老師拿東西到辦公室。當同學有事需要老師幫忙時，他甚至會馬上走到辦公室尋求協助。教師們都樂見王度的大躍進，期望他繼續努力裝備自己，成為一個更有自信的青少年。

From being shy, passive and inattentive in the past, to being able to respond immediately and to take the initiative to offer a helping hand to teachers and students, Wangdu gradually becomes a responsible and reliable youth in others' eyes.

When Wangdu first entered APS, his introvert personality made him unable to have eye contact when talking with others, not to mention speaking in a loud voice. He used to speak in a high pitch, sometimes with unclear tone. In terms of social interaction, his teachers discovered that even Wangdu had social interests, he would passively stand aside and wait for his classmates to invite him to play. When teachers wanted to direct him to participate in classroom activities, he was unresponsive to the given instructions. Teachers needed to keep encouraging him to take part.

Wangdu had a "passionless attitude" towards everything when he first came to the School. His teachers kept observing him and also set three goals for him: first, to respond immediately when a teacher calls him; second, to speak clearly; third, to be self-disciplined. Teachers then observed and found that Wangdu loved to watch videos online and to play speed games. These age-appropriate interests exactly served as rewards for improving his behavioural issues. After familiarising himself in such a training model, Wangdu could already work well by just receiving simple words of appreciation from teachers.

After a period of time of training, Wangdu is now able to respond immediately when someone asks him a question, and to express himself by words clearly. He can also consciously finish his homework without being urged by his parents. His teachers recalled that Wangdu logged in to the online lessons punctually every day when classes in School suspended during the most serious period of the pandemic. He even sank his teeth into online PE lessons. By doing exercises together with his teacher and classmates, Wangdu fully enjoyed himself in the atmosphere in front of the computer screen.

Wangdu is now a beloved student in the School. Apart from taking the initiative to distribute hand sanitiser for his classmates to clean hands before lunch time, he also helps teachers bring stuff back to office from time to time. When his classmates need assistance from teachers, he will even rush to the office to seek help. All teachers are glad to see Wangdu's great improvement and keep guiding him to equip himself, so as to become a more confident teenager.



王度與老師一起精心炮製美食。
Wangdu and his teacher prepared food together meticulously.

家長資源中心

PARENTS RESOURCES CENTRE

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APF針對社會及基層家庭的需要，於2016年8月在荔枝角設立家長資源中心，為來自基層家庭患有自閉症譜系障礙的兒童提供密集式ABA治療，並為家長提供支援服務、舉辦講座及培訓等，提高家長教導子女的知識和技巧。

家長資源中心作為香港首間提供免費* ABA治療的服務單位，在啟用初期專為6歲或以下的基層自閉症患者提供一個月一對一密集式ABA治療。個案主任會與家長進行面談，了解兒童的學習能力及需要，為其設計個人化治療，當中包括增加兒童的自發語言能力、社交能力和減少行為問題等。

家長資源中心於2018年5月開展新的服務計劃——「學習小夥伴」，為2.5至6歲的自閉症患者提供為期可達一年的社交小組訓練。此項服務幫助有社交及溝通障礙的自閉症患者在模擬課堂學習上課的日常流程，改善社交及溝通技巧等，為融入校園生活做好準備。

治療團隊根據每名兒童的發展需要及學習能力制訂個人治療計劃，機構的顧問和個案主任定時與治療師討論個案，適時調整治療的項目和訓練方法，確保治療達到最理想的成效。治療團隊也會與家長緊密溝通，幫助家長了解子女的學習進度。於治療結束後，治療團隊更會提供為期一年的個案跟進服務，繼續提供指導，幫助家長掌握訓練技巧，讓孩子繼續進步。

家長資源中心現時提供個別及小組ABA治療。在2020年，合共62名兒童完成一個月一對一密集式ABA治療，並有15位兒童參加「學習小夥伴」計劃。



* 需要通過入息及資產審查
* A means test is applied

APF expanded its services to meet the specific needs of underprivileged families in August 2016 by setting up the Parents Resources Centre in Lai Chi Kok. We provide intensive ABA treatment to children with ASD, as well as to provide support services to parents, organise talks and training to improve the knowledge and skills of parents in teaching their children.

As the first service unit to provide free* ABA treatment in Hong Kong, the Centre provided mainly one-month one-on-one intensive ABA treatment for underprivileged children with ASD aged 6 years or below in the early days of its operation. Our Case Managers would arrange interviews with parents to understand their children's learning abilities and needs, so as to design individualised treatment plans. The curriculum may cover areas such as improving spontaneous language and social skills, reducing behavioural problems and more.

The Centre developed and launched the "Learning Buddies" programme for children with ASD aged between 2.5 and 6 up to one year of group training in May 2018. The programme helps children with social or communication difficulties

learn and adapt to the daily routine of going to school in a natural environment. It also targets to improve their social and communication skills so as to let them be well prepared to integrate into school life.

Our clinical team designs an individualised treatment plan for each child based on his or her developmental needs and learning abilities. Our Consultants and Supervisors regularly discuss the progress of each case with Behavioural Therapists and promptly adjust the programme and treatment methods to maximise positive results. The team works with parents closely and assists them in understanding their children's learning progress. We also provide one-year follow-up services after treatment to guide parents in mastering ABA skills and helping children improve.

The Parents Resources Centre currently provides individual and group ABA treatment. In 2020, a total of 62 children with ASD completed one-month one-on-one intensive ABA treatments and 15 children joined the "Learning Buddies" programme.



抗疫期間 COMBAT COVID-19



在2020年，由於新型冠狀病毒疫情嚴峻，家長資源中心的治療服務和活動均受到影響。中心採取了一系列的防疫措施，並加強消毒工作，以保障員工、服務使用者及訪客的健康。

在疫情初期，抗疫物資短缺，基層家庭的生活大受影響。APF有幸獲夥伴企業、機構及社會熱心人士捐贈不同的抗疫用品，如外科口罩、酒精搓手液及清潔用品，以支援家長資源中心的日常運作及治療服務，讓服務對象安心到中心接受治療。中心的職員及義工將收集到的物資分拆包裝，再聯絡及派發至服務對象。自疫情爆發起，我們已派出近5,000個外科口罩和近1,000枝酒精搓手液。

此外，疫情對患有自閉症譜系障礙的孩子最直接的影響無疑是學校的停課安排及在中心進行的訓練受阻。許多針對患有自閉症的孩子的恆常訓練和服務都停頓，直接影響他們的訓練進度，部分孩子更出現能力倒退的情況。我們深知自閉症患者十分需要持續訓練，故此我們堅持繼續為他們提供治療服務。

中心將部分面授訓練轉為網上訓練，治療師即時調整訓練內容、孩子的訓練目標及教材。由於自閉症患者的專注力較弱，往往難以長時間參與網上學習，治療師故此在網上教學中加入有趣的元素，增強孩子的學習動機。大部分家長認為網上訓練都能夠幫助孩子改善言語、溝通、專注度及社交技巧等。





- 特別鳴謝Autism Partnership Limited、Danny Wat先生、張超雄立法會議員辦事處、古天樂慈善基金、護·聯網慈善基金、金鐘扶輪社、香港社會服務聯會及香港測量師學會捐贈防疫物資。

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In 2020, owing to the serious situation of the COVID-19 pandemic, many treatment services and activities of the Parents Resources Centre were affected. The Centre adopted a series of precautionary measures and cleaning to protect our staff, service users and visitors.

During the early stage of the pandemic, there was a shortage of anti-epidemic supplies. The lives of grassroots families were greatly affected. APF was fortunate to receive in-kind donations of various anti-epidemic items, such as surgical masks, hand sanitisers and cleaning supplies, from partnering corporations, organisations and individuals. With enthusiastic support from different donors, the Parents Resources Centre was able to maintain daily operations and continue to provide treatment services. Our staff and volunteers worked together to unpack and package the collected items and distributed them to our service users. Since the outbreak of the pandemic, we delivered nearly 5,000 surgical masks and 1,000 hand sanitisers to the needy families.

In addition, the most direct impact of the pandemic on children with ASD was undoubtedly the suspension of classes and training. The suspension of regular training and services for children with ASD directly affected their learning progress. Some children even showed regression. APF believes that continuous treatment is significantly important for children with ASD. In spite of the challenges caused by the pandemic, we insisted to provide services for underprivileged children with ASD and as much as possible.

Part of the face-to-face training was converted to online training. Our therapists promptly adjusted the programmes, children's training targets and teaching materials. Since paying attention during online sessions for a long period might be difficult for children with ASD, the therapists added interesting elements to online sessions to enhance children's learning motivation. Most of the parents agreed that online treatment could still improve their children's abilities in language, communication, concentration, social skills and more.

一對一治療

ONE-ON-ONE TREATMENT

有些患有自閉症的孩子語言能力較弱，要重點改善他們的弱項，可以投其所好，由孩子有興趣的事物著手安排訓練。小軒是個愛吃的孩子，治療師於是從食物的生字入手訓練，例如「餅乾」和「蛋糕」，一方面增加小軒的學習興趣，另一方面讓他將所學的字詞於日常生活中靈活運用出來。久而久之，小軒更能一邊看書，一邊一口氣說出十件物件的名稱，大大豐富了他的詞庫。

Some of the children with ASD have weak language skills. In order to improve their weaknesses, we may cater the training to their needs. For example, using the objects that are of interest to the children to arrange training for them accordingly. Knowing that Hin loves eating a lot, our therapist began the training by using vocabulary related to food, such as "biscuit" and "cake". This could increase Hin's learning interest and at the same time allow him to use the learnt vocabulary flexibly in daily life conversation. As time went by, Hin has been able to label ten objects in a row while reading a book. Such training did enrich his vocabulary bank.



模仿是所有孩子的學習基礎，然而患有自閉症的孩子往往不能迅速地掌握模仿能力。以帆帆為例，訓練剛開始時他未有模仿能力，即使出動他喜愛的玩具也未能推動他去模仿，加上他的學習能力和學習動機都不高，增加了治療的難度。為了保持玩具對帆帆的吸引力，我們的治療師安排較短的玩樂時間，從而能夠以玩具作為獎勵，推動帆帆學習。隨著持續不斷的練習，帆帆逐漸能夠模仿砌積木、拍手和擊掌等動作，在理解及完成指令方面進步不少。

Imitation is the basis of learning for every child. Yet, children with ASD may not immediately grasp imitation skills at first. Taking Fan's case as an example, he did not have imitation ability when training just started. Even the therapist used Fan's loved toys to attract him, he still could not imitate actions. Together with his low learning ability and learning motivation, the difficulty level of his treatment was increased. In order to retain the attractiveness of toys to Fan, our therapist arranged a shorter playtime for him, so the therapist could use the toys as rewards to facilitate his learning. By practising continuously, Fan could gradually imitate actions like building blocks, clapping hands and giving a high-five. This showed his great progress in the aspects of understanding and following instructions.

孩子若只懂得運用短句描述事物，會影響他們的社交溝通能力。在接受治療之前，睿睿只能說出簡單詞彙。有見及此，治療師為他度身訂造治療計劃，以看圖片和故事書的形式教導他運用更長的語句形容事物。治療師時常與睿睿看圖片和故事書，訓練他先從描述人物開始慢慢學習，循序漸進地練習描述物件、動作和地方等。持續訓練了一段時間後，睿睿會一邊興奮地指著書中故事人物，一邊運用長句子描述書中內容，描述能力突飛猛進。



If children can only use short sentences to describe things, this may affect their social communication abilities. Rui could only use simple vocabulary before receiving treatment. Considering Rui's situation, our therapist tailor-made a training programme for him by letting him look at pictures and read storybooks. Such format of training aimed at teaching Rui to use longer sentences to describe things and objects. At first, he was trained to describe characters. He gradually practised to describe objects, actions and places one by one. After training for a period of time, Rui could use long sentences to describe contents of the book while pointing to the characters excitedly. It is obvious that his ability to describe different things has improved by leaps and bounds.



模仿發音的能力是孩子學習說話的必經階段，倘若未能掌握，會阻礙孩子各方面的學習。Kargo在接受治療前未有模仿發音的能力，亦不懂得表達自己的需要，因此時常鬧情緒。治療師於是先教Kargo配對圖卡，然後教導他以圖卡來指出他想要的玩具，希望藉此加強他進行溝通的主動性。當習慣了這種模式之後，治療師逐步訓練Kargo以身體語言代替圖卡，教他用手指指向想要的物件。臨近治療尾聲，Kargo更開始成功模仿口形與發音，表達能力明顯有進步。

The ability of sound imitation is an unavoidable stage of learning how to talk for every child. If children cannot master such skills, it will hinder their learning in every aspect. Kargo did not acquire the ability of sound imitation before treatment and could not even express his needs. He therefore always lost his temper. Our therapist trained Kargo to match objects with picture cards, followed by teaching him to show pictures of the toys that he wanted to have. These trainings strengthened his initiative in communication. When Kargo was used to such training model, our therapist gradually trained him to use body language instead of picture cards to show his needs by pointing his finger to the object that he wanted. At the end of the treatment, Kargo started to imitate mouth shapes and sounds successfully. His expressing ability has definitely improved.

訓練自閉症孩子除了需要無比耐性，把握每個機會進行練習同樣非常重要。澄澄是個可愛的女孩子，當我們走近想替她拍照時，儘管她正在吃茶點，仍然無阻她擺出可愛「甫士」。然而，澄澄的眼神接觸較弱，不時漫不經心望向其他地方，不懂得望著鏡頭。治療師捉緊與澄澄練習的所有機會，連茶點時間也不放過，務求訓練她在不同場景中學懂保持眼神接觸。治療師拿著蛋糕引導澄澄的視線，她終於學懂了自然地望向別人並自發地提出要求：「我想食蛋糕。」

Training children with ASD requires not only unlimited patience, but also the opportunities to practise. Ying is a cute girl. When we were approaching her to take a photo, she would make an adorable pose in front of the camera even when she was enjoying her snacks at that time. Ying's eye contact was weak and she always looked at other places and did not look at the camera. The therapist therefore caught every chance to practise with Ying even during snack time, aiming at training Ying's eye contact under different scenarios. "I want to eat the cake", Ying could finally look at our therapist naturally and make her request spontaneously after the therapist attracting her sight by holding a cake on hand.



南南在治療初期時常踢腳和尖叫，往往未能坐好。觀察到他的自控能力稍遜，治療師於是利用南南最喜歡的玩具車來引導他安靜坐好，訓練他控制自己的行為。當南南有所進步後，治療師進一步製造機會讓南南與他人溝通，教導他主動以說話表達自己的需要。治療臨近尾聲時，南南已經能夠一邊坐好，一邊跟治療師玩玩具車，更能主動向治療師說：「我想要車！」

Nam always kicked and screamed seriously at the beginning of treatment. It was hard for him to sit nicely as well. Observing that his self-control ability was weak, our therapist guided him to sit quietly by utilising his favourite toy cars so as to train him to control his behaviours. When Nam has showed some improvement, the therapist further created more opportunities for him to communicate with others by teaching him to actively speak out his needs. At the end of the treatment, Nam could already sit properly and play toy cars with our therapist at the same time. He could even take the initiative to tell our therapist his thought, "I want the car!"

■ 小軒、帆帆、睿睿、Kargo、澄澄和南南受邀分享他們在愛培自閉症基金接受ABA治療的情況。小軒、帆帆、睿睿、Kargo、澄澄和南南是愛培自閉症基金的受惠兒童，曾參加一個月一對一密集式ABA治療。

Hin, Fan, Rui, Kargo, Ying and Nam were invited to present their experience in receiving ABA services with Autism Partnership Foundation (operating in Hong Kong) (APF, HK). Hin, Fan, Rui, Kargo, Ying and Nam are beneficiaries of APF, HK, they joined one-month one-on-one intensive ABA treatment.

「學習小夥伴」小組治療 “LEARNING BUDDIES” GROUP TREATMENT

學習守秩序不但能鍛鍊孩子的耐性，同時能促進他們的社交發展及溝通。我們透過雪糕球層層疊遊戲，讓小夥伴在刺激的遊戲過程中學習輪流參與的概念。遊戲需要他們輪流疊高雪糕球，最先把雪糕球弄掉下來的孩子便成輸家。「到你啦！」小夥伴們除了會主動提醒下一位同伴疊高雪糕球，也會乖巧地遵守遊戲規則。當雪糕球塌下時，大家都興奮地尖叫起來。即使是輸了遊戲的小夥伴也沒有灰心，再接再厲繼續下一局遊戲，同時培養出體育精神。



Learning to take turns can train children to be patient. It can also facilitate social development and communication of the children. The Buddies learnt the concept of taking turns while playing our tailor-made stacking ice-cream tower game excitedly. The game required them to stack ice-cream scoops on top of a cone. In turn, the Buddy who made the ice-cream tower collapse would be the loser of that round. “It’s your turn!” The Buddies reminded the next one to stake the scoops and also followed game rules obediently. Every time when the ice-cream tower fell down, all screamed enthusiastically. For the Buddy who lost in the game, he did not get discouraged and even made persistent efforts to continue the game. Sportsmanship among the Buddies was nurtured at the same time.



自閉症孩子通常較難建立社交興趣，安排他們參與適合的遊戲／活動能誘發其與別人建立情感聯繫的動力。治療師設計了「玩具車輪畫」活動，小夥伴為玩具車的車輪塗上顏料，然後把車子放在紙上滑行，一起畫畫。由於玩具車的數目有限，完成創作後的小夥伴將玩具車傳給下一位，並說：「到你了。」透過這個活動，小夥伴不僅學習和實踐了「輪流」和「等候」的概念，而且體會到與同伴一起玩樂的趣味，有助建立社交興趣。

It is difficult for children with ASD to build social interests. By arranging suitable games / activities for them, we can arouse their motivation to establish emotional connections with others. Designed by our therapists, the activity “toy car wheel painting”, the Buddies were guided to paint the wheels of toy cars and let the cars slide on a paper. Since there were only two toy cars, the Buddy who had just finished sliding the car passed it to another and said, “It’s your turn.” Through the activity, the Buddies learnt and practised the concepts of “taking turns” and “waiting”. They also experienced the pleasure of playing with peers and built social interest together.

在參與小組訓練初期，每當小夥伴上洗手間時，走廊都會傳出吵鬧聲：「我排在前面的！」、「你推我！」……在排隊等待上廁所時，大家都爭先恐後，不懂禮讓。治療師於是透過角色扮演讓小夥伴指出排隊時正確和錯誤的行為，按部就班地加入相關訓練於課堂中，同時刻意製造學習機會，讓小夥伴在不同情境中練習，期望他們能慢慢應用於日常生活裡。現在小夥伴除了能夠乖乖排隊，有時候更會禮讓年紀較小的同伴排在隊伍較前位置，擔當好大哥哥及大姐姐的角色。

At the beginning of the group training, whenever the Buddies went to the washroom, noises would come from the corridor. "I'm the first one!", "You pushed me!"... The Buddies always rushed to the fore when they were queuing without showing courtesy to others. Our therapists therefore helped the Buddies indicate the right and wrong behaviours by holding role-play sessions. They gradually added relevant trainings during the classes and purposely created learning opportunities for the Buddies to practise in different scenarios, hoping them to apply the skills in daily lives. The Buddies could now queue properly and would even be a good big brother or sister to show courtesy to younger Buddies by letting them be the head of the queue.



治療師定期會安排分享環節，教導不太擅長主動與別人分享交流的小夥伴與人講述心中所想。治療師與三位小夥伴圍圈而坐，治療師先打開話題說道：「我喜歡和爸爸一起打羽毛球。」及後有小夥伴馬上舉手說：「我喜歡和爸爸玩火車。」其餘兩位小夥伴都專心聆聽，然後一個個分享他們喜歡與爸爸一起做的事情。透過課堂分享環節，小夥伴學懂了圍繞著同一話題輪流與人分享的技巧。治療師逐漸減少提示，並鼓勵小夥伴在日常生活中多與別人分享感受和興趣，熟習主動與人交流。

Our therapist regularly arranged sharing sessions to teach the Buddies, who were not good at taking the initiative to share and communicate with others, to talk about their inner thoughts. The therapist formed a circle with three Buddies sitting together, she then broke the ice, "I like playing badminton with my dad." A Buddy immediately raised his hand and continued, "I like playing toy trains with my dad." The other two Buddies listened attentively, then shared their thoughts one by one. By the sharing session, the Buddies learnt the technique of taking turns to share with others under a specific topic. Therapists then gradually reduced prompts to the Buddies and encouraged them to share more of their feelings and interests with others in daily lives so as to make them be more familiar with active communications.

每當治療室傳出一陣陣歡樂笑聲，必然是小夥伴正在愉快地玩遊戲。其中一個小夥伴很喜歡的遊戲便是「Stop & Go」遊戲。小夥伴要專注綠色「Go（行）」及紅色「Stop（停）」標示牌之間的轉換，然後按指示向前走或停下來。治療師迅速轉換紅綠標示牌，考驗小夥伴的即時反應。小夥伴熟習遊戲玩法後，每當看到綠色牌，便會立刻向前走；若治療師翻到紅色牌時，大家就如石像一樣動也不動。治療師並會讓小夥伴輪流擔當轉換標示牌的角色，大家越玩越投入，從玩樂中增強了社交互動。



Whenever there was a burst of laughter from the treatment room, the Buddies must be playing cheerful games. One of the games that the Buddies like is the "Stop & Go" game. When they were playing this game, they had to keep an eye on the conversion between the green "Go" and red "Stop" signs, then to walk or stop according to the signage. The therapist speedily switched the two signs to train the immediate response of the Buddies. After getting familiar with the game, when the Buddies saw the green sign, they immediately ran forward; when the therapist turned over to the red sign, they froze like statues. Our therapist would invite the Buddies to take up the role of turning the signage. Everybody was so engaged; the game has strengthened the social interactions between peers.



治療師以飛行棋遊戲為基礎，特意將每位小夥伴的個人訓練目標融入其中，因應每位的情況度身訂造訓練計劃。小夥伴先挑選他們喜愛的玩具車做棋子，然後輪流擲骰子。治療師會根據小夥伴的程度而提問，例如小巴的特徵或小夥伴所擲骰子的點數。他們需要正確回答問題後才可移動玩具車棋子。大家都想成為最快到達終點的贏家，玩得樂此不疲！

Taking the ordinary flying chess as a foundation, the flying chess competition arranged by our therapist was specially integrated with personal training goals of each Buddy. The game indeed consisted of tailor-made training plans for all Buddies according to their conditions. The Buddies first chose their favourite toy cars as their chess pieces, then took turns to roll a dice. After that, the therapist would ask different questions depending on the needs and levels of each Buddy. For example, he asked about the characteristics of a minibus or the number of points on a rolled dice. Each Buddy needed to answer the question correctly to move the car forward. The Buddies wanted to be the winner who could first reach the destination. They all enjoyed the game and never got tired of it!

- Alma、Carson、駿駿、Eden、煜輝、澔澔、康康、軒仔、曦曦、Isaac、翹翹、洛洛、Ranon和洋洋受邀分享他們接受治療服務的情況，藉此希望提升大眾對自閉症譜系障礙的認識和早期干預的重要性。Alma、Carson、駿駿、Eden、煜輝、澔澔、康康、軒仔、曦曦、Isaac、翹翹、洛洛、Ranon和洋洋是愛培自閉症基金的受惠兒童，曾參加「學習小夥伴」小組治療。

Alma, Carson, Chun, Eden, Fai, Ho, Hong, Hin, Hei, Isaac, Kiu, Lok, Ranon and Yeung were invited to present their perspective as an educational opportunity for addressing the awareness of ASD and the importance of early-intervention. Alma, Carson, Chun, Eden, Fai, Ho, Hong, Hin, Hei, Isaac, Kiu, Lok, Ranon and Yeung are beneficiaries at Autism Partnership Foundation (operating in Hong Kong), they joined "Learning Buddies" group treatment.

媽媽貼心貼身照顧 樂見愛兒一點一滴成長

THE MOM CLOSELY TAKES CARE OF HER BELOVED SON
AND WITNESSES HIS EVERY LITTLE GROWING MOMENT

當自閉症兒童走在街上，他們一些與別不同的反應與行為有時會令不知就裡的途人為之側目；作為其家長，他們不但要具備全力照顧有行為問題兒女的決心，而且需要強大的心臟面對陌生人的言語與目光。

雖然陞陞早已過了坐嬰兒車的年紀，然而每次外出時，陞陞媽媽都會讓兒子坐在嬰兒車裡。不理睬人、躺在地上發脾氣、四處亂跑、大叫……這些行為都讓陞陞媽媽苦惱不已，陞陞只有坐在嬰兒車內的時候，才會平靜一點。「因為我曾試過與他在街市裡走散，唯有在外出時，讓他坐嬰兒車，讓我比較容易控制情況。事實上，我沒有更好的處理辦法。」媽媽雖稱沒有就途人不時投下奇異目光而感到很難過，然而卻非常希望家長之間能夠互相體諒及尊重。

回想起如何發現陞陞有自閉症時，媽媽說道：「當陞陞就讀幼兒班時，我發現他經常踮起腳尖和自轉。上網查資料和與校長傾談後，我們懷疑陞陞有專注力失調及過度活躍症。」然而經過評估後，原來陞陞確診的是自閉症。最初陞陞媽媽只以為男孩子比較好動和頑皮，陞陞確診的消息對她來說確實來得突然。幸得學校校長、老師及社工給予她無限量支持，令她可以平靜地接受事實，並且加倍地貼心呵護愛兒，為他四處尋求適合的治療服務。雖然在疫情陰霾下，很多服務都大受影響而停止運作，APF則因應狀況，在安全的情況下盡量提供治療服務。陞陞剛巧在疫情稍為緩和的時候，安排到我們的一個月一對一密集式ABA治療，所以他來到我們的中心接受治療，在語言能力及行為方面都有所進步。

陞陞在接受ABA治療後，多了以「我要」來表達自己的需要。「我在觀課時親眼目睹陞陞能乖乖坐好並完成指令，我真的很感激治療師對他的教導。」陞陞媽媽形容他們母子倆笑容都變多了，當兒子知道自己做錯事時更學會撒嬌，彼此之間也多了溝通。治療師同時教授媽媽一些訓練技巧，她確信自己能將所學的技巧融入到日常生活中，定必能夠幫助陞陞繼續進步。憑著陞陞媽媽對兒子無微不至的愛護，相信她一定可以好好陪伴陞陞一直蛻變成長。

在接受ABA治療後，陞陞逐漸進步，母子之間也多了溝通。
After receiving ABA treatment, Sing has made progress and has more communication with his mother.





只有坐在嬰兒車內的時候，陞陞才能平靜一點。
Sing could calm himself down when he was in a stroller.

When children with ASD are walking on the street, their unusual reactions and behaviours may sometimes attract sidelong glances from passersby. Their parents must not only have the determination to take care of their children wholeheartedly, but also need a strong mentality to face the words and gazes from strangers.

Sing has long passed the age of using a stroller. Yet, every time when he goes out, Sing's mother lets him sit in a stroller. Ignoring others, lying on the ground petulantly, running around, screaming... All these behaviours make Sing's mother feel so distressed that she can only let Sing sit in a stroller in order to calm him down. "Sing once walked away and got lost when we were in a wet market. It's easier for me to control Sing by putting him in a stroller. I really can't think of any better ways to settle him." Passersby always look at Sing queerly. Although Sing's mother said that she is not upset, she desperately wants other parents to be considerate and respect each other.

Recalling how she discovered Sing had ASD, "When Sing was in nursery, I found that he always stood on tiptoe and spun around. After surfing the internet and talking with the kindergarten principal, we suspected that Sing had ADHD." However, after undergoing some assessments, it turned out that Sing was diagnosed with ASD. Sing's mother initially thought that boys were relatively active and naughty, therefore the diagnosis of ASD was unexpected to her. It was lucky that the mother was supported by the kindergarten principal, teachers and social workers. She chose to accept her son's diagnosis calmly. At the meantime, she started to take extra care of Sing and search suitable treatment services for him. Most of the services were suspended under the gloom of the pandemic, but APF maintained services with appropriate safety measures applied according to the actual situation. Coincidentally, Sing joined our one-month one-on-one intensive ABA treatment programme when the pandemic situation had improved. He could come to our Centre for face-to-face treatment, having improvement in both aspects of language and behaviour.

After receiving the ABA treatment, Sing expressed his needs more by saying "I want". "During parent observation, I witnessed that Sing sat down nicely and completed his therapist's instructions. I'm really grateful for the guidance from the therapist to my son", the mother said. She described that both her son and she smile more now. When Sing had done something wrong, he would even sweet-talk his mother. Besides, there has been more communications between the mother and the son. Apart from training Sing, the therapist at the same time taught Sing's mother some treatment skills. She strongly believes in herself that she can integrate the learnt skills into daily life for helping Sing make progress continuously. With the mother's meticulous care towards Sing, we believe she is able to accompany her son for never-ending growth.

媽媽在觀課時親眼目睹愛兒能乖乖坐好並完成治療師（左）的指令。
During the parent observation, the mother witnessed her beloved son was able to sit down properly and follow the instructions of the therapist (left).

孩子一個微細舉動 拯救了在絕望深淵中的媽媽

A SMALL ACTION BY THE SON HELPED PULLING THE MOM OUT OF THE ABYSS OF DESPAIR

照顧孩子本來就不是易事，要照顧自閉症子女，對爸媽來說更是一大挑戰。常言道「父母是孩子的靠山」，然而，一旦父母遇著情緒決堤，再穩固的靠山都有倒塌的風險。樂樂媽媽一直希望透過學習訓練技巧幫助有自閉症的兒子，但卻因此一度承受過大壓力而萌生輕生念頭。

樂樂的哥哥是入讀幼稚園後才慢慢開始說話，因此當樂樂快要兩歲時，雖然仍未懂得說話，樂樂媽媽因此不以為意。「我當時覺得樂樂年紀還小，相信他只是跟哥哥一樣，上學後才學會說話。」然而，現實與理想卻有相當落差——樂樂三歲時確診患有自閉症，令她大受打擊，起初無法接受。「我不敢相信樂樂得了自閉症；很希望可以幫助樂樂，但卻又手足無措。」

樂樂媽媽唯有見步行步，按著醫生和社工的建議為兒子安排訓練，而自己也從樂樂的訓練中學習訓練技巧，希望將一切所學的都能夠應用到日常生活中，持續訓練樂樂。「可是有時無論自己怎樣教導樂樂，他都是學習不來。」樂樂媽媽坦言有時會不自覺地仿效其父母的教養方式教導樂樂，但那些方法對兒子卻不奏效。愛子心切的她本身患有胃炎，身體比較虛弱，連簡單接送兒子也做不到，各方面的不如意使樂樂媽媽覺得自己幫助不到兒子而感到氣餒和煩躁，甚至一度因為壓力「爆煲」而萌生輕生念頭。「有一次我哭了，樂樂竟然走過來遞紙巾給我。我不禁想到如果我真的離開人世，樂樂只會變得更可憐，之後我便打消了這個消極的念頭。」樂樂的純真把媽媽從絕望深淵拯救出來，隨後樂樂一家更迎來希望的曙光。

媽媽得知樂樂的同學接受了ABA治療後有顯著進步而感到非常驚喜。礙於自身體弱，她曾一度猶豫能否每天接送樂樂到學校以外的地方進行訓練。「那孩子竟然學會與人打招呼，我覺得很神奇，於是決定申請APF的治療服務。」樂樂媽媽十分感恩得到治療機會：「以前樂樂只會說一、兩個字來表達自己。現在的他說話多了，而且學會運用完整句子來表達需要，與人的眼神交流亦增強不少。」眼見兒子的進步，樂樂媽媽由焦慮恐懼變成樂觀積極，而且繼續學習不同的訓練技巧，期望自己能幫助兒子成長。我們祝願樂樂和媽媽以正面樂觀的心態繼續努力，互相扶持走過他們的人生旅途。

眼見兒子不斷進步，樂樂媽媽（右）更加積極學習訓練技巧。
Noticing the son's progress, Lok's mother (right) is eager to learn training skills.





樂樂媽媽十分感恩兒子能夠接受ABA治療。
Lok's mother is very thankful for her son to receive ABA treatment.

Taking care of children is not an easy task. Taking care of children with ASD is even more challenging for the parents. As the saying goes, "parents are the strong backers of their children". However, once parents encounter a burst of emotions, no matter how strong they are, they will still possibly collapse. Mother of Lok always hopes to learn training skills to help her son with ASD, yet she bore too much pressure that she once initiated suicidal thoughts.

Lok's elder brother started to speak when studying in kindergarten, so Lok did not know how to speak when he was about two years old, his mother did not take it seriously. "At that time, I thought Lok was still too young to speak, he would speak after going to kindergarten, just like his elder brother." However, there is a huge gap between reality and ideality. Lok was diagnosed with ASD when he was three. Lok's mother was dealt a serious blow. She revealed that she could not accept such fact at first. "I couldn't believe Lok has autism. I really hoped to help Lok, but I was so confused." The mother could only follow the recommendations from the doctors and social workers to arrange trainings for the son. She at the same time acquired training skills from the instructors during Lok's training sessions, hoping to apply what she learnt to train Lok in daily live continuously.

"No matter how hard I taught Lok, he still couldn't learn from me." The mother frankly admitted that she sometimes would unconsciously imitate her parents' parenting style to teach Lok, yet those parenting skills did not work for her son. Lok's mother has gastritis, resulted in her weak body. Even for a simple action, like picking up her son from school, she could not do that. The dissatisfaction from various aspects made the mother feel discouraged and irritated as she thought that she could not offer help to her son. She was once too stressed that there were some suicidal thoughts popped up in her mind. "I remember one time when I was crying, Lok unexpectedly came over and handed me a piece of tissue paper. I couldn't help thinking that Lok would become even more pitiful if I really pass away. I therefore gave up such terrible thoughts." Lok's ingenuousness helped pulling his mother out of the abyss of despair. Lok's family then ushered the dawn of hope.

Lok's mother was very surprised to know that a classmate of Lok made significant progress after receiving ABA treatment. Owing to her weak body, the mother once hesitated if she could really send and pick up Lok to the training centre other than the school for having treatment. "The classmate has learnt to greet others. I was so amazed and therefore decided to apply APF's treatment services for my son." Lok's mother was really grateful for the treatment opportunity, "Lok would only say one or two words to express himself in the past. He can now speak a lot, and he has learnt how to use complete sentences to express his needs. His eye contact with others has been strengthened a lot too." Witnessing Lok's improvements, the mother's mentality has changed from being anxious and fearful to optimistic and positive. She is also eager to learn different training skills, hoping herself to help the son grow up. We wish Lok and his mother can continue to work hard with a positive and optimistic attitude, and to support each other for their journey of life.

- 陸陸媽媽和樂樂媽媽受訪於愛培自閉症基金，分享她們對自閉症和在本機構接受ABA治療服務的經歷。陸陸和樂樂是愛培自閉症基金的受惠兒童，曾參加一個月一對一密集式ABA治療。

Sing's and Lok's mothers were invited to share their perspective on ASD and ABA services with Autism Partnership Foundation (operating in Hong Kong) (APF, HK). Sing and Lok are beneficiaries of APF, HK, they joined one-month one-on-one intensive ABA treatment.

在群體學習中一同成長進步

GROW AND IMPROVE TOGETHER IN GROUP LEARNING

許多自閉症孩子不善於管理自己的情緒，社交及表達能力也未及一般小朋友。不理解他們狀況的旁人時常誤以為父母教導無方才導致孩子在公眾場所大吵大鬧，令家長承受一定心理壓力。透過參與「學習小夥伴」計劃，Alma、Isaac與洋洋連月來得到治療師的悉心引導，他們的情緒管理逐步改善，表達能力亦隨之有所提升，孩子們的媽媽樂見子女成長的同時，還慢慢學習到與孩子的相處技巧，雙方都努力地在成長道路上勇往直前。

Alma在接受治療前未能辨識別人的情緒，當遇到不如意的事情時便會開口大罵，有時更會突然在街上鬧情緒，令Alma媽媽非常憂心。她分享：「Alma以前會說爸爸是『死蠢』，又會模仿別人說『打死你』。她覺得這樣的說話模式很有趣，但我卻非常擔心。」Isaac則是個我行我素的小男生，無論他想要玩些甚麼遊戲，都一定要其他人滿足他，當要求被拒時便會哭鬧和發脾氣。Isaac媽媽表示即使兒子有社交興趣卻不懂得如何表達：「他會向別人身上擲球，別人未必理解原來Isaac只是想跟他們一起玩耍。」而洋洋是一個無法在上課時乖乖安坐的男孩子，而且不懂得回應老師及完成功課。洋洋媽媽提到：「洋洋上學時只會獨自玩樂，任由他人叫喚他的名字都不理睬，當得不到想要的東西就會哭，幼稚園老師甚至曾勸喻我們替洋洋轉校……」儘管孩子們情況各異，他們都曾參與APF的一個月一對一密集式ABA治療。家長們見證了孩子在一個月內的進步，於是均決定讓孩子參加「學習小夥伴」小組ABA治療計劃，以改善社交及其他能力，從而能夠適應校園生活。

There are a lot of children with ASD who are not good at managing their emotions. Their social and expression abilities may not be as good as ordinary children's too. For people who do not understand much about ASD, they may always mistakenly think it is the parents' failure in their parenting style resulted in their children making a scene. Such perception actually causes psychological stress for the parents to a certain extent. By participating in the "Learning Buddies" group treatment, Alma, Isaac and Yeung were taken good care of by our therapists in consecutive months. Their emotional management skills and expression abilities have improved progressively. Mothers of our programme participants were delighted for their children's growth. In the meantime, they gradually equipped themselves with interpersonal skills to get along with their children. Both the mothers and the children strive hard on the path of their personal growth.

Before receiving the treatment, Alma could not recognise others' emotions. When she encountered things that went against her will, she would bawl out. She sometimes would suddenly be in a mood on the street, which made her mother worried a lot. "Alma would call her dad 'stupid' and imitate others to say

在疫情穩定後，「學習小夥伴」計劃恢復了實體訓練。
 When the pandemic situation was stabilised, "Learning Buddies" resumed to face-to-face training.





Alma、Isaac、洋洋與其他小夥伴都非常享受治療師為他們安排的課堂活動。
Alma, Isaac, Yeung and other Buddies enjoyed the activities arranged by the therapists.

參與「學習小夥伴」的孩子，除了治療師為他們每人制定個人學習計劃之外，還包含在群體學習的模式中學習待人接物的技巧。Alma媽媽喜見女兒的進步：

「Alma現在學會了守紀律，與朋友玩樂時少了爭執；以前Alma和朋友只會各玩各的，現在她會主動作出邀請，說要和朋友『一齊玩』，玩樂氣氛比以前和諧多了。」Alma甚至學會觀察媽媽的情緒，在媽媽情緒不好時會主動說「媽媽不要生氣」，教媽媽倍感溫暖。從前Isaac每當被拒絕時便會鬧情緒，現在不但懂得守規矩，而且一聽到鬧鐘聲便會自動自覺交還手機給媽媽。而當聽到別人說「不如這樣……」的時候亦懂得冷靜下來。Isaac媽媽笑著說：「看著Isaac慢慢進步並開始明白自己在訓練時要做些甚麼，同時他也願意學習新知識，我感到很窩心。」另外，洋洋亦慢慢懂得控制自己的情緒，還能夠主動以說話表達自己的需要。洋洋媽媽感到很欣慰：「有次小夥伴在課堂中進行角色扮演遊戲，扮演著不同的乘客乘搭交通工具。當時洋洋主動讓座給扮演長者的小朋友，我真的感到很驚喜！」洋洋現在能夠理解別人的說話，縱然別人無法即時滿足他的需要，他也會保持冷靜。

孩子的進步固然讓媽媽們感到欣慰，而治療師給予家長的建議和幫助也解決媽媽們不少問題。Alma媽媽十分感激治療師。「我發現自己以前經常心軟才會縱容Alma的行為。治療師建議我要下定決心，並運用獎勵幫助Alma建立良好的行為，我十分認同這處理手法。」雖然Alma現在有時走在街上會有負面情緒來襲，但她已不會像過往任性地亂發脾氣，行為問題大大改善了，這讓媽媽越來越放心。Isaac媽媽亦表

‘hit you to death’ in the past. She thought that such ways of speaking were funny, but I was really worried”, the mother shared. Isaac was a little boy who went his own way. No matter what kind of games he would like to play, he demanded others to fulfil his wish. He would cry and lose his temper when he was not satisfied. Mother of Isaac revealed that her son did not know how to express himself even he indeed had social interest, “Isaac would throw balls to others, yet others might not understand he merely wanted to play with them together.” Yeung could not sit nicely during lessons. He could neither respond to teachers nor complete his homework. Mother of Yeung mentioned, “Yeung would only play alone when he went to school. He’d just ignore others no matter how hard they called his name. When Yeung couldn’t get the things he wanted, he’d just cry. His kindergarten teacher even persuaded us to arrange Yeung to quit the school...” Although the three children had encountered different challenges, all of them joined APF’s one-month one-on-one intensive ABA treatment. The parents had witnessed the children’s progress within a month, so they all decided to let their children participate in the “Learning Buddies” group ABA treatment for enhancing social and other skills, in order to be ready for school.

The therapists would design Individualised Education Plan and also create a group setting to teach interpersonal skills for each child who joining the “Learning Buddies” programme. Mother of Alma was delighted to see her daughter’s progress, “Alma learnt to be disciplined. There’re fewer arguments when she

示兒子能夠參加「學習小夥伴」計劃就像是命中注定一樣：「治療師經常提點我，好讓我不用摸著石頭過河。我現在明白到，要接受孩子的情況，才能真正幫助他。」看見Isaac漸漸進步，學習能力有所提升，這些都是媽媽最想看見的回報。洋洋媽媽則表示每當她留意到洋洋有行為問題時，便會立刻找治療師傾談。

「治療師會即時針對洋洋的發展需要來調整訓練，他們更會將訓練目標拆小和分階段進行。」按部就班的訓練加上治療師迅速的反應，讓洋洋媽媽更安心，確信ABA是最適合洋洋的治療方法。

由容易發脾氣、不懂與別人交流及表達自己，到學懂冷靜、主動與他人交流及表達需要，三位孩子一路走來都絕不簡單。媽媽們不約而同表示樂見子女們一步一步成長，孩子的進步顯然將媽媽們照顧子女時的辛勞一掃而空。Alma、Isaac與洋洋已經從「學習小夥伴」計劃畢業了，在APF所學的一切，相信都能夠好好裝備他們，在未來的校園生活中繼續茁壯成長。

plays with her friends. In the past, Alma did not play with others. She would now invite her friends by saying 'let's play together'. It's getting more harmonious than ever." Alma even learnt to observe her mother's emotions. When her mother is not in a good mood, she would take the initiative to say "Mom, don't be angry". This certainly makes her mother feel warm-hearted. Isaac was used to lose his temper when his wants were not fulfilled in the past. He can follow rules now. When he hears the alarm, he will return the mobile to his mother spontaneously. Isaac can also calm himself down when he hears other saying "How about...". "Witnessing Isaac gradually improves and starts to understand what he has to do during the trainings, and at the same time he's willing to acquire new knowledge, I really feel warm in my heart", the mother said with a smile. For Yeung, he learnt how to control his emotions step by step and would take the initiative to express his needs by words. Mother of Yeung was really gratified, "There's one time the Buddies did role-play of different passengers taking public transport during a session. Yeung yielded his seat to a kid who took the role of an elderly. I was really surprised!" Yeung is now able to comprehend other's words. Even when other cannot fulfil his wants promptly, he can still stay calm.

Progress of children assuredly makes the mothers feel gratified. Advice and assistance from the therapists indeed alleviate the mothers' worries. Alma's mother was very thankful to the therapists, "I found myself to be too soft-hearted in the past that I actually indulged Alma's behaviours. The therapists advised me that I should be stony-hearted to help Alma build favourable behaviours with the aid of rewards. I really agree with such approach." Even if Alma suddenly has a bad mood when walking on the street, she will not willfully lose



洋洋（左）與Isaac（中）在遊戲中學習輪流和等候。
Yeung (left) and Isaac (middle) learnt taking turns and waiting during the game.



Isaac (左) 在APF與其他小夥伴一同成長學習。
Isaac (left) grew and learnt with other Buddies together at APF.

her temper anymore. The mother is now at ease as the behavioural problem of her daughter has greatly improved. Mother of Isaac also described that it was destined for her son to join the "Learning Buddies" programme, "The therapists always reminded me so that I didn't need to take one step at a time. I now understand that I can help Isaac only when I really accept him." Gradual progress and improvements in learning ability of Isaac are definitely the returns that the mother wants to see the most. Yeung's mother mentioned that she would immediately discuss with the therapists whenever she found her son having behavioural problems, "The therapists would promptly adjust the trainings to fit Yeung's developmental needs. They would even split the training goal into separated stages for execution." The step-by-step training process together with therapists' efficient responses make Yeung's mother more relieved. She firmly believes that ABA is the most suitable treatment for Yeung.

From easily losing temper, not knowing how to communicate with others and express themselves, to keeping calm, taking the initiative to talk to others and expressing their needs, it has never been easy for these three children. The mothers unanimously indicated that they are all happy to witness the gradual growth of their children. Their progress has obviously swept away tiredness of their mothers in taking care of them. Alma, Isaac and Yeung have already graduated from the "Learning Buddies" group treatment. We believe everything they learnt at APF can equip themselves well in continue thriving in their campus life.



洋洋媽媽親眼在課堂上目睹洋洋主動讓座給扮演長者的小朋友，令她驚喜萬分。
Yeung's mother witnessed her son yielded his seat to the child who took the role of an elderly in a role-play game, which made her really surprised.



Alma媽媽十分感謝治療師對Alma的照顧，樂見女兒的持續進步。
Alma's mother was grateful to have therapists to take care of Alma. She was delighted to see her daughter's continuous progress.

- Alma媽媽、Isaac媽媽和洋洋媽媽受訪於愛培自閉症基金，分享她們對自閉症和在本機構接受ABA治療服務的經歷。Alma、Isaac和洋洋是愛培自閉症基金的受惠兒童，曾參加「學習小夥伴」小組治療。

Alma's, Isaac's and Yeung's mothers were invited to share their perspectives on ASD and ABA services with Autism Partnership Foundation (operating in Hong Kong) (APF, HK). Alma, Isaac and Yeung are beneficiaries of APF, HK, they joined "Learning Buddies" group treatment.

關注自閉症大行動

AUTISM AWARENESS ACTIONS

根據美國疾病控制及預防中心在2020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），所以我們特別用了「認識自閉症每59個兒童便有一個」作為「關注自閉症大行動2020」的主題。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希望藉著每年舉辦「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。

APF察覺到一般市民不太認識自閉症，繼而對自閉症有所誤解，我們於是在這次活動製作了一系列有關自閉症的資訊，希望透過不同渠道讓大眾更加認識自閉症。我們還呼籲家長盡早為有自閉症徵狀的子女安排評估，從而及早接受適切的治療。另外，APF的宣傳大使Ahiru No Pekkle（AP鴨）的兩款慈善版T恤再次開賣，AP鴨夜光效果及燙金效果設計鮮明搶眼，為APF的服務籌款，幫助更多有需要的自閉症兒童接受ABA治療。

According to the statistics from the US Centers for Disease Control and Prevention in early 2020, prevalence for ASD was at 1 in 59 children (the latest figure announced on 27th March, 2020 has risen to 1 in every 54 children), so we set the theme of "Autism Awareness Actions 2020" as "Understanding Autism The Unique 1 in every 59 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 had found out that the general public do not know much about ASD, therefore we produced a series of infographics about ASD for this campaign, aiming to generate public awareness of ASD through different channels. We also encouraged that parents should arrange an assessment for their children with ASD symptoms, so that children can receive appropriate treatment promptly.

Besides, APF's Promotional Ambassador Ahiru No Pekkle (Pekkle) T-shirts were for sales again. The luminous effect and gold foil designs of Pekkle T-shirts were very eye-catching. All the proceeds would be used for providing ABA treatment to underprivileged children with ASD.



Krak —— 慈善義賣

Krak —— Charity Sale

Krak於2020年8月推出「Spread Love Share Care」帆布袋及Unity手環作慈善義賣，APF很高興成為這次活動的受惠機構。Krak以「Respect . Embrace . Accept . Love」作為活動主題，目的是呼籲大眾一起支持自閉症兒童，並籌募善款用作提供治療服務給他們。帆布袋的設計是用了色彩繽紛的星星組成絲帶狀的圖案，寓意尊重多元及實踐關愛。而關於Unity手環，他們一共推出了九個款式，寓意擁抱多元，建立共融社會。凡購買任何一款，Krak捐出收益的20%，支持APF提供治療服務予基層自閉症兒童。

In August 2020, Krak launched "Spread Love Share Care" tote bag and Unity bracelet for charity sale, APF was delighted to be the beneficiary of this campaign. The theme of this campaign was "Respect . Embrace . Accept . Love", aiming to call the general public to support children with ASD and to raise funds for providing treatments to them. The design of the tote bag was a ribbon-like pattern forming by colourful stars, which implied respect for diversity and realisation of love and care. Besides, Krak launched nine styles of Unity bracelet which implied embracing diversity and building an inclusive society. For every purchase of the items, Krak donated 20% of the profits to support APF's treatment programmes for underprivileged children with ASD.



APF 愛德自閉症基金會 × Krak

Respect . Embrace . Accept . Love

Spread Love
Share Care

SPECIAL EDITION
CANVAS TOTE

UNITY
BRACELET

Support Autism

20% of profits from sales of the above items from 1 Aug to 30 Sep will be donated to the Autism Partnership Foundation @APFHongKong

#getkraking #spreadlovewithkrak #autismawareness #AutismPartnershipFoundation

Wearing is Caring



由於疫情的關係，每天配戴口罩已成為我們生活的一部分。Keenly Green是一間提倡環保減廢的企業，有鑑於口罩用量激增，他們於是推出了由瑞士HEIQ研發的可重用棉質口罩，採用創新物料表面處理技術VIROBLOCK能有效抑制細菌，抵抗病毒包括SARS-CoV-2（冠狀病毒家族的包膜病毒，導致COVID-19）。

Keenly Green特別舉辦了「Wearing is Caring」計劃，將這款口罩的百份百利潤支持香港弱勢社群的兒童服務。他們將首5,000個口罩的收益捐給APF，幫助基層自閉症兒童接受適切治療。

Owing to the pandemic, wearing masks has become a part of our lives. Keenly Green is a corporate which has always advocated environmental protection and waste reduction. In view of COVID-19 and the increasing consumption of face masks, they launched a reusable cotton mask made of innovative fabric treatment from Swiss HEIQ, in the world to be proven effective against SARS-CoV-2 (an enveloped virus from the coronavirus family that causes COVID-19) in the laboratory.

100% of the profit from this initiative "Wearing is Caring" was for the underprivileged children in Hong Kong. The proceeds from the first 5,000 masks would be donated to APF to help children with ASD from underprivileged families access to appropriate treatments.

慈善獎券活動

CHARITY RAFFLE CAMPAIGN



特別鳴謝 SPECIAL THANKS TO

(按英文字母順序排列 in alphabetical order)

公司：

阿布泰國生活百貨、
De'Longhi Kenwood A.P.A Limited、
eShop Mobi Limited、点点綠、
Hallmark Cards (HK) Limited、
香港文華東方酒店及 仙跡岩。

個人：

Alec Tracy先生、Ji Hong Min先生、
Kirk Beaton先生、古涵博先生及
Toby Mountjoy先生。

Corporates:

Aboutthai (Hong Kong) Limited,
De'Longhi Kenwood A.P.A Limited,
eShop Mobi Limited, Green dot dot,
Hallmark Cards (HK) Limited,
Mandarin Oriental Hong Kong and
Saint's Alp Teahouse.

Individuals:

Mr. Alec Tracy, Mr. Ji Hong Min,
Mr. Kirk Beaton, Mr. Paul Gresham
and Mr. Toby Mountjoy.

APF於2020年12月首次舉辦慈善獎券銷售活動。衷心感謝所有贊助此項活動的夥伴，提供了多款優惠券及贊助了30份總值超過港幣56,000元的抽獎禮物，藉此吸引市民購買我們的慈善獎券。另外，十分多謝家長及長期捐款者的支持，他們不僅購買慈善獎券，還向親朋好友推介我們的獎券，好讓更多人知道這項活動並支持APF。這次獎券活動為APF籌得超過港幣14萬元的款項，為基層自閉症兒童提供ABA治療及相關服務。

APF first launched our Charity Raffle Campaign in December 2020. We sincerely thank you for the sponsorships from our partners. They offered different discount coupons and 30 raffle prizes with a total value over HK\$56,000 which attracting more people to purchase our raffle tickets. We were also grateful to have the support from our service users' parents and long-term donors. They not only purchased the raffle tickets, but also recommended this campaign to their friends and family members, so that more people noticed this campaign and supported us. APF raised more than HK\$140,000 from the raffle campaign for providing the ABA treatment and related services for underprivileged children with ASD.

講座及工作坊 TALKS & WORKSHOPS

APF著重教育及專業培訓，積極舉辦講座及工作坊，協助家長、其他相關／業內人士及大眾認識自閉症譜系障礙，使患有自閉症譜系障礙的孩子能有效地學習和進步。我們提供不同形式的學習機會，以提升家長對自閉症及ABA技巧的認識。我們並會適時邀請專家及資深治療師提供培訓，加強治療師及其他專業人士對自閉症患者的教學水平。

APF focuses on education and professional training, and actively organises talks and workshops to facilitate parents and professionals in the relevant fields, so that children with ASD can learn effectively and improve themselves. We provide different formats of learning opportunities to enhance parents' understanding of ASD and ABA skills. We also invite experts and experienced therapists to offer training for our staff and other professionals so as to enhance their teaching quality towards children with ASD.

自閉症譜系障礙主題線上問答家長論壇及專題講座

Online Q&A Parents Forum and Thematic Talk on ASD

於10月，我們與Autism Partnership Limited合作舉辦了線上問答家長論壇及專題講座，兩項活動均由APF義務顧問馮耀文先生（Raymond）帶領家長們探討患有自閉症譜系障礙的孩子的行為問題，協助他們改善其子女的情況。

參加線上論壇的家長十分踴躍提問，Raymond即時教授許多有效處理孩子行為問題的策略及技巧。而在專題講座中，參加者透過個案分析及討論，學習以有效的科學方法分析孩子行為背後的原因，從而制定有效的管教方法。

APF co-organised with Autism Partnership Limited to hold an online Q&A parents forum and a thematic talk in October. Our Voluntary Consultant, Mr. Raymond Fung guided parents to understand the behavioural problems of children with ASD, helping them improve their children's situation.

During the online forum, parents actively raised out their questions. Raymond instantly provided effective strategies on handling children's behavioural problems. In the thematic talk, participants learnt how to analyse the causes of children's behaviours by using effective scientific methods through case studies and discussion, so as to develop effective teaching strategies.



語言遲緩及發展專題線上講座

Online Thematic Talk on Language Development

我們的受惠家長於11月參與了一場線上講座，認識患有自閉症譜系障礙的孩子的語言遲緩和發展需要。擁有豐富相關經驗的David Fischer博士分享了與語言遲緩有關的專業見解，並教授如何為孩子設計合適的課程及訂立訓練目標。家長均投入地學習提高孩子語言能力的方法，並希望在日常生活中為孩子加強訓練。

Our beneficiaries participated in an online talk about language difficulties and needs of children with ASD in November. The experienced speaker, Dr. David Fischer provided professional knowledge regarding language development and shared how to design suitable courses and training goals for children. Parents found the talk rewarding, hoping to apply the effective skills acquired in daily training with their children.

專業培訓工作坊 Professional Training Workshop



我們的研究總監張詩琪女士（Yvonne）於11月為東華三院的言語治療師主持了一場工作坊，主題圍繞著患有自閉症譜系障礙的學生的社交能力。培訓內容包括社交訓練對患有自閉症的學生的重要性、有效訓練的元素，以及如何為學生制定個人化的訓練課程。不少參加者在工作坊分享他們在工作中都會接觸到自閉症學生，而且他們都有不同程度的社交障礙。Yvonne透過講解和個案分享，與參加者一起分析和討論不同的案例，讓他們從中學習如何根據學生的強項和弱項設計課程，繼而提升學生的社交技巧。

Our Director of Research Ms. Yvonne Cheung arranged a professional training workshop for the speech therapists from the Tung Wah Group of Hospitals in November. The workshop focused on social skills of students with ASD. A wide variety of topics were covered, including the importance of social skill training for students with ASD, elements of effective training and how to develop individualised training programme for students. Many participants shared that they had to handle students with ASD who had different levels of impairments in socialisation. By providing explanations and case studies, Yvonne guided the participants to analyse and discuss different cases, enabling them to learn how to design programmes based on the strengths and weaknesses of students, so as to enhance the social skills of the students.

遠程國際峰會2020 International Virtual Conference 2020

於12月5及6日，多名來自世界各地的專家學者分享了有關自閉症譜系障礙的最新研究發展及AP教學法，自閉症人士及家長們也受邀分享他們的成長和經歷。兩天的議程內容豐富，吸引了世界各地的研究人員、專業人士及家長等人士參與。我們的同事及受惠家長也參與了這次峰會，並從中獲得自閉症的最新資訊，而且認識了有效的治療方法，致力達至最理想的成效。

On 5th and 6th December, experts and scholars from all around the world shared the latest researches in the field of ASD and Autism Partnership Method (APM). Individuals diagnosed with ASD and their parents were invited to share their journey and experiences. This two-day content-rich conference attracted overseas researchers, professionals and parents from different countries and regions. Our colleagues and beneficiaries also joined the conference and learnt the updates of ASD and the quality treatment methods to achieve the best treatment results.

優質干預改變人生——AP教學法!

遠程國際峰會
2020年12月5-6日

語言：英文
（配有以下5種語言即時翻譯：
普通話、廣東話、韓語、俄語、印地語）

自閉症人士成長分享及
不同家庭角色的多視角分享

APM
Autism Partnership Method

主講人



個人 INDIVIDUALS

Mr. Beaton, Kirk	Ms. Ip, Tai Ho Becky	Mr. Min, Ji Hong	Mr. Wat, Danny Hiu Yan
Mr. Chan, Chi Ting	Ms. Kim, Yeoh Eng	Mr. Mountjoy, Toby	Ms. Wong, Joey
Chan, Chun Ling Jambon	Ms. Kwok, Ping	Mr. Narroway, George	Ms. Wong, Oi Ki
Mr. Chen, Song Yong	Mr. Lam, Hung	Ms. Ng, King Lam Jenny	Mr. Wong, Wing Chi
Mr. Choi, Hon Ting Derek	Ms. Law, Lydia	Ms. Ng, Wai Ling	Ms. Yeung, Wing Iris
Ms. Chung, Yuet Ling	Ms. Law, Tinny	Ms. Siu, Pui Shan Shirley	Mr. Yim, Kai Yan
Mr. Gore, Stephen	Ms. Lee, Wing Pui	Ms. Sun, Kristen	Mr. Zucker, David
Mr. Gresham, Paul	Mr. Leung, Pui Chiu	Mr. Tang, Fai Cheong	胡夢琪小姐
Mr. Haswell, Christopher	Ms. Leung, Shek Ling Olivia	Mr. Tracy, Alec	
Ms. Ho, Pui Yee	Mr. Liu, Terence	Mr. Veneziani, Roberto	
Mr. Ian, Bryson	Mr. Lui, Chun Pong	Wang, Xi Yue	

機構 ORGANISATIONS

7-Eleven Hong Kong & Macau, The Dairy Farm Company, Limited	Fernando Chiu Hung Cheung Legislative Councillor's Office	Ohpama.com
Abouthai (Hong Kong) Limited	Green dot dot	Rotary Club of Admiralty
AEON Stores (Hong Kong) Company Limited	Hallmark Cards (HK) Limited	Saint's Alp (Int'l) Company Limited
AlanMokPhoto	HKEX Foundation	Sanrio Company Limited
Anisha A. Hotwani Memorial Fund Limited	Hong Kong Commercial Broadcasting Company Limited	Sky One Logistics Group Limited
Autism Partnership Limited	Hong Kong Rugby Union	Sound For Life Limited
Baby-Kingdom.com Limited	imagine.nation Entertainment Limited	The "Star" Ferry Company, Limited
BBG Promotion Limited	Keenly Green	The Hong Kong Council of Social Service
Black Sheep Restaurants Limited	Koo Tin Lok Charitable Foundation	The Hong Kong Institute of Surveyors
Charltons Law	Krak	The PCD Charitable Trust
Chau Hoi Shuen Foundation Limited	LEGO Hong Kong	Toys "R" Us (Asia) Limited
COSCO SHIPPING Ports Limited	Lifewire Foundation Limited	Twopresents
Createx Textile Company Limited	Mandarin Oriental Hong Kong	Wellington Management Foundation
Credit Suisse AG Hong Kong Branch	MTR Corporation Limited	Wilson T.S. Wang District Elderly Community Centre
De'Longhi Kenwood A.P.A Limited	New Media Group	
Equal Opportunities Commission	Notting Hill Trust (HK) Limited	
eShop Mobi Limited		

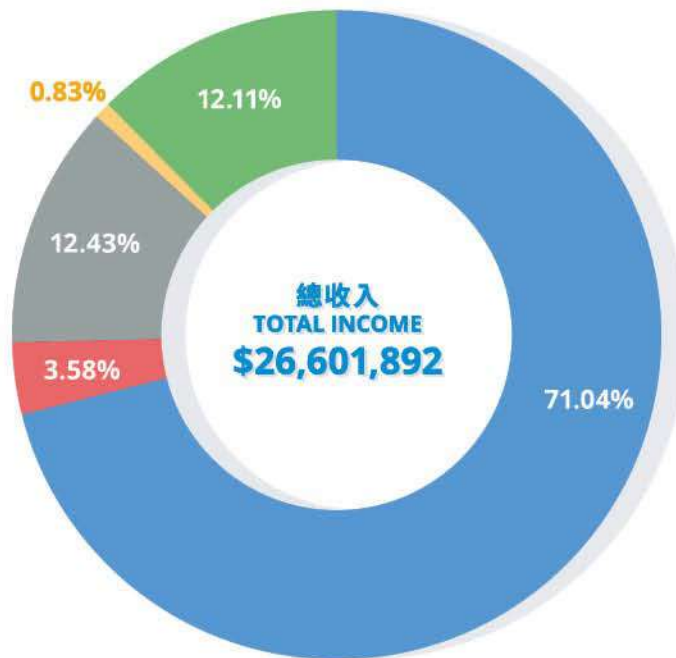
財務摘要

FINANCIAL HIGHLIGHTS

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收入 INCOME

學校服務 School Services	HKD (港幣) \$18,898,917
慈善服務贊助 Sponsorship to Charitable Service Programmes	\$953,279
捐款及籌款收入 Donations and Fundraising Income	\$3,222,638
活動贊助及其他 (註一 Note 1) Activities Sponsorship and Others	\$220,242
「保就業」計劃 Employment Subsidy Scheme	\$3,306,816
總收入 TOTAL INCOME	\$26,601,892



支出 EXPENDITURE



學校服務 School Services	HKD (港幣) \$18,582,986
慈善服務 (註一 Note 1) Charitable Service Programmes	\$2,547,512
支援服務計劃 (註一 Note 1) Supporting Service Programmes	\$530,861
籌款及推廣 Fundraising and Marketing	\$87,764
行政及雜項 Administrative and Sundry Expenses	\$249,366
折舊 Depreciation	\$7,123
總支出 TOTAL EXPENDITURE	\$22,005,612
盈餘 SURPLUS	\$4,596,280

註一：支持在家長資源中心推行的慈善服務計劃

Note 1: For supporting charitable service programmes at Parents Resources Centre

資產 ASSETS

非流動資產 NON CURRENT ASSETS

物業、廠房及設備
Property, plant and equipment

HKD (港幣)
\$6,428

流動資產 CURRENT ASSETS

按金、預付款和其他應收款
Deposits, prepayments and other receivables

\$733,404

應收關聯方款項
Amount due from a related party

\$807,634

現金及銀行存款
Cash and bank balances

\$10,871,490

\$12,412,528

流動負債 CURRENT LIABILITY

應計及其他應付賬款
Accruals and other payables

\$113,208

流動資產淨值 NET CURRENT ASSETS

\$12,299,320

資產淨值 NET ASSETS

\$12,305,748

刊載於本年報截至2020年12月31日的數字和財務資料並非本機構該年度的法定財務報表（“報表”）。根據《公司條例》（“條例”）第436條，有關報表的進一步資料披露如下：

- 1) 本機構已按照條例第662(3)條及附表6第3部分要求，向公司註冊處提交該年度的報表；
- 2) 本機構之核數師已對該年度的報表發出報告；
- 3) 核數報告並無保留意見；不包括核數師在不提出保留意見情況下以強調方式促請注意的任何事項；亦不包含根據條例第406(2)、407(2)或(3)條下的陳述。

The figures and financial information relating to the year ended 31st December 2020 included in this Annual Report are not the Organisation's statutory annual financial statements ("FS") for that year. Further information relating to those FS required to be disclosed in accordance with section 436 of the Companies Ordinance ("CO") is as follows:

- 1) The Organisation has delivered those FS to the Registrar of Companies as required by section 662(3) of, and Part 3 of Schedule 6 to, the CO;
- 2) The Organisation's auditor has reported on those FS;
- 3) The auditor's report was unqualified; did not include a reference to any matters to which the auditor drew attention by way of emphasis without qualifying its report; and did not contain a statement under sections 406(2), 407(2) or (3) of the CO.

家長分享 SHARING OF PARENTS

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「帕庭以前經常說沒禮貌的話或命令別人，我很擔心他的社交發展。他起初很抗拒訓練，然而APF的治療師都是十分友善，使他很快便適應環境和投入訓練。經過訓練後，帕庭學會說『可不可以』和『謝謝』，變得有禮貌多了，出門時表現得比以前乖巧，讓我輕鬆多了。」



"Pak Ting was rude to or would command others so I worried about his social development a lot. He resisted receiving training at first. The therapists of APF were nice and helped Pak Ting adapt to the environment and the training quickly. After the training, Pak Ting learnt to say 'May I' and 'Thank you'. He becomes more polite and also behaves better when we go out. I'm much relieved."

帕庭媽媽 PAK TING'S MOTHER

「孜孜在APF接受訓練後情緒管理進步了，亦明白了說話時要望著別人。他的專注力和描述能力也有提升，上課時還會留心聆聽老師說話，有次他更教導我玩遊戲和講解遊戲的規則。ABA很適合孜孜，訓練夠密集和全面，同時能針對孜孜的個人需要。」



"After receiving treatment at APF, Chi's emotion management skills have improved. He understood that he should look at others' eyes while talking. His attention and descriptive language skills got better. He would pay attention to teachers in class. He once taught me a new game and explained the game's rules. ABA fits Chi very well. The training was intensive and comprehensive, at the same time was tailored-made for Chi."

孜孜媽媽 CHI'S MOTHER

「很感激有你們這一年以來的幫助，令曦曦有很大的進步，成效更是超出了我的期望。曦曦的外表和正常小孩一樣，照顧他的辛酸很難令他人理解。幸運的是能夠接受你們的服務，大大減低我們一家的經濟負擔，更重要的是當中的訓練非常有效。多謝你們每位為我們付出過的人，令我看見未來和希望，不再感到孤單無助，感受到社會上仍有很多熱心支持我們的人。」



"I'm thankful for APF's help throughout this year. Hei has made great progress which exceeded my expectations. Hei looks like an ordinary kid so not many people understand the difficulties of taking care of him. Fortunately, we were able to receive your services which greatly reduced our financial burden and most importantly, were very effective. I'm very thankful for everyone who helped us and brought us future and hope. I'm no longer lonely and helpless. I can feel the enthusiastic support from the society."

曦曦媽媽 HEI'S MOTHER

「兩兄弟有明顯的進步。逸逸發聲多了，而且經常會用手指著想要的東西；悅悅碰見鄰居時，竟懂得望著對方並揮手打招呼，真是令我喜出望外，十分高興！短短的時間已看到他們明顯的進步，真的很感謝你們用心的教導和協助。」

"My twin sons both made significant progress. Yat imitated more sounds and always pointed at things he wanted. When we met our neighbours, Yuet looked at them and waved hands to say hello. Their progress overjoyed me and I was so delighted to see their improvement in such a short period of time! I really appreciate your efforts."

逸逸和悅悅的媽媽
YAT'S AND YUET'S MOTHER

「多謝治療師，當我每次有疑問時，都用心解答和提供建議。萬分感謝APF所有人在這一個月內對洛洛的幫助，使他從不懂得說話，進步至現在願意嘗試發聲，更讓我學會如何與洛洛相處和教導他。」

"Many thanks to therapists for always answering my questions and giving me advice. I'm very grateful to everyone here at APF. Lok couldn't speak at first. He's now willing to imitate sounds. I also learnt how to get along with Lok and teach him."

洛洛媽媽
LOK'S MOTHER

■ 帕庭媽媽、曦曦媽媽、孜孜媽媽、逸逸和悅悅的媽媽，以及洛洛媽媽受訪於愛培自閉症基金，分享她們對自閉症和本機構接受ABA治療服務的經歷。帕庭、曦曦、孜孜、逸逸、悅悅及洛洛曾是愛培自閉症基金的受惠兒童。

Pak Ting's, Hei's, Chi's, Yat's, Yuet's and Lok's mothers were invited to share their perspective on ASD and ABA services with Autism Partnership Foundation (operating in Hong Kong) (APF, HK). Pak Ting, Hei, Chi, Yat, Yuet and Lok are past beneficiaries of APF, HK.

愛培自閉症基金致力透過專業的密集式「應用行為分析」治療，幫助自閉症兒童發揮其最大潛能及支援其家庭成員，讓他們開展更豐盛的人生。

Autism Partnership Foundation strives for the best potential for children with autism by its intensive and professional Applied Behaviour Analysis therapy and supports their families to improve their quality of life.



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📘 APFHongKong
📷 apfhongkong



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