自閉症人士訓練 –「圖片交換」助溝通

自閉症服務使用者在溝通上有不同程度的障礙,對於一些沒有語言能力的自閉症患者,他們要表達個人需要就更見困難。現時康復界已使用不同的介入手法來增強他們的溝通能力,「圖片交換溝通系統」便是其中一套有效及實證為本的方法。

「圖片交換溝通系統」是一套由Frost & Bondy (1994) 發展的溝通訓練手法。這套訓練手法是利用圖片來進行交換式的溝通系統,其主要目的為誘發服務使用者的溝通動機及為服務使用者提供有效的溝通途徑。

「圖片交換溝通系統」之六個階段如下:
- 第一階段 – 建立以物換物的概念
- 第二階段 – 增加溝通的自發性
- 第三階段 – 辨認圖咭
- 第四階段 – 學習句式結構
- 第五階段 – 學習利用圖卡回應「你要什麼?」
- 第六階段 – 學習回答評論性的問題及表達意見

扶康會致力為每位自閉症服務使用者提供適切的訓練,我們期望透過「圖片交換溝通系統」,可增強自閉症服務使用者主動溝通能力,減少因溝通障礙而引發之挑戰性行為及增強其社交能力。職員亦可更了解他們的需要,從而設計更適切的訓練,進一步提升自閉症服務使用者的生活質素。

Training for Service Users with Autism - Picture Exchange Communication System

Service users with autism face a variety of communication challenges. For some persons with autism who are unable to speak, it would be even harder for them to express personal needs. Different approaches have been developed by the rehabilitation field to strengthen service users' communication skills over the years. Picture Exchange Communication System (PECS) is one of the evidence-based methods that proves to be effective.

Picture Exchange Communication System (PECS), developed by Frost & Bondy (1994), is a set of methods designed to train up communication skills. These training methods utilize pictures to construct a communication system that is interactive. The principal objectives are to induce service users to communicate and provide an effective communication channel for service users.

The six phases of PECS are as follows:
- Phase 1 – Establish the concept of "item-exchange"
- Phase 2 – Initiate spontaneous communication
- Phase 3 – Identify picture cards
- Phase 4 – Learn to structure sentences
- Phase 5 – Learn to respond to the prompt - "What do you want?" by using picture cards
- Phase 6 – Learn to respond to questions and make comments

Fu Hong Society strives to provide suitable training to each service user with autism. With the PECS, it is hoped that service users with autism would be able to strengthen self-initiated communication skills, reduce challenging behaviours caused by communication barriers and enhance social communication abilities. Our staff would also be able to understand more about their needs and hence design more suitable training programmes for service users. This would further enhance the living standards of service users with autism.