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**PROFESSIONAL SERVICE MANUAL FOR**  
**SCHOOL SPEECH THERAPISTS OF**  
**HONG CHI ASSOCIATION**



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This manual is translated directly from an original Traditional Chinese version intended primarily for Cantonese-speaking populations in Hong Kong. Certain examples, case illustrations, and culturally or linguistically specific references may therefore not be directly applicable or generalizable to English-speaking populations. Readers are advised to exercise professional judgment in adapting the material to their own clinical, linguistic, and cultural contexts.

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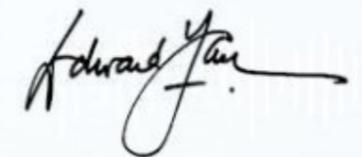
# FOREWORD

## FOREWORD 1

Language is the medium through which people communicate. Communication enables mutual understanding and connection. In family, school, and social environments, language ability is not only a tool for expressing thoughts but also the foundation for building interpersonal relationships and learning. For some children with special needs, the development of language and communication skills may face challenges, which can stem from issues such as intellectual disabilities, hearing impairments, or other developmental delays. These challenges not only affect their learning and social abilities but also limit their performance in various environments.

Since its establishment sixty years ago, the Hong Chi Association has been dedicated to providing quality education and appropriate training for individuals with intellectual disabilities and their families, enabling them to realize their potential. With the changes in society, we recognize the increasing importance of language and communication skills for the holistic development of children. The school speech therapists at Hong Chi Association have compiled their accumulated experience into this handbook and shared it with other speech therapists, educators, and parents in the field. This resource aims to inform everyone about the methods and content of assessments and treatments for students with intellectual disabilities in our schools. It also facilitates the early identification of children with speech and communication disorders, allowing for appropriate support and intervention. Additionally, individualized speech therapy, social skills training, and personalized learning plans can be provided to meet each child's needs, helping them overcome challenges, enhance their language and communication abilities, and improve their social interactions and learning outcomes in daily life.

I would like to express my sincere gratitude to the school speech therapists for their efforts. We hope this manual becomes a valuable resource for all professionals, enhancing understanding of the language and communication needs of students with intellectual disabilities. Our goal is to create a more inclusive and supportive learning environment for these students, promoting their healthy growth and integration into the community and allowing them to be more confident and independent in their future lives.



Mr. YAU Tang Wah Edward, GBS, JP  
Chairman, Hong Chi Association

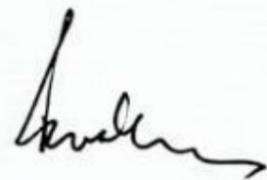
## FOREWORD 2

Fifteen years ago, our speech therapists attempted to organize the scope and content of their services and published the "Professional Manual for School Speech Therapists of Hong Chi Association" for internal reference. This year marks the 60th anniversary of our Association, and they have once again reviewed their work scope and compiled this "Professional Service Manual for School Speech Therapists of Hong Chi Association". We hope this manual will not only serve as a guiding tool for our professional services but also become an important reference resource for all educators and professionals. Together, we can continue to enhance the quality of education, innovate and create a better tomorrow for students with intellectual disabilities.

Our commemorative theme is "60 Years for Uniting for Dreams" this year. We walk alongside various stakeholders in pursuit of our dreams. Over the past decade, teachers, speech therapists, educational psychologists, and others in our schools have collaborated to develop the "Communication App" and have referenced therapeutic approaches from Taipei to create a comprehensive intervention model "CRAFT"\* to support students with low verbal abilities with autism spectrum disorder. The achievements are evident as we see students use picture cards or Cantonese romanization Jyutping to express their emotions and needs independently. Being understood has reduced their emotional behaviors and revealed their unique potential.

The achievements behind this success are due to the efforts of all the principals, teachers, and specialists who boldly explore and innovate for the growth of students, enhancing the effectiveness of teaching and learning. We are delighted to share this manual with the industry and expand our network and professional exchanges. We would like to extend our special gratitude to the Zhilan Foundation for their generous sponsorship.

Looking ahead, we firmly believe that with perseverance and courage in pursuing our dreams, every dream can come true. The road ahead may present various challenges, but as long as we work together, we can pave a bright path for every student's growth and development, allowing them to shine in their own unique way.



Mr. POON Chin Chung Philip  
Vice-chairman, Hong Chi Association  
Chairman, Education Executive Council

\*CRAFT - Communication x Relationship x Adaptation: a Flourishing Transformation

## FOREWORD 3

Since the set up of the first special school in Hong Kong, the Morninghill School (now renamed as "Hong Chi Lions Morninghill School") in 1965, our association has been dedicated to providing quality educational services for children with intellectual disabilities. To date, we have established 14 schools for children with intellectual disabilities, covering mild, moderate, severe, and mixed levels and supporting over 2,300 children aged six and above. We help them fully realize their potential in various areas, including moral, intellectual, physical, social, emotional, and spiritual development.

In the early 1990s, there were only four speech therapists in our schools. Now, we have developed a professional team of over forty with the funding of Education Bureau. To respond to the needs of our students, our team of speech therapists regularly engages in professional sharing, exchanging work experiences within the school. These exchanges promote mutual learning, allowing us to support students and their parents more effectively. In recent years, a number of senior speech therapist have reached retirement. They had worked in the schools since graduating from university and possessed over 30 years of invaluable experience in special education, making them a precious resource for us. Therefore, our speech therapists have decided to systematically organize their experiences and share them with other speech therapists and educators, creating a localized and practical resource.

This manual provides a detailed introduction to how the school speech therapists at Hong Chi Association offer customized speech therapy plans through professional assessments and treatments. They promote students' language development and social communication skills through individual, group, classroom therapy, and other learning activities. They also explore the scope of speech therapy, the content of assessments and treatments, and the importance of collaboration with multidisciplinary teams and parents, providing a framework for understanding and training the language and communication abilities of students with intellectual disabilities. Speech therapists will develop appropriate annual plans and programs based on the varying circumstances and learning needs of the students each year.

Our goal is to provide effective, efficient, and impactful services and optimize them continuously to meet the needs of every student with intellectual disabilities. We hope this manual will bring valuable knowledge and resources to each reader, who will promote the growth of individuals with language and communication disorders, especially students with intellectual disabilities, and help them better integrate into family and community life.



Ms LIN Chun Chun Zuie  
General Secretary, Hong Chi Association

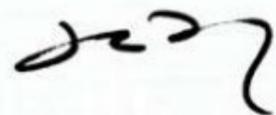
## FOREWORD 4

The Hong Chi Association upholds the spirit of "to assist the intellectual challenged" and is committed to providing quality education and services for them. With sixty years of dedication, individualized educational programs have been tailored to the diverse needs of students, enabling them to fully realize their potential in various areas.

Speech therapy is a specialized field. In special schools, speech therapists play a crucial role in enhancing students' communication abilities and quality of life. Through professional assessments, individualized training, and multidisciplinary collaboration, they help students of varying ages, abilities, and health conditions overcome communication and swallowing difficulties, thereby improving their daily lives and social interactions, promoting the development of their receptive and expressive language skills, enabling them to integrate better into school and social environments, and thus boosting their self-confidence and learning outcomes.

The Education Bureau provides every aided special school with an establishment of speech therapist posts, allowing schools to provide stable, sustainable, and comprehensive speech therapy services based on their specific needs. We are pleased that the Hong Chi Association understands the diverse communication needs of students and continually promotes the development of school-based speech therapy services. Speech therapists are indispensable members of the teaching team in special schools, working closely with teachers, specialists, parents, etc. to help students develop listening skills and express themselves verbally or in combination of non-verbal methods (such as gestures, body language, and assistive communication tools), to break down communication barriers.

The "Professional Service Manual for School Speech Therapists of Hong Chi Association" encapsulates the practical experience and professional wisdom of speech therapists from their special schools over the years. It covers various areas of supporting students with different needs, including language, communication, social skills, swallowing abilities, etc. The content ranges from basic concepts, assessment methods to specific training strategies and examples, with emphasis on both theory and practice. This reflects the team's commitment to evidence-based practices and continuous service optimization. It provides valuable reference materials for the field. I hope this manual serves not only as a summary of experiences but also as a starting point for the future, inspiring more educators to jointly explore the limitless possibilities of speech therapy services in special schools.



Ms. WONG Yam Man Wendy  
Senior Specialist (Speech Therapy Service), Education Bureau

## FOREWORD 5

Communication is a fundamental human right and the cornerstone of human connection. For students with intellectual disabilities, the ability to express themselves and engage with the world is especially vital—and speech therapists play a crucial role in making this possible.

It is with great admiration that I write this foreword for the "Professional Service Manual for School Speech Therapists of Hong Chi Association". The manual's comprehensive content—covering assessment, intervention strategies, and transdisciplinary collaboration—reflects a commitment to evidence-based and student-centered care.

I deeply appreciate the production team's efforts to advance the field of speech therapy in special education settings. This manual represents the dedication and expertise of the speech therapists and professionals within the Hong Chi Association, who have thoughtfully compiled their knowledge and experience into a resource that will undoubtedly benefit clinicians, educators, and, most importantly, the students they serve.

I congratulate the team on this significant achievement and hope this manual will serve as a valuable reference for professionals working to support individuals with communication and swallowing needs. Their work is a testament to the passion and innovation within our field, and I am honored to witness its impact. I commend all our esteemed colleagues for their unwavering commitment to special education. May you continue to cultivate your passion and dedication, positively influencing lives in profound ways.



Ms LAM Jody Pui Yee  
President, The Hong Kong Association of Speech Therapists

## PREFACE

For many people, "speaking" is an easy task. However, for individuals with language and communication difficulties, especially those with intellectual disabilities or autism spectrum disorders, it remains an elusive goal. Most individuals with intellectual disabilities require ongoing speech therapy to enhance or maintain their language and communication skills. Even those who can work in public settings and engage in conversations still clearly need speech therapy and communication training when facing social challenges.

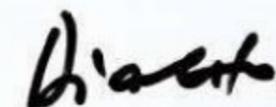
Over the past thirty years, as our understanding of individuals with intellectual disabilities and autism spectrum disorders has deepened, school speech therapists have undergone significant changes in how they provide communication training, particularly for students with limited or no verbal skills. Since the launch of our first assistive communication tool, the communication book and picture book in 1996, we have continuously improved and innovated over time. This development has led to the creation of the picture communication book toolkit in 2000, the Hong Chi Communication App in 2013, the Hong Chi Communication App 2.0 in 2016, and the Communication App 3.0 in 2022. We are also delighted that the Communication App 3.0 received the Bronze Award for "Smart Citizen (Smart Inclusion)" at the Hong Kong ICT Awards in 2022.

As time proceeds and circumstances change, we continually innovate our educational philosophies, content, and formats. Whether through the collaboration of the school speech therapy team or the inter-school special working group for Communication App 3.0, school principals, educational psychologists, speech therapists, and teachers are all actively involved. This process aims to establish an environment that promotes social interaction and emotional connections, provides effective communication methods for students with intellectual disabilities and autism spectrum disorders, helps them express themselves more confidently and integrates into society.

We introduced augmentative and alternative communication (AAC) to non-verbal or minimally verbal students with intellectual disabilities even before the year 2000. In 2015, our school Educational Psychologists introduced the CRAFT\* integrated intervention model, marking our ongoing commitment to progress. This approach aims to enhance the communication and expressive abilities of individuals with intellectual disabilities and autism spectrum disorders, helping them build deeper relationships and adapt to social and environmental living.

This professional service manual summarizes the experiences of our school speech therapists and aims to help everyone better understand the communication needs of students with intellectual disabilities and autism spectrum disorders (hereafter referred to as "autism"). It provides insights on how to support students with special needs, explores their goals and methods in language, communication, and social skills training, and considers suitable materials for use by other children with language and communication disorders.

This handbook is divided into four chapters: (1) Introduce the basic concepts of speech, language, communication and intellectual disabilities, helping readers understand the meanings of these terms and their interrelationships. (2) Outlines the purposes and goals of speech therapy, explaining the scope of work for speech therapists and the various aspects of their roles. (3) Introduce assessment methods to evaluate students. (4) Discuss treatment goals based on verbal abilities and share strategies and techniques through various themes.



Dr. HO Wai Lam Diana  
Senior Speech Therapist, Hong Chi Association

\*CRAFT - Communication x Relationship x Adaptation: a Flourishing Transformation

A stylized graphic of a brain, with the left hemisphere filled in light blue and the right hemisphere outlined in white. The background is a solid light green color with several white, vertical, bar-like patterns scattered across it, resembling a soundwave or data visualization.

## **CHAPTER 1**

# **SPEECH, LANGUAGE, COMMUNICATION AND INTELLECTUAL DISABILITY**

## 1.1 Basic Concepts Of Speech, Language, Communication And Intellectual Disability

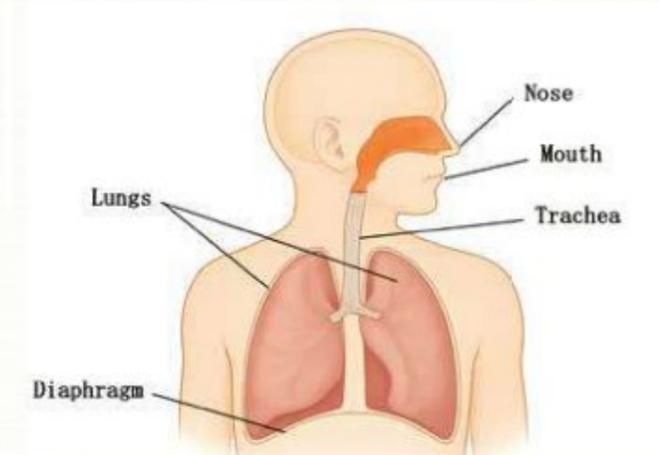
Understanding the basic concepts of speech, language, communication, and intellectual disabilities is crucial for speech therapists, educators, and parents. Mastering these concepts facilitates effective therapy, teaching, and support strategies. This knowledge enables educators to develop individualized education plans tailored to each student's specific needs and abilities, while collaborating with parents to promote the overall development of the student.

This chapter will introduce the definitions of speech, language, communication, and cognitive abilities, exploring children's language and communication skills, intellectual disabilities, and the relationship between language and communication abilities and intellectual disabilities. Speech, language, and communication skills are essential parts of child development. Clearly distinguishing these concepts and understanding their interconnections will help in creating targeted support and intervention plans to enhance the communication skills of students with intellectual disabilities. This, in turn, will enable them to express their needs and emotions more confidently, promote their overall health and development, and help them better integrate into society and build and maintain interpersonal relationships.

Early identification and intervention for language, communication, or intellectual disabilities are crucial. Providing students with individualized speech therapy, social skills training, and individualized education plans can help them overcome challenges in language and communication, enhance their language abilities, improve social interactions and learning outcomes, promote overall development, and improve their quality of life. Mastering these basic concepts aids in establishing a more effective support system for students, including collaboration between families and schools, ensuring that students with intellectual disabilities receive consistent support and care. If society as a whole can understand these fundamental concepts, it will help reduce misunderstandings and discrimination against students with intellectual disabilities, fostering an atmosphere of inclusion and respect.

## 1.2 Speech, Language, Communication And Cognitive Skills

In the realm of speech therapy, "speech" primarily refers to the production of sounds and the articulation of words. This process involves multiple systems in our body, including the respiratory system, the phonation and resonance systems, and the articulation system. Specifically, these systems include the diaphragm, lungs, vocal cords, throat, tongue, hard palate, teeth, lips, cheek muscles, and nasal cavity. To produce sounds and articulate words successfully, all these parts must function normally and coordinate effectively. The respiratory system provides the necessary airflow. The phonation system uses the vocal cords to generate sound. The articulation system is responsible for converting sound into recognizable speech. This series of physiological processes is a key focus for speech therapists when assessing and treating speech disorders.



Language is a symbolic system that humans use to exchange information. This system takes various forms, including gestures (such as sign language), images, written text, or sounds (such as verbal communication). The components of language are interwoven, collectively shaping our means of communication. Specifically, phonology refers to the sound system of spoken language, involving the production of sounds and their characteristics. Grammar encompasses the rules and variations of word and sentence structures, determining how we organize language to express thoughts. Semantics explores the meanings of words or sentences, examining their significance in specific contexts. Pragmatics focuses on the structure and organization of sentences or texts, emphasizing the ability to use appropriate language in different situations.

Communication refers to the process of exchanging and transmitting information between two or more people. This process relies not only on speech and language but also on certain characteristics of verbal communication, such as the volume and pitch of the voice and the speech rate. All of which can affect the effectiveness of information transmission and the listener's understanding. Non-verbal communication involves elements such as body language, physical distance, posture, and eye contact. All of which play important roles in conveying information. For example, body language can express emotions and attitudes, while appropriate eye contact can enhance the sense of sincerity and trust in communication.

Cognitive ability is a multi-faceted concept that encompasses many important psychological processes, including perception, orientation, attention, thinking, memory, imagination, learning ability, problem-solving ability, emotional self-regulation, and language ability. Together, these abilities form the foundation of how we understand the world, process information, and interact with others.

Sensory and perceptual skills refer to how we receive and interpret stimuli from the environment, including the processing of information from visual, auditory, and tactile senses. Orientation involves an individual's ability to locate himself/herself in time and space, which is crucial for daily activities. Attention is the ability to concentrate in complex environments, which is essential for learning and problem-solving. Thinking skills encompass reasoning, analysis, and critical thinking, which help us form insights and make decisions. Memory enables us to store and recall past experiences and knowledge, while imagination serves as the foundation for creating new ideas and solutions. Learning skills refer to our ability to acquire new knowledge and skills, which is closely linked to problem-solving. Problem-solving skills help us find effective solutions when facing challenges. Additionally, emotional self-regulation allows us to manage and adjust our emotional responses, which is vital for maintaining good social relationships and mental health.

Language skills are a part of cognitive ability and are closely related to other cognitive functions, influencing one another. Language skills involve not only mastery of vocabulary and grammar but also the ability to understand and use language effectively. Other cognitive abilities, such as memory and attention, directly impact the performance of language skills. Therefore, enhancing overall cognitive abilities can help strengthen language skills, promoting more effective communication and learning.

#### Reference:

- (1) Lahey, M. (1988). Language disorders and language development. New York: Macmillan.
- (2) Vygotsky, L.S. (2012). Thought and language (revised and expanded edition). Cambridge: MIT Press.

## 1.3 Children's language and communication skills

The development of children's language and communication skills can be divided into several important stages, each with its characteristics and milestones.

### Before single words

During this stage, children primarily express their needs and emotions through crying, vocalizations, and gestures. They gradually begin to imitate the sounds and intonations of those around them, laying the foundation for future language learning. Although the ways of communication during this period are simple, they mark the beginning of language development.

### Single words to simple sentences

As children grow older, they begin to say their first words, such as "mama" or "papa". During this stage, their vocabulary increases rapidly. When they reach around 50 words or more, they start to combine two words into simple "sentences", such as "drink milk" or "want a car". This process marks the beginning of their understanding of the basic structure of language.

### Simple sentences

During this stage, children are able to combine three or more words into simple clauses or sentences, such as "Mommy goes out" or "I want water." They start to understand some basic grammatical rules and can answer simple questions such as "what", "where", and "who". Their language abilities significantly improve during this period, and their expressions become more varied and rich.

### Complex sentences

As their vocabulary expands, children begin using more complex sentence structures and can describe simple procedures. They start to use basic conjunctions like "then", "and", and "because" to connect sentences. At this stage, they can answer more questions such as "why", "how many", and "how", and engage in simple conversations with adults.

### Organizing speech

In this stage, children's language abilities continue to develop, allowing them to engage in more abstract thinking. They can understand and use more complex conjunctions (such as "although/but", "if/then" and "besides") and also organize their speech logically to narrate events and stories from daily life. Additionally, they begin to participate in diverse social activities, enhancing their interactions with others.

## Language and Learning

Once children enter school age, language becomes an important tool for learning various subjects. They are able to follow teachers' instructions in the classroom, complete various tasks, and also give oral presentations to express their opinions and explain their thoughts and decisions. Throughout this process, children gradually learn to adhere to social etiquette and engage in positive interactions with teachers and classmates.

Language development is the result of the interplay between physiological conditions and the language environment. The pace of each child's development varies, which is influenced by various factors such as genetics and personality. At the same time, the language environment at home and school plays a crucial role in the development of language skills. The best way to promote children's language development is to encourage interactions with family members, teachers, and other children, providing diverse language input. Engaging in play and reading, along with actively conversing and communicating with children to encourage them to express their thoughts, will help further enhance their language abilities.

### Reference:

- (1) Miller, J.F. & Paul, R. (1994). *The clinical assessment of language comprehension*. Baltimore; Paul H. Brookes.
- (2) Paul, R., Norbury, C. & Gasse, C. (2018). *Language disorders: from infancy to adolescent* (5th ed.). Mosby: Elsevier.

## 1.4 Intellectual Disability

According to the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) by the American Psychiatric Association, intellectual disability is defined as a significant impairment in intellectual and adaptive functioning in conceptual, social, and practical domains that occurs during the developmental period (usually considered before the age of 18). This condition needs to be determined through clinical assessment and individualized, standardized intelligence testing, which includes assessments of abilities in reasoning, problem solving, planning, abstract thinking, judgment, academic learning and learning from experience.

In addition to intellectual impairment, the diagnosis of intellectual disability also requires that individuals have problems with adaptive functioning, meaning they fail to meet developmental, social, and cultural standards in personal independence and social responsibility. Without ongoing support, these deficiencies in adaptive functioning can limit an individual's communication, social participation, and/or independent living in one or more environments (such as home, school, workplace, and community).

According to the DSM-5, intellectual disability is categorized into four different levels: mild, moderate, severe, and profound. These classifications are based on an individual's adaptive functioning performance, rather than solely relying on IQ test results. This multidimensional assessment approach aims to provide a more comprehensive understanding of the actual challenges individuals face in life and to offer more appropriate support and intervention.

Intellectual Disability	Conceptual Aspect
Mild	Individuals may encounter learning difficulties in areas such as reading, writing, mathematics, time, and money. They require certain support to reach levels comparable to their peers.
Moderate	Individuals often exhibit more pronounced learning difficulties in areas such as reading, writing, mathematics, time, and money. By adulthood, their abilities typically remain at a basic level, necessitating ongoing support in both work and daily life.
Severe	Individuals generally have little understanding of concepts involving numbers, quantities, time, and money. Their caregivers need to provide extensive support to help them face the challenges of daily life.
Profound	Individuals' conceptual development is primarily limited to interactions with the physical world. They may be able to use some objects in self-care, work, or leisure, but their skills in daily life are significantly affected by limitations in sensory and motor functions.

Intellectual Disability	Social Aspect
Mild	Individuals tend to exhibit relative immaturity in language, conversation, communication, and social skills. They may struggle to regulate emotions and behaviors. They often do not understand the risks in social environments, making them more susceptible to manipulation by others.
Moderate	Individuals experience significant difficulties in social and communication skills, with limited social judgment and decision-making abilities. This hinders their capacity to accurately receive, understand, and interpret social cues from others.
Severe	Individuals have limited verbal expression skills and may need to use augmentative or alternative communication tools to share everyday events with family members or familiar others.
Profound	Individuals may be able to understand some simple instructions or gestures, or express their desires and emotions through non-verbal means. They enjoy interacting with family members and familiar others, but their abilities to participate in social activities are affected by their limitations in sensory and motor skills.

Intellectual Disability	Adaptive Functioning Aspect
Mild	In terms of personal care, individuals can reach the level of their peers, but they still require support when handling more complex daily life tasks. For example, they may need assistance with grocery shopping, transportation arrangements, home affairs and organization, nutritious food preparation and activities, banking and financial management, as well as legal matters.
Moderate	Individuals require intensive and extensive training to independently manage basic tasks such as eating, personal care, and hygiene. However, even into adulthood, they still need ongoing reminders and support to maintain or improve their life skills.
Severe	In daily life, individuals require assistance with all activities, including eating, dressing, bathing, and toileting. They may also exhibit some inappropriate behaviors.
Profound	Individuals completely depend on others for care regarding their physical needs, health, and safety in daily life. Even if some do not have severe physical disabilities, they may still require assistance to perform simple daily activities, such as carrying dishes to the table.

Some children with intellectual disabilities may be diagnosed with developmental delays as early as two years old, with individual variation in progress during training. Typically, they may receive a formal diagnosis of intellectual disability around the age of five to six, before entering primary school. However, some children may go unnoticed during the preschool years and only be diagnosed with intellectual disabilities during primary school due to poor academic performance.

Although the DSM-5 categorized intellectual disabilities into four levels: mild, moderate, severe, and profound, schools for children with intellectual disabilities in Hong Kong only categorize them into three groups: mild, moderate, and severe, not fully adhering to the DSM-5 classification.

**Reference:**

American Psychiatric Association, DSM-5 Task Force. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Publishing, Inc.



## 1.5 Relationship between language and communication abilities and intellectual disability

As introduced in Chapter 1.1, language is a part of cognitive ability. Generally, there is a certain relationship between children's language and communication skills and their intellectual performance. However, the relationship between intellectual disabilities and language and communication disorders is relatively complex. Some children with intellectual disabilities may perform well in language skills but show deficiencies in other areas of intelligence. Conversely, some children with normal intelligence may excel in other areas but face difficulties in language abilities. This is because intelligence encompasses various domains, and individuals may perform differently across these domains.

Many children with intellectual disabilities experience difficulties in language and communication, which may involve aspects such as phonology, syntax, semantics, and pragmatics. Common issues include limited vocabulary and incomplete grammatical structures. Language impairments can simultaneously affect listening, speaking, reading, and writing, which in turn impacts children's learning outcomes in school and their abilities to establish and maintain friendships in social situations. Furthermore, due to the lack of language and communication skills, children may struggle to effectively express their emotions and needs, leading to behavioural problems and emotional distress.

There are individual variations in the severity of these impairments. Each child's language and communication abilities, as well as their intellectual levels, are unique and influenced by genetics, environment, and personal experiences. Factors such as home environment, educational opportunities, and social interactions all play a role in a child's development. Therefore, designing individualized educational plans based on their specific needs can effectively promote their language and communication development.

Although children's growth is most evident before the age of six, especially in language and communication skills, they can still make progress after six. Our experience shows that some children with intellectual disabilities may not speak their first sentence before age six, but with training, they may begin to use verbal expression afterward. Yet, many children with intellectual disabilities may still be unable to use spoken language or may only have limited verbal abilities after age six. However, they may effectively express their thoughts through augmentative or alternative communication tools. For children with intellectual disabilities, being able to "communicate" with others is more important than merely "speaking."

### Reference:

Owens, R., Farinella, K. & Metz, D. (2018). Introduction to communication disorders: a lifespan evidence-based perspective. London: Pearson.

# CHAPTER 2

# THE WORK OF SCHOOL SPEECH THERAPISTS

## 2.1 Purpose and goals of speech therapy in schools of Hong Chi Association

### Purpose

Students can communicate and express themselves, as well as eat and swallow effectively, to support their needs in learning and daily life, promoting holistic education development.

### Goals

#### (1) Enhancing Effective Communication Skills

- Establish effective communication techniques for students with limited or no verbal abilities to promote interaction with the outside world.
- Lay a solid language foundation for students with verbal skills and cultivate their lifelong learning and social communication abilities.

#### (2) Enhancing Swallowing Abilities

- Assess and recommend suitable solid textures and fluid consistency for students. Improve the chewing and swallowing abilities of those who are unable to eat normally, allowing them to enjoy a variety of foods and drinks.

#### (3) Promoting Interprofessional Collaboration

- Collaborate with teaching staff to adopt a student-centered approach. Enhance students' learning interests based on the school curriculum. Improve their listening, speaking, reading, and writing skills, and develop higher-order thinking abilities.

#### (4) Strengthening Collaboration between Home and School

- Maintain close communication with parents to share effective communication techniques, so as to enhance students' language and communication skills in the home environment collaboratively and address communication difficulties in daily life.

#### (5) Utilizing Resources Flexibly

- Based on school policies and culture, use resources flexibly according to students' actual needs. Employ diverse strategies to promote school-wide participation and assist students in developing language and effective communication skills.

## 2.2 Scope and content of the work of school speech therapists at the Hong Chi Association

The following outlines the possible scope and content of work for school speech therapists at the Hong Chi Association. Depending on the specific circumstances of each school, the school principals and speech therapists will adjust the actual work arrangements each year.

### Student Level

#### (1) Annual Plan

- Develop individualized treatment plans based on students' communication and swallowing abilities.
- Create an annual support service plan in accordance with the school calendar, which may include level-specific activities (e.g., class outings), subject-specific activities (e.g., Chinese, English, work-related experiences), or school-wide events (e.g., recess, lunch, theme-based activity weeks, school trips, camping, exchange activities) and support for the school dormitory.

#### (2) Therapy and Collaborative Teaching

- Arrange treatment schedules and coordinate therapy and teaching times with other school staff.
- Collaborate with school staff on level-specific, subject-specific, or school-wide theme-based activities and support for the school dormitory to enhance students' effective communication and swallowing abilities.

#### (3) Introducing Training Focus

- Introduce students to the key points of communication and swallowing training to ensure they understand the training objectives.

#### (4) Timely Referrals

- Monitor students with special needs and make referrals as necessary. For example, if a student needs an audiologist for hearing tests or a hospital therapist to assess swallowing conditions instrumentally, timely referrals should be arranged.

### Staff Level

#### (1) Professional Support:

- Attend internal meetings to provide consultation services to staff, including explaining assessment results and treatment plans.
- Share therapy techniques, review treatment progress, and extend arrangements for therapy environments.







## CHAPTER 3

# ASSESSMENT

### 3.1 Introduction of assessment

The purpose of the assessment is to understand the specific circumstances, needs, and challenges of students in speech, language, communication, and swallowing, so that appropriate therapy goals, activities, and methods can be developed. Assessments can be divided into two types: standardized and non-standardized, both of which play important roles in setting therapy goals and methods.

Standardized assessments use validated testing tools that have been extensively tested and normed within specific sample populations, following fixed procedures and scoring criteria. They provide quantifiable data that allow speech therapists to objectively measure students' performance and compare the results with a normative group to determine the gap between the student's language and communication levels and the normal range.

Non-standardized assessments, on the other hand, take into account the student's needs and circumstances, as well as factors such as culture, environment, and social background. These assessments are conducted within a more flexible and personalized framework to understand the student's language and communication abilities and needs. Methods for this type of assessment include clinical observation (e.g., observing a student's language and communication behaviors in the classroom), interviews (e.g., gathering information from teachers and family members about the student), and functional assessments (e.g., asking the student to complete a series of practical tasks in daily life).

Standardized assessments provide objective data and benchmarks that help determine the severity and scope of issues, while non-standardized assessments offer deeper insights into the student's strengths and weaknesses, aiding in the design of targeted therapy programs. By combining these two assessment methods, a more comprehensive evaluation can be achieved, thereby providing strong support for speech therapy interventions.

Each school year, school speech therapists will review the list of all students and assign students to different therapists according to the classes and number of students. They will try to ensure that each therapist is responsible for a complete class to facilitate collaboration with teachers and participation in relevant meetings. New students should undergo an assessment of their communication and swallowing abilities within one month of enrollment. Choice of standardized or non-standardized assessments will be based on the students' conditions and needs. For old students, assessments will be conducted at appropriate times according to school-based guidelines, such as at the end of each semester or during school assessment weeks to review therapy progress, as well as detailed assessments during specific transition stages or before graduation.

## 3.2 Standardized assessment

Standardized tests can help speech therapists understand at what percentile a student's abilities align with those of their peers, or correspond to children of that age.

Standardized tests applicable in Hong Kong include:  
Reynell Developmental Language Scales: HK Edition  
Hong Kong Test of Preschool Oral Language (Cantonese): TOPOL  
Hong Kong Cantonese Oral Language Assessment Scale: HKCOLAS  
Hong Kong Cantonese Articulation Test: HKCAT  
Cantonese Receptive Vocabulary Test: CRVT  
Hong Kong Scales for Assessment of Theory of Mind : HKAToM  
Cantonese Expressive Language Scales: CELS  
Hong Kong Cantonese Language Assessment for Preschool Children: HKCLASS-P

In the last century, Hong Kong did not have locally developed standardized language assessment tools, so foreign assessment tools were translated and adapted to Cantonese, such as the Reynell Developmental Language Scales, Hong Kong Edition. Since the standardized data for the Reynell Developmental Language Scales, Hong Kong Edition was collected in 1986, speech therapists have noticed discrepancies between the children's language performance today and those in the scales. Although the test results may not be directly comparable to the performance of age-matched peers now, the performance on various items can still provide useful information and guidance for therapy direction.

The TOPOL, HKCOLAS, HKCAT, CRVT and HKAToM were all developed by the Child Assessment Service of the Department of Health of the Hong Kong Government. Through standardized procedures, local norms were established to assess the language and communication abilities of children at different ages. For details and ordering information, please refer to the relevant website:  
[https://www.dhcas.gov.hk/en/assessment\\_tools.html](https://www.dhcas.gov.hk/en/assessment_tools.html)

The CELS was developed by the Speech Therapy Service Section of the Education Bureau (formerly the Speech and Hearing Services Section). Local norms for primary school students were developed through standardized procedures. This scale assesses students' abilities to use different sentence structures and narrate events, thereby understanding their overall expressive language skills. This scale can be purchased through the government bookstore.  
<https://www1.bookstore.gov.hk/bookstore/#/product?pubId=29802>

The HKCLASS-P was developed by the Speech and Hearing Social Enterprise. It includes a detailed assessment version and a screening version, aimed at evaluating or screening the language abilities of children aged two to four. For details and ordering information, please refer to the relevant website:  
<https://speechhearing.org/products/hkclass-p>

## 3.3 Non-standardized assessment

The purpose of non-standardized testing is to gain an in-depth understanding of students' performance across multiple areas of language and communication abilities. This includes, but is not limited to, language comprehension, language expression, pre-verbal skills, articulation, oral motor skills, and eating and swallowing abilities. The methods for assessing these areas are not limited to traditional testing formats in the speech therapy room. They can also be conducted through various approaches, such as classroom observations, everyday conversations, and various activities and games. This allows for a more comprehensive grasp of the students' actual abilities and needs.

Based on the specific characteristics of students at the special schools of Hong Chi Association, we have prepared the following three school-based non-standardized assessment checklists.

3.3.1 Language and communication assessment

3.3.2 Oral motor examination

3.3.3 Feeding and swallowing examination

Speech therapists will determine whether to use standardized or non-standardized assessments professionally based on each student's individual characteristics. When conducting non-standardized tests, speech therapists will use their professional experience to decide whether to fully execute the entire assessment or only test specific items. This flexible assessment strategy not only helps to understand students' abilities more accurately but also enables the development of corresponding teaching plans and intervention measures tailored to their specific needs, thereby promoting their overall development. Through this approach, we aim to provide each student with the most suitable support to enhance their language and communication skills more effectively.

### 3.3.1 Language and communication assessment

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

D.O.B.: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Assessment date: \_\_\_\_\_ Clinician: \_\_\_\_\_

#### Preverbal Skills

Skills	Performance	Observed behaviour
Reciprocal gaze pattern		
Turn-taking		
Regulating behaviors of others		
Joint attention		
Making reference to and calling attention to objects and events		
Object permanence		
Acting on different objects		
Causing objects to disappear		
Imitating movement		
Imitation vocalization		
Producing linguistic signals spontaneously		
Matching objects		
Matching pictures to objects		
Matching pictures		
Object use		
Object relation		

#### Questions

Types (examples)	Performance	Comprehension	Production
Yes/No			
A-not-A			
What			
Where			
Who			
How many			
How			
Why			
When			

#### Commands /simple sentence

Generic (examples)	Performance	Comprehension	Production
1 information-carrying word			
2 information-carrying words			
3 information-carrying words			
1-step			
2-step			
3-step			

#### Concepts

Generic (examples)	Performance	Comprehension	Production
Size (big, small)			
Shape (rectangle, circle, triangle, square)			
Colour (red, yellow, blue, green) (black, white) (orange, purple, brown, pink)			
Adjectives for dimension or property (long, short) (tall, short) (fat, thin)			
Locatives (in, on, under, outside) (front, back, beside) (left, right)			
Number (1-3) (less than or equal to 10) (more than 10)			
Temporal (day/night) (before/after) (day of the week) (month and date)			

#### Syntactic

Generic (examples)	Performance	Comprehension	Production
Reversible active sentence			
Reversible passive sentence			
Comparative			
Embedded			
Noun phrase expansion			
Verb phrase expansion			

## Narratives

Performance \ Generic (examples)	Comprehension	Production
Personal – additive		
Personal – temporal		
Personal – causal		
Script – additive		
Script – temporal		
Script – causal		
Fictional – additive		
Fictional – temporal		
Fictional – causal		

Performance \ Generic (examples)	Production
True narrative	
Multiple episodes	
Complex episodes	
Embedded episodes	
Interactive episodes	

## Semantics

Performance \ Generic (examples)	Production
Word definition	
Synonyms	
Antonyms	
Word relations (visual maps)	

## Conjunctions

Performance \ Generic (examples)	Production
Additive (and, also)	
Contrast (but, although)	
Alternative (either, or)	
Temporal (then, afterwards)	
Causal (because, as a result of)	
Condition (if, unless)	

## Pragmatics

Performance \ Generic (examples)	Production
Direct request	
Reject	
State comments, beliefs and opinions	
Request information	
Give information/instruction/rules	
Answer questions	
Acknowledgment	
Report on past events or experience	
Reasoning	
Express feelings/emotions/empathy	
Maintain interactions	
Topic initiation	
Topic maintenance	
Request for clarification	
Permission directives (Can you...?)/ Indirect requests (Would you...?)	
Planning/predicting/hypothesizing	
Create imaginary roles and props	
Negotiation and bargaining	
Taunt and threaten (comprehension)	
Tell jokes	
Complain about others' actions	
Promise	
Evaluation	
Argument and debate	
Judge utterances as appropriate for a particular listener or setting	

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## Jaw

At rest:  symmetrical  close  hanging  deviate to left  deviate to right

Open (range):  adequate  reduced  limited  no movement

Open (strength):  adequate  reduced  limited  no strength

Close (range):  adequate  reduced  limited  no movement

Close (strength):  adequate  reduced  limited  no strength

DDK /a/+i/:  regular  irregular  slow  coordinated  uncoordinated

Lateral resistive strength: \_\_\_\_\_

Move jaw laterally: \_\_\_\_\_

Other observations: \_\_\_\_\_

## Tongue

Size in relation to dental arch:  normal  too big  too small

Frenum:  normal  tight

Protrusion (range):  normal  reduced  limited  absent

Protrusion (strength):  normal  reduced  limited  absent

Elevation (range):  normal  reduced  limited  absent

Elevation (strength):  normal  reduced  limited  absent

Downward movement (range):  normal  reduced  limited  absent

Downward movement (strength):  normal  reduced  limited  absent

Move to left (range):  normal  reduced  limited  absent

Move to left (strength):  normal  reduced  limited  absent

Move to right (range):  normal  reduced  limited  absent

Move to right (strength):  normal  reduced  limited  absent

Rate of movement in protrusion and retraction:  normal  reduced  limited  absent

Rate of left and right motion:  normal  reduced  limited  absent

Licking lips:  normal  reduced  limited  absent

Strength of tongue (tested by tongue depressor):  normal  reduced  limited  
 absent

Co-ordination:  Groping behaviour  Compensatory behavior \_\_\_\_\_

Diadochokinese: /ta/ x 10: \_\_\_\_ sec;  regular  irregular  slow  fast  
 normal speed

Diadochokinese: /ka/ x 10: \_\_\_\_ sec;  regular  irregular  slow  fast  
 normal speed

Diadochokinese: /pataka/ x 10: \_\_\_\_ sec;  regular  irregular  slow  fast  
 normal speed

Other observations: \_\_\_\_\_

## Palate & Velum

Vault Height & Width:  normal  too high  too low  too wide  too narrow

At rest (palate):  normal  high arch  blocked by denture

At rest (velum):  normal  deviate to left  deviate to right

- Length:  normal  reduced

Cleft:  absence  presence  repaired  unrepaired

- Position:  left  right  'middle' (both left and right)

- submucous cleft:  absent  present  left  right

Fistula:  absent  present, location: \_\_\_\_\_

Uvula:  normal  absence  bifid

- elevation and coordination on prolonged phonation of /a/:  normal  reduced  
 deviate to left  deviate to right

- elevation and coordination on alternate phonation of /a/:  normal  reduced  
 deviate to left  deviate to right

Other observations: \_\_\_\_\_

## Larynx & Pharynx

Dry cough:  normal  reduced  limited  absent

Faucial Pillars and Tonsils:  normal  enlarged

Phonation (Maximum Phonation Time): \_\_\_\_ seconds

Phonation (/ah/x10):  regular  irregular  slow  fast  normal speed

Vocal quality:  normal  harsh  breathy  whisper  phonation break  
 pitch break

Nasality:  normal  hypernasality  hyponasality  mixed resonance  
 cul-de-sac resonance

Other observations: \_\_\_\_\_

## Oral Sensitivity

Outer lip: \_\_\_\_\_

Inner lip: \_\_\_\_\_

Buccal area: \_\_\_\_\_

Gum: \_\_\_\_\_

Tongue: \_\_\_\_\_

Other observations: \_\_\_\_\_

## Reflexes

Gag reflex:  intact  absent  weak

Reflexive cough:  intact  absent  weak

Reflexive throat clearing:  intact  absent  weak

Other observations: \_\_\_\_\_

### 3.3.3 Feeding and swallowing examination

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_  
 D.O.B.: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Assessment date: \_\_\_\_\_ Clinician: \_\_\_\_\_

#### Current solid intake

No  
 Yes, IDDSI  level 4,  level 5,  level 6,  level 7,  other: \_\_\_\_\_

#### Current fluid intake

No  
 Yes, IDDSI  level 0,  level 1,  level 2,  level 3,  level 4,  other: \_\_\_\_\_

#### General Observation

Level of alertness:  low  mid  high  
 Oral hygiene:  poor  fair  good  
 Breathing:  thoracic  abdominal  clavicular  
 Sensitivity:  normal  hypersensitivity  hyposensitivity  mixed

#### Swallowing Trial

Dry swallow:  prompt  delayed  absent  
 Range:  normal  reduced  limited  absent  
 Strength:  normal  reduced  limited  absent

Dry Cough:  prompt  delayed  absent  
 Range:  normal  reduced  limited  absent  
 Strength:  normal  reduced  limited  absent

#### Trial Swallow

Consistency	Volume	Trial 1	Trial 2	Trial 3

#### Observation in trial swallow

Jaw: \_\_\_\_\_  
 Lip: \_\_\_\_\_  
 Tongue: \_\_\_\_\_  
 Palate: \_\_\_\_\_  
 Laryngeal/Pharyngeal: \_\_\_\_\_

#### Compensatory Strategy

Posture:  
 chin up  chin down  
 head tilt to left  head tilt to right  
 head rotation to left  head rotation to right  
 lying down 45°  
 Improve Oral Sensory Awareness:  
 increase volume  increase taste  increase tactile  
 increase/decrease temperature  
 Diet modification:  
 Liquid: IDDSI  level 0,  level 1,  level 2,  level 3,  level 4,  other: \_\_\_\_\_  
 Solid: IDDSI  level 4,  level 5,  level 6,  level 7,  other: \_\_\_\_\_  
 Food position:  
 place food posteriorly  place food on left  place food on right  other: \_\_\_\_\_  
 After swallow:  
 multiple swallow  cough  throat clearing

#### Feeding mode

self-feed without supervision  self-feed with supervision  feed by others

#### Trial therapy

Effortful Swallow  
 Masako Maneuver  
 Mendelsohn Maneuver  
 Shaker Swallow Exercise  
 Super-Supraglottic Swallow  
 Supraglottic Swallow

# CHAPTER 4

# TREATMENT

## 4.1 Introduction of therapy

After completing the assessment, speech therapists will analyze the results to determine students' needs and establish corresponding treatment goals and methods. Depending on the individual student's abilities, the treatment goals may include:

- Pre-linguistic Ability
- Receptive and Expressive Language Ability
- Articulation
- Augmentative & Alternative Communication
- Oral Motor Ability
- Swallowing
- Voice
- Fluency

In 2015, Educational Psychologists of the Hong Chi Association proposed the "CRAFT\* Comprehensive Intervention Model". This model was developed after observing that some autistic students with limited or no verbal skills might exhibit specific habitual behaviors due to uneven sensory neural connections. For example, issues with the vestibular nervous system may cause them to rock or spin, while hypersensitivity to sound might lead them to frequently cover their ears.

These particular behaviors can lead to misunderstandings, and their cognitive abilities and emotional needs are often underestimated, resulting in continuous misinterpretation and denial. This can ultimately lead to difficulties in emotional and behavioral control, causing a loss of motivation for improvement and a tendency to become entrenched in stubbornness. The CRAFT Comprehensive Intervention Model emphasizes the need to believe in the students' potential, reference age-appropriate communication and natural interactions, and engage with students in a positive, open, and equitable manner. It calls for greater patience and supportive measures, focusing on developing students' strengths and building strong relationships. Through communication guidance, students can enhance their adaptabilities, enabling them to flourish and overcome difficulties. For more details, please refer to the CRAFT information: <https://craft.hongchi.org.hk>

Over the past decade, many individuals with autism from various nationalities have used non-verbal methods to express themselves, allowing us to gain a deeper understanding of their conditions, which reveals significant differences from our previous perceptions. Their experiences can be found through online resources, videos, and books they have written. One commonality among them is that they have often been misunderstood as having low intelligence or lacking language comprehension abilities due to low verbal skills or difficulties in coordinating bodily, hand, and oral muscle functions (such as limb apraxia, oral apraxia, or apraxia of speech). It wasn't until they could express their inner

worlds non-verbally that those around them realized they are not low in intelligence or language comprehension. In fact, they have always been aware of their limitations. Despite the challenges in verbal expression, they possess profound understanding and feelings that remain unrecognized by others.

In Hong Chi schools, many students fall into the category of low verbal or non-verbal communicators. However, through appropriate communication channels, we have learned that their learning abilities are actually higher than expected before. Students' communication methods can be diverse, including gestures, pictures/drawings, written text, and spoken language. Although students may not be able to use verbal expression independently, we can provide options for them to respond. More capable students may communicate with others through learning Cantonese romanization (Jyutping), typing, or writing. Whether they are students with intellectual disability and autism spectrum disorder or other types of disorders, they have the right and need to express their opinions and feelings. We believe that communication training can enhance students' expressive abilities; however, more importantly, establishing good relationships with students is essential for effective communication. This will improve their adaptability and enable them to flourish and transform.

In this chapter, we will explain the treatment goals, related activities, and methods for students based on their varying verbal abilities. We will also highlight the objectives and strategies employed by speech therapists in training students at schools according to different themes.

## 4.2 According to verbal expression abilities

Generally, speech therapists categorize students based on their verbal expression abilities into two main groups: those with no or limited verbal skills, and those with verbal skills. Students with verbal skills can be further divided into three developmental stages:

- Stage One: Students use single words to simple sentences for expression.
- Stage Two: Students can construct complex sentences and do procedural description or narrate stories.
- Stage Three: Students possess the ability to engage in public speech and conversations.

Based on varying verbal abilities, the treatment goals are categorized into several main areas:

For those with no or limited verbal skills, the training focuses on:

- Precursory goals for language learning
- Augmentative and alternative communication
- Facilitating verbal expression abilities

For students with verbal skills, the training focuses on:

- Expressive language from single words to sentences
- Increasing vocabulary
- Understanding instructions and questions
- Listening to stories and answering related questions
- Arranging sequence cards and using conjunctions and complete sentences to describe procedures
- Narrating stories and personal experiences
- Problem-solving, association, and inference skills
- Learning to flexibly use language in different contexts and social situations through role-playing
- Training in public speech and conversation

The next two chapters will provide a detailed overview of the specific training content for those with no or limited verbal skills (4.2.1) and for those with verbal skills (4.2.2). This will help everyone gain a deeper understanding of the needs of different types of students and the corresponding intervention strategies.

## 4.2.1 Training for limited or non-verbal skills

Typically, children develop certain abilities known as "pre-verbal" skills before they start to speak at around the age of one. It is generally believed that children need to master these pre-verbal skills in order to further develop their language abilities. Therefore, speech therapists use various methods to train children in these foundation skills.

Pre-verbal skills	Training Goals	Sample activities
Eye-contact	<ul style="list-style-type: none"> <li>- Eye-contact with the therapist</li> <li>- Look at the person who calls his/her name</li> </ul>	<ul style="list-style-type: none"> <li>- Playing with the student's favorite toys face-to-face in front of the therapist and the student</li> <li>- Calling the student's name</li> </ul>
Joint attention	<ul style="list-style-type: none"> <li>- Focusing together with the therapist on the same food or drink</li> <li>- Focusing together with the therapist on the same activity</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoying his/her favorite drink with the student</li> <li>- Playing with his/her favorite toy with the student</li> </ul>
Turn-taking	<ul style="list-style-type: none"> <li>- Playing turn-taking games with the therapist</li> <li>- Playing turn-taking games with a peer</li> <li>- Playing turn-taking games with multiple peers</li> </ul>	<ul style="list-style-type: none"> <li>- Pushing a ball</li> <li>- Pushing a cart</li> <li>- Inserting coins</li> <li>- Shooting a basketball</li> <li>- Kicking a ball</li> </ul>
Imitation of action	<ul style="list-style-type: none"> <li>- Imitate simple actions</li> <li>- Imitate the therapist's mouth shapes</li> </ul>	<ul style="list-style-type: none"> <li>- Clapping and waving hands</li> <li>- Singing while doing actions</li> <li>- Making funny faces in front of a mirror</li> <li>- Making different mouth shapes in front of a mirror, e.g., smiling wide or protruding lips</li> </ul>
Imitation of sound	<ul style="list-style-type: none"> <li>- Imitate the sounds made by animals or objects</li> <li>- Imitate the syllables produced by the therapist</li> </ul>	<ul style="list-style-type: none"> <li>- Using puppets to demonstrate animal sounds, e.g., dog barks and cat meows, for students to imitate</li> <li>- Using toy cars to demonstrate car sounds for students to mimic</li> <li>- Using a mirror or having the student watch the therapist's mouth shapes to demonstrate saying "bababa" and "mamama" for students to imitate</li> </ul>

Pre-verbal skills	Training Goals	Sample activities
Object or picture matching	<ul style="list-style-type: none"> <li>- Matching identical objects</li> <li>- Matching objects to pictures</li> <li>- Matching identical pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Place two items from different categories on the table, e.g., an orange and a pen. Give the student another item that matches one of them, e.g., a pen, and ask the student to place it next to the matching item.</li> <li>- Place three items from different categories on the table, e.g., an orange, a pen, and a car. Give the student another item that matches one of them, e.g., an orange, and ask the student to place it next to the matching item.</li> <li>- Place two items from the same category on the table, e.g., an orange and a pear. Give the student another item that matches one of them, e.g., an orange, and ask the student to place it next to the matching item.</li> <li>- Place three items from the same category on the table, e.g., an orange, a pear, and an apple. Give the student another item that matches one of them, e.g., a pear, and ask the student to place it next to the matching item.</li> <li>- Repeat the above steps, but change the items given to the student to photographs.</li> <li>- Repeat the above steps, but change both the items on the table and the items given to the student to photographs.</li> </ul>
Use of gesture or action for expression	<ul style="list-style-type: none"> <li>- Using gestures/actions to express needs</li> <li>- Using gestures/actions to express refusal</li> </ul>	<ul style="list-style-type: none"> <li>- Opening the palm to indicate "I want"</li> <li>- Using the hand to make an "eat" gesture to indicate wanting food</li> <li>- Waving the hand to indicate "no"</li> </ul>
Use of sound for expression	<ul style="list-style-type: none"> <li>- Using sounds/words to express requests</li> <li>- Using sounds/words to express refusal</li> </ul>	<ul style="list-style-type: none"> <li>- For example, the student makes a "m" sound or says "no" to indicate refusal.</li> <li>- For example, the student says "yeah" or "yes" to indicate a request.</li> <li>- For example, the student makes a "m" sound or says "more" to indicate wanting more milk.</li> </ul>

Pre-verbal skills	Training Goals	Sample activities
Play skills	- Hand-eye coordination and motion control games	- For example, tapping or shaking a toy.
	- Different cause-and-effect toys	- For example, manipulating toys with switches or playing musical instruments.
	- Playing with two related toys meaningfully	- For example, playing with toy spoons and cups.
	- Symbolic Play	- For example, pretending to wash hands or eat food while playing with toys.
	- Engaging in role play in imaginative play	- For example, playing with toys in "doctor and patient" or "waiter and customer" scenarios.
	- Engaging in play activities with two- to three-step processes	- For example, in a cooking game, first washing the food, then cutting and cooking it.
	- Playing cooperative games with peers while coordinating multiple tasks	- For example, arranging roles for oneself and others while playing with cooking toys.
	- Participating in highly imaginative pretend play	- For example, building a rocket with blocks.
- Playing social games with peers that require following specific rules	- For example, playing games like Ludo or UNO.	

For students with no or limited verbal skills, in addition to training the above precursor goals for language development, augmentative and alternative communication is also a key focus of training. Augmentative and alternative communication can be divided into methods that do not require communication aids and those that do. Methods that do not require communication aids include facial expressions, gestures, actions, body language, and sign language. Methods that require communication aids include pictures, word cards, speech-generating devices, electronic vocal systems, apps, selecting options of written words or picture cards, typing of Cantonese romanization, and written text.

When deciding which type of augmentative and alternative communication, factors to consider include the student's age, motivation, vision and hearing, fine and gross motor skills, the size of the communication aids, transfer needs, contexts and abilities, surrounding environment, and attention span. Each student is unique, so therapy goals and activities should be tailored to their individual needs.

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- (1) Lahey, M. (1988). Language disorders and language development. New York: Macmillan. (Chapter 9: Language development: Goals precursory to language learning and goals of early language learning, p.199-228)
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## 4.2.2 Training for verbal skills

This chapter outlines the training goals for students' receptive and expressive language abilities. Speech therapists will decide the corresponding training goals based on assessment results.

#### Increase receptive vocabulary

- Understanding and selecting the correct everyday objects (choose one from two, three, or four options, including different categories of objects)
- Understanding common object names (e.g., orange, apple, banana)
- Understanding less common object names (e.g., pineapple, watermelon, lychee)
- Understanding commonly used verbs (e.g., drink, eat, take)
- Understanding less commonly used verbs (e.g., wipe, pull, shake, twist, build)
- Understanding names of object categories (e.g., fruits, animals, vehicles, electrical appliances)
- Understanding basic adjectives for dry/wet, clean/dirty, and hot/cold
- Understanding adjectives for size
- Understanding color terms (e.g., red, blue, yellow, green)
- Understanding adjectives for dimension or property (e.g., long/short, tall/short, fat/thin, soft/hard)
- Taking out 1, 2, or 3 objects and understanding comparatives more or less
- Understanding spatial terms (e.g., on/above, under/below, in, outside, front, back, beside, in the middle of, left, right)
- Understanding pronouns (e.g., you, I, he/she)
- Understanding negations (e.g., no, not, never)
- Understanding aspect markers (English equivalent: tense markers)
- Understanding temporal terms (e.g., yesterday, tomorrow, last week)

#### Enhance the ability to follow commands

- Understanding contextual commands, e.g., "throw away the trash," "push the ball," "pull," "give," "put away," etc.
- Understanding commands that include one information carrying word (e.g., "cut the bread/apple," "put it on the plate/bowl," "cut/wash the apple")
- Understanding commands that include two information carrying words (e.g., "place the bread/apple in the bowl/plate," "take the bread/egg and the banana/apple")
- Understanding commands that include three information carrying words (e.g., "place the bread/apple and banana/orange in the bowl/plate")
- Understanding commands that include four information carrying words (e.g., "place the bread/apple, banana/orange, and grapes/corn in the bowl/plate")
- Understanding commands that include two information carrying words (with concepts) (e.g., "place the large/small apple/orange")
- Understanding commands that include three information carrying words (with concepts) (e.g., "place the large/small apple/orange in the bowl/plate")
- Understanding commands that include four information carrying words (with concepts) (e.g., "place the large/small apple/orange in the red/green bowl/plate")
- Understanding two-step commands (e.g., "first \_\_, then \_\_", first put the bread/cake in the bowl/plate, then wash the pear/apple)
- Understanding three-step commands (e.g., "first \_\_, then \_\_, finally \_\_")
- Understanding two-step commands (with concepts) (e.g., "first \_\_, then \_\_", place the large/small apple/orange in the bowl/plate, then wash the pear/apple)

- Understanding three-step commands (with concepts) (e.g., "first \_\_, then \_\_, finally \_\_")
- Understanding commands with conditions (e.g., "except for \_\_"; except for the apple, put all the food on the plate.)
- Understanding commands with time adverbial (e.g., "before \_\_, after \_\_"; before cutting the apple, wash it together with the orange)

#### Enhance the skills in answering questions

After playing activities or listening to stories:

- Answering questions with two, three, or four options (e.g., "Do you want an apple or an orange?")
- Answering "yes-no" questions (e.g., "Is there an apple?")
- Answering "A-not-A" questions (e.g., "Want-not-Want an apple?" in Cantonese only)
- Answering "what" questions (e.g., "What is he doing?")
- Answering "who" questions (e.g., "Who is going to the doctor?")
- Answering "where" questions (e.g., "Where are we going?")
- Answering "how many" questions (e.g., "How many apples are there?")
- Answering "why" questions (e.g., "Why do we need an umbrella?")
- Answering "how" questions (e.g., "How do you brush your teeth?")
- Answering "when" questions (e.g., "When do you brush your teeth?")

#### Enhance the ability to understand spoken paragraphs or texts

- Arranging \_ story cards in the correct order based on a story's sequence, listening to the story content, and answering related questions
- Arranging \_ story cards based on cause-and-effect relationships, listening to the story content, and answering related questions
- After listening to a short story (without cards), answering factual, inferential, and hypothetical questions about the story
- After listening to a long story (without cards), answering factual, inferential, and hypothetical questions about the story
- After listening to short informational content, answering questions about the relevant information, as well as extending hypothetical questions and engaging in further discussion
- After listening to long informational content, answering questions about the relevant information, as well as extending hypothetical questions and engaging in further discussion

#### Increase expressive vocabulary

- Naming common objects in the category of \_\_\_\_
- Naming common monosyllabic objects (e.g., car, bag) to express requests or make descriptions
- Naming common disyllabic objects (e.g., apple, pencil) to express requests or make descriptions
- Naming less common objects (e.g., pineapple, lychee, cookie)
- Naming commonly used verbs (e.g., drink, eat, take)
- Naming less commonly used verbs (e.g., wipe, pull, shake, twist, build)
- Naming categories of objects (e.g., fruits, animals, vehicles, electrical appliances)
- Using basic adjectives for dry/wet, clean/dirty, and hot/cold
- Using adjectives for size (e.g. big/small, large/tiny)
- Using color terms (e.g., red, blue, yellow, green)
- Using adjectives for dimension or property (e.g., long/short, tall/short, fat/thin, soft/hard)
- Counting from 1 to 10, naming 1-3 objects and using comparatives more or less

- Using spatial terms (e.g., on/above, under/below, in/inside, outside, front, back, beside, in the middle of, left, right)
- Using pronouns (e.g., you, I, s/he)
- Using negations (e.g., no, not, never)
- Using aspect markers (English equivalent: tense markers)
- Using temporal terms (e.g., yesterday, tomorrow, last week)

#### Enhance the ability to express using short sentences (In appropriate Cantonese grammar)

- Saying short utterances of "verb + object/place" (e.g., "want a cookie / go to the park")
- Saying short utterances of "person + verb" (e.g., "I want / mom gives")
- Saying short utterances with negation (e.g., "no cookie / don't want a cookie")
- Saying short utterances of "person + verb + object/place" (e.g., "I want a cookie / brother goes to the park")
- Saying short utterances of "verb + object + place" (e.g., "put the meat in the pot / put the corn on the plate")
- Saying short utterances of "verb + object + person" (e.g., "give the cookie to mom / give the corn to brother")
- Saying short utterances of "verb + object + purpose" (e.g., "use a pen to write / use a spoon to eat")
- Saying short utterances of "verb + person + activity" (e.g., "feed the baby a bun / help the baby put on clothes")
- Saying short utterances of "verb + place + activity" (e.g., "go to the park to ride a bike / go to the beach to swim")

#### Enhance the ability to express using long sentences

- Saying sentences of "subject + verb + object + adverbial" (e.g., "I put the meat in the pot / Dad puts the corn on the plate")
- Saying sentences of "subject + verb + indirect object + direct object" (e.g., "I give mom an apple / Mom gives me a corn")
- Saying sentences of "subject + verb + object + complement" (e.g., "I use a pen to write / My brother uses a spoon to eat")
- Saying sentences of "subject + verb + adverbial + complement" (e.g., "I go to the beach to swim / My brother goes to the park to ride a bike")
- Saying different types of sentences (e.g., "My brother feeds the bunny a carrot / I give the apple to mom")
- Saying sentences that include adjectives (size / color / characteristics) (e.g., "My brother feeds the bunny a red grape / I want a long pencil")
- Saying sentences that include prepositional phrases (e.g., "I put the ball under the table / There are apples in the box")
- Saying sentences that include temporal terms (e.g., "Yesterday I went to the park to run. This morning I had bread for breakfast.")

#### Enhance the ability to express using complex sentences

- Saying comparative sentences (e.g., "The pencil is longer than the ruler")
- Saying passive sentences (e.g., "The cat was chased by the dog")
- Saying sentences with relative clauses (e.g., "The girl wearing the red shirt is chubby")
- Saying sentences with causal conjunctions (e.g., "Because it's raining, we need to take an umbrella")
- Saying sentences with conditional conjunctions (e.g., "If you don't feel well, you need to see a doctor")
- Saying sentences with oppositional conjunctions (e.g., "Although it's raining heavily, I still want to go to grandma's house")

- Saying sentences with temporal conjunctions (e.g. "I always wash my hands after I go to the toilet")

#### Enhance the ability to ask questions

- Asking questions with two, three, or four options (e.g., "Do you want an apple or an orange?")
- Asking "yes-no" questions (e.g., "Is there an apple?")
- Asking "A-not-A" questions (e.g., "Want-not-Want an apple?" in Cantonese only)
- Asking "what" questions (e.g., "What is he doing?")
- Asking "who" questions (e.g., "Who is going to the doctor?")
- Asking "where" questions (e.g., "Where are we going?")
- Asking "how many" questions (e.g., "How many apples are there?")
- Asking "why" questions (e.g., "Why do we need an umbrella?")
- Asking "how" questions (e.g., "How do you brush your teeth?")
- Asking "when" questions (e.g., "When do you brush your teeth?")
- Asking different types of questions
- Asking questions with temporal markers (e.g., "when," "before," "after")
- Asking conditional or hypothetical questions with coordinating conjunctions (e.g., "If... then...", "Although..." "but...")

#### Enhance the ability in procedural description

- Arranging two sequential picture cards
  - Using "first, then" to describe the two steps in an activity or a daily event
  - Using "first, then" to describe the two steps on the picture cards
- Arranging three sequential picture cards
  - Using "first, then, finally" to describe the three steps in an activity or a daily event
  - Using "first, then, finally" to describe the three steps on the picture cards.
- Arranging four sequential picture cards
  - Using "first, then, then, finally" to describe the four steps in an activity or a daily event
  - Using "first, then, then, finally" to describe the four steps on the picture cards.
- Arranging five sequential picture cards
  - Using "first, then, then, then, finally" to describe the five steps in an activity or a daily event
  - Using "first, then, then, then, finally" to describe the five steps on the picture cards
- Arranging six sequential picture cards
  - Using "first, then, then, then, then, finally" to describe the six steps in an activity or a daily event
  - Using "first, then, then, then, then, finally" to describe the six steps on the picture cards
- Using "first, then, finally" to describe the steps in a story
- Answering factual, inferential, and hypothetical questions about the story after reading a book

#### Enhance the ability in narration

- While reading a book, describe the story's background (time, place, characters)
- While reading a book, describe the story's background (time, place, characters), initiating event, attempt, and consequence.
- While reading a book, describe the story's background (time, place, characters), initiating event, plan, attempt, consequence, and internal response
- Create a complete story that includes the following elements: background (time, place, characters), initiating event, plan, attempt, consequence, and internal response
- Briefly share an event that happened to yourself, including the background (time, place, characters), attempt, and consequence
- Fully share an event that happened to oneself, detailing the background (time, place,

- characters), initiating event, plan, attempt, consequence, and internal response
- Organize and narrate content related to a specific topic (e.g., a day at the school).
- Identify at least three reasons for a story or daily life scenario (e.g., "Why is he completely soaked?")
- Predict the development and outcome of a story plot
- Provide one solution to a problem encountered in daily life
- Provide multiple solutions to a problem encountered in daily life, analyzing the pros and cons of each solution
- Offer multiple solutions to a situation encountered in the story, analyzing the pros and cons of each solution
- When narrating a story, clearly identify the characters to reduce the use of the pronouns s/he, it and they, avoiding confusion for the audience
- When narrating a story, not only use "then" to connect content, but also use different conjunctions to link sentences (e.g., "therefore," "but")
- Explain the illogical aspects of the image and use "should" to state the correct course of action (e.g., "The sofa shouldn't be placed on the beach. It should be in the living room at home.")

#### Enhance the ability to express semantic relationship and organizational networks

- Divergent naming of common categories: List 10/20 items of a category (e.g., clothing, vegetables, fruits, animals, vehicles, body parts)
- Divergent naming of less common categories: List 10/20 items of a category (e.g., stationery, snacks, insects, electrical appliances, subway stations)
- Divergent naming of common categories: List five items that fit two categories (e.g. list five fruit items which are red)
- Convergent naming of common categories: Say the name of the category (e.g., clothing, vegetables, fruits, animals, vehicles, body parts)
- Convergent naming of less common categories: Say the name of the category (e.g., stationery, snacks, insects, electrical appliances, subway stations)
- Integrate and analyze different information to guess object names or actions: (e.g., "What is long and curved, yellow on the outside and white on the inside, and needs peeling before eating?")
- Classify different items based on abstract characteristics: (e.g., ice, snowman, ice cream are all cold)
- Sort different objects/pictures into two/three categories
- Identify an odd-one out item among a number of objects/pictures (e.g., shirt, pants, shoes, apple)
- Relate two-related items (e.g., rabbit—carrot, mouse—cheese)
- Provide definitions for common objects (e.g., apple—fruit, red, crisp, sweet, juicy)

#### Response to communication

- Attend to others' facial expressions and vocalizations
- Respond with eye contact and smiles
- React to others' actions, such as pointing to objects
- Respond to simple instructions, such as waving goodbye

#### Communication functions

- Pay attention to the direction of others' gaze and respond appropriately
- Make eye contact with others
- Smile, cry, or vocalize without specific communicative intent
- Use gestures/language to greet others or say goodbye
- Draw others' attention and maintain it
- Request objects, actions, or information
- Express refusal

- Extend an invitation
- Make comments
- Identify others' emotions
- Understand simple causes of emotions
- Express emotions such as happiness, sadness, surprise, anger, excitement, nervousness, and disappointment
- Use appropriate social phrases to praise, congratulate, or comfort others.
- Express a desire to do things independently
- Talk about past or future events
- Provide information
- Use "please" and "can I" to make requests
- Ask different questions to gather relevant information
- Give instructions to peers
- Follow or state (game) rules
- Negotiate and reach agreements
- Share life experiences and express personal thoughts and opinions with others

#### **Interaction and conversation**

- Take turns with the therapist/peers
- Focus on the same object or event together with the therapist/peers
- Initiate communication interactions, such as pointing, actions, or sounds
- End an activity or interaction, such as leaving an ongoing activity
- Respond to the therapist/peers' questions using actions, sounds, or speech
- Request others to clarify or augment unclear/incorrect information
- Initiate conversations or introduce topics
- Role-play different characters in conversation
- Join the dialogue at appropriate times, managing the timing and frequency of contributions
- Consider the listener's needs and use terms like "here" and "there" appropriately
- Be able to repeat speech and add supplementary information to help others understand
- Adjust the context and pace of speech based on the listener's needs
- Consider situations from others' perspectives and guess their thoughts
- Make appropriate repairs to continue interrupted conversations
- Change the style of speech according to the listener's age
- Use appropriate facial expressions, actions, posture, distance, and eye contact when speaking to others

#### **Reference:**

- (1) Dewart, H., & Summers, S. (1995). Profile of everyday communication skills in children. NFER-Nelson.
- (2) Miller, J.F. & Paul, R. (1995). The clinical assessment of language comprehension. Baltimore: Paul H. Brookes.
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## **4.3 Special topics**

This section aims to provide corresponding training goals and methods tailored to the various needs of students through different themes, with the intention of promoting their development in speech, language, social communication, and life skills. It is hoped that this multifaceted support will facilitate the holistic growth of the students.

### **4.3.1 Use picture cards and electronic communication devices as a means of communication**

This chapter introduces how to use picture cards and electronic communication devices to assist students with limited or no verbal abilities in expressing their needs and emotions, organizing sentences for expression and enhancing their initiatives in communication.

### **4.3.2 Provide options as a means of communication**

This chapter introduces how to train students to master the prerequisite skills for using word options in communication. Through word options, students can accurately answer questions and express their thoughts, enhancing their motivation to communicate and building trusting relationships with others, thereby improving behavioral and emotional issues.

### **4.3.3 Use Cantonese romanization (Jyutping) for typing as a means of communication**

This chapter introduces how to train students to use typing by Cantonese romanization (Jyutping) as a non-verbal method of expression and communication and also use typing by Cantonese romanization (Jyutping) in electronic devices to engage in communicative and learning activities.

### **4.3.4 Use manual signs to help students understand and express themselves**

This chapter introduces the function of manual signs and how to apply them to assist staff in teaching and help students understand and express themselves. It also provides resources for manual signs.

### **4.3.5 Support students with hearing impairment**

This chapter introduces how to manage auditory information and support for students with hearing impairment, conduct consultations with teachers and parents, and provide education for students. It also covers monitoring and training of hearing and communication skills for them.

### **4.3.6 Oral motor training**

This chapter provides a brief overview of functional and sensory abnormalities of the oral motor skills in students with intellectual disabilities. It teaches caregivers and staff to identify students who need oral motor training and outlines appropriate training for those in need.

### **4.3.7 Articulation training**

This chapter introduces the phonological system of Cantonese, helping staff and parents understand the steps, methods, techniques, and strategies for training students with phonological disorders. The goal is to enhance the speech abilities of students with delayed or impaired phonological systems.

#### **4.3.8 Voice training**

This chapter provides an overview of the process of normal voice production, the causes and characteristics of voice disorders, methods for voice protection, and techniques for voice training. The aim is to help staff, parents, and students learn how to use their voices correctly.

#### **4.3.9 Eating and swallowing training**

This chapter introduces the methods and training strategies speech therapists use to indirectly and directly manage students' eating and swallowing problems. The goal is to help students master daily eating, accept different foods, and improve picky eating habits in the long term.

#### **4.3.10 Emotion expression and response training**

This chapter introduces how to select appropriate emotional words for training based on students' abilities and needs. It also discusses designing scenarios to encourage students to describe daily activities and share personal experiences, while using suitable emotional words to express their feelings.

#### **4.3.11 Theory of mind training**

This chapter introduces different activities to help students understand how simple and complex perspective shifts, desires, and beliefs influence emotions. It covers using psychological vocabulary to describe mental states, understanding different psychological conditions, and explaining and predicting others' behaviors and feelings.

#### **4.3.12 Social communication training for junior secondary school students**

This chapter provides an overview of how to train students to understand the communication needs in different social situations. It covers the use of appropriate pragmatic skills to respond effectively and the importance of using suitable language and tone based on the context and audience.

#### **4.3.13 Social group and community adaptation group**

This chapter introduces how to train students to apply the communication and social skills they have learned during simulated activities. It also emphasizes the importance of generalizing these skills in real community settings to meet the communication and expression demands of the community.

#### **4.3.14 Emcee training**

This chapter introduces how to train students with stronger verbal expression skills to serve as emcees. It covers the preparation and essential elements of being an emcee, the workflow, speech techniques, common on-the-spot challenges, improvisation skills, and proper Cantonese pronunciation versus lazy sounds.

#### **4.3.15 Emcee and tour guide training**

This chapter introduces how to help students understand the roles and responsibilities of emcees and tour guides. It covers how to effectively organize speech content, memorize the script, and master speaking techniques. This training aims to enhance students' confidence and communication skills, as well as improve their self-management abilities and speaking etiquette.

#### **4.3.16 Reporting training**

This chapter introduces how to train students to use a reporting framework to identify the information needed by listeners, share experiences or book reviews, and reflect on their performance through self-assessment.

#### **4.3.17 Interview training**

This chapter introduces how to train students to understand the basic interviewing process. It covers how to use appropriate questions to gather information based on the activity and the interviewee, respond or follow up on the interviewee's answers, and maintain suitable tone of voice, intonation, eye contact, and body language.

#### **4.3.18 Discussion training**

This chapter introduces how to train students' discussion skills, encouraging them to collaborate and work together in groups. It aims to cultivate their critical thinking abilities and enhance their confidence.

#### **4.3.19 Parent training**

This chapter introduces how to enhance parents' understanding of their children's language development, communication skills, and therapy goals. It provides relevant speech therapy resources and strategies for parents to help support their children's language and communication training in daily life.

#### **4.3.20 Speaking training for non-Chinese speaking students**

This chapter briefly outlines how to train non-Chinese-speaking students to understand and express Cantonese in order to adapt to school, community, and future employment needs.

#### **4.3.21 Support for non-Chinese speaking students**

This chapter introduces how to understand the native languages and Cantonese proficiency of non-Chinese-speaking students in order to develop appropriate learning plans. It discusses adjusting teaching strategies, individual and group training activities, cultural experience activities, and developing teaching resources to support non-Chinese-speaking students in effectively learning Cantonese.

#### **4.3.22 Transdisciplinary team collaboration: Language subject**

This chapter introduces how to promote collaboration between speech therapists and language teachers to enhance students' language and communication skills and learning outcomes in language classes.

#### **4.3.23 Transdisciplinary team collaboration: Learning English as a second language**

This chapter introduces how to provide students with an English-speaking environment to enhance their confidence, motivation, and communication skills in speaking English. It also aims to increase English teachers' teaching knowledge and confidence.

#### **4.3.24 Transdisciplinary collaboration: Work-related experience**

This chapter introduces how to cultivate students' relevant knowledge, skills, and attitudes for the workplace, preparing them to respond and interact in professional settings after leaving school. It aims to enhance their workplace readiness and confidence.

#### **4.3.25 Transdisciplinary collaboration: Residential settings**

This chapter introduces how to collaborate with the residential department to enhance staff understanding of students' communication skills, oral-motor skills, and eating abilities. This collaboration aims to improve communication effectiveness between staff and students and ensure students' eating safety.

### 4.3.1 Use picture cards and electronic communication devices as a means of communication

#### Goals:

- (1) Able to help students with limited or no verbal communication abilities express their needs and emotions.
- (2) Able to help students construct sentences for better expression.
- (3) Able to enhance students' initiative to communicate.

#### Reasons:

Due to different developmental communication disorders, some students have limited or no verbal communication abilities, making it difficult for them to express themselves effectively through speech. The use of communication aids can support or substitute the students' verbal communication, helping them express their needs and thoughts more effectively.

#### Target Population:

Individuals with severe expressive disorders, including students with intellectual disabilities, autism spectrum disorder, cerebral palsy, multiple disabilities, and specific language impairments, etc.

#### Content

- (1) Types of augmentative and alternative communication
  - i. Physical picture cards (which can be further categorized into photos, drawings, line drawings, symbols, and text).
    - Pointing: Students point to communication cards on communication boards or books to express their needs.



Pointing to communication cards

- Picture Exchange Communication System: Students remove communication cards from communication boards or books and then hand them to the communication partners to express their needs.



Picture Exchange Communication System

- Use with speech-generating communication devices (such as Big Mack or Go Talk): Attach communication cards to the buttons of the device. Students press the buttons with the target cards, which will then play the pre-recorded content of the cards.



Little Mack



4 Choice Sequential Scanner

- ii. Electronic picture cards

Usage: Utilize free applications for iOS and Android devices, such as "Communication App 3.0". The app combines speech output with a library of images, allowing trainers to design personalized communication layouts based on the user's needs. Depending on the student's abilities, training can target expressions with single cards or combining cards to construct sentences.



Electronic picture cards



Communication App 3.0

## (2) Comparison of various augmentative and alternative communication methods

	Advantages	Limitations
Pointing to communication cards	<ul style="list-style-type: none"> <li>• More lightweight and portable</li> <li>• Able to store and display more cards</li> <li>• Easy and inexpensive to create</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of communication action may be unclear</li> <li>• Difficult to express sentences with more than three information-carrying words</li> </ul>
Picture exchange communication system	<ul style="list-style-type: none"> <li>• Suitable for students with weaker communication intent</li> <li>• Conveys information to others more clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Relatively bulky</li> <li>• Sentence expression is more complicated</li> <li>• Easily lost</li> </ul>
Physical picture cards with speech generating communication devices	<ul style="list-style-type: none"> <li>• Vocalises words or phrases for the students</li> <li>• Provides immediate and effective communication, enhancing motivation</li> <li>• Accessible for students with weak fine motor function</li> </ul>	<ul style="list-style-type: none"> <li>• Relatively bulky</li> <li>• Less portable</li> <li>• Limited number of displayed cards</li> <li>• High cost</li> </ul>
Electronic picture cards	<ul style="list-style-type: none"> <li>• Vocalises words or phrases for the students</li> <li>• Provides immediate and effective communication, enhancing motivation</li> <li>• Able to store and display a large number of cards</li> <li>• Portable</li> <li>• Widespread use of electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Requires good fine motor and hand-eye coordination skills</li> <li>• High cost</li> <li>• Requires a certain level of information technology skills to create communication layouts</li> <li>• Students are more accustomed to using electronic devices for gaming or watching videos, rather than for communication</li> </ul>

### (3) Training method:

Similar to verbal expression training, following the "Five steps of communication", including:

- i. Increase motivation: Use natural opportunities in daily routines or intentionally create a communication environment to enhance communication opportunities and motivation.
- ii. Wait for intent: Wait for the student to initiate communication behavior.
- iii. Provide prompts: If the student does not spontaneously use augmentative and alternative communication devices to express themselves, adults can provide appropriate prompts, such as:
  - Verbal prompts: e.g. "I don't know what you want. Use the communication card to let me know!"
  - Gestural prompts: e.g. While saying, "Do you want a pencil or a ruler?", point to the communication board/book/device.
  - Physical manipulation: Guide the student's hand to point to/remove the communication card/press the electronic communication button.
- iv. Express understanding: Restate the student's meaning to show understanding.
- v. Response: Respond appropriately based on the student's expressed content.

### Reference:

- (1) Li, C., & Wong, C. (2014). Effectiveness of augmentative and alternative communication for children with autism: a systematic review and meta-analysis. *Journal of Special Education and Assistive Technology*, 7, 23-50. (in Chinese)
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- (3) Frost, L. & Bondy, A. (1994). *The picture exchange communication system training manual*. Cherry Hill, NJ: PECs, Inc
- (4) Website of Hong Chi Communication Apps 3.0, <https://aac.hongchi.org.hk/>

This chapter was written by a speech therapist of Rotary Club of Hong Kong Island West Hong Chi Morninghope School.

## 4.3.2 Provide options as a means of communication

### Goals:

- (1) Able to master the prerequisite skills for communication using options.
- (2) Able to accurately answer questions and express thoughts through options.
- (3) Able to enhance communication motivation, build trusting relationships with others, and improve behavioral and emotional control.

### Reasons:

Communication is essential for people. Through communication, people may not only build up relationships and exchange ideas, but also solve problems and share feelings when needed, thus helping to maintain emotional stability. However, students with autism may experience varying degrees of developmental challenges due to neurological impairments. Common issues include developmental language disorders and social communication difficulties, compounded by narrow interests and difficulty in adapting to change. This makes it harder for them to build relationships and engage in social interactions. Sometimes, this may lead to emotional and behavioral problems when they cannot express their thoughts.

In recent years, some autistic individuals who are high-functioning but with limited verbal ability in various parts of the world (including Taiwan, Japan, and Western countries) have been able to express their inner thoughts clearly through typing and electronic communication tools, and demonstrate much stronger expressive abilities than their spoken language. Research has shown that with appropriate augmentative and alternative communication systems, the autistic individuals can enhance their language skills and social communication, thereby improving their communication motivation and effectiveness, and building better relationships with others.

### Target Population:

Autistic students with limited verbal abilities, their parents and teaching staff

### Content:

#### (1) Establish and strengthen the prerequisite skills for using option-based communication

Students need to have certain prerequisite skills for option-based communication, such as understanding objects and picture cards, as well as the ability to identify picture cards. Trainers can provide the following training according to the needs of the students:

- Matching identical objects
- Matching objects to pictures
- Matching pictures to pictures
- Point to a picture (Picture card identification)
- Hand in or point to a picture in exchange of an object

#### (2) Use picture cards/word cards for communication

- i. Communication using picture cards  
Once students have mastered the prerequisite skills mentioned above, trainers can refer to the students' preferences and ask the students to request for an item or engage in an activity by handing the cards to the trainer or pointing to the cards, thereby building relationships and stimulating the students' motivation to communicate.

ii. Communication using word cards

When students have achieved the following communication performances, trainers can attempt to let students communicate using word cards:

- When students can consistently use picture cards to communicate, or when picture cards are no longer sufficient.
- When students have established a question-and-answer or listening-and-responding communication habit.
- When students have limited spoken language that is not enough for them to communicate.

When using word cards for communication, students do not need to have a specific level of word recognition. Instead, during the communication process, trainers help students learn to communicate by "listening" to the spoken words and "seeing" the positions of the cards. For example, the trainer places the word cards in front of the students and points to the cards while saying the content aloud. This helps students focus on listening to the words and paying attention to the position of the corresponding word cards. After this, students can express themselves by handing the word cards to the trainer, pointing to or tapping the word cards.

**(3) Communication using options**

When students have mastered using word cards for communication, trainers can try further by writing options on the same interface, such as on a piece of paper or the screen of a tablet. Using the techniques mentioned above, trainers can guide students to understand the options and make choices.



**(4) Tips for communication using options**

i. Home training to reinforce the question-and-answer conversation format

Through home training with various topics, students can gradually establish the habit of conversing with others and using option-based communication. This also allows parents to understand the students' abilities and use a consistent approach when communicating with them.



ii. From concrete to abstract conversation content

When communicating with students using options, trainers can start asking questions by choosing specific or context-related content. This helps assess the students' abilities or state in choosing options, allowing trainers to decide whether to proceed with more abstract and in-depth conversations. Some reference examples are as follows:

Activity	Concrete	Abstract
Shared reading	Ask questions about the story's pictures or content (who, what, where, when)	Inquire about the thoughts or feelings of the story's characters
Watching videos	Ask questions related to the video (who, what, where, when)	Explore the inner feelings of the characters in the video
Conversation about school life	Have students circle the date, weather, or ongoing classes for the day	Encourage students to share their impressions of classmates or teachers
Sharing activity photos	Ask questions related to the content of the photos	Inquire about the students' feelings and reasons for participating in the activities

iii. Adding "none of the above" or "other" options

When engaging in communication using options, since the options are provided by the trainer based on their understanding of the student, it is sometimes unavoidable that appropriate choices may not be available. Trainers can include "none of the above" or "other" options when offering choices, allowing students to use them when they cannot find a suitable answer. This helps trainers recognize that they have made incorrect assumptions and need to list more options.

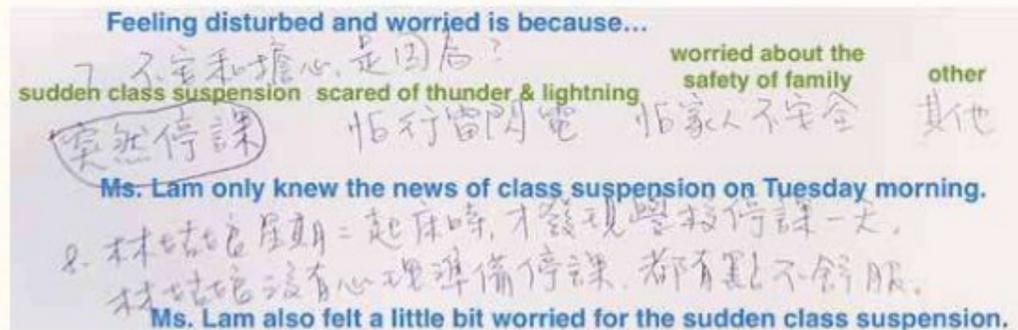


Add the option of "other"

Show students pictures or videos, and teach students to use "none of the above" when all options are wrong or inappropriate

iv. Sharing personal thoughts and feelings with students

In addition to asking questions and engaging in a question-and-answer communication format, trainers can also share their own feelings and thoughts with students to achieve better communication outcomes. When trainers are unable to guess the students' thoughts, they should honestly inform the students, which will help build a more trusting relationship.



Reference:

- (1) Website of Yu Ning Physical and Mental Health Clinic: Expanding Communication Therapy for ASD: ECTA (Expanding Communication Therapy for people with ASD, ECTA) [http://www.yuning.tw/asd/?parent\\_id=1255](http://www.yuning.tw/asd/?parent_id=1255)
- (2) Yu Ning Physical and Mental Health Clinic 2-Day Online Training on ECTA for Hong Chi Association (05-06/07/2024)
- (3) Hong Chi Association, Website of CRAFT <https://craft.hongchi.org.hk/>
- (4) Chan, YY, Lau, SM, and Chiu, CMS (2019). CRAFT: Intervention model for helping integration of low verbal ASD students. Hong Kong Journal of Special Education, 21, 118-125.

Acknowledgement:

Hong Chi Morninglight School, Yuen Long  
Hong Chi Shiu Pong Morninghope School

This chapter was written by a speech therapist of Hong Chi Morninghill School, Tuen Mun

### 4.3.3 Use Cantonese romanization (Jyutping) for typing as a means of communication

Goals:

- (1) Able to use Cantonese romanization (Jyutping) for non-verbal expression and communication.
- (2) Able to communicate and engage in learning activities with others through typing in Cantonese romanization (Jyutping) on electronic devices.

Reasons:

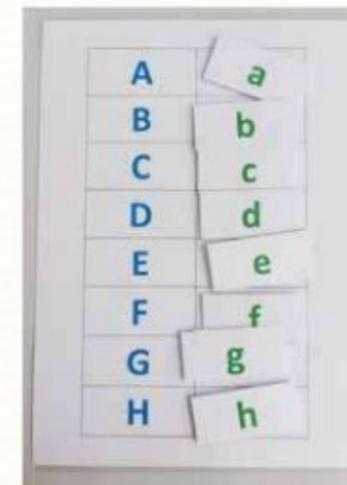
Cantonese romanization (Jyutping), as a phonetic system for Cantonese, helps students input Cantonese quickly and improves their writing speed. By typing in Cantonese romanization (Jyutping), students can better understand the phonetic structure of Cantonese, thereby improving their speaking and writing skills. With advancements in technology, electronic devices have become essential tools for learning and communication. Mastering typing by Cantonese romanization (Jyutping) aids students in communicating more effectively in a digital environment.

Target Population:

Students with low verbal ability, their staff and parents

Content:

- (1) Train students to match uppercase, lowercase, and mixed-case English letters using magnetic and paper-based materials.



(2) Train students to recognize the arrangement of English letters on the keyboard using paper-based materials.



(3) Use paper-based Cantonese romanization (Jyutping) materials to help students recognize the initials, vowels, and finals of Cantonese romanization (Jyutping).



(4) Learn Cantonese romanization (Jyutping) through Bitsboard apps.

- Download Bitsboard pro apps
- Press the blue button at the lower right hand corner
- Choose View Catalog
- Search Jyutping
- Download each exercise board one by one



(5) Incorporate Cantonese romanization (Jyutping) into language learning materials:

5.1 Websites for translating text into Cantonese romanization (Jyutping):

- 𩶛峰聆粵文 : <http://test.hambaanglaang.hk/> (Input sentences to convert to Cantonese romanization), <https://hambaanglaang.hk/> (Contains Cantonese romanization training materials suitable for students)
- Education Bureau Hong Kong Primary School Vocabulary List: [https://www.edbchinese.hk/lexlist\\_ch/](https://www.edbchinese.hk/lexlist_ch/) (Available in app version)
- CUHK Cantonese Romanization Website: <https://humanum.arts.cuhk.edu.hk/Lexis/lexi-can/>

5.2 Colour coding for annotating Cantonese romanization : **Initials - red, Vowels - blue, Finals - green.**

5.3 Positioning of Cantonese romanization: Jyutping alphabets should be annotated above each character, ensuring proper spacing so that each character aligns with its corresponding romanization.

Incorrect	Correct	English Translation
z <span style="color:red">a</span> a <span style="color:blue">n</span> <span style="color:blue">so</span> e <span style="color:green">ng</span> 讚賞	<span style="color:red">z</span> <span style="color:blue">a</span> <span style="color:red">n</span> <span style="color:blue">so</span> <span style="color:red">e</span> <span style="color:green">ng</span> 讚 賞	praise
<span style="color:red">g</span> a <span style="color:blue">m</span> <span style="color:blue">pa</span> a <span style="color:green">i</span> 金牌	<span style="color:red">g</span> <span style="color:blue">a</span> <span style="color:red">m</span> <span style="color:blue">pa</span> <span style="color:red">a</span> <span style="color:green">i</span> 金 牌	gold medal
<span style="color:red">h</span> i <span style="color:blue">m</span> <span style="color:blue">he</span> o <span style="color:green">i</span> 謙虛	<span style="color:red">h</span> <span style="color:blue">i</span> <span style="color:red">m</span> <span style="color:blue">he</span> <span style="color:red">o</span> <span style="color:green">i</span> 謙 虛	humble
<span style="color:red">z</span> y <span style="color:blue">u</span> n <span style="color:blue">gi</span> n <span style="color:green">g</span> 尊敬	<span style="color:red">z</span> <span style="color:blue">y</span> <span style="color:red">u</span> n <span style="color:blue">gi</span> <span style="color:red">n</span> <span style="color:green">g</span> 尊 敬	respect
<span style="color:red">g</span> a <span style="color:blue">m</span> <span style="color:blue">gi</span> k 感激	<span style="color:red">g</span> <span style="color:blue">a</span> <span style="color:red">m</span> <span style="color:blue">gi</span> <span style="color:red">k</span> 感 激	thankful

(6) Add input method software on electronic devices to allow students to practice typing in Cantonese romanization (Jyutping).

- Use the romanization (Jyutping) keyboard of the Hong Chi Communication apps 3.0
- Download third-party Cantonese romanization keyboards from the App Store or Google Play, such as TypeDuck.
- Select the Cantonese romanization (Jyutping) keyboard on the electronic devices.

(7) In therapy sessions, classrooms, and individual education sessions, allow students to communicate through typing in Cantonese romanization (Jyutping).

- Utilize text output software on electronic devices, such as Hong Chi Communication Apps 3.0, Notes, and Book Creator, to enable students to express their thoughts, opinions, and engage in communication through typing by Cantonese romanization (Jyutping).

### 4.3.4 Use manual signs to help students understand and express themselves

#### Goals:

- (1) Able to understand the functions of manual signs.
- (2) Able to understand the principles for applying manual signs in teaching.
- (3) Able to use manual signs to aid students' comprehension and expression.
- (4) Able to know the resources for manual signs.

#### Reasons:

Augmentative and Alternative Communication (AAC) aims to assist those who cannot rely on speech for effective communication. Among these, manual signs provide a symbolic system that allows low-verbal or non-verbal users to express themselves. However, this method requires a certain extent of hand coordination skills, which not all users can fully adapt to. In our school, we use manual signs to help students understand concepts and facilitate their expression. Following the principles of Makaton\*, we select signs from Hong Kong sign language for teaching and adhere to the "one word, one sign" and "sentence structure in the speech order" principles to promote students' language skills and communication abilities.

\*Makaton is a system that combines signs, gestures, and printed symbols. In the UK, Makaton is based on gestures from British Sign Language (BSL) but the difference is that Makaton always integrates with speech, and follows the sequence of English grammar.

#### Target Audience:

Students with moderate intellectual disability

#### Content:

##### (1) Functions of manual signs

- Enhance understanding: Manual signs serve as visual supplements and emphasize the key information in the speech, which helps students comprehend the spoken language better. Additionally, gestures can attract students' attention.
- Stimulate verbal expression: The physical activity of signing can motivate students to express themselves. Mimicking sign actions indirectly encourages them to pronounce words.
- Organize sentence expression: The sequence of gestures can cue the word order of the spoken language, thus reducing students' reliance on direct imitation of adult's speech. Gestures can also aid memory, thus helping students organize longer sentences.
- Facilitate learning new concepts: Combining gestures with concrete explanations helps students grasp and differentiate the meanings of new concepts. For example, using gestures for "cat" and "fish" enhances understanding of the two words.

**cat** (with whiskers)

**fish** (movement of fish tail)



##### (2) Principles for applying manual signs in teaching

Given the variety of sign language versions available and considering the physical limitations of students with moderate intellectual disability, we recommend the following when selecting manual signs:

- Choose versions that closely resemble common gestures to ease learning.
- Select gestures that can be explained with real objects.
- Simplify signs or focus on key content when necessary.
- Maintain the speech order while performing gestures to help students understand the sentence structure.
- Use real objects for guidance when needed.
- Beware of the potential difficulties that students may encounter when mirroring gestures.
- Synchronize gestures with the rhythm and expressions of the spoken sentences to enhance understanding and expression.

##### (3) Situational examples of using manual signs

###### Application (1): Expressing rewards

After completing a task, how would you use this opportunity to teach a student to express his/her choice of reward by using gestures?

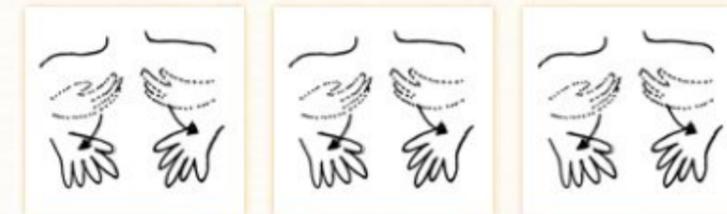
Example: "After training, what do you want? **eating?** **reading?** or **playing?** Try expressing it!"



###### Application (2): Addressing emotions

If a student shows emotional issues, perhaps due to reluctance to leave an activity or insisting on playing with his/her toys, how would you use gestures to help him/her understand and manage his/her feelings?

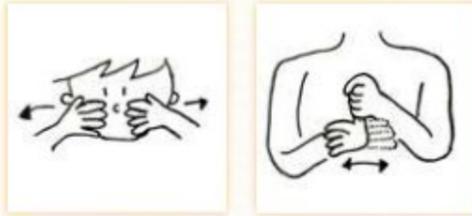
Example: "Now the class is **finished, finished, finished.** Time to tidy up. We'll play again next time."



### Application (3): Learning new things

When teaching animal names like "cat" and "fish," how would you use gestures to reinforce these concepts?

Example: "Let's do the gestures together: **cat** has whiskers, **fish** wiggles its tail."

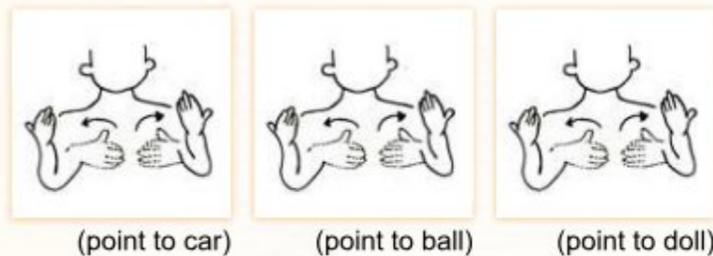


### Application (4): Organizing verbal expression

If you want to teach a student to organize the phrase "play + (toy)," how would you use gestures to help them structure their expression?

Example: "Let's do the gestures together and say,

**play** the car, **play** the ball, **play** the doll



"Now it's your turn to express it!"

### (4) Resources for manual signs

Appendix 1 and 2 are some common manual signs used in our school, which users can modify according to their needs.

#### Reference:

- (1) AIP Sign Language Visual Dictionary: <http://www.sign-aip.net/sign-aip/tc/home/>
- (2) HKSL Browser (Chinese University of Hong Kong): <http://www.cslds.org/hkslbrowser/index.jsp?lang=tc>
- (3) Hong Kong Sign Language Working Group (1990) Hong Kong Sign Language Vocabulary
- (4) Makaton website: <https://makaton.org/>  
<https://singinghands.co.uk/about/what-is-makaton/>  
[https://aac.diyi.org.tw/treasure\\_box/symbol/887](https://aac.diyi.org.tw/treasure_box/symbol/887)

This chapter was written by a speech therapist of Hong Chi Morninglight School, Yuen Long.

## Appendix 1: Common Manual Signs

### Daily commands

Commands	Signs/symbols	Commands	Signs/symbols	Commands	Signs/symbols
1. Quiet		8. Give		15. Good	
2. Sit down		9. Go		16. No good	
3. Stand up		10. Come		17. Look	
4. Wait		11. Work		18. Listen	
5. No		12. Stop		19. Know	
6. Take		13. Done		20. Raise hand	
7. Put down		14. No more			

(1) Reference: AIP Sign Language Visual Dictionary, HKSL Browser (Chinese University of Hong Kong), Hong Kong Sign Language Working Group (1990) "Hong Kong Sign Language Vocabulary."

(2) The content of this manual sign vocabulary is compiled according to the needs of our school. Users can modify it based on their specific requirements.

## Appendix 2: Common Manual Signs

### Daily Expression

Expression	Signs/symbols	Expression	Signs/symbols	Expression	Signs/symbols
1. I		8. Sleep		15. Write	
2. Eat		9. Toilet		16. Good morning	
3. Drink		10. Wash face		17. Help	
4. Play		11. Wash hands		18. OK	
5. Home		12. Thank you		19. Give	
6. Hello		13. Sorry		20. No	
7. Bye		14. Read			

(1) Reference: AIP Sign Language Visual Dictionary, HKSL Browser (Chinese University of Hong Kong), Hong Kong Sign Language Working Group (1990) "Hong Kong Sign Language Vocabulary."

(2) The content of this manual sign vocabulary is compiled according to the needs of our school. Users can modify it based on their specific requirements.

## 4.3.5 Support students with hearing impairment

### Goals:

- (1) Able to manage hearing information and hearing support of students.
- (2) Able to conduct teacher consultations, parent consultations, and student education.
- (3) Able to monitor and train hearing-impaired students' hearing and communication.

### Reasons:

In addition to the impact of intellectual disabilities, hearing-impaired students in special schools face limitations in language development and social experiences due to their hearing loss, thus encountering barriers in communication. The concepts of "aural rehabilitation" or "aural habilitation" aim to help hearing-impaired students rebuild or establish maximum verbal communication abilities, alleviating the communication difficulties caused by hearing loss. Throughout the rehabilitation process, the school's speech therapist can integrate knowledge from various areas of hearing to provide appropriate support, including different levels of speech and language reception, assistive device configurations, and communication strategies. Additionally, by collecting relevant resource materials and educating parents, teachers, and students, speech therapists can help students learn and engage in social communication more effectively both at school and at home.

### Target population:

Students with different intellectual disabilities

### Content:

#### (1) Managing hearing information and hearing support of students

- Resources for hearing impaired services
  - The "Educational Hearing Services Group" of the Education Bureau currently provides free hearing aid fitting and related follow-up services for hearing-impaired children/students in need. This includes the issuance of hearing aids, fitting/tuning/repair of hearing aids, prescription/modification/replacement of ear molds as needed, and loaning hearing aids during repair periods.
  - The hearing centers of the Hospital Authority, private hospitals, and some organizations serving the hearing-impaired also offer paid hearing aid fitting services. With parental consent, the ENT specialists from the Hospital Authority, the Child Assessment Centres and the Student Health Service Centres of Department of Health, will refer children/students diagnosed with hearing impairments to the "Educational Hearing Services Group" for hearing aid fitting and related follow-up services until the students graduate from secondary school.
  - Upon receiving the referral, the designated personnel from the Education Bureau will meet with the relevant children/students and their parents to conduct interviews and consultations regarding their educational needs. If they require hearing aids, the Education Bureau will provide suitable hearing aids free of charge based on their individual hearing conditions and needs, along with professional guidance on the use and effectiveness of the hearing aids.

- ii. Daily management of students' hearing information and hearing aid use  
Speech therapists can provide support in the following areas regarding students' use of hearing aids and daily hearing operations:
- Store information of students' hearing diagnostic reports: Maintain and carefully interpret students' hearing assessment reports. Report findings during meetings or explain them to teachers or parents as needed.
  - Prepare a toolkit: The toolkit should include items such as tools for checking hearing aid, battery testers, cleaning equipment for ear molds, and otoscopes for examining ear canals.
  - Collect relevant resources: Provide handouts, explanations, or lectures for parents, teachers, or students on topics such as "auditory system and sound transmission," "types and degrees of hearing impairment," "importance of binaural hearing aid use," "how to take care of hearing aids," "hearing tests and reports," and "effective communication strategies."
  - Provide guidance on hearing aids: Based on the types and characteristics of students' hearing aids, offer teachers daily reminders or post steps for wearing hearing aids and related notes in the classroom. Additionally, assist students in effectively using and managing their hearing aids, such as:

Daily checks for hearing aids	Ensure proper handling of hearing aids
<ul style="list-style-type: none"> <li>□ Check that the battery is sufficiently charged.</li> <li>□ Inspect ear molds and tubing for damages or blockages.</li> <li>□ Verify that the ear mold and hearing aid fit together properly.</li> <li>□ Ensure the hearing aid is worn correctly.</li> <li>□ Conduct listening checks to ensure the hearing aid is functioning properly.</li> </ul>	<ul style="list-style-type: none"> <li>□ Bring spare batteries to school.</li> <li>□ Maintain cleanliness.</li> <li>□ Store properly.</li> <li>□ Keep dry daily.</li> <li>□ Perform regular checks or maintenance.</li> </ul>
<p>(For additional reference, please read pages 61, 64, and 66 of "Companion of Hearing Aids", which outline "Checking Tips" for behind-the-ear hearing aids, in-the-ear hearing aids, and wireless FM systems, detailing potential issues and solutions.)</p>	

- Finding out the latest referral methods and collaborating with school nurses to monitor students' hearing changes and ear canal conditions. For example, conduct simple checks of the ear canal, hearing, and hearing aid status when concerns arise, and prompt parents to follow up with hearing or ENT specialists as needed. Follow-up channels include coordinating with students' follow-up appointments, referrals through family doctors, and utilizing the annual health services provided by the Department of Health to address students' middle ear or hearing issues with doctors.
- If necessary, use notes to assist parents in providing the student's hearing or communication information during medical visits. (Refer to "Appendix 1" and "Appendix 2")
- Upon graduation, provide parents with information about community hearing services so that they can continue to monitor their child's hearing issues. (Refer to "Appendix 3")

## (2) Conducting teacher consultations, parent consultations, and student education

- i. Understand students' hearing conditions and communication adaptations on campus, and provide strategies for teachers and parents.
- Through questionnaires for teachers, parents, and students, understand the needs for hearing aids, usage frequency, reasons for reluctance to wear them, and adaptation to campus life (References: "Good partner for hearing devices" p.14, 16, 26; "Resource booklet on supporting students with hearing impaired" p.44-58; "HI-5 - Operational guidelines for school-based support programs for hearing-impaired students" p.27-35).
  - Utilize analysis forms to understand the communication difficulties faced by hearing-impaired students and suggest appropriate remediation strategies based on their abilities (Please refer to Appendix 3).
- ii. Recommendations for teachers in curriculum and teaching strategies:

<p>Utilizing visual strategies:</p> <ul style="list-style-type: none"> <li>□ Use mind maps and outlines to highlight key teaching content.</li> <li>□ Employ various teaching media, such as demonstrations, models, diagrams, subtitled audiovisual materials, notes, and electronic presentations.</li> <li>□ Provide visual aids, including sentences in picture formats, article framework, step-by-step guidelines for oral or written applications at vocabulary, sentence and discourse levels.</li> <li>□ Use gestures or sign language as needed to assist students' understanding.</li> </ul>	<p>Preview:</p> <ul style="list-style-type: none"> <li>□ Teach hearing-impaired students the necessary vocabulary in advance (e.g., key terms related to subjects).</li> <li>□ Explain relevant details and rules before the activity.</li> </ul> <p>Establishing communication routines in the classroom:</p> <ul style="list-style-type: none"> <li>□ Encourage students to proactively signal when they cannot receive verbal messages.</li> <li>□ Regularly check if hearing-impaired students understand the content of the activities.</li> </ul> <p>Peer support:</p> <ul style="list-style-type: none"> <li>□ Arrange classmates to relay instructions and inform about unexpected incidents during class or activities to hearing-impaired students.</li> </ul>
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- iii. Professional recommendations on overall school support measures for hearing-impaired students:
- Refer to the "School-based support measures review checklist" (from "HI5—Operational guidelines for school-based support programs for hearing-impaired students," p.23-26) to assess the school's support situation for hearing-impaired students.
  - Provide whole-school suggestions regarding the "Arrangement of good listening environments" (from "Resource booklet on supporting students with hearing impaired," p.16), including classroom allocation, seating arrangements, assistive listening equipment, and classroom sound management.

### (3) Monitoring and training hearing-impaired students' hearing and communication

- i. Four levels of listening hierarchy  
Once students are equipped with appropriate hearing aids, the concept of Norman Erber's (1982) four levels of listening can be applied. This includes integrating different levels of language comprehension and factors in real-life environments to assess students' listening abilities or provide tiered training. The four levels of listening are as follow:
- (1)Detection: Awareness of sound.  
(2)Discrimination: Distinguishing whether two sounds are the same.  
(3)Identification: Recognizing the characteristics of sounds.  
(4)Comprehension: Understanding the meanings represented by different sounds/speech.
- Therapists can refer to the "Preliminary assessment" forms in each volume of "Sound jigsaw" (p.13) to understand students' performance at each level and then establish daily monitoring or training goals.
  - Additionally, the "Hearing champion list" on p.41 of "Good partner for hearing devices" can be referenced to understand how students receive verbal messages in different school contexts.
- ii. Other training principles and techniques  
"Sound jigsaw" also suggested that the difficulty of training shall be according to the students' abilities, including:
- Input mode: Auditory and lip-reading information > Pure auditory information
  - Item prompting: Closed (providing options) > Semi-open (providing a range) > Open
  - Item similarity: Two extremes (few phonetic common elements) > Similar (many phonetic common elements)
  - Sound source: In front of the child > On the side where the student has better hearing > On the side where the student has poorer hearing > Behind the student
- iii. Training activities and reference  
The following summarizes information from several educational resources, listing potential monitoring and training items to consider. Therapists can also design content or related visual aids to align with language training goals.

Listening levels	Recommended monitoring/training activities	Reference or Appendix
(1) Detection	Respond to sounds (e.g., raise hand, put blocks into a box) • Respond to elongated vowels • Respond to elongated fricatives • Respond to "Ling's six sounds" (Appendix 5)	① Volume 1, p.18-26
(2) Discrimination	Distinguish between sounds of 2-3 different durations, tones, and rhythms • Distinguish between continuous vs. repeated sounds (vs. discontinuous sounds) • Distinguish between long vs. short sounds • Distinguish between words vs. short phrases vs. sentences • Distinguish between words with different syllables	① Volume 1, p.50-61
(3) Identification	Listen to words (Note: Depending on test requirements, between "recognition" and "comprehension" levels) • Recognize words with different tones • Recognize three-syllable words (two extremes > similar) • Recognize two-syllable words (two extremes > similar) • Recognize one-syllable words (two extremes > same tone > ... > minimal pairs) • Repeat words after listening	① Volume 2, p.18-30 ① Volume 3, p.36-52 ② p.32-33, 36-37
(4) Comprehension	Listen to connected speech (Note: The complexity of sentences can range from short phrases to paragraphs, depending on task requirements) • Repeat short phrases after listening • Listen to sentences, identify key words, and follow different instructions • Listen to sentences related to picture scenarios, and repeat the content • Answer questions (personal information, schedules, general knowledge) • Respond to phone content (answering, retelling, following instructions)	② p.34, 38 ① Volume 4, p.17-46

Reference: ①"Sound jigsaw", ②"Good companion of hearing aids"

#### Reference:

- (1) Erber, N. (1982). Auditory training. Washington DC: Alexander Graham Bell Association.
- (2) Ling, D. (1976). Speech and the hearing-impaired child: Theory and practice. Washington DC: Alexander Graham Bell Association.
- (3) Ling, D. (1989). Foundations of spoken language for hearing-impaired children. Washington DC: Alexander Graham Bell Association.
- (4) "Sound Jigsaw: A speech perception training kit for Cantonese-speaking children with hearing impairment". (2010). Center for Sign Linguistics and Deaf Studies. The Chinese University of Hong Kong.
- (5) "Good companion of hearing aids". (2024). The EDB Speech Therapy Service Section.

### Special Education Resources from Education Bureau:

- (1) <https://sense.edb.gov.hk/tc/types-of-special-educational-needs/hearing-impairment/resources/teaching-resources/>
- (2) "Support hearing impaired children resource book", "Hearing aids information booklet", "FM system resource booklet" (Chinese and English version)
- (3) "Activities for inclusion with hearing impaired", "Counselling activities for hearing impaired" (Chinese version only)
- (4) Resource package on "School-based support for students with hearing impairment" (Chinese version only)
- (5) Inclusion pavilion: Hearing impaired <https://www.hkedcity.net/sen/hi/basic>

### Apps of phones:

- (1) Vocal lights: Assist speech therapists and audiologists in designing effective treatment plans. This includes four main training functions: LMH Ten-sound Test, auditory word pairing, personal hearing training, and Mandarin listening training.

### Non-Government Organizations:

- (1) Enhanced Support Service of Lutheran School for the Deaf: <https://www.lsd.edu.hk/ess>
- (2) Hong Kong Society for the Deaf: <https://www.deaf.org.hk>
- (3) Multi-Service Centre for Hearing Impaired, Social Welfare Department [https://www.swd.gov.hk/tc/pubsvvc/rehab/cat\\_supportcom/centrebase/multiservi](https://www.swd.gov.hk/tc/pubsvvc/rehab/cat_supportcom/centrebase/multiservi)

### Appendix 1: Note for parents to review hearing (template)

To: Parents of (name of student)  
Date:

Re: Review of Hearing

According to the school's record, student [Student Name] (Special Education Number: \_\_\_\_\_) received a hearing test on (date), which indicated the need for a hearing re-evaluation to determine if amplification equipment is necessary. However, there is currently no updated hearing information. Recently, [Student Name] received an informal test of sound discrimination abilities in the school. It was also noted that he demonstrates weaker performance in receiving high-frequency sounds. Therefore, it is recommended that parents shall contact Mr./Ms. XXX of the Educational Service Center of the Education Bureau (Phone: ) to arrange a date for a hearing test to understand whether his/her hearing status may affect his/her speech and language abilities. Additionally, during the re-evaluation, parents can inform the audiologist that [Student Name] is now able to respond appropriately to sounds after demonstrations, and a more formal hearing test can be attempted.

Thank you for your attention!

XXX (Speech Therapist)

### Appendix 2: Note for the audiologist (to be handed in by the parent during the review) (template)

To: Audiologist  
Date:

Our student XXX frequently does not wear his hearing aids. After inquiry, it was found that the volume of the left hearing aid is too loud and causes discomfort. A simple examination revealed that when wearing only the right hearing aid, he could not distinguish high-frequency sounds. However, when wearing both or just the left hearing aid, he was generally able to mimic the sounds /a, i, u, s, sh, m/, indicating that the hearing aids are mostly functioning well. However, the left ear mold is pressing against the outer ear near the ear canal, causing friction and pain. Therefore, we kindly request a follow-up examination for the student, especially to check whether the amplification of the left hearing aid meets his current hearing needs and to address the issue of pain caused by the left ear mold.

Thank you for your attention!

XXX (Speech Therapist)

### Appendix 3: Follow-up notes for school leavers (template)

To: Parents of (student name)

The student will graduate soon. Please note the points below for follow-up of his hearing:

- Please arrange regular hearing checks to help effectively monitor hearing status.
- Please regularly change the hearing aid batteries and clean the ear molds.
- Store the hearing aids in a cool, dry environment (such as placing desiccants in the case) to help maintain the hearing aids effectively.
- If necessary, a referral to the hospital can be made through a doctor (this can be requested during hospital follow-ups or through health clinics/private doctors).

The following are the details of non-profit and private hearing companies in the XX area. You can call for inquiries when needed, such as purchasing hearing aid accessories, batteries, hearing tests, etc.

Name of organization	Address	Phone number

**Appendix 4: Suggestions for analyzing communication difficulties and repair strategies**

Name : \_\_\_\_\_ Situation : \_\_\_\_\_ Date : \_\_\_\_\_

Please refer to the following list to analyze the reasons and sources of communication difficulties for students with hearing impairments in the required context (listener/environment/speaker), and select appropriate repair strategies according to their abilities.

Reasons of communication difficulties	Recommended repair strategies	
	Listener (simple)	Listener (advanced)
<b>Inattention</b> <input type="checkbox"/> The speaker talks too fast. <input type="checkbox"/> The speaker begins speaking before gaining the listener's attention.  <b>Insufficient volume:</b> <input type="checkbox"/> The speaker's voice is too soft. <input type="checkbox"/> The distance from the speaker is too far.  <b>Environmental distraction:</b> <input type="checkbox"/> Environmental noise is too loud (air conditioning, fans, classmates frequently talking, hallway sounds, noise from equipment). <input type="checkbox"/> The room has an echo.  <b>Inability to see lip movements/facial expressions:</b> <input type="checkbox"/> The speaker is standing in a backlit position. <input type="checkbox"/> The speaker is not facing the hearing-impaired student. <input type="checkbox"/> The speaker is wearing a mask while speaking.  <b>Difficulty understanding spoken content:</b> <input type="checkbox"/> Unable to understand idioms, sarcastic phrases, metaphors, and other complex sentences. <input type="checkbox"/> Only partially understanding the content.	<b>Action:</b> <input type="checkbox"/> Actively move closer to the speaker or sound source. <input type="checkbox"/> Position the better hearing ear towards the speaker or sound source.  <b>Communication Negotiation :</b> (Verbal / Gestures / Picture Cards / Word Cards) <input type="checkbox"/> "Huh? What did you say?" <input type="checkbox"/> "Please say that again!" <input type="checkbox"/> "Could you speak more slowly?" <input type="checkbox"/> "Please speak louder!" <input type="checkbox"/> "Please look at me..." <input type="checkbox"/> "Please simplify your words!" <input type="checkbox"/> "Please add gestures!" <input type="checkbox"/> "Please draw or write it out!"	<b>Action:</b> <input type="checkbox"/> Observe the speaker's lip movements, facial expressions, and body language. <input type="checkbox"/> Analyze the speaker's tone and pitch. <input type="checkbox"/> Use relevant text or visual information to aid understanding. <input type="checkbox"/> Adjust the hearing aid volume or select the "noise mode."  <b>Communication Negotiation :</b> (Verbal / Gestures / Picture Cards / Word Cards) <input type="checkbox"/> "I couldn't hear what you just said." <input type="checkbox"/> "Please call my name before speaking to me." <input type="checkbox"/> "Please let me know when it's my turn." <input type="checkbox"/> "I can't hear very clearly; I need to get a bit closer." <input type="checkbox"/> "Can we talk in a quieter place?" <input type="checkbox"/> "I can't hear well because it's too noisy around!" <input type="checkbox"/> "I need to see your lip movements/ facial expressions when you speak." <input type="checkbox"/> "You just said... right?" <input type="checkbox"/> "What does this (word) mean?" <input type="checkbox"/> "Please rephrase it a bit and say it again!" <input type="checkbox"/> "I heard you say... but I'm not clear about the rest."
	<b>Speaker</b>	
	<input type="checkbox"/> Face the student directly while speaking. <input type="checkbox"/> Begin speaking only after gaining the student's attention. <input type="checkbox"/> Ensure the student can clearly see your lip movements, facial expressions, and body language. <input type="checkbox"/> Avoid standing in a backlit position or moving around while speaking. <input type="checkbox"/> Avoid talking while distributing learning materials.	<input type="checkbox"/> Speak clearly and naturally, with concise instructions, appropriate pauses between sentences, and timely repetitions or rephrasing. <input type="checkbox"/> Indicate when changing topics. <input type="checkbox"/> Ask the student if they understand the spoken content. <input type="checkbox"/> Encourage the student to signal when they do not understand. <input type="checkbox"/> Encourage the student to use different repair strategies.

Reasons of communication difficulties	Recommended repair strategies
	<b>Environment</b>
	<input type="checkbox"/> Reduce environmental noise (close windows, turn off unnecessary equipment, classmates move desks and chairs quietly, place items gently). <input type="checkbox"/> Use amplification devices/wireless frequency systems. <input type="checkbox"/> Increase indoor lighting.
	<input type="checkbox"/> Position seating closer to the teacher/ audiovisual equipment. <input type="checkbox"/> Seat students away from noise sources. <input type="checkbox"/> Control classmates' volume (for example: raise hands before speaking, take turns speaking, engage in quiet discussions).

The content above refers to "Guidelines for supporting students with hearing impairments" Education Bureau, p.12-13, 30-32, "Resources for supporting students with hearing impairments" p.16, "Sound jigsaw" Volume 4, p.83. Trainers can use simulations or situational activities to discuss the reasons for difficulties with students, or review the frequency and effectiveness of existing strategies to identify suitable repair strategies.

## Appendix 5: Ling six sound test (Ling 1976, 1989)

The "Ling's Six Sounds" covers a range of low to high speech frequencies (250Hz-4000Hz), with each sound corresponding to a different pitch range. The testing purposes include:

- Comparing student's test performance with and without hearing aids to understand the amplification effect of the hearing aids.
- Encouraging parents to conduct tests daily to effectively estimate the child's listening ability for speech on that day.
- Allowing therapists or teachers to understand the student's listening status before class, so adjustments can be made.
- Monitoring changes in the student's hearing and following up when necessary.

### Ling's six sound test record

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Arrangement: (Please tick ) Venue: \_\_\_\_\_

- Distance with the student:  3 feet  6 feet  Simulate the teacher-student distance in the classroom, approximately \_\_\_ feet.
- Speech volume:  Appropriate  Soft
- Showing mouth shape or facial expression:  No  Yes
- Listening environment  Quiet  Background noise ( \_\_\_\_\_ )
- Using hearing aids appropriately  Yes  No

Ling six sound frequency	Student performance (✓ or X)						marks
	/m/	/u/	/i/	/a/	/sh/	/s/	
	low	low	low to high	mid	mid to high	high	
Detection (raise hand/put down lego)							
Identification (imitation/choose picture)							

Description of student's performance

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### Reference:

- (1) Facebook information of the Hong Kong Society for the Deaf
- (2) Resource package on "School-based support for students with hearing impairment"

This chapter was written by a speech therapist of Hong Chi Morninglight School, Yuen Long.

## 4.3.6 Oral motor training

### Goals:

- (1) Able to recognize signs of oral motor dysfunction and sensory abnormalities.
- (2) Able to identify students who need oral motor training.
- (3) Able to understand recommendations and techniques for oral motor training.
- (4) Able to pay attention to special considerations during oral motor training.

### Reasons:

Children's oral motor development is closely related to their eating and speaking abilities. Some students with intellectual disabilities may experience varying degrees of oral motor issues, which can affect their eating and articulation skills. Speech therapists can improve their basic oral functions through oral motor training, including the range and strength of lip and cheek movements, tongue mobility, jaw activity and strength, and their coordination. This not only improves eating, drinking, and swallowing but also alleviates drooling and speech problems, thereby enhancing the quality of life for the students.

### Target Population:

Students with oral motor deficits, and their carers and teaching staff

### Content:

#### (1) Common symptoms of oral motor dysfunction and sensory abnormalities

- Drooling
- Keeping the mouth open while at rest
- Difficulty using a straw to drink or blowing bubbles
- Inability to touch the lips with the tongue (up, down, left, and right)
- Frequently seeking oral stimulation
- Resistance to touch stimuli like brushing teeth or washing face
- Reluctance to open the mouth while speaking
- Preference for soft and easy-to-swallow foods, with resistance to certain textures or a narrow range of food preferences
- Unawareness of food spilling on the face
- Easily retaining food in the inside of the cheeks
- Not fully chewing food before swallowing
- Only using teeth or lips to touch the spoon while eating
- Preferring to use drinks to help swallow food, avoiding chewing
- Prone to triggering the gag reflex

#### (2) Training targets

Compared to typically developing peers, students who show oral motor difficulties in eating and speech in an assessment, and exhibit the following conditions in the oral region (such as the jaw, teeth, mouth, cheeks, lips, and tongue):

- Slightly reduced mobility
- Weaker flexibility
- Lower precision
- Shorter endurance

### (3) Recommendations and techniques for oral-motor training

- i. Jaw training
  - Chewing Exercise with Slow Feed, Cube Placement
  - Gum Chewing
  - Bite Block Exercises
- ii. Lips exercise
  - Lip Pressure Exercise with a Tongue Depressor
  - Straw Drinking Hierarchy
  - Button Pull Exercise
  - Cheerio for Lower Lip Retraction
- iii. Tongue exercise
  - Resistance for Tongue Blade Protrusion
  - Tongue Blade Retraction
  - Tongue Tip Lateralization
  - Tongue Tip Elevation
  - Tongue Tip Depression
- iv. Face or oral sensory training
  - Facial massage
  - Oral Brushing and Stroking
  - Increase variety of sensory stimulation or desensitization, e.g. temperature, taste, tactile

### (4) Special considerations

- Ensure students maintain an upright sitting posture and be mindful of any supportive positions or movements.
- During training, parents, teachers, or therapists should hold the assisting tools at all times. These tools should only be used for oral motor training, not as toys in everyday situations.
- It is recommended to inform students in advance that they will be touched in the oral area.
- Oral motor training should be applied within a structured framework, and smoothly transition into speech and/or eating situations.

### Reference:

(1) Hong Chi Association (2010). Hong Chi school speech therapist professional manual.

*This chapter was written by a speech therapist of Hong Chi Morninghope School, Tuen Mun.*

## 4.3.7 Articulation training

### Goals:

- (1) Able to understand the Cantonese phonological elements.
- (2) Able to understand the Cantonese phonological system.
- (3) Able to understand the progression of articulation training.
- (4) Able to understand the methods and techniques of articulation training.
- (5) Able to understand the tips for articulation training.

### Reasons:

Speech errors can be categorized into developmental and organic. Many students with intellectual disabilities experience delays or abnormalities in speech development, which can lead to speech errors. Additionally, certain organic factors, such as oral motor structure and function or auditory ability can also affect speech performance.

### Target Population:

Students with speech delay or disorder, and their parents and staff

### Content:

#### (1) Cantonese phonology

- i. Consonant
  - 19 initials and 6 finals
  - The place and manner of articulation for different consonants vary.
- ii. Vowel and diphthong
  - 11 vowels and 11 diphthongs
  - The place and height of the tongue for different vowels vary.
- iii. Tone
  - 3 level tones, 2 rising tones, 1 falling tone, 3 entering tones
  - The pitch level of different tones vary.

#### (2) Cantonese phonological system

- i. Most syllables are composed of an initial consonant, a vowel/diphthong, and a tone.
- ii. Different combinations of syllables
  - initial consonant + vowel (CV, e.g. /sa1/)
  - vowel + final consonant (VC, e.g. /ap9/)
  - initial consonant + diphthong (CVV, e.g. /pau1/)
  - initial consonant + vowel + final consonant (CVC, e.g. /san1/)

### (3) The progression of articulation training

- i. individual phoneme > combination of two phonemes > monosyllabic word > disyllabic word > multi-syllabic word > short phrase/clause > sentence > narrative > conversation
- ii. Start training at the level where the student is experiencing difficulties. Once the student meets the performance standards, they can progress to a higher level of training.

### Training Strategies:

#### (1) Goals and cueing strategies of articulation training

- i. Training goals
  - Train specifically on the sounds where the student has articulation errors.
  - Enhance speech discrimination abilities.
  - Conduct oral motor training, including the range of motion, strength, speed, and coordination of the lips, tongue, and jaw.
- ii. Cueing strategies
  - Modeling
    - The therapist says the target sound to the student with a correct demonstration.
  - Verbal cue
    - Explain the correct method for producing the target sounds and the placement of the articulatory organs (e.g., when asking the student to say /la/, prompt the student by saying, "Place your tongue behind your upper front teeth, then lower it quickly").
    - Highlight the areas that need correction (e.g., when asking the student to produce aspirated sounds, prompt the student verbally by saying, "release air").
  - Visual cue
    - The therapist says the target sounds to the student and asks the student to observe the therapist's mouth shape in production.
    - Use a mirror so that the student can say the sounds while watching their own mouth shape.
    - Based on the characteristics of certain sounds (such as aspirated sounds /p<sup>h</sup>/, /t<sup>h</sup>/, /k<sup>h</sup>/, and fricatives /f/, /s/, /h/), place some tools close to the mouth so the student can observe the movement of the 'tools' while producing the sounds (e.g., tissue paper, feathers, etc.).
  - Tactile cue
    - Use your hand to assist the student in forming the correct mouth shape.
    - Based on the characteristics of certain sounds (such as aspirated sounds /p<sup>h</sup>/, /t<sup>h</sup>/, /k<sup>h</sup>/, and fricatives /f/, /s/, /h/), place the student's hand close to the mouth to feel the air released while producing the sounds.
  - Co-articulation
    - Use the phonetic composition of words to prompt the student produce the correct sounds (e.g., in training of /k<sup>h</sup>/ sound, the consonantal final /-k/ in the syllable /uk7/ of the word /uk7 k<sup>h</sup>ei2/ can stimulate the production of initial consonant /k<sup>h</sup>/ in /k<sup>h</sup>ei2/ ).

### (2) Considerations of articulation training

- i. Maintain regular practice, but each session does not need to be too long.
- ii. Create more practice opportunities, such as deliberately asking questions that require the student to respond with the target sounds.
- iii. Provide positive and immediate feedback on the student's production.
- iv. When appropriate, give the student effective and specific cues.
- v. When necessary, use exaggerated cues and demonstrations (such as exaggerated mouth shapes or prolonging sounds) to help the student master the articulation methods.

### Schedule:

- (1) Cantonese phonemes and phonological system: 30 minutes
- (2) Goals and strategies for articulation training: 20 minutes
- (3) Considerations of articulation training: 10 minutes

### Reference:

- (1) Hong Chi Association (2010). Hong Chi school speech therapist professional manual.
- (2) Child Assessment Centre (2006). Hong Kong Cantonese articulation test. Hong Kong Government.
- (3) The Linguistic Society of Hong Kong (2022). <https://lshk.org/jyutping-scheme/>
- (4) IPA Chart, <http://www.internationalphoneticassociation.org/content/ipa-chart>, available under a Creative Commons Attribution-Sharealike 3.0 Unported License. Copyright © 2020 International Phonetic Association.

This chapter was written by a speech therapist of Hong Chi Morninghill School, Tuen Munn

# Cantonese Phonological System

## Initial consonants (According to International Phonetic Alphabet) (According to the Linguistics Society of Hong Kong)

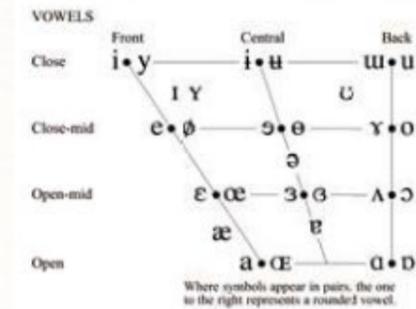
Manner \ Place	Place								
	Bilabial	Labial-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Labial-velar	Glottal
Plosive	p, p <sup>h</sup> b, p			t, t <sup>h</sup> d, t			k, k <sup>h</sup> g, k	k <sup>w</sup> , k <sup>wh</sup> gw, kw	
Affricate				ts, ts <sup>h</sup> z, c					
Fricative		f f		s s					h h
Nasal	m m			n n			ŋ ng		
Glide						j j		w w	
Lateral				l l					

## Final consonants (According to International Phonetic Alphabet) (According to the Linguistics Society of Hong Kong)

Manner \ Place	Place		
	Bilabial	Alveolar	Velar
Plosive	p p	t t	k k
Nasal	m m	n n	ŋ ng

## Vowels and Diphthongs

Vowel Position: Position of the tongue in speech production (According to International Phonetic Alphabet)



Picture from International Phonetic Association (2020)

### Cantonese vowels

International phonetic alphabet	i	ɪ	y	u	ɯ	ɛ	œ	ɐ	ɔ	a	e
Linguistic Society of Hong Kong	i	i	yu	u	u	e	oe	eo	o	aa	a

### Cantonese diphthongs

International phonetic alphabet	ai	au	ɛi	ɛu	ei	eu	iu	ɔi	ou	ui	œy
Linguistic Society of Hong Kong	aa	aa	ai	au	ei	eu	iu	oi	ou	ui	eo

### Tones

number	Description	Value
T1	high level	55/53
T2	high rising	35
T3	mid level	33
T4	low falling	21
T5	low rising	23
T6	low level	22
T7	high entering	5
T8	mid entering	3
T9	low entering	2

### 4.3.8 Voice training

#### Goals:

- (1) Able to understand the process of normal voice production.
- (2) Able to understand the causes and symptoms of voice disorders.
- (3) Able to understand the methods for voice protection.
- (4) Able to master the techniques for improving vocal use.

#### Reasons:

Because some students use their voices improperly for extended periods, such as speaking too loudly or at a high pitch, they may experience voice disorders like hoarseness. In severe cases, this could even lead to vocal cord diseases. These voice disorders can affect the students' speech intelligibility, thereby impacting their social and emotional development. Therefore, it is important to train students in proper vocal techniques.

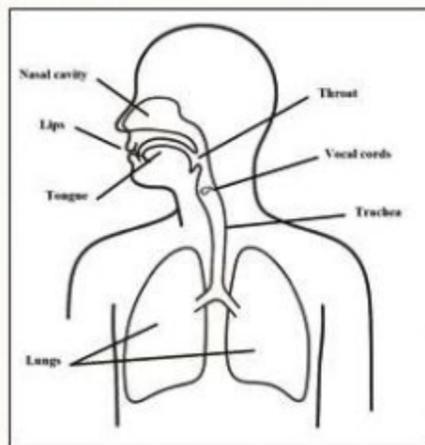
#### Target Population:

All students, parents, teachers and therapists

#### Content:

##### (1) The process of normal voice production

- After inhaling air, the vocal cords close. When the air exhaled from the lungs passes through the vocal cords, they vibrate and produce sound waves. As the sound waves pass through the oral and nasal cavities, they resonate and combine with the articulatory movement of the teeth, lips, and tongue, ultimately transforming the sound waves into speech.



Organs for normal voice production

##### (2) Causes of voice disorders

- Factors affecting the voice include speaking habits, individual health conditions, environmental factors, stress and emotions, dietary habits, and medication.
- Improper vocal use over a long period may lead to vocal cord diseases. Common vocal cord diseases include vocal cord swelling, vocal cord nodules, vocal cord polyps, and chronic laryngitis.

##### (3) Common symptoms of voice disorders

- Hoarse or rough voice
- Frequent breath incoordination while speaking
- Throat easily feels tired, painful, or dry after speaking
- Loss of voice while speaking

##### (4) Methods for protecting the voice

- Proper vocal techniques include using slower speech rate and appropriate pitch, taking pauses between sentences, allowing vocal rest, and drinking plenty of water.
- Habits to avoid include prolonged vocal use, speaking loudly in noisy environments, loud crying or laughing, frequent consumption of irritating foods (such as spicy, greasy, or fried foods) or beverages (such as alcohol, coffee, or strong tea), and frequent throat clearing or coughing forcefully.

##### (5) Methods for voice training

- Progressive relaxation exercise
  - Principle: Relax the muscles of the body to reduce tension when speaking.
  - Method: Sit in a comfortable chair, lift both feet with toes pointing towards yourself, hold for 5 seconds, then relax. Clench your fists, hold for 5 seconds, then relax. Raise your shoulders, hold for 5 seconds, then relax. Droop down your head, hold for 5 seconds, then return to a normal position. Repeat these actions by lifting your head up, tilting it to the left, and then to the right.
- Diaphragmatic breathing
  - Principle: Learn an efficient breathing technique to increase vital capacity and improve vocal coordination.
  - Method: Place one hand on the chest and the other on the abdomen. Exhale and then take a deep breath in. Students should feel the hand on the abdomen move simultaneously. Then, exhale slowly. Keep the body relaxed while breathing.
- Sighing
  - Principle: Learn to relax the vocal cords while producing sound.
  - Method: Simulate a yawn by opening the mouth wide and relaxing the muscles, then sigh slowly. Inhale again. Ask the student to gradually produce the "ha" sound while sighing. Once students master relaxed voice production, practice words containing the /h/ sound (e.g., head, hat) during the sigh. After students have mastered the technique, they can progress to practicing short phrases, passages, and conversations.
- Humming
  - Principle: Use appropriate pitch to improve resonance and project the voice more effectively.
  - Method: Inhale slowly. While exhaling, gently produce the "mm" sound. Place your hand on the bridge of your nose to feel the vibrations of resonance. Try with different pitches. Identify the most suitable pitch by feeling the strongest vibrations. Practice humming by adding words to the "mm" sound (e.g., "mm... moon?" or "mm... man") with the appropriate pitch and exaggerated mouth shapes to practice voice projection. Then expand to words, short phrases, passages, and conversations.

#### Schedule:

- (1) Introduce normal voice production: 5 minutes
- (2) Understand student's voice problem: 5 minutes (Appendix 1)
- (3) Introduce proper vocal techniques: 10 minutes
- (4) Conduct vocal training: 20 minutes
- (5) Summarise students' performance and introduce home practice: 10 minutes (Appendix 2)

### Appendix 1: Sample Rating Scale for Voice Problem

Voice Problem	Severity				Consistency	
	Normal	Mild	Moderate	Severe	Intermittent	Consistent
Overall Severity						
Roughness						
Breathiness						
Strain						
Pitch (nature: _____)						
Loudness (nature: _____)						
Other: _____						

### Appendix 2: Sample Rating Scale for Voice Training Performance

Item	Needs improvement  Good				
	1	2	3	4	5
Relax neck muscles					
Soft onset					
Steady voice					
Suitable pitch					
Suitable volume					
Suitable speech rate					
Correct articulation					
Naturalness					
Other: _____					

#### Reference:

- (1) Kempster, Gail & Gerratt, Bruce & Verdolini Abbott, Katherine & Barkmeier-Kraemer, Julie & Hillman, Robert. (2008). Consensus auditory-perceptual evaluation of voice: Development of a standardized clinical protocol. *American Journal of Speech-Language Pathology*, 18, 124-32.
- (2) Hong Chi Association. (2010). *Hong Chi school speech therapist professional manual*.
- (3) Yiu, M.L.E. (2014). *A simple guide to better voicing for teachers and professional voice users* (3rd ed./ e-version). Hong Kong: Hong Kong University Press.

This chapter was written by a speech therapist of Hong Chi Morninghill School, Tuen Mun.

### 4.3.9 Eating and swallowing training

#### Goals:

- (1) Able to manage daily eating in the long term.
- (2) Able to accept a variety of foods over time and improve issues with picky eating.
- (3) Able to master correct chewing and swallowing techniques to prevent choking.

#### Reasons:

Eating and swallowing are essential activities in daily life, as the body needs to obtain adequate nutrition to maintain health. Dysphagia refers to difficulties in chewing, swallowing, or the risk of choking due to physical, structural, or psychological reasons. For students with intellectual disabilities at our school, some may face challenges with eating and swallowing, some may show picky eating, swallowing difficulties, or eating too quickly. If staff members do not provide appropriate foods and drinks or use incorrect feeding methods, it can lead to various health issues. In severe cases, these pose life-threatening risks. Therefore, speech therapists shall conduct eating and swallowing training based on the needs of the students.

#### Target Population:

Students with moderate intellectual disability (also applicable to students of other levels of intellectual disabilities with eating and swallowing problems)

#### Content:

##### Indirect Management Method:

- (1) Proper assistance for students during meals
  - Dining environment: The setting should be quiet to minimize external distractions.
  - Meal times: Establish fixed meal times and avoid giving snacks before or after meals. Ensure there is ample feeding time and avoid rushing.
  - Student posture: Assist and encourage students to maintain good sitting posture:
    - The head should be in a neutral position, slightly forward with the chin tucked.
    - Hips and knees should be bent at 90 degrees.
    - Feet should rest flat on the ground.
    - Elbows should be placed in front.
  - Feeder's position: Sit at eye level across from the student to better observe their eating situation. Adjust the student's posture as needed. Avoid any backward tilting of the head.
  - Furniture selection: The furniture should be suitable for the student's body size (sitting upright, feet on the ground, able to move the arms freely, height of the table slightly above the waist) and allow enough space for movement (as assessed by an occupational therapist).
  - Utensil selection: The utensils must be appropriate for the student's oral function (as assessed by a speech therapist) and hand grip abilities (as assessed by an occupational therapist).
  - Food and beverage selection: Based on texture tolerance, choose appropriate food (International Dysphagia Diet Standardization Initiative levels, IDDSI, 4-7) and beverage (IDDSI levels 0-4) (as assessed by a speech therapist) (please refer to Appendix 1)

- (2) Based on recommendations from speech therapists, safe eating methods should be established. If students are unable to swallow effectively and safely, they may need to be referred to a doctor for follow-up, or change to non-oral feeding methods, such as using a gastrostomy tube or nasogastric tube.

**Direct Management Method:**

- (1) Conduct training for oral motor muscles, throat muscles, and the coordination of breathing and swallowing.  
 (2) Implement training for swallowing reflex response.

**Training Strategies:**

- (1) Training for oral motor muscles
- Therapists use various tools, such as tongue depressors, electric toothbrushes, and chewing tools, to enhance the strength, range of motion, endurance, and coordination of oral motor muscles.
- (2) Training for coordination of breathing and swallowing
- Therapists use various tools, such as blowing toys and straws, to enhance the coordination of breathing and swallowing.
- (3) Training for swallowing reflex response
- Therapists use tools with different temperatures and flavors to stimulate the swallowing reflex response.
- (4) Progressive training
- For students with severe picky eating, therapists gradually expose them to different foods through various sensory experiences to achieve desensitization, thereby gradually expanding their acceptance of different foods.

**Schedule**

- (1) Conduct oral motor training before lunch or during individual therapy.  
 (2) Implement chewing training during lunch.  
 (3) Conduct desensitization training during lunch.

This chapter was written by a speech therapist of Hong Chi Morningjoy School, Yuen Long.

**Diet Modification Guidelines**

	Regular	Easy to chew <b>Cut into pieces</b> Size: 2.5 cm x 2.5 cm x 1 cm	Soft and Bite-size <b>Dice</b> Size: 1 cm x 1 cm x 1 cm	Minced & moist Size: length 1/8 inch / 0.4 cm	Puree
<b>Rice</b>	Regular	Regular	Regular	Regular / Soft rice	Rice puree
<b>Meat</b>	Regular	Cut	Dice	Minced	Puree
<b>Vegetables</b>	Regular	Cut	Dice	Minced	Puree
<b>Fruits</b>	Regular	Cut	Dice	Minced	Juice
<b>Noodles</b>	Regular	Cut to about 2 inches / 5 cm long	Cut to about 1 inch / 2.5 cm long	Cut to about 1/4 inch / 0.5 cm long	Puree texture
<b>Corresponding to IDDSI</b>	Level 7 (Regular)	Level 7 (Easy to chew)	Level 6 (Soft & Bite-sized)  Note: Harder vegetables such as carrots and celery should be cooked until tender	Level 5 (Minced & Moist)  Note: Soft and smooth vegetables like steamed egg, tofu, tender winter melon, pumpkin can be served without mincing.	Level 4 (Puree)

### 4.3.10 Emotion expression and response training

#### Goals:

- (1) Able to understand emotional words.
- (2) Able to express emotions and reasons.
- (3) Able to share personal experiences.
- (4) Able to respond appropriately.

#### Reasons:

Students with intellectual disabilities have likes and dislikes, expectations, and feelings. Unfortunately, they may struggle to express accurately using spoken language, leading to misunderstandings and emotional issues. This program aims to strengthen students' understanding of emotional words through a whole-school approach, fostering the habit of expressing feelings and reasons. This will also enable teaching staff to provide relevant support and establish a positive behaviour support system.

#### Target Population:

Students with mild intellectual disability

#### Content:

Students understand the meaning of emotional words and recognize that people have different feelings in various situations. They share personal experiences and use common emoji to express feelings. At the same time, other students listen to the sharing and learn to respond appropriately, such as by showing agreement, sympathy, and providing encouragement.

- (1) Select emotional words and design scenarios:
  - Choose basic emotional words and emoji based on students' abilities, such as: happy, sad, scared, angry.
  - Select advanced emotional words, such as: worried, excited, disappointed, embarrassed.
  - Design scenarios to help students understand the feelings in different situations, and match them with emoji.
- (2) Encourage students to share experiences:
  - Students, with the help of parents, are encouraged to record the details of their leisure activities and feelings in a diary booklet.
  - Activity photos are advised to be included, which enable students to recount their experience. More capable students can use Canva or email on their own to share photos and details of experience.
  - Therapists guide students to organize and narrate experience, including: time, people, place, activities, and feelings. Students' sharings are recorded in video clips. Emoji and subtitles are also added to enhance understanding of emotional words.
  - Videos are regularly played during morning assemblies and recesses.
- (3) Response after listening to the sharing
  - After students share their experience and feelings, speech therapists use programs like 'Polls Everywhere' to demonstrate and guide other students in providing appropriate responses. For example, when a student shares a happy holiday experience, other students are prompted to select an appropriate

response in the program and say, "I'm happy for you" to express agreement. When a student expresses worries after an interview, other students are prompted to respond and say, "You did great. Try harder next time" to offer encouragement. All students' responses are displayed on the TV screen as feedback.

- Secondary students are encouraged to paste stickers or write encouraging words on the notes and then present them to the students who share.
- (4) Whole-school approach
    - Posters & communication cards: posters featuring emoji and feelings are made. Moreover, emoji are also used in communication cards to enhance students' understanding of emotions and feelings.
    - Q&A games: Use Q&A games to increase students' awareness and understanding of emotions in daily scenarios.
    - Students' sharing: Speech therapists assist students in sharing their experiences and record video clips, which are played in morning assembly and recess. It helps to promote an atmosphere for students to express feelings, while increasing the awareness of the program among teaching staff.
    - Transit into classroom: Collaborate with teachers to post communication cards with emoji in the classroom. Everyday teachers encourage students to express their feelings and guide them to explain with reasons. Teachers responsible for the program share students' performances in the school WhatsApp group, helping to motivate more teaching staff to participate in the program. Gradually, students establish the habit of expressing feelings.
    - Supporting students when emotionally unstable: When students are emotionally unstable, teaching staff guide students to choose communication cards with emoji, express feelings and state reasons verbally or in written means. If necessary, follow-up work would be done to help students to resolve difficulties.

#### Implementation Strategies:

- (1) Speech therapists select appropriate emotional words based on students' abilities and needs, then reach a consensus to choose the corresponding emoji representing the feelings.
- (2) It is important to teach and use emoji symbols in speech therapy training. For example, when training students to use mobile phones in communication groups, students are encouraged to use emoji symbols to express their feelings in WhatsApp communication.
- (3) Students' sharing of experience and feelings are video recorded. Besides playing in assembly and recess, parents would have the copies so they understand their children's abilities and encourage them to express in daily conversation.
- (4) A whole-school approach leads to significant results. Collaborate with teaching staff to ensure they understand the aim of the program. Teachers' participation in daily school routines will enhance students' expression more effectively.

#### Schedule:

The program is conducted in three phases over the semester:

- (1) Phase One: training students to understand emotional words and corresponding emoji.
- (2) Phase Two: training students to express feelings and share experience.
- (3) Phase Three: training other students to provide appropriate responses to the sharing.

This chapter was written by a speech therapist of Hong Chi Morninghill School, Tsui Lam.

### 4.3.11 Theory of mind training

#### Goals:

- (1) Able to understand simple and complex perspective-taking.
- (2) Able to understand how desires and beliefs influence emotions.
- (3) Able to use mental state verbs to describe one's own or others' mental states, such as: "know, not know, guess, think".
- (4) Able to understand and infer different psychological states of oneself or others, and organize this information to explain and predict behaviors and feelings of others.

#### Reasons:

Theory of Mind (ToM) training helps students with autism understand others' thoughts and feelings, enabling them to perceive situations from multiple perspectives. This, in turn, improves their social skills, behavior, and emotional regulation.

#### Target Population:

- Senior primary students with mild intellectual disabilities and autism spectrum disorder.
- Students can understand simple stories and basic cause-and-effect relationships, and express themselves using complete sentences.
- They were unable to pass some of the ToM questions in the pre-test.

#### Content and Training Strategies:

- The curriculum is divided into two areas: "Emotions" and "Thoughts", taught from simple to complex levels.
- Slogans are used to help students understand concepts.
- Teaching is conducted through games, role-playing, and stories and videos related to real-life situations.

#### 1.1 Thoughts

Level One: Visual perspective-taking

- Teach students that objects appear differently based on the position of the viewer.
- Slogan: "When looking from different directions, you will see different things."
- Activity: Have two students stand facing each other. The speech therapist places an object (e.g., a toy) in between them and asks, "Do you and your classmate see the same thing? Why is it different?"

Level Two: Perspective-taking—Diverse desire

- Teach students that their own desires and those of others can be the same or different.
- Slogan: "Everyone's desires can be the same or different."
- Activity: Have all students share their favorite and least favorite foods. Then, ask students to offer food to their classmates and see if they can choose food according to others' preferences.

Level Three: Seeing leads to knowing

- Teach students that people can only know what they have seen.
- Slogan: "What you see, you know; what you don't see, you don't know."
- Activity: Have students close their eyes while the speech therapist hides an object. After opening their eyes, students try to find the object. (Question: "Do you know where the object is? Why?")

Level Four: Perspective-taking — Diverse belief

- Teach students that their own thoughts and those of others can be the same or different.
- Slogan: "Everyone's thoughts can be the same or different."
- Activity: Play a guessing game with the students, where they take turns sharing their thoughts on the answer to a riddle. Then, ask them if their thoughts are the same as their classmates'.

Level Five: False belief

Teach students that if others are unaware that something has changed, their original thoughts will not change.

- Content change (unexpected content)
  - Slogan: "If you don't know that the content has changed, the original thought won't change."
  - Activity: Prepare several containers, with some containing unrelated objects (e.g., pencils in a potato chip can). Ask students, "What do you think is inside? Why did you guess wrong?"
- Location change (unexpected Location)
  - Slogan: "If you don't know that the location has changed, the original thought won't change."
  - Activity: Speech therapist hides an object in front of the students. Have one member temporarily leave the room while the other members change the object's location. Then, ask the returning member to find the object. Ask students, "Why did you look for it in that spot?"

#### 1.2 Emotion

Level One: Feelings related to desires: Happy/Unhappy

- Teach students that when a person's desires are fulfilled, they feel happy. When their desires are not fulfilled, they feel unhappy.
- Activity: Present a story about a character's desire and whether that desire is fulfilled. Ask students, "What feelings does he have? Why?"

Level Two: Feelings related to thoughts: Happy/Unhappy

- Teach students that when a person believes their wishes can be fulfilled, they feel happy. When they believe their wishes cannot be fulfilled, they feel unhappy.
- Activity: Present a story about a character's wish and their belief about whether it can be fulfilled. Ask students, "What feelings does he have? Why?"

#### Schedule:

A total of 7-14 sessions, with 40 minutes for each session.

#### Reference:

- (1) Ho, F.C., Cheng-Lau, L.H., Chiu-Cheng, T.L., Fung-Fung, W.Y., Sin, K.F., & Yip-Ng, S.Y. (2003). How to teach children with autism to interpret others' thoughts. Hong Kong: The Hong Kong Education Institute and Quality Education Fund.
- (2) Hutchins, T. L., Prelock, P. A., & Bouyea, L. B. (2014). Technical manual for the theory of mind inventory and theory of mind task battery. University of Vermont: Burlington.

This chapter was written by a speech therapist of Hong Chi Morninghill School, Tsui Lam.

### 4.3.12 Social communication training for junior secondary school students

#### Goals:

- (1) Able to understand the communication needs in different social situations.
- (2) Able to apply appropriate pragmatic skills to respond effectively.
- (3) Able to use suitable language and manner of speaking based on different contexts and audiences.

#### Reasons:

In daily life, it is important to understand how to use language for different purposes to achieve communication goals and enhance students' social skills and interactions with others.

#### Target student groups:

- Junior secondary school students with mild intellectual disability and autism spectrum disorder
- Based on the pre-test data, students will be divided into basic, core, and advanced groups.

#### Content:

Based on common social situations encountered by junior secondary school students, the following pragmatic training objectives are set:

- Basic skills: Making requests, seeking permission, asking for clarification and clarifying information, refusing, explaining situations, pointing out mistakes, etc.
- Core skills: Offering assistance, expressing condolences and encouragement, restating information, inquiring for information, giving advice, making comments, etc.
- Advanced skills: Describing events, sharing objects and experiences, handling phone calls, conversation skills, etc.
  - Students in the basic group will primarily train in basic skills and may incorporate additional training objectives based on their abilities.
  - The core and advanced groups will train in all skills.
  - The advanced group will also focus on understanding contexts, the perspectives of others, and appropriate language expression.

#### Training Strategies:

- (1) Pre-test: Photographs and images from everyday situations are used to assess students' understanding and responses to these scenarios. The situations include the aforementioned pragmatic training objectives, and the test results are used for group selection.
- (2) Training process:
  - i. Conduct classroom activities to train the aforementioned pragmatic objectives, including viewing videos of common everyday situations, role-playing, and discussion of relevant scenarios.
  - ii. Throughout the lesson, speech therapists will guide students to think about the relationships between these social situations and pragmatic skills using positive and negative examples, and teach students to express themselves using appropriate language.
  - iii. Gradual practice: In the early stages of the class, speech therapists can provide answer choices and phrase prompts, allowing students to select suitable responses for social situations and attempt to explain their choices. In the later stages, students should try to respond independently, helping them apply the skills to their daily lives.

### 2.4 Pragmatic training objectives outline (Excerpt)

Pragmatic Objectives	Focus of Training	Examples	Situation/Activity Examples (for Role-Playing/Discussion)
<b>Making Requests</b>	- Requesting for objects, actions, or assistance* (including expressing difficulties).	"Excuse me, could you please help me with... (the task)?" "(Person), I would like to...because... (reason)."	- Borrowing a uniform from a staff member after the school uniform got wet. - Requesting classmates to return the borrowed stationery. - After sick leave, asking the teacher for help with assignments during absence.
<b>Seeking Permission</b>	- Before taking action, determine if permission from relevant individuals is needed.	"Can you...?" (for friends) "Excuse me, may I...?" (for teachers) "... + (reason)"	- Noticing that one's stationery is missing and borrowing needed items from a classmate. - Asking parents for permission in home settings (e.g., to request for pocket money, to use the computer for gaming). - Requesting for delay in completing tasks (e.g.housework, homework/school duties, etc.).
<b>Explaining Situations</b>	- Explaining one's working progress, location, information, and reasons.	"I have already completed... (the task)." "I am still working on... (the task)." "I have not yet... (the task) because... (explanation)." "I need to go to... (task/place)." "I saw/heard... (the information)."	- Reporting on assignment progress. - Updating on duties/asking for leave. - Shopping for family and reporting the outcome. - Apologizing and explaining to someone after making a mistake.
<b>Restating Information</b>	- Share news or information with others. - Relay messages to the appropriate audience.	"(Person) said... (the information)." "(Person) asked (person)... (the task)." "(Person) told (person)... (the information)." "(Person) asked (person)... (the question)."	- Restating known arrangements (e.g., friends visiting) and then deciding on other activity details. - Passing messages about the shopping list requested from a family member to another on the phone. - Students are requested by teachers at school, and classmates need to pass the messages. - Students restate the messages from teachers to parents.
<b>Inquiring for Information</b>	- Use different types of questions. - Inquire about unclear or missing information based on the situation. - Use "May I know ..." when addressing elders or strangers.	"What?", "Who?", "Where?", "When/How long?", "Why?", "How?", "How many?", "Which (one)?", "... or ...?", "Is there ...?"	- Inquiring about information politely when meeting new friends. - Asking classmates about details when seeing them after their absence for several days. - Asking information for shopping, such as price, size, color, etc.

Pragmatic Objectives	Focus of Training	Examples	Situation/Activity Examples (for Role-Playing/Discussion)
Conversation Skills	- Understanding the types of everyday topics, such as news, weather, school announcements, traffic updates, hobbies, and interesting life experiences.	Initiating the Topic: "Where are you going on holiday? ..." (Question) "What did you have for breakfast today? ..." (Small talk) "Do you know? There's going to be a typhoon on Saturday!" (Sharing news)	Group activities to guide student conversations: - Basic Group: Focuses on practicing everyday small talk, expressing condolences, simple questions, and responding to others. - In the group, draw topic cards to practice initiating conversations.
	- Discussing the appropriate attitude and etiquette in conversations. - Conversation process: initiate, maintain and end the topic (change, repair and add topic) - Techniques for initiating topics: Greetings and small talk, sharing experiences or news, asking questions. - Techniques for maintaining topics: responding to the topic, asking follow-up questions, sharing experiences and feelings, providing additional information, giving suggestions or comments. - Noticing when the other person does not understand and trying to repair the conversation. - Recognizing the moment to transition, introduce new topics, or conclude the discussion.	Maintaining the Topic: "You went to Disneyland. Was it crowded during the holiday?" (Follow-up question) "I went to McDonald's for breakfast. They have a new meal deal now..." (Sharing experience) "I know... There's a chance of a number 8 typhoon signal! Everyone should be careful!" (Providing additional information) Ending the Topic: "I'll try out this new game next time! Alright, I need to go back to class now! Let's talk again later!" (Response, ending the topic) Transitioning the Topic: "Speaking of which..." Joining the Topic: "Earlier, were you talking about... (topic)? I've tried that too... (sharing experience)" Repairing the Topic: "What I mean is... (explaining unclear points)"	- After starting a topic, students draw prompt cards for various techniques to maintain the conversation (e.g., responding, asking follow-up questions, providing additional information) and practice maintaining the topic using that technique. - During free conversation, speech therapists record the techniques students use in real time (e.g., attaching technique labels) for analysis and guide students to try different techniques. - In group discussions, ask some members to leave the room while the remaining members discuss a topic. When the returning members come back, they will guess the topic based on the conversation content and practice joining the discussion. - Speech therapists may deliberately act as if they do not understand the students' conversation (e.g., frowning) to guide students to notice others' needs and to repair or transition the topic.

(3) After-class practice: Review the presentation and note content.

(4) Post-assessment: Year 9 students will take the pre-assessment content again after training. The results will be compared to serve as a reference for social training in secondary school.

#### Schedule:

A total of 7-14 sessions, with 40 minutes for each session.

This chapter was written by a speech therapist of Hong Chi Morninghill School, Tsui Lam.

### 4.3.13 Social group and community adaptation group

#### Goals:

- (1) Able to enhance students' social skills.
- (2) Able to improve students' daily communication skills.
- (3) Able to apply learned communication and social skills in simulated activities.
- (4) Able to generalize learned communication and social skills in real-life environments.

#### Reasons:

Students in special schools and those with autism often have weaker social skills. Social groups aim to teach everyday social etiquette and skills within a classroom and structured learning environment. However, due to students' limited generalization abilities, even if they grasp general rules and communication skills, they may struggle to apply what they have learned in real-life settings when the learning environment or trainer changes. Therefore, community adaptation groups are designed to allow students to practice social communication skills in the community, enhancing their effectiveness in daily communication. Furthermore, outdoor activities are more appealing to students, which can boost their motivation to learn and increase opportunities for training and generalization.

#### Target Population:

Students with mild intellectual disability

#### Content:

- (1) Role of speech therapist
  - i. Provide feedback to goals of communication elements and design teaching materials, including dialogue skills and social etiquette.
  - ii. Assist teachers in setting appropriate communication training goals based on students' abilities.
  - iii. Engage in simulated training within the school. Practice with students and provide suitable prompts to help achieve the established communication goals.
- (2) Themes for outings of community adaptation group
  - i. Theme 1: Dining out
    - Learning objectives:
      - Able to complete ordering food.
      - Able to engage in polite conversation, using phrases like "thank you" and "excuse me".
      - Able to demonstrate appropriate social etiquette, such as queuing and maintaining silence.
      - Able to complete problem-solving tasks, such as dealing with sold-out items.
      - Able to negotiate with group members to choose food for sharing.
    - Outing scenarios include: Chinese restaurants, Japanese restaurants, pizzeria, fast food restaurants.
  - ii. Theme 2: Shopping
    - Learning objectives:
      - Able to engage in polite conversation.
      - Able to inquire about product prices or locations.
      - Able to demonstrate appropriate social etiquette, such as maintaining proper social distance.
    - Outing scenarios include: supermarket, market.

iii. Theme 3: Leisure activities

- Learning objectives:
  - Able to inquire about information related to leisure activities.
  - Able to ask at information desks for store locations.
  - Able to follow social rules in public places, such as not making loud noises.
- Outing scenarios include: shopping mall, city hall, library.

(3) Social group curriculum

Emotional Expression	Communication	Dialogue Skills
Problem Solving	Social Thinking	Conflict Resolution

**Training Strategies:**

- (1) For the social group aspect, teachers will divide students into groups of high and low ability, selecting appropriate topics from the curriculum for group training. Social skills will be taught and practiced using methods such as presentations, role-playing, and tabletop games.
- (2) For the community adaptation group, students will undergo simulated training within the school before formal outings. This training will involve practicing communication and outing etiquette through theory and role-playing. During formal outings, students will work in groups of two to three, following therapists or teachers to complete the tasks. Throughout the training process, therapists will provide various prompts, such as verbal cues and visual cue cards, to guide students in achieving training goals. Additionally, therapists should encourage students to actively complete communication goals (e.g., asking others for information), allowing them to apply what they have learned in real scenarios and enhancing generalization effects.

**Staffing Arrangement:**

- Two to three students per group, with one teacher or therapist for each group.
- All students have the opportunity to go on outings.

**Schedule:**

- Conducted throughout the year.
- Each class will have one internal simulation/theory lesson and one external training outing.

*This chapter was written by a speech therapist of Hong Chi Morninghope School, Tuen Mun.*

## 4.3.14 Emcee training

**Goals:**

- (1) Able to understand the preparation tasks and elements for an emcee.
- (2) Able to understand the workflow of an emcee.
- (3) Able to differentiate between standard and lazy pronunciations in Cantonese, articulating the emcee script clearly.
- (4) Able to grasp public speaking techniques for emcees.
- (5) Able to understand the dos and don'ts of being an emcee.
- (6) Able to recognize common on-the-spot challenges for emcees and learn techniques for adaptation in real-time situations.

**Reasons:**

Training students with better expressive abilities to serve as emcees can significantly enhance their speaking, social communication, and self-confidence. Learning emcee skills will be beneficial for their future employment, such as being able to express their ideas and report matters fluently and clearly to supervisors or clients. Emcee training effectively improves students' communication and public speaking skills.

**Target Population:**

Students with mild intellectual disabilities who have good reading abilities

**Content:**

- (1) Emcee preparation tasks and elements:
  - Understand the Audience: Know the audience's background, such as their age and identity (e.g., students, teachers, parents, guests), to use appropriate language and tone.
  - Gather Information: Have detailed program schedules and content (including the timing, participants, and required materials for each segment) ready, and prepare the appropriate script in advance. Be prepared to adapt quickly in case of unexpected situations.
  - Record Rehearsals: Pre-record rehearsals to assess body language, speaking speed, tone, and modulation. (For beginners: read a script segment, then discuss and review the performance with a speech therapist.)
  - Arrive Early: Get to the venue early to familiarize with the environment. Do sound checks, and conduct full rehearsals using the equipment.
  - Memorize Lines: Familiarize yourself with your own lines as well as your partner's lines, so you can provide prompts or assistance if they forget.
  - Practice with Partner: Rehearse together to ensure smooth transitions in dialogue. Pay attention to interaction and eye contact.
  - Rehearse in Front of Friends and Family: Gather feedback from others and make improvements accordingly.
  - Three Key Elements of an Emcee (A.I.M.): Create an engaging atmosphere (Atmosphere), Interact with the audience (Interaction) and communicate the intended message effectively (Message).

## (2) Emcee workflow

The emcee's workflow can be divided into three parts: opening, main content, and conclusion.

- Opening:
  - Introduce the program name.
  - Self-introduction (and introduction of the partner).
  - Welcome and introduce guests or judges.
- Main content:
  - Introduce the program details (including participants' names, affiliated organizations, unique features, awards received, etc.)
  - Briefly explain the game rules.
  - Engage in interactive games/drama (interact with the audience and introduce the program in a dramatic format).
- Conclusion:
  - Summarize the program and highlight key points.
  - Announce results and awards.
  - Thank guests, performers, participants, and the audience.

## (3) Emcee pronunciation training

- Understand and distinguish common lazy pronunciations in Cantonese, such as /-ng/ in /hang4 sang1/ instead of [-n] in /han4 san1/.
- Accurately pronounce common words featuring lazy pronunciations in Cantonese.

## (4) Emcee public speaking techniques

Speaking Techniques	Performance Techniques
<ul style="list-style-type: none"><li>● Clearly define the purpose.</li><li>● Keep the content concise.</li><li>● Provide examples for clarification.</li><li>● Use an appropriate volume.</li><li>● Ensure accurate pronunciation.</li><li>● Maintain a suitable speaking pace.</li><li>● Use clear sentence breaks: pause between sentences.</li></ul>	<ul style="list-style-type: none"><li>● Immerse yourself in the role.</li><li>● Express through eye contact and facial expressions.</li><li>● Pay attention to intonation and rhythm.</li><li>● Use lively tones for expression.</li><li>● Adjust speaking rhythm based on the role.</li><li>● Employ appropriate body language, including posture and gestures.</li></ul>

## (5) Dos and Don'ts of being an emcee

Dos	Don'ts
<ul style="list-style-type: none"><li>● Stand tall, exude confidence, and wear a smile.</li><li>● Interact with the audience, such as playing games, solving riddles, or asking questions.</li><li>● Maintain eye contact with both the audience and your partner. If you feel too nervous, identify three focal points (left, right, middle) and alternate your gaze to enhance interaction.</li><li>● The microphone should be positioned at least three centimeters from your lips. It should not be too close or too far.</li><li>● Hold the script at stomach to chest level to avoid obstructing your face, facilitating better interaction with the audience.</li></ul>	<ul style="list-style-type: none"><li>● Starting with negative sentences, such as "I wasn't prepared" or "I rarely emcee."</li><li>● Disorganized speech that lacks a clear purpose.</li><li>● Failing to maintain eye contact, including with your partner or the audience.</li><li>● Being overly self-assured or arrogant.</li><li>● Poor body posture, such as swaying side to side.</li><li>● Frequently using "I" in speech.</li><li>● Resorting to lowbrow humor, including vulgar language and actions.</li></ul>

## (6) Common on-the-spot challenges for emcees

- No sound from your microphone or your partner's microphone.
- The microphone is too loud or too soft.
- Performers/guests have not come on stage after being introduced.
- No response from the audience.
- The audience is noisy.
- Your partner forgets his/her lines.
- You forget your lines.
- The introduced guest or award recipient is absent/not present.
- There are last-minute changes in the program.
- Mispronouncing or misremembering lines.
- Techniques to relieve tension during nervous moments.

## (7) Other considerations

- Use different colors to highlight the dialogue of students and their partners in the script.
- Teach students to use slashes "/" to mark pause positions between sentences or within long sentences.
- Remind students to maintain eye contact between sentences, using marks like " 👁 " as prompts.

## Schedule (30 minutes for each session)

- (1) The preparation tasks and elements for an emcee: 1 session
- (2) The workflow of an emcee: 1 session
- (3) Public speaking techniques for emcees and practice: 2 sessions
- (4) The dos and don'ts of being an emcee: 1 session
- (5) Common on-the-spot challenges for emcees: 1 session
- (6) Practice with real script: 2-3 sessions

This chapter was written by a speech therapist of Hong Chi Morninghope School, Tuen Mun.

### 4.3.15 Emcee and Tour Guide Training

#### Goals:

- (1) Able to understand the roles and responsibilities of the emcee/tour guide and the nature of the activity.
- (2) Able to read and follow the activity flow or introduction item, organize or edit the script content.
- (3) Able to read the script fluently and with clear pronunciation.
- (4) Able to understand and apply appropriate speaking techniques, including word choice, tone, volume control, and vocal techniques.
- (5) Able to pay attention to etiquette and personal appearance.
- (6) Able to face on-the-spot challenges and demonstrate adaptability skills.

#### Reasons:

Through training as emcees or tour guides, students with strong expressive abilities can showcase their speaking skills, thereby boosting their confidence. During the process of serving as emcees and tour guides, students must interact with the audience and partners, which enhances their communication skills and fosters teamwork. Additionally, when acting as emcees and tour guides, students need to speak clearly with an appropriate attitude, helping them improve their self-management skills.

#### Content:

- (1) Able to understand the roles and responsibilities of the emcees/tour guides and the nature of the event, as well as prepare relevant materials.
  - Understand the audience's background, such as occupation or status and purpose of participation, to select appropriate language and attitude.
  - Gather information about interviewees and content related to the program.
  - Master the detailed program flow, content (including the timing and individuals involved in each segment), and information and highlights about the items to prepare an appropriate script.
- (2) Able to read and follow the activity flow or introduction items, and organize or edit the script content.

	Emcee	Tour Guide
Start	At the beginning of the event, announce the start of the activity, welcome guests and participants, and provide a brief self-introduction. State the program content, introduce the individuals appearing, and explain their purpose for being there. Thank the guests, performers, and participants, and announce the conclusion of the event.	When starting the introduction, greet the audience, provide a brief self-introduction, and then begin the content introduction.
Key content	State the program content. Introduce the individuals appearing, and explain their purpose for being there.	State the information about the items being introduced, including: appearance description, historical information, functions, features, or characteristics.
End	Thank the guests, performers, and participants, and announce the conclusion of the event.	Thank the audience and invite questions.

- (3) Able to read the script fluently and with clear pronunciation.
  - After completing the script, practice repeatedly with the students and guide them on how to express clearly, including correct pronunciation, appropriate pauses, effective use of volume, tone, and speech rate.
  - In addition to being familiar with their own lines, students should also know their partner's lines so they can assist in case their partner forgets.
  - Arrange sufficient rehearsals for students to act as emcees or tour guides in a simulated environment. Provide immediate feedback and guidance.
  - Practice together with partners as much as possible to help each other engage in smooth dialogue and seamless transitions.
  - Record students' performances during rehearsals. Review the footage with them to aid in self-reflection and improvement.
- (4) Able to understand and apply appropriate speaking techniques, including word choice, tone, volume control, and vocal techniques.
  - Use of language and tone: Guide students to use appropriate vocabulary and intonation based on the occasion, event purpose, and audience background. For formal events like ceremonies or award presentations, more formal language and attitude are required. For celebrations or games, a more relaxed tone should be used to create a joyful atmosphere.
  - Volume control: Teach students to adjust their volume and speech rate according to the situation and occasion to make their voices clearer so as to help the audience understand the content.
  - Voice modulation: Train students to use different tones and adjust their voice parameters, making their voices more dynamic and expressive, enhancing the atmosphere and engaging the audience more effectively.
- (5) Able to pay attention to etiquette and personal appearance.
  - Guide students to use body language, gestures, and eye contact to enhance the expressiveness and appeal of their speech.
  - Teach students the etiquette norms for public occasions, such as entering and exiting gracefully and treating the audience with respect.
  - Remind students to pay attention to their personal appearance, such as choosing appropriate clothing and grooming so as to maintain a good image in front of the audience.
- (6) Able to face on-the-spot challenges and demonstrate adaptability skills.
  - List common challenges faced by emcees, such as issues with microphone volume, performers or guests not appearing after introductions, forgetting lines, saying the wrong script, or sudden changes in the program. Prepare students for these situations and discuss relevant solutions or response strategies.
  - Simulated activities: Arrange mock hosting or guiding events to give students practical experience and enhance their speaking skills, boosting their confidence and reducing "stage fright" or excessive nervousness.
- (7) Others
  - Use different colors in the script to highlight the lines of students and their partners.
  - Use various symbols to indicate pause positions in long sentences and parts that require special tone or intonation.
  - Remind students to establish eye contact with the audience or partners when delivering certain lines and to mark these in the script, encouraging them to strengthen their familiarity with or memorize those parts.
  - Video playback: Record students' performances and guide them to self-reflect. Provide immediate feedback to help them improve.

### Schedule (30 minutes for each session):

- (1) Understand the work and responsibilities of emcees/tour guides, and prepare materials: 1 session
- (2) Read and coordinate with the event flow or introduce items. Organize or edit script content: 2 sessions
- (3) Use clear pronunciation and appropriate speaking techniques to read the script: 1 session
- (4) Speaking etiquette, personal appearance, and appropriate gestures and eye contact in line with the script: 1 session
- (5) Common on-the-spot difficulties for emcees and suggested coping strategies: 1 session
- (6) Practical training (including video recording and simulated practice): 3-5 sessions

This chapter was written by a speech therapist of Rotary Club of Hong Kong Island West Hong Chi Morninghope School.

### 4.3.16 Reporting training

#### Goals:

- (1) Able to use a reporting framework to identify the information needed by the audience.
- (2) Able to share personal experiences or book reviews with others clearly.
- (3) Able to understand assessment criteria and reflect on one's own performance.

#### Reasons:

Most students with mild intellectual disabilities have basic expression skills; however, they often require more assistance to integrate information and communicate their content effectively. The lack of this skill can prevent them from integrating into society, including being unable to fully share their experiences and circumstances in the workplace and daily life. Through repetitive and systematic prompts and training, students can effectively utilize their existing expression skills to meet reporting needs in their lives.

#### Target Population:

Secondary school students with mild intellectual disabilities

#### Content:

- (1) Develop appropriate reporting frameworks based on the diverse needs of students  
Students may have different reporting requirements depending on various locations and events. Speech therapists and teachers can select suitable goals based on the situation and the students' abilities.
  - i. Self-introduction
    - Beginning students can focus on the following content: greetings, name, age, address, school, likes/dislikes, and summary.
    - Advanced students can include: skills, strengths, weaknesses, and improvement strategies.
  - ii. Personal experience
    - Beginning students can focus on the following content: time, people, place, initiating events, and feelings.
    - Advanced students can include: actions and results.
  - iii. Introduce materials/objects
    - Beginning students can focus on the following content: greetings, topics, names of objects, relevant time and place related to the objects, people, events, and summary.
    - Advanced students can include: descriptions of the appearance of objects (color, pattern, shape, size, etc.).
  - iv. Introduce books
    - Beginning students can focus on the following content: greetings, topics, book title, author, publisher, content, and summary.
    - Advanced students can include: detailed content and personal reflections.

## (2) Scoring criteria

Speech therapists and teachers can use demonstrations (both correct and incorrect) or suitable videos to help students familiarize themselves with assessment terminology and completion levels using a scoring rubric. Additionally, speech therapists and teachers can apply a three-point scoring system based on students' abilities regarding their completion levels.

(3 points = usually achieved, 2 points = sometimes achieved, 1 point = not achieved)

### i. Body language

- Student language: Face the audience while standing upright.
- Definition: Standing posture is correct, with no inappropriate body movements.

### ii. Eye-contact

- Student language: Eye gaze should be on the audience.
- Definition: Gaze appropriately at others and maintain focus.

### iii. Volume control

- Student language: Volume should be loud enough.
- Definition: Appropriate speech volume, not too loud, not too soft.

### iv. Speech rate

- Student language: Speech rate should be slower.
- Definition: Moderate speech rate, not too fast, not too slow.

### v. Articulation

- Student language: Mouth should be open wide.
- Definition: Articulation is clear, ensuring the audience understands the spoken content.

### vi. Speech fluency

- Student language: Speech should be fluent.
- Definition: Sentences or paragraphs should be spoken fluently, without inappropriate pauses or repetitions.

### vii. Use of spoken language

- Student language: Written language to spoken language.
- Definition: Students can independently convert written language to spoken language when presenting content.

## (3) Extended reporting

Through various simulated scenarios, speech therapists and teachers can increase opportunities for students to use their reporting skills, helping them become accustomed to daily reporting. Staff can also communicate with parents to help them understand their children's reporting abilities and encourage parents to apply the same framework and assessment system outside of school, enabling students to independently conduct reports.

### Schedule:

Select appropriate training framework and goals based on students' abilities:

- Familiarize students with the framework and assessment criteria: 5 minutes
- Students take turns presenting: 20 minutes
- Analyze student performance and conduct a review: 10 minutes

This chapter was written by a speech therapist of Hong Chi Lions Morninghill School.

## 4.3.17 Interview training

### Goals:

- (1) Able to understand the basic interview process.
- (2) Able to infer three types of information to inquire based on the activity and interviewee.
- (3) Able to ask others with different question forms flexibly.
- (4) Able to respond or follow up based on the interviewee's answers.
- (5) Able to maintain appropriate tone, voice, eye contact, and body language during the interview.

### Reasons:

Some students have good expressive abilities. Through interview training, they will have the opportunity to engage in conversations with people inside and outside the school. Students can further enhance their confidence in communicating with others by using their existing skills in actively asking questions and respond, and follow up.

### Target population:

Students with mild intellectual disability and basic conversational skills

### Content:

#### (1) Basic interview process

- i. Self-introduction.
- ii. Invite the other party to participate in the interview.
- iii. Ask questions and respond.
- iv. Indicate the conclusion of the interview.
- v. Thank the other party for participating.

#### (2) Draft interview content

- Understand the interview topic, e.g., introduce new staff, holiday activities, school trips, football matches.
- Identify the interviewee, e.g., staff, classmates, parents, volunteers, students from school partners.
- Formulate interview content and questions based on the topic, such as:
  - Introduce new staff: classes taught, subjects, likes and dislikes
  - School trips: attractions visited, memorable places, feelings
- Adjust questions based on the interviewee.
  - Consider language ability
  - Consider the role or status of the interviewee

(3) How to respond to the interviewee

- Nodding to indicate understanding.
- Repeating what the other person said for confirmation.
- Sharing personal thoughts.
- Following up with questions for more details based on their responses.

(4) How to conduct an interview effectively

- Use polite language.
- Maintain appropriate posture and body language.
- Speak at an adequate volume.
- Use an appropriate speech rate.
- Articulate clearly.
- Maintain eye contact.

(5) Simulated interview: Through demonstrations, textual prompts, and visual cues, students will learn how to conduct interviews. Finally, they will evaluate the performance of one other based on questions, responses, and effectiveness in conducting the interview, along with self-reflection.

(6) On-Site Interview: Speech therapists will conduct interview activities with students, providing prompts, guidance, encouragement, and praise. Afterwards, students will reflect on their questioning, responses, and overall effectiveness in conducting the interview.

**Schedule:**

- (1) Basic interview process and drafting interview content: 1 session
- (2) How to respond to interviewees and conduct interviews effectively: 1 session
- (3) Simulated interviews: 2 sessions
  - Explain objectives: 2 minutes
  - Conduct simulated interviews: 20 minutes
  - Peer evaluation and reflection: 8 minutes
- (4) On-site interview: Activity period
- (5) Review at school: 1 session

**Assessment:**

Speech therapists record individual student performance in the students' individualized learning plans.

*This chapter was written by a speech therapist of Hong Chi Lions Morninghill School.*

**4.3.18 Discussion training**

**Goals:**

- (1) Able to enhance students' communication and expression skills.
- (2) Able to encourage collaboration and teamwork among students in groups.
- (3) Able to foster students' critical thinking abilities.
- (4) Able to boost students' confidence.

**Reasons:**

Discussions can enhance students' abilities to analyze problems, evaluate perspectives, and formulate their own opinions. Through discussions, students learn to express their views clearly and respect others' opinions. Discussions require teamwork, allowing students to learn how to collaborate and reach a consensus within groups. Participating in discussions can boost students' confidence, making them feel more comfortable when expressing their thoughts. Strong discussion skills are crucial for future academic and professional success.

**Target Population:**

Students with mild intellectual disabilities, who have already received training on reporting and interview.

**Content:**

- (1) Introducing discussion topics and key techniques for students
  - Choose a topic relevant to students' lives, such as school, environmental issues, technological development, or social topics.
  - Suggested topics include: adding playground facilities at school, school trip activities, the joy of reading, holiday plans, being a good student, healthy breakfasts, healthy eating, making good use of leisure time, exercise and health, setting annual goals, future careers, understanding money concepts, facing fears, fire safety, caring for the environment.
  - Speech therapists or teachers should introduce the discussion techniques listed in the attachments, selecting one or two key techniques for students to focus on during that session.
- (2) Group discussion
  - Form groups of three to four students.
  - Speech therapists or teachers introduce the relevant topic, allowing students to gather information independently.
  - Each group will engage in discussions about the topic and make simple notes.
- (3) Sharing in class
  - Each group chooses a representative to share their discussion results.
  - Open the floor for questions and responses from the entire class to facilitate deeper exchange.
- (4) Conclusion and reflection
  - Speech therapists or teachers summarize the discussion results, highlighting key points.
  - Encourage students to share their feelings and takeaways from the discussion.
  - Students review their discussion techniques using the provided checklist.

### Schedule:

- Topic introduction/Data collection: 15 minutes
- Group discussion: 20 minutes
- Class sharing: 15 minutes
- Summary and reflection: 10 minutes

### Appendix 1

Area	Goal	Usually present	Sometimes present	Never present
Body Language	Appropriate body and hand posture. No inappropriate body movement.			
Eye contact	Create and maintain appropriate eye contact. No fleeting attention.			
Speech rate	Appropriate speech rate: not too fast and not too slow.			
Volume control	Appropriate speech volume: not too loud and not too soft.			
Speech clarity	Well-articulated, make sure the audience can understand.			
Content	Maintain the topic. No out of scope topic.			
Organization	Well-organized speech according to the purpose of the speech.			
Participation	Appropriate participation: Not too many and not too few.			
Turn-taking	Take turns with others appropriately. Initiate, stop, wait and end the topic appropriately.			

This chapter was written by a speech therapist of Hong Chi Shiu Pong Morninghope School.

### 4.3.19 Parent training

#### Goals:

- (1) Able to provide relevant resources and strategies to parents to help them support their children's language training in daily life, allowing students more opportunities to generalize what they have learned.
- (2) Able to enhance parents' understanding of their children's language development, communication abilities, and therapy goals. Assist them in establishing appropriate expectations for their children.

#### Reasons:

Parents are important partners of the school, to jointly train students and help them generalize communication skills learned during therapy at home. Speech therapists should collaborate with parents to ensure they have clear understandings of their children's language development and therapy goals.

At the same time, providing relevant resources and strategies will help parents support their children's language training in daily life. Through this collaboration, a positive learning environment can be created, enhancing communication effectiveness and therapy outcomes between students and parents. Training sessions should also foster quality parent-child interactions, promoting the student's healthy, enjoyable development and language skills.

#### Target Population:

Parents of students with moderate intellectual disability (both primary and secondary sections)

#### Content:

- (1) Provide parents with information related to speech therapy, including the scope of services, the developmental progress of their children's communication abilities, therapy directions and strategies, and expected learning outcomes.
- (2) Collaborate with parents to discuss and establish appropriate meal plans. Ensure the student's eating safety.
- (3) Establish open and proactive communication channels to jointly discuss and set the student's learning goals and content, and conduct regular reviews.
- (4) Offer suggestions for family activities to promote language development at home, such as reading, games, and practice, while providing parents with relevant resources and strategies. Transfer therapeutic methods and techniques to parents so they can continue training at home. Offer advice on language input and family activities to support language development.
- (5) Guide parents in adjusting their expectations regarding their children's communication development and provide emotional support. Share the student's progress and success stories during therapy with parents. Offer positive encouragement and motivation.

### Training Strategies:

#### (1) Workshop

Hold parent workshops annually, typically including the following objectives:

- i. Improve the student's communication environment: workshops on visual strategies, book selection, and dialogic reading techniques.
- ii. Introduce different communication modes: verbal expression, picture exchange training, gesture communication, and augmentative communication devices.
- iii. Enhance parents' understanding and knowledge of language development and therapy: development of comprehension skills, expression skills, answering questions, and play skills.
- iv. Support follow-up on speech therapy homework: prompting strategies, oral motor training, etc.

#### (2) Observation of therapy session

Encourage parents to schedule visits to attend their children's therapy sessions. This allows parents to observe the student's learning goals and training strategies, and practice homework training with immediate feedback from the therapist. Parents can also use this opportunity to inquire about the student's communication status and exchange training experiences.

#### (3) Homework

After-school training is equally important as therapy. Therefore, at the end of each session, therapists will distribute homework to help students consolidate and apply what they have learned. Therapists encourage parents to spend time assisting students with the exercises in the "Speech Therapy Homework Book" and to keep a simple record of the student's performance at home, allowing the speech therapist to understand their progress.

Students bring home the homework book after each therapy session, and once parents complete all homework records, the therapist will adjust the difficulty and assign new homework. If needed, therapists will also lend training tools, picture cards, or toys for home use. Some homework may be difficult to clearly express in writing, so therapists will record simple demonstration videos to send to parents via messaging apps for reference, and encourage parents to film the student's training at home. This not only helps the therapist understand the student's performance, but also allows for targeted advice on parents' training techniques.

#### (4) Different communication channels

Therapists communicate with parents through various channels, such as face-to-face meetings, class observations, phone calls, messaging apps, speech therapy homework books, and student handbooks. When necessary, they also participate in case meetings held by social workers or counseling teams. The reason for offering different channels is to address the diverse needs of families. Some working parents may not be able to attend in-person meetings or session observations, while others may find it inconvenient to contact the therapist during office hours or provide immediate responses. Additionally, some non-Chinese-speaking parents may not be able to communicate effectively in written Chinese or English. Parents are encouraged to use any method to maintain communication with the therapist.

#### (5) Parent volunteers

Create a parent communication platform for them to share experiences and support each other. Train interested parents as volunteers for various speech therapy services to enhance their understanding of speech therapy, while also providing them with opportunities to interact with students of different abilities, helping to adjust their expectations. This will also give students more opportunities for training and generalization.

At the beginning of the school year, therapists will introduce the scope and content of the work for the year, which will help the support team's work run more smoothly. The scope of the support team's work includes:

- Cleaning and organizing communication books.
- Laminating and cutting materials to assist in creating teaching aids.
- Conducting oral motor training for students in need under the guidance of the therapist.
- Parents volunteering to read books with students and engage in activities related to the book content under the therapist's guidance.

### Schedule

- Workshop: Once every year
- Observation of therapy session: whenever available
- Homework: Homework will be assigned after therapy. Therapists will assign new homework when the student finishes all the homework records.
- Parent volunteer: Once every week

This chapter was written by a speech therapist of Hong Chi Morningjoy School, Yuen Long

### 4.3.20 Speaking training for non-Chinese speaking students

#### Goals:

- (1) Able to pick up comprehension and expression in Cantonese.
- (2) Able to adapt to the language used in the school, the community, and future employment.
- (3) Able to strengthen academic learning in subjects like Chinese language.

#### Reasons:

Non-Chinese speaking students come from diverse backgrounds, and their mother tongue may be English or other languages. Therefore, local assessments may not accurately reflect the true abilities of these students. Some non-Chinese speaking students may have strong language skills in their mother tongues or English, but find it challenging to adapt to Cantonese-dominated situations in the school, the community, and employment, which can affect their academic performance, communication, job opportunities, and daily life. Therefore, providing communication support to non-Chinese-speaking students early on can help them integrate independently into the community and reduce the barriers of language obstacles.

#### Target Population:

Primary students with moderate intellectual disability

#### Content:

Since most non-Chinese speaking parents do not understand Cantonese, it is recommended that students first develop stable expression skills in their mother tongue or English to achieve effective family communication and enhance parent-child relationships.

- (1) Comprehension and production of vocabularies
  - Understand and produce everyday vocabulary, such as utensils and transportation tools.
  - Understand and produce subject-specific vocabulary, such as numbers, colors, and concepts.
  - Understand and produce employment-related vocabulary, such as names of tools.
- (2) Understand questions and commands
  - Able to answer simple questions, such as "what are you doing?", "where?", and "who?".
  - Able to follow simple instructions, such as "put the water bottle in the basket."
- (3) Produce sentences
  - Able to describe actions using short utterances, such as "go to the bathroom," "drink water," and "pack the backpack."

#### Training Strategies:

Cantonese romanization (Jyutping) can help students systematically connect the relationships between form, sound, and meaning, facilitating learning of vocabulary and sentence structure. It is recommended to incorporate Cantonese romanization into the environment, such as in texts, homework, and environmental prompts, to enrich their learning through daily routines. Additionally, it is suggested that staff communicate with students more in Cantonese to achieve a subtle and impactful effect.

This chapter was written by a speech therapist of Jockey Club Hong Chi School.

### 4.3.21 Support for Non-Chinese speaking students

#### Goals:

- (1) Able to support non-Chinese speaking students in effectively learning Cantonese.
- (2) Able to strengthen service coordination for non-Chinese speaking students.
- (3) Able to develop teaching resources.

#### Reasons:

Non-Chinese speaking students with moderate intellectual disabilities face significant challenges in learning Cantonese. They not only learn the language within the limits of their intellectual capabilities but also in a language environment with limited Cantonese input and application. Due to the language barrier, their performance in various assessments often does not accurately reflect their actual abilities. In light of this, this chapter explores how to assess the language skills of non-Chinese speaking students more effectively and implement targeted strategies to enhance their Cantonese communication abilities, benefiting their overall development. Additionally, the school offers a wealth of learning and service resources for non-Chinese speaking students. By coordinating the teaching/training directions, themes, and strategies of different parties, we aim to utilize resources effectively to support students in learning Cantonese.

#### Target population:

Students with moderate intellectual disabilities

#### Content:

- (1) Support non-Chinese speaking students in effectively learning Cantonese
  - i. Ability descriptions and corresponding measures
    - The school uses the "Learning Progress Framework" (LPF) designed by the Education Bureau for students with intellectual disabilities to assess non-Chinese speaking students in the areas of listening and speaking. This allows for discussions on support measures based on a common standard.
    - At the beginning and end of each school year, non-Chinese language teachers gather information from various sources (e.g., subject teachers, non-Chinese language teachers, speech therapists) to update the assessments.
  - ii. Assessment and comparison of native language ability
    - Upon student intake, in addition to assessing the student's Cantonese ability, it is also important to consider their native language proficiency (for example, through parent questionnaires, native language vocabulary comprehension and expression screening tools such as the Communicative Development Inventory (CDI), and assistance from parents or interpreters in testing dialogue or following instructions in the native language).

- A preliminary analysis and comparison of the student's abilities in Cantonese and their native language can help identify whether the difficulties in learning Cantonese are more aligned with learning disabilities or issues related to second language proficiency.
  - If both native language and Cantonese are at or below Level S1 in the LPF, it may be appropriate to adopt general language support strategies for students with intellectual disabilities (for example, using concrete strategies such as scenarios, environments, real objects, photos/images, models, actions, gestures, and expressions).
  - If the native language is relatively strong, consider the following:
    - Gain a preliminary understanding of the differences and similarities between Cantonese and the native language in aspects such as word order, grammar, and phonetics to identify the student's learning challenges.
    - Use bilingual support (i.e., pairing the native language with Cantonese) to help students' transition into Cantonese learning. This allows students to learn through pairing and comparing their native language with the second language.
    - Collaborate with non-Chinese speaking assistants as needed (e.g., for learning concept vocabulary, conjunctions, complex sentences) to facilitate understanding of complex and abstract concepts through translation.
    - Provide Cantonese phonetics tailored to individual student abilities to assist with reading and support self-learning at home.
- iii. Strategies in the curriculum
- To address the characteristics of non-Chinese speaking students learning a second language and provide relevant learning strategies. For example:
    - Continue to promote "reading pens" to enhance self-study at home.
    - Include Cantonese phonetics and word meanings (in English or images) alongside teaching materials and vocabulary lists for easier application by students and parents.
    - Ensure a certain vocabulary size is established before expanding sentence structures.
    - Consider the characteristics of the students' first language in teaching strategies.
    - Take into account the progress of the students' first language when planning the teaching schedule.
  - Recommendations for adjusting learning objectives, for example:
    - Break down a teaching objective into two or three smaller goals as needed, allowing non-Chinese speaking students to learn step by step and gradually progress to the original objective.
    - Allow intermediate non-Chinese speaking students to complete the beginner learning objectives before moving on to the intermediate learning objectives.

- (2) Coordinating administrative arrangements for non-Chinese speaking student services
- i. Organizing individual services, group services, and cultural experience activities
    - For non-Chinese speaking students at LPF Level S3 or below in Cantonese: Fixed individual non-Chinese support sessions will be arranged to assist with the mastery of Cantonese vocabulary and sentence structures. Based on information regarding children's language development, it is recommended to start practicing Cantonese sentence formation after mastering 50 words (including verbs).
    - For non-Chinese speaking students who have reached LPF Level S3 in Cantonese: Group support can be considered, providing more opportunities for interaction and communication in Cantonese. Individual support will still be available as needed for vocabulary and sentence structure learning.
    - Regardless of LPF ratings, non-Chinese speaking students can participate in outdoor learning activities to experience local culture and practice using Cantonese in the community.
  - ii. Planning individual training
    - Individual training will focus on strengthening vocabulary, commands, and sentence structures. Support services should emphasize listening and speaking training, while reading and writing can be maintained within the language subjects.
    - Students lacking basic language skills are recommended to receive relatively more individual training (LPF listening scores at Level S2 or below).
    - When setting goals, consider assessment results, LPF ratings, and the learning difficulties the student faces in language subjects.
  - iii. Planning group training
    - The target group for the training consists of students with basic language skills (LPF listening scores at Level S3 or above).
    - Group learning will primarily utilize "task-based teaching," with content focused on language use.
    - Before thematic or outdoor activities, the group will first learn and reinforce relevant vocabulary (including nouns, verbs, adjectives), social greetings, sentence structures (including questions and answers), and cultural content. This ensures that students can apply what they have learned in the "tasks," allowing knowledge to be transformed into real-life contexts rather than merely imitating.

- iv. Coordinating teaching/training directions, themes, and strategies among service units
- At the beginning of the semester, case managers, non-Chinese language teachers, and speech therapists will gather to discuss and ensure appropriate alignment and division of labor regarding learning objectives.
  - Set the same, similar, or different learning goals based on the individual learning abilities of the students.
  - Once case managers, non-Chinese language teachers, and speech therapists identify suitable learning strategies, they will communicate with the relevant language subject teachers to apply personalized strategies in language classes.

(3) Developing teaching resources

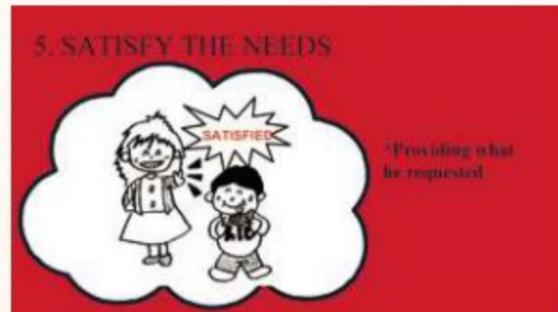
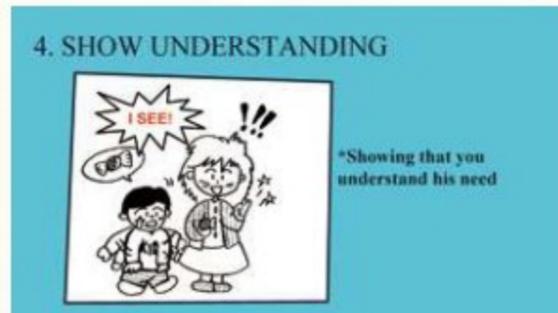
- i. Apply for free translation services by the non-profit organization CHEERS:
- Translate the "Basic vocabulary scale and language performance questionnaire" into Urdu and Nepali to gain a preliminary understanding of students' native language abilities and attempt to compare them with their Cantonese abilities. This will help analyze the difficulties students face in learning Cantonese, whether they relate to learning disabilities or issues with second language acquisition levels.
  - Translate "Five steps to communication", "Communication prompt strategies" and "Common classroom instructions" (Appendix 1) into Urdu and Nepali to support parental education and home training.
- ii. Hiring non-Chinese speaking assistants:
- Collaborate on assessments to compare native language abilities.
  - Assist in IEP sessions and language classes.
  - Support parent training, provide real-time interpretation during parent workshops, accompany home visits, and offer telephone translation.
  - Help translate parent teaching videos, such as "How to download/use communication tools."
  - Assist in creating Urdu and Nepali versions of "Communication tools" to support training for non-verbal non-Chinese speaking students at home.

- iii. Creating a "student personal vocabulary"
- Referencing the book "Profiling linguistic disability" (Crystal, 1982), a vocabulary database will be created by categorizing words based on parts of speech and meanings to support vocabulary training in non-Chinese speaking service units.
  - Create a "student personal vocabulary" list (Appendix 2) for an individual student. The designated teacher will document and compile key vocabulary learned by the student throughout the academic year. This list will serve as a reference for future teachers. Additionally, the "student personal vocabulary" will categorize words by parts of speech and meanings, enabling non-Chinese speaking service units to systematically expand the student's vocabulary.

**Reference:**

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## Appendix 1 - Five Steps for Communication



## Five Steps for Communication (Urdu)

Steps for Communication

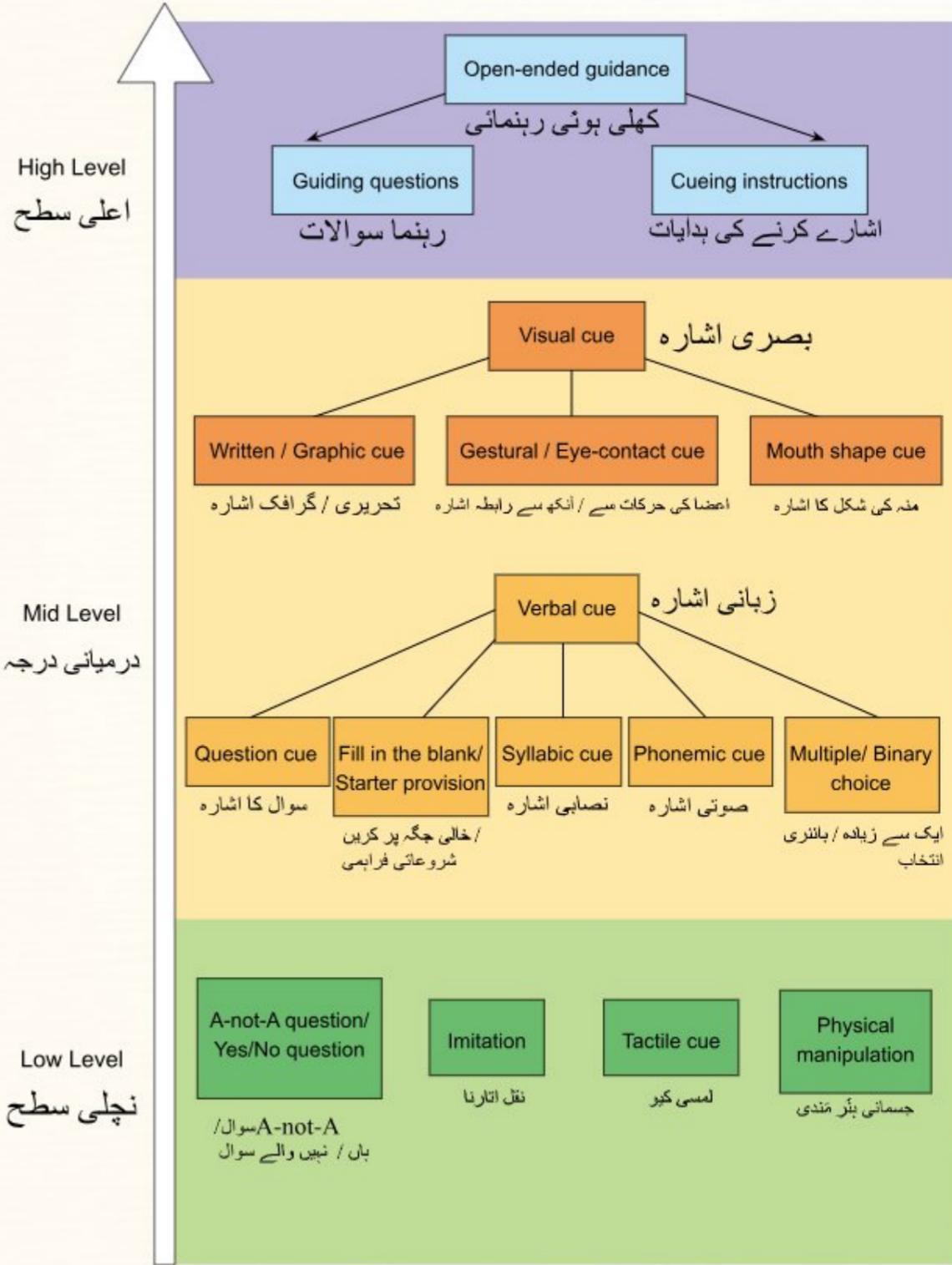
بات چیت کے لیے اقدامات

(1) Create needs ضروریات پیدا کریں	*Pretending that you do not understand ظاہر کرنا کہ آپ کو سمجھ نہیں آتا	
(2) Wait انتظار کرو	*Wait انتظار کرو	
(3) Give cues اشارے دیں		
(4) Show understanding سمجھ ظاہر کریں	*Showing that you understand his need یہ ظاہر کرنا کہ آپ اس کی ضرورت کو سمجھتے ہیں	
(5) Satisfy the needs ضروریات کو پورا کریں	*Providing what he requested جو فرمائش کی اس کی فراہمی	

## Communication prompt strategies (Urdu)

Cueing Hierarchy

کیونگ پیرار کی



## Common classroom instructions (Urdu)

Useful Daily Manual Sign

روزمرہ مفید اشاروں کی زبان

Daily commands

روزمرہ کے احکامات

Commands / احکامات	Signs/symbols / اشارے / علامتیں	Commands / احکامات	Signs/symbols / اشارے / علامتیں	Commands / احکامات	Signs/symbols / اشارے / علامتیں
1. Keep quiet (خاموشی اختیار کریں)		9. Go (جائیں)		17. Look (دیکھو)	
2. Sit down (بیٹھ جائیں)		10. Come (آئیے)		18. Listen (سنو)	
3. Stand up (کھڑے ہو جائیں)		11. Work (کام کریں)		19. Know (جانتے)	
4. Wait (انتظار کریں)		12. Stop (رک جائیں)		20. Hands up (ہاتھ اوپر کریں)	
5. No (نہیں)		13. Finished (ختم)			
6. Get (لے لو)		14. None (کوئی نہیں)			
7. Put down (نیچے رکھیں)		15. Good (اچھا)			
8. Give me (مجھے دو)		16. Naughty (شرارتی)			

## Common classroom instructions (Urdu)

Useful Daily Manual Sign

روزمرہ مفید اشاروں کی زبان

Daily expression

روزمرہ کے تاثرات

Expression اظہار	Signs/symbols اشارے / علامتیں	Expression اظہار	Signs/symbols اشارے / علامتیں	Expression اظہار	Signs/symbols اشارے / علامتیں
1. I میں		9. Toilet ٹوائیلٹ		17. Help me میری مدد کر میں	
2. Eat کھان		10. Wash the Face چہرہ دھو نیں		18. OK ٹھیک ہے	
3. Drink پین		11. Wash the hands ہاتھ دھو		19. Give دے دو	
4. Play کھیلیں		12. Thanks شکریہ		20. Don't نہیں	
6. Home گھر		13. Sorry معذرت			
6. Hello ہیلو		14. Read پڑھیں			
7. Bye-bye خدا حافظ		15. Write لکھیں			
8. Sleep سو		16. Good Morning صبح بخیر			

## Five Steps for Communication (Nepali)

Steps for Communication

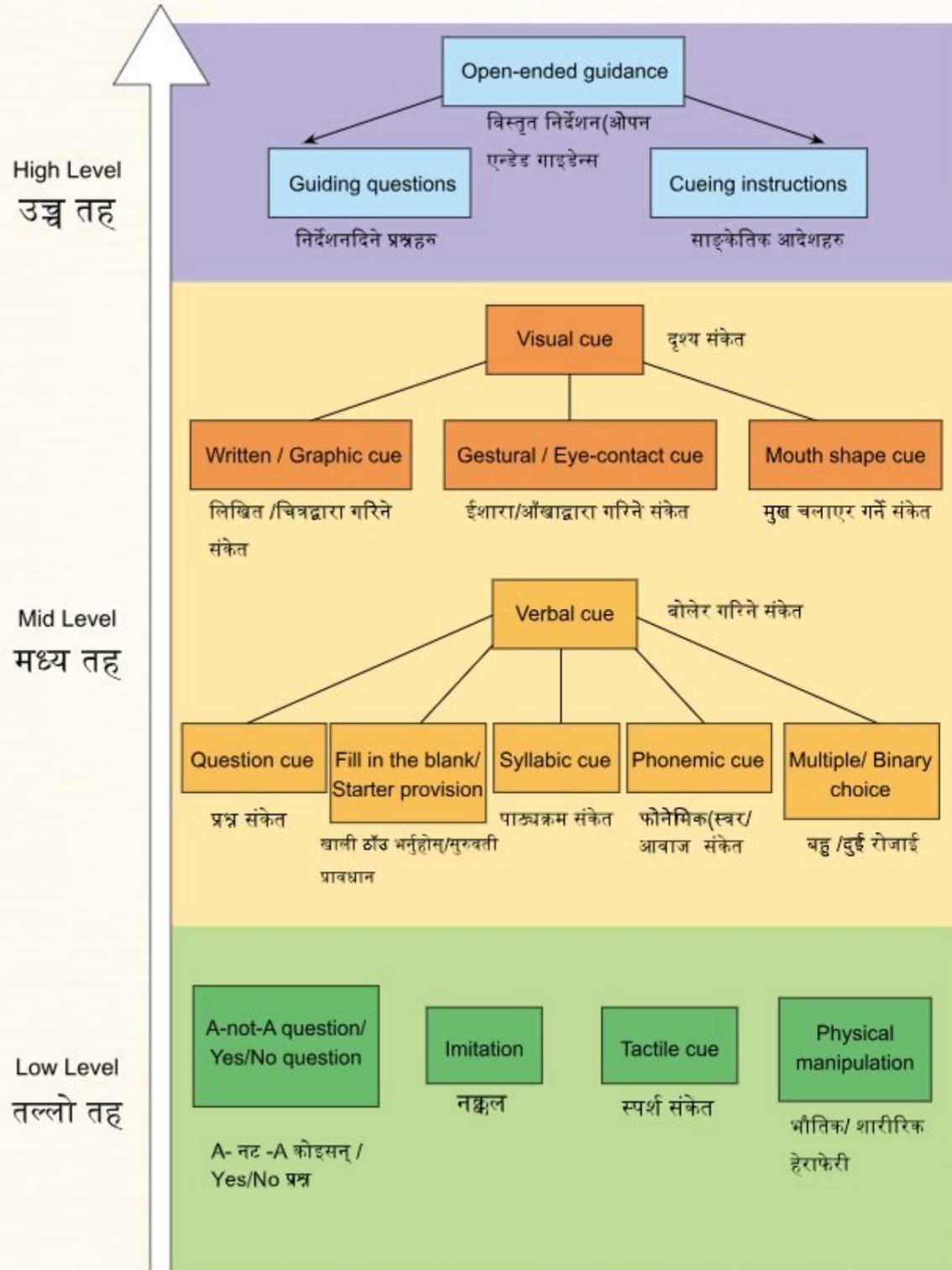
संवादको चरणहरू

(1) Create needs आवश्यकता बताउनुहोस्	*Pretending that you do not understand आफूले नबुझेको झै बहाना गर्नु	
(2) Wait पर्ख /पर्खनुहोस्	*Wait पर्ख /पर्खनुहोस्	
(3) Give cues संकेत दिनुहोस्		
(4) Show understanding बुझ्नुहोस्	*Showing that you understand his need तपाईंले उसको आवश्यकता बुझ्नु भएको छ भनि देखाउनु	
(5) Satisfy the needs आवश्यकता पुरा गर्नुहोस्	*Providing what he requested उसले अनुरोध/ माग गरेको कुरा उपलब्ध गर्नु	

## Communication prompt strategies (Nepali)

Cueing Hierarchy

चिन्ह /संकेतको तह



## Common classroom instructions (Nepali)

Useful Daily Manual Sign

दैनिक प्रयोग हुने साङ्केतिक भाषा

Daily commands

दैनिक आदेशहरू

Commands आदेशहरू	Signs/symbols संकेत/चिन्हहरू	Commands आदेशहरू	Signs/symbols संकेत/चिन्हहरू	Commands आदेशहरू	Signs/symbols संकेत/चिन्हहरू
1. Keep quiet चुप लाग्नुहोस्		9. Go जानु		17. Look हेर्नु	
2. Sit down बस्नुहोस्		10. Come आउनु		18. Listen सुन्नु	
3. Stand up उभ्नुहोस्		11. Work काम		19. Know जान्नु	
4. Wait पर्खनु		12. Stop रोक्नु		20. Hands up हात उठाउनुहोस्	
5. No होइन/ हुँदैन		13. Finished सकियो/समाप्त			
6. Get लिनु		14. None कुनै होइन			
7. Put down तल राख्नुहोस्		15. Good राम्रो			
8. Give me मलाई दिनुहोस्		16. Naughty बदमास			

## Common classroom instructions (Nepali)

Useful Daily Manual Sign

दैनिक प्रयोग हुने साङ्केतिक भाषा

Daily expression

दैनिक गरिने अभिव्यक्तिहरू

Expression अभिव्यक्ति	Signs/symbols संकेत/चिन्हहरू	Expression अभिव्यक्ति	Signs/symbols संकेत/चिन्हहरू	Expression अभिव्यक्ति	Signs/symbols संकेत/चिन्हहरू
1. I म/मलाई		9. Toilet टोइलेट		17. Help me मलाई मद्दत गर्नुहोस्	
2. Eat खानु		10. Wash the Face अनुहार धुनुहोस्		18. OK ठीक छ	
3. Drink पिउनु		11. Wash the hands हात धुनुहोस्		19. Give दिनु	
4. Play खेल्नु		12. Thanks धन्यवाद		20. Don't हुँदैन	
6. Home घर		13. Sorry सरी/माफ गर्नुहोस्			
6. Hello हेलो		14. Read पढ्नु			
7. Bye-bye बाई बाई		15. Write लेख्नु			
8. Sleep सुत्नु		16. Good Morning गुड मर्निङ			

## Appendix 2 - Student personal vocabulary

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Year: \_\_\_\_\_

People	Home	Type	
	Profession	Relationship	
	Personality+	Personality-	Personality+/-
	Other		
Body	Main	Limbs	Face
	Outside	Inside	Health/Reaction
	Appearance+	Appearance-	Appearance+/-
	Verbs for self-care		Other
Health	Disease	Therapy	Tool
Clothing	General	Materials	
	Outside	Legs	Accessories
	Male	Female	Preschoolers/Infant
	Ornaments	Verbs	Others
Food	Fruit	Vegetables	
	Major crops	Meat, fish, beans and eggs	

Food	Milk, cheese and diary products	Seasonings	Places
	Chinese food	Western food	Japanese or Korean food
	Food from fast food restaurants		
	Desserts	Seafood	Others
	Meals	Verbs	
	Snacks		
Drinks			Others
Places	School	Home	
	Community	Shopping malls	
	Transport facilities	Dining	
	Sight-seeing	Facilities	
	Verbs	Others	
Items	Personal hygiene/care	Stationery	
	Everyday Items	Leisure	
	Utensils	Kitchen utensils	

Items	Cleaning	Activities/outdoor
Electrical appliances	Cooking	Environment
	Entertainment	Cleaning
Furniture		Arrangement
Transport	Land	Sea
	Air	Verb
Sport	Ball games	Others
Nature	Plant	Natural Scenery
	Astronomy	
Weather	Season	Storm
	Common weather	Effect
Insects	Garden	Other
Animals	Land	Sea
	Birds	Pets
	Amphibians	

Festival and Related	Western Festivals	
	Chinese Festivals	
	Others	
Time		School related
Verbs	Activities	Housework
	Entertainment	Operation
Adjectives/ Concepts	People	Nature of thing
	State of thing	
	Emotion and Feeling	Sense
	Taste	Colour
	Venue	Shape
Question words		
Social vocabulary		

**Reference:**

(1) Crystal, D. (2003). Profiling linguistic disability. London: Whurr.

**4.3.22 Transdisciplinary collaboration: Language subject**

**Goals:**

- (1) Able to promote collaboration between speech therapists and language teachers.
- (2) Able to enhance students' language development and learning outcomes.

**Reasons:**

Speech therapists possess expertise in language development, while teachers have in-depth knowledge of classroom instruction. Effective collaboration can enhance students' motivation to learn, encouraging more active participation in classroom activities and achieving better teaching outcomes. Through interdisciplinary cooperation, teachers can adjust their instructional strategies based on the speech therapist's recommendations, providing targeted learning support for students in need. This approach improves students' language skills and promotes their social skills.

**Target Population:**

All the students, language teachers

**Content:**

- (1) Speech therapists attend language lessons of primary classes once a week and secondary school classes twice a week. Speech therapists collaborate with language teachers to train students in communication and expressive skills.
- (2) At the beginning of each unit, speech therapists and teachers jointly discuss the two learning objectives, classroom activities, and teaching materials for that unit (see Appendix 1). They plan the schedule and sequence for achieving objectives 1 and 2 and fill out relevant teaching documents (see Appendix 2 to 4).
- (3) The speech therapists and teachers also discuss the arrangement details for each class session before the session(s) each week.
- (4) After class, they review the students' situations, learning pace, and abilities to adjust the objectives, content, and activities for the next session .

*This chapter was written by a speech therapist of Hong Chi Shiu Pong Morninghope School.*

Appendix 1: Objectives and activity examples for communication and expression of language subject

Sentence length/ Organization ability	Examples
Vocabulary	Point to pictures of or produce common object names
	Point to pictures of or produce common verbs
	Point to pictures of or produce common adjectives, e.g., cold/hot, fresh/smelly, dry/wet, big/small
	Point to pictures of or produce colour terms
	Point to pictures of or produce adjectives for dimensions or property, e.g., tall/short, fat/thin, long/short
	Point to pictures of or produce people's names
	Point to pictures of or produce spatial prepositions, e.g., in, on, under, outside, front, back, beside, left, right
	Point to pictures of or produce time adverbials
	Point to pictures of or produce vocabularies related to the weather
	Point to pictures of or produce emotional terms
Build up short phrases or sentences	subject + verb + object/adverbial
	Use two 'wh-' to build up sentences, e.g., event (what), place (where), person (who)
	Adverbial phrases, e.g., on the table
	Ask questions (what, where, who, when)
Build up long sentences or framework in speaking tasks	Use four, five or six 'wh-' to build up sentences, e.g., event(what), place (where), person (who), time (when), reason (why), feeling (how do you feel)
	Use story grammar elements, e.g. initiating events, plan, attempt, consequence
	Use adjectives and spatial prepositions in sentences
	Use temporal conjunctions, e.g., First, Then, Finally
Express opinions or discussion	Use speaking framework, e.g., "I think..." to express personal opinions or decision and information, e.g. price, discount, service
	Use speaking framework to compare the similarities and differences of two objects, e.g., colour, function, price
	Use different types of complex sentences, e.g., casual, conditional sentences
	Ask questions such as why and how

Student's ability	Example of activity	Student's ability	Example of activity
Lower level	Self-introduction Express basic needs Look for it Where is the object? You say, I do (simulate different actions) My favorite activity Shopping in supermarket Birthday party or festival celebration Guess who I am Weather report Express emotion after class	Higher level	Picture-based anecdotes Picture story-telling Four-panel story Holiday activities Interviews/Inquiries Sharing diary/weekly journal Game instructions Itinerary planning Self-introduction (Interview) Group discussion Price comparison expert Express emotion after class

Appendix 2: Template for collaboration of speech therapists and language teachers

20 - 20 Language Subject  
Training Goals for Communication and Expression

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Speech Therapist: \_\_\_\_\_

**Goal 1/Goal 2**

Period: dd/mm/yyyy to dd/mm/yyyy	
No. of sessions	
Goals and subgoals according to students' abilities	
Preparation by and role of subject teacher	
Preparation by and role of speech therapist	

Appendix 3: Sample for collaboration between speech therapists and language teachers (lower level)

20 - 20 Language Subject	
Training goals for communication and expression	
Class: _____ Teacher: _____ Speech Therapist: _____	
Goal 1	
Period	19/2 - 5/4
No. of sessions	3 sessions
Goals and subgoals according to students' abilities	Students use verbal language or communication aids to express, in a dialogic manner, the message of not becoming addicted to social media.
Preparation by and role of subject teacher	<ol style="list-style-type: none"> <li>1. Create picture cards, BookCreator, Bitsboard to train students to differentiate various vocabulary within the text.</li> <li>2. Produce printed materials so that students in need can respond by tearing, sticking, or pointing to the printed resources.</li> </ol>
Preparation by and role of speech therapist	<ol style="list-style-type: none"> <li>1. Create materials in Hong Chi Communication Apps (match with the content in the lessons prepared by the subject teacher).</li> <li>2. Collaborate and co-teach with the teacher the above content. The teacher will first demonstrate with the speech therapist how to do the activity. Then the teacher and speech therapist assist the students in carrying out the activities to achieve the goals.</li> </ol>

Appendix 4: Sample for collaboration between speech therapists and language teachers (higher level)

20 - 20 Language Subject	
Training goals for communication and expression	
Class: _____ Teacher: _____ Speech Therapist: _____	
Goal 1	
Period	9/10 - 3/11
No. of sessions	4 sessions
Goals and subgoals according to students' abilities	<p>Use four or five "wh-" to describe events</p> <ol style="list-style-type: none"> <li>1. Identify the four "wh-" (what, where, who, how-feelings) or five "wh-" (what, where, who, how-feelings, when) in texts, photos or pictures.</li> <li>2. Find and report relevant information of the four or five "wh-" in photos, pictures, sentences, or paragraphs.</li> <li>3. Organize and report related information in photos or pictures by using the four or five "wh-" to form sentences.</li> <li>4. Use the four or five "wh-" to describe holiday activities.</li> </ol>
Preparation by and role of subject teacher	<p>Use of BookCreator</p> <ol style="list-style-type: none"> <li>1. Identify the four "wh-" (what, where, who, how-feelings) or five "wh-" (what, where, who, how-feelings, when) in texts or pictures.</li> <li>2. Find relevant information of the four or five "wh-" in pictures, sentences, or paragraphs.</li> <li>3. Prepare different photos/pictures/sentences/paragraphs for students to find out related information.</li> <li>4. Use of mind map for students to use the four or five "wh-" to organize and report holiday activities.</li> </ol>
Preparation by and role of speech therapist	<ol style="list-style-type: none"> <li>1. Collaborate and co-teach with the teacher the above content. The teacher will demonstrate with the speech therapists on how to carry out the activities. The speech therapist then explains the evaluation criteria for speaking training (eye contact, volume, clarity, language usage, etc.).</li> <li>2. Assist the students in forming small groups for practice.</li> <li>3. After practicing, students take turns demonstrating in the classroom while others provide feedback in turns.</li> <li>4. Speech therapist provides feedback on the speaking skills.</li> </ol>

### 4.3.23 Transdisciplinary collaboration: Learning English as a second language

#### Goals:

- (1) Able to provide students with an English-speaking environment to enhance their confidence and motivation in speaking English.
- (2) Able to improve students' communication skills in English.
- (3) Able to increase knowledge and confidence of English teachers.

#### Reasons:

Currently, English is not a compulsory subject in every special school for children with intellectual disabilities. However, as societal knowledge levels rise, the education sector is gradually recognizing the benefits of mastering basic English communication skills for these students as they transit into society and the workforce. Due to various limitations (such as limited class hours and a lack of language environment), non-native English speakers find it challenging to acquire English communication skills. Therefore, collaboration between English teachers and speech therapists can help develop a school-based English curriculum tailored to the abilities and needs of the students.

#### Target Population:

Primary students with mild intellectual disabilities and their English teachers

#### Content:

- (1) Role of speech therapist
  - Provide feedback on the English curriculum and adjust classroom difficulty according to student abilities.
  - Conduct training for all English teachers to enhance their theoretical knowledge of teaching.
  - Assist English teachers in setting communication training objectives for the classroom.
  - Collaborate in the classroom. Demonstrate language stimulation techniques suitable for students' abilities.
  - Support English teachers in organizing school-based activities and offer advice to create an English-speaking environment.
- (2) Different forms of collaboration
  - i. Dialogic reading classroom
 

In the English classes at school, we implement Dialogic Reading to create a rich context through books, aiming to enhance students' motivation for English communication and strengthen their interest in reading English.

#### Examples of activities

Student abilities	Lower Level	Higher Level
Suggested books	<ul style="list-style-type: none"> <li>• Everyday themes (e.g., animals) with repetitive plots.</li> </ul>	<ul style="list-style-type: none"> <li>• Less familiar situations (e.g., camping) with richer plots that allow for inference.</li> </ul>
Training goals for comprehension	<ul style="list-style-type: none"> <li>• Understand and correctly respond to yes-no questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand "what," "who," and "where" questions with prompts.</li> </ul>
Training goals for expression	<ul style="list-style-type: none"> <li>• Use 4-6 target vocabulary words to describe with text prompts and imitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to "what," "who," and "where" questions with complete sentences using text and syllabic prompts.</li> </ul>
Classroom arrangement	<ul style="list-style-type: none"> <li>• Each group will have four sessions of training.</li> <li>• First session: Introduce reading through interactive games, songs, or sharing.</li> <li>• Second to third sessions: Engage in dialogic reading. Encourage interactive participation.</li> <li>• Fourth session: Review the story content and invite students to role-play as a summary.</li> </ul>	
Teaching strategies	<ul style="list-style-type: none"> <li>• Adjust story content according to student abilities.</li> <li>• If students have insufficient English skills, a small amount of Cantonese can be used to aid understanding, but avoid code mixing within the same sentence to prevent confusion.</li> </ul>	

#### ii. English day and English lunchtime activities

In line with the theme of World Culture Day, English quiz games are organized for groups of students in a booth format. Using visual prompts, students will be asked questions in English about cultural trivia from around the world, enhancing their interest in learning English.

#### iii. English storytelling competition

Assist in organizing an English storytelling competition to enhance students' reading and speaking skills as well as their confidence. During recess, English stories pre-recorded by students will be played to showcase their learning achievements.

#### iv. Teaching training and curriculum development support

- Provide training on "English phonics" and "dialogic reading" for all English teachers.
- Offer feedback on the English phonics curriculum. Assist teachers in adjusting the difficulty of assignments according to students' abilities.

This chapter was written by a speech therapist of Hong Chi Morninghope School, Tuen Mun.

### 4.3.24 Transdisciplinary collaboration: Work-related experience

#### Goal:

- (1) Able to cultivate students' relevant knowledge, skills, and attitudes in the workplace, enhancing their job readiness and confidence.
- (2) Able to help students recognize their interests, abilities, and aspirations to unleash their personal potential.
- (3) Able to train students in personal planning, goal setting, and the ability to reflect and revise.
- (4) Able to prepare students for interactions and responses in the workplace after leaving school.

#### Reason:

Senior secondary school students are about to leave school and enter the workforce. Work-related experience subjects help students understand the various career paths after graduation, stimulating their interest and planning for the future. Practical work experience helps students develop a positive work attitude and self-management skills. Through collaboration with transdisciplinary teams, the expertise of speech therapists is combined with teachers' experience to provide targeted professional training in specific fields. This equips students with the necessary skills, enhances their competitiveness in the job market, and helps them better prepare for and adapt to future job and communication needs.

#### Targeted Population:

Students with mild to moderate intellectual disabilities in senior secondary school preparing to enter the workforce, and relevant subject teachers

#### Content:

- (1) Students engage in role-playing and group activities to simulate workplace scenarios, learning how to respond to the demands and questions of supervisors and colleagues, which enhances their social skills and communication abilities.
- (2) In class, discuss appropriate attitudes and behaviors in the workplace, such as responsibility, teamwork, and time management, and incorporate both appropriate and inappropriate work attitudes into the role-playing activities.
- (3) Guide students in writing self-introductions and conduct mock interviews.

Samples of simulated workflow and scenarios	General workflow	Common conversation
Work at a school		
Work at an office		
Work at a restaurant		
Work at a bakery or bread shop		
Work at a hotel		
Work at a supermarket or convenience shop		

Examples of simulated general workplace scenarios (applicable to any jobs)	Handling method	Speaking audience and responses
When you wake up, you have a fever and can't go to work.		
A colleague invites you to go out for lunch together.		
A colleague invites you to go to Disney together on Sunday.		
A colleague asks to borrow money from you.		
A colleague invites you to exercise together after work and mentions that you should pay the annual membership fee before exercise.		
A few colleagues unite to exclude you and refuse to speak to you; some even bully you and say harsh words.		
A colleague asks you to treat him/her to an expensive buffet dinner at a high-end hotel costing HKD800-900.		
Your supervisor requests you to work unpaid overtime.		
Your supervisor is in a bad mood. Even though you made no mistakes, s/he uses offensive language against you.		

Examples of simulated emergency scenarios (applicable to any jobs)	Handling method	Speaking audience and responses
While taking a bus to work in the morning, you encounter traffic congestion. Later you find out that it was due to an accident ahead. You realize that you are about to be late.		
After lunch, you suddenly feel a severe stomachache, making it impossible to work.		
You run to the workplace because you are almost late. Suddenly you fall and injure yourself with some bleeding on the head and legs. A passerby offers to help by calling an ambulance.		
Your supervisor gives you work instruction every day. But today s/he is sick and not at work, so you don't know what the tasks are today.		
During work, you discover that your work ID is missing.		

Examples of simulated emergency scenarios (applicable to work at a school)	Handling method	Speaking audience and responses
The school administrative officer asks you to distribute a notice to the class teachers, but you can't find a few of them.		
The teacher responsible for student lunch asks you to distribute utensils and lunch boxes to the students. While distributing, you find that there are not enough utensils.		
The teacher responsible for general affairs asks you to tidy up and clean a room but you can't find the cleaning tools in the restroom.		
The physical education teacher asks you to clean the sports equipment. While doing so, you find that some items are damaged.		
The vice principal asks you to help with photocopying. When you start, you find that the photocopier is out of paper, and there is no white paper in the storage area either.		

Examples of simulated emergency scenarios (applicable to work at an office)	Handling method	Speaking audience and responses
Office manager Mr. Wong asks you to pass a document to Mr. Lee, but you mistakenly give it to Mr. Chan. In the end, Mr. Wong finds out and reprimands you.		
When you try to use the photocopier, you find out that it is out of ink, so you can't complete the work for your boss Mr. Wong before lunch.		
You are following the schedule to clean your boss Mr. Wong's private car when he suddenly appears. He says he needs the car urgently so you do not have to clean it now.		
While you are scheduled to clean one of the rooms, it is usually empty at this time. However, when you open the door today, you find an unfamiliar person inside.		
Your supervisor instructs you to photocopy some documents immediately, but a colleague is currently using the photocopier.		

Examples of simulated emergency scenarios (applicable to work at a restaurant)	Handling method	Speaking audience and responses
While working, you suddenly start sneezing continuously and get your hands dirty.		
A customer is not queuing while paying, and another customer in line complains to you.		
A customer is supposed to pay ten dollars but only pays five dollars.		
A customer who only speaks Mandarin approaches you and speaks to you in Mandarin, but you cannot respond in that language.		
While clearing the dining table, you find that a customer has left behind a wallet.		

Work attitude	Appropriate	Not appropriate
Look around aimlessly when others are speaking		
Maintain an appropriate distance from others		
Stand too close or too far from others		
Speak at a moderate volume		
Speak too loudly or too softly		
Speak at a moderate pace		
Speak too quickly or too slowly		
Speak at the appropriate time		
Interrupting others		
Speaking continuously without letting others talk		
Pausing appropriately to allow others to speak		
Keeping speech content concise		
Speech that is too long and repetitive		
Sincere and polite		
Using profanity		
Maintain eye contact		
Avoid the other person's gaze		
Think clearly about what to say before speaking coherently		
Speak randomly without clear content		
Provide accurate information that aligns with facts		
Share false information that does not align with facts		
Ask the supervisor about unclear work-related issues		
Complain to colleagues that the supervisor did not explain work arrangements clearly		
Report difficulties encountered at work to the supervisor		
Complain to colleagues that the supervisor assigns overly difficult tasks		

Preparation for the interview	Appropriate choice(s)
What information should you remember when you receive a phone notification of an interview? (Allow more than one choice)	A. Interview date, time, and location B. Interview attire C. Documents or items to bring for the interview D. How to get to the interview location by public transport
How to end the conversation for a phone notification of an interview?	A. Thank you. I will arrive on time. Goodbye. B. I will not come for the interview. C. Thank you. I will come for the interview with my mom. D. Thank you. I will dress nicer for the interview.
Appropriate attire	A. T-shirt, shorts, sneakers B. T-shirt, jeans, sneakers C. Shirt, long pants, leather shoes D. Shirt, jeans, leather shoes
Appropriate sitting posture	A. Resting chin on hands, bending forward B. Crossing legs, looking up C. Hands on the table, feet together, sitting up straight D. Hands on the table, crossing legs, bending forward
Greeting	A. No greeting B. Wave hands C. Say, "Hello" D. Say, "Good morning, Mr./Ms X"
Appropriate attitude	A. Serious B. Indifferent C. Arrogant D. Shy
What should you say when the interviewer asks you to introduce yourself? (Allow more than one choice)	A. Own name B. Age C. Favorite TV show D. School attended E. Date of birth and zodiac sign F. Work internship experience G. Name of a disliked classmate H. Training you have received I. Names of your dad and mom J. Position you are applying for K. Most disliked job
How should you respond if the interviewer asks if you know how to do a certain job, but you do not?	A. I know how to do it. I will do it well. B. I don't know how to do this job. I will not do it. C. I don't know how to do this job, but I will work hard to learn. D. I don't know how to do this job, and I will never consider doing this.

Preparation for the interview	Appropriate choice(s)
What should you do if you don't understand the interviewer's question?	A. Remain silent B. Ask the interviewer to repeat the question politely C. Ignore the interviewer and only say what you want to say D. Shrug to indicate you don't know
When the interviewer asks, "Do you have any questions for us?", what questions can you ask? (Allow more than one choice)	A. "When will I know the interview results?" B. "What do I need to prepare for work?" C. "Can I go home now?" D. "Can I use my phone while working?" E. "Can you tell me what the job responsibilities include?"
What can you say to the interviewer before leaving the interview room?	A. I don't like this job. B. I'm eager to start working. C. I prefer going back to school. D. Thank you for giving me this interview opportunity. Goodbye.

### Self-introduction template

My name is \_\_\_\_\_ (name). I study at \_\_\_\_\_ (school). I have previously studied \_\_\_\_\_ (related job position) at \_\_\_\_\_ (school/institute) and have skills in \_\_\_\_\_ (skills). I worked at \_\_\_\_\_ during my internship. I did \_\_\_\_\_ (internship experience, if any). Today, I am here to apply for \_\_\_\_\_ (position) or \_\_\_\_\_ (course) because I \_\_\_\_\_.

This chapter was written by a speech therapist of Hong Chi Shiu Pong Morninghope School.

## 4.3.25 Transdisciplinary collaboration: Residential settings

### Goals:

- (1) Able to collaborate with residential staff to provide students with more opportunities to generalize what they have learned in a residential environment. This allows students to practice communication skills learned during therapy with different communication partners and in various situations, promoting the development of their social skills within the residential settings.
- (2) Able to enhance the understanding of residential staff regarding students' communication abilities, thereby improving communication effectiveness between staff and students.
- (3) Able to increase residential staff's awareness of students' oral motor and eating abilities to ensure eating safety.

### Reasons:

The role of the residential/house parents is to act as surrogate parents for the students, not only taking care of their daily needs but also responsible for continuing the training received at school, thereby increasing students' learning hours after school. Speech therapists should establish a collaborative relationship with residential staff to provide relevant knowledge and strategies that assist staff in supporting students' language development and therapy goals in daily life.

At the same time, building positive cooperation and communication between therapists and residential staff can create a supportive living environment that promotes the development of students' communication and social skills.

### Target Population:

Residential staff of school for students with moderate intellectual disabilities

### Content:

- (1) Provide residential staff with information related to speech therapy, including the scope of services, characteristics of students' communication development, therapy directions and strategies, and expected learning progress.
- (2) Offer information on swallowing disorders to residential staff, helping to establish appropriate meal plans to ensure the safety of students while eating.
- (3) Establish positive communication channels with residential staff to share students' speech therapy goals and progress, conduct regular reviews, and guide house parents in adjusting their expectations regarding students' communication development.
- (4) Transfer therapeutic methods and techniques to house parents, enabling them to continue training in the residential environment and assisting staff in understanding students' special needs. Develop support plans and strategies with residential staff collaboratively.
- (5) Create a positive atmosphere for communication and interaction in the residential environment. Encourage students to actively participate in social activities and express their opinions and needs.

## Training Strategies:

### (1) Workshop

Hold at least one workshop each year for the residential staff including house parents, nurses, chefs, caregivers and even cleaners. The themes will be determined by their needs and typically include the following objectives:

- Ensure the eating safety of students: workshops on swallowing disorders and eating safety guidelines, and discussions on meal planning.
- Improve the communication environment for students: workshops on visual strategies, picture exchange training, book selection and dialogic reading techniques, and augmentative communication devices.
- Follow-up on speech therapy homework such as prompting strategies and oral motor training.

### (2) Session observation

Create a communication platform between the residential staff and speech therapists to regularly share students' progress and success stories, providing support and encouragement. A session is reserved weekly for individual speech therapy training, allowing house parents to inquire about individual students' communication situations and exchange effective training strategies.

House parents can observe how students undergo speech therapy training and practice exercises from their homework, with immediate feedback from the therapist. It is expected that each student will have at least one observation opportunity per year, and each house parent will have approximately three observation sessions per year, with priority given to new staff members.

### (3) Homework

After-school training and therapy are equally important. Therefore, after therapy sessions, therapists will assign homework to reinforce and generalize what has been learned. House parents in the residential settings can understand the students' communication training goals, comprehension abilities, communication modes (such as verbal, gestures, or communication cards), and training progress through this homework.

Residential staff arranges specific times for students to engage in oral motor training, which may include oral massage, chewing exercises, drinking with straw training, blowing whistles, and bubble blowing exercises. House parents are encouraged to spend time helping students with the exercises in the "Speech Therapy Homework Book" and to keep a simple record of the students' performance. During therapy sessions, students should bring back the homework book. After house parents complete all homework records, the therapist will adjust the difficulty and assign new homework. If necessary, training tools will be loaned to the residential settings for use.

### (4) Collaboration with program worker

Program workers will design various group activities for students after class. For example, The theme was play skills last year, consulted with speech therapists in grouping students according to their play skills:

- Means-end toys: Toys that make sounds or light up when buttons are pressed, windup toys, etc.
- Games for sensory stimulation: Use different materials for games for students to explore visual, auditory, tactile, olfactory, and gustatory stimuli.
- Constructive play (Beginner group): Simple activities like inserting coins, shape sorting, wooden puzzles, etc.

- Constructive play (Advanced group): Puzzles and LEGO® blocks.
- Pretend play (Beginner group): Operating simple functional toys.
- Pretend play (Advanced group): Use miniature toys to act out daily life and demonstrate multi-step play skills and role-playing activities.
- Board games: For students who are starting to understand game rules and can sit and focus for a period of time.
- Group games: For students who are starting to understand game rules and have basic social and attention skills.

Speech therapists and program workers will collaborate on the content of these activities, with activity staff leading the sessions regularly to enrich students' leisure lives.

### (5) Collaboration with chef

Regularly attend chef meetings to remind staff of important considerations regarding different meal types, special dietary arrangements for individual students, and to discuss how to handle various food items. Speech therapists will periodically review the size and texture of students' foods to ensure they meet standards, and will use messaging apps to create a "concern group" for maintaining close communication.

## Schedule

- Workshop: Once every year
- Observation of therapy session: Once every week
- Homework: Homework will be assigned after therapy. Therapists will assign new homework when the student finishes all the homework records
- Collaboration with program worker: One training session and four meetings
- Collaboration with chefs: meeting once every year

This chapter was written by a speech therapist of Hong Chi Morningjoy School, Yuen Long.

## WORKING GROUP MEMBERS

General Secretary:	Ms. Zuie Lin
Assistant General Secretary (Education):	Ms. Maggie Wong
Chief Officer:	Ms. Kylie Chung
Senior Speech Therapist:	Dr. Diana Ho
Education Psychologist:	Ms. Sally Chiu

## School Speech Therapists

Hong Chi Lions Morninghill School:	Mr. Harvest Chan (until 31 August 2024)
Hong Chi Lions Morninghill School:	Ms. Ann Sze
Hong Chi Morninghill School, Tsui Lam:	Ms. Kardia Chan
Hong Chi Morninghill School, Tsui Lam:	Ms. Naomi Chan
Hong Chi Morninghill School, Tsui Lam:	Ms. Sarah Lee
Hong Chi Morninghill School, Tuen Mun:	Ms. Annie Chu
Hong Chi Morninghill School, Tuen Mun:	Ms. Connie Lam
Hong Chi Morninghill School, Tuen Mun:	Ms. Candice Cheng
Hong Chi Morninghope School, Tuen Mun:	Ms. Candice Tsang
Hong Chi Morninghope School, Tuen Mun:	Ms. Janice Lam
Hong Chi Morninghope School, Tuen Mun:	Ms. Ka Yan Lo
Hong Chi Morninghope School, Tuen Mun:	Ms. Yee Nga Chan (until 31 August 2025)
Hong Chi Morningjoy School, Yuen Long:	Ms. Chammie Leung
Hong Chi Morningjoy School, Yuen Long:	Ms. Erica Yuen
Hong Chi Morningjoy School, Yuen Long:	Ms. Grace Lee
Hong Chi Morninglight School, Yuen Long:	Ms. Clara Lau
Hong Chi Morninglight School, Yuen Long:	Ms. Man Yee Lau
Hong Chi Morninglight School, Yuen Long:	Ms. Viann Leung
Hong Chi Shiu Pong Morninghope School:	Ms. Nicole Lee
Hong Chi Shiu Pong Morninghope School:	Ms. Rachel Shih
Hong Chi Shiu Pong Morninghope School:	Ms. Venna Yu
Hong Chi Shiu Pong Morninghope School:	Ms. Vivian Cheng
Rotary Club of Hong Kong Island West	
Hong Chi Morninghope School:	Ms. Agnes Liu
Rotary Club of Hong Kong Island West	
Hong Chi Morninghope School:	Ms. Lee Chong Lee
The Jockey Club Hong Chi School:	Ms. Tsz Tung Ng (until 31 August 2025)

*(Schools are listed in alphabetical order)*