



**AUTISM PARTNERSHIP  
HONG KONG**

**Professional Workshops in Macau**  
**到校專業培訓工作坊**  
(澳門地區)

**Kindergarten**  
**幼稚園**

**Primary and Secondary**  
**小學及中學**





Our-school-based training program is co-designed by our in-house clinical psychologist, Dr. Angel Au and our Behavioral Consultants, who are Board Certified Behavior Analysts (BCBA) with over 5 years of direct work experience with individuals with ASD on an everyday basis.

校本培訓計劃由臨床心理學家區浩慈博士與及行為分析治療顧問共同設計。我們的行為治療顧問擁有國際認可應用行為分析師 (BCBA) 的專業資格，及擁有超過五年訓練自閉症人士的經驗。

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For enquiries, please contact us

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Autism Partnership has developed a range of school-based workshops for teachers and allied educators who cope with children with Autism Spectrum Disorder (ASD).

Workshops are specifically designed to look at common problematic areas in the treatment of ASD in different settings. All presentations are accompanied by videos and real cases.

Autism Partnership現開辦一系列專為老師及特教老師而設的工作坊，旨在與參加者分享自閉症最新的資訊，並深入探討有效支援自閉症學童的方案和策略。工作坊亦將包括影片及真實案例，以更具體清晰地帶出當中的概念和訊息。

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## Who Can Benefit 課程適合以下人士

Suitable for teachers, allied educators and professionals;  
particularly for those who take care and educate children with ASD.

適合教師、教育工作者、業內的專業人員和其他支援自閉症兒童的護理人員

# Professional Workshops for Kindergarten 到校專業培訓工作坊 – 幼稚園

Fee 費用：MOP 9,300 / 3 hour Workshop 3小時工作坊



The 3-hour Workshop | 3小時工作坊:

**Understanding Autism and The Current Treatment Options Available**  
認識自閉症

Autism is the fastest growing disorder in the world. There is a lot of misinformation regarding the diagnosis, the effectiveness of treatments and the cause of autism. This workshop is designed to provide the most up to date information on what we know about the diagnosis and how to treat it. In an effort to separate fact from myths, we will utilize empirical research and current scientific findings in our presentation.

自閉症是全球增長最快的發展障礙之一。坊間對自閉症的診斷、治療方法及成因存有不少誤解。工作坊旨在提供最新的資訊，並引用科研實證，盡力釐清誤解，讓參加者對自閉症有最新最準確的了解。

## Topics covered | 主題包括:

- Historical aspects of ASD and Aspergers | 自閉症及亞氏保加症的歷史
- Current methods and assessment for diagnosis | 現有的治療及評估方法
- What is the diagnosis and how does it affect individuals at different life stages  
怎樣診斷自閉症和在不同的人生階段，自閉症如何影響個人的發展
- The Autism Spectrum Disorder | 甚麼是自閉症譜系
- Aspergers and is it a separate diagnosis? | 亞氏保加症是否一個獨立的診斷？
- The criteria of DSM 5 | DSM 5的標準
- Theories about the causes of ASD | 關於自閉症成因的不同理論
- Importance of research | 科研的重要性
- A thorough review and description of the current research findings relating to TEACCH, ABA, Occupational Therapy and Sensory Integration, Speech Therapy, Dietary and Biomedical Interventions & Stem Cell Therapy  
有關TEACCH、ABA、職業治療、感覺統合、言語治療、飲食和生物醫學干預，以及幹細胞治療的全面評論和相關的科研結果







## The 3-hour Workshop | 3小時工作坊: Managing Undesirable Behaviors in Classroom 行為及情緒管理工作坊

Students engaging in undesirable behavior in the classroom not only affects their own learning, but also other classmates'. Thus, effective management of disruptive and defiant behaviors becomes a vital task for teachers. However, traditional ways like time-out, reprimands and repeating instructions might not be always effective especially when dealing with children with Special Education Needs including ASD. This workshop is designed to give teachers an overview of effective procedures and techniques for better management of undesirable behaviors in classroom setting.

有一部分患有自閉症的學童，因為自控的能力比較弱，於課堂上可能有一些行為和情緒的問題。這些問題不單影響學童本身的學習進度，更有可能影響到其他班上的同學。因此，教師能有效地處理這些問題，對教學有很大的幫助。不過，傳統的處理方法如獨處靜坐（time-out）、警告及重複說明指示，對處理自閉症學童未必一定奏效。工作坊旨在提供有效的方法和策略，並詳細說明當中的技巧，讓教師於課堂上能更有效地管理學童的行為和情緒問題。

### Topics covered | 主題包括:

- Common behavioral issues in students with ASD | 自閉症學童常見的行為和情緒問題
- Difference between typical students and students with ASD: learning and motivation  
一般學生與自閉症學童的差異(例如學習動機)
- Traditional ways of dealing with disruptive behaviors in classroom | 於課堂上處理行為和情緒問題的傳統方法
- Process of managing behaviors | 行為管理的策略和步驟
- How to apply principles in a classroom | 如何在教室內把計劃和方法實踐出來



## The 3-hour Workshop | 3小時工作坊: Assessing School Readiness in Students with ASD 你準備好上學了嗎?

It is a general norm in Hong Kong for children to go to school at a fairly early age. However, considering the vast amount of individual needs of students with ASD, not all of them are ready for school at the same time and at the same age.

In this workshop, we will look at the range of deficits in students with ASD. It is important for us to understand how those deficits might affect their ability to learn effectively in classrooms. We will also explore areas where teachers can assess whether a student is ready to learn in schools. We will also discuss how to promote school readiness in students who are not ready to learn in classrooms yet.

香港的孩子普遍的入學年齡都很小。考慮到自閉症學童自身的學習需要，並非所有人都會於同一時間以及同一年齡作好入學準備。

我們會於工作坊中探討自閉症如何影響學童在不同範疇的發展，並探討他們在學習上所面對的困難。我們會提供一系列的標準，協助老師評估學童是否適合在學校上課。此外，我們亦會討論如何提升學童在不同範疇的能力，好讓他們可以盡快到學校學習。

### Topics covered | 主題包括:

- An overview of ASD and how it may affect a student's learning in a classroom  
自閉症如何影響學生於課堂上的學習
- Finding the right education for students with ASD | 如何為自閉症學童提供最適切的教育
- What is school readiness | 入學前要有甚麼準備
- How to assess whether a student is ready for school | 如何評估學童是否適合在學校學習
- Strategies to promote school readiness | 提升學童能力的策略和方法



## The 3-hour Workshop | 3小時工作坊:

### Effective School Shadowing | 如何提供有效的校內支援- 影子老師計劃

It is very common to see students with ASD being supported by teachers/ educational assistants. The purpose of this is to help the student learn skills, adapt to the classroom and integrate successfully.

This workshop will give participants an overview of ASD and common problems their students might face in a classroom setting. In addition, information about behavioral problems and strategies to deal with them will be provided. We will also discuss how to work in a classroom with a teacher and how to promote independence for the student you are working with.

為了幫助自閉症學童盡快適應和融入校園生活，很多時候老師及教學助理都需要為他們提供特別支援。工作坊會為參加者提供自閉症概述，以及學生在課堂上面對的常見問題。此外，亦會提供有關行為問題的資訊及處理策略。我們還會討論如何在課堂上與老師合作，以提高學生在校內的獨立性。

#### Topics covered | 主題包括:

- Basic overview of ASD and how it may affect student's learning in a classroom  
自閉症如何影響學生於課堂上的學習
- The role of school shadow | 影子老師的角色
- How to work with a teacher and other staff in the school environment  
如何在學校與老師和其他工作人員合作
- Encouraging students to do the right thing | 鼓勵學生做合適的事
- Being contingent and clear with your expectations | 如何訂立清晰的訓練目標
- Understanding behavior problems | 了解行為問題
- Making good use of support in your school | 充分善用學校的資源
- Following a systematic plan | 老師如何有效地執行有系統的計劃
- Evaluating the student's performance | 如何持續地評估學生表現







## The 3-hour Workshop | 3小時工作坊: Improving Social Skills and Developing Interests 如何提升學童的社交技巧

Social skills are one of the core deficits that form the ASD diagnosis. Good social skills are critical for success in school and later on in the personal life and workplace. Often a lack of meaningful friendships is cited as a major cause of depression, which is a very common problem with adults with ASD. Although ABA is not often associated with this area of intervention, this workshop will demonstrate how contemporary approaches can be very effective in teaching genuine skills in the social area.

This workshop will talk about social challenges that students with ASD face at different ages. As well as what are the current approaches to social skills training that are often selected. We will provide an overview of the social skills taxonomy and show how it can be used as a tool for curricular development.

社交技巧是自閉症學童所面對的主要障礙之一。良好的社交技巧對於學童於校園的生活，及日後工作都有莫大的幫助。社交技巧直接影響到學童交朋友的情況，而缺乏一個強大的社交支援網絡往往容易令到自閉症人士長大後容易受到情緒病的困擾。此工作坊會探討如何有效地提升他們的社交技巧，更會討論於不同年齡階段，自閉症人士所面對的挑戰，並講解目前各種常見的社交技巧的訓練方法。除此之外，亦會講述社交技巧的各種分類，及如何善用這些分類作日後的課程編製。

### Topics covered | 主題包括:

- Common social issues with students at different levels and ages | 學生於不同年齡層所面對的社交問題
- Common mistakes when using ABA to teach social skills | 如何使用應用行為分析 (ABA) 治療提升社交技巧
- Inclusion as a model of intervention | 融合教育策略是否提升社交的有效策略?
- The social skills taxonomy | 社交技巧的分類
- Social learning | 社交學習
- Social interaction | 社交互動
- Social awareness | 社交意識
- Social communication | 社交溝通
- Social relatedness | 社交關聯和興趣
- Teaching interactions as an teaching technique | 互動教學法
- Developing curriculum | 編制課程
- Assessing progress | 評估進度



# Professional Workshops for Primary and Secondary

## 到校專業培訓工作坊 – 小學及中學

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有關TEACCH、ABA、職業治療、感覺統合、言語治療、飲食和生物醫學干預，以及幹細胞治療的全面評論和相關的科研結果







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### Topics covered | 主題包括:

- Common behavioral issues in students with ASD | 自閉症學童常見的行為和情緒問題
- Difference between typical students and students with ASD: learning and motivation  
一般學生與自閉症學童的差異(例如學習動機)
- Traditional ways of dealing with disruptive behaviors in classroom | 於課堂上處理行為和情緒問題的傳統方法
- Process of managing behaviors | 行為管理的策略和步驟
- How to apply principles in a classroom | 如何在教室內把計劃和方法實踐出來



## The 3-hour Workshop | 3小時工作坊: Integrating Students into Mainstream Classrooms 如何幫助學童融入主流學校

With the government policy of inclusion in Hong Kong, many teachers in mainstream schools may have a student with ASD in their classroom. Having a student with ASD may come with challenges for the student and the teacher. Having a good systematic plan to overcome problems is essential for success. In this workshop, you will learn a variety of strategies that will facilitate success in classrooms.

隨著香港政府實施融合教育，許多主流學校的教師都面對不少的教學困難。同樣地，這群有特殊學習需要的學生亦未必能得到適當的教育。為了協助學校有系統地執行教學工作，此工作坊會探討各種的策略以便老師處理於課堂上遇到的困難。

### Topics covered | 主題包括:

- An overview of ASD and how it may affect a student's learning in a classroom  
自閉症的概述及如何影響到學生在課堂上學習
- Inclusion or seclusion? | 包容還是隔離？
- How to prepare for the student's arrival | 如何為學生的到來作好準備
- Aide or no aide? | 需要助手與否
- How to effectively use an aide in a classroom | 助手如何於課室中提供有效的協助
- Systematic planning for individual goals | 定立有系統的計劃以助達成個人目標
- Evaluation of individual goals | 評估個人目標
- Working with other service providers | 與其他參與者溝通合作
- Strategies to increase attention and independent work | 如何提高注意力及獨立能力？
- Strategies to facilitate social skills | 促進社交技巧的策略
- Understanding the limitations | 理解局限性





## The 3-hour Workshop | 3小時工作坊:

### Supporting Students with ASD: From The Perspective of The Students, Their Classmates, Teachers and Parents

#### 理解、包容及支援：由不同人士的角度看問題

Many teachers in mainstream schools or special schools may have a student with ASD in their classroom. Teachers often need to deal with the students, their classmates and parents. Having a good systematic plan to overcome problems is essential for success. However, plans are often not executed successfully because of ineffective communication with students and parents.

This workshop is designed to help school teachers to take perspective from the students with ASD, their classmates and parents. Effective communication and how to support all the parties will also be discussed. The workshop will include video presentation, case study, discussion, role-play and Q&A.

隨著融合教育的實施，主流學校相繼有不少具特殊學習需要的學生就讀。此工作坊會從老師、家長、同學及有特殊學習需要的學生的不同角度去了解他們正面對的問題。要令這群學生成功融入校園生活，各方面有效的溝通是必不可缺的。

此工作坊旨在幫助學校提供一個全面的分析，並討論如何於各相關人士之間建立有效的溝通以達致理解及包容，更涵括如何適時地為各人士提供支援。

**Topics covered:** • ASD is different, but not less | 自閉症學生不比其他人遜色

#### 主題包括:

- What do I need if I were autistic | 了解自閉症學生的需求
- What do I expect if my son were autistic | 如何為我的自閉症孩子定立合適的期望
- What do I do if my classmates were autistic | 如何與我的自閉症同學相處
- 6 secrets of effective communication | 達致有效溝通的六個元素
- Effective support to students, classmates and parents | 如何適時地支援各方人士



## The 3-hour Workshop | 3小時工作坊:

### Bullying & ASD: The Perfect Storm

#### 欺凌與自閉症

Bullying has become a prominent issue in today's society. Interactive Autism Network (2012) surveyed 1,167 parents and found that 63% of children with ASD have been bullied at some point in their life. Whether in the form of cyber bullying, verbal abuse or physical assault, students with ASD are being intimidated and tormented by peers on an ongoing basis. The increase in prevalence is staggering and what we are doing is simply not working.

A number of strategies have been employed to decrease bullying. All too often they are simply ineffective. Sometimes they even result in exacerbating situation with bullies becoming more emboldened and cruel. Since traditional strategies have been largely ineffective for children with ASD, this workshop will explore using effective strategies that are outside the box.

自閉症人士受到欺凌的情況已成為現今社會的重要問題。Interactive Autism Network於2012年的調查中，共訪問了1,167位家長，發現63%自閉症兒童曾於生活中受到欺凌。不論是網絡欺凌、言語上的攻擊或身體上的傷害，自閉症學生持續性地受到同輩的不平等對待。結果顯示，目前大多數學校所做的並不足以幫助他/她們，對他們的發展往往有不利影響。

更深遠的影響是，那些策略有可能加深學生之間的問題。有鑒於傳統的處理方法未能成功解決欺凌問題，工作坊將會探索其他有效且創新的方案。

**Topics covered:** • Prevalence of bullying in children with ASD | 自閉症學生面對的欺凌問題

#### 主題包括:

- Vulnerability of students with ASD | 自閉症學童本身的社交障礙
- Psychology of bullying and victimization | 欺凌者及被欺凌者的心理狀態
- Effects of bullying | 欺凌的影響
- Traditional approaches to dealing with bullying | 傳統處理欺凌的方法
- Alternative approaches | 其他的處理方法
- Mitigating risk of future victimization | 緩解將來的欺凌危機





## The 3-hour Workshop | 3小時工作坊: Improving Social Skills and Developing Interests 如何提升學童的社交技巧

Social skills are one of the core deficits that form the ASD diagnosis. Good social skills are critical for success in school and later on in the workplace. Often a lack of meaningful friendships is cited as a major cause of depression, which is a very common problem with adults with ASD. Although ABA is not often associated with this area of intervention, this workshop will demonstrate how contemporary approaches can be very effective in teaching genuine skills in the social area. This workshop will showcase social difficulties students face at different ages and the current approaches to social skills training that are often selected. We will provide an overview of the social skills taxonomy and show how it can be used as a tool for curricular development.

社交技巧是自閉症學童所面對的主要障礙之一。良好的社交技巧對於學童於校園的生活，及日後工作都有莫大的幫助。社交技巧直接影響到學童交朋友的情況，而缺乏一個強大的社交支援網絡往往容易令到自閉症人士長大後容易受到情緒病的困擾。此工作坊會探討如何有效地提升他們的社交技巧，更會討論於不同年齡階段，自閉症人士所面對的挑戰，並講解目前各種常見的社交技巧的訓練方法。除此之外，亦會講述社交技巧的各種分類，及如何善用這些分類作日後的課程編製。

**Topics covered:** • Common social issues with students at different levels and ages

**主題包括:**

- 學生於不同年齡層所面對的社交問題
- Common mistakes when using ABA to teach social skills  
如何使用應用行為分析 (ABA) 治療提升社交技巧
- Inclusion as a model of intervention | 融合教育策略是否提升社交的有效策略?
- Teaching interactions as an teaching technique | 互動教學法
- Social learning | 社交學習
- Social awareness | 社交意識
- Social relatedness | 社交關聯和興趣
- The social skills taxonomy | 社交技巧的分類
- Social interaction | 社交互動
- Social communication | 社交溝通
- Developing curriculum | 編制課程
- Assessing progress | 評估進度



## The 3-hour Workshop | 3小時工作坊: An Effective Approach to Social Skills Training – Teaching Interactions 互動教學法 (Teaching Interaction) 的技巧和應用

Teaching Interactions is a natural teaching strategy for people working with students who have well developed conversational and cognitive skills. Teaching Interactions was recently shown in a research study to be far more effective than social stories in acquiring social skills. Teaching Interactions is commonly used to teach social skills, problem solving and stress management. Participants will learn about specific techniques in implementing Teaching Interactions. The workshop will include information sessions and then opportunities to practice these skills with ongoing feedback.

科研證實，互動教學法比社交故事(Social Stories)更能有效提升社交技巧。這種自然的教學法，非常適合具一定程度的認知能力及具持續對答交談技巧的學生。這種教學方法普遍應用於訓練社交技巧、解難能力和處理壓力的能力。參加者將了解互動教學法的具體技巧，包括技巧的示範和在實習中獲得導師的從旁指導。

**Topics covered:** • Background of the approach | 甚麼是互動教學法?

**主題包括:**

- 6 components of the technique | 教學法的六大元素
- How to provide an effective rationale for students | 如何有效地讓學生領會箇中的意義
- Effective discrimination training | 訓練分辨能力
- How to model skills appropriately | 如何因應情況作適當的技巧調整
- How to provide concise and effective feedback | 如何提供精確的回應
- How to generalize skills learned in teaching sessions to natural environment  
如何於自然的環境中泛化技巧



## Autism Partnership

Autism Partnership (AP) is a leading international agency that provides progressive Applied Behavior Analysis (ABA) services for Autism Spectrum Disorders (ASD). Formed in 1994 in the United States, AP is run by professional clinicians and specializes in providing highly individualized one-on-one and group intervention. Drawing on over 50 years of experience in ABA and the treatment of ASD, our premium services are highly recognized by local and international service agencies and government bodies. We provide consultation services to families and agencies throughout the world.

Autism Partnership now employs more than 500 professionals worldwide. AP has its headquarters in Los Angeles and has offices in Canada, United Kingdom, Australia, Hong Kong, Beijing, Singapore, Manila, Korea and Kuwait.

Autism Partnership (AP)於1994年在美國成立，是全球最具規模為自閉症患者提供「應用行為分析」(ABA)治療的專業機構。AP由一隊專業臨床心理學家、應用行為分析治療顧問及治療師組成，為自閉症譜系障礙(ASD)的兒童及其家庭提供一對一治療、行為干預小組訓練和海外諮詢等服務。我們亦因應學校的個別需要，提供量身訂做的「到校專業培訓」和「到校社交小組」服務。

AP聘用逾500名專業治療師，並於不同國家的大城市開設支部，服務一眾有需要的家庭。AP總部設於美國洛杉磯，並於全球設有辦事處，包括加拿大、英國、澳洲、香港、北京、新加坡、菲律賓、韓國和科威特等。



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