



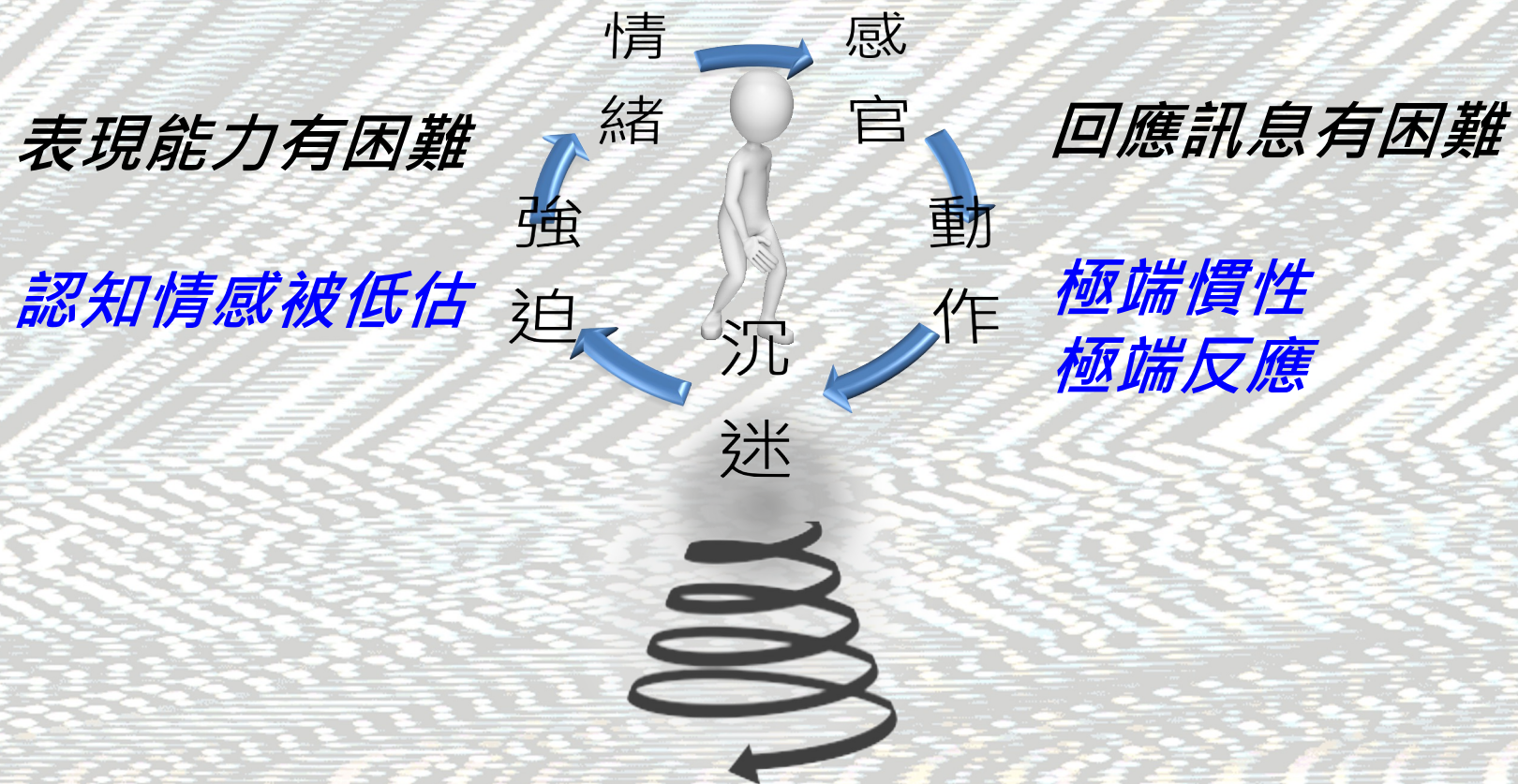
(DSM-5) 自閉症譜系障礙

1. 社交溝通及社交互動缺損

2. 局限及重複的行為模式

為何低口語自閉生有那麼多情緒行為困難？
他們的真正障礙是什麼？

低口語自閉症人士自行打字の自白



- 「1. 社交溝通及社交互動缺損
2. 局限及重複的行為模式」

異常神經連接：太強太弱

不斷被誤解否定的模式

動作感官問題可能是自閉人士的核心困難



OPINION / VIEWPOINT

Quantitative tests of motor skills could improve autism care

BY RUJUTA BHATT WILSON / 2 APRIL 2019

...broad **motor** abnormalities, however. These assessments often emphasize **motor** skills acquisition or **motor** milestones — for example, whether a child is walking — instead of a descriptive analysis of **motor**...



Motor difficulties in autism, explained

BY LAUREN SCHENKMAN / 13 AUGUST 2020

...to treat these problems, especially because motor setbacks may have consequences far beyond simply impeding movement. What types of motor issues do autistic people have? They may have gross-motor problems,...



Study identifies brain signatures of motor deficits in autism

BY KELLY RAE CHI / 9 JUNE 2009

...studying autism. Yet studying **motor** skills might reveal specific clues about how the brain is abnormally wired in individuals with autism. "Children with autism have difficulty with **motor** skill development...



Motor problems key feature of autism, family study suggests

BY VIRGINIA HUGHES / 21 NOVEMBER 2011

...in Autism I. Many studies have shown **motor** problems in people with autism, but this is the first to investigate whether family members also have them. **Motor** deficits such as...



Motor problems in autism move into research focus

BY VIRGINIA HUGHES / 3 NOVEMBER 2011

J. Frick On the move : Babies who later develop autism show early signs of motor impairments. Infant research dating back to the 1960s has shown that motor skills, including...



Genetics underscores importance of motor deficits in autism

BY JESSICA WRIGHT / 28 FEBRUARY 2018

Spontaneous mutations that impair proteins can cause **motor** problems in children with autism even in the absence of intellectual disability, a new study suggests¹. The findings indicate that **motor** problems...

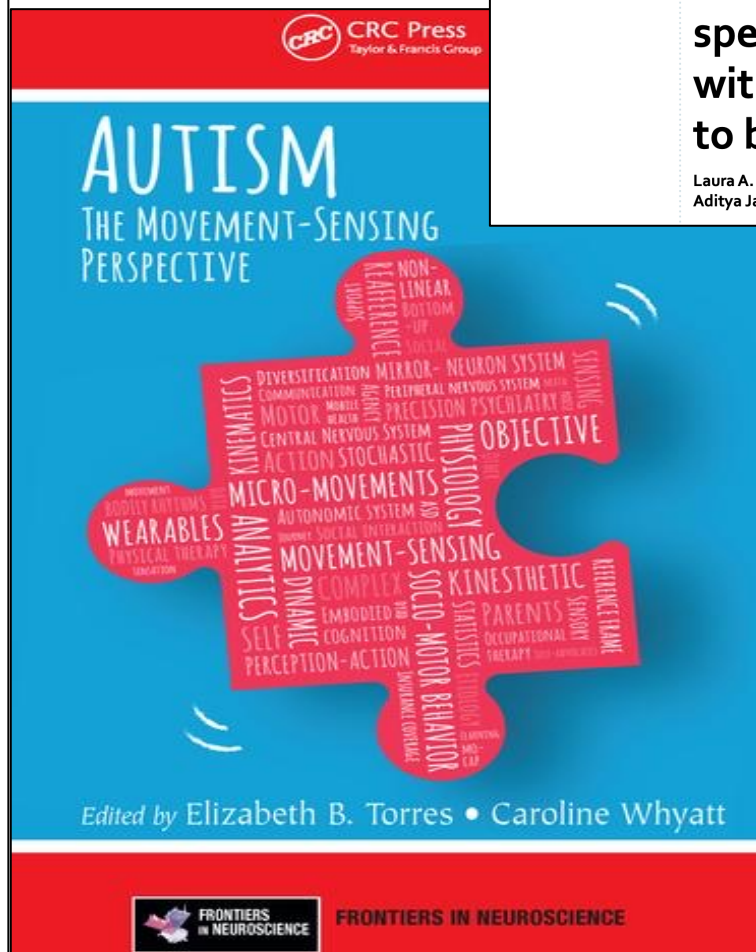
www.nature.com/scientificreports

scientific reports

 Check for updates

OPEN Motor and sensory features successfully decode autism spectrum disorder and combine with the original RDoC framework to boost diagnostic classification

Laura A. Harrison^{1,2}✉, Anastasiya Kats², Emily Kilroy^{1,2}, Christiana Butera^{1,2}, Aditya Jayashankar^{1,2}, Umit Keles³ & Lisa Aziz-Zadeh^{1,2}





幫助低口語自閉生進步



Communication x Relationship x Adaptation : A Flourishing Transformation
溝通 x 關係 x 適應 : 殷盛 蛻變

匡智會CRAFT綜合介入模式





互動模式

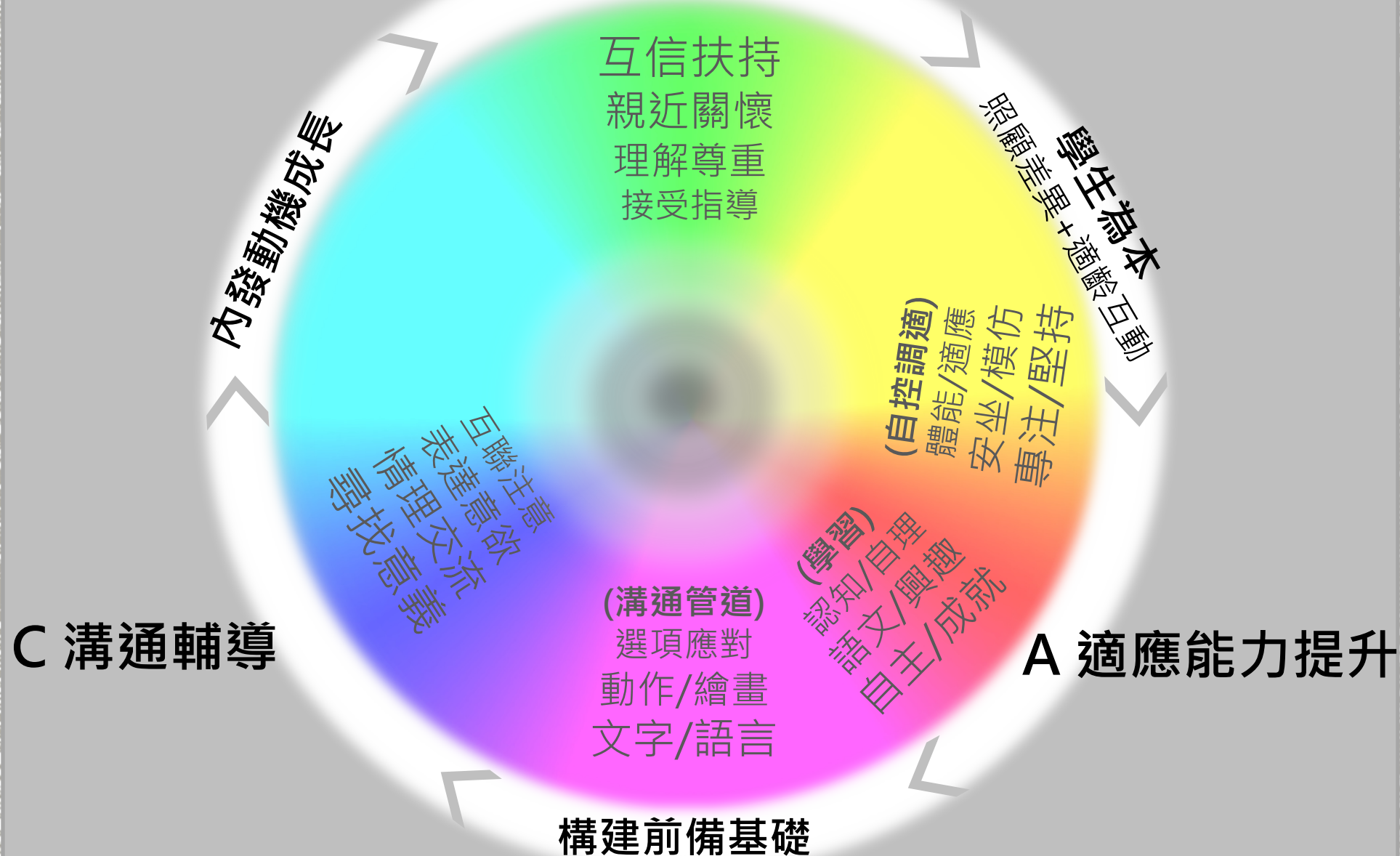
- ✓相信學生潛能
- ✓參考適齡溝通+自然互動
- ✓正面開放持平的交往
- ✓發展強項



核心理念

- 1.自閉生易被誤解
- 2.成人能展示 更大耐性 和更正向支援
- 3.自閉生能發展 更深更廣的溝通關係
- 4.自閉生因此能 克服困難並成長

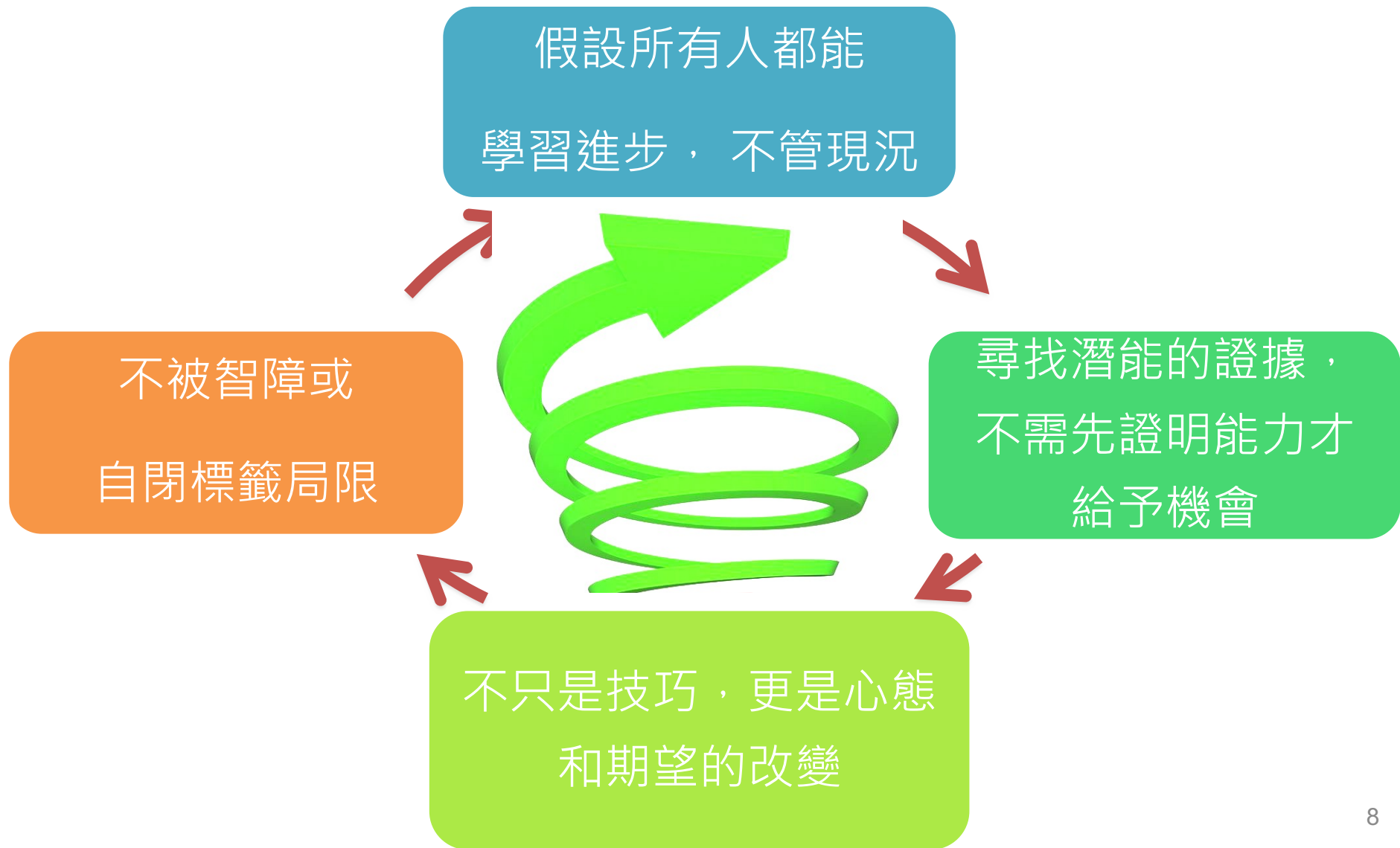
R 關係建立





CRAFT模式發掘潛能而非只尋找不足

Assume Competency NOT Deficit Model



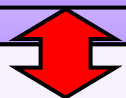


CRAFT全校參與三層支援模式：

第三層：個別化支援 (針對性的輔導或訓練)

前備基礎訓練 (體能、基本溝通、自控、模仿)

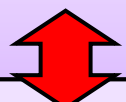
個案輔導 (學習提升、心理需要)



第二層：小組加強支援 (跨專業協作輔導或訓練)

特別班 (中小學組)

識字策略小組 / 閱讀理解小組 / 輔導小組 / 粵拼小組 / 健體組



第一層：全校性支援 (政策、文化和措施)

落實發展藍圖 / 制定政策 / 跨校跨專業交流

教職員及家長培訓 / 營造校園學習環境 / 建立關係和溝通管道
識字評估 / 優化語文教學 / 提升閱讀風氣 / 發展粵拼電子學習



A. 校本工作: 三層支援模式

1. 學生支援 及 學與教層面
2. 管理與組織、文化、家長及其他支援層面

B. 會本、跨校及對外工作

1. 個案分析
2. 統整教材、網上資源連結
3. 跨校交流、培訓及協作
3. 文獻探討
4. 基金申請
5. 會外交流及培訓

