

**Workshop on understanding and basic communication skills with Asperger /
High Functioning Autistic Children
(Trainer: Winnie NG)**

(A) Information of Asperger Syndrome/High Functioning Autistic Children

Asperger Syndrome is considered a disorder at the higher end of the autistic continuum. Comparing individuals within this continuum, it is noted that the low-functioning child with autism "lives in a world of his own," whereas the higher functioning child with autism "lives in our world but in his own way" (Wing, 1991 p.99).

- Asperger Syndrome is a Pervasive Developmental Disorder which is a group of neuropsychiatric dysfunction.
- They are commonly perceived by others as socially awkward, emotionally impaired, self-centered, unable to understand non-verbal social cues, inflexible, and lacking in understanding.
- It is a life long condition and the attributes will change with different stages of life.
- Asperger Syndrome is part of the Autism spectrum (considered a disorder at the higher end of the autistic continuum).
- The major difference between Asperger and Autism is language skills. Most Autistic children never develop normal speech, or may be nonverbal, in which Asperger children usually develop language skills at or slightly below the average.
- Based on DSM VI, Asperger Syndrome is characterized as a type of Syndrome mentioned inside. However, in the new edition of DSM V and the name of “Asperger” is diminished and be characterized as Autistic Spectrum.

(B) About the Workshop

1. Objectives:

- To understand the basic information of “Asperger Syndrome” (AS) and how they are deprived of in the society
- Identifying the Asperger or the deficit of Social Skills or thinking people
- Understanding more on the difficulties and challenges faced by AS people
- Distinguishing “Social Skills” and “Social Thinking” training applied to AS people
- Equipping simple communication or training skills with AS people

2. Contents

- Identifying and Diagnosis of Asperger Syndrome: Information of Asperger Syndrome
- Pedagogic implications of Asperger: Application of Social Thinking Skills to AS people
- Resilience to AS people: Good Practice (Acceptance) vs Bad Practice (Labeling effect)
- Risks and chances in treatment for AS people

3. Duration of the workshop:

August 6th 2014:

Morning: Introduction of Asperger Syndrome & Attitude towards SEN people (3 hours)

Afternoon: Understanding more on Theory on Mind (TOM) and the application of Social Skills Training to AS people (3 hours)

Trainer: NG Wing-yan, Winnie

She has worked with Asperger people since 2004 and rich experience of communicating with them. Based on the interest on this kind of people, she has completed a study of the final year project with the topic of “Multi-family approach for Asperger Syndrome children” in the Master course at 2007. At 2010, she has joined in a supervision group about supporting the special educational needed (SEN) families for continuously studies in this aspect. During 2009 till the present, she is conducting a course with the subject of “Supporting SEN children” for kindergarten teachers at University.