



Efficacy of different modes of expression by minimally verbal autistic people compared to normal speech

Use texts										
Choose texts										
Choose pictures										
Spontaneous action										
Normal speech										



Prerequisites	Purposes / Key points	
a. Fitness	-Improve self-regulation, muscle power and coordination to demonstrate competence	-Limited prompts or close contact
b. Sitting / Imitation	-Learn self-control -Improve concentration for communication and learning	-Prompts suggested more from routine or environment
c. Structured learning	-Develop the habit of regular and independent study	
d. English letters typing	-Establish a foundation for future Cantonese or English communication training	Use of texts
e. Literacy training	-Promote literacy, consolidate and enhance communication skills and motivation -Progressing to writing or typing with a suitable keyboard	
f. Choosing entertainment	-Exposure to novel events and discover interests -Cultivate interest and develop potential, increase communication motivation	
g. Language enhancement + texts communication -Fill information -Reading comprehension + Texts choosing -Jyutping typing	-Enhanced application of non-verbal expressions: word selection, writing and/or using the keyboard -Expand the scope of knowledge -Building relationships, internal motivation and autonomous in-depth communication and learning	



Training use of texts	Key points	Content	Context
Output from student	• Choose texts • Write • Computer input	• Learning enhancement • Promoting motivation • Social interaction	• Routine • Individual training • Small group • Lesson
Input to student	• Knowledge • Language ability • Confidence		



Progression of Responding through Text

g. Instructor responds to the student's choice or expression

7. Student writes or types preferences

f. Instructor reminds student by audio / visual / tactile means to focus, but not guided contacts to select answers

6. Student writes or types factual answers

e. Instructor tells the student to respond by "give / point / circle / type"

5. Student chooses the answer to write or type

d. (For student prone to repeat speech or action, instructor should avoid holding student's finger to introduce and point to each answer at the same time)

4. Student practises writing or input method through electronic exercises

c. Instructor (tears apart/) lifts / shakes / taps / points and says each answer one by one

3. Student chooses the answer and copies or types it out with the romanization provided

b. Instructor moves the answers to the student's visual field / adjusts speech tone and speed

2. Student points / circles the answer on the same piece of paper (2 or more choices)

a. Instructor teaches / says / writes the key points of the questions and multiple choice answers.

1. Student taps / points / picks up answer from separate sheets (2 to 4 choices)



Content of text choices

5	Open-ended questions Preferences / Intentions / Emotions / Evaluations	-Answer question -Fill in the blank -Sentence completion	-Explain -Explore -Describe	-Subjective thinking -Fact
4	More abstract inferences about things			
3	More concrete understanding of the situation			
2	Closed information just explained			
1	Known closed facts		-Name	