

**Application for the 2024-2025 Psy-Connection Award**

**Completed Project:  
The EmpASDthy Duet**

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# 1. Introduction

## 1.1 Background

The increasing awareness of neurodiversity and the rise in diagnoses related to various special educational needs (SEN) have highlighted the pressing need for public education aimed at fostering a community that embraces neurodiversity. While individuals with Autism Spectrum Disorder (ASD) are often perceived to have difficulties with socialization and communication, recent research suggests that these challenges may not be solely attributable to ASD itself. The double-empathy problem, introduced in the last decade, illustrates that misunderstandings between ASD individuals and neurotypicals arise from differences in language and experiences, affecting both groups (Milton, 2012). Some research has shown that most ASD individuals could empathize well and effectively communicate with other ASD individuals (Komeda et al., 2015; Crompton et al., 2020; Sheppard et al., 2024). Furthermore, the idea that ASD has to be cured and eradicated is seriously challenged these days (Baron-Cohen, 2017; Kapp et al., 2013). Therefore, the double-empathy problem reframes our approach to support them by underscoring the notion that interventions focusing solely on ASD are insufficient; effective communication is a mutual endeavor.

## 1.2 Objectives

In light of this, our project seeks to enhance the social experiences of children with ASD through two main initiatives. The first component consists of workshops aimed at improving social understanding skills, particularly, emotional understanding and controlling, among ASD individuals. The second initiative involves creating and distributing a picture book designed to promote acceptance of neurodiversity—specifically targeting acceptance of ASD—among neurotypical children. Ultimately, this project aims to cultivate a more harmonious community through collaborative understanding and empathy from both sides.

## 1.3 Rationale and Community Assessment

The stigmatization of individuals with ASD is a serious issue. A survey by Against Child Abuse found that 78% of respondents experienced peer discrimination, with 64% facing it at school and 52% in public settings. Disturbingly, some children have even been derogatorily labeled by teachers (Against Child Abuse, 2021). Parents of ASD children also suffer from such discrimination (The Education University of Hong Kong, 2016). Considering how the ASD population in Hong Kong may represent 2.5-3.0% of the total population, there is the urgent need for greater awareness and acceptance of neurodiversity (Autism Hong Kong, 2023).

In terms of the major reasons behind such stigmatization, the problem lies in social deficits rather than the developmental disorder itself. Individuals with ASD typically struggle to form deep, reciprocal relationships with peers and frequently misinterpret social cues, leading to inappropriate reactions and, consequently, avoidance by peers. While this problem becomes more pronounced with age, due to the increasing developmental gap with their same-age peers (Rosenthal et al., 2013). A particularly impactful issue is their difficulty in recognizing their own and others' emotions (DSM-5, 2013), which results in an inability to behave appropriately in response to others' emotions or to control their own temper. Theoretically, this problem extends from impairments in central coherence, executive functioning, and theory of mind. They are incapable of intuitively picking up social information and paying attention to relevant cues like facial expressions (Delli et al., 2017; Garcia-Garcia et al., 2022). Additionally, their poor performance in mind reading, which is essential for understanding interpersonal differences in thoughts and feelings (Li et al., 2014), hampers their ability to recognize external emotions. Regarding internal emotions, their inflexibility makes it difficult to adapt to changing emotional situations or to recognize when their emotional responses are inappropriate (Cai et al., 2018). Williams (2010) suggests that individuals with ASD have a generalized impairment in mentalizing, which extends their deficit in emotion recognition to

themselves as well. To address these challenges, intensive training is essential. A series of social workshops has been selected as the mode of intervention, as it will provide students with accurate information, resources, and opportunities to practice, which have proven effective in helping them adjust their perceptions and behaviors over time (Weiss & Harris, 2001).

In the aim of advocating for neurodiversity acceptance, we have chosen picture books as the medium. This decision stemmed from the intention to create a product of advocacy that could not only benefit the ASD population but also the neurotypical audience. Shared-book reading (SBR) has been shown to have significant positive developmental and literacy outcomes (Hoyne & Egan, 2019). As a result, picture books were chosen as the medium as it not only meets the primary objective of promoting neurodiversity acceptance but also the secondary objective of bringing educational benefits to the audience.

## **2. Execution**

### **2.1 Social Workshop**

#### **2.1.1 Partnership organisation and participants' background**

We have reached out to and collaborated with the Boys' & Girls' Clubs Association of Hong Kong. After communicating with the assistant director, she arranged for us to organize the social workshop at S.K.H. Li Ping Secondary School, supervised by the school social worker. Participants were six Form 1 students with Autism Spectrum Disorder. They all faced challenges in socializing with peers and/or in the community, as reported by teachers and school social workers.

In terms of the theory of mind, by the age of 9, children should have gone through all developmental progression of the theory of mind, understanding there would be a diversion in belief-emotion and real-apparent emotion (Segal, 1996). Yet, ASD students lack a spontaneous theory of mind (Senju, 2012), with a serious delay in development, and they are not aware of the interpersonal differences. We therefore want to fill the developmental gap at an age that is still during the developmental stage, and is facing drastic changes in social circle (i.e., from elementary school to high school).

#### **2.1.2 Selection of topics**

Impairment in emotion recognition is a hallmark characteristic of ASD students (Rice et al., 2015). According to Harms et al. (2010), children diagnosed with ASD often have delays and deviations in the development of emotion recognition in both themselves and others. At the same time, this delay causes ASD students to be less adept at social referencing. Atypical face processing causes them not to pay attention to the change in facial expressions and seek emotional information from others' faces (Samson et al., 2012). Together with reference to the information provided by school teachers and social workers during the pre-service meeting, students have fundamental understanding of basic and complex emotions, but are particularly weak at recognising and controlling themselves when facing negative emotions such as stress and anger. While this inability drives ASD students' inappropriate responses to others' affection, or the inability to control their emotions and control their behaviors accordingly. Compared to other social skills, this aspect affects their social functioning the most and is one of the fundamental reasons causing social awkwardness. So, it is targeted as our workshop focus.

#### **2.1.3 Workshop delivery**

During the workshop, we served as the main instructors, with the school social worker assisting the class. Each session lasted for approximately 75 minutes and was conducted after their regular class time. Students were seated in a horseshoe arrangement to foster interaction and participation.

For the specific content of each session, please refer to the lesson plan in appendix B.

The class schedule is designed to engage students through a blend of theory and practice, structured into four sessions. In Session 1, students revisited the concepts of basic emotions and learned to identify them through facial expressions, starting with an ice-breaking activity and concluding with a formula for recognition. Session 2 built upon this foundation by teaching students how to recognize both others' and their own emotions, incorporating insights on vocal tone, body language, and the relationship between emotions and physiological symptoms. Session 3 extended the discussion to physiological symptoms in relation to different intensities of emotions, introducing an emotions thermometer and various coping methods for managing negative emotions. Finally, Session 4 emphasized selecting appropriate coping strategies, guiding students to identify effective personal methods and create a “calm down” card for future reference.

The workshop design and delivery adopted numerous evidence-based practices to enhance learning for students with autism. The class utilized various visual aids, such as PowerPoints, videos, visual schedules, and tools like the emotions thermometer and emotions rainbow, to support ASD students, who are visual learners, by leveraging their strengths and minimizing reliance on auditory processing (McCorkle, 2012). Task analysis was also employed to teach emotional reading and recognition skills in a serial manner to overcome their deficits in parallel processing (Kimhi, 2014). Chained formulas have been utilized, such as rhymes for observing facial expressions, for systematic instruction, which enhanced students' task completion and served as mnemonics to foster independent use in the future (Parker & Kamps, 2011). Another important feature of the workshop is the adoption of game-based learning. Numerous individual, paired, and group games were included in each session. This approach provides a safe and motivational way for students to apply their knowledge, which is essential due to their low generalization ability (Carruthers et al., 2020). It also allows us to check on their learning progress while practicing their collaboration and communication skills. Positive reinforcement was implemented by rewarding students with priority in selecting crafting materials for participation and achievements, promoting motivation and engagement (Rumfola, 2017). At the end of each session, questions related to key content were asked as in-class assessment, avoiding traditional testing methods to reduce pressure and enhance memory consolidation for better learning outcomes.

## **2.2 Picture Book**

### **2.2.1 Design Process**

All contents of the 32-page picture book, from illustrations to the story, were designed from scratch. To find out what elements attract children to read a book, we selected 5 books at the Hong Kong Central Library and asked 25 children which book interests them the most. Many were intrigued by food-related elements. Taking inspiration, characters in our book were designed based on food (i.e. Mont Blanc, fruit tart and iced gem biscuits).

As the book aims to advocate for neurodiversity, the character Mont Blanc is designed to have ASD. Multiple common symptoms of ASD were subtly demonstrated in the story, including difficulty in adapting to unexpected change of routine and events, stimming (i.e. hand-flapping to express joy in the story) and hypersensitivity to bright light (Autism Speaks, n.d.). The last symptom was intentionally chosen for the climatic scene. Since children may have weaker Theory of Mind and abstract thinking (Berger, 2008), it would be much more ideal if the message of the story could be visualized. Thus, empathy (or perspective taking) in this book took physical form to achieve such a purpose. Near the end of the story, Fruit Tart finally learnt to accept individual differences, encouraging readers to follow along. The star was used as a recurring motif throughout the book as autistic children are sometimes referred to as “children of the stars”. Despite the book's purpose of advocating for neurodiversity, not once was “ASD” or “autism” explicitly mentioned in the book. Since parents in Hong Kong are reluctant to disclose their children's diagnoses, neurotypical children should be taught to empathize with their neurodivergent peers even without knowing

their peer's condition. ASD individuals are known to have some of the most diverse types of symptoms. Introducing the character as someone with ASD and emphasizing it in the story repeatedly may not only create specific stereotypes of ASD individuals but also limit the character depth from the story's perspective.

As the secondary objective of the picture book was to bring other educational benefits to the readers, the book was designed to facilitate extratextual talk (i.e. any parent-child verbal interaction beyond the literal narration of the story) during SBR. Encouraging readers to make inferences during SBR has shown to bring prominent literacy benefits (Flack et al., 2018; Korat et al., 2018). The text and illustrations were designed to have a synergistic effect, meaning readers have to draw on clues from one aspect when interpreting the other. For instance, when the cookie sprites casted a spell on Fruit Tart, it was not described explicitly in the text, so readers must infer from the illustration.

### ***2.2.2 Finalization and Printing***

After finishing the first draft, we consulted educational professionals like kindergarten teachers, social workers and professors and received very positive responses from them. However, some pointed out that our original age range of 3-8 may be too wide. After careful consideration, we modified the age range to 5-8 as the message of our book requires slightly more advanced perspective taking abilities to understand. We also simplified the language of our picture book for it to be more child-directed. Following finalization of the draft, we first ordered a sample copy to ensure the printing quality, then we ordered 130 copies in butterfly-fold binding, as it is durable and can be laid completely flat, preventing the loss of content in the middle. Near the end of the project, 25 saddle-stitching copies were ordered to explore other options for possible future directions.

### ***2.2.3 Supplementary Talk on SBR Techniques for Parents***

To support our secondary objective of maximizing benefits of SBR for readers, we organized a talk dedicated to SBR techniques for parents, with a primary focus on dialogic reading. By equipping parents with these strategies, we aim to not only enhance the reading experience of young readers by making it both enjoyable and educational, but also to deepen their engagement with the text. The talk was held on the 8th February, 2025 from 15:00-16:00 at Glorious Word Baptist Church with eleven participants. It was promoted on social media platforms like Facebook, among parent groups. In the talk, we first debunked some common myths about reading. Then, we introduced the dialogic reading framework proposed by Whitehurst et al. (1994), which includes the PEER framework (Prompt, Evaluate, Expansion, Repetition) that conceptualizes the stages and components of an ideal SBR interaction, and the CROWD framework (Completion, Recall, Open-ended, 6W, Distancing) which introduces the different types of prompting techniques. Among these strategies, open-ended and distancing prompts were emphasized. To convince parents of the importance of these strategies, Sigel's (2002) Psychological Distancing Theory was introduced. The theory has been applied to analyze the cognitive complexity levels of SBR prompts, thus we presented this theory to parents so they can evaluate their own SBR interactions. Parents were also encouraged to utilize picture books to train their children's perspective taking skills as children may be weaker in this aspect which we illustrated using the concept of egocentrism in early developmental stages. Finally, we ended the talk with some Dos and Don'ts in SBR, as well as factors that should be considered when selecting books for children.

### ***2.2.4 Distribution***

To distribute the remaining books, parents that had expressed interest in the book but could not attend the talk were given the option to either receive the book through SF-delivery or pick-up at a local picture book shop—13B store. Prior to sending out the Google forms, we reached out to 13B store and asked if we could drop off some copies at their store for parents to collect. Fortunately, they accepted our request so we were able to provide parents a free pick-up option. Then, some books were given to non-profit

organizations, teachers, social workers and families we personally knew. Some copies were also distributed on the streets or given to experiment participants of university labs we worked in as student helpers. For the detailed record of book recipients, please see Appendix E.

### **3. Evaluation**

#### **3.1 Social Workshop**

In general, positive feedback was received from both students and the social worker in charge. The effectiveness of the teaching was assessed through questions and in-class games. It was observed that all children established a fundamental understanding of the taught content, with some forming solid foundations and mastering the skills, such as breaking down cues for identifying their own emotions and those of others. This was reflected in their answers after each class and their excellent performance in the game practices.

However, there were several challenges encountered which should be improved. First, in terms of time planning, the class length should be extended to two hours to allow for more comprehensive teaching. We overestimated their learning speed, and some parts were left out in each session due to insufficient time. In the future, better time planning should consider the slower learning pace of ASD students. Second, the four sessions were not scheduled in consecutive weeks due to conflicts with the school schedule. For the sake of teaching consistency and effectiveness, future workshops should be arranged in consecutive weeks through better communication with the school. Third, we should be more prepared in handling emotional outbursts. For example, in one session, a student was in a very uplifted mood and talked nonstop, which interfered with our teaching. Although we asked him several times to stay focused, it was not effective. Another incident occurred when a student could not get his desired sticker and had an emotional outburst. While all incidents were handled with the help of the social worker, we should be more prepared for these common situations that ASD students experience. This could involve arranging for more manpower to separate emotional students into a safe space for calming down, thereby reducing interference in class.

#### **3.2 Picture Book**

After parents received the book, we sent a follow-up survey to them for evaluative assessment. The questionnaire is designed for young readers to fill in, consisting of 3 multiple-choice situational questions in relation to neurodiversity and 1 book-rating question. Considering the age range of the potential respondents (i.e. 5-8), the questionnaire was kept as simple and as straightforward as possible. Parents were allowed to explain the questions to their children, but it was emphasised that the answers should be selected by the child.

We received 51 responses and the results of the questionnaire were positive overall. For the first three questions—"If you see a classmate who likes to express joy by spinning around non-stop, you should:", "Why are some people especially sensitive to noise and light?" and "If your friend does not want to participate in large group activities, you should:"—over 90% of respondents selected the most ideal answer on average. Children were also asked to give an overall rating to the book, which averaged a rating of 8.94. Please see Appendix G for detailed results. Beyond the questionnaire results, we also received many compliments and positive feedback from parents (See Appendix E). These findings highlight the book's success in engaging young readers and fostering neurodiversity acceptance. Therefore, the initial goal of the picture book has been effectively met.

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## Appendix A - Implementation Timeline

Date	Workshop	Picture Book	Date
16/6 - 14/7	Plan workshop content and rundown	Research about picture books and anecdotes of ASD individuals	16/6 - 27/6 (2024)
		Survey children on their preferences and interests (e.g. book cover, story elements)	28/6
		Draft story and illustrations	29/6 - 14/7
15 - 26/7	Consult professionals		15/7 - 26/7
26/7 - 10/10	Preparation work and search for venue or organization to collaborate with	Illustration rendering; Finalization on story, illustrations and layout	27/7 - 1/1 (2025)
11/10 - 5/12	Meeting with person in charge in BGCA, discuss and finalise implementation plan with school social worker		
13/12, 17/1, 24/1, 21/2 (2025)	Commencement of workshop	Printing of picture books (including ordering samples)	2/1 - 20/1
		Promotion of talk and picture book	20/1 - 7/2
		Commencement of talk	8/2
		Contacting 13B Store; Distribution of books through SF delivery or bookstore pick-up; Distribution of follow-up surveys	15/2 - 28/2
		Street distribution of books (2nd batch of books printed with saddle-stitching binding); Distribution of follow-up surveys	1/3 - 8/3

## Appendix B – Lesson plan

### 第一節課堂 (13/12/2024)

主題:	社交技巧 - 理解情緒
對象:	6 位本地自閉症學生
學習單元:	認識及理解他人的基本情緒
課堂時長:	1.25 小時
學習目標:	在課堂完結時, 學生能夠: <ul style="list-style-type: none"> <li>1) 重溫 4 種基本情緒</li> <li>2) 從觀察他人的表情</li> </ul>

教學活動	詳情
破冰遊戲-自我介紹 (15 mins)	個人檔案製作 <ul style="list-style-type: none"> <li>· 繪畫自己的模樣以及圈出合適自己的形容詞</li> </ul>
講解課堂規矩 (10 mins)	簡單講解課堂中學生需遵守的規矩(包含手語圖示:望、等、聽、坐) <ul style="list-style-type: none"> <li>· 先舉手、等叫名、後發問</li> <li>· 老師說話時眼望前、留心聆聽</li> <li>· 說話有禮貌</li> <li>· 跟從指示</li> <li>· 尊重他人</li> <li>· 遵守遊戲規則</li> <li>· 不以負面字句批評別人</li> </ul>
認識各種情緒 (25 mins)	基本情緒:快樂、憤怒、傷心、害怕 <ul style="list-style-type: none"> <li>· 活動:製作情緒小輪盤</li> </ul>
觀察別人 (20 mins)	觀察基本情緒的表情 <ul style="list-style-type: none"> <li>· 活動:眼耳口鼻拼拼樂</li> </ul>
小結 (5 mins)	總結課堂內容 欣賞別人

## 第二節課堂 (17/01/2025)

主題:	社交技巧 – 理解情緒
對象:	6 位本地自閉症學生
學習單元:	認識及理解自己的進階情緒
課堂時長:	1.25 小時
學習目標:	<p>在課堂完結時，學生能夠:</p> <ol style="list-style-type: none"> <li>1) 從觀察他人的表情、動作及副語言推敲情緒</li> <li>2) 通過情境線索推敲情緒</li> <li>3) 理解進階情緒的身體反應及引發情境</li> <li>4) 明白情緒有不同程度之分</li> </ol>

教學活動	詳情
重溫-基本情緒 (5 mins)	<p>基本情緒的表情</p> <ul style="list-style-type: none"> <li>· 圖畫配對</li> </ul>
觀察別人 (20 mins)	<p>觀察基本情緒的動作</p> <ul style="list-style-type: none"> <li>· 活動：你做我估</li> </ul> <p>觀察基本情緒的副語言（音量、語氣、語速）</p> <ul style="list-style-type: none"> <li>· 活動：站隊遊戲</li> </ul>
理解情境 (15 mins)	<p>理解情境從而推敲別人的基本情緒</p> <p>學會分析場景（時地人事）</p> <p>簡單例子</p> <p>反面例子：e.g. 在婚禮上喜極而泣</p> <ul style="list-style-type: none"> <li>· 分組活動：名偵探是你</li> </ul> <p>（觀看影片寫下觀察到的線索，並推測情緒）</p>
認識進階情緒 (20 mins)	<p>進階情緒：緊張、壓力、興奮、失望、平靜、受傷</p> <ul style="list-style-type: none"> <li>· 填滿情緒小輪盤</li> </ul> <p>進階情緒與情境</p> <ul style="list-style-type: none"> <li>· 情境調查館：每人寫下曾經歷緊張、壓力、失望的2個情境，再收集別人的2個情境</li> </ul> <p>進階情緒與身體反應</p> <ul style="list-style-type: none"> <li>· 身體反應工作紙</li> </ul>

情緒溫度計 (15mins)	介紹情緒溫度 · 每人派發情緒溫度計以及一組身體反應卡，兩者作配對（憤怒）
小結 (5mins)	總結課堂內容 欣賞別人 家課：情緒事件簿工作紙

### 第三節課堂 (24/01/2025)

主題:	社交技巧 - 理解情緒
對象:	6 位本地自閉症學生
學習單元:	情緒的程度及觸發點
課堂時長:	1.25 小時
學習目標:	<p>在課堂完結時，學生能夠:</p> <ol style="list-style-type: none"> <li>1) 理解與情緒程度相應的身體反應</li> <li>2) 了解各自會被觸發負面情緒的情況及其情緒程度</li> <li>3) 明白自己可應對負面情緒的方法</li> </ol>

教學活動	詳情
情緒事件簿工作紙(10 mins)	各自分享自己的家課
情緒溫度計 (20 mins)	<p>情緒的程度與其身體反應</p> <ul style="list-style-type: none"> <li>· 每人派發情緒溫度計以及一組身體反應卡，兩者作配對（緊張、壓力）</li> <li>· 身體反應檢查卡</li> <li>· 故事訓練（辨別情緒、身體反應及情緒程度）</li> </ul>
觸發負面情緒的情況 (25 mins)	<p>觸發憤怒和緊張情緒的情況</p> <ul style="list-style-type: none"> <li>· 分組活動：於限時內寫下會觸發憤怒和緊張情緒的事例</li> <li>· 事例分類：把事例按照自己的可能受影響的程度分類排序</li> <li>· 氣球的故事</li> </ul>
情緒應對 (15 mins)	<p>應對負面情緒的方法</p> <ul style="list-style-type: none"> <li>· 圈圈樂：圈出你認為可以舒緩負面情緒的方法、評估其效能</li> <li>· 明白每人的應對方法都不同</li> </ul>
小結 (5 mins)	<p>重溫情緒溫度計及會觸發負面情緒的情況</p> <p>欣賞別人</p>

#### 第四節課堂 (21/02/2025)

主題:	社交技巧 - 理解情緒
對象:	6 位本地自閉症學生
學習單元:	學會調控情緒
課堂時長:	1.25 小時
學習目標:	在課堂完結時，學生能夠: 1) 明白情緒-行為-後果之關係 2) 學會調控情緒的方法

教學活動	詳情
為何要控制情緒？(25 mins)	<p>情緒-行為-後果之關係</p> <ul style="list-style-type: none"> <li>· 後果接力賽：老師說出一情境和行為，每位學生要接力說出可能會有的後果，未能接上便算輸</li> <li>· 寫下同學的答案，分析出大部分結果都是負面的</li> </ul> <p>當經歷情緒時，只要作出調控便能帶來正面後果</p> <ul style="list-style-type: none"> <li>· 影片分析：調控的效果</li> <li>· 調控情緒的好處</li> </ul>
調控情緒的方法 (20 mins)	<p>先觀察情緒的程度</p> <ul style="list-style-type: none"> <li>· 情緒溫度計：三級或以上便要作調控</li> </ul> <p>三不原則</p> <ul style="list-style-type: none"> <li>· 不破壞物品、傷害他人、傷害自己</li> <li>· 活動：調控方法Yes or No?</li> </ul> <p>調控要素</p> <ul style="list-style-type: none"> <li>· 合適的方法、地點、時間</li> <li>· 足夠的效能（能量）</li> </ul>
舒緩卡 (20 mins)	寫下自己有效和對應情緒程度的舒緩情緒方式
總結及意見收集 (10 mins)	<p>總結4堂所學</p> <p>欣賞別人</p> <p>填寫意見收集問卷</p>

## Appendix C – Picture Book Photos

Link to E-version of Picture Book

<https://drive.google.com/file/d/1FTRn6wV45HZJ-IULZEUU9S83Jf38f9bV/view?usp=sharing>

### Storyboard and character drafts



### Parent Talk Promotion Poster and Book Store Collaboration

鳴謝：  
香港中文大學伍宜孫書院服務學習項目資助計劃

**親子共讀技巧講座 & 免費派發原創繪本**  
〈餅乾精靈要回家!〉

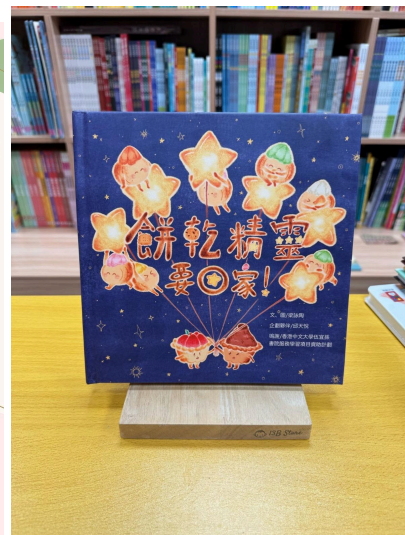
精美硬頁  
兒童圖書

如何令孩子享受與你一起閱讀的時光呢?  
如何最大化親子共讀的益處呢?  
其實親子共讀亦是一門學問!

建議對象：5-8歲兒童的家長  
講者及繪本作者：中文大學心理學系4年級生 梁詠陶  
日期：2月8日 下午3:00-4:00  
地點：太子光道漫信會 (太子D出口4分鐘距離)  
名額：40

報名表

**繪本預覽**





## Feedback from parents



## Appendix D – Record of Book Recipients

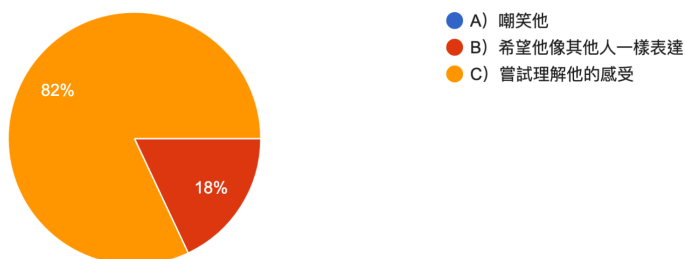
Recipient	Number of copies
Organizations and educational professionals <sup>1</sup>	22
Talk attendees	10
Families within our personal network	26
Parents (SF-delivery)	31
Parents (13B Store pick-up)	26+9 = 35
Families (Street distribution)	22
Books reserved	3
WYS College	4
Books kept for reference for potential project extensions (one copy of each type of binding)	2
Total	155

<sup>1</sup> Organizations include St. Andrew's Catholic Primary School, HKCCCU Logos Academy (Primary), Emmanuel Community Library Centre, Brain and Mind Institute (CUHK), Language and Gesture Lab (CUHK), Tin Shui Wai (North) Integrated Family Service Centre, Yogaholic Studio etc.

## Appendix E – Picture Book Evaluation Survey Results

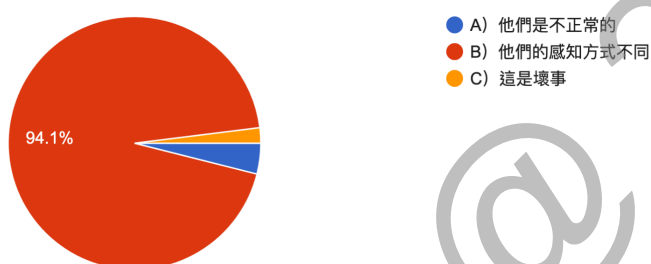
1) 如果你看到某位同學喜歡透過不停自轉的方式去表達他的快樂，你應該：

50 responses



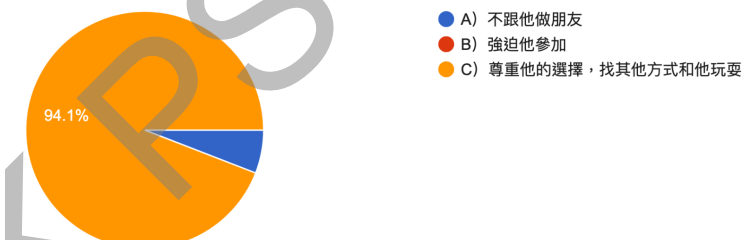
2) 為什麼有些人對某些聲音或光線特別敏感？

51 responses



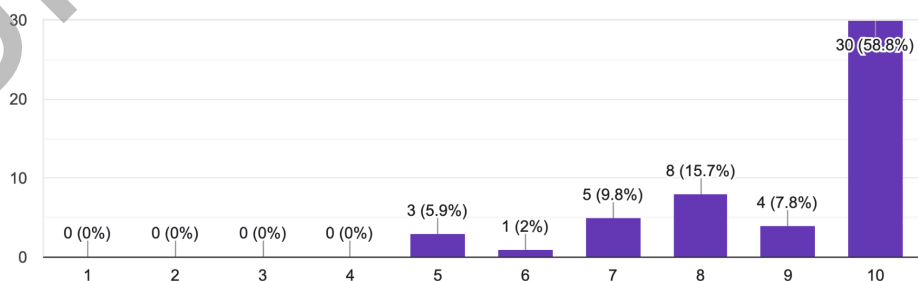
3) 如果你的朋友不喜歡在大群人中活動，你應該：

51 responses



你給書本的整體評分：

51 responses



## Appendix H - Expenses

Item	Cost (HKD)
Butterfly-fold binding picture book*1 (sample) (+ credit card commission fee)	140.27
Butterfly-fold binding picture book*130 (+ credit card commission fee)	5,594.18
SF-delivery of Item 2 (64 copies) to Location 1	285.00
SF-delivery of Item 2 (66) copies to Location 2	305.00
Saddle-stitching picture book*25 (+ credit card commission fee)	754.03
Cardboard paper	22.00
Split pins	15.00
Snacks (reward)	33.90
<b>Total</b>	7,149.38

\*Our project has been funded by the Wu Yee Sun College Service-Learning Funding Scheme