

Project GO: Helping Children with ASD Learn Through

Their Special Interest in Transport

「社交路路通」計劃：以自閉症孩子對交通運輸的特殊興趣促進他們的學習和社交能力發展



香港大學教育學院
融合與特殊教育研究發展中心
Centre for Advancement in Inclusive and Special Education
Faculty of Education, University of Hong Kong



Ms. Kit CHAN, Dr. W.W. KI & Mr. Y.T. KI of CAISE, Faculty of Education, The University of Hong Kong;
Mr. C.H. CHAN, Mr. K.L. WONG, & Ms. L. LOUIE of HHCKLA Buddhist Po Kwong School.
Contact: Mr. Y.T. KI, email yutinki@hku.hk, mobile 93002530

Background 計劃源起

Many students with ASD have special interest in transport (like cars, buses, trains, route maps, time tables etc).

許多 ASD 學生對交通運輸 (如汽車, 公共汽車, 火車, 路線圖, 時間表等) 特別感興趣。

There is also research and practice evidence showing the advantages of interest and strength-oriented approaches in helping these students learn and develop social communication skills.

許多研究和實踐表明: 若以學生的興趣和強項帶動, 幫助學生學習和發展社交技能, 比單從學生的弱項入手更為有效。

Objectives 計劃目標

(1) To develop social communication skills of students with ASD and mild intellectual disability who have special interest in transport;

讓有自閉症和兼有輕度智力障礙的學生, 通過和交通運輸有關的興趣活動, 及其中的社交互動, 發展他們的學習和社交能力;

(2) To develop skills of HKU undergraduate students to communicate with students with ASD, and to appreciate the students' personal interests, knowledge, and way of thinking through direct teaching and interaction experiences.

讓香港大學本科生, 通過帶領活動和個別互動的直接經驗, 培養他們與自閉症學生交流的技能, 增加對這些學生的興趣, 知識, 和思考特點的了解。

Method 方法

15 HKU students were trained as volunteers. Some volunteers also had special interest in transport. They planned and organized group activity sessions to work one-on-one with 12 secondary aged ASD students who had special interest in transport at the School.

15 名香港大學學生接受義工培訓, 部份大學生對交通運輸亦特別感興趣。義工以交通運輸為主題, 為該校 12 名患有自閉症的中學生設計及組織共 4 次, 每次 2 小時的集體活動, 並與學生一對一結伴參與。

4 x 2- hours activity sessions were held to provide opportunities for these students to display their interest and knowledge, engage in cooperative work related to transport, and to communicate and develop rapport with the volunteers.

活動的設計要達到以下功用: 讓這些自閉症學生展示他們有關交通運輸的興趣, 經驗和知識, 與義工和其他同學合作完成設置的任務, 並在合作過程中與義工溝通和發展友誼。



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| Volunteers Training & Activity Design 志願者培訓及設計活動 | Making Street Model 製作立體街道模型 | Bus Transform: Imaginative design 車輛大變身—設計理想車輛 | Bus Tour: Roads, Rails, and buildings in Fanling and Sheung Shui 巴士遊—看粉嶺上水公路, 鐵路交通和建築 |
| Reflection After Activities 活動檢討 | Making Model Car 看圖製作車輛模型 | Playing Vehicles on Big Map 扮演車輛在大地圖上行走 | |



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| Design Imagination -Bus Route from FanLing to West Tsuen Wan 想像設計 一條來往粉嶺和荃灣西的巴士路線 | Imaginative Train Carriage with Partially-Open Top 可以部份開蓬的車卡 The student becomes the driver taking the volunteer out for picnic 圖畫中學生當上了車長, 要載志願者外出遊玩 | Imaginative Bus with Air-conditioning / Open-air Options 可以選擇空調或自然風的巴士(圖畫中的名字是學生的朋友, 他很想當司機) The student adds in a lot of small icons representing the interests of the student and the volunteer 圖畫中學生加進了兩人的特點: 志願者喜歡吃雪糕和貓; 學生喜歡造曲奇餅 |
| Collaborative Drawing: Two persons on an vehicle 合作畫出志願者和學生兩人同坐一車卡 | | |

Conclusion 結論

Feedback from all parties was highly positive. The program confirmed the efficacy of Peer Mediated Intervention combined with the incorporation of ASD students' special interest.

各方的反饋都非常正面。本計劃印證了結合自閉症學生的興趣作同儕介入的效用。

The ASD students showed sustained engagement and motivated learning attitude. Their faces shined when they showed their knowledge and interest to the volunteers, demonstrating a high self-confidence. Their communication intention and communication skills improved, and relation with the volunteers developed.

自閉症學生表現出持續的參與和積極的學習態度。當他們向義工展示本身的知識和興趣時, 他們的臉上閃閃發光, 表現得很有自信。他們的溝通意慾和能力得到應用和提升, 與義工的友誼亦有良好發展。Volunteers could sense the ASD students' interest and thinking, and appreciate them as active individuals with different unique characteristics. Volunteers understood the importance of thinking from the perspective and learning needs of these students. They also learnt to use visual cues and verbal techniques effectively.

義工可以感知自閉症學生的興趣和思維, 並能欣賞到各學生均是活躍有創造力的個體, 並各具不同的獨特性格。義工更明白從自閉症學生的思維和學習需要出發的重要性, 他們還學習到有效地使用視覺提示和以清晰言語表達的技巧。

Future Extension in Three Aspects 路路通計劃將繼續向三個方面擴充

(1) Interest-based skills broadening 基於興趣的技能擴展:

Help ASD students learn to use maps, online maps, traffic information Apps; to plan trips, respond to problems; to create models, drawings, designs, to carry out calculation, and to communicate, etc.

讓 ASD 學生學習使用地圖, 網上地圖, 交通資訊 Apps, 計劃旅程, 回應問題, 製作模型, 繪圖, 設計, 計算和語言表達;

(2) Parental awareness and participation 家長意識和參與:

Encourage parents to learn more about students' special interests in transport or other things, and to affirm and support students' special interest activities, so that students can express emotions, display their abilities, experience success and happiness, communicate with others, and to gain more skills, experience and confidence.

鼓勵家長多了解學生對交通運輸或其他事物的特殊興趣, 肯定和支持學生的特殊興趣活動, 以讓學生抒解情緒, 表現能力, 感受成功與快樂, 並與人交流, 學習技能, 擴闊經驗, 增強自信。

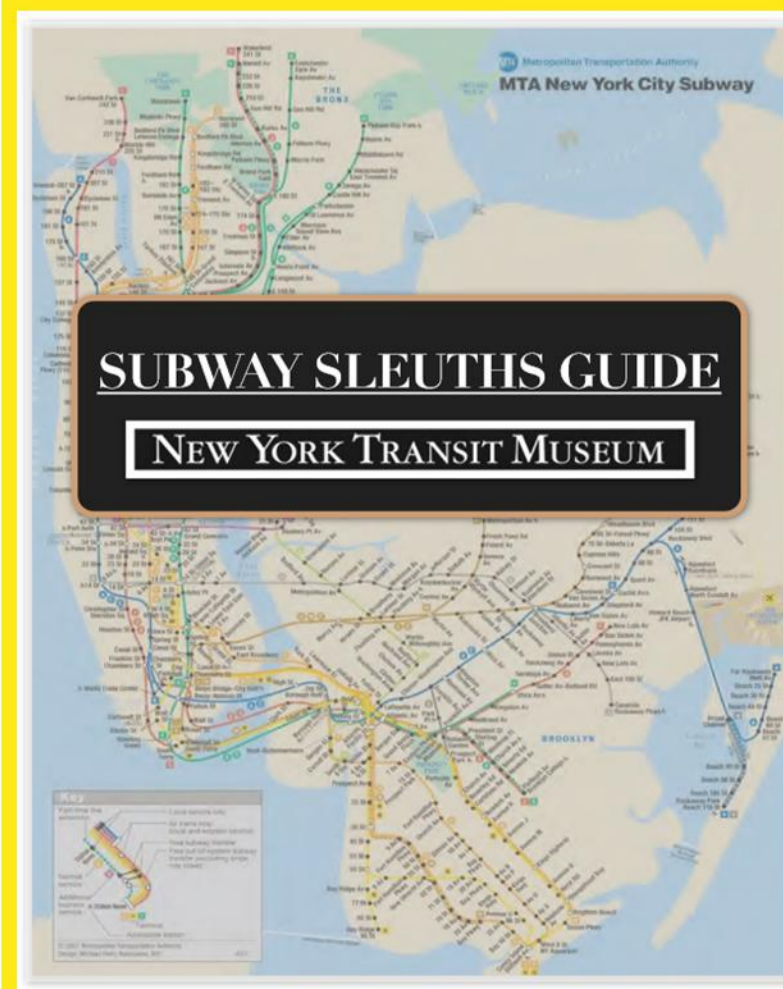
(3) Community awareness and support 社區意識和支持:

Help Hong Kong transport corporations, professional bodies, and amateurs understand ASD students' special interests in transport and their related strengths, and provide them with more opportunities to enjoy and to learn through activities, visits and interviews.

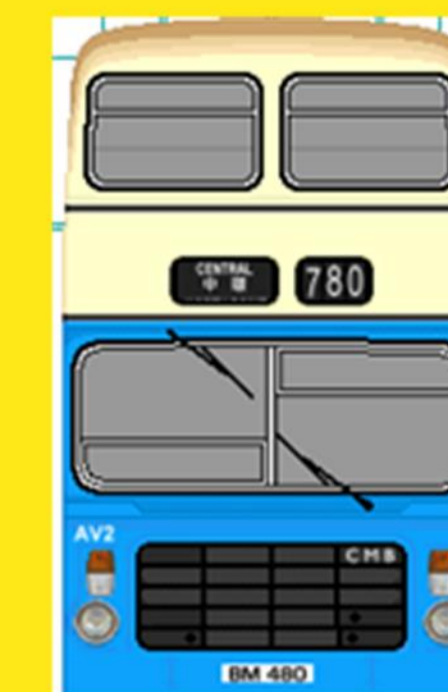
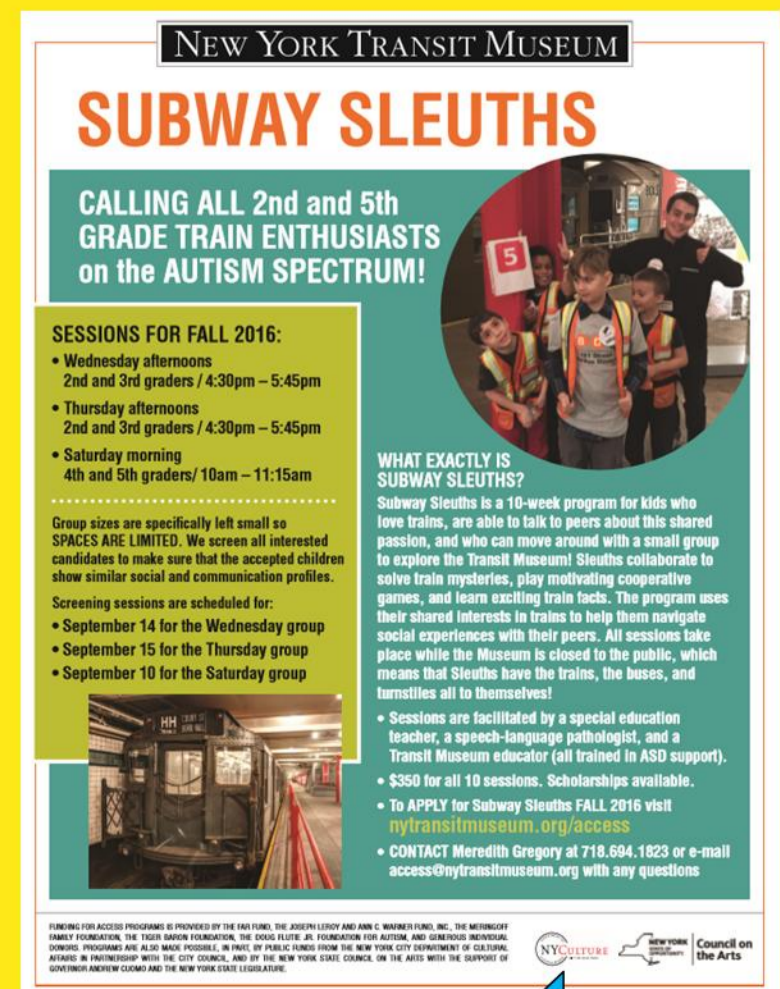
讓交通運輸機構, 專業團體, 和業餘愛好者, 了解部份自閉症學生對交通的特殊興趣和強項, 為他們提供更多活動, 參觀和訪談的機會, 讓學生能得到快樂的經驗, 並且促進學習。

There are some transport museums in other places, which provide special programs for ASD students, or other inclusive activities for transport enthusiasts with or without special needs, so that they can come together to share their common interests in transport. Hong Kong can follow their examples.

外地有些交通運輸博物館, 已有特別為自閉症學生而設的活動, 或安排愛好者的共融活動, 讓無論有否各種特殊需要的人士, 均可以一起交流他們對交通運輸的共同興趣。本地可以效法。



Transport museum activities for ASD students
交通運輸博物館為自閉症學生而設的活動



Learning based on the interest in transport 基於交通興趣的學習班