



The Education University of Hong Kong

Faculty of Education and Human Development

Department of Special Education and Counselling Bachelor of

Education (Honours)

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Course Title:	Capstone Project
Course Code:	HPI2006-01E
Lecturer:	Dr. CHIM Ho Yeung, Hastings
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Student No:	

Introduction

HK government has given supports to ordinary schools since the 1970s to cater for students with special educational needs (Education Bureau, 2010). Generally speaking, SEN is classified into the nine categories in HK, specific learning difficulties, physical disability, ADHD, ASD, visual impairment, hearing impairment, intellectual disability, speech and language impairment and mental illness. In recent years, a rise in number of children with ASD. Hong Kong government has been implemented a three-year pilot project on enhancement of support services for students with autism in ordinary primary and secondary schools starting from 2011/12 school year. This shows that the previous supports for ASD students in ordinary schools are carried out inadequately. In this project, I aim at increasing the support of ASD students' social adaptation in order to improve their interpersonal relationship and prevent bullying in school.

Literature Review

Definition of ASD

ASD, a neurodevelopment disorder, is characterized by different level of impairment in social-communication and behavioral area including repetitive behaviors and fixated interests (Fitzgerald et al., 2012). ASD influences boys more than girls in a ratio of approximately 4:1 to 5:1. Children with ASD are visual learners but often have significantly delayed language development, intellectual disability or other disability and some of them have significantly difficulty with social relationships or in dealing with stress (Friend & Bursuck, 2019).

The diagnosis of ASD

ASD is diagnosed by psychiatrists or clinical psychologists in HK (The Legislative Council Commission, 2013). In recent years, the number of people with ASD has grown rapidly throughout the world. In USA, an estimated 1.5 million people may have ASD and, based on an increase in prevalence of 10% to 17% per year, as many as 4 million people may be influenced in the next decade (Smith, et al., 2015). In HK a similar trend was observed. ASD student has an increase of 2650 people from 2012/13 to 2015/16 school year (Education Bureau, 2016).

Inadequate supports in HK

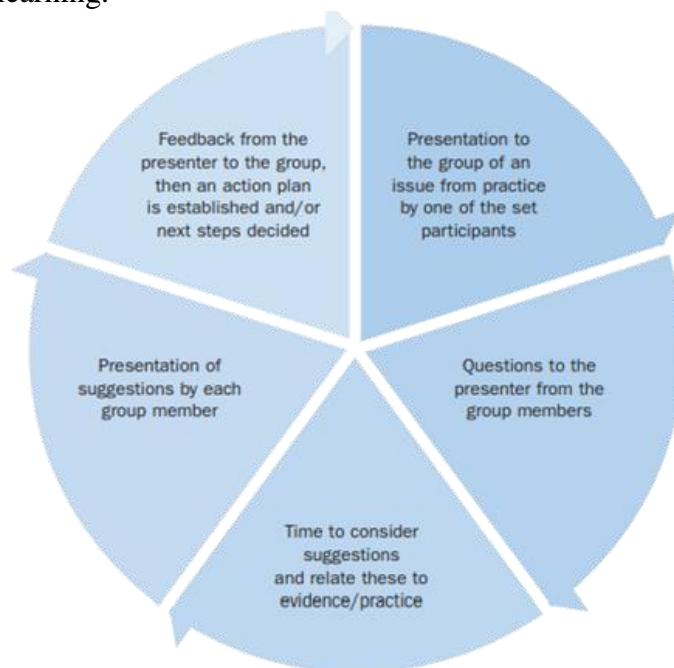
There are five mainly supports for ASD students in HK, assessment, early intervention, pre-school services and support service, referral and school placement, duration of course in special school and special education information and resource (Education Bureau, 2015). However, these supports are inadequate (Leo & Lo, 2014). Firstly, the current assessment and professional services like EPs is insufficient to serve all ASD students in HK. Therefore, we always hear the news about extend waiting time of government's psychiatric or other services (佚名,2016; 佚名,2016). Besides, 教育局(2015) showed that current supports dissatisfy the learning needs of ASD students because ordinary school mainly focus on remedial supporting work rather than proactive and developmental measures to care for them. In research of the Equal Opportunities Commission (2012) found that there are around 30% of SEN students including ASD students were bullied (26%) and teased (31%) by their classmates. Mountjoy (2014) also reported that ASD student "were among likely to be bullied by their peers in Hong Kong Schools" in the CUHK and Deep Hong Society's joint review. It sufficiently shows that

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ASD students are weak at social skills and social relationship, in turns, they lack social skills training.

Methodology

My project is based on theoretical framework, action learning to carry out. Action learning, a process of learning and reflection, happens with the support of a group of colleagues to work on real issue (Brockbank & McGill, 2003). It is similar to reflective practice and experiential learning approach, but it concentrates on making active progress towards set objectives and goals (James, 2018). The following diagram shows that the process of action learning.



(James, 2018)

The research methodology of this project was mixed, which involved qualitative research and quantitative research.

Quantitative data collection

In the project, pre-and post-tests play a role of summative assessment. They are used to

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evaluate the effectiveness of whole project by comparing each other and occur at the beginning and the end of the project respectively. To ensure the equality of data, these tests must be same including content, question and format. There are total six questions in these tests, including four multichoice questions and two open-ended questions (See Appendix 1).

The second investigative tool of this project was formative assessment. Assessment, a natural part of learning and teaching process, is used as supporting learning (Berry,2008). In every unit of project had one formative assessment such as tasks, worksheets, observations and probing questions. As for teaching process, evaluation forms would be used. These forms were used the questionnaire instrument. Evaluation forms were designed to collect data concerning the effectiveness of this project and collect feedback from myself, school, my peer and supervisor. Data obtained by pre-and post-test and formative assessment was cross-referenced to clear up misinterpretation of information and build credibility.

Qualitative data collection

One of qualitative approach, interviews, would be used in this project. I conducted an informal interview with targeted students and their teacher to know the change of students after joining this project. The questions of interview would be predetermined in order to ensure every participant following the same topic.

Discussion

In the following discussion session, I will discuss the major finding of my capstone

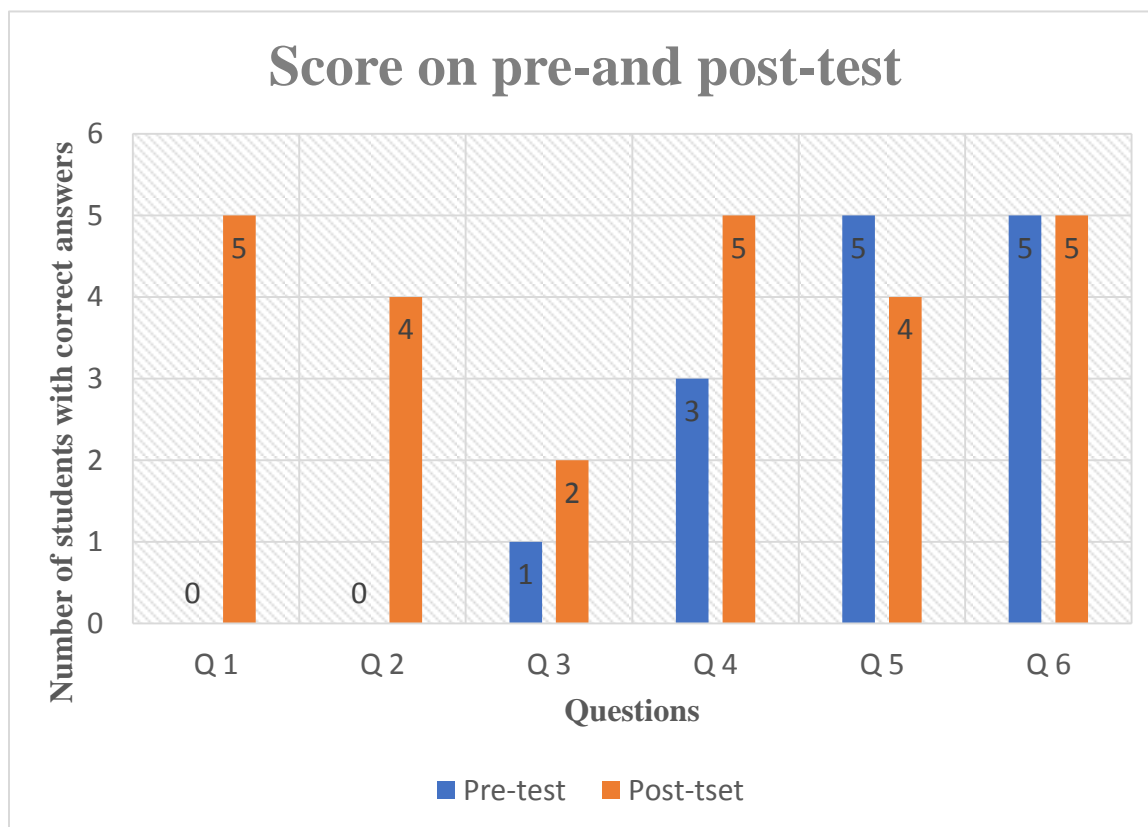
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project and literature review.

Major findings

My project which comprises of a set of ten units aims at enhancing ASD students' social skills in two main aspects, emotion and communication. There were five students participated in my project. The short-term objective of my project is acquiring the appropriate manners to interact with people, whereas, the long-term objective is enhancing social skills and build up friendship with classmates.

Overall, my service package could meet my teaching objectives. I knew that from kinds of assessment instruments. First of all, as shown in the following figure, there is a significant difference in the results between pre-and post-test.



Students did better on post-test than on pre-test. The pre and post-test scores provide

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evidence that students demonstrated increased knowledge when answering the post-test questions. I can conclude that completing the ten sessions resulted in improved performance on the test and make the inference that completing the ten sessions result in desired learning.

From the interviews for students and supporting teacher, [REDACTED] (See appendix 2) I realize that my service package brings positive effects to students. For instance, by interview for [REDACTED], she pointed out that students are able to control their emotion and find a proper way to release their negative emotion and some of students are willing express their comment and thought in the class. On the other hand, students also shared they are able to develop a conversation with others and make a new friend at school.

Except for pre-and post-test and interviews, the worksheets reflected students master emotion section fully compared with communication section as the following table:

Emotion Section	
Worksheet	Number of students with correct answers
Session 1	/
Session 2	5
Session 3	5
Session 4	/
Session 5	/
Communication Section	
Session 6	/
Session 7	1

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Session 8	0
Session 9	0
Session 10	5

Of there, students were not only able to identify four main emotions but also to explain the antecedents that lead to emotional responses in the session 4 worksheet (See appendix 3).

It was very helpful for me to improve my service package through my reflection, peer assessment and supervisor feedback (See appendix 4). My reflections reported that my lessons are always interrupted for more than consecutive times because some students could not manage their emotions. Therefore, I set up a calm down corner for them in the next sessions in order to smooth running the lesson.

One of the most difficult things is find out own mistakes or problems. Usually, it is easier for humans to pinpoint the flaws of others. My supervisor and peer played an important role in the project. My supervisor pointed out my problem in the lesson such as time management, lack interaction among students and the ways of display teaching material. As a result, I made the corresponding improvement in the following session like rehearsal, designed some interaction games and used the A3 size to print out the material to display. My peers gave some suggestions about the whole service package, including the classroom management and discipline to me. For example, they advocated to adopt remedial class to students who have misbehavior. Their feedback and suggestion had greatly contributed to the efficacy of my whole service package.

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Compared with my original proposal of ten sessions, I mainly changed four sessions' topic, respectively session 4, 5, 7 and 8 (See appendix 5). It is difficult for students to step into someone's shoes and manage their negative emotion. Therefore, I decided to cancel the session 4 and 5, on the contrary, replaced it as taught students how to release their negative emotion. From the first pre-test (See appendix 6), I realized that students can identify the good and bad behavior and understand the bad behavior would be brought negative for others, so I also decided to focus on increase students' communication skills. As for session 8, students have limited ability to read and write so I gave up teaching students different words with multiple meanings. On the other hand, there are some words with negative meanings. For example, pork means meat, meanwhile means unattractive women in Chinese slang. I was afraid that students will learn and use these words in daily life if I teach them.

Literature review

The behaviors and obstacles of students who study in my class are almost match my previous finding of literature such as having severe or multiple disabilities, social problem, repetitive behavior and fixated interest. By the students' background information, students in my class was diagnosed as ASD and other disability such as speech and language impairment and deficit attention simultaneously. They also had a common problem of social interaction like avoiding eye contact. Expect of social problem, they did the same thing over and over again and performed fixated interest. For example, [REDACTED] would run back and forth in the classroom when he became excited or distressed and [REDACTED] showed fascination with numbers. As for the current support for

ASD student in Hong Kong, there are differences between 佚名 (2016), Equal Opportunities Commission (2012), Mountjoy (2014) and my finding. According to the interview of [REDACTED], students in my class were received intervention or training courses already when they studied in kindergarten. As a result, they had distinct improvement in behavior and social performance. They also had no experience of being bullied. Their classmates were willing to play with them but easily had conflicts sometimes because they lacked social skills and emotion control. It reflected that the current support for ASD is enough. However, [REDACTED] pointed out that some parents did not go to doctor looking for a diagnosis when their child had ASD because they were afraid their kids were labeled by others. Therefore, these children could not receive appropriate support. To plug the loophole, government and school should increase parent education such as talks and workshop in order to eliminate their fear and understand the importance of early intervention. In addition, visual support was also effective for my students. When I showed some visual support in the class, they were able to follow my instructions and finish my work. It also could catch their attention successfully. However, the visual support should not be showed too much because students would focus on the picture or cartoon in the visual support rather than my talk.

To sum up, my service package had a positive effect on students' control their emotion and communication by the various assessment instruments. I got some inspirations and suggestions from the meeting with my peer and supervisor. This feedback could optimize my lesson continuously. My service package also reflected that the current support for ASD student in Hong Kong is adequate but there is a lot of ground to cover for parent

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education. Meanwhile, visual support is effective for ASD students. Through the games and visual support, students in my group could learn the ways of release negative emotions and interact with others in a relaxing atmosphere.

Limitation and implication

One of the major limitations to conduct my service package because of anti-government protests and intense school schedule. As a result, I only carried out nine sessions. This implied that students with ASD less a session to practice their communication skills. Also, I missed treasure lesson time because students came later and some of them interrupted my lesson. Thus, teaching time and classroom management and discipline were the other two limitations of my service package. The fourth limitation was time management. I did not assign the time appropriately so some of sessions ran overtime.

Under the premises that no school operation would be affected, I would accept that arrangement of cancel a session and teaching time. However, I would tailor the suitable and flexible sessions for students in order to decrease their communication barrier with others such as eye contact and controlled their emotion when they talked with people. As for the classroom management and discipline, combining the peer and supervisor's feedback, I had a series measures for managing students' discipline. For example, the sticker scheme to reward student perform good behavior, the remedial class, calm down corner and planned ignoring for students misbehavior. I also used a firm tone of voice to point out and explain the misbehavior for students on purpose allowed them to correct their misbehavior. Students' misbehavior and negative emotion were reduced after I adopt these measures. It implied that my series measures for managing students' discipline is

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effective. For the time management, I rehearsed several times in private before the lesson started. Moreover, I planned more than one activity as alternates to make the lesson flexible and solve the difficulty of overtime eventually.

If I could do this package again, I will have the following suggestions and arrangements.

Firstly, I will insert one more session to build an intimate relationship with students such as my supporting teacher, [REDACTED]. [REDACTED] maintain a positive relationship with them. Students in my class love her, listen to her words and comply her command willingly. Once one of student could not control his emotions and threw a chair during the lesson even if I yelled at him. However, [REDACTED] told him to stop and clam down and the student followed her instruction and picked up the chair immediately at last. At this moment, I realized that the importance of relationship. Secondly, to prevent disturbing others' learning and reduce students' misbehaviors, I will prepare the calm down corner in advance for students to relax and reflect. The calm down corner will be provided the cue cards for remind student how to release emotions and some equipment such as pillows, books, paper and color pens. Thirdly, I observed that students have difficulty in finishing the worksheets during the lesson. It may cause by their limited vocabulary range and immature development of fine motor function. Therefore, I will utilize verbal assessment instead of written assessment to ask questions in the next time. It will also save time for students' handwriting.

I have benefited a lot from this project and it also gave me some inspiration of teaching SEN students in the future. For example, building and maintaining a good relationship with students, especially for SEN students can bring convenience for teacher to smooth running the lesson and manage their behavior. I learned it from [REDACTED]. Excepting for

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establishing relationship, I will be patient with SEN students if I meet them in my future teaching. Meanwhile, I will clearly point out and explain their good and bad behavior and its consequence in order to allow them to make reflection and improvement. When they perform any misbehavior, I will use pick up some strategies such as planned ignoring and set up the calm down corner to stop them. Calm down corner is designed for students to go to take a break and regulate their emotions and planned ignoring is designed for attention-seeking students. One of student in my class always speaks out the answer without permission. However, I used planned ignoring for him once and explained the reason why he was ignored simultaneously. His misbehavior was reduced at last.

Although there is no cure existing for ASD, as an educator, we should not desert those ASD students, on the contrary, we need to spend much effort in helping them to integrate into campus and classroom. It is proved that early intervention can be led to positive outcomes for ASD Students (Corsello, 2005). Therefore, we should understand ASD and its checklist of ASD fully, observe the suspected students carefully and keep in touch with their parents at the same time to identify whether our students may be on the autism spectrum. If they are diagnosed, we should arrange an appropriate service package about social interaction and emotional control to them individually. "All things in their being are good for something". For example, one of student in my class, [REDACTED], is good at mathematics although he was identified as ASD. As a result, we should focus on developing and exploring students' strengths rather than emphasize on their weakness or blame and abandon them.

Conclusion

My project, including 10 units, is tailor for ASD students to increase their social skills in emotion and communication aspects in order to improve their interpersonal relationship. Through the pre- and post-test, interviews for students and supporting teacher, formative assessments such as worksheet and evaluation forms, students gained benefit from my project, especially in emotion section. I realized that the importance of visual support and building relationship from my project. I should spend two lessons to build up a relationship with students at the beginning of my project. It helps pave the way for smooth running lesson simultaneously. To manage students' misbehavior effectively, I should adopt kinds of strategies like remedial class and planned ignoring. I also need to rehearse several times in order to prevent the occurrence of overtime. As an educator, we should treat all students in our class with love, patient and care, especially for students with ASD. Also, we should equip ourselves to serve them, including find out suspected students, pick up appropriate interventions and enhance parent education for the sake of helping them to “recover” and integrate the classroom as soon as possible.

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2019.4.30

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檢索日期：2019.4.30

Appendix 1

Pre-test

玩轉識朋友小組




3/6.

前測




姓名: _____ 日期: 21/11/2019

把正確答案圈起來。




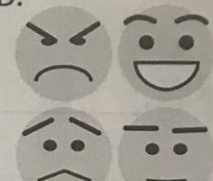
1. 溝通包含哪一種元素?

A.  接收者	B.  傳送者	C.  信息	D. 以上均是
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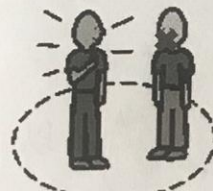
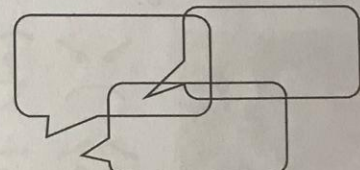
2. 以下哪一項活動牽涉溝通?

A.  通電話	B.  面部表情	C.  書信	D. 以上均是
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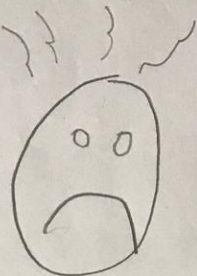

3. 哪一種是非言語溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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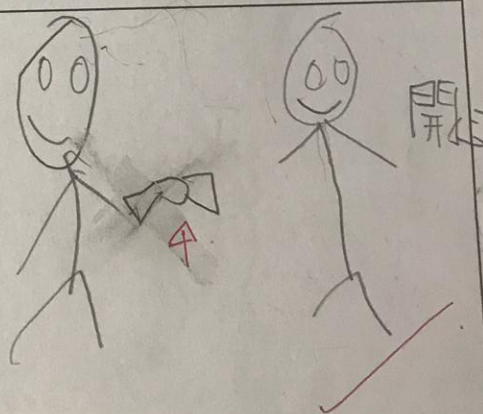
4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center;">✓</div>	<p>b.</p>  <p>大聲說話</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>
<p>d.</p>  <p>插話</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>

5. 請畫出以下的情緒。

	
憤怒	傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示)



玩轉識朋友小組

前測




3/6

姓名: [REDACTED]


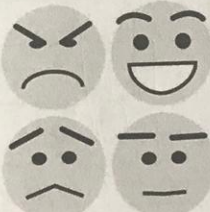
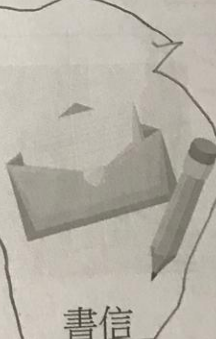
日期: 21/11/2019

把正確答案圈起來。




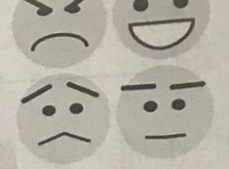
1. 溝通包含哪一種元素?

<p>A.</p>  <p>接收者</p>	<p>B.</p>  <p>傳送者</p>	<p>C.</p>  <p>信息</p>	<p>D.</p> <p>以上均是</p>
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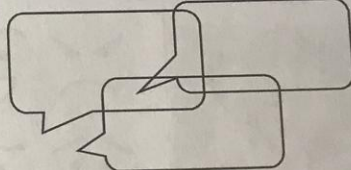
2. 以下哪一項活動牽涉溝通?

<p>A.</p>  <p>通電話</p>	<p>B.</p>  <p>面部表情</p>	<p>C.</p>  <p>書信</p>	<p>D.</p> <p>以上均是</p>
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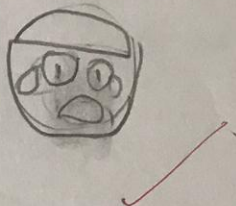
3. 哪一種是非言語溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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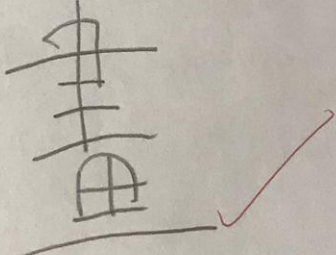
4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	<p>b.</p>  <p>大聲說話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>
<p>d.</p>  <p>插話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="text-align: center;"> <input type="checkbox"/> </div>

5. 請畫出以下的情緒。

	
憤怒	傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示)

	
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玩轉識朋友小組




2/6

前測



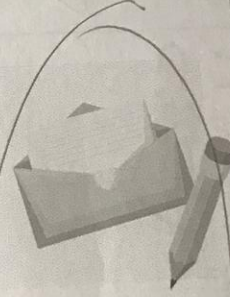
姓名: _____ 日期: 21/11/2019

把正確答案圈起來。




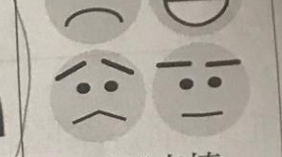
1. 溝通包含哪一種元素?

A.  接收者	B.  傳送者	C.  信息	D. 以上均是
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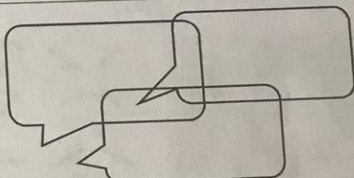
2. 以下哪一項活動牽涉溝通?

A.  通電話	B.  面部表情	C.  書信	D. 以上均是
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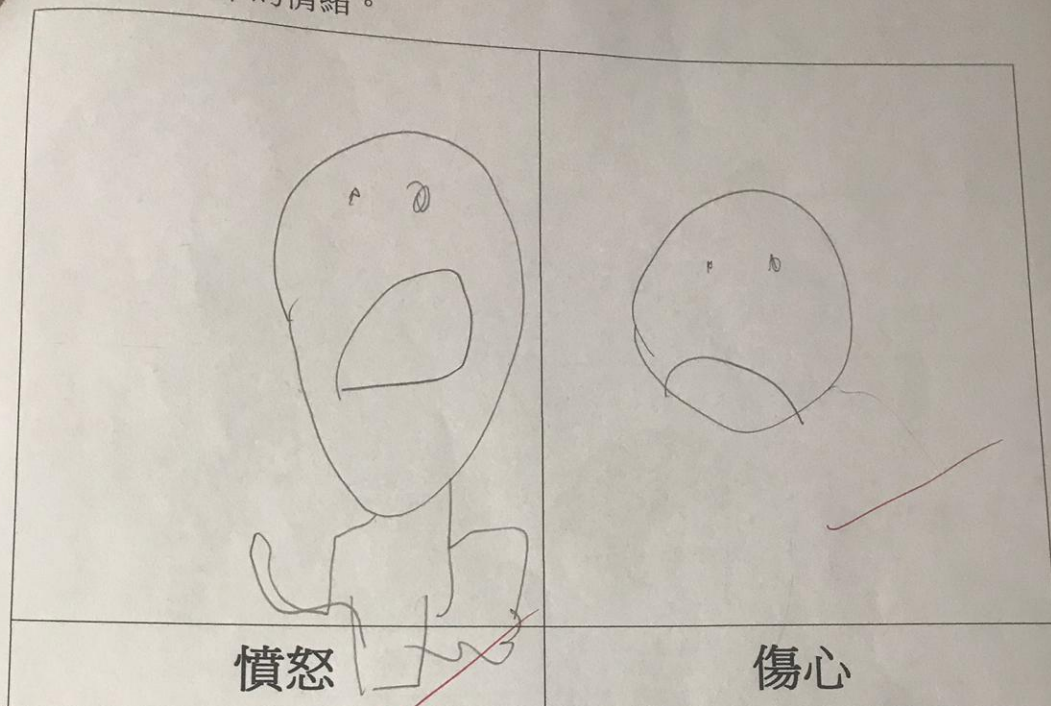
3. 哪一種是非言語溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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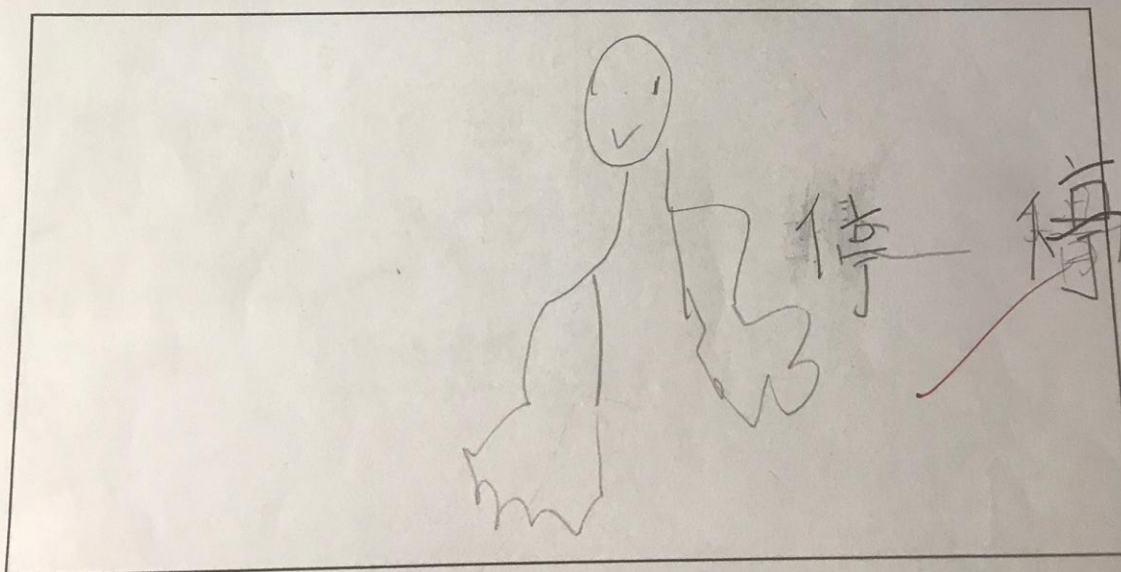
4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	<p>b.</p>  <p>大聲說話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>
<p>d.</p>  <p>插話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>

5. 請畫出以下的情緒。



6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示) 停



玩轉識朋友小組

前測

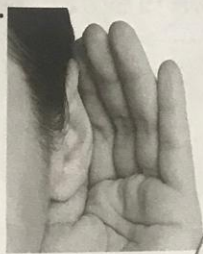
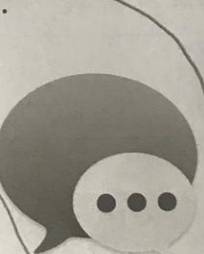
3/6

姓名: [REDACTED]


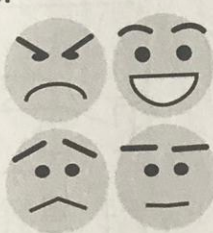

日期: 21/11/2019

把正確答案圈起來。




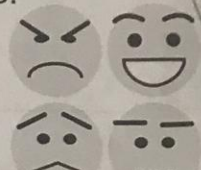
1. 溝通包含哪一種元素?

<p>A.</p>  <p>接收者</p>	<p>B.</p>  <p>傳送者</p>	<p>C.</p>  <p>信息</p>	<p>D.</p> <p>以上均是</p>
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2. 以下哪一項活動牽涉溝通?

<p>A.</p>  <p>通電話</p>	<p>B.</p>  <p>面部表情</p>	<p>C.</p>  <p>書信</p>	<p>D.</p> <p>以上均是</p>
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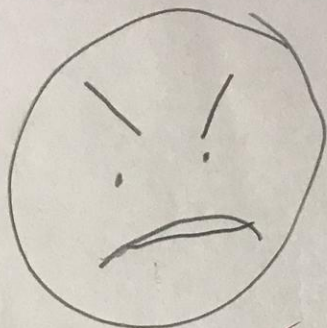
3. 哪一種是非言語溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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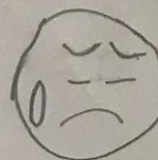
4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	<p>b.</p>  <p>大聲說話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>
<p>d.</p>  <p>插話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>

5. 請畫出以下的情緒。



憤怒



傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示)



玩轉識朋友小組

3/6




前測

姓名: [REDACTED]



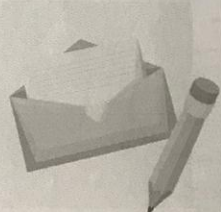
日期: 2/11/2019

把正確答案圈起來。




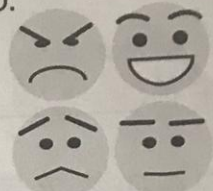
1. 溝通包含哪一種元素?

<p>A. </p> <p>接收者</p>	<p>B. </p> <p>傳送者</p>	<p>C. </p> <p>信息</p>	<p>D. 以上均是</p>
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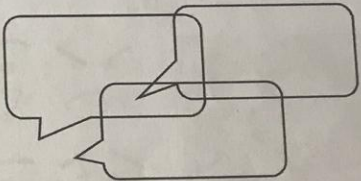
2. 以下哪一項活動牽涉溝通?

<p>A. </p> <p>通電話</p>	<p>B. </p> <p>面部表情</p>	<p>C. </p> <p>書信</p>	<p>D. 以上均是</p>
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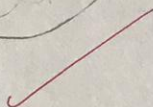
3. 哪一種是非言語溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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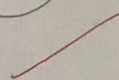
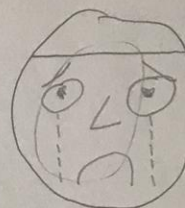
4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	<p>b.</p>  <p>大聲說話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>
<p>d.</p>  <p>插話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="text-align: center;"> <input type="checkbox"/> </div>

5. 請畫出以下的情緒。



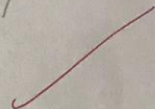
憤怒



傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示) 停

停=停



Post-test

玩轉識朋友小組

後測




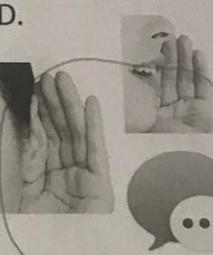
5/6

姓名: _____




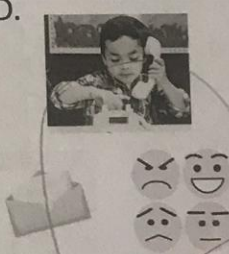
日期: 9/1/2020

把正確答案圈起來。





1. 溝通包含哪一種元素?

<p>A.</p>  <p>接收者</p>	<p>B.</p>  <p>傳送者</p>	<p>C.</p>  <p>信息</p>	<p>D.</p>  <p>以上均是</p>
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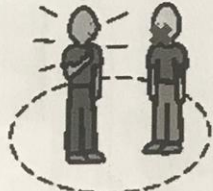
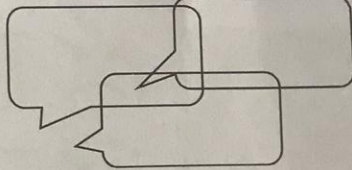
2. 以下哪一項活動牽涉溝通?

<p>A.</p>  <p>通電話</p>	<p>B.</p>  <p>面部表情</p>	<p>C.</p>  <p>書信</p>	<p>D.</p>  <p>以上均是</p>
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3. 哪一種是非語言溝通?

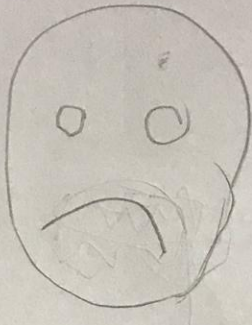
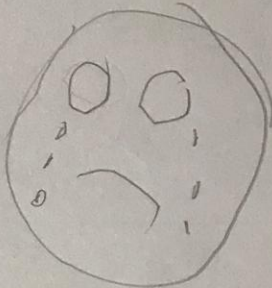
<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

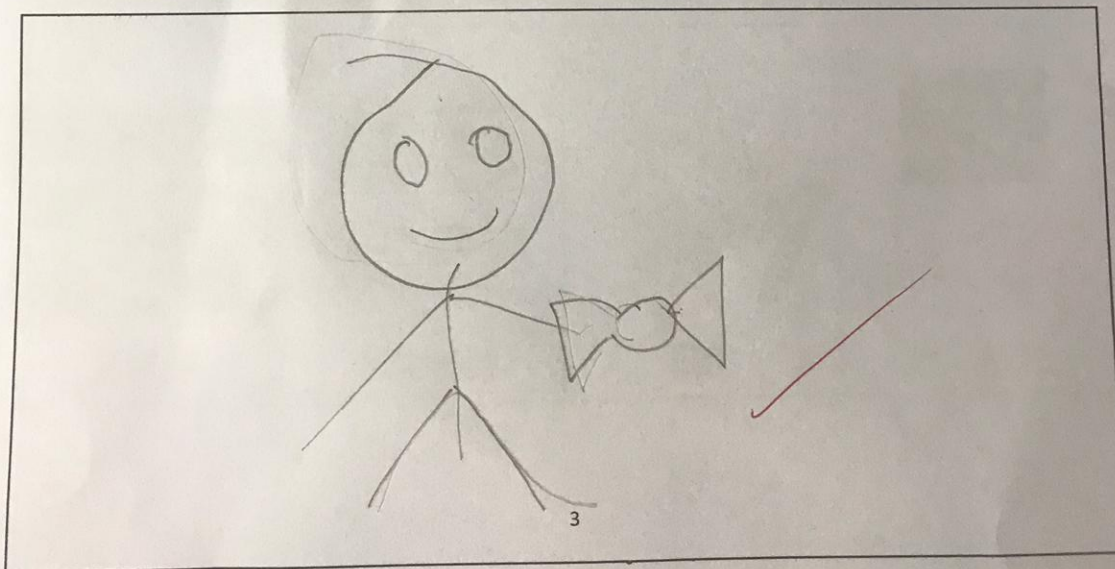
<p>a.</p>  <p>細心聆聽</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto; position: relative;"> <div style="position: absolute; top: 5px; right: 5px;">✓</div> </div>	<p>b.</p>  <p>大聲說話</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<p>d.</p>  <p>插話</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

5. 請畫出以下的情緒。

	
不明顯	傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示)



玩轉識朋友小組

5/6

後測

姓名: _____



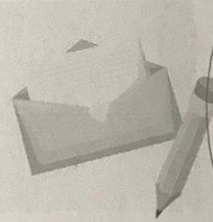
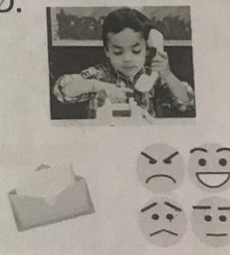
日期: 9/11/2020

把正確答案圈起來。




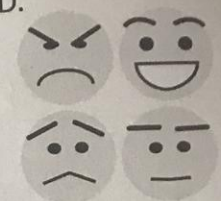
1. 溝通包含哪一種元素?

<p>A.</p>  <p>接收者</p>	<p>B.</p>  <p>傳送者</p>	<p>C.</p>  <p>信息</p>	<p>D.</p>  <p>以上均是</p>
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2. 以下哪一項活動牽涉溝通?

<p>A.</p>  <p>通電話</p>	<p>B.</p>  <p>面部表情</p>	<p>C.</p>  <p>書信</p>	<p>D.</p>  <p>以上均是</p>
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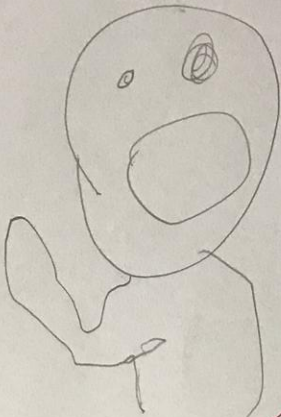
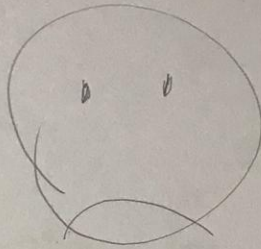
3. 哪一種是非語言溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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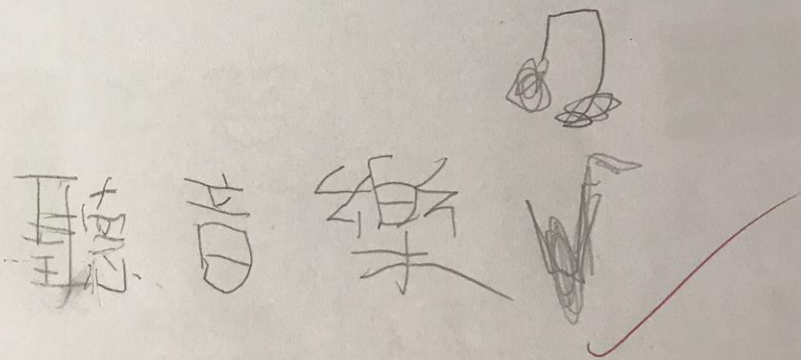
4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div data-bbox="535 976 625 1071"> <input checked="" type="checkbox"/> </div>	<p>b.</p>  <p>大聲說話</p> <div data-bbox="1047 966 1144 1060"> <input type="checkbox"/> </div>
<p>d.</p>  <p>插話</p> <div data-bbox="535 1396 625 1501"> <input type="checkbox"/> </div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div data-bbox="1071 1365 1169 1470"> <input type="checkbox"/> </div>

5. 請畫出以下的情緒。

	
憤怒	傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示) 聽音樂


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3

玩轉識朋友小組

後測



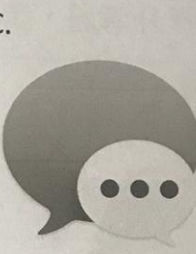
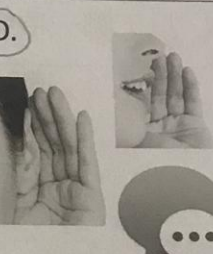
8/6

姓名: [REDACTED]



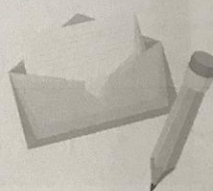
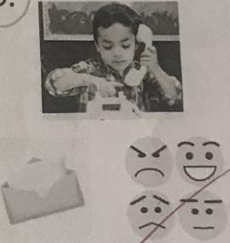
日期: 9/1/2020

把正確答案圈起來。




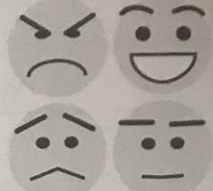
1. 溝通包含哪一種元素?

<p>A.</p>  <p>接收者</p>	<p>B.</p>  <p>傳送者</p>	<p>C.</p>  <p>信息</p>	<p><u>D.</u></p>  <p>以上均是</p>
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2. 以下哪一項活動牽涉溝通?

<p>A.</p>  <p>通電話</p>	<p>B.</p>  <p>面部表情</p>	<p>C.</p>  <p>書信</p>	<p><u>D.</u></p>  <p>以上均是</p>
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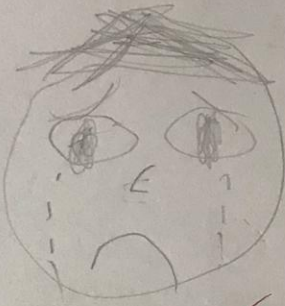
3. 哪一種是非語言溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
---	---	--	---

4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">✓</div>	<p>b.</p>  <p>大聲說話</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<p>d.</p>  <p>插話</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

5. 請畫出以下的情緒。

	
憤怒	傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示)

聽音樂

聽音樂

玩轉識朋友小組

後測




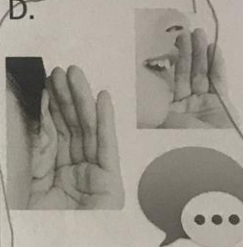
4/6

姓名: _____




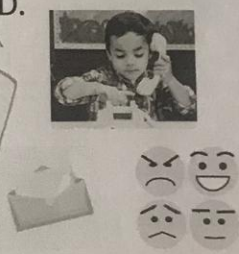
日期: 9/1/2020

把正確答案圈起來。




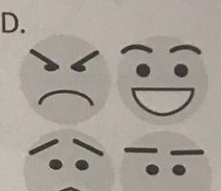
1. 溝通包含哪一種元素?

<p>A.</p>  <p>接收者</p>	<p>B.</p>  <p>傳送者</p>	<p>C.</p>  <p>信息</p>	<p>D.</p>  <p>以上均是</p>
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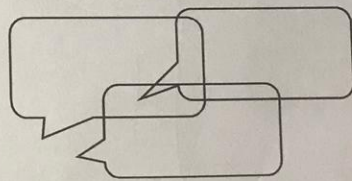
2. 以下哪一項活動牽涉溝通?

<p>A.</p>  <p>通電話</p>	<p>B.</p>  <p>面部表情</p>	<p>C.</p>  <p>書信</p>	<p>D.</p>  <p>以上均是</p>
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3. 哪一種是非語言溝通?

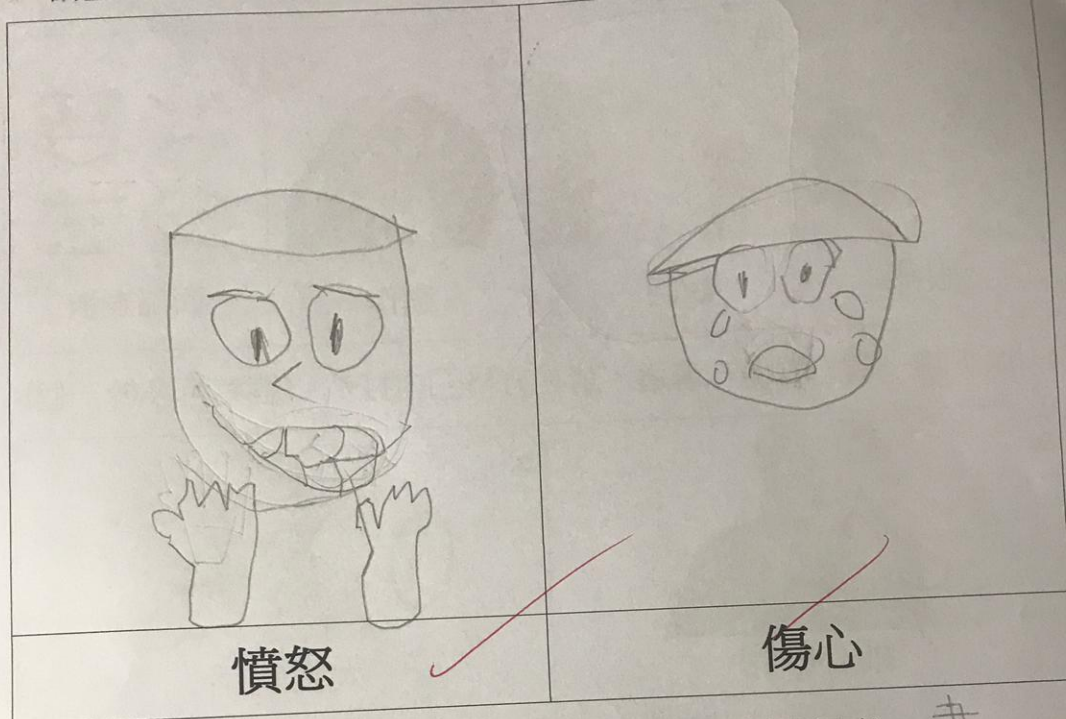
<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
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4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

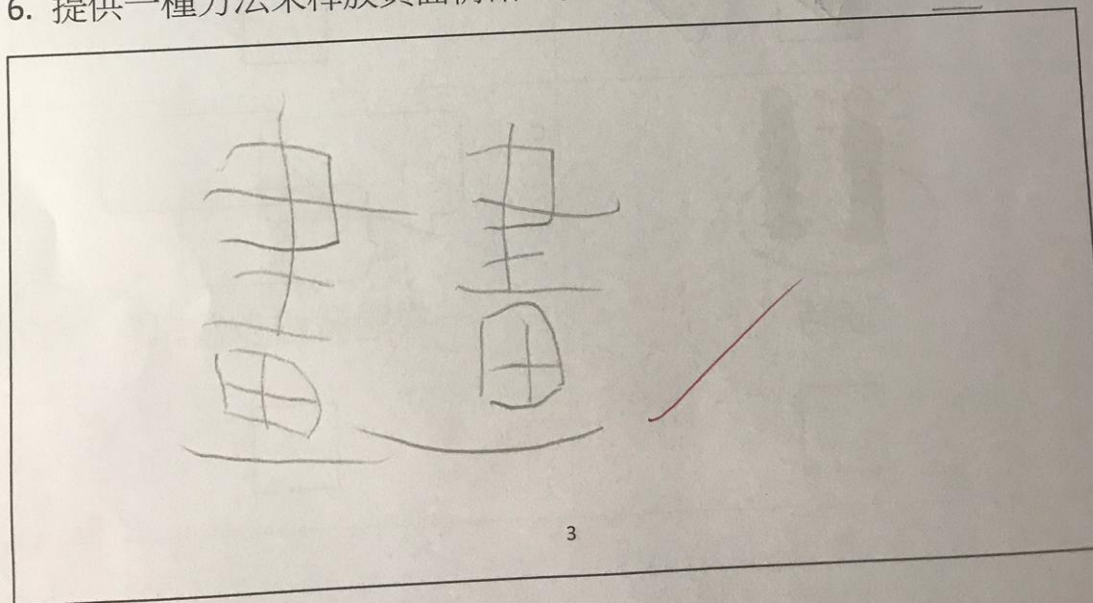
<p>a.</p>  <p>細心聆聽</p> <div style="display: flex; align-items: center;"> <input checked="" type="checkbox"/> ✓ </div>	<p>b.</p>  <p>大聲說話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>
<p>d.</p>  <p>插話</p> <div style="text-align: center;"> <input type="checkbox"/> </div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="text-align: center;"> <input type="checkbox"/> </div>

2

5. 請畫出以下的情緒。



6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示)



玩轉識朋友小組

6/6.




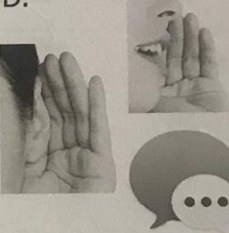
後測

姓名: _____




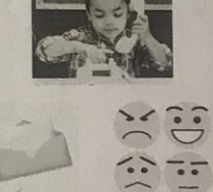
日期: 9/1/2020

把正確答案圈起來。




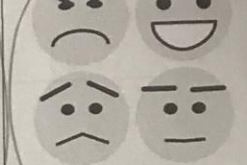
1. 溝通包含哪一種元素?

A.  接收者	B.  傳送者	C.  信息	D.  以上均是
--	--	--	---




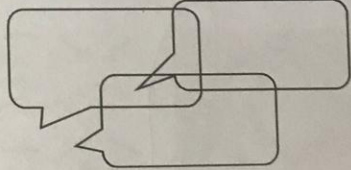
2. 以下哪一項活動牽涉溝通?

A.  通電話	B.  面部表情	C.  書信	D.  以上均是
--	---	--	---

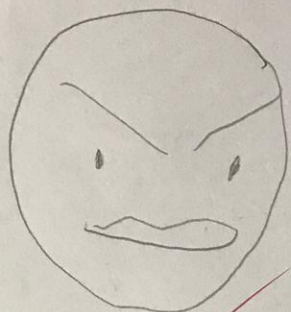
3. 哪一種是非語言溝通?

<p>A.</p>  <p>眼神</p>	<p>B.</p>  <p>說話</p>	<p>C.</p>  <p>動作</p>	<p>D.</p>  <p>面部表情</p>
---	---	--	---

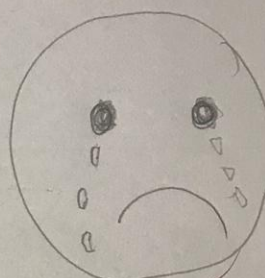
4. 以下哪一項能夠提升溝通，請在方格□內打✓。(答案可多於一個)

<p>a.</p>  <p>細心聆聽</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">✓</div>	<p>b.</p>  <p>大聲說話</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<p>d.</p>  <p>插話</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

5. 請畫出以下的情緒。

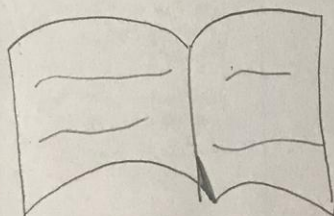


憤怒



傷心

6. 提供一種方法來釋放負面情緒。(可以文字/畫圖表示)



Appendix 2

Interview for

有關社交小組研究問卷

學生姓名：_____ 出生日期：23.3.2013 年齡：6

性別：男 學校：保良局黃永樹小學 班別：1R

填表者(職位)：_____() 填表日期：9.1.2020

特殊教育需要統籌主任

請在下列右側最能描述學生參加本小組後表現/行為的方格內加上剔號「✓」。

題目	1 從不	2 偶然	3 約一半時間	4 很多時	5 經常
1. 學生能夠清楚說出自己的感受		✓			
2. 學生能夠表達與境況配合的情緒			✓		
3. 學生能夠理解別人的觀點和感受		✓			
4. 學生能夠控制不穩定/負面情緒		✓			
5. 學生能夠在學校結交新朋友			✓		
6. 學生能夠與別人展開對話			✓		
7. 學生能夠與人有適當的眼神接觸			✓		
8. 與別人溝通時，學生懂得回應/回答			✓		
9. 與別人溝通時，學生懂得聆聽			✓		

10. 參加本小組訓練後，學生有沒有其他改善的地方？(如有，請說明之。)

控制情緒有所進步

==完==

有關社交小組研究問卷

學生姓名：_____ 出生日期：_____ 年齡： 6
 性別： 男 學校： 保良局黃永樹小學 班別： 1K
 填表者(職位)： _____ () 填表日期： 9.1.2020

特殊教育需要統籌主任

請在下列右側最能描述學生參加本小組後表現/行為的方格內加上剔號「✓」。

題目	1 從不	2 偶然	3 約一半時間	4 很多時	5 經常
1. 學生能夠清楚說出自己的感受			✓		
2. 學生能夠表達與境況配合的情緒		✓			
3. 學生能夠理解別人的觀點和感受		✓			
4. 學生能夠控制不穩定/負面情緒			✓		
5. 學生能夠在學校結交新朋友				✓	
6. 學生能夠與別人展開對話				✓	
7. 學生能夠與人有適當的眼神接觸			✓		
8. 與別人溝通時，學生懂得回應/回答				✓	
9. 與別人溝通時，學生懂得聆聽			✓		

10. 參加本小組訓練後，學生有沒有其他改善的地方？(如有，請說明之。)

較願意說出自己的需要/感受

==完==

有關社交小組研究問卷

學生姓名：_____ 出生日期：_____ 年齡： 6

性別： 男 學校： 保良局黃永樹小學 班別： 1D

填表者(職位)： _____ (特殊教育需要統籌主任) 填表日期： 9.1.2020

請在下列右側最能描述學生參加本小組後表現/行為的方格內加上剔號「✓」。

題目	1 從不	2 偶然	3 約一半時間	4 很多時	5 經常
1. 學生能夠清楚說出自己的感受			✓	✓	
2. 學生能夠表達與境況配合的情緒		✓		✓	
3. 學生能夠理解別人的觀點和感受		✓		✓	
4. 學生能夠控制不穩定/負面情緒			✓	✓	
5. 學生能夠在學校結交新朋友				✓	✓
6. 學生能夠與別人展開對話				✓	✓
7. 學生能夠與人有適當的眼神接觸			✓	✓	
8. 與別人溝通時，學生懂得回應/回答				✓	✓
9. 與別人溝通時，學生懂得聆聽			✓	✓	

10. 參加本小組訓練後，學生有沒有其他改善的地方？(如有，請說明之。)

肯多說自己的想法

==完==

有關社交小組研究問卷

學生姓名：_____ 出生日期：_____ 年齡：6

性別：男 學校：保良局黃永樹小學 班別：1D

填表者(職位)：_____ () 填表日期：9.1.2020

特殊教育需要統籌主任

請在下列右側最能描述學生參加本小組後表現/行為的方格內加上剔號「✓」。

題目	1 從不	2 偶然	3 約一半時間	4 很多時	5 經常
1. 學生能夠清楚說出自己的感受					✓
2. 學生能夠表達與境況配合的情緒					✓
3. 學生能夠理解別人的觀點和感受					✓
4. 學生能夠控制不穩定/負面情緒					✓
5. 學生能夠在學校結交新朋友					✓
6. 學生能夠與別人展開對話					✓
7. 學生能夠與人有適當的眼神接觸					✓
8. 與別人溝通時，學生懂得回應/回答					✓
9. 與別人溝通時，學生懂得聆聽					✓

10. 參加本小組訓練後，學生有沒有其他改善的地方？(如有，請說明之。)

處理 / 面對不開心的事有進步

==完==

有關社交小組研究問卷

學生姓名：_____ 出生日期：_____ 年齡：6
 性別：男 學校：保良局黃永樹小學 班別：1H
 填表者(職位)：_____ () 填表日期：9.1.2020

特殊教育需要統籌主任

請在下列右側最能描述學生參加本小組後表現/行為的方格內加上剔號「✓」。

題目	1 從不	2 偶然	3 約一半時間	4 很多時	5 經常
1. 學生能夠清楚說出自己的感受				✓	
2. 學生能夠表達與境況配合的情緒				✓	
3. 學生能夠理解別人的觀點和感受				✓	
4. 學生能夠控制不穩定/負面情緒				✓	
5. 學生能夠在學校結交新朋友				✓	
6. 學生能夠與別人展開對話				✓	
7. 學生能夠與人有適當的眼神接觸				✓	
8. 與別人溝通時，學生懂得回應/回答				✓	
9. 與別人溝通時，學生懂得聆聽				✓	

10. 參加本小組訓練後，學生有沒有其他改善的地方？(如有，請說明之。)

相差不多

==完==

Interview for Students

玩轉識朋友

學生訪問

學生姓名：_____

日期：_____9/1/2020_____

1. Can you describe your current emotion?

請你描述你現在的心情?

我依家覺得開心_____

2. Can you find your own ways to release your negative emotion? What is your method?

你可以找到你自己的方法去釋放你的負面情緒? 你的方法是什麼?

可以，唔開心果陣會睇書。_____

3. Can you develop conversations with people?

你可以與人展開話題嗎?

會_____

4. Do you make new friends at school?

你有沒有在學校結交新朋友?

有_____

玩轉識朋友

學生訪問

學生姓名：_____

日期：_____9/1/2020_____

1. Can you describe your current emotion?

請你描述你現在的心情？

開心

2. Can you find your own ways to release your negative emotion? What is your method?

你可以找到你自己的方法去釋放你的負面情緒？你的方法是什麼？

可以，唔開心果陣會深呼吸。

3. Can you develop conversations with people?

你可以與人展開話題嗎？

會

4. Do you make new friends at school?

你有沒有在學校結交新朋友？

有

玩轉識朋友

學生訪問

學生姓名：_____

日期：____9/1/2020____

1. Can you describe your current emotion?

請你描述你現在的心情?

開心，因為有糖食。

2. Can you find your own ways to release your negative emotion? What is your method?

你可以找到你自己的方法去釋放你的負面情緒？你的方法是什麼？

可以，唔開心果陣會食糖。

3. Can you develop conversations with people?

你可以與人展開話題嗎？

會

4. Do you make new friends at school?

你有沒有在學校結交新朋友？

有

玩轉識朋友

學生訪問

學生姓名：_____

日期：_____9/1/2020_____

1. Can you describe your current emotion?

請你描述你現在的心情?

開心

2. Can you find your own ways to release your negative emotion? What is your method?

你可以找到你自己的方法去釋放你的負面情緒? 你的方法是什麼?

可以，唔開心果陣會聽音樂。

3. Can you develop conversations with people?

你可以與人展開話題嗎?

會

4. Do you make new friends at school?

你有沒有在學校結交新朋友?

有

玩轉識朋友

學生訪問

學生姓名：_____

日期：____9/1/2020_____

1. Can you describe your current emotion?

請你描述你現在的心情？

開心

2. Can you find your own ways to release your negative emotion? What is your method?

你可以找到你自己的方法去釋放你的負面情緒？你的方法是什麼？

可以，唔開心果陣會畫畫。

3. Can you develop conversations with people?

你可以與人展開話題嗎？

會

4. Do you make new friends at school?

你有沒有在學校結交新朋友？

有



Appendix 3

第4堂工作紙: 認識情緒與事件的關係

姓名: _____

日期: 3/1/16

1. 經歷一天後，你的情緒是怎樣呢？在下面的方格內✓。

			
開心	不安	傷心	生氣
✓		✓	✓

2. 試回想有什麼情況/事件，令你有上述情緒出現？(可以文字或畫畫方式表示)





因為同學石並跌我的木樽

第4堂工作紙: 認識情緒與事件的關係


姓名: _____


日期: 31/10

1. 經歷一天後，你的情緒是怎樣呢？在下面的方格內✓。

 開心	 不安	 傷心	 生氣
✓		✓	

2. 試回想有什麼情況/事件，令你有上述情緒出現？(可以文字或畫畫方式表示)

: 上中文課開心。

: Miss Kong 責罵我。

第4堂工作紙: 認識情緒與事件的關係

姓名: _____

日期: 31/10

1. 經歷一天後，你的情緒是怎樣呢？在下面的方格內✓。

 開心	 不安	 傷心	 生氣
✓			

2. 試回想有什麼情況/事件，令你有上述情緒出現？(可以文字或畫畫方式表示)





糖

第4堂工作紙: 認識情緒與事件的關係

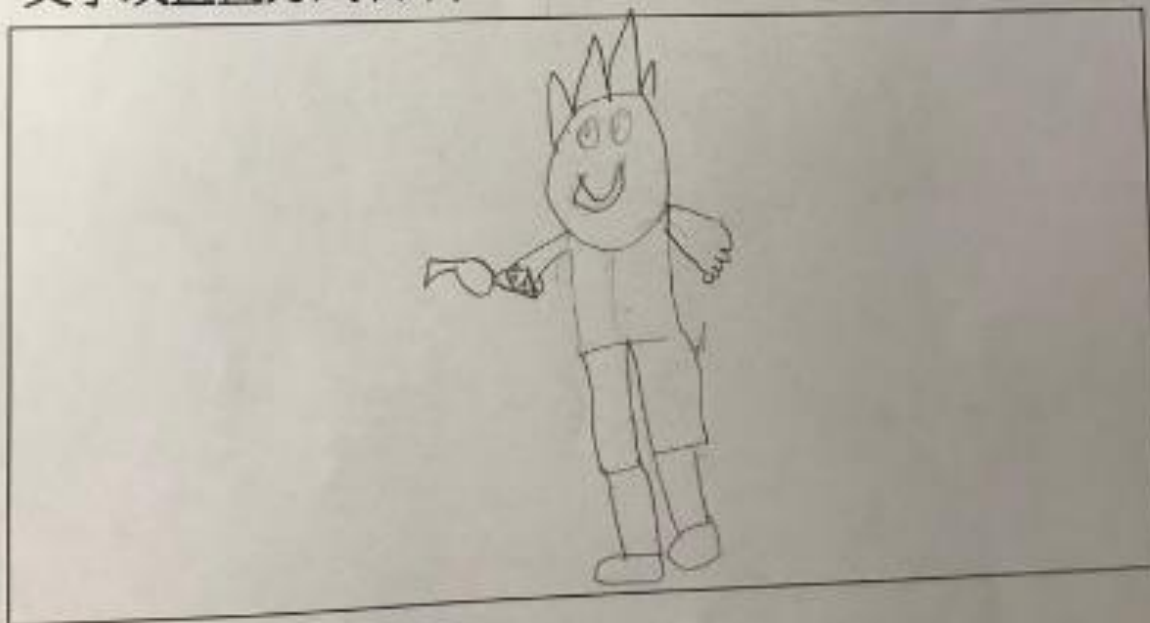
姓名: _____

日期: 31/10

1. 經歷一天後，你的情緒是怎樣呢？在下面的方格內✓。

			
開心	不安	傷心	生氣
✓			

2. 試回想有什麼情況/事件，令你有上述情緒出現？(可以文字或畫畫方式表示)



第4堂工作紙: 認識情緒與事件的關係

姓名: _____

日期: 5/10

1. 經歷一天後，你的情緒是怎樣呢？在下面的方格內✓。

			
開心	不安	傷心	生氣
✓			

2. 試回想有什麼情況/事件，令你有上述情緒出現？(可以文字或畫畫方式表示)






可以上Mei姐姐的小組

Appendix 4

Self-reflection 01






















	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				I should have more rehearsals in order to have a clear and fluent introduction
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				Students are willing to have interactions and talk with me and classmate
	Procedures are clear				Students are very familiar with those games and love it.
	Procedures are logical				




Appropriate pacing of activities				
General comments or suggestions on session plan:				
It is very important to build a positive relationship with ASD students.				
<p>Besides, [REDACTED], a newcomer, joined in my class. He loves to leave his seat and speak without permission and raise their hand before speaking. I could not control him in the classroom. Luckily, my supporting teacher help me manage his misbehavior. I think I should use a firm tone of voice to point out his misbehavior and set a punishment for him like take back his sticker if he has any misbehavior in the next session. Also, I should be more careful with my words when I taught. In the hammer game, I should not use the word of "beat", on the contrary, I should use "touch". It is more appropriate for students to play.</p>				

1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Self-reflection 02

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				

Appropriate pacing of activities				
----------------------------------	---	---	--	--

General comments or suggestions on session plan:






















■ was absent last session. He was afraid when he entered the classroom. I tried to comfort him and introduce myself and his classmates. He felt more scared and tried to leave the room. My supporting teacher stopped him and comfort him in the corner. The behaviour of escape of ■ was caused by the stranger (i.e. me) and unknown environment. Therefore, I gave him a wide berth and let him familiar with the environment and people. I think I should spend one more class to build relationship with students.




We have a lesson per week, so students may forget my classroom rules. My lesson always was interrupted consequently. The lesson was ended with the game of finding treasure hunt game. The following activities will be continued in the next session.

Besides, ■ throw a temper tantrum and toss his chair onto the ground during play the typhoon game (大風吹). His behavior had surprised me. At that moment, I did not know how to do. My supporting teacher was very seriously to point out his misbehavior and its consequence clearly. She has also ordered the student to pick up the chair. From that event, I learn I should detailed indicate student misbehavior and its consequence and clearly when I teach students with special educational needs. Also, I should set up a calm down corner for my students to release their emotions.

1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.

Self-reflection 03

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				

	Appropriate pacing of activities				
<p>General comments or suggestions on session plan:</p> <p>After I use a firm tone of voice to point out his misbehavior and planning ignoring, [redacted] and [redacted] comply with classroom rules gradually, for example, they are able to raise their hand before speaking.</p> <p>Students are seemed to master the emotions and the relationship between emotions and situations so I think I can increase the difficulty level of the teaching packages.</p>					






















1. Reliable and objective monitoring / evaluation systems.




2. Precise and concise elaborations / descriptions.

Students are able to answer my questions and express their emotions correctly.

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Self-reflection 04

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				

	Appropriate pacing of activities				
--	----------------------------------	---	---	---	--

General comments or suggestions on session plan:

In this lesson, I cannot fulfill the teaching objective because of my time management, lesson start later and students' discipline

performed well in that lesson but he also needs to remind sometime

felt scared because there are many people and a stranger (i.e. my supervisor)






















My time management needs to be improved (Ss don't finish worksheet and make the wheel of release)

Besides, I should be print the situation cards as A3 size in the "Guess their feelings?"




1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Self-reflection 05

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

	Appropriate pacing of activities				
--	----------------------------------	---	---	--	--

General comments or suggestions on session plan:



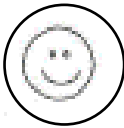







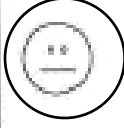



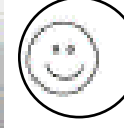





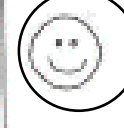
Students spend more time on the worksheet so there is litter time to conduct the following activity.




1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.

Students can tell me that the five steps of release negative emotions after the class

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Self-reflection 06

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				


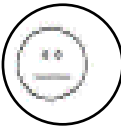



















	Appropriate pacing of activities				
<p>General comments or suggestions on session plan:</p> <p>Those activities have aroused students' interest successfully. As a result, all students perform well comparing with previous sessions.</p> <p>Ss remember the knowledge of the last session like Ss point out that they will calm down, stop and go to calm down corner when they face negative emotion.</p>					




1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.

Q1. All students choose the correct eye direction of Luigi. Also, they can make an eye contact with the speaker by my observation.

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Self-reflection 07

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				Lack of assessment of objective 1
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				

Appropriate pacing of activities				
General comments or suggestions on session plan:				
<p>I should reserve more time for Ss to finish the pre-test as Ss are stubborn solving each question. Therefore, the lesson runs over time and ends at first part of speak drawing game. Looking back to the past, I should not open the new topic because the lesson only has a few minutes left.</p>				
<p>Besides, by my observation, Ss are able to communicate with others with simple sentence. Therefore, my objective 2 is achieved. However, objective 1 cannot be identified to fulfill because of lack of assessment.</p>				

















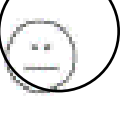


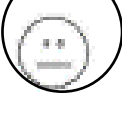

1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.




Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Reflection 08

There is no lesson on 28/2/2019 because of school holiday. Session 8 will be extended to session 9.














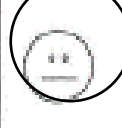







Self-reflection 09

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				




	Appropriate pacing of activities				
<p>General comments or suggestions on session plan:</p> <p>Students lack motivation in that lesson. It may be caused by the game because they played the game in the session 7 already.</p> <p>The objective cannot be fulfilled because only half of students answer the correct answer in the test and students are not willing to participate in the speak drawing game.</p>					

1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.

Self-reflection 10

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		<i>Please circle as appropriate</i>			
Appropriateness	Feasibility of activities				
	Appropriateness to service targets				
Presentation	Clear introduction				
	Objectives are clear and appropriate				
Activities	Purpose of activities specified and relevant				
	Procedures are clear				
	Procedures are logical				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

	Appropriate pacing of activities				
<p>General comments or suggestions on session plan:</p> <p>Lack of conclusion</p> <p>Time management needs to improve</p> <p>Use group survey instead of individual interview (students are willing to speak out / talk in the group)</p> <p>I should remove the part of recording since it is difficult for them to write the Chinese words</p>					

1. Reliable and objective monitoring / evaluation systems.
2. Precise and concise elaborations / descriptions.

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Peer assessment

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest — highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	10 session 教学 有既 Good. → 5 堂 课程. → 5 堂 social skills.	
Criteria on "Feasibility"	Feedback	Your rating 1 — 10 lowest — highest
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	有考虑学生需要. (情绪控制).	

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest — highest
<ul style="list-style-type: none"> Demonstrate highly innovative ideas thoroughly in the teaching/service proposal The activities designed are able to synthesize new learning experience for the children in a deeper sense 	4 周 3 堂 作 精美.	

Peer feedback form

Presented by _____ feedback by _____

ASD → communication skill.

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest — highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	→ 曾 简介 情绪问题 → 评估?	
Criteria on "Feasibility"	Feedback	Your rating 1 — 10 lowest — highest
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	→ 上 堂 时 候 学生 的 反应 不 有 参与 平 淡. → 有 同 伴 情 况 改变 教学 策略. → 图表 形象 化 教学 要 令 整 个 课程 加 与 不 少. ✓	

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest — highest
<ul style="list-style-type: none"> Demonstrate highly innovative ideas thoroughly in the teaching/service proposal The activities designed are able to synthesize new learning experience for the children in a deeper sense 	→ Game-based ✓✓	

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Peer feedback form

Presented by _____ feedback by _____

社交方面研究 (視覺、遊戲方式學習) 3分鐘

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	→ 情緒控制 (在社交) → 社交技巧 (有標題) → 遊戲內容有趣	8
Criteria on "Feasibility"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	→ 有反思 (以按學生) → 清晰易懂 註明內容 → 上課時間 → 獎勵表	8

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Demonstrate highly innovative ideas thoroughly in the teaching/service proposal The activities designed are able to synthesize new learning experience for the children in a deeper sense 	→ 遊戲內容有創意 → 清晰	8

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	- 音樂、笑聲 用圖、圖解、圖表、圖 - Assessment 上 ↳ 評估學生表現? (進步位?)	7
Criteria on "Feasibility"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	- 課程對學生程度 - 所有學生都能理解圖、圖表 - 但用時/課中 Game ↳ 上 Lesson 被?	7

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Demonstrate highly innovative ideas thoroughly in the teaching/service proposal The activities designed are able to synthesize new learning experience for the children in a deeper sense 	- 使用圖、圖解、圖表、圖 清晰 - 給出的學習情況清晰 評估	

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	<p>How to assess students progress?</p>	
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	<p>no. of ss may be difficult to handle.</p>	

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Demonstrate highly innovative ideas thoroughly in the teaching/service proposal The activities designed are able to synthesize new learning experience for the children in a deeper sense 	<p>- suggestion: after teaching ss the emotions with pictures, maybe next time when you want to tell ss they do something wrong, I can express feelings with the pictures and emotions.</p>	

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	<p>1) include more cooperative game later. 2) other than adjusting emotion, it's more pleasant to include more communication skills</p>	6.
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	<p>1) appreciate large image with little words design of worksheet 2) consider more about the equality for And the 12 & 12.</p>	6.

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	<p>- any feedback / reflection in each lesson? - good to have the award system</p>	
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	<p>- I like the game play therapy, but it's hard to handle when there is emotional prob. of student?</p>	

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	<p>小冊子 → 須備充足</p> <p>social skills + 情緒</p> <p>配合 ASD 學生之需要</p>	
Criteria on "Feasibility"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	<p>照顧學生需要</p>	

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Demonstrate highly innovative ideas thoroughly in the teaching/service proposal The activities designed are able to synthesize new learning experience for the children in a deeper sense 	<p>較少聽到教材新穎</p>	

Peer feedback form

Presented by _____ feedback by _____

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs clearly and thoroughly in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge substantially Address on the benefits to the teaching/service targets substantially Link up with the learning objectives thoroughly in a concise manner Link to the learning objectives in a comprehensive and thorough manner Demonstrate full applicability of knowledge (generic and professional) acquired in the university to the project 	<p>target 的 very clear</p> <p>但 outcome 可更清晰</p> <p>評核可更多元化</p>	7
Criteria on "Feasibility"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Highly suitable to the children Smooth in the flow to deliver the teaching/service with all-rounded consideration in multi-perspectives Arrangement of teaching/service project with thorough consideration of individual's professional knowledge and generic competences 	<p>第一堂課程</p> <p>↑ 學生與老師的關係</p> <p>中後如課</p> <p>難度甚難顧不同學生</p>	7.5

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Demonstrate highly innovative ideas thoroughly in the teaching/service proposal The activities designed are able to synthesize new learning experience for the children in a deeper sense 	<p>一盤盤熊仔是</p> <p>好玩的，或</p> <p>可有多其他感</p> <p>觀遊戲，所以</p> <p>坐不定的學生</p>	8

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Supervisor feedback

Supervisor feedback form

Student: _____ Supervisor: Chim Ho Peung

Criteria on "Content"	Feedback	Your rating 1 _____ 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs <u>clearly and thoroughly</u> in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge <u>substantially</u> Address on the benefits to the teaching/service targets <u>substantially</u> Link up with the learning objectives <u>thoroughly</u> in a <u>concise manner</u> Link to the learning objectives in a <u>comprehensive and thorough manner</u> Demonstrate <u>full applicability</u> of knowledge (generic and professional) acquired in the university to the project 	① The preparation is sufficient. ② Demonstrated certain application esp visual aids in ③ Appreciated the tactile elements in the activities. ④ Some visual cards / prompts can be enlarged	7
Criteria on "Feasibility"	Feedback	Your rating 1 _____ 10 lowest highest
<ul style="list-style-type: none"> <u>Highly suitable</u> to the children <u>Smooth</u> in the flow to deliver the teaching/service with <u>all-rounded</u> consideration in <u>multi-perspectives</u> Arrangement of teaching/service project with <u>thorough</u> consideration of individual's <u>professional</u> knowledge and <u>generic</u> competences 	1. The stars should go on participations and involvement. Well done! 2. Can the sticker scheme be placed on eye-catching positions?	7

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Criteria on "Creativity"	Feedback	Your rating
<ul style="list-style-type: none"> • Demonstrate <u>highly innovative</u> ideas <u>thoroughly</u> in the teaching/service proposal • The activities designed are able to <u>synthesize</u> new learning experience for the children in a <u>deeper sense</u> 	<p>① Think about any E-learning to deepen their understanding of their emotions? (Kahoot, nearpod, pickers...?)</p> <p>② The use of short clip is impressive.</p>	<p>1 — 10</p> <p>lowest highest</p> <p>6</p>

How do you think about the after school bonus activity?

7 - 11 - 2019

Supervisor feedback form

Student: [REDACTED] Supervisor: Chim Ho Yenny

Criteria on "Content"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> Identify the teaching/service targets' characteristics and needs <u>clearly and thoroughly</u> in multi-perspectives Integrate with the key components of teaching/service and discipline specific knowledge <u>substantially</u> Address on the benefits to the teaching/service targets <u>substantially</u> Link up with the learning objectives <u>thoroughly</u> in a <u>concise manner</u> Link to the learning objectives in a <u>comprehensive and thorough manner</u> Demonstrate <u>full applicability</u> of knowledge (generic and professional) acquired in the university to the project 	<p>① Appreciated your use of the bonus scheme</p> <p>② The crocodile game can effectively sustain & SEN stu attention - always recall this experience in your future teaching.</p>	8
Criteria on "Feasibility"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> <u>Highly suitable</u> to the children <u>Smooth</u> in the flow to deliver the teaching/service with <u>all-rounded</u> consideration in <u>multi-perspectives</u> Arrangement of teaching/service project with <u>thorough</u> consideration of individual's <u>professional</u> knowledge and <u>generic</u> competences 	<p>① You have built up very good relationship with stns. Well-done!</p> <p>② All the activities are highly engaging and accessible to all students. Good work!</p>	8.5

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Criteria on "Creativity"	Feedback	Your rating 1 — 10 lowest highest
<ul style="list-style-type: none"> • Demonstrate <u>highly innovative</u> ideas <u>thoroughly</u> in the teaching/service proposal • The activities designed are able to <u>synthesize</u> new learning experience for the children in a <u>deeper sense</u> 	<p>① Really appreciated your wide range & variety of teaching aids (particularly the emotion spin, puppets)</p> <p>② Try to adopt more interactive element (e.g. pickers) to enhance S-S interaction.</p>	7.5

Meanwhile, the S-S interaction is inadequate.

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Appendix 5

Original version of lesson plan

Session 04

Title: Promoting ASD students' communication skills and emotion control with visual supports &

game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 24/10/19, 2:55 -3:35pm

Introduction:

Deepening understanding of emotions and the relationship between emotions and wants

Objective:

Ss are able to understand the relationship between emotions and wants

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Duration	Intended Learning Outcome	Activity	Produces	Materials
10 mins	Understand the relationship between emotion and want	Mini-Scenario	<p>1. T give a sweet to Ss as a reinforcement to reward their outstanding performance of previous session. T ask Ss that “What is your favorite flavor of sweet?” and their feeling. [T records their feeling in the blackboard simultaneously]</p> <p>2. Then, T gives their unwanted flavor sweet and ask their feeling. (expected answer: sad) [T records their feeling in the blackboard simultaneously]</p> <p>3. Another Scenario: T gives Ss some sweets, but T gives their wanted flavor sweet in this time. Let Ss express their feeling. [T records their feeling in the blackboard simultaneously]</p> <p>4. T points out that our wants will affect our emotions.</p>	Emotion face cards (by previous session), Worksheet 1
10 mins	Identify the emotions based on the wants are satisfied or unsatisfied	Guess their feeling?	T shows different pictures and describes it to Ss. Ss need to point out the correct corresponding emotion face card to T.	Situation Cards
5 mins	Review	Test	Ss are required to choose the correct feeling according to the picture.	Worksheet 2

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

15 mins	Round up	抽烏龜	<p>T and Ss take turns changing one card to one another. If he/she have the ghost card at last, he/she will lose.</p> <p>At the end of game, T asks Ss that What is your feeling before the game? (expected answer: happy)</p> <p>what is your feeling when you take the ghost cards? (expected answer: sad)</p> <p>T and Ss conclude that if our wants cannot be satisfied, we will feel sad and vice versa.</p>	Poker
<p>Remarks:</p> <p>T=teacher, Ss=students</p> <ol style="list-style-type: none"> 1. T should encourage Ss to participant all activities. 2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to increase their behavior. 3. Test activity is the assessment in the Session 4. 				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Session 05

Title: Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 31/10/19, 2:55 -3:35pm

Introduction:

Deepening understanding of emotions and the relationship between emotions and belief

Objective:

Ss are able to understand the relationship between emotions and belief and use the appropriate ways of release negative emotions

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Duration	Intended Learning Outcome	Activity	Produces	Materials
10 mins	Wrap up & Learn to observe by different perspectives	Puzzle	T and Ss put pieces together and complete a picture. After they finish the puzzle, T asks Ss that what is it? (Expected answer: happy face / sad face) [*there is no an exactly answer] Through the activity, T indicates that we use different perspectives to think a situation /an event will have different interpret. Also, our belief will affect our behavior.	Puzzle
10 mins	Identify the emotions under your belief	Guess their feeling?	T shows different pictures and describes it to Ss. Ss need to point out the correct corresponding emotion face card to T.	Situation Cards
10 mins	Learn kinds of ways to release unstable emotion	Mini-Scenario	Use one of situation in pervious activity to bring up the 5 steps to release our unstable emotion. 5 steps: 1. identify your emotion 2. Take a deep breath 3. Find all possible ways to release unstable emotion 4. Find the most appropriate way and implement it	Visual cards
10 mins	Review	Test	Ss are required to choose the correct feeling according to the picture.	Worksheet
<p>Remarks:</p> <p>T=teacher, Ss=students</p> <ol style="list-style-type: none"> 1. T should encourage Ss to participant all activities. 2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to 				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

increase their behavior.

3. Test activity is the assessment in the Session 5

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Session 07

Title: Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 21/11/19, 2:55 -3:35pm

Introduction:

Introducing the concept of “good impression” and “bad impression” and applying it from people's behaviours

Objective:

Ss are able to identify the good and bad behavior and understand the relationship between behavior and impression

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Duration	Intended Learning Outcome	Activity	Produces	Materials
10 mins	Wrap up	Look at my eyes	T introduce the rules of game to Ss. Ss' eyes are required to follow the movement of T's eyes. If he/she failed it, he/she will lose.	
20 mins	Identify the good and bad behaviors	Fishing game	T and Ss play the fishing game together. T order Ss to catch the fishes with his/her fish pole and divide into two categories, good and bad behaviors. When Ss finish it, T check the answer with Ss. Ss who gets the highest mark win the competition and get a sticker.	Fishing game
10 mins	Understanding behavior can be influence the impressions you form of other people	Story-telling	T points out that the good behaviors can lead to good impression and vice versa by using empty bottle and marbles. Through picture book, Ss are required to assess the character' behavior and his/her impression that he/she gives people.	Bottle, red and black marble, picture book
<p>Remarks:</p> <p>T=teacher, Ss=students</p> <ol style="list-style-type: none"> 1. T should encourage Ss to participant all activities. 2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to increase their behavior. 3. Test activity is the assessment in the Session 7 				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Session 08

Title: Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 28/11/19, 2:55 -3:35pm

Introduction:

Introducing words with multiple meanings (original meaning of words VS metaphor).

Objective:

Ss are able to understand different words with multiple meanings.

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Duration	Intended Learning Outcome	Activity	Produces	Materials
10 mins	Wrap up & Learn to listen	Whisper game	T say a sentence / word to every Ss by cups. Ss need to repeat the sentence to T. If Ss can repeat the sentence/word correctly, he/she will win the game.	Two cups
20 mins	Learn words with multiple meanings (original meaning of words VS metaphor)	Match Pairs Memory Game	1. T introduces a word has multiple meaning like your run looks like a tiger. 2. T shows the picture to Ss and explain the metaphor 3. T and Ss play the match pairs memory game. Ss turn over one card and then try to find a matching card. If Ss match a pair successfully, T explains their multiple meanings to Ss.	Picture, Cards
10 mins	Review	Test	Ss are required to choose the correct meaning of word according to the picture	Worksheet
<p>Remarks:</p> <p>T=teacher, Ss=students</p> <p>1. T should encourage Ss to participant all activities.</p> <p>2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to increase their behavior.</p> <p>3. Test activity is the assessment in the Session 8</p>				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Updated version of lesson plan

Session plan 04

Title: Promoting ASD students' communication skills and emotion control with visual supports &

game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 24/10/19, 2:55 -3:35pm

Introduction:

Understand the ways of release negative emotions

Objective:

Ss are able to understand the five steps of release negative emotions

Duration	Intended Learning Outcome	Activity	Produces	Materials
5 mins	Wrap up	Find the emotions	T stick 4 types of emotions on the different places in the classroom. T call one of emotions, Ss are required to run to the corresponding place.	Emotion cards Session2
5 mins	Review prior knowledge	Guess their feelings?	T shows different pictures and describes it to Ss. Ss need to run to the corresponding place.	Situation Cards
5 min	Negative emotions bring negative consequences to us	Watch cartoon	Play Doraemon fragment (0:009-1:40) (https://www.youtube.com/watch?v=lytX_jjD9gY) T watch it with Ss and ask Ss questions during the paly. Suggested questions: 1. What is the emotion of 大雄and his friend when they listening 胖虎voice? (expected answer: scared) 2. Why 胖虎 anger 大雄 and Doraemon? (expected answer: he thought大雄 and Doraemon don't want to listen his singing / he wait for them so long) 3. If you are 大雄and Doraemon, what is your feeling when you hear胖虎 yelling? 4. Do you want making a friend with 胖虎?	YouTube

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

			Why?	
10 mins	The 4 Steps of release the negative emotions	Teaching	T introduce the 4 Steps of release the negative emotions.	Visual aid
5 mins	Round up	Making the wheel of release	T makes the wheel of release to Ss together. Ss pick up a release negative emotion way after finishing the making. T distribute the worksheet to Ss and Ss are required to finish it at home.	Paper plate, cards, glue, Scissors, Worksheet
<p>Remarks:</p> <p>T=teacher, Ss=students</p> <ol style="list-style-type: none"> 1. T should encourage Ss to participant all activities. 2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to increase their behavior. 3. Observation and probing questions is the assessment in the Session 4. 				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Session plan 05

Title: Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 31/10/19, 2:55 -3:35pm

Introduction:

Understand the ways of release negative emotions

Objective:

Ss are able to understand the five steps of release negative emotions

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Duration	Intended Learning Outcome	Activity	Produces	Materials
5 min	Wrap up and extend last session	Worksheet	Ss finish the session 4 worksheet and bring out that "How can we do if we face negative emotions"	Worksheet Session 4
10 mins	The 4 Steps of release the negative emotions	Teaching	T introduce the 4 Steps of release the negative emotions.	Visual aid Session 4
5 mins	Round up	Making the wheel of release	T makes the wheel of release to Ss together. Ss pick up a release negative emotion way after finishing the making. T distribute the worksheet to Ss and Ss are required to finish it at home. T distributes the puzzle game to Ss and Ss are required to finish it at home.	Paper plate, cards, glue, Scissors, Worksheet Session 4
Remarks: T=teacher, Ss=students 1. T should encourage Ss to participant all activities. 2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to increase their behavior. 3. Observation and probing questions are the assessments in the Session 5.				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Session plan 07

Title: Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 21/11/19, 2:55 -3:35pm

Introduction:

Developing dialogue with others

Objectives:

1. Ss are able to understand the meaning of communication and two kinds of communication, one-way communication and two-way communication
2. Ss are able to communicate with others with simple questions and sentences

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Duration	Intended Learning Outcome	Activity	Produces	Materials
10 mins	Wrap up & revision	Pre-test	Ss are required to finish the pre-test	Pre-test
10 mins	Introduce two kinds of communication & interaction with others	Speak drawing	<p>T introduce the game and its rules to Ss first and then T revise kinds of figures with Ss to decrease the difficulty of playing game.</p> <p>Divide Ss into two groups. Speak drawing game is divided into two parts. First part, one player is only responsible for drawing according to other player's speaking without asking questions. [one-way communication]</p> <p>The second part, two players can have interaction. [two-way communication]</p> <p>* T will show the picture to S who is responsible for speaking T and Ss will vote the best drawing group at the end of the game.</p> <p>Round up: We use communication in the game. Communication involves the sender, the receiver and the messages. There is a different communication method between the first and second part of games. The first one is called</p>	PowerPoint, white sheet of papers, pictures

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

			one-way communication which means two players don't have interaction, just one person speaking. However, two players in the second game can interact with each other. Both of them can speak.	
<p>Remarks:</p> <p>T=teacher, Ss=students</p> <ol style="list-style-type: none"> 1. T should encourage Ss to participant all activities. 2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to increase their behavior. 3. Observation is the assessment in the Session 7 				

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Session plan 08

Title: Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Venue: Po Leung Kuk Wong Wing Shu Primary School

Date and Time: 28/11/19, 2:55 -3:35pm

Introduction:

Developing dialogue with others

Objectives:

1. Ss are able to understand the meaning of communication and two kinds of communication, one-way communication and two-way communication
2. Ss are able to communicate with others with simple questions and sentences

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

Duration	Intended Learning Outcome	Activity	Produces	Materials
15 mins	Introduce two kinds of communication & interaction with others	Speak drawing	<p>Extend the last session of game.</p> <p>T introduce the game and its rules to Ss first and then T revise kinds of figures with Ss to decrease the difficulty of playing game.</p> <p>Divide Ss into two groups. Speak drawing game is divided into two parts. First part, one player is only responsible for drawing according to other player's speaking without asking questions. [one-way communication]</p> <p>The second part, two players can have interaction. [two-way communication]</p> <p>* T will show the picture to S who is responsible for speaking T and Ss will vote the best drawing group at the end of the game.</p> <p>Round up: We use communication in the game. Communication involves the sender, the receiver and the messages. There is a different communication method between the first and second part of games. The first one is called one-way communication which</p>	PowerPoint, white sheet of papers, pictures

Promoting ASD students' communication skills and emotion control with visual supports & game-based learning approach

			means two players don't have interaction, just one person speaking. However, two players in the second game can interact with each other. Both of them can speak. Also, facial expression, write a letter or a call also involves communication because those activities include three elements of communication. Except of speaking, we also can use non-verbal communication to send the message to ours like facial expression, eye contact and action.	
5 mins	Review	Test	<p>T ask Ss some questions through the PowerPoint</p> <p>T distribute the worksheet to Ss and Ss are required to finish it at home.</p> <p>*T should explain the content of worksheet and make a demonstration to Ss</p>	PowerPoint, worksheet
<p>Remarks:</p> <p>T=teacher, Ss=students</p> <ol style="list-style-type: none"> 1. T should encourage Ss to participant all activities. 2. If Ss behaved well. T should give some reinforcements like sticker or sweet to Ss in order to increase their behavior. 3. Observation and probing questions are the assessment in the Session 8 				

Appendix 6

Original pre-test




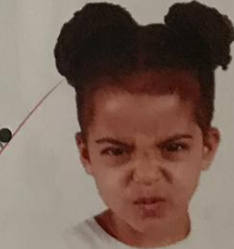
玩轉識朋友小組

前測

姓名: [REDACTED] 日期: 8/9 十月十四

連一連

把下列情緒與正確的圖片配對。

- 開心 • 
- 生氣 • 
- 害怕 • 
- 傷心 • 

1

圈一圈

圈出代表答案的英文字母。

5. 當別人與我們談話時，我們應該要 A。

<p>A.</p>  <p>聆聽</p>	<p>B.</p>  <p>走開</p>	<p>C.</p>  <p>打斷說話</p>	<p>D.</p>  <p>打呵欠</p>
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6. 哪一種行為會帶來負面印象給別人？

<p>A.</p>  <p>打別人</p>	<p>B.</p>  <p>輪流發言</p>
<p>C.</p>  <p>排隊</p>	<p>D.</p>  <p>分享</p>

7. 猜猜這位小朋友想要哪一樣的物件，把它圈出來。

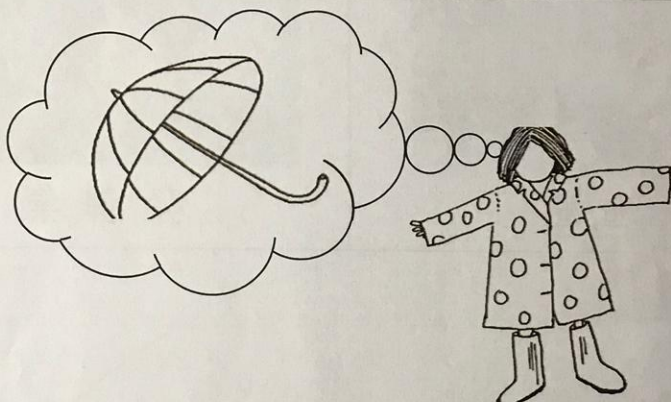


蛋糕



糖

8. 根據以下情況，圈出正確答案。



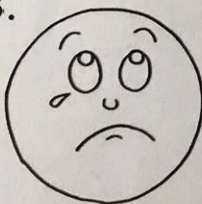
我想要一把雨傘，但我卻收到雨衣，我感到：

A.



開心

B.



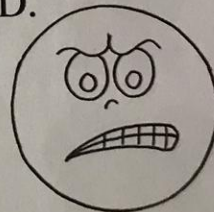
傷心

C.



害怕

D.



生氣

9. 哪一項是處理負面情緒的正確方法。

A.



打人發洩

B.



找人傾訴

C.



逃避

D.







發脾氣

玩轉識朋友小組
前測

姓名: [REDACTED] 日期: 9/9
4/10/2019

連一連
把下列情緒與正確的圖片配對。

1. 開心	●	●	
2. 生氣	●	●	
3. 害怕	●	●	
4. 傷心	●	●	

1

圈一圈

圈出代表答案的英文字母。

5. 當別人與我們談話時，我們應該要_____。

<p>A.</p>  <p>聆聽</p>	<p>B.</p>  <p>走開</p>	<p>C.</p>  <p>打斷說話</p>	<p>D.</p>  <p>打呵欠</p>
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6. 哪一種行為會帶來負面印象給別人？

<p>A.</p>  <p>打別人</p>	<p>B.</p>  <p>輪流發言</p>
<p>C.</p>  <p>排隊</p>	<p>D.</p>  <p>分享</p>

7. 猜猜這位小朋友想要哪一樣的物品，把它圈出來。

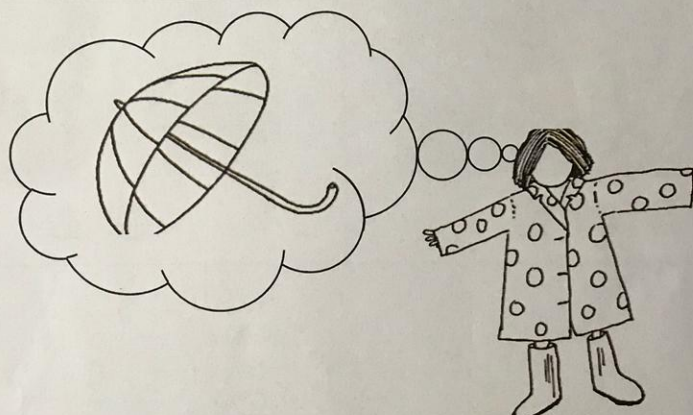


蛋糕



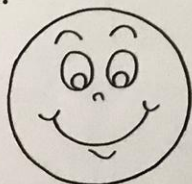
糖

8. 根據以下情況，圈出正確答案。



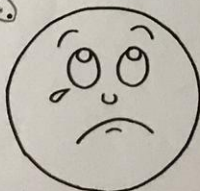
我想要一把雨傘，但我卻收到雨衣，我感到：

A.



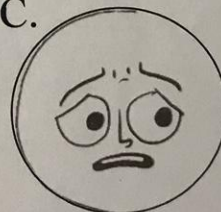
開心

B.



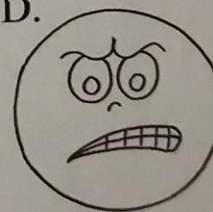
傷心

C.



害怕

D.



生氣

9. 哪一項是處理負面情緒的正確方法。

A.



打人發洩

B.



找人傾訴

C.



逃避

D.



發脾氣

玩轉識朋友小組

前測

姓名: [REDACTED]

日期: 4-10-2019

連一連

把下列情緒與正確的圖片配對。

- 開心
- 生氣
- 害怕
- 傷心

1

圈一圈

圈出代表答案的英文字母。

5. 當別人與我們談話時，我們應該要 A。

<p>A.</p>  <p>聆聽</p>	<p>B.</p>  <p>走開</p>	<p>C.</p>  <p>打斷說話</p>	<p>D.</p>  <p>打呵欠</p>
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6. 哪一種行為會帶來負面印象給別人？

<p>A.</p>  <p>打別人</p>	<p>B.</p>  <p>輪流發言</p>
<p>C.</p>  <p>排隊</p>	<p>D.</p>  <p>分享</p>

7. 猜猜這位小朋友想要哪一樣的物品，把它圈出來。

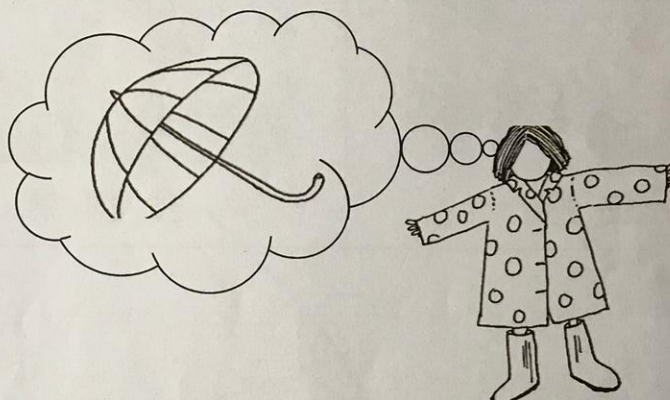


蛋糕



糖

8. 根據以下情況，圈出正確答案。



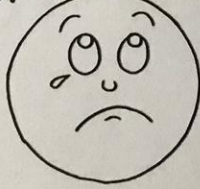
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A.



開心

B.



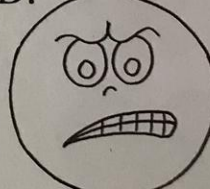
傷心

C.



害怕

D.



生氣

9. 哪一項是處理負面情緒的正確方法✕？

A.



打人發洩

B.



找人傾訴

C.



逃避

D.



發脾氣

玩轉識朋友小組

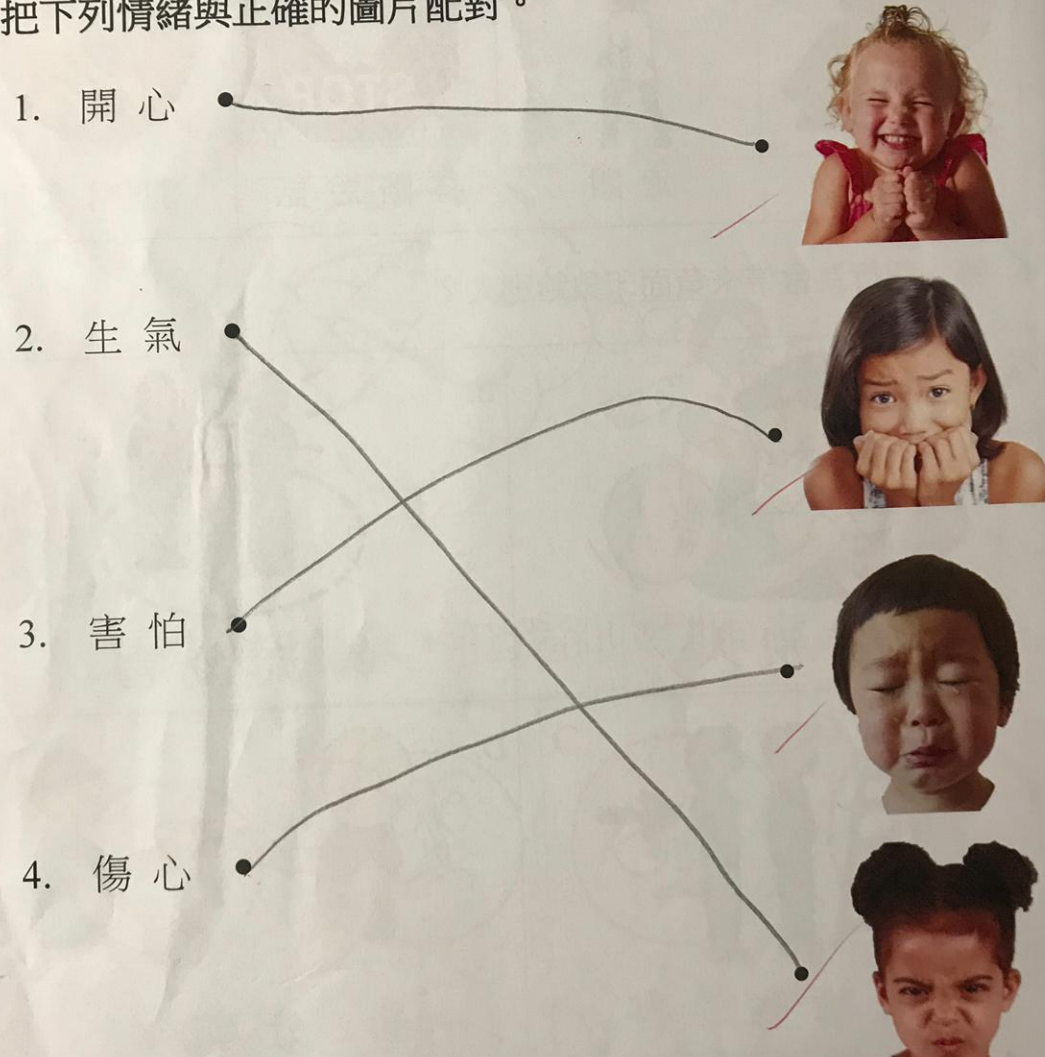
前測

姓名 [REDACTED] 日期: 十月四日

連一連

把下列情緒與正確的圖片配對。

1. 開心
2. 生氣
3. 害怕
4. 傷心



1

圈一圈

圈出代表答案的英文字母。

5. 當別人與我們談話時，我們應該要_____。

<p>A.</p>  <p>聆聽</p>	<p>B.</p>  <p>走開</p>	<p>C.</p>  <p>打斷說話</p>	<p>D.</p>  <p>打呵欠</p>
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6. 哪一種行為會帶來負面印象給別人？

<p>A.</p>  <p>打別人</p>	<p>B.</p>  <p>輪流發言</p>
<p>C.</p>  <p>排隊</p>	<p>D.</p>  <p>分享</p>

7. 猜猜這位小朋友想要哪一樣的物品，把它圈出來。

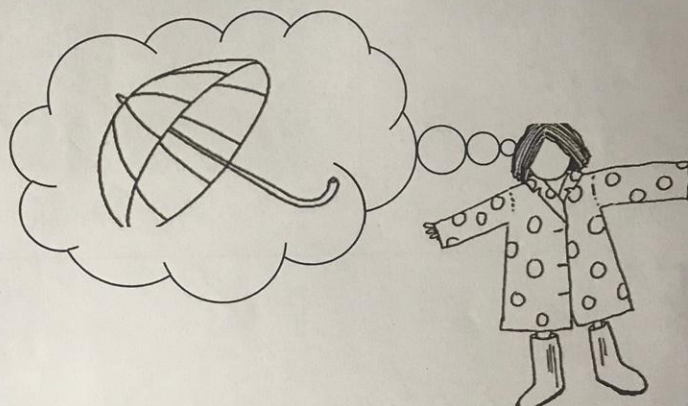


蛋糕



糖

8. 根據以下情況，圈出正確答案。



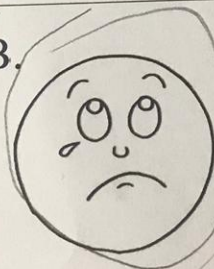
我想要一把雨傘，但我卻收到雨衣，我感到：

A.



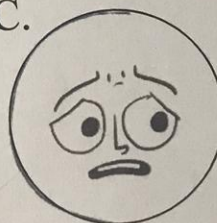
開心

B.



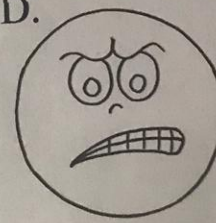
傷心

C.



害怕

D.



生氣

9. 哪一項是處理負面情緒的正確方法。

A.



打人發洩

B.



找人傾訴

C.



逃避

D.



發脾氣

玩轉識朋友小組

前測

姓名: [REDACTED]

6/9
日期: 4-10-2019

連一連

把下列情緒與正確的圖片配對。

1. 開心
2. 生氣
3. 害怕
4. 傷心

1

圈一圈

圈出代表答案的英文字母。

5. 當別人與我們談話時，我們應該要_____。

<p>A.</p>  <p>聆聽</p>	<p>B.</p>  <p>走開</p>	<p>C.</p>  <p>打斷說話</p>	<p>D.</p>  <p>打呵欠</p>
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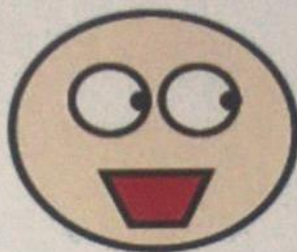
6. 哪一種行為會帶來負面印象給別人？

<p>A.</p>  <p>打別人</p>	<p>B.</p>  <p>輪流發言</p>
<p>C.</p>  <p>排隊</p>	<p>D.</p>  <p>分享</p>

7. 猜猜這位小朋友想要哪一樣的物品，把它圈出來。

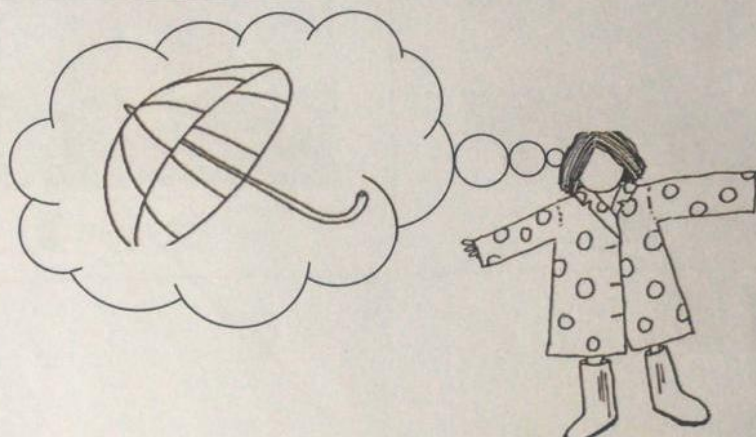


蛋糕



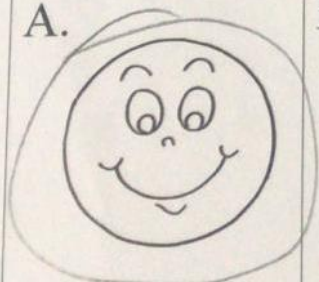
糖

8. 根據以下情況，圈出正確答案。



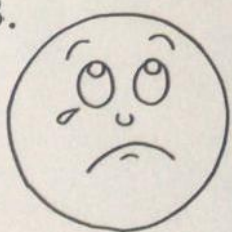
我想要一把雨傘，但我卻收到雨衣，我感到：

A.



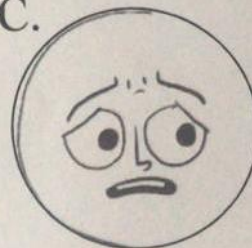
開心

B.



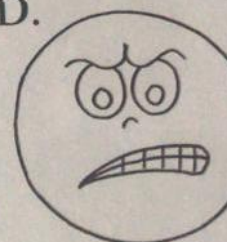
傷心

C.



害怕

D.



生氣

9. 哪一項是處理負面情緒的正確方法。

A.



打人發洩

B.



找人傾訴

C.



逃避

D.



發脾氣