

Jyutping Intervention for Minimally Verbal Students with Autism Spectrum Disorder and Intellectual Disabilities in Hong Kong Special Schools – Mixed Methods Multiple Case Study

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Abstract

Students with comorbidity of minimally verbal autism spectrum disorder (MVASD) and intellectual disabilities (ID) demonstrated complex communication challenges. Previous literature showed that typing might be a possible communication alternative for ASD students with communication challenges. This study investigated the feasibility of using Jyutping (a Chinese phonics-based input method) as an Augmentative and Alternative Communication (AAC) for students with MVASD and ID in special school settings in Hong Kong. Four participants who showed initial progress in Jyutping training were recruited for a one-year pre-post-study. This study addressed this issue by integrating both qualitative and quantitative data collected through standardized and non-standardized psychological measurement, language sampling, caregiver questionnaires and interviews. The results evident successful acquisition in Jyutping and mild improvements in communicative abilities among the participants. Continuous training would be required to enhance their communication competence to use Jyutping as a communication alternative. Contextual and individual factors involved were also explored. Limitations, implications and recommendations for future research and intervention were discussed.

Keywords: autism; intellectual disability; Augmentative and Alternative Communication; language disorder; minimally verbal

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