



(DSM-5) Autism Spectrum Disorder

- 1. Deficits in social communication
and social interaction**
- 2. Restricted, repetitive patterns
of behavior, interests, or activities**

**Why do minimally verbal autistic students have
so much emotional behavioral difficulties?**

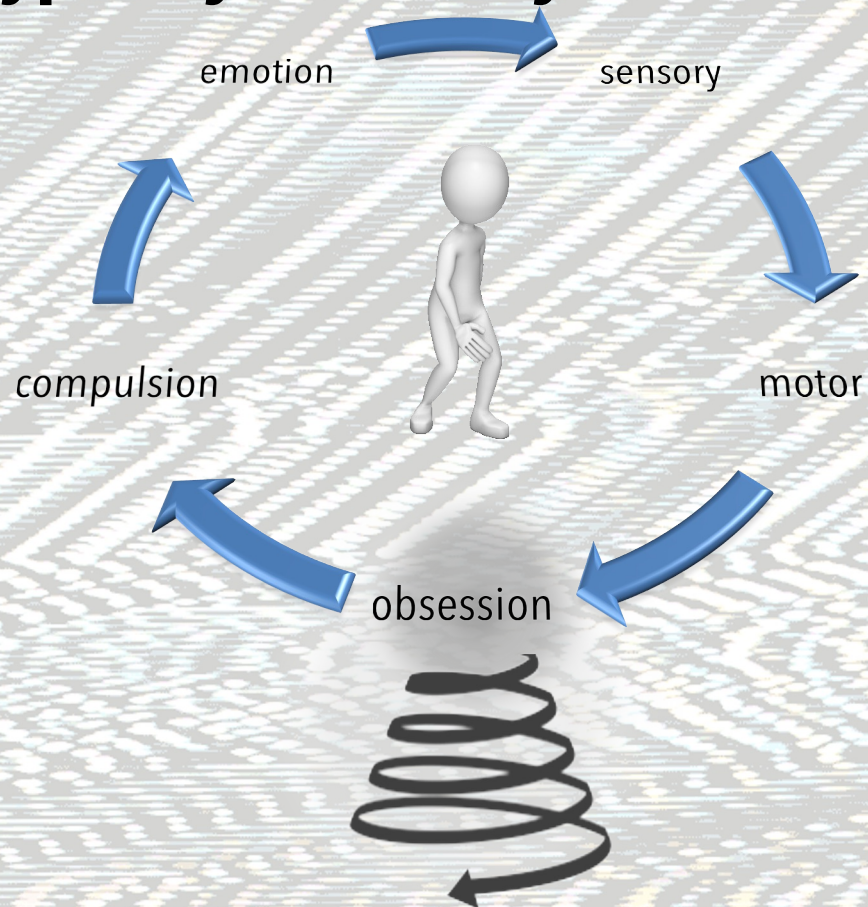
What are their real obstacles?



Disclosure typed by minimally verbal autistic people

Difficulty in performing

Cognitive and social ability is underestimated



Difficulty responding to environment

Extreme inertia & Extreme reaction

- "1. Social communication & social interaction deficits**
- 2. Restrictive interests & repetitive behaviors"**

Abnormal neural connections: extreme strength or weakness

Constant misunderstanding and negation

scientific reports

 Check for updates

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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...



What can help improve ASD students?



Communication x Relationship x Adaptation : A Flourishing Transformation
Hong Chi Association CRAFT Intergrative Intervention Model

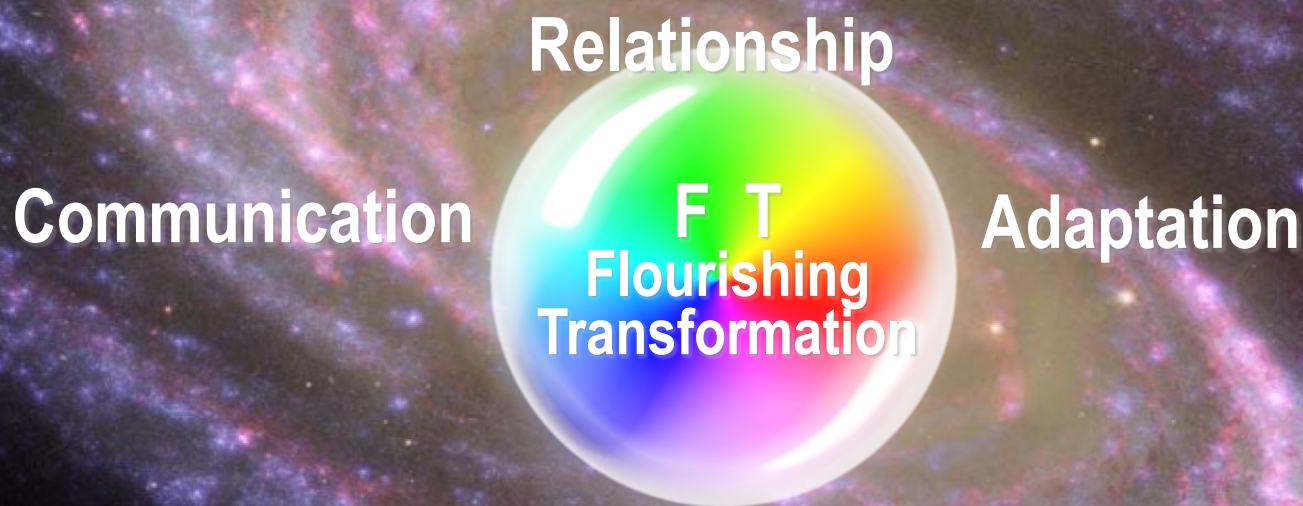


C.R.A.F.T.



Mode of interaction

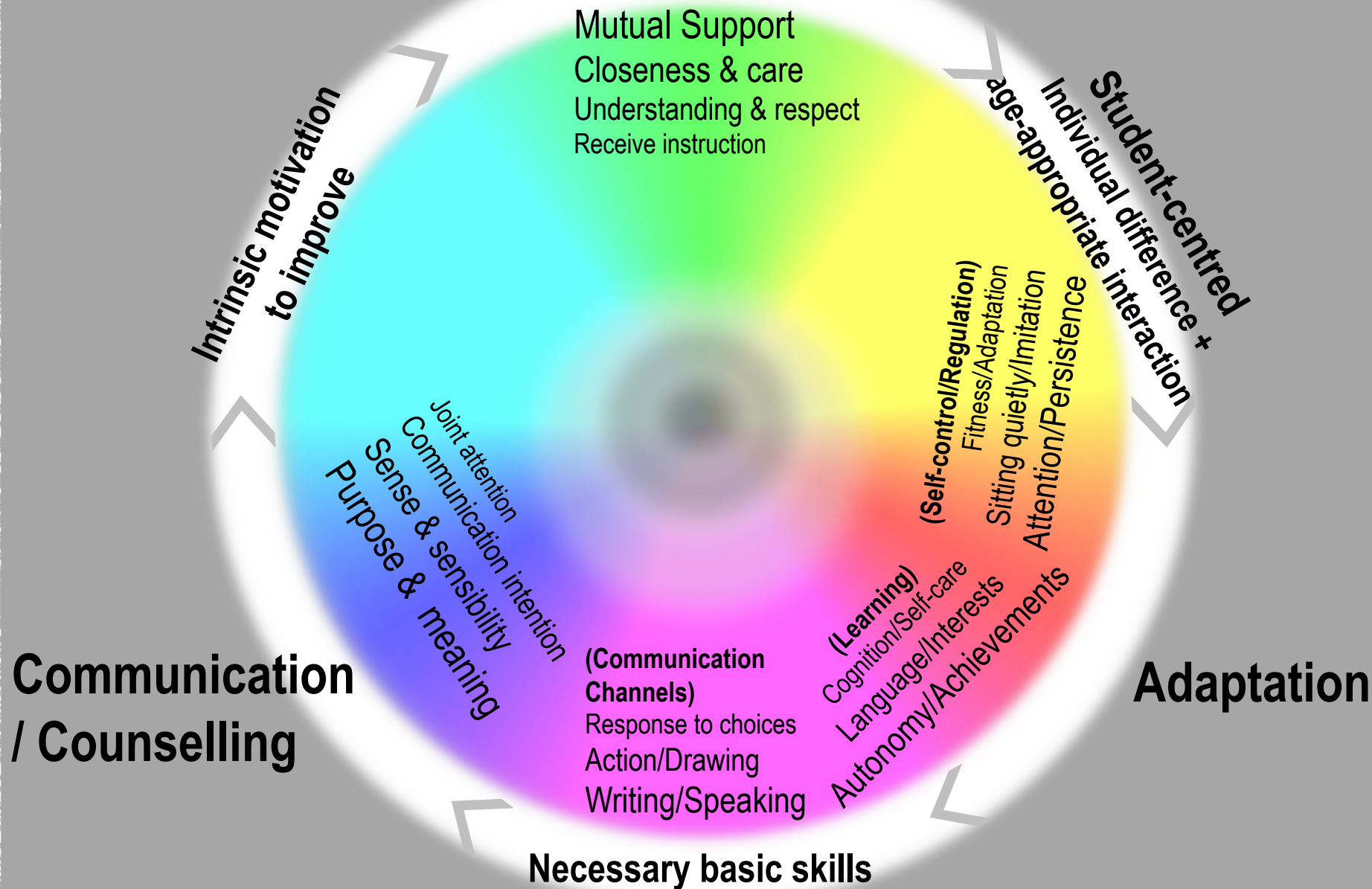
- ✓ Believe in students' potentials
- ✓ Age-appropriate communication+ Natural interaction
- ✓ Positive, open, unbiased exchange
- ✓ Develop strengths

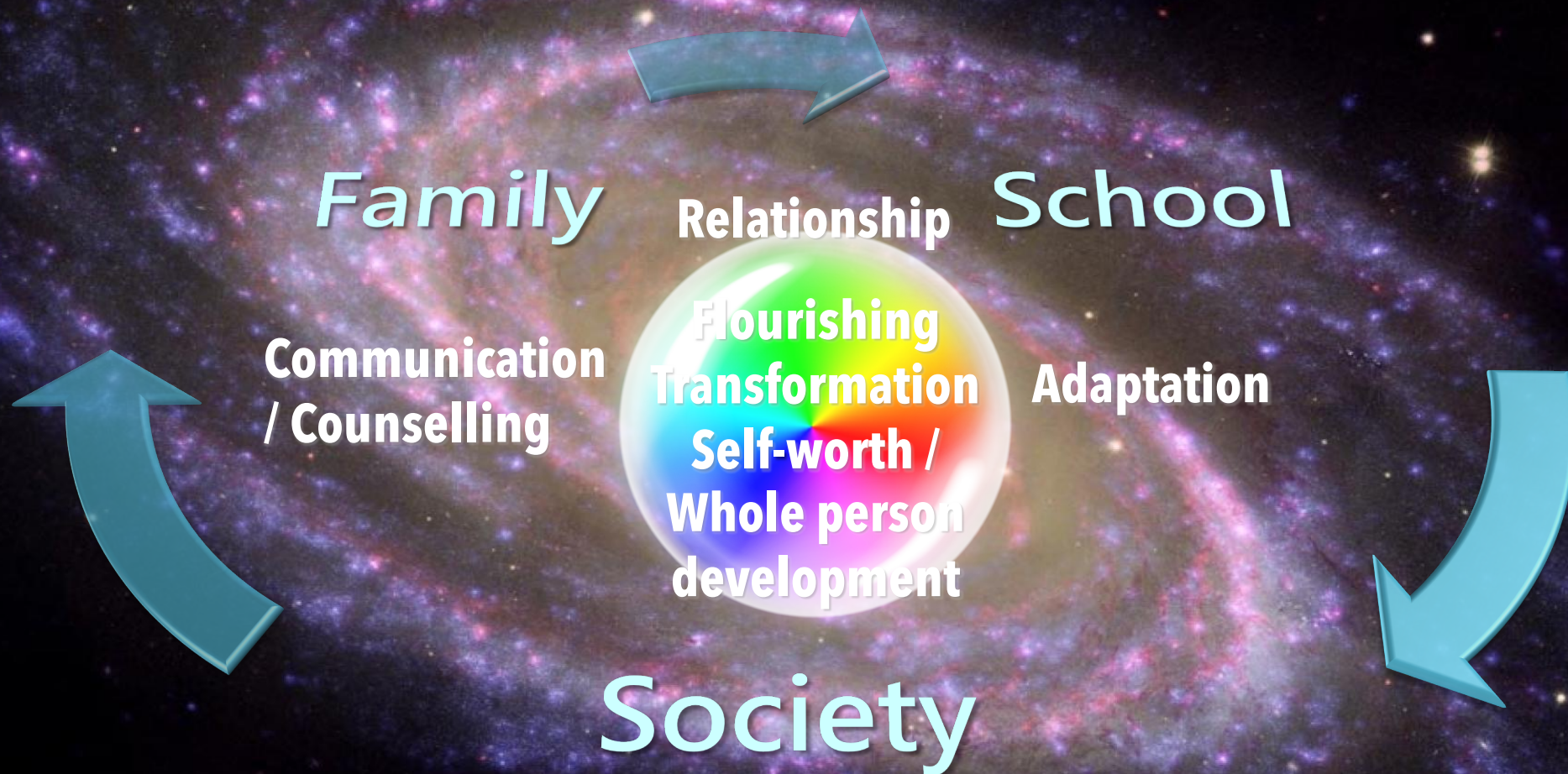


Core assumptions

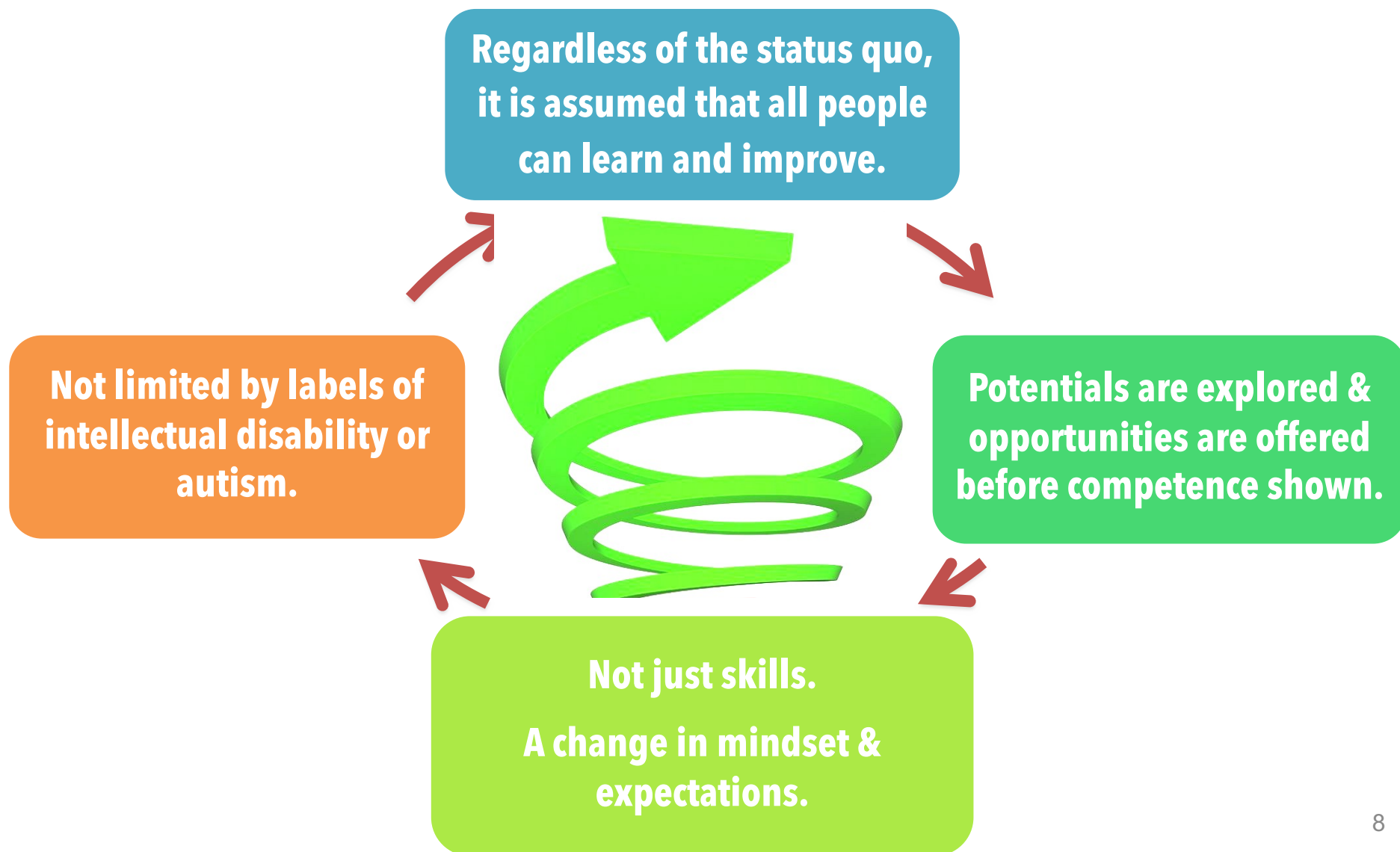
1. ASD students are often misunderstood
2. Adults can have greater patience & give more positive support
3. ASD kids can develop deeper, wider communication & relationships
4. As a result, ASD kids can overcome difficulties and improve

Relationship



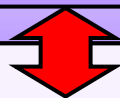


Assume Competency NOT Deficit Model

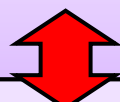


CRAFT whole school approach in three-tier support model

Tier 3: Individualized support (targeted counseling or training)
Prerequisite basic training (physical fitness, basic communication, self-control, imitation)
Case Counseling (Learning Enhancement, Psychological Needs)

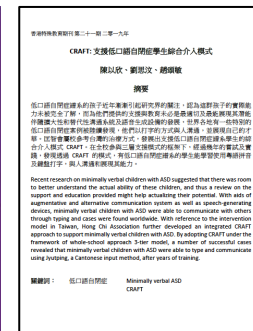
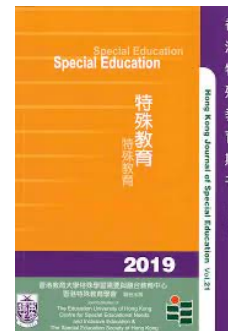


Tier 2: Group Enhancement Support (Interprofessional Collaborative Coaching or Training)
Special Class (Primary & Secondary School) / Literacy Strategy Group / Reading Comprehension Group /
Coaching Group / Jyutping Group / Fitness Group



Tier 1: School-wide support (policy, culture and practices)
Implementation of development blueprint / Policies formulation / Interchool professional exchanges/ Staff
& Parent Training / Campus Learning Environment enhancement/ Building Relationships & Communication
Channels / Literacy assessment / Improving language teaching / Enhancing reading ethos / Developing
Jyutping e-learning

CRAFT whole school approach in three-tier support model



A. School-based work: three-tier support model

1. Student support and learning & teaching
2. Management and organization, culture, parental and other support



B. Association, inter-school and external work

1. Case analysis
2. Integrating teaching materials and links to online resources
3. Inter-school communication, training and collaboration
4. Literature review
5. Fund application
6. External exchange and training

