



Capstone Project II (HPI2006-01E)

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



Introduction

Hong Kong Government has been giving supports to ordinary schools since the 1970s in order to cater for students with special educational needs (SEN) (Education Bureau, 2010). Generally speaking, SEN is classified into the following eight types in Hong Kong: Attention Deficit and Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Physical Disability (PD), Visual Impairment (VI), Specific Learning Difficulties (SpLD), Hearing Impairment (HI), Intellectual Disability (ID) and speech and language impairment. 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. In short, this project will be based on the project topic is "Promoting social skills in emotional and communication skills areas for ASD students by visual supports and game-based learning approach".

Literature Review

Definitions of ASD

ASD, a neurodevelopment disorder, is characterized by different level of impairment in social-communication area 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 and some of them have intellectual disability or other disabilities (Friend & Bursuck, 2019). Excepting for academic struggles, students with ASD have significant difficulty with social relationships. For example, they do not make eye contact with others and face in using and responding to traditional verbal and nonverbal communication. Also, these students have difficulty in dealing with stress and may respond with anxiety (Friend & Bursuck, 2019).

The diagnosis of ASD

ASD may be considered as a high-incidence disability and there are 1 in 68 children has been identified with ASD (Friend & Bursuck, 2019). In Hong Kong, ASD is diagnosed by psychiatrists, pediatricians with relevant professional training or clinical psychologists (The Legislative Council Commission, 2013). In recent years, the number of people with ASD has grown rapidly throughout the world. In the United States, 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 Hong Kong a similar trend was observed. Students with ASD has an increase of 2650 people from 2012/13 to 2015/16 school year (Education Bureau, 2016).

Inadequate supports in Hong Kong

Currently, there are five main supports for ASD students in Hong Kong as the following: i) Assessment; ii) Early intervention, pre-school services and support service iii) Referral and school placement; iv) Duration of course in special school; v) Special education information and resource, including school-based support service, resource schools cum resource centres, examination arrangement, consultation service and parents support (Education Bureau, 2015).

However, these supports are not adequate (Leo & Lo, 2014). First of all, the current assessment and other professional services like educational psychologists (EPs) is not enough to serve all ASD students in Hong Kong (佚名, 2016; 佚名 2016). Therefore, we always hear the news about extend waiting time of government's psychiatric or other services. Students with ASD unable to receive appropriate support or may be missed great opportunities for treatment. It is proved that early intervention can be led to positive outcomes for ASD Students (Corsello, 2005).

In addition, 教育局(2015) shows that current supports or strategies cannot satisfy the development and learning needs of ASD students because ordinary school mainly focus on and adapt remedial supporting work rather than proactive and developmental measures to care for them.

In the research of “Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System”, there are around 30% of SEN students including student with ASD were bullied (26%) and teased (31%) by their classmates (The Equal

Opportunities Commission, 2012). Besides, according to the Chinese University of Hong Kong's social Work Department and Deep Hong Society's joint review found that Students with ASD "were among likely to be bullied by their peers in Hong Kong Schools" (Mountjoy, 2014). It sufficiently shows that students with ASD is weak at social skills and social relationship, in turns, they lack social skills training.

Based on above issue, my project is tailor for ASD students to increase their social skills in order to improve their interpersonal relationship.

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). Action learning is effective for small group work which follows a straightforward process with an experienced facilitator mediating on presenting ideas and subsequent discussion by the group (James, 2018). The following diagram shows that the process of action learning.



(James, 2018)

The research methodology of this project is mixed, which involved qualitative research and quantitative research. I will collect data from pre-and post-test and formative assessments in the quantitative research, whereas in the qualitative research, I will collect data from interviews.

Quantitative data collection

Pre-and post-tests

In the project, pre-and post-tests play a role of summative assessment. They are used to 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, questions and format (See appendix 1).

Formative Assessments

The second investigative tool of this project is formative assessment. Assessment, a natural part of learning and teaching process, is used as supporting learning (Berry,2008). In every unit of project has one formative assessment such as tasks, worksheets, observations and probing questions. As for teaching process, evaluation forms will be used. These forms are used the questionnaire instrument. Evaluation forms are designed to collect data concerning the effectiveness of this project and collect feedback from myself, my peer, my supervisor and school (See appendix 2). 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

Interviews

One of qualitative approach, interviews, will be used in this project. I will conduct an informal interview with targeted students and their teacher to know the change of students after joining this project. The questions of interview (See Appendix 3) will be predetermined in order to ensure every participant following the same topic.

Session plan 01

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: 3/10/19, 2:55 -3:35pm

Introduction:

To set up the ground rules with the served ASD student with ice-breaking games

Objectives:

1. Build relationship with Ss
2. Ss are able to understand the student teacher and follow the ground rules




Duration	Intended Learning Outcome	Activity	Produces	Materials
10 mins	Learn to obey the rules	Welcome	1. Introduce myself 2. Distribute the 玩轉識朋友 brochure 3. Tell the route to Ss 4. Discuss classroom rules with Ss and Ss sign the agreement 5. Tell today lesson procedure to Ss	玩轉識朋友 brochure
5 mins	Self-introduction and learn to listen	Musical Ball	1. Introduce the musical ball game and its rules to Ss 2. Distribute the introduction cue card 3. Game Start: a) Ss and T sit in circle b) Pass ball around when music is played c) When music stops, the lucky student holding the ball will introduce herself/ himself	Introduction Cue card, Music, Ball
10 mins	Ice-breaking, learn to listen, concentration	Hammer Game	1. Introduce the hammer game and its rules to Ss 2. Game Start: a) Ss and T sit in circle b) Find S holds Balloon as hammer hit a person randomly. If he/she do not tell other S's name, he/she will be hit and lose the game. *Ss cannot only speak one S's name.	Balloon
10 mins	Initiate dialogues	Private barrier	1. Introduce the private barrier game and its rules to Ss	Private barrier

			2. Game Start: Ss and T take turns putting the barrel by knife. If someone make the pirate jumping out the barrel, he/she will lose the game and need to answer one question from others.	
5 mins		Pre-test	Ss are required to finish the pre-test as an assessment	Pre-test
<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>				

Teaching material 01

Introduction cue card

如何自我介紹?

1.  大家好!   我叫_____。
2. 我今年_____歲，讀小學_____年級。
3. 我最中意_____。

與人說話時，

- ☒ 需要望着他人  
- ☒ 保持笑容 



上課時間

九月	三	15	16	17	18	19	20	21
四	22	23	24	25	26	27	28	
五	29	30						
十月	六	6	7	8	9	10	11	12
七	13	14	15	16	17	18	19	
八	20	21	22	23	24	25	26	
九	27	28	29	30	31			
十一月	十	3	4	5	6	7	8	9
十一	10	11	12	13	14	15	16	
十二	17	18	19	20	21	22	23	
十三	24	25	26	27	28	29	30	
十四	1	2	3	4	5	6	7	
十二月	十五	8	9	10	11	12	13	14
十六	15	16	17	18	19	(20)	21	
十七	22	(23)	(24)	(25)	(26)	(27)	(28)	
十八	(29)	(30)	(31)					

上課規則

- ① 眼睛看
- ② 耳朵聽
- ③ 口安靜

上課規則

- ④ 坐得好
- ⑤ 先舉手，
後發言
- ⑥ 用心做

我的獎勵表

Classroom rules



耳 朵 聽



眼 睛 看



口 安 靜



坐 得 好



先 舉 手 ，
後 發 言



用 心 做

Pre-test

玩轉識朋友小組 前測

姓名: _____

日期: _____

連一連

把下列情緒與正確的图片配對。

1. 開心 •



2. 生氣 •



3. 害怕 •



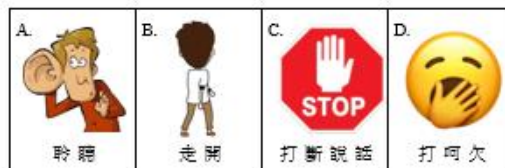
4. 傷心 •



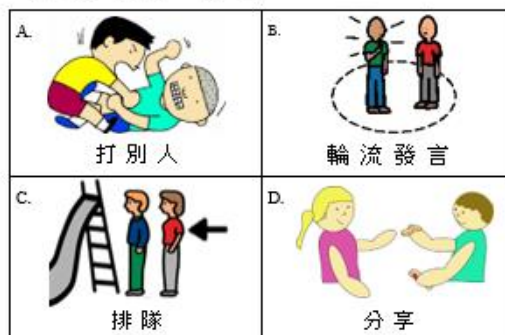
圈一圈

圈出代表答案的英文字母。

5. 當別人與我們說話時，我們應該要 _____。



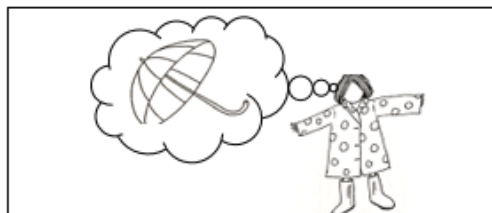
6. 哪一種行為會帶來負面印象給別人？



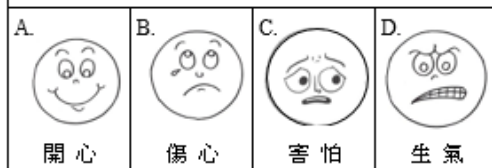
7. 猜猜這位小朋友想要哪一樣物件，把它圈出來。



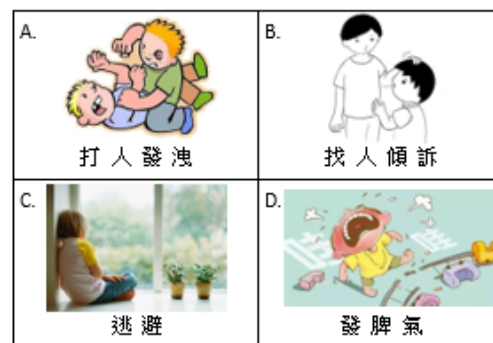
8. 根據以下情況，圈出正確答案。
























我想要一把雨傘，但我卻收到雨衣，我感到：




9. 哪一項是處理負面情緒的正確方法。



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				
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General comments or suggestions on session plan:

It is very important to build a positive relationship with ASD students.

Besides, 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.

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



Session plan 02

15

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: 10/10/19, 2:55 -3:35pm

Introduction:

Have an overview of various types of emotions

Objective:

Ss are able to identify and understand different emotions, happy, scared, sad and angry

Duration	Intended Learning Outcome	Activity	Produces	Materials
10 mins	Wrap up	The Typhoon 大風吹	1. Introduce the typhoon game and its rules to Ss 2. Game Start: a) Ss and T bring their chair and stand in circle b) T as a host makes a condition. If Ss fit in it, Ss need to change his/her chair with others c) One S cannot find seat. He/she will be a host and make other condition d) Repeat b & c step. *T remind Ss that the condition should be more general and fit to most people.	
5 mins	Express the emotion	What is your feeling?	After game, Ss are required to describe their feeling on the worksheet (*Ss can use drawing or a word to express)	Worksheet
10 mins	Understand and identify different emotions	Find treasure hunt game	1. Divide Ss into two groups. Each group find the different emotion face cards in the classroom. One group will be win if they find the most cards. 2. After Ss find the cards, T introduces different emotions. (*T also show the cartoon emotions to Ss) 3. T and Ss imitate 5 emotions	Emotion face cards (real people)

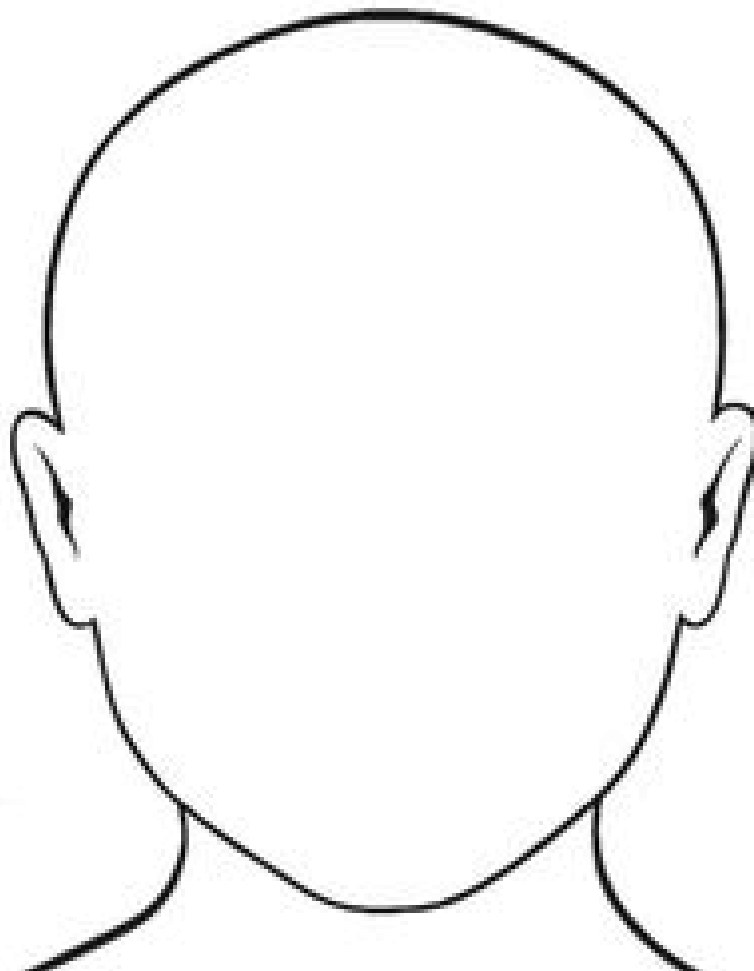
			that we have learn.	
10 mins	Understand and identify different emotions	Matching game	Ss match other emotion face cards after they learn.	Emotion face cards (cartoon and drawing)
5 mins	Round up	Making a mood bear	¹⁷ 1. Distribute the material to Ss 2. T makes a mood bear with Ss. There are the following steps: a) Use scissors to cut the pattern of bear and face b) Put the face pattern though the bear empty face and then use double-sided tape to stick together 3. After finishing the product, T raise questions to Ss. Suggested questions: i) How many emotions do we learn? (expected answer: 4) ii) What are they? Can u tell me? (expected answer: happy, scared, sad and angry)	Mood bear pattern, scissors, double-sided tape
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. Matching game and probing questions are the assessment in the Session 2				

第 2 堂工作紙: 認識情緒

姓名: _____

日期: _____

大風吹遊戲後，你有什麼感覺? (可以文字或圖畫表示)



我感到_____。

Treasure hunt game

19



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開心

24



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生氣

25



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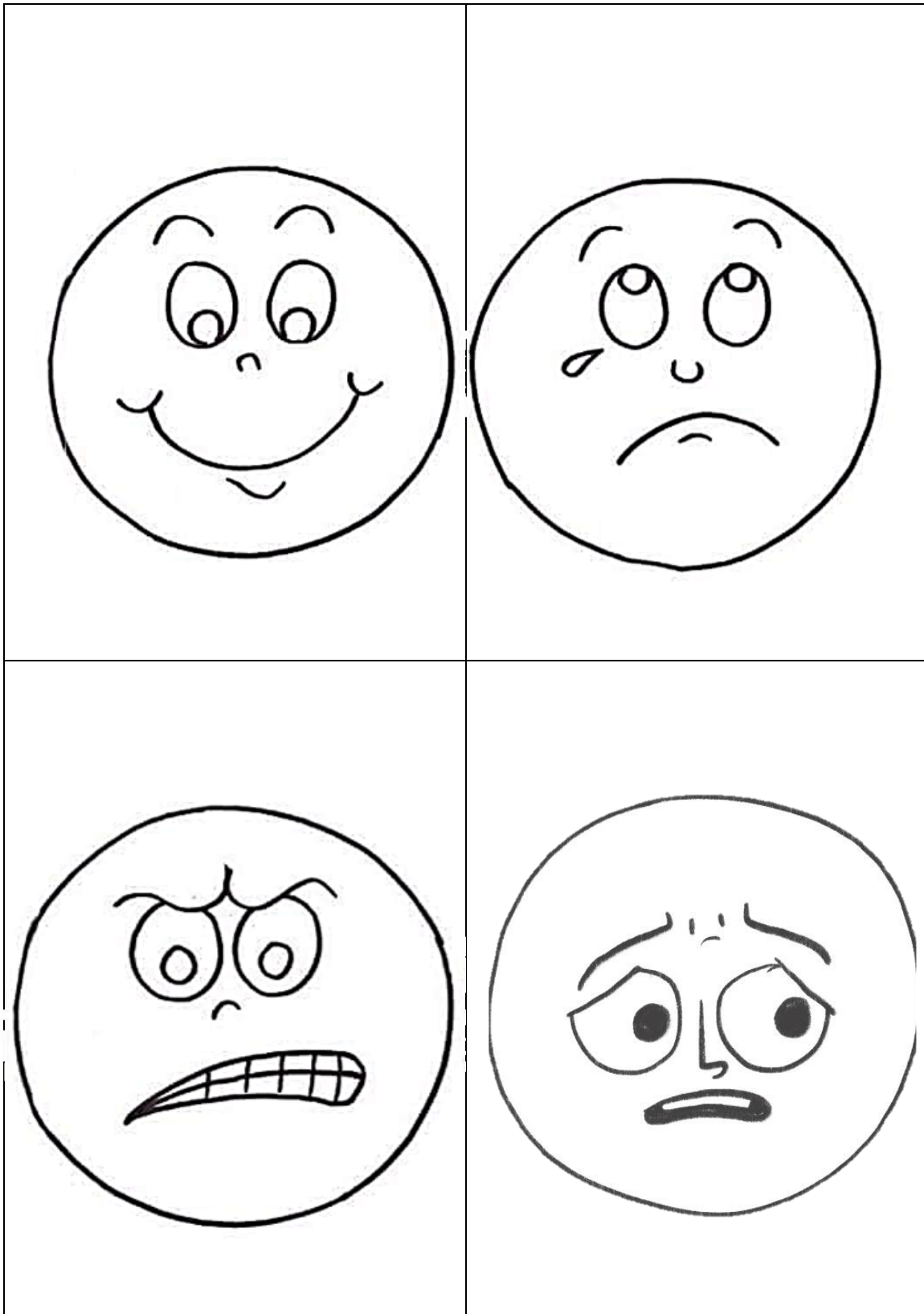
害怕

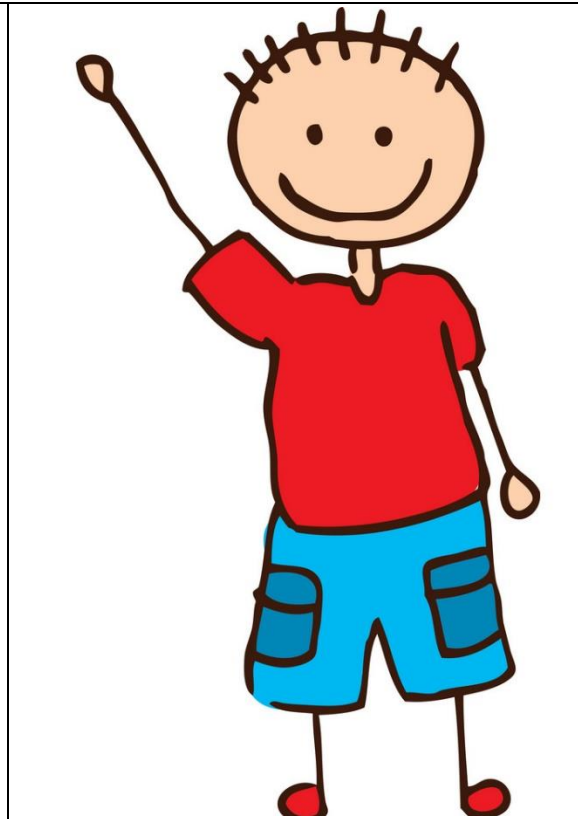
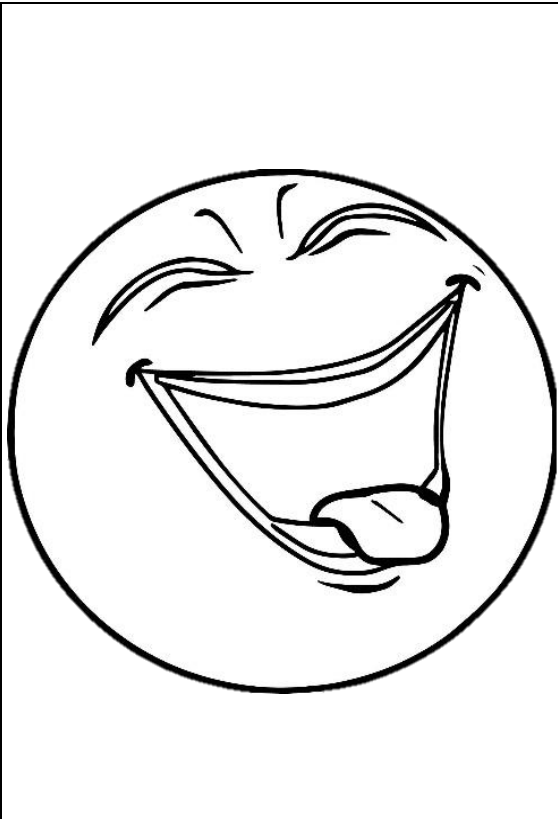


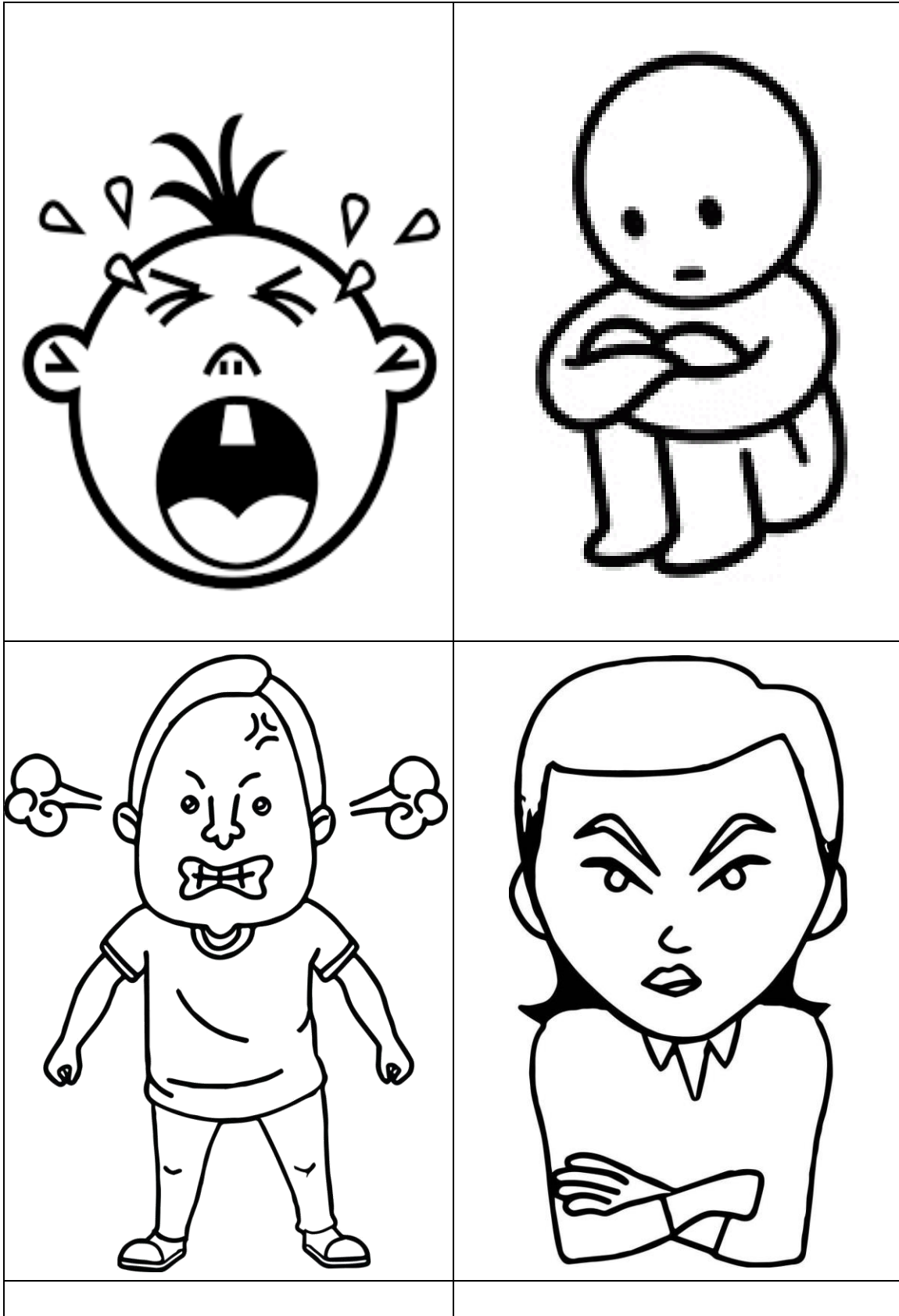
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Matching game










Reflection 02

	Assessment criteria	Can be improved	Fair ₃₂	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				
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General comments or suggestions on session plan:

A student 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 comforted him in the corner. The behaviour of escape of he 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, he threw a temper tantrum and tossed 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.

Peer evaluation form 02

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 <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 concise manner 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 	10 session 教学 分配 Good. → 5 堂情绪. → 5 堂 social skills.	
Criteria on "Feasibility"	Feedback	Your rating 1 _____ 10 lowest highest
<ul style="list-style-type: none"> Highly <u>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 	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 <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> 	小朋友製作精美.	

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 <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 concise manner 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 	→ 會解決情緒問題 → 評估?	
Criteria on "Feasibility"	Feedback	Your rating 1 _____ 10 lowest highest
<ul style="list-style-type: none"> Highly <u>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 	→ 上堂的時候學生 的反應不啻親身 平淡. → 有因正情況改變 教學策略. → 圖表, 形象化教材 更令整個課程 更清晰. ✓	

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> 	→ Game-based. ✓	

Peer feedback form

Presented by _____ feedback by _____

社交方面研究 (被觀 遊戲方式學習) 33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 (古勞) 8 → 社交技巧 (假扮遊戲) → 活動內容有趣	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 (跟據學生) → 城市地理 遊玩內容 → 上課時間 → 獎勵表	8

35

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 	→ 繪圖 十分有創意	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 	- How to assess students' progress?	
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 	- no. of ss may be difficult to handle.	

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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 	- 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 picture and emotions.	

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 <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 	言辭、笑聲 開朗、活潑、緊張、喘 然 - Assessment 上 以評估學生表現? (進修性?)	7
<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 	- 課程對教育性度 - 所有學生都得到關注 - 包用時/時序 Game 5 個 Learning 項?	7

Peer feedback form

Presented by _____ feedback by _____

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> 	使用影片利用 PPTs 如行高 - 給出的學習方法如何 評核	

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 <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) include more cooperative game later. 2) other than adjusting emotion, it's more pleasant to include more communication skills	6
<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) appreciate large image with little words design of worksheet 2) Consider more about the equality for And 等等	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 <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 	- any feedback / reflection on each lesson? - good to have the award system	
<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 	- I like the game play therapy, but is it hard to handle when there is emotional prob. of student?	

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 <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 	小冊子 → 演備充足 social skills + 情緒 配合 ASD 學生的需要	
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 	照顧學生需要	

37

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> 	較少聽到教材部份	

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 <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 	target is very clear but outcome 更清晰 清晰 方法可更多元化	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 	第一堂調整 ↑ 學生與老師的關係 中後加課 難度考慮不同學生	7.5

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> 	整體態仔是好玩的，或可再多其他感覺遊戲，吸引坐不住的學生。	8

Session plan 03

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: 17/10/19, 2:55 -3:35pm

Introduction:

Deepening understanding of emotions and the relationship between emotions and situations

Objectives:

1. Ss are able to identify different emotions, happy, scared, sad and angry
2. Ss are able to understand the relationship between emotions and situations

Duration	Intended Learning Outcome	Activity	Produces	Materials
5 mins	Wrap up	Guess who they are	T Show the different emotion cards and Ss are required to answer.	Emotion cards (Session 2)
10 mins	Understand and identify different emotions	Matching game	Ss match other emotion face cards after they learn.	Emotion face cards (cartoon and drawing) (Session 2)
10 mins	Round up	Making a mood bear	1. Distribute the material to Ss 2. T makes a mood bear with Ss. There are the following steps: a) Use scissors to cut the pattern of bear and face b) Put the face pattern though the bear empty face and then use double-sided tape to stick together 3. After finishing the mood bear, Ss are required to describe their felling by using the bear.	Pattern, scissors, double-sided tape (Session 2)
10 mins	Identify the emotions in different situations	Guess their feeling?	T shows different pictures and describes it to Ss. Ss need to point out the correct corresponding emotion through the mood bear. To sum up: Our emotions will be affected by an event or situation.	Mood bear
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. Matching game and probing questions are the assessment in the Session 3

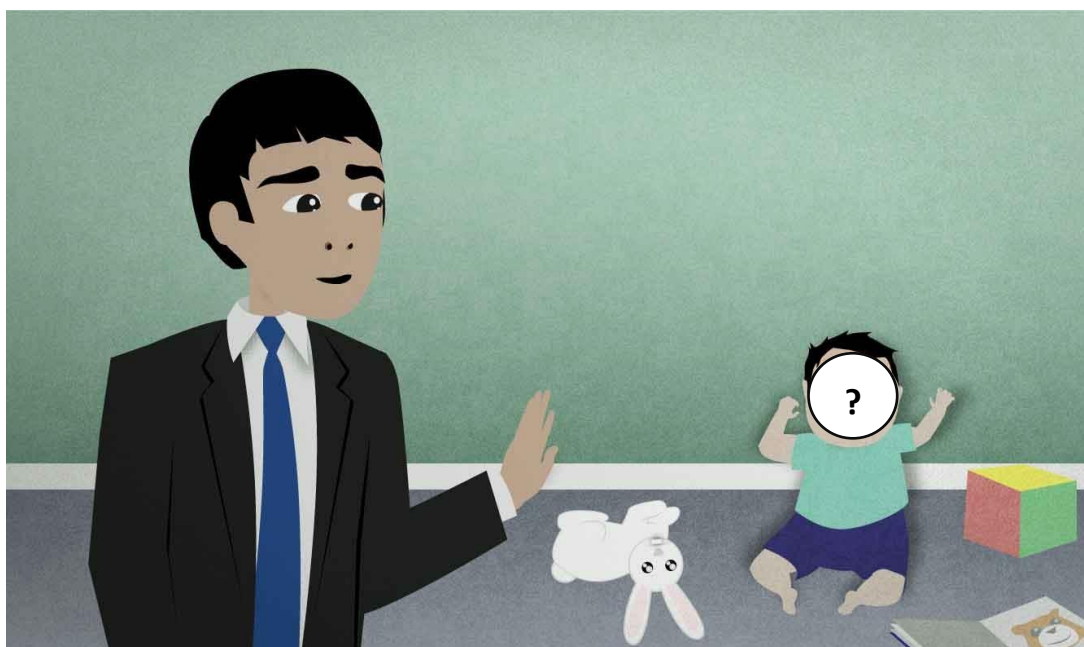
Teaching material 03



Situation Cards



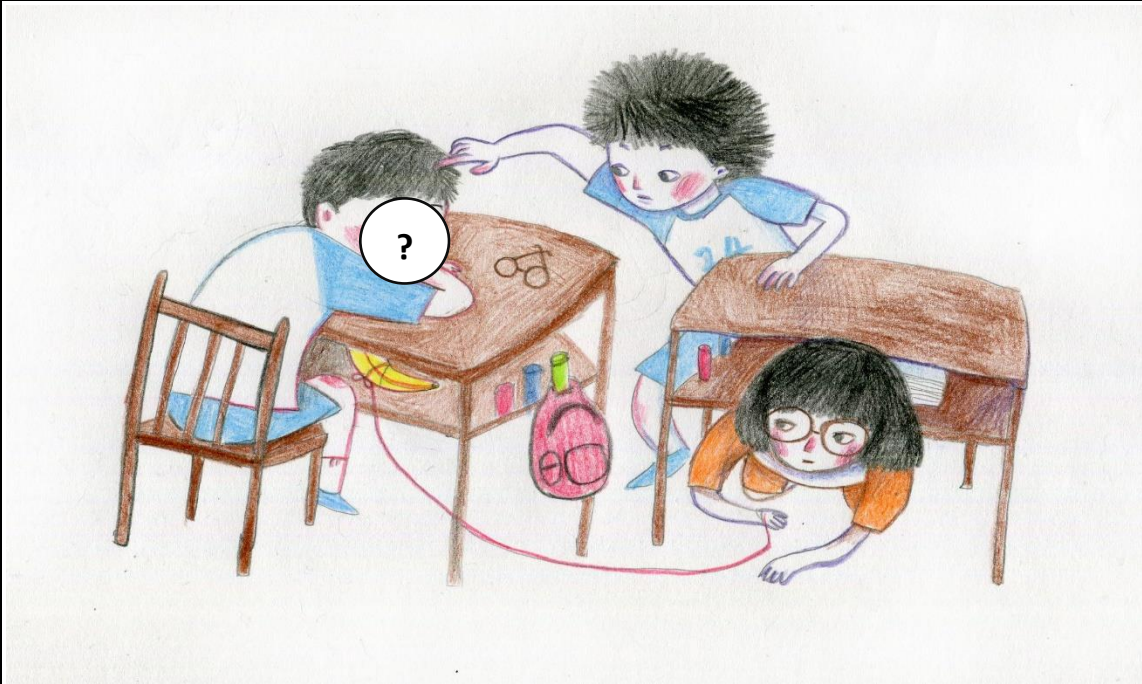
在商場內突然與媽媽失散了！



爸爸要上班，不能陪我玩耍。

?

在聖誕聯歡會的抽獎活動上，我抽中了頭獎！



























在小休時，同學聯手捉弄我。



媽媽接我放學時，告知我的寵物小貓突然死了。

Reflection 03

	Assessment criteria	Can be improved	Fair ⁴⁴	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, my students 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.



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ession plan 04

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

46

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	Activities	Produces	Material
----------	----------	------------	----------	----------

n	Learning Outcome	y		s
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	<p>Play Doraemon fragment (0:009-1:40) (https://www.youtube.com/watch?v=lytX_jjD9gY)</p> <p>T watch it with Ss and ask Ss questions during the paly.</p> <p>Suggested questions:</p> <ol style="list-style-type: none"> 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? Why? 	YouTube
10	The 4 Steps	Teachin	T introduce the 4 Steps of release the	Visual

mins	of release the negative emotions	g	negative emotions.	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, Workshe et
<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. 				

Teaching material 04

Situation Cards

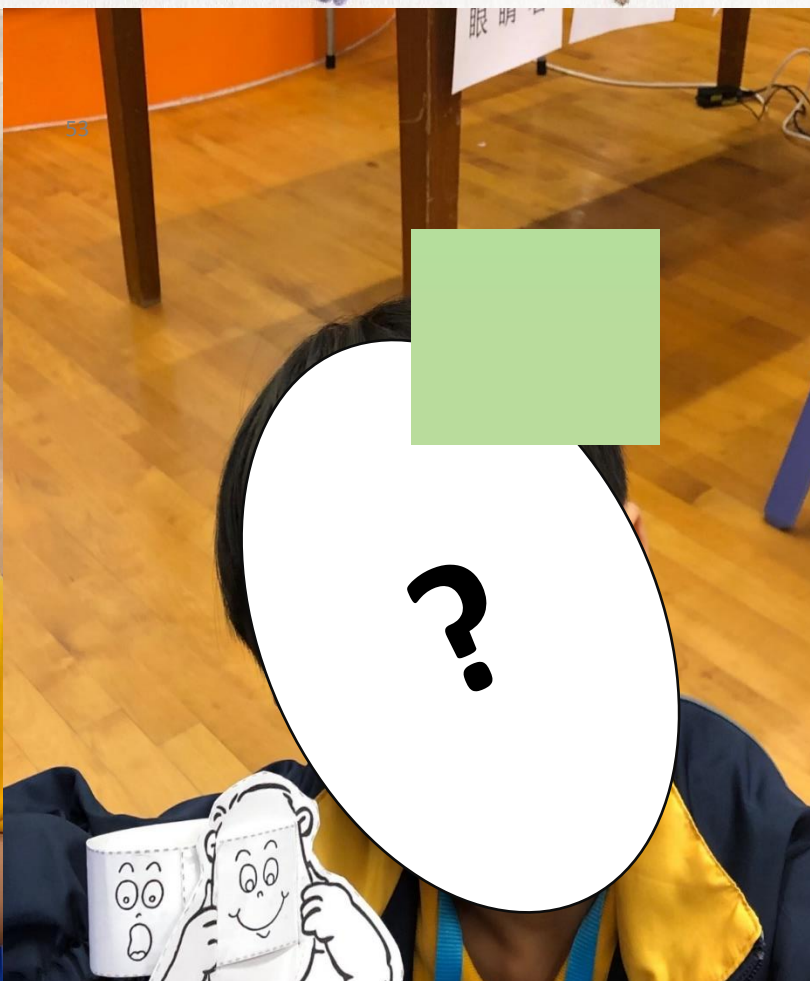
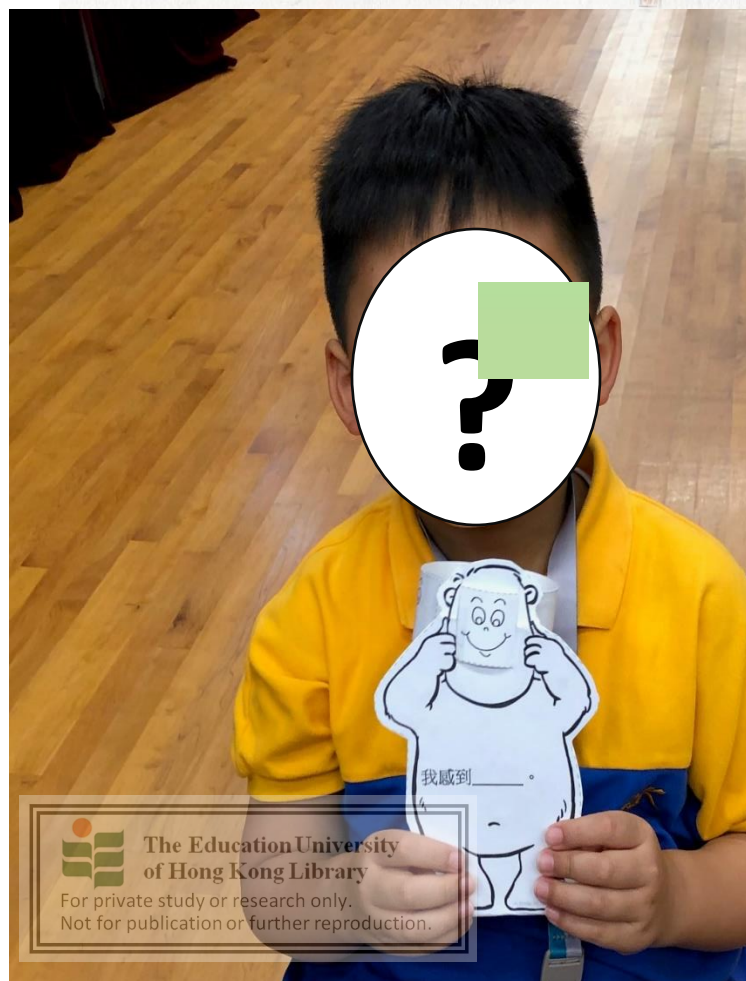




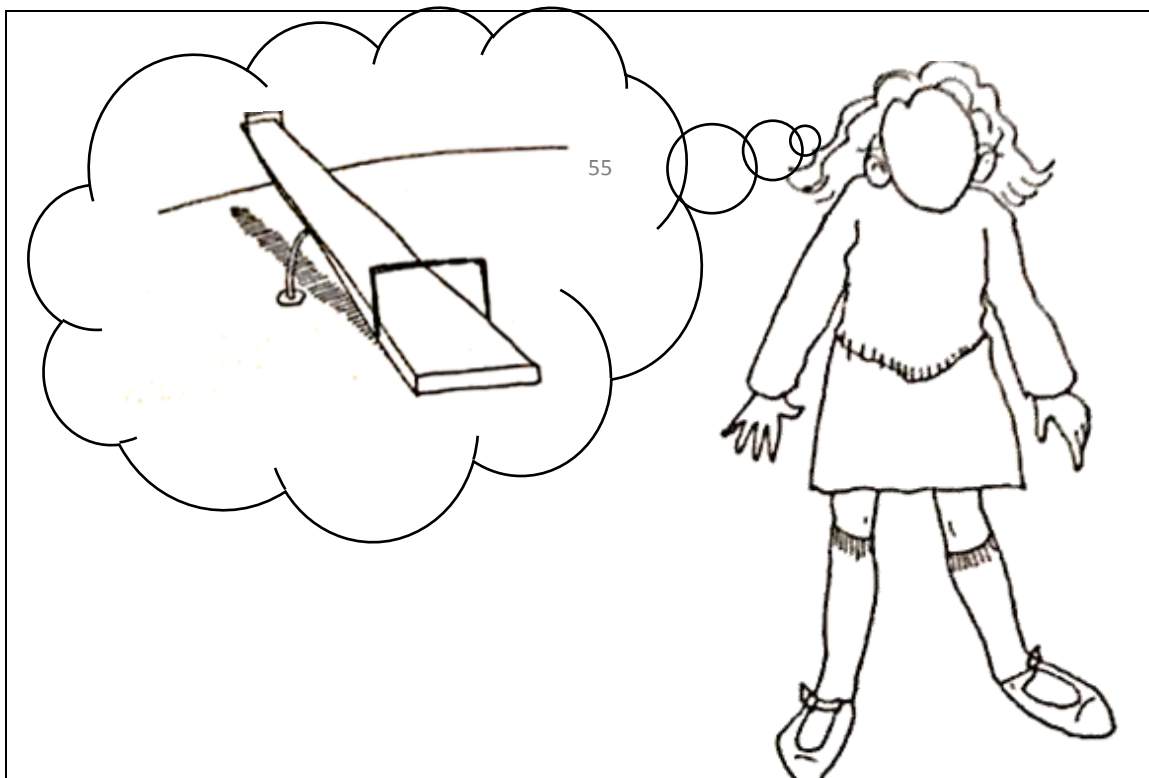
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處理負面的情緒

1.  停一停

2. 深呼吸 

3. 諗一諗 

4.  揀一揀

5. 做一做 



哭一下



離開衝突現場



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舉手向老師求助



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聽音樂





睡覺

62



冷靜區



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走到冷靜區

63



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找人傾訴

Wheel of release

64



哭一下



離開衝突現場



壓力球發洩



舉手向老師求助



聽音樂



睡覺



走到冷靜區



找人傾訴



跑步



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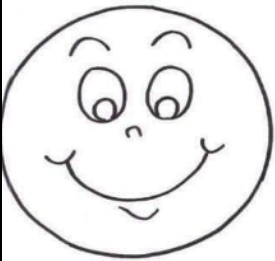
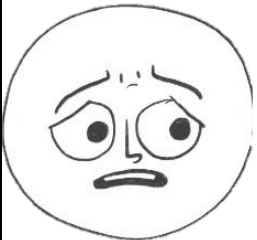
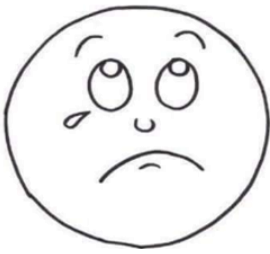

第 4 堂工作紙: 認識情緒與事件的關係

66


姓名: _____

日期: _____

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)

3. 如果有生氣情緒出現 ，你會用什麼方法來抒發? (可以文字或畫畫方式表示)

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				
<p>General comments or suggestions on session plan:</p> <p>In this lesson, I cannot fulfill the teaching objective because of my time management, lesson start later and students' discipline</p> <p>Student A performed well in that lesson but he also needs to remind sometime</p> <p>Student B felt scared because there are many people and a stranger (i.e. my supervisor)</p> <p>My time management needs to be improved (Ss don't finish worksheet and make the wheel of release)</p> <p>Besides, I should be print the situation cards as A3 size in the "Guess their feelings?"</p>					

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



Supervisor feedback 04

70

Supervisor feedback form

Student: _____ Supervisor: _____

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 The preparation is sufficient.</p> <p>② Demonstrated certain application, esp visual aids in the activities.</p> <p>③ Appreciated the tactile elements in the activities.</p> <p>④ Some visual cards / prompts can be enlarged</p>	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 	<p>1. The stns showed good participation and involvement. Well done!</p> <p>2. Can the sticker scheme be placed on eye-catching positions?</p>	7



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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 this understanding of their emotions? (Kahoot, nearpod, plickers...?)</p> <p>② The use of short clip is impressive.</p>	1 — 10 lowest highest
		6

How do you think about the after school bonus activity?

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

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

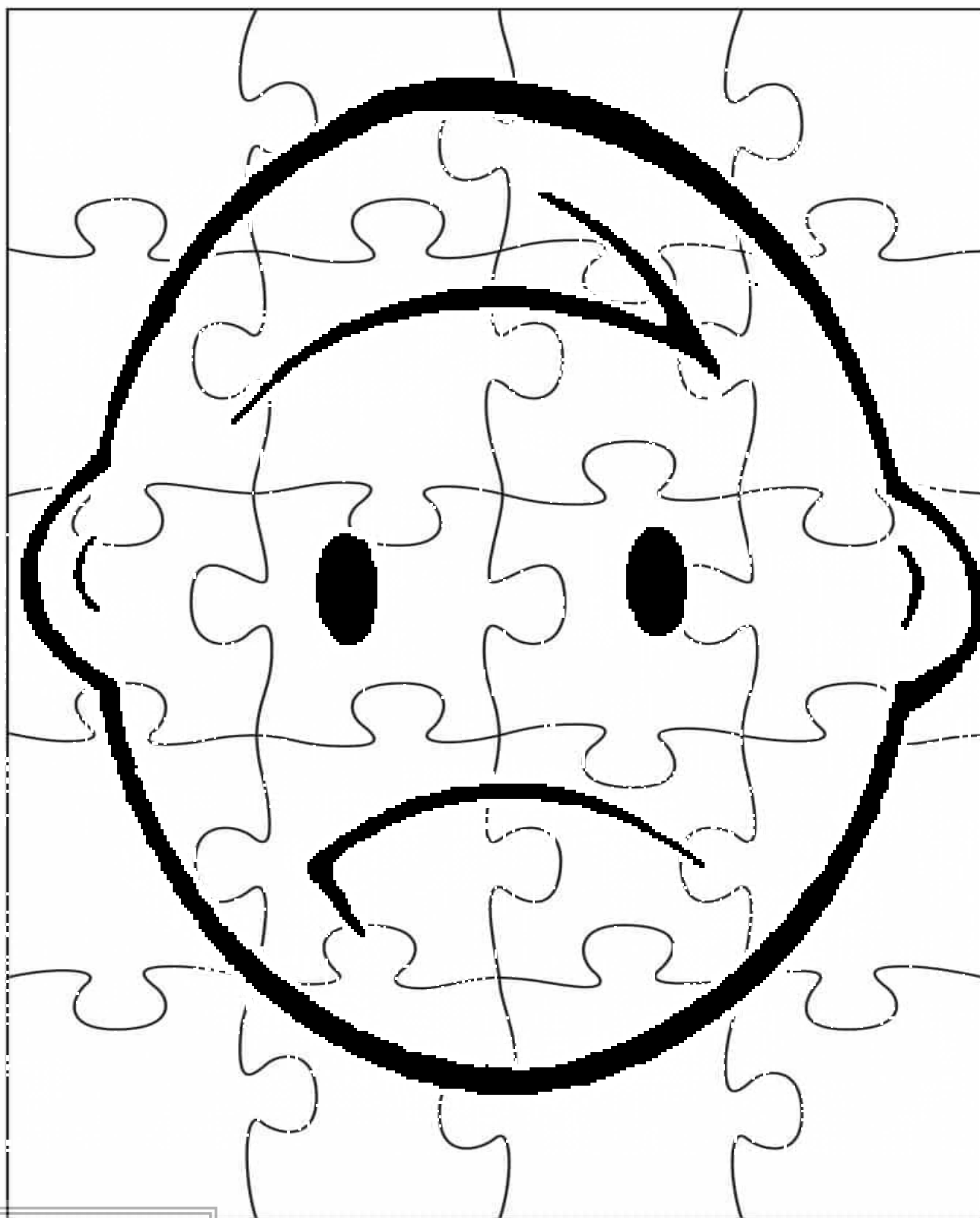
Remarks:

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.




Teaching material 05

Puzzle Game



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				

	Appropriate pacing of activities				
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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



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Session plan 06

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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: 7/11/19, 2:55 -3:35pm

Introduction:

Introduces various socialization skills to Ss

Objective:

Ss are able to understand the importance of eye contact and social etiquette

--

Duration	Intended Learning Outcome	Activity	Produces	Materials
5 mins	Wrap up & revision	Tooth-picking crocodile game	<p>T receives the puzzle game and ask student that “What is it?” (expected Answer: happy / sad) [*there is no an exactly answer]</p> <p>Through the activity, T indicates that we use different perspectives to think a situation /an event will have different interpret.</p> <p>T plays tooth-picking crocodile game with Ss.</p> <p>1. T introduces the tooth-picking crocodile game and its rules to Ss</p> <p>2. Game Start:</p> <p>T and Ss take turns to pick out the tooth of the crocodile. If the jaw fails, S needs to pick up a question and answer it as a revision.</p>	Question cards, Puzzle game Session 5
5 mins	Social etiquette-eye contact	Mini-Scenario	<p>T teach Ss the social etiquette (eye contact) through the story of Luigi and his friend dinosaur. The story is about Luigi has not eye contact with dinosaur when they are talking. Dinosaur think Luigi does not respect him, so he decides to break up with Luigi.</p>	2 toys

			<p>T ask Ss questions after the mini scenario.</p> <p>Suggested questions:</p> <ol style="list-style-type: none"> 1. Why does Dinosaur break up with Luigi? 2. How can we help Luigi to recovery the relationship? 	
3 mins	Social etiquette-eye contact	Social Story	T told Ss social story “別人向我說話時，我可以做甚麼?” to Ss in order to avoid Luigi’s case.	Social story
5 mins	Learn the importance of eye contact (gain some information)	Magic cup	<p>T uses one of cup to cover the candy and mix three cups. Then, T ask Ss that “Where is the candy?”</p> <p>Ss should concreate on it and point out the answers.</p> <p>After the game, T points out that we can gain some benefits / information if we have eye contact.</p>	3 cups, candy
2 mins	Review	Test	Ss are required to choose the correct eye direction of Luigi.	Test
<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 6 				

Teaching material 06

Question cards

如果你的兄弟姐妹把你
最心爱的玩具弄坏了，
你会觉得怎样？



以你的脸和身体动作告
诉我们一个人开心的时
候会怎样？

以你的脸和身体动作告
诉我们一个人伤心的时
候会怎样？

以你的脸和身体动作告
诉我们一个人生气的时
候会怎样？

以你的脸和身体动作告
诉我们一个人害怕的时
候会怎样？

什麼會令你害怕？



什麼會令你開心？



什麼會令你生氣？



什麼會令你傷心？



如果你在做了噩夢之後
醒來，你的感覺怎樣？



81

如果你的朋友不跟你
玩，你會覺得怎樣？






如果遇上負面情緒，
我們可以怎樣做？

Social story

Test

Reflection 06

	Assessment criteria	Can be improved	Fair ⁸⁴	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		 85		
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General comments or suggestions on session plan:

Those activities have aroused students' interest successfully. As a result, all students perform well comparing with previous sessions.

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.

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.

Supervisor feedback 06

7 - 11 - 2019

Supervisor feedback form

Student: _____ 86 Supervisor: _____

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 funds. Scheme</p> <p>② The crocodile game can effectively sustain SEN students' 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 students. Well-done!</p> <p>② All the activities are highly engaging and accessible to all students. Good work!</p>	8.5

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 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>	<p>1 — 10</p> <p>lowest highest</p> <p>7.5</p>

Meanwhile, the S-S interaction is inadequate.

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

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</p>	PowerPoint, white sheet of papers, pictures

			communication method between the first and second part of games. The first one is called 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 				

Pre-test





玩轉識朋友小組

前測




姓名: _____ 日期: _____

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

3. 哪一個是非語言溝通?

A.  眼神	B.  說話	C.  動作	D.  面部表情
--	--	--	--

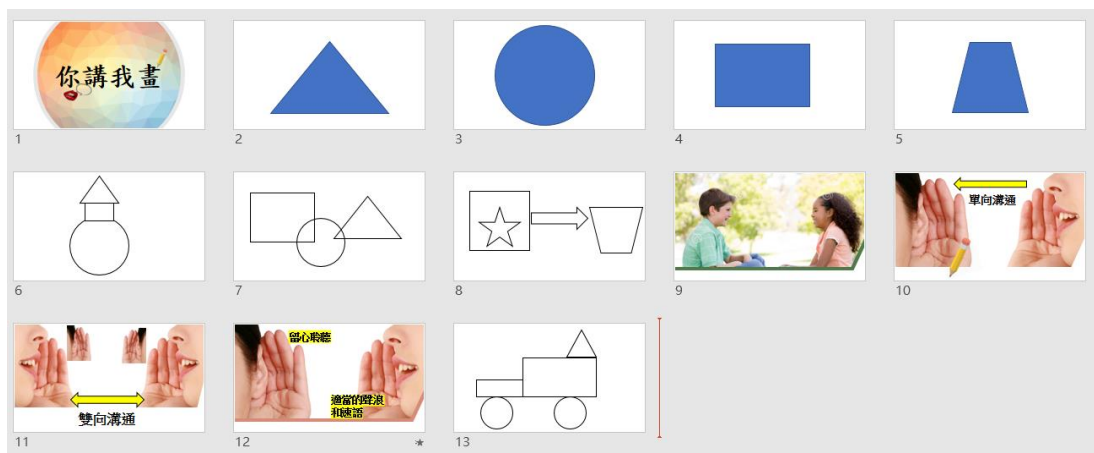
4. 以下哪一項能夠提升溝通，請在方格內打✓。(答案可多於一個)

a.  細心聆聽 <input type="checkbox"/>	b.  大聲說話 <input type="checkbox"/>
d.  插話 <input type="checkbox"/>	c.  一次過發送多個訊息 <input type="checkbox"/>

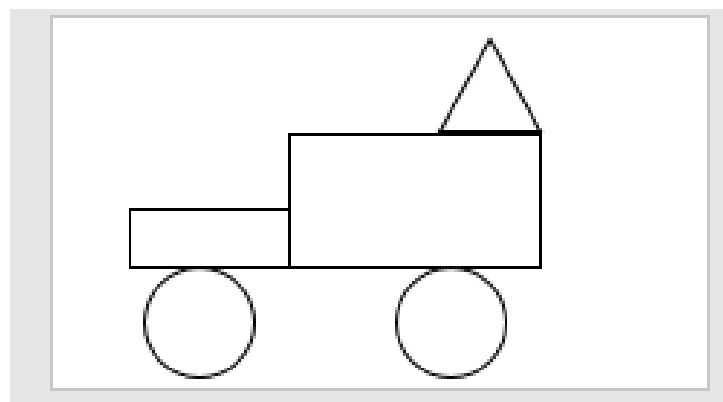
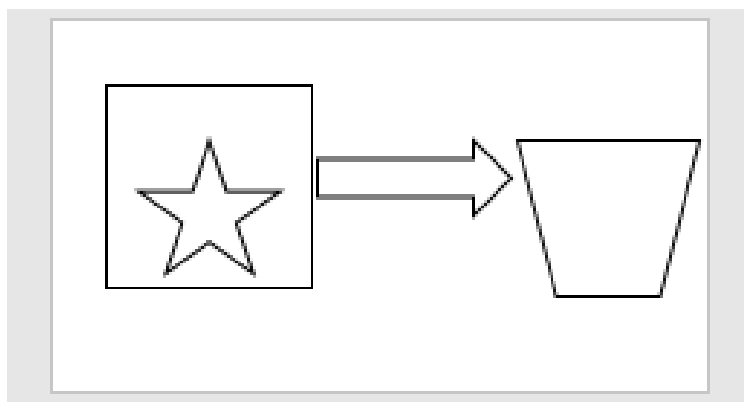
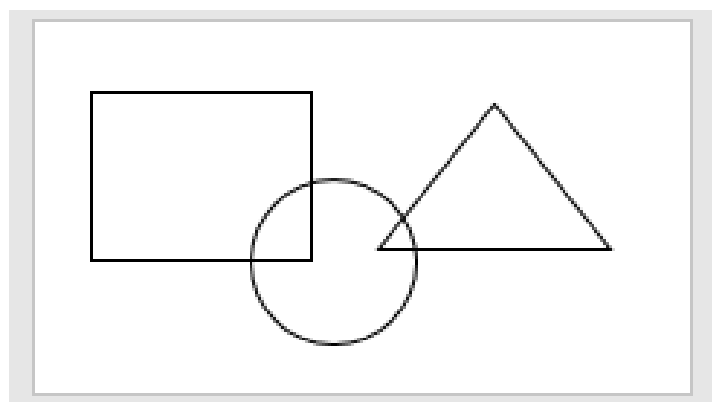
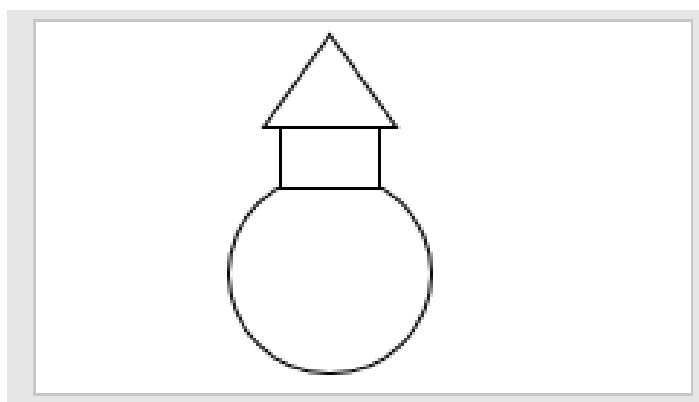
5. 請畫出以下的情緒。

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)



Pictures



Reflection 07

	Assessment criteria	Can be improved	Fair	Excellent	Questions, comments and/or suggestions for improvement
		Please circle as appropriate			
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:

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.

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.

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



Session plan 08

95

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

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.</p>	PowerPoint, white sheet of papers, pictures

			<p>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 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.</p>	
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.

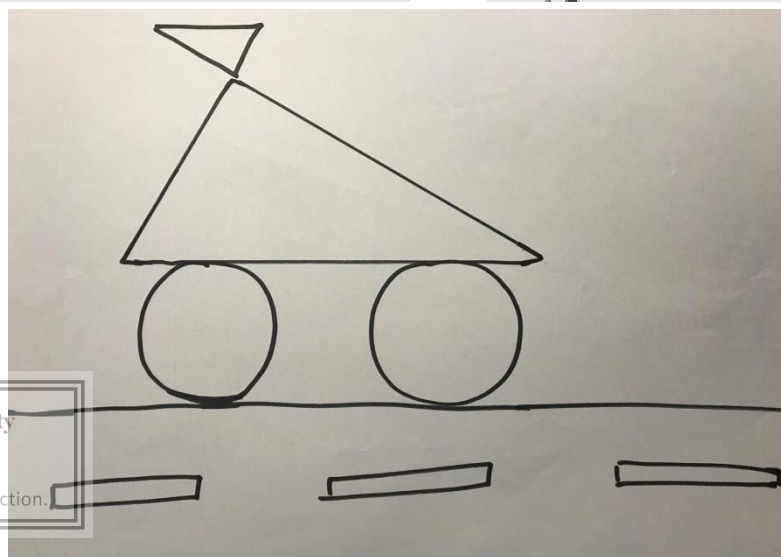
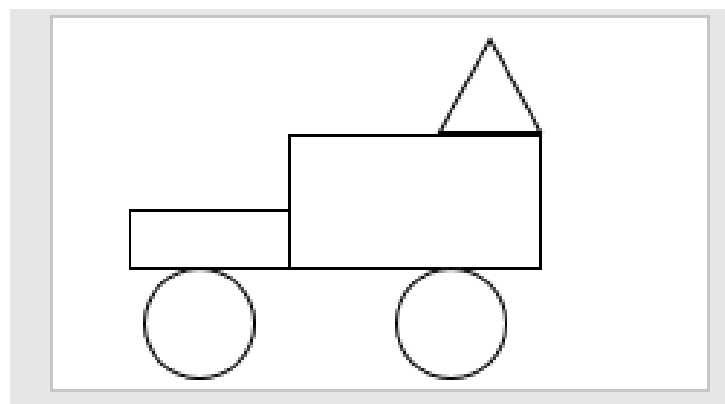
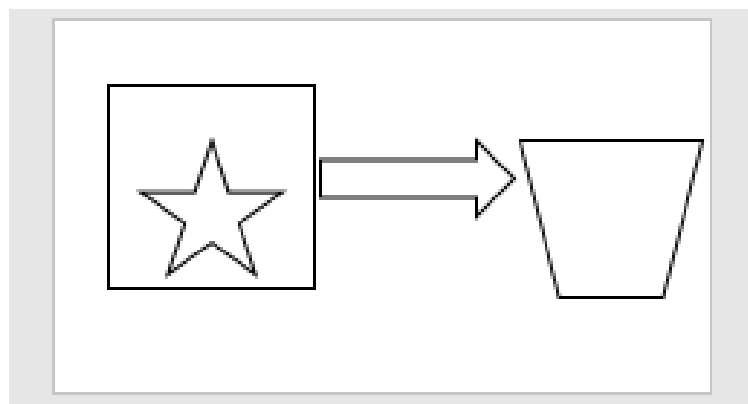
3. Observation and probing questions are the assessment in the Session 8

Teaching material 08

PowerPoint



Pictures



Worksheet

溝通至叻星

任務一

調查四名同學喜歡吃什麼零食。



同學一 [Name]		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

同學二 [Name]		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

同學三 [Name]		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

同學四 [Name]		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

自評表

在剛才的訪問中，你有沒有做以下事項?

如有，請在方格□內加上✓。

1. 留心聆聽 <input type="checkbox"/>	2. 保持適當的聲浪及語速 <input type="checkbox"/>
3. 與人眼神接觸 <input type="checkbox"/>	4. 保持微笑 <input type="checkbox"/>

Reflection 08

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

Session plan 09

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: 5/12/19, 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

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</p>	PowerPoint, white sheet of papers, pictures

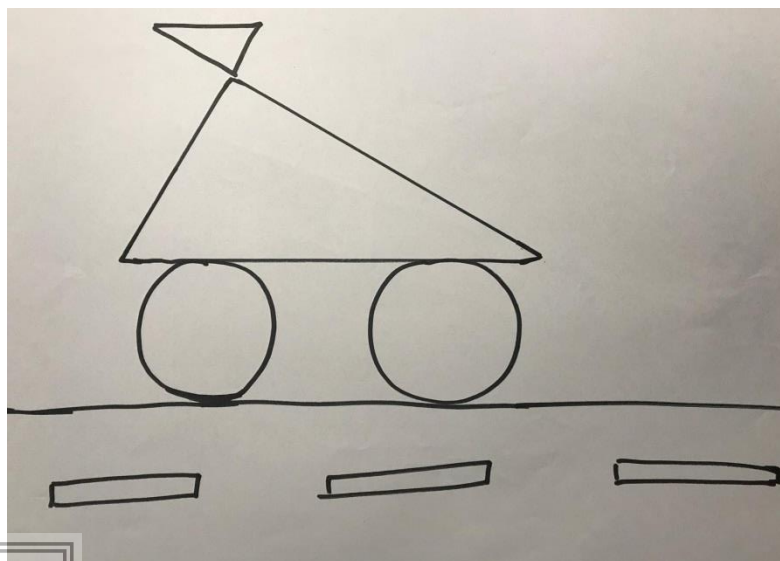
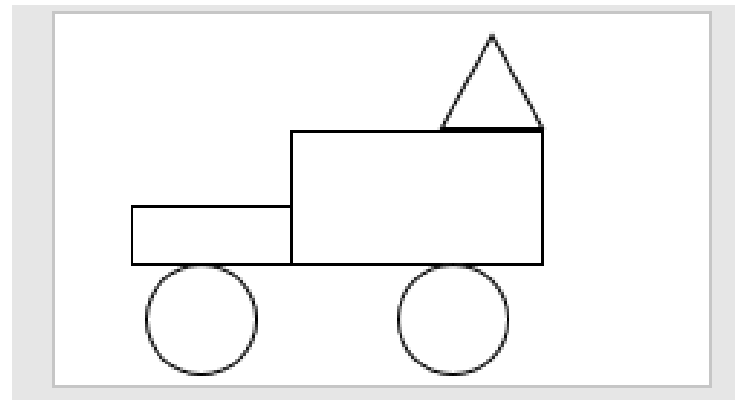
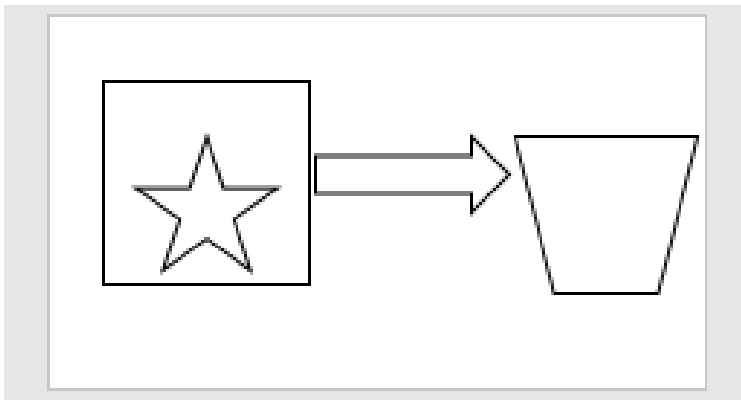
			the first and second part of games. The first one is called one-way communication which means two players don't have interaction, just one person speaking. However, two players in the second game can interact with each other. Both of them can speak. Also, facial expression, write a letter or a call also 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.	
2 mins	Review	Test	T ask Ss some questions through the PowerPoint	PowerPoint
<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 9 				

Teaching material 09

PowerPoint



Pictures



Worksheet

溝通至叻星

任務一

調查四名同學喜歡吃什麼零食。



同學一		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

同學二		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

同學三		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

同學四		
Q1: 你喜歡吃零食嗎?		
同學回答:	喜歡 (✓)	不喜歡 (×)
Q2: 你喜歡吃哪一種零食?		
同學回答: _____		

自評表

在剛才的訪問中，你有沒有做以下事項?

如有，請在方格□內加上✓。






















1. 留心聆聽 <input type="checkbox"/>	2. 保持適當的聲浪及語速 <input type="checkbox"/>
3. 與人眼神接觸 <input type="checkbox"/>	4. 保持微笑 <input type="checkbox"/>






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Reflection 09

	Assessment criteria	Can be improved	Fair 106	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.

Session plan 10

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: 9/1/20, 2:55 -3:35pm

Introduction:

Developing dialogue with others

Objective:

Ss are able to communicate with others with simple questions and sentences.

Duration	Intended Learning Outcome	Activity	Produces	Materials
12mins	Evaluation & revision	Post-test	Ss are required to finish the post-test as an assessment	Post-test
8 mins	Interaction with others	Role play	Ss acts as a little journalist and ask one person a question and record his/ her answer on the worksheet. After finishing the survey, Ss and respondent finish the evaluation form. At last, T invites Ss to share their survey topic and the respondent's answer.	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 is the assessment in the Session 10 				

Teaching material 10

Post-test

玩轉識朋友小組

後測

姓名: _____

日期: _____

把正確答案圈起來。

1. 溝通包含哪一個元素?

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

3. 哪一個是非語言溝通?

A.  眼神	B.  說話	C.  動作	D.  面部表情
--	--	--	--

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)

a.  細心聆聽 <input type="checkbox"/>	b.  大聲說話 <input type="checkbox"/>
d.  插話 <input type="checkbox"/>	c.  一次過發送多個訊息 <input type="checkbox"/>

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)

任務二

訪問一位同學/老師/家長一條問題，並把你的問題及其答案填在下表內。

訪問對象：

訪問問題：

訪問答案：(可以文字或畫畫表達)

話題小提示



自評表

在剛才的訪問中，你有沒有做以下事項？

如有，請在方格□內加上✓。

1.  留心聆聽 <input type="checkbox"/>	2.  保持適當的聲浪及語速 <input type="checkbox"/>
3.  與人眼神接觸 <input type="checkbox"/>	4.  保持微笑 <input type="checkbox"/>

評鑑表

在剛才的訪問中，____有沒有做以下事項？

如有，請在方格□內加上✓。

1.  留心聆聽 <input type="checkbox"/>	2.  保持適當的聲浪及語速 <input type="checkbox"/>
3.  與人眼神接觸 <input type="checkbox"/>	4.  保持微笑 <input type="checkbox"/>

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				

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

General comments or suggestions on session plan:

Lack of conclusion

Time management needs to improve

Use group survey instead of individual interview (students are willing to speak out / talk in the group)

I should remove the part of recording since it is difficult for them to write the Chinese words

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



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Conclusion

My project which comprises of a set of ten units¹¹⁴ aims at enhancing ASD students' social skills in two main aspects, emotion and communication. 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. I hope my students can be stood to benefit from my project. "All things in their being are good for something" (天生我才必有用). I believe that even though individual with SEN, they must have their own strengths that others have not. Like the case of Ko Wen-je, although he was diagnosed with ASD, he has academic talent and a straightforward personality. Now, he is a Taipei City mayor. Therefore, as an educator, we should not label SEN students as uselessness, on the contrary, we should help them build on their strengths and compensate on their weakness through a detailed and effective action plan or service package so as to strengthen their learning confidence and self-esteem, develop their potentials, promote positive her / his personal growth and make a successful future for them.

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佚名(2016.8.14):曾繁光：港府支援自閉家庭不足致輪候時間長,《經濟日報》, 檢自

<https://topick.hket.com/article/1482733/%E6%9B%BE%E7%B9%81%E5%85%89%E5%87%B4%E8%87%BC%9A%E6%B8%AF%E5%BA%9C%E6%94%AF%E6%8F%B4%E8%87%AA%E9%96%89%E5%AE%B6%E5%BA%AD%E4%B8%8D%E8%B6%B3%E8%87%B4%E8%BC%AA%E5%80%99%E6%99%82%E9%96%93%E9%95%B7>
檢索日期：2019.4.30

Appendix 1

Pre & Post -test (original version)

玩轉識朋友小組

前測

姓名: _____

日期: _____

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 •







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>
---	---	--	--

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

玩轉識朋友小組

前測

姓名: _____





日期: _____

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>
---	---	---	--




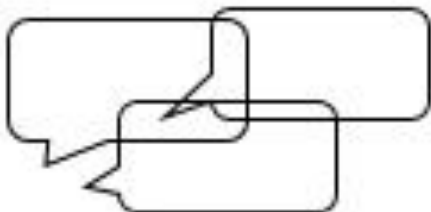
2. 以下哪一項活動牽涉溝通?

<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="423 1167 526 1268" style="border: 1px solid black; width: 60px; height: 48px; margin: 0 auto;"></div>	<p>b.</p>  <p>大聲說話</p> <div data-bbox="1062 1167 1164 1268" style="border: 1px solid black; width: 60px; height: 48px; margin: 0 auto;"></div>
<p>d.</p>  <p>插話</p> <div data-bbox="423 1661 526 1761" style="border: 1px solid black; width: 60px; height: 48px; margin: 0 auto;"></div>	<p>c.</p>  <p>一次過發送多個訊息</p> <div data-bbox="1062 1650 1164 1751" style="border: 1px solid black; width: 60px; height: 48px; margin: 0 auto;"></div>

5. 請畫出以下的情緒。

Appendix 3

Question for ASD's teacher

有關社交小組研究問卷

學生姓名：_____ 出生日期：_____ 年齡：_____

性別：_____ 學校：_____ 保良局黃永樹小學_____ 班別：_____

填表者(職位)：_____ () 填表日期：_____

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。)

==完==

Question for ASD students

玩轉識朋友

學生訪問

學生姓名：_____

日期：_____

1. Can you describe your current emotion?

請你描述你現在的心情？

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？

3. Can you develop conversations with people?

你可以與人展開話題嗎？

4. Do you make new friends at school?

你有沒有在學校結交新朋友？



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