

**Education Bureau**  
**Circular Memorandum No. 52/2024**

From : Secretary for Education

To : Supervisors / Heads of all

Ref. : EDB(EPS/NTW)/PGM-1-19(11)

government, aided (excluding special  
schools), caput and schools under the  
Direct Subsidy Scheme

Date : 27 February 2024

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**Project on ‘Whole School Approach to Providing Tiered Support for  
Students with Autism Spectrum Disorder’  
2024/25 school year  
and ‘Video Modelling’ Learning and Teaching Resource**

**Purpose**

This circular memorandum serves to invite public-sector ordinary primary and secondary schools and schools under the Direct Subsidy Scheme (DSS schools) to apply for the Project on ‘Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder’ (hereinafter referred to as the Tiered ASD Project) in the 2024/25 school year to support their students with autism spectrum disorder (ASD), and to inform schools of the newly developed ‘Video Modelling’ learning and teaching resource to be launched by the Education Bureau (EDB) in due course.

**Background**

2. EDB has been actively implementing integrated education and developing evidence-based support programmes and services for students with different types of special educational needs (SEN), in order to help schools provide targeted support to students. In view that schools in general find teaching students with ASD very challenging, EDB tried out the Tiered ASD Project for ordinary primary and secondary schools in phases starting from the 2011/12 school year, utilising evidence-based strategies to help students develop skills in learning, social and emotion adaptation, thereby facilitating their integration into classroom learning and the community. EDB has regularised the Project from the 2020/21 school year. Through ‘School-based Multi-Disciplinary Professional Support’ and ‘Non-Governmental Organisation and School Collaboration’, EDB has continuously implemented this multi-disciplinary and evidence-based Tiered ASD Model, assisting schools in optimising their support systems and strategically implementing related measures .

3. EDB also actively engages in the development of useful learning and teaching resources to help schools and parents support students with SEN more effectively. Recognising many countries or regions have been applying new technologies to develop learning and teaching tools to support the learning of students with SEN in recent years, EDB is currently developing learning and teaching resources that incorporate information technology strategies, including multimedia teaching materials and tools, digital interactive teaching platforms, digital learning games, software, etc.. These resources aim to train students with diverse educational needs in social communication skills, emotional regulation skills, executive skills, reading and writing abilities, etc..

## Details

### Tiered ASD Project

4. The Tiered ASD Project comprises two parts: (1) ‘School-based Multi-Disciplinary Professional Support’ and (2) ‘Non-Governmental Organisation and School Collaboration’.

#### **Part 1: ‘School-based Multi-Disciplinary Professional Support’**

5. EDB has been reviewing the school-based support service and the needs of schools, and optimising the service when appropriate. To cater for the development of schools, the ‘School-based Multi-Disciplinary Professional Support’ will be extended to a ‘2+1’ mode in the 2024/25 school year:

<b>School Year(s) of Support</b>	<b>Details of Service</b>
In the first two school years of support (2024/25 and 2025/26 school years)	<ul style="list-style-type: none"> <li>• A team of multi-disciplinary professionals led by the educational psychologists of EDB (hereinafter referred to as the team of multi-disciplinary professionals) will provide 6 to 8 days per school year of on-site support through practice-based coaching for the participating schools to conduct situated learning for teachers.</li> <li>• Through the provision of consultation, case discussion, lesson observation and feedback, workshops and inter-school network sharing, the school personnel would be equipped to effectively deploy the Tiered ASD Model and related strategies to cater for the needs of 3 to 4 target students<sup>1</sup> with ASD and significant difficulties.</li> </ul>
In the third school year of support (2026/27 school year)	<ul style="list-style-type: none"> <li>• The team of multi-disciplinary professionals will visit the schools for 3 to 4 days to help them further consolidate the operation of the Tiered ASD Project, ensuring the sustainability of the support measures within the schools.</li> </ul>

<sup>1</sup> Depending on the schools’ situation, the number of students to be supported may be increased or decreased.

6. During the provision of the service, the multi-disciplinary professional team will assist schools by providing consultation on the design of school-based 3-tier Individual Educational Plans (IEPs); participating in the IEP case conferences and offer professional advice as and when appropriate; helping the school personnel plan the content of tier-2 and tier-3 training sessions and providing suggestions on the selection and deployment of effective intervention strategies; providing and facilitating schools to develop the related training resources, or demonstrating the skills as appropriate. The school personnel are required to try employing different evidence-based intervention strategies for ASD, and promote the use of them to the whole school such that more quality and appropriate support and training could be provided to other students with ASD. Schools are also expected to implement sustainable multifaceted measures to cater for students with ASD and enable all teaching staff to deploy related strategies, with a view to supporting students with ASD through a whole school approach.

7. We understand some schools may have a larger number of new teachers or designated staff members with relatively less experience. In order to help schools strengthen their schools' Tiered ASD Support system, starting from the 2024/25 school year, we will accept applications for 'School-based Multi-Disciplinary Professional Support' from schools that participated in the pilot project between the 2011/12 and 2018/19 school years, though priority will be given to schools that have not participated in the project.

## **Part 2: 'Non-Governmental Organisation and School Collaboration'**

8. This part will continue to use the service model adopted in the 'JC A-Connect: Autism Support Network Project' whereby the 'Non-Governmental Organisation and School Collaboration' (hereinafter referred to as the NGO-School Collaboration) has been proven to be effective. The expertise of the NGOs (hereinafter referred to as the Service Providers) in supporting students with ASD will be tapped to support schools to arrange Tier-2 support in the Tiered ASD Model, i.e. supplemental small group training on social adaptive skills. To take forward the project, EDB will commission NGOs which have expertise in rehabilitation services and experience in catering for students with ASD to provide services to schools.

9. Schools successfully joining this part will receive one or more training activities provided by the Service Providers according to the number of students with ASD in the school, their class levels and specific needs. The Service Providers will design and implement the various training elements in accordance with the special needs of the students in the group (not more than 6 students per group) to enhance their social cognition, interpersonal communication, emotional regulation and learning skills, etc. with a view to facilitating their smooth integration into school, family and community life in terms of social and learning adaptation. In addition to group training, the Service Providers will also provide services/ activities for the parents, teachers and peers of students with ASD. The total service hours of training activities in each year is 25 hours. Details are as below:

	<b>Service</b>	<b>Number of session</b>	<b>Number of hour per session</b>	<b>Target</b>	<b>Service hours</b>
1	Small group training for students	12-14	1.5	6 students with ASD	18-21
2	Consultation / Workshop for parents	1-3	1-1.5	Related parents	1-3
3	Consultation / Professional development activity for teachers	1-3	1-1.5	School personnel	1-3
4	Peer-mediated activity	1-3	1-1.5	Students with ASD and their peers	1-3
<b>Total service hours of training activities per year :</b>					25

10. All the training activities will be arranged in school after class, during school holidays and/or on Saturdays. The number of sessions and hours as well as detailed arrangement of training activities can be jointly agreed upon by the school and the Service Providers according to the suggested scope of service in the table above to meet practical needs.

11. Starting from the 2024/25 school year, schools joining ‘NGO-School Collaboration’ should submit online application through the Special Education Management Information System (SEMIS).

### **Application**

12. In principle, all public sector ordinary primary and secondary schools and DSS schools are eligible to apply for both Part 1 and Part 2 of the Tiered ASD Project, or apply for either one part only. Interested schools are requested to arrange their Special Educational Needs Coordinator, Special Educational Needs Support Teacher(s) and supporting professionals (e.g. school-based educational psychologist and school-based speech therapist) to peruse this circular memorandum. After obtaining the consensus and agreement of school personnel to discharge the duties according to the requirements set out in Appendix I of this circular memorandum, schools should submit the application according to the followings:

Application Items	Part 1: School-based Multi-Disciplinary Professional Support	Part 2: NGO and School Collaboration
Application Method	Complete and return the application form in <u>Appendix II</u> by fax to Educational Psychology Service (New Territories West) Section (fax number: 2416 2478)	Referring to the application guidelines in <u>Appendix III</u> , proceed to log into SEMIS to complete and upload the application.
Deadline	<b>On or before 28 March 2024 (Thursday)</b>	
Date of releasing results	End of April, 2024	June 2024
Remarks	<ol style="list-style-type: none"> <li>Schools which have enrolled in the ‘School-based Multi-Disciplinary Professional Support’ in the 2023/24 school year do not need to apply again.</li> <li>Schools participated in the pilot project between the 2011/12 and 2018/19 school years are welcome to apply for this part of support, though priority will be given to schools that have not participated in the Project.</li> </ol>	<ol style="list-style-type: none"> <li>Interested schools must submit their application annually no matter whether they are currently receiving ‘NGO and School Collaboration’ services or not.</li> <li>Schools applying for part 1 of the Project concurrently must remember to submit the application form in <u>Appendix II</u></li> </ol>

Owing to limited quotas, we will accord priority to schools with a relatively larger number of students with ASD.

13. For schools that are not selected for the ‘School-based Multi-Disciplinary Professional Support’ or ‘NGO-School Collaboration’ in the 2024/25 school year, please encourage teachers and school personnel to make reference to the Operation Manuals and Resource Packages of the ‘Whole School Approach to Providing Tiered Support for Students with ASD’<sup>2</sup>, and the small group training resources of the JC A-Connect Project (Primary School and Secondary School versions), as well as to seek professional advice from the school-based educational psychologist on the use of evidence-based intervention strategies to support students with ASD. The Operation Manuals and related resource packages have been distributed to schools and can be downloaded from EDB ‘SENSE’ website:

<https://sense.edb.gov.hk/en/types-of-special-educational-needs/autism-spectrum-disorder/resources/teaching-resources/>.

<sup>2</sup> The Operation Manuals and Resource Packages for primary, junior and senior secondary school students have been distributed to schools and uploaded to EDB website in 2015, 2018 and 2021 respectively.

## **‘Video Modelling’ Learning and Teaching Resource**

14. ‘Video Modelling’ is a learning and teaching strategy in which learners learn specific skills or behaviors by imitating the demonstrated target behavior of the demonstrators in a video, or by following the real-life situations depicted in the video. Numerous related studies have indicated that ‘Video Modelling’ can effectively facilitate the training and learning of various behavioral skills of students with SEN, especially those with ASD.

15. To enhance the effectiveness in helping students with SEN, EDB has been developing a series of learning and teaching resources using information technology strategies and will launch them in phases. In the first phase, ‘the Video Modelling’ learning and teaching resource will be released in March this year and will be uploaded onto EDB ‘SENSE’ website and EDB Integrated Education and Special Education Information (YouTube) Channel for schools’ and parents’ reference, aiming to thereby providing more effective support for students with SEN. Schools are advised to pay close attention to our updates.

EDB ‘SENSE’ website:

<https://sense.edb.gov.hk/en/>

EDB Integrated Education and Special Education Information Channel:

<https://www.youtube.com/user/sercedb> (Chinese version only)

## **Briefing Sessions**

16. EDB will organise two briefing sessions on **18 March 2024 (Monday)** for primary and secondary schools respectively. Please refer to Appendix IV (for primary schools) and Appendix V (for secondary schools). Besides introducing the project’s latest arrangement and application procedures, the two briefing sessions will help school personnel to further understand the relevant support skills through strategy illustration/case studies under two themes, namely ‘Effective Strategies to Promote Social Communication Development of Primary School Students with ASD’ and ‘Effective Strategies to Enhance Emotional Adaptation of Secondary School Students with ASD’ respectively. The briefing sessions will also share EDB’s newly developed “Video Modelling” learning and teaching resource. Please refer to the Training Calendar System for details of the briefing sessions and enrolment. The deadline for application is 11 March 2024 (Monday).

Session for Primary Schools      SE0020240182

<https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=SE0020240182&lang=en>

Session for Secondary Schools      SE0020240200

<https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=SE0020240200&lang=en>

17. Attendees of the briefing session will receive the ‘Video Modelling’ learning and teaching resource newly developed by EDB. Additionally, the Quality Education Fund will introduce their published products at the venue.

## **Enquiry**

18. For enquiries, please contact any responsible officer below:

Project Officer	:	Ms Eliza CHAN	(Tel. No.: 2437 7271)
Project Officer	:	Ms LAU Suk-kau	(Tel. No.: 2437 7290)
Executive Assistant	:	Mr Kavan CHU	(Tel. No.: 2437 7269)

(Mandy HO)  
for Secretary for Education

c.c. Heads of Sections – for information

## **Project on ‘Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder (ASD)’ – Responsibilities of Schools**

### Part I: ‘School-based Multi-Disciplinary Professional Support’

Schools participating in the ‘School-based Multi-Disciplinary Professional Support’ are required to assign the Special Educational Needs Coordinator (SENCO) / Special Education Needs Support Teacher(s) (SENST) to coordinate and facilitate the overall operation of the ASD Project in order to provide comprehensive developmental, preventive and remedial support services for students with ASD, and make corresponding arrangements in teaching and manpower deployment to create room for school personnel to implement the assessment and intervention in the Project, including:

1. motivating class and subject teachers to optimize whole class support strategies (Tier-1 support) to cultivate an ASD friendly learning environment in regular classes;
2. assigning designated school personnel to provide supplemental evidence-based small group training (Tier-2 support) for students with ASD in order to strengthen their social adaptive skills;
3. promoting teachers to administer assessment tools to systematically identify students’ individual learning needs and design corresponding IEPs (Tier-3 support), as well as arranging designated school personnel to provide support across three tiers, including one-on-one training, for students with ASD;
4. involving related teachers and designated school personnel in students’ IEP conferences so that they could collaborate on the design of the 3-tier support strategies, and evaluate students’ progress regularly to inform the need to amend the IEPs, where appropriate;
5. involving teachers and designated school personnel in related working meetings, professional development and inter-school network sharing activities to boost their confidence and enhance their capability to support students with ASD;
6. encouraging the school-based educational psychologist to collaborate with the team of educational psychologists of EDB actively to ensure the sustainable development of the Tiered ASD Model at school; and
7. assigning designated school personnel to maintain close communication with parents and share with them the effective intervention strategies to foster good home-school collaboration.



## Part II: 'NGO-School Collaboration'

Schools joining the 'NGO-School Collaboration' shall assist the trainers from the Service Providers to systematically gather the support needs of the students so that the trainers can design appropriate small group training contents for the related students. Besides, schools **shall assign at least one regular and designated school personnel** (preferably a member of the Student Support Team) to participate in each training session for the students. Through observation, participation, trying out and refinement of the various strategies implemented in the small group training, the school personnel will be equipped to help the students apply the skills learnt to the regular classroom and authentic situation. The efficacy of learning of the students will then be improved, and the application and development of the strategies and skills at school will be sustained.

EDB will deploy educational psychologists and designated officers to review the training activities delivered by the Service Providers. They will observe the training conducted at school by the trainers, have exchanges with the trainers and school personnel, as well as provide consultation to the trainers, as appropriate. Schools are responsible for jointly monitoring the quality and effectiveness of the small group training with EDB through review of the appropriateness of the teaching materials and contents of each set of training activities.

**Project on ‘Whole School Approach to Providing Tiered Support for  
Students with Autism Spectrum Disorder (ASD)’**

**Part 1: School-based Multi-Disciplinary Professional Support**

**Application Form**

Please complete the application form and return by fax (fax number: 2416 2478)  
to Educational Psychology Service (New Territories West) Section  
on or before 28 March 2024 (Thursday).

**We intend to join Part 1: ‘School-based Multi-Disciplinary Professional Support’ of the Project on ‘Whole School Approach to Providing Tiered Support for Students with ASD’ (2024/25 to 2026/27 school year)**

- The related team of our school (including educational psychologist, \* Ms / Mrs / Mr \_\_\_\_\_), has discussed and agreed to implement Part 1 of the Project according to the requirements set out in Appendix I of the Circular Memorandum No. 52/2024.  
*\* please delete as appropriate*
- In the 2023/24 school year, the number of students diagnosed to have ASD or suspected with ASD and waitlisted for assessment are as follows:

	Junior Primary			Senior Primary			Junior Secondary			Senior Secondary			Total
	P.1	P.2	P.3	P.4	P.5	P.6	S.1	S.2	S.3	S.4	S.5	S.6	
(i) No. of students diagnosed with ASD													
(ii) No. of students suspected to have ASD and waitlisted for assessment													
Total (i)+(ii):													

Contact person : \_\_\_\_\_

Post : \_\_\_\_\_

Contact number : \_\_\_\_\_

E-mail address : \_\_\_\_\_

Signature of School Head : \_\_\_\_\_

Name of School Head : \_\_\_\_\_

Name of school : \_\_\_\_\_

Telephone No. : \_\_\_\_\_ Fax No. : \_\_\_\_\_

E-mail address : \_\_\_\_\_

Date : \_\_\_\_\_

School Chop

## Project on ‘Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder (ASD)’

### Part 2: Non-Governmental Organisation and School Collaboration

#### Application guideline

1. If applying for Part 2: ‘NGO and School Collaboration’ only, schools can simply submit the online application through the SEMIS.
2. If applying for both Part 1 and Part 2 of the Project, namely ‘School-based Multi-Disciplinary Professional Support’ and ‘NGO and School Collaboration’, schools will need to submit Appendix II (for Part 1) as well as upload the online application through the SEMIS (for Part 2) separately.
3. Before application, please discuss with the related team of your school and agree to implement Part 2 of the Project according to the requirements set out in Appendix I of the Circular Memorandum No. 52/2024.
4. Please ensure obtaining authorisation to access the SEMIS from the Master School Administrator.
5. The application page will be available for use from: 19 March 2024 (Tuesday)

#### 6. Application procedure

LOGIN Common Log-On System (CLO)



CLICK School-based System



CLICK Special Education Management Information System (SEMIS)



Main Manual (Chinese version only)

Under 「全校參與分層支援有自閉症的學生」計劃

CLICK 第二部分：「學校與非政府機構協作」



7. Fill in the information and submit the application on or before 28 March 2024 (Thursday).
8. Should there be any problem in the application through SEMIS, please contact Mr. Eric WANG for technical support at 2437 7236.

**Project on ‘Whole School Approach to Providing Tiered Support for  
Students with Autism Spectrum Disorder’**

**Briefing Session (Primary Schools)**

**Effective strategies to Promote Social Communication Development of  
Primary School Students with ASD**

Date : 18 March 2024 (Monday)

Time : 9:00 a.m. to 12:00 noon

Venue : Lecture Theatre, 4/F, West Block, EDB Kowloon Tong  
Education Services Centre, 19 Suffolk Road, Kowloon Tong

Enrolment: Please refer to Training Calendar Course ID: SE0020240182

Remarks: 1. Participants will receive the newly developed ‘Video Modelling’ learning and teaching resource;  
2. The Quality Education Fund will introduce their published products at the venue.

**Rundown**

<b>Time</b>	<b>Content</b>	<b>Speaker</b>
09:00 – 09:15	Registration	-
09:15 – 10:15	Understanding the social communication development of students with ASD at different developmental stages and introducing effective support strategies	Educational Psychologists of EDB
10:15 – 10:30	Break	
10:30 – 11:00	The Key strategy: ‘Video Modelling’ and sharing of ‘Video Modelling’ learning and teaching resource	
11:00– 11:45	Briefing on the AIM Project ➤ Part I: ‘School-based Multi-Disciplinary Professional Support’ ➤ Part II: The latest arrangement of the ‘NGO-School Collaboration’ and submission of application through SEMIS	
11:45 – 12:00	Questions and Answers	

**Project on ‘Whole School Approach to Providing Tiered Support for  
Students with Autism Spectrum Disorder’**

**Briefing Session (Secondary Schools)**

**Effective Strategies to Enhance Emotional Adaptation of  
Secondary School Students with ASD**

Date : 18 March 2024 (Monday)

Time : 2:00 p.m. to 5:00 p.m.

Venue : Lecture Theatre, 4/F, West Block, EDB Kowloon Tong  
Education Services Centre, 19 Suffolk Road, Kowloon Tong

Enrolment: Please refer to Training Calendar Course ID: SE0020240200

Remarks

1. Participants will receive the newly developed ‘Video Modelling’ learning and teaching resource;
2. The Quality Education Fund will introduce their published products at the venue.

**Rundown**

<b>Time</b>	<b>Content</b>	<b>Speaker</b>
14:00 – 14:15	Registration	-
14:15 – 15:00	Understanding the emotional adaptation difficulties of students with ASD	Educational Psychologists of EDB
15:00 – 15:10	Break	
15:10 – 16:10	Case sharing: Strategies on enhancing emotional adaptation	
16:10 – 16:55	Briefing on the AIM Project ➤ Part I: ‘School-based Multi-Disciplinary Professional Support’ ➤ Part II: The latest arrangement of the ‘NGO-School Collaboration’ and submission of application through SEMIS ➤ Sharing on newly developed ‘Video Modelling’ learning and teaching resource	
16:55 – 17:00	Questions and Answers	