

Education Bureau
Circular Memorandum No. 29/2025

From : Secretary for Education

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

Date : 27 February 2025

To : Supervisors / Heads of all

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

Project on ‘Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder’
2025/26 school year

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 2025/26 school year to enhance support for their students with autism spectrum disorder (ASD).

Background

2. EDB has been actively implementing integrated education and developing evidence-based support programmes and services to cater for students with different types of special educational needs (SEN), assisting schools to provide more targeted support to these 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 participation in community activities. 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 the Tiered ASD Model, assisting schools in optimising their support systems and strategically implementing related measures.

Details

Tiered ASD Project

3. 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’

4. 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’ has been extended to a ‘2+1’ mode since the 2024/25 school year:

School Year(s) of Support	Details of Service
In the first two school years of support (i.e. 2025/26 and 2026/27 school years)	<ul style="list-style-type: none">• 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.• 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 students¹ with ASD and significant difficulties.
In the third school year of support (i.e. 2027/28 school year)	<ul style="list-style-type: none">• 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 Model, ensuring the sustainability of the support measures within the schools.

5. 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 offering 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

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

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.

6. EDB will give priority to applications from schools that have not participated in the ‘School-based Multi-Disciplinary Professional Support’. Meanwhile, in view that some schools might have a number of designated staff members and teachers with relatively less experience, we will also accept applications from schools that participated in the pilot project between the 2011/12 and 2018/19 school years, thereby helping them strengthen their Tiered ASD Support system.

Part 2: ‘Non-Governmental Organisation and School Collaboration’

7. 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 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.

8. Schools successfully joining this part will receive one or more training programme(s) provided by the NGOs according to the number of students with ASD in the school, their class levels and specific needs. The NGOs 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 NGOs will also provide services/activities for the parents, teachers and peers of students with ASD. The total service hours of a training programme in each year is 25 hours. Details are as below:

	Service	Number of session(s)	Number of hour(s) per session	Target	Service hour(s)
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

	Service	Number of session(s)	Number of hour(s) per session	Target	Service hour(s)
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
Total service hours of a training programme per year :					25

9. 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 the training programme can be jointly agreed upon by the school and the NGO according to the suggested scope of service in the table above to meet practical needs.

10. Schools joining ‘NGO-School Collaboration’ should submit online application through the Special Education Management Information System (SEMIS).

Application

11. 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 the school personnel have reached a consensus and agree 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.	Referring to the application guidelines in <u>Appendix III</u> , proceed to log into SEMIS to complete and upload the application.
Deadline	16 April 2025 (Wednesday)	

Application Items	Part 1: School-based Multi-Disciplinary Professional Support	Part 2: NGO and School Collaboration
Date of releasing results	May 2025	June 2025
Remarks	<ol style="list-style-type: none"> 1. Schools which have enrolled in the ‘School-based Multi-Disciplinary Professional Support’ in the 2024/25 school year do not need to apply again. 2. Schools participated in the pilot project between the 2011/12 and 2018/19 school years are welcome to apply for this part of support. 	<ol style="list-style-type: none"> 1. Interested <u>schools must submit their application annually</u> no matter whether they are currently receiving ‘NGO and School Collaboration’ services or not. 2. Schools applying for Part 1 of the Project concurrently must remember to submit the application form in <u>Appendix II</u>

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

12. For schools that are not selected for the ‘School-based Multi-Disciplinary Professional Support’ or ‘NGO-School Collaboration’ in the 2025/26 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’², 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 uploaded onto the EDB ‘SENSE’ website: <https://sense.edb.gov.hk/en/types-of-special-educational-needs/autism-spectrum-disorder/resources/teaching-resources/>.

Briefing Sessions

13. EDB will organise two briefing sessions on **25 March 2025 (Tuesday)** for primary schools and **27 March 2025 (Thursday)** for secondary schools respectively. Please refer to Appendix IV (for primary schools) and Appendix V (for secondary schools). Besides introducing the project’s arrangements and application procedures, the two briefing sessions will help school personnel to further understand the relevant support skills through strategy illustration, resources introduction and school sharing under two themes, namely ‘Promoting Self-Advocacy and Self-Understanding of

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

Primary School Students with ASD’ (Primary schools) and ‘The Homunculi Approach: Supporting Students with ASD to Cope with Social and Emotional Difficulties’ (Secondary schools). Please refer to the Training Calendar System for details of the briefing sessions and enrolment. The deadline for application is 20 March 2025 (Thursday).

Session for Primary Schools SE0020250216

<https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=SE0020250216&lang=en>

Session for Secondary Schools SE0020250215

<https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=SE0020250215&lang=en>

Enquiry

14. 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. Besides, they should 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 programme(s) 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 training programme.

**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 16 April 2025 (Wednesday).

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 Autism Spectrum Disorder (ASD)’ (2025/26 to 2027/28 school years)

- 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. 29/2025.
** please delete as appropriate*
- In the 2024/25 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 applying for Part 1) **as well as** upload the online application through the SEMIS (for applying 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. 29/2025.
4. Please ensure obtaining authorisation to access the SEMIS from the Master School Administrator.
5. The application page will be available for use from 25 March 2025 (Tuesday) to 16 April 2025 (Wednesday)

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—第二部分

CLICK 申請新學年(2025/26 學年)的「第二層支援小組訓練」



「全校參與分層支援有自閉症的學生」計劃—第二部分：

16. 申請新學年(2025/26學年)的「第二層支援小組訓練」

7. Fill in the information and submit the application **on or before 16 April 2025 (Wednesday)**.
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 (ASD)’**

Briefing Session (Primary Schools)

Promoting Self-Advocacy and Self-Understanding of Primary School Students with ASD

Date : 25 March 2025 (Tuesday)

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: **SE0020250216**

Rundown

Time	Content	Speaker
14:00 – 14:15	Registration	--
14:15 – 15:15	“Understand and Appreciate My Autism Style” : Strategies and newly developed resource package for promoting self-advocacy and self-understanding of primary school students with ASD	Educational Psychologists of EDB
15:15 – 15:30	Break	--
15:30 – 16:05	New resources sharing: A digital behavioural support tool: “A-Star Platform” “Gratitude Train - A Journey Through Ten Gratitude Stations” Booklet	Educational Psychologists of EDB
16:05 – 16:30	Briefing on the AIM Project	
16:30 – 16:50	School Sharing	Ms CHENG Cheuk-ying, SENCO and Ms CHAN Cho-yan, Teacher of LKWFS Lau Tak Yung Memorial Primary School
16:50 – 17:00	Questions and Answers	Educational Psychologists of EDB

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

Briefing Session (Secondary Schools)

**The Homunculi Approach: Supporting Students with ASD to Cope with
Social and Emotional Difficulties**

Date : 27 March 2025 (Thursday)

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: **SE0020250215**

Rundown

Time	Content	Speaker
14:00 – 14:15	Registration	--
14:15 – 15:15	The Homunculi Approach: Strategies and newly developed resource for enhancing the social and emotional adaptation of secondary school students with ASD	Educational Psychologists of EDB
15:15 – 15:30	Break	--
15:30 – 16:05	New resources sharing: A digital behavioural support tool: “A-Star Platform” “Gratitude Train - A Journey Through Ten Gratitude Stations” Booklet	Educational Psychologists of EDB
16:05 – 16:30	Briefing on the AIM Project	
16:30 – 16:50	School Sharing	Mr. SIU Him- wai, Vice Principal of CCC Yenching College
16:50 – 17:00	Questions and Answers	Educational Psychologists of EDB