

Subject Description Form

Subject Code	APSS 5057		
Subject Title	Attentional Control and Social Adaptation		
Credit Value	3		
Level	5		
Pre-requisite / Co-requisite/ Exclusion	NIL		
Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Group Presentation	--	25%
	2. Written Presentation of the Seminar Group	15%	--
	3. Quiz	45%	--
	4. Attendance and Participation	15%	--
	<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject 		
Objectives	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. To enhance awareness of the significance of attention and social adaptation problems and their impacts in learning and educational settings. 2. To develop understanding of the identifying features of Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD). 3. To understand the underlying neurobiological as well as socio-environmental factors that contribute to the manifestations ADHD and ASD. 4. To learn the various major intervention approaches including classroom management and parent training. 5. To develop skills in the formulation of multi-level intervention/ management programs to facilitate the educational and behavioral goals of these children in school settings together with ways to work with families and mental health providers. 6. To develop skills to evaluate interventions through problem-based learning. 		

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Be aware of the significance of the impact of attention and social adaptation problems on learning and education b. Have a thorough understanding of the identifying features of ADHD and ASD and related problems c. Appreciate the complexities of the interaction of personal and contextual characteristics in the manifestations of these problems d. Have knowledge of the major current research-based intervention approaches e. Be able to design and formulate intervention programs in classroom management and/ or parent training f. Possess skills to evaluate these interventions and make improvement on existing practices
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Identification for major attention and social adaptation problems and possible related conditions 2. Knowledge of the organization and experience of care for these conditions 3. Knowledge of the multi-dimensional models and the interactions among possible etiological factors 4. Knowledge of current research-based treatment options including ecological treatment options, pharmacological options, educational management, psychological interventions and parent training 5. Implementation of intervention skills in multi-level contexts of collaborating with schools and families 6. Program evaluation skills
Teaching/Learning Methodology	<p>Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection, and exploration of contemporary human capital development issues will be discussed through seminar presentations and discussions. Case studies will also be adopted as a component of the teaching and learning process.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Group Presentation	25%						
2. Written Presentation of the Seminar Group	15%							
3. Quiz	45%							
4. Attendance and Participation	15%							
Total	100 %							
<p>Seminar presentation: Students will be divided into groups to look into specific issues. They have to present their views or/and organize debates/role play in the class. After the presentation, they have to summarize their views and write an individual reflection summary.</p> <p>Individual Paper: Each student will be required to critically review (of around 2000 words in English) about <u>one recent practice or model of practice</u> on supporting individuals with Attention Deficit Hyperactivity Disorder (ADHD) and/or Autistic Spectrum Disorder (ASD).</p> <p>Attendance and Participation Students are expected to attend the classes and participate actively e.g., Q&A sessions during the seminars.</p>								
Student Study Effort Expected	Class contact:							
	▪ Lectures		27 Hrs.					
	▪ Seminars		12 Hrs.					
	Other student study effort:							
	▪ Seminar preparation		48 Hrs.					
	▪ Preparation for the final quiz		42 Hrs.					
	Total student study effort		129 Hrs.					

Reading List and References

MAIN REFERENCE

Eric J. Mash; David A. Wolfe (2019). *Abnormal Child Psychology* (7th ed.). Belmont, CA: Wadsworth Cengage Learning. Barkley, R. A. (2019). *ADHD in adolescents: Development, assessment, and treatment*. Guilford Publications.

Forgan, J. W., & Richey, M. A. (2021). *The ADHD Empowerment Guide: Identifying Your Child's Strengths and Unlocking Potential*. Routledge.

Kira, C. S. (2014). *Autism Spectrum Disorder: The Complete Guide To Understanding Autism*. Perigee. New York City.

Boucher, J. (2017). Autism Spectrum Disorder: characteristics, causes and practical issues. *Autism Spectrum Disorder*, 1-368.

[Add References]

SUPPLEMENTARY

Abikoff, H. B., Thompson, M., Laver-Bradbury, C., Long, N., Forehand, R. L., Brotman, L. M., ... Sonuga-Barke, E. (2015). Parent training for preschool ADHD: A randomized controlled trial of specialized and generic programs. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 56(6), 618–631. <http://doi.org/10.1111/jcpp.12346>

Aljadeff-Abergel, E., Schenk, Y., Walmsley, C., Peterson, S.M., Frieder, J.E., Acker, N. (2015). The effectiveness of self-management interventions for children with autism— A literature review. *Research in Autism Spectrum Disorders*, 18, 34-50.

Au, A., Lau, K.-M., Wong, A. H.-C., Lam, C., Leung, C., Lau, J. and Lee, Y. K. (2014), The Efficacy of a Group Triple P (Positive Parenting Program) for Chinese Parents with a Child Diagnosed with ADHD in Hong Kong: A Pilot Randomised Controlled Study. *Australian Psychologist*, 49: 151–162. doi:10.1111/ap.1205

Au, A. and Gunzenhauser, C. (2017). Developing minds: Self-regulation in children and adolescents across the globe: Special Issue of *PsyCH Journal* The Institute of Psychology, Chinese Academy of Sciences and John Wiley & Sons Australia

Castellanos, F. X., Sonuga-Barke, E. J., Milham, M. P., & Tannock, R. (2006). Characterizing cognition in ADHD: beyond executive dysfunction. *Trends in cognitive sciences*, 10(3), 117-123.

Drahota, A., Wood, J.J., Sze, K.M., Dyke, M.V. (2011). Effects of Cognitive Behavioral Therapy on Daily Living Skills in Children with High-Functioning Autism and Concurrent Anxiety Disorders. *Journal of Autism and Developmental Disorders*, 41(3), 257-265.

- Education Bureau (2021a). Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders. Retrieved from https://sense.edb.gov.hk/uploads/en/content/AIM-Pamphlet_ENG.pdf
- Education Bureau (2021b). The Guide on the Resource Teaching Programme for Autistic Children in Special Schools. Retrieved from <https://sense.edb.gov.hk/en/types-of-special-educational-needs/autism-spectrum-disorder/resources/teaching-resources/245.html>
- Eren B. (2015). The Use of Music Interventions to Improve Social Skills in Adolescents with Autism Spectrum Disorders in Integrated Group Music Therapy Sessions. *Procedia - Social and Behavioral Sciences*, 197, 207-213.
- Kirk, S. A., Gallgher, J. J., Coleman, M. R., & Anastasiow, N. J. (2011). *Educating Exceptional Children* (13th ed.) Boston, New York: Houghton Mifflin Company.
- Lange, A.-M., Daley, D., Frydenberg, M., Rask, C. U., Sonuga-Barke, E., & Thomsen, P. H. (2016). The Effectiveness of Parent Training as a Treatment for Preschool Attention-Deficit/Hyperactivity Disorder: Study Protocol for a Randomized Controlled, Multicenter Trial of the New Forest Parenting Program in Everyday Clinical Practice. *JMIR Research Protocols*, 5(2), e51. <http://doi.org/10.2196/resprot.5319>
- Ozen, A., Batu, S., Birkan, B. (2012). Teaching Play Skills to Children with Autism through Video Modeling: Small Group Arrangement and Observational Learning. *Education and Training in Autism and Developmental Disabilities*, 47(1), 84-96.
- Reichow B., Steiner A.M., Volkmar F. (2012). Social skills groups for people aged 6 to 21 with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews*, 7. Art. No.: CD008511. DOI: 10.1002/14651858.CD008511.pub2.
- Rubin, K. H., Bukowski, W. M., Parker, J.G., Eisenberg, N., Damon, W., & Lerner, R. M. (2006). Peer interactions, relationships, and groups. In W. Damon, R. M. Lerner, & N. Eisenberg (Eds.), *Handbook of child psychology* (pp. 571-645). New York: John Wiley.
- Tobin, R. M., Schneider, W. J., Reck, S. G. & Landau, S. (2008). Best practices in the assessment of children with attention deficit/hyperactivity disorder: Linking assessment to response to intervention. In A. Thomas, & J. Grimes (Eds.) *Best Practices in School Psychology - V*. Bethesda: NASP.