

AUTISM PARTNERSHIP PRIMARY SCHOOL

AP小學

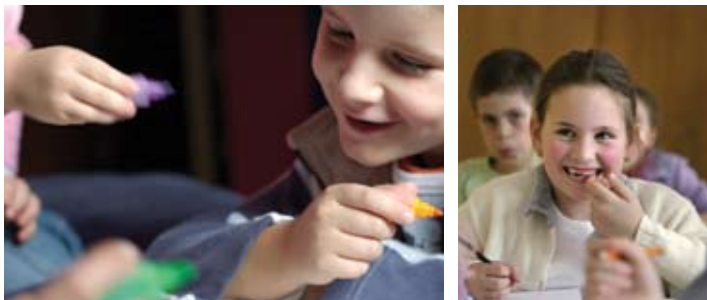


QUICK FACTS ABOUT THE AP PRIMARY SCHOOL

- The school is specially designed to cater for the needs of children with Autism Spectrum Disorder (ASD). We adopt Contemporary Behavioral Therapy (CBT) as our approach to teaching.
- The AP Primary School is registered with the Education and Manpower Bureau (EMB) and has full access to resources provided by the founding organization, Autism Partnership, which has over 200 full-time staff in 11 offices around the world. Autism Partnership is the largest and most established service provider for Applied Behavioral Analysis (ABA) services in Hong Kong and the only provider of CBT.
- The school caters for Cantonese and English-speaking children, aged from 4 years 8 months through to 11 years old.
- There are typically 6-8 students per class with a ratio of at least 1 teacher to every 2 students.
- The 10,000 sq foot facility in North Point boasts 8 large classrooms, a large indoor play area and 4 multi-purpose rooms providing facilities for music, visual art classes and a library.
- The school is full time with 2 weeks vacation in the summer and 1 week at Christmas. The fees are \$17,500 per month.

AP小學簡介

- 專為教育患有「自閉症系列障礙」(ASD)的學童而設，並以「現代行為治療」Contemporary Behavioral Therapy (CBT) 作為教學方法。
- AP小學已向教育統籌局註冊，並由創辦機構Autism Partnership提供支援服務。Autism Partnership在全球逾8個國家設有11個中心，總共有200多位全職員工，是香港規模最大、歷史最悠久的「應用行為分析治療」(ABA)服務提供者，亦是唯一提供CBT的機構。
- 招收年齡介乎4歲8個月至11歲，以粵語或英語為母語的學生。
- 每班一般有6至8名學生，師生比例最少為1比2。
- 北角校舍佔地10,000平方尺，有8個大型課室、1個大型室內遊戲區，4個備有音樂及美術課所需設施的多用途活動室，以及一間圖書館。
- 提供全日制課程，每年有2星期暑假，以及1星期聖誕假期。每月學費\$17,500元。



The Autism Partnership Primary School is the first registered primary school in Hong Kong catering for children with varying levels of functioning of Autism Spectrum Disorders (ASD).

The school was founded by Autism Partnership, which itself was established over 12 years ago, to provide a comprehensive service to families and professionals caring for individuals with ASD.

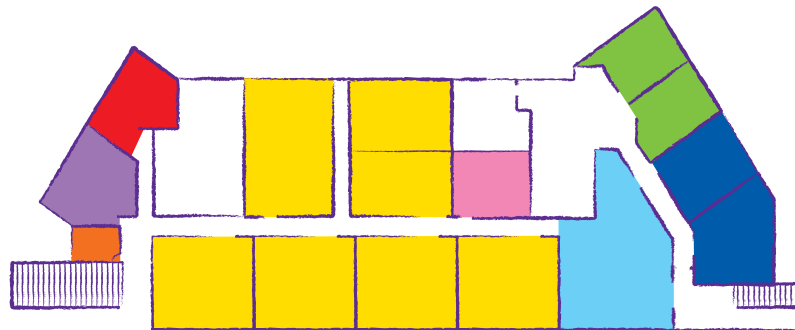
Our method, Contemporary Behavioral Therapy (CBT), is based on an established and systematic research-based strategy, Applied Behavior Analysis (ABA), which has been scientifically proven to be the most effective treatment for Autism.

Autism Partnership 小學是香港首間專門為不同能力的「自閉症系列障礙」(ASD) 學童提供教育的註冊小學。

創辦機構Autism Partnership成立逾12年，致力向需要照顧ASD患者的家庭及專業人士提供全面服務。

我們所採用的「現代行為治療」Contemporary Behavioral Therapy (CBT) 建基於「應用行為分析治療」(ABA) — 這是一套從科學研究得出的系統化教學策略，並已證實是治療自閉症最有效的方法。

- Music room 音樂室
- Classrooms 課室
- Art room 美勞室
- Washrooms 洗手間
- Play area 遊樂區
- Principal's office 校長室
- School offices 校務處
- Multipurpose rooms 多用途活動室



WHAT IS CONTEMPORARY BEHAVIORAL THERAPY?

Over the past 30 years, ABA has been established and is recognized as the most effective treatment for Autism. However, there is tremendous diversity in how ABA is applied.

Prizant and Wetherby (1998) suggested that a more 'contemporary' behavioral treatment is achieved when teaching occurs in more natural learning environments, when there is more emphasis on the individualization of curriculum and, when there is "the use of more natural and balanced social transactions in which learning opportunities are initiated by the child".

They specifically identified the methodology and strategies utilized by Autism Partnership as an example of a contemporary approach. We have therefore adopted this name to define our approach.

何為「現代行為治療」？

過去30年，ABA的治療方法逐漸成熟，並公認是治療自閉症最有效的方法。不過，各機構及計劃所採用的ABA卻有所差別。

Prizant和Wetherby (1998) 提出，強調個人化的學習課程，並“透過更自然及均衡的社交活動，由小朋友自行發掘學習機會，”可以營造更自然的學習環境，從而達至更為“現代”的行為治療模式。

他們特別指出，Autism Partnership所採用的方法和策略，正正是現代行為治療的楷模；有見及此，我們遂以CBT來界定我們的教學手法。



“ LIONEL IS NOW 6 YEARS OLD. WE HAVE SEEN AMAZING IMPROVEMENTS IN THE LAST 4 YEARS, NOT ONLY DOES HE PROGRESS BEHAVIOURALLY BUT ALSO INTELLECTUALLY. THE AP CHOICE WAS CORRECT. ”

“ LIONEL今年6歲，過去4年進步神速，不但行為上有改善，智力方面亦見提升。選擇AP是正確的決定。 ”



AP小學會教授哪些科目？

除了教統局指定的課程外，學校會因應個別學生的需要制訂個人教育計劃（IEP），藉此不斷評估學習進度。不論任何時候，我們的最終目標都是推動學生融入主流的學習和社交環境。

- **正規科目：**根據教統局指定的課程，學校將教授以下科目：語言、數學、通識及電腦。音樂、美術及體育會在校內教授，而戶外設施則用於戶外遊戲及體育活動，例如網球。
- **社區接觸：**學校會安排學生接觸及使用各項社區設施，以深化學生在校內學到的概念。此外，校方亦會舉辦宿營等校外活動，藉此擴闊學生的學習層面，塑造品格。

WHAT SUBJECTS WILL BE TAUGHT AT THE SCHOOL?

Students follow the national curriculum and are also given an Individual Education Plan (IEP) that is designed to suit the student's needs and allows for assessment on an ongoing basis. At all times our ultimate goals are to move the students closer to integration in a typical learning and social setting.

- **Formal subjects:** Following the national curriculum, formal subjects taught at the school are Chinese, English, mathematics, integrated studies, music, visual arts and PE. Outdoor facilities are used to teach outdoor games and sports.
- **Community access:** Trips are organized to community facilities to reinforce concepts students have learned at school. Other trips, such as summer camps, are organized to increase exposure and to build character.





學校有否設有專門為自閉兒童而設的課程？

我們會視乎學生的需要，教導一系列的技巧，常見的包括：遊戲及康樂技巧；語言、溝通及對話技巧；解決問題、想像力、創造及組織技巧；自我評估、主動性及社交技巧；觀點代入技巧；情緒控制技巧；以及大小肌肉的活動技巧。這些技巧會有系統地融會在每日的課堂之中。

我們的課程亦會透過一對一訓練及小班教學處理學習動機方面的問題，提升專注技巧，減少不恰當的行為，以及提升聆聽能力及基本的服從能力。

IS THERE ANY CURRICULUM SPECIALLY DESIGNED FOR CHILDREN WITH AUTISM?

We teach a range of skills depending upon the needs of the students. This often includes play and leisure skills, language and communication, conversational skills, problem-solving, imagination and creativity, organizational skills, self evaluation, initiation, social skills, perspective taking, emotional regulation, fine and gross-motor skills. These skills are embedded into the day across various lessons.

Our program also addresses motivational issues, improves attending skills in class situations, reduces disruptive behaviors and improves listening and compliance.



ARE THE TEACHERS SPECIALLY TRAINED TO IMPLEMENT CBT?

All teachers are registered under the Education and Manpower Bureau and are fully trained by the consultants of Autism Partnership to teach CBT effectively in the classroom.

Teacher training and supervision is ongoing. Teachers are constantly updated and trained by our local experts as well as our doctorate level consultant psychologists from the main office of Autism Partnership in the United States. Overall, teachers receive at least 100 hours of supervision and training every year.

Additional support, including classroom and case consultation, is provided on a frequent and regular basis by both local and overseas consultants of Autism Partnership.

教師有否受過CBT教學訓練？

所有教師已向教育統籌局註冊，並已接受由Autism Partnership的顧問提供的全面培訓，能夠在課堂上有效地運用「現代行為治療」的教學法。

我們會持續培訓及監督教師。本地專家與美國Autism Partnership總部的博士級顧問心理學家將不斷地為教師提供最新資訊及培訓。總括來說，教師將每年接受100小時的監督及培訓。

Autism Partnership的本地及海外顧問更會定期為教師提供包括課堂教學及個案諮詢等額外支援。



HOW WILL I KNOW MY CHILD IS MAKING PROGRESS?

Every child has highly individualized targets and goals for a whole range of skills. Data is collected daily, weekly and monthly. If the student has achieved a goal or skill, we know to move on. Alternatively, we are guided to use a different approach if the child is not responding. Yearly psychological evaluations by our in-house psychologists also ascertain progress.

Parents can also meet once a month with the teachers to discuss their child's progress and the program. Parents can raise concerns and provide input on their child's program goals. Data and videos will be reviewed on the child's individual programs and behaviors.



如何得知子女的學習進度？

學校會為每名學生制訂個人化的學習目標，並收集每日、每周和每月的學習數據。這些數據具有重要的指導作用：學生如成功達標或學會所定的技巧，學習目標便可提升；相反，如學生未能學會既定的目標，我們便會轉換別的方法。另一方面，學生每年都會接受駐校心理學家的評估，以確認學習進度。

此外，父母每月均可與教師會面一次，商討子女的學習進度及課程。除了提出他們所關注的問題，父母亦可對子女的學習目標發表意見。會面期間將回顧學生的個人學習及行為數據，有需要時亦會回顧錄像。



“FRANKIE HAS BEEN WITH AP FOR NEARLY 1 YEAR. TOGETHER WITH THE AP STAFF, WE ARE LIKE ENGINEERS WORKING TOGETHER TO BUILD A HUGE SKYSCRAPER BIT BY BIT. NOW, MY SON CAN COMMUNICATE HIS NEEDS, CAN READ AND CAN CHOOSE HIS FAVOURITE TOYS AND MUSIC.”

“FRANKIE接受AD的治療已近一年。我們和AP的教職員就像工程師，一磚一瓦，合力興建摩天大廈。現在，我的兒子不但能夠表達心中所想，更學會閱讀，以及選擇自己喜愛的玩具和音樂。”

WHAT ABOUT INTEGRATION?

For students who are almost ready for mainstreaming, our focus is to intensively teach them readiness skills and to partner up with other mainstream schools so that students can transit smoothly to such settings.

We will also supply mainstream schools with the necessary shadowing support or consultation services, so that meaningful integration and socialization can occur successfully.



如何協助本校學生融入主流學校及社會？

對於快將入讀主流學校的學生，我們會集中教導準備技巧，並與其他主流學校合作，務求令學生能夠順利過渡至主流環境。

我們亦會為學生在已進入的主流學校提供支援或顧問服務，從而確保我們的學生能夠充實地融入和適應社交生活。





作為父母可以如何參與？

父母的參與是極之重要的！

- 父母可以參加Autism Partnership轄下慈善教育機構AP Foundation所舉辦的訓練班。另外，父母亦可考慮參加Autism Partnership開辦的密集家長訓練課程，從中學會更多教導子女及增加子女的溝通互動技巧。
- 校方歡迎父母預約觀課，以便親身視察子女的學習情況。
- 校方亦鼓勵父母積極參與校內每年各項辦學籌款活動。

HOW CAN I GET INVOLVED AS A PARENT?

Parental involvement is important!

- Parents can participate in the parent training sessions organized by the AP Foundation, the charitable educational arm of Autism Partnership. Alternatively, parents may consider joining Autism Partnership's intensive parent training program to develop more teaching and parenting skills.
- Parents are welcome to make appointments to visit their child's class to get a first-hand look at how their child is doing.
- Parents are encouraged to join us in fundraising activities throughout the year to raise money for the school.



“ In 1999 The New York State Department conducted a 2-year study to evaluate all current research for Autism. They found ABA to be the most scientifically proven methodology to help children with Autism. ”

Intensive Behavioral Treatment for Children with Autism: Four-Year Outcome and Predictors.
<http://www.ctfeat.org/aba.htm>

“ Based upon strong scientific evidence, it is recommended that principles of applied behavior analysis and behavior intervention strategies be included as an important element of any intervention program for young children with Autism.

Based upon strong scientific evidence, it is recommended that training of parents in behavioral methods for interacting with their child be extensive and ongoing and include regular consultation with a qualified professional. ”

Clinical Practice Guideline Report of the Recommendations for Autism and Pervasive Developmental Disorders, New York State Department of Health
<http://www.health.state.ny.us/nysdoh/eip/menu.htm>

“ Over 30 years of rigorous research and peer review of applied behavior analysis' effectiveness for individuals with Autism demonstrate ABA has been objectively substantiated as effective based upon the scope and quality of science. ”

Maine Administrators of Services for Children with Disabilities (2000), Report of the MADSEC Autism Task Force, Revised Edition.
<http://www.madsec.org/docs/atf.htm>

“ There is a large body of empirical support for more contemporary behavioral approaches using naturalistic teaching methods that demonstrate efficacy for teaching not only speech and language, but also communication. ”

National Research Council (2001). Educating Children with Autism, Committee on Educational Interventions for Children with Autism, Division of Behavioral and Social Sciences and Education, Washington, DC: National Academy Press
<http://books.nap.edu/books/0309072697/html/index.html>

“ 紐約州政府於1999年推行了一項為期兩年的研究計劃，對現行一切自閉症研究工作展開評估。結果發現，在治療自閉兒童方面，應用行為分析治療（ABA）是最有科學根據的治療方法。 ”

Intensive Behavioral Treatment for Children with Autism: Four-Year Outcome and Predictors.
<http://www.ctfeat.org/aba.htm>

“ 根據有力的科學證據，任何為年幼自閉症患者而設的訓練，都應該運用「應用行為分析」及以行為科學為本的訓練。

根據有力的科學證據，為加強父母與子女的互動，父母應接受持續而全面的行為治療培訓，包括定期諮詢合資格專業人士。 ”

Clinical Practice Guideline Report of the Recommendations for Autism and Pervasive Developmental Disorders, New York State Department of Health
<http://www.health.state.ny.us/nysdoh/eip/menu.htm>

“ 經過30多年的深入研究及同行專家評審，證明應用行為分析對治療自閉症患者的效用，已在科學範疇及質量上獲得客觀肯定。 ”

Maine Administrators of Services for Children with Disabilities (2000), Report of the MADSEC Autism Task Force, Revised Edition
<http://www.madsec.org/adsec/ATFReport.doc>

“ 大量實驗證據支持利用自然教學法推行更現代的行為治療，前者不但對教授說話及語言技巧特別有效，對提升溝通能力亦有幫助。 ”

National Research Council (2001). Educating Children with Autism, Committee on Educational Interventions for Children with Autism, Division of Behavioral and Social Sciences and Education, Washington, DC: National Academy Press
<http://books.nap.edu/books/0309072697/html/index.html>

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