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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Lecturer:	**Dr. CHIM Ho Yeung, Hastings**
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Using Social Stories Approach to Assist ASD Students in Emotion and Behavior Control

Introduction

In Hong Kong, the issue of ASD students is worthy of attention. Apart from the learning difficulties, they also have the problem of interpersonal relationships. Those children have certain difficulties in controlling their emotions/behavior and it affects them to socialize with others. Based on the above situation, this project aims at helping ASD students to increase their emotional and behavioral control by using social stories approach in order to improve their social skills and interpersonal relationship.

Literature Review

Definition of ASD

Autism spectrum disorder is an inborn development barrier. People with ASD often have problems with social, emotional, communication and behaviors skills (Kershaw,2011). According to the Diagnostic and Statistical Manual of Mental Disorders, people with ASD have difficulty with communication and interaction with other people, restricted interests and repetitive behaviors and symptoms that hurt the person's ability to function properly in school, work, and other areas of life. In Hong Kong, there are 25,000 registered autistic children.

Community needs for ASD children in Hong Kong

Currently, the Education Bureau is adopting the mode of School-based support to help SEN students. The school can be received cash assistance from the Education Bureau and based on the three-Tier model to take care of SEN students (Education Bureau,

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2009). However, the mode of school-based support is not targeted and loses sight of the otherness of SEN students. Also, it is a big challenge for the teacher to present their professional, experience or efficacy in integrated education (SAHK, 2014). In view of such inadequacy, the support from the community to ASD students still needs to be strengthened.

The inadequate emotional control skills for ASD students

Children with autism spectrum disorder (ASD) often find it hard to recognize facial expressions and the emotions behind them (Attwood, Scarpa & Wells, 2012). They do not understand and control their own emotions. Also, they seem to lack empathy with others and they cannot understand and interpret others' emotions. Most of ASD students cannot express themselves through verbal expressions (Luiselli, 2014). When there is something goes wrong, ASD students will lose their temper easily in order to express their feeling.

The inadequate behavioral control skills for ASD students

ASD students sometimes are hard for them to control their behavior. It is also difficult to recognize the poor behavior is the result of autistic symptoms or naughtiness (McGee & Lord, 2001). Many of the behaviors that are typical of children on the ASD might be deemed discipline problems in other kids. For examples, children with ASD may screech or yell when overwhelmed.

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Social Story Approach

A social story approach is using a story mode to describe some specific social situations. The content of the stories can explain someone's thought and some social concept which are difficult to understand. Social stories are using sentences and pictures to describe the situation and it can provide visual cues to ASD students (Towle, 2013). Also, because of the high ability of reading, social story approach is very suitable for ASD students. They can put social information into their minds after imitating and practice social interaction (Gaines, Bourne, Pearson & Kleibrink, 2016). Therefore, the teacher can observe ASD students in the imitating and assess how they can have better emotion reflect and communicate with others. When they meet with the social environment in the future, they can find a suitable reaction to respond to others. Apart from that, the contents of the stories are pertinency and the teacher can base on the situation of the student to design suitable stories.

In view of the above inadequacies, I designed a service package for a few ASD students. The service package used ‘school life’ as a theme. It focused on how the ASD students can acquire social skills and apply skills in school. The package had ten sessions and it divided into two main parts, the emotion and behavior control. In addition, it also provided some games in the class in order to let ASD students enjoy the class and achieve learning through playing. We hope ASD students can learn how to express feeling to others in a positive way, respond to others politely and reduce the misbehavior in school after joining the package.

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Methodology

In CP, action learning is the main research method and the core of learning (McGill & Beaty, 2001). Students need to design their own teaching plan and implement the lesson. Therefore, the university arranged different schools/centers for us. Before starting the lesson, the student-teacher also needed to do a discussion with peers and the supervisor in order to prepare a good teaching session.

Apart from that, reflection is one of the learning in action learning. There are different types of reflections, include self-reflection, peer evaluations, school evaluations and supervisor evaluation. After discussing with different parties (peer, a school teacher and supervisor), their feedback can become the data in order to make an improvement of the teaching package. It can also promote a better implementation and development of the CP (Iskander, 2007).

Quantitative data collection

Pre-and post-tests

In this project, I will adopt pre-and post-tests as assessment tools for measuring the performance of ASD students. The objective of pre-and post-tests is to understand how the ASD students to express their emotion or present their behavioral in a given situation. Both of tests include four parts which were recognize emotions, judge the behaviors, conjecture own or other's feeling and situation questions. It can help to

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analyze how can the ASD students control their emotional and behavioral skills. It can also be a summative assessment to compare the performance of ASD students in this service package. The pre-and post-tests must be the same in content, format and question in order to ensure the equality of the data (See Appendix 1).

Qualitative data collection

Interviews

This project would adopt interviews as qualitative data collection. I invited the teacher to join the interviews in order to know more about what was the different of those students after joining this package. There were total seven questions in the interview which included the performance of target students in the school (the skills of emotion and behavior control), the relationship of target students and their classmates, and the performance of target students after join the package (See Appendix 2). After the interviews, I will collect the transcribe and make the analysis.

Discussion

In the following discussion session, I will discuss the major finding of my capstone project and literature review.

Major findings

My project which comprises of a set of ten units aims at assist ASD students in emotion and behavior control by using social stories approach. There were two students

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participate in my project. The short-term objective of my project was helping target students to increase the skill of emotion and behavior control, whereas, the long-term objective was getting good along with others in future. Overall, my service package could meet my short-term objective. Students could show their improvement in post-test and in the lessons. Also, in the interview, their teacher mentioned that both of them had a better performance after joining the lessons. For the long-term objective, it could not show obviously in these ten lessons. However, I hope it is helpful for both of students in the future.

Pre-test and Post-test

First, as shown in the following figures, there is a significant difference in the results between pre-and post-test.

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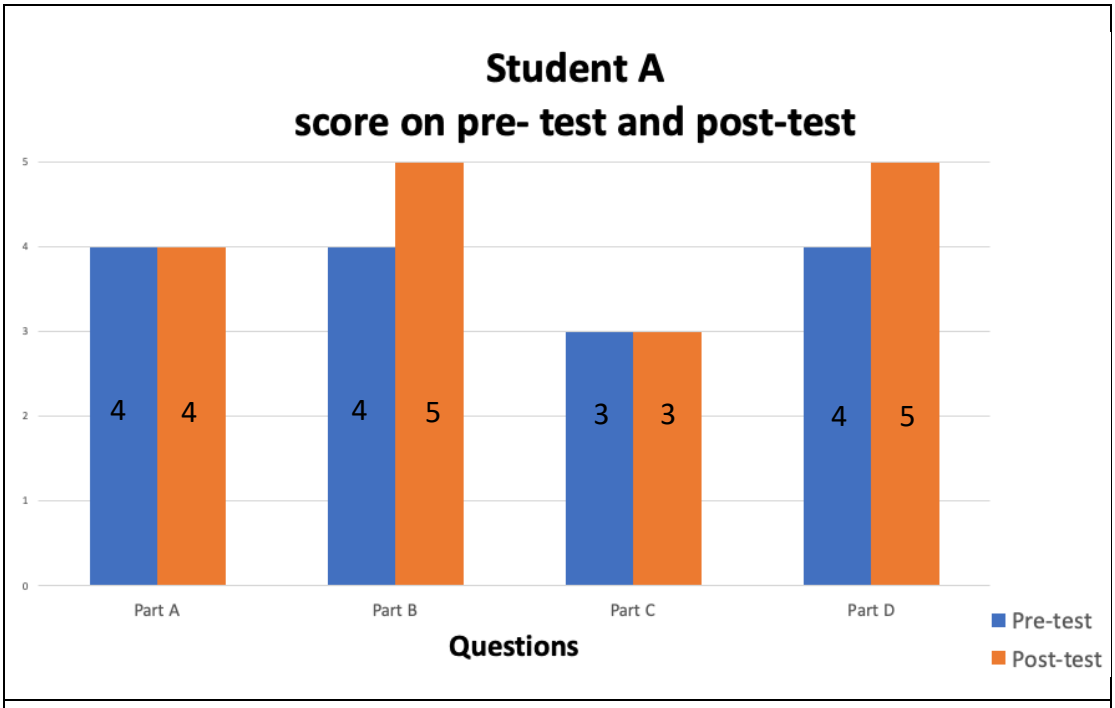

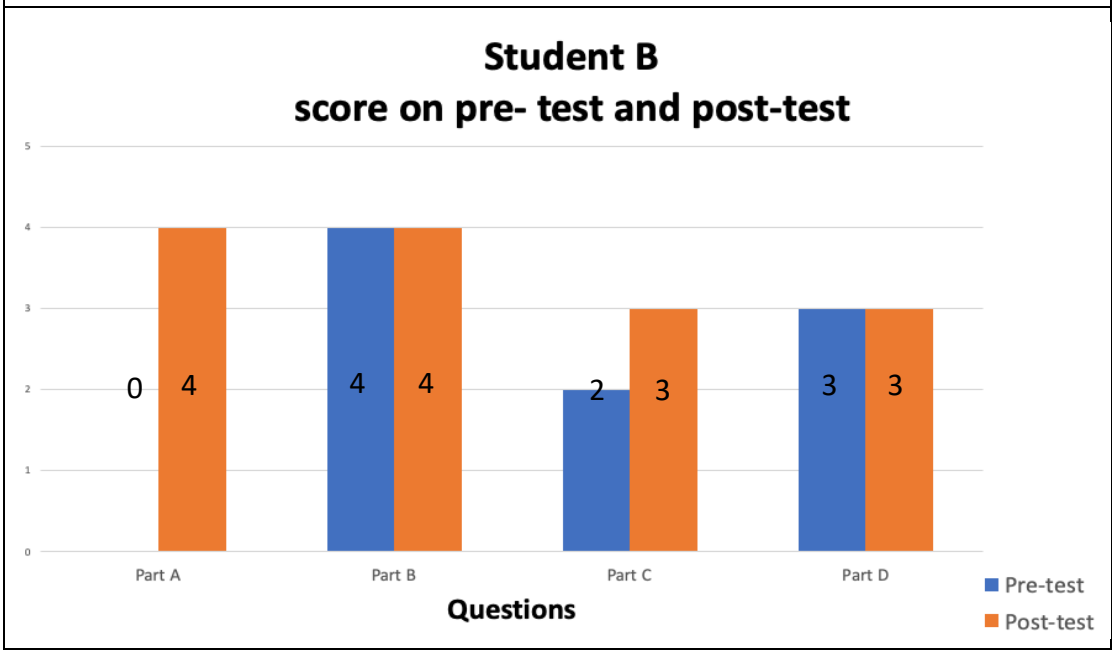

In both of tests, there were four parts. Part A was recognized emotion; part B was judging the behaviors; part C was conjecture own or other's feeling and part D was situation questions. The average scores of student A was higher and his performed in lesson was active and had high understanding of the learning content. In the pre-test, student B got no mark in recognize emotion and she also performed weaker in

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conjecture own or other's feeling. In the lesson, she only could share somethings that made her happy instead of sad or angry. However, both of them did better on post-test than on pre-test. The scores of post-test showed that students acquire knowledge after ten sessions and complete the test. I can conclude that students had better understand of emotion and behavirol control after those ten sessions.

Interview

From the interview for supporting teacher, Miss Yeung. In the interview, we could understand the ability and the performance of students in school. She also mentioned that because of the online classes, the changes of the students were difficult to evaluate during the lessons. However, she observed that both students were willing to speak more and show a good manner in the lesson, for example, they raised their hand before answer the questions and willing to share what they thought. We got the evidence that this package had provide some help for the target students and they showed their improvement in emotion and behavioral control.

Self-evaluation

Except for pre-and post-test and interviews, the self-evaluation of students as the following table:

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Questions	Average scores （Student A）	Average scores （Student B）
1. I can follow the instruction from teacher	4.3/5	4.1/5
2. I can be focus in the lesson	4.7/5	4.2/5
3. I can join the lesson in positive way	4.6/5	4.2/5
4. I can answer the question in positive way	4.8/5	4.1/5
5. I can express my emotion in the lesson properly	4.2/5	4.1/5
6. I think the lesson is interesting	4.6/5	4.6/5
7. I enjoy the lesson	4.6/5	4.6/5
8. My feeling in this lesson	Happy	Happy

Students seemed understand the contents of the lesson and show good manner in the lessons. In student A's self-evaluation, he gave higher marks for himself. Under my observation, he could concentrate on the lesson and he willing to raise his hand to answer the questions. Compare with student A, student B gave lower marks for herself in her self-evaluation. It might relate to her language barriers, she was passive in the lesson and easily to distract by the environment. On the other hand, I knew whether they enjoy the lesson or not through the questions. Thankfully, both of the students enjoyed the lesson and felt happy.

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It was very important and helpful for me to improve my service package through my reflection, peer assessment and supervisor feedback. In my self-reflections, I recorded and reflected my teaching process, for example the time management of the lesson. I would remind myself to do it better in the next lesson through some solutions.

Peer and supervisor evaluation

In order to improve my service package, I received peer assessment and supervisor feedback. Before having the lesson, I discussed my teaching plan with my peers. We shared some ideas of games and remind each other about what should we pay attention to. After the teaching, we shared some teaching videos with each other. My peer gave some suggestions on classroom and time management. Also, my supervisor gave me some feedback which were remarkable and deserve introspection. For example, designing pair activities and provide the opportunity for the students to interact with each other. Their feedback and suggestion help me to reflect more on the whole project.

Differences from the original proposal

The service package was different with the original proposal. Owing to the suspension of school, the format of the lessons adopts online mode. Based on the request of school, the three students would divide into two groups, two P1 students as a group, another group was a P2 student. Based on the time limitation, each lesson was shortened from

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40 minutes to 30 minutes in the session 1 to 5. At that time, a P2 student quit the group because of personal reason. The time of lessons in session 6 to 10 would become 40 minutes. All the lessons would adopt e- materials, games and social stories approach.

Discussion with literatures review

Compare the literatures and the observation, my conditions of students were partially match with the literature that I quoted. They were lack of ability to recognize the facial expressions and control their temper. Some literatures showed that ASD students will lose their temper easily in order to express their feeling (Luiselli, 2014). One of the students was easily to show his loathness on join the lessons by screaming. He would reject to answer my question and ask for playing the phone game instead of joining the class. Also, when I showed some of emotion cards to students and ask how did the characters felt, they always answered that the characters were happy. It seems ASD students did not recognize the facial expressions and the emotions from others (Attwood, Scarpa & Wells, 2012). On the other hand, using social story approach can enhance the social interaction of my students. First, my students enjoy reading the social stories very much. As Gaines, Bourne, Pearson and Kleibrink(2016) mentioned that ASD students have a high ability of reading, social story approach can provide visual cues to them in order to explain someone's thought and some social concept which are difficult to understand (Towle, 2013). After reading the stories, I would ask students imitating the scene of the stories, for example to borrow toys from others. Students

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would practice the social interaction and they could make good use of those experiences in the future.

To sum up, my project achieved my teaching objectives on helping ASD students to increase their emotional and behavioral control by using social stories approach. After self- reflection and received assessment and feedbacks from supervisor and peer, I had improved and enriched my project. Social stories approach has enough visual supports to ASD students and help them to imitate and practice social interaction. ASD students also can learn how to recognized others' emotion and control their misbehaviors.

Limitation and Implication

In the implementation of the project, there were some difficulties or limitations. Also, there are some recommendations can be brought to future SEN teaching and other teacher.

Limitations of the project

School suspension

Before planning the project, the teaching format of lessons is face-to-face. However, because of the school suspension, I only had the first lesson to meet with my students face-to-face. We adopted the online mode to have our lessons. Although using online mode could running the project, there were some limitations of using this learning mode. For example, lack of the communication in the class and teacher was difficult to control

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the students through online learning. And it would spawn another problem, the relationship of teacher and students. One of the students was absent in the first lesson and we met each other in the second lesson through online. He seems did not know who am I and not willing to join the lesson. If we can meet each other in school first, it will better for him to join the lessons. And I noticed that to build up a positive relationship with students is so important. Good relationship can affect the learning attitude of students and how him enjoy the lessons or not.

Different learning progress of students

On the other hand, the learning progress of students also is a big problem in this project. One of the students was quit this project because of personal reasons. There were only two students in the project. Student A was very active in the lessons ad he seems could understand the lessons a lot. Another student B was a quiet student and she was weak of speaking. She needed her mother to have the lessons with her and be the model to pronounce some words for her. In order to reduce the learning differences, I needed to design different level of the question to my students and give them time to understand the content of the lessons.

Suggestions of the project

In order to overcome the difficulties, I took some action in my lessons.

Using internet recourses

It is no doubt that all the teachers are facing a new learning format (online learning)

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during the suspend classes. It was a great opportunity to learn how to have the lessons through online and I think it can increase our teaching experience in different format as a future teacher. Also, having online lessons can make good use of the internet recourses to design the lessons, like watching video related to our topics. The lessons can be more fun and catch the attention of the students.

Maintain good relationship

In order to build up a good relationship with my students, I would design some games for them. Playing game in lessons could increase the learning motivation of students in the lessons and also could make students enjoy the class. Also, I would show the sticker in their booklet as award in order to encourage and appreciate them in the lessons. It could promote their motivation and enhanced the confident in the learning. If I could do this project again, I suggest that the teacher can talk with students before the lessons. Teacher can know more about the students and it is useful for build up a positive relationship with students.

Recommendations for further SEN teaching

The whole project brings some messages to the future SEN teaching and teaching to other teacher. The relationship between teacher and students is very important. A positive relationship can let SEN students get along well with teacher and enjoy the lessons. Also, the interaction in the lesson is a part of success. Not only the interaction between students, but also the interaction with teachers can help to build up good

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relationship. On the other hand, teacher should understand the learning differences between SEN students. The learning difficulties of every SEN students are different. Teacher should observe the learning process of each SEN students and to adjust the learning content or methods in order to reduce the learning differences between SEN students.

Conclusion

My project which comprises of a set of ten units aims at assist ASD students in emotion and behavior control by using social stories approach. Through social stories approach, students are able to understand more skills of emotion and behavioral control. After reading the stories, they can make good use of the experiences of role play to perform the skills in reality. Because of the suspend classes, we cannot receive the results (in daily life) clearly about how the students change after joining the project. However, I hope my students can benefit a great deal in these ten lessons and cultivate good relationship with other classmates. I believed that every child has their unique and talent. As a teacher, we should not lose sight of the learning need of SEN students. We should try our best to guide and help SEN students to find and develop their potentials. We can build up a bright future with them together.

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Appendix

1. Pre-test

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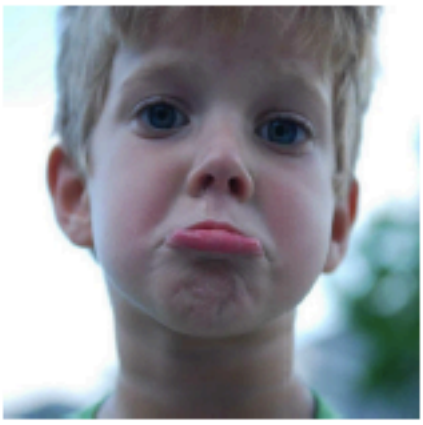
工作紙（一）前測

學生名字：_____ 日期：_____

A. 配對：請配對以下情緒和圖片。

1. 開心	2. 害怕	3. 傷心	4. 生氣



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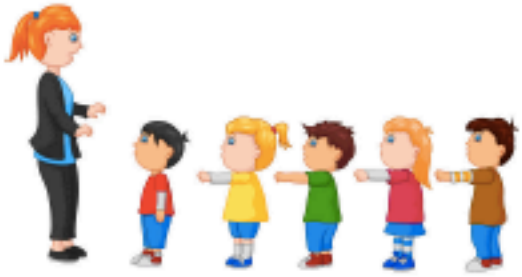
B. 分辨：請判斷以下的行為是否正確。如果正確請✔，錯誤請✘。

1. 搶玩具	
2. 排隊 	
3. 說話前先舉手	

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4. 分享 	
5. 打人 	

C. 情境題：請圈出你的感受。

1. 生日

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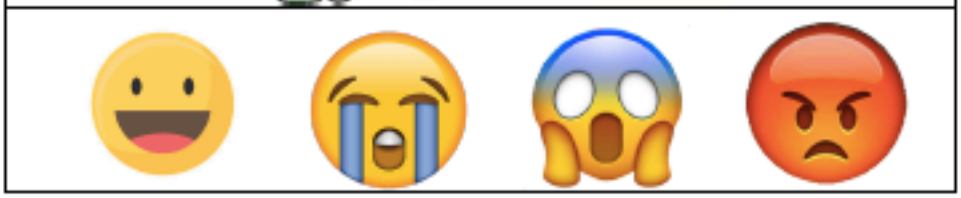
4. 怕小狗



D. 情境題：請圈出你認為的答案。

1. 小息時，你會做甚麼？

A. 自己玩

B. 和朋友一起玩

C. 甚麼都不做

D. 其他：_____

2. 其他小朋友正在一起玩玩具，如果你想加入他們，你會怎樣做？

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A. 詢問他們可否加入

B. 等待別人邀請自己

C. 直接搶去別人的玩具

D. 其他：_____

3. 你正在排隊，但有人插隊，你會怎樣做？

A. 叫他去排隊

B. 打/罵他

C. 不理會他

D. 其他：_____

4. 如果你生氣了，你會怎樣做？

A. 打/罵人

B. 擲東西

C. 不理會其他人

D. 其他：_____

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5. 如果你不開心，你會向誰傾訴？

A. 父母

B. 老師

C. 朋友

D. 其他：_____

你已經完成了！你很棒！

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Post-test

工作紙（二）後測

學生名字：_____ 日期：_____

A. 配對：請配對以下情緒和圖片。

1. 開心	2. 害怕	3. 傷心	4. 生氣

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B. 分辨：請判斷以下的行為是否正確。如果正確請 ✔，錯誤請 ✘。

1. 搶排第一	
2. 大聲說話	
3. 與別人分享書本	

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4. 與他人打招呼

5. 做錯事先道歉

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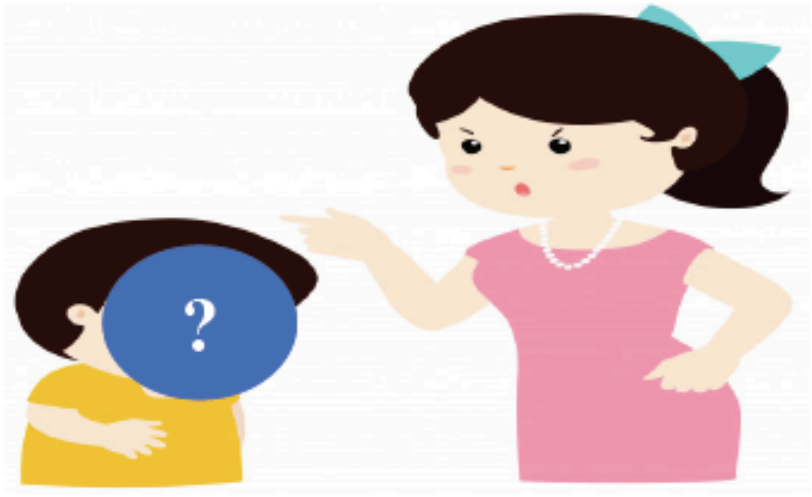
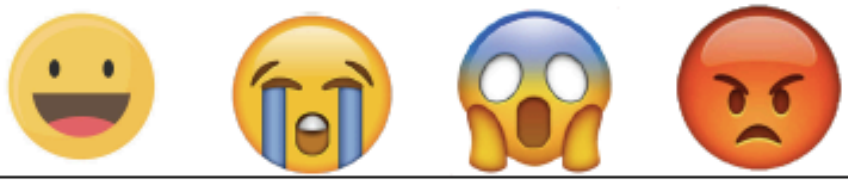
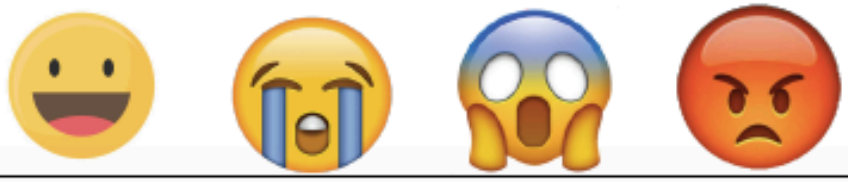
C. 情境題：請圈出人物的感受。

1. 被媽媽責罵





2. 得到老師稱讚



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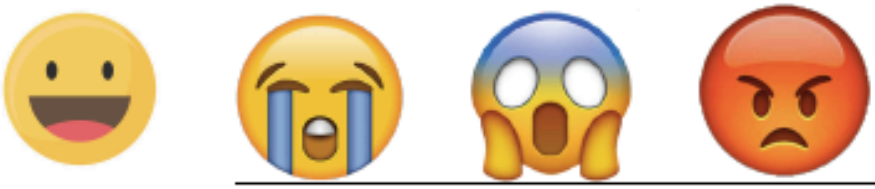
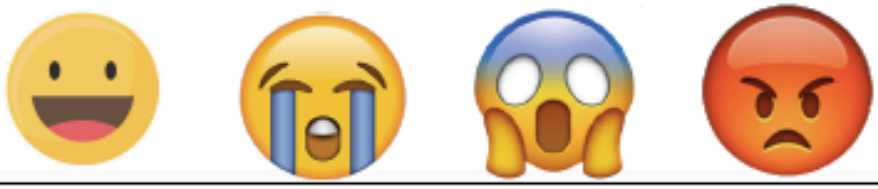
3. 被別人捉弄



4. 與別人吵架



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D. 選擇題：請圈出你認為的答案。

1. 當你不開心時，你會怎樣做？

A. 跟大人說

B. 甚麼都不做

C. 自己獨自哭

D. 其他：_____

2. 你會怎樣與別人打招呼？

A. 叫他/她的名字

B. 跟他/她說你好

C. 不會與別人打招呼

D. 其他：_____

3. 當其他小朋友拒絕借玩具給你，你會怎樣做？

A. 直接搶走小朋友的玩具

B. 等待小朋友不玩時才拿來玩

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C. 發脾氣

D. 其他：_____

4. 以下哪些是正面情緒？

A. 開心

B. 傷心

C. 生氣

D. 害怕

5. 以下哪些情況會產生負面情緒？

A. 吃最喜歡的食物

B. 考試成績不理想

C. 與爸媽外出遊玩

D. 獲准看一會兒電視

你已經完成了！你很棒！

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2. Interview transcription

訪問者：你好，楊主任。感謝您接受我的訪問。
楊主任：你好！
訪問者：整個訪問共有七條題目。第一條: 你認為與目標學生授課的時候，有甚麼困難？
楊主任：鄧同學上課時未能表達自己，有時只會用簡短的語句回答問題，她未能深入表達自己的意思。她本身在言語上有些少障礙，與別人都會有溝通上的困難。老師需要花時間去理解她是否明白課堂所學的內容。而且有時都需透過她的身體語言去協助明白她所表達的意思。
訪問者：對的，在課堂上我有時候都要猜一猜她的意思。那簡同學呢？
楊主任：簡同學的情況會好點，他本身成績也不錯。但就會有一些固執行為。例如他早上要和老師說早晨，他會等到老師回應他，才返回座位。平時上課他都會舉手，但有時未能回應相關的問題，只分享他想說的內容。
訪問者：沒錯，簡同學在上課時總會積極舉手參與課堂。
楊主任：他在學校也是十分投入課堂的。
訪問者：那你認為目標學生是否能表達自己的情緒？他們會如何表達自己的情緒？
楊主任：相比之下，簡同學較懂得用言語來表達自己的情緒，鄧同學就未能用言語表達情緒，她可能較容易會哭。
訪問者：那你認為目標學生是否能了解別人的表情？
楊主任：簡同學可以掌握理解別人基本情緒的能力，例如開心、傷心、生氣，他都明白的。但鄧同學，由於她語言能力較弱，她很少會說出別人的感受或情緒。
訪問者：明白。就你的觀察，你認為目標學生經常會有正面還是負面情緒？
楊主任：兩位同學較多都是正面情緒，但可能在特殊情況下都會有負面情緒，例如鄧同學會哭、簡同學說話會較大聲。
訪問者：你觀察目標學生平時會有什麼負面行為嗎？是否曾在課堂上不適當表達自己的情緒？（例如發脾氣、與同學發生衝突等）
楊主任：兩位其實都較少有負面行為。但鄧同學遇到不開心的事，就會容易情緒崩潰，例如大哭。用zoom就比較少見不當行為。但都曾留意到簡同學可能有時會拍桌子或坐姿不當的行為。
訪問者：你認為目標學生平日在課堂與其他同學的相處、關係是如何？
楊主任：兩位同學都較少主動與其他同學玩耍，而其他同學都較少主動與他們玩

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耍。相對來說他們比較喜歡與老師相處。鄧同學因表達能力弱，所以較少與其他同學交流。而簡同學會好些少，但他都只會說自己想說的，較少聆聽他人說話。而簡同學的媽媽都曾說過兒子不喜歡與同輩玩耍，甚至曾欺負小一的學生。
訪問者：你認為目標學生在上小組之前和之後，行為或情緒的表達有沒有改善的情況？（例如：輪流說話、清楚表達自己想要的東西等）
楊主任：因為用zoom授課，再加上停課了一段時間，兩位同學的表現較難看到。但整體而言，都感覺到兩位同學較之前進步。簡同學在上小組訓練時仍有舉手回答問題，都能在較多的情況清楚表達自己的想法。而且他也有主動地等候別人回答問題，知道要輪流說話。鄧同學都較願意嘗試回答問題，雖然上zoom需要媽媽的陪同下上課，但表現都較之前進步。
訪問者：再次感謝楊主任接受我的訪問，再見！
楊主任：不用客氣，再見！

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