

Education Bureau Circular Memorandum No. 30/2026

From : Secretary for Education

Ref. : 1262-2010-8055-9085-00003

Date : 5 March 2026

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” 2026/27 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 2026/27 school year to enhance support for their students with autism spectrum disorder (ASD).

Background

2. The Education Bureau (EDB) has been actively implementing integrated education. In response to students with different types of special educational needs (SEN), EDB keeps developing evidence-based support programmes and services to assist schools in providing more targeted support for their students. To assist schools in coping with the potential challenges when supporting students with ASD, 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 starting from the 2020/21 school year and continuously implemented the Tiered ASD Model through “School-based Multi-Disciplinary Professional Support” and “Non-Governmental Organisation and School Collaboration”, assisting schools in optimising their support systems and implementing related measures in a more strategic approach, with a view to enhancing the effectiveness of support.

Details

3. The Tiered ASD Project comprises two parts: (1) **“School-based Multi-Disciplinary Professional Support”** and (2) **“Non-Governmental Organisation and School Collaboration”**. Schools may choose, according to their needs, to apply for either one part or both parts simultaneously.

Part 1: “School-based Multi-Disciplinary Professional Support”

4. A school-based multi-disciplinary professional support team, comprising educational psychologists and project staff from EDB (hereinafter referred to as the team of multi-disciplinary professionals), will provide guidance to schools participating in this part of support service, assisting the school personnel in applying the Tiered ASD Model and related strategies to offer targeted support for 3 to 4 students¹ with ASD who have significant difficulties.

5. The team of multi-disciplinary professionals will provide schools with situated learning and practice-based coaching. This include discussing and designing students’ 3-tier Individual Education Plans (IEPs), participating in the IEP case conferences, assisting school personnel in planning the content of Tier-2 and Tier-3 training sessions, supporting schools in developing related training resources, and organising professional training activities such as workshops and inter-school network sharing, with a view to enhancing school personnel’s knowledge of the Tiered ASD Model and related strategies, thereby strengthening their confidence and competence in supporting students with ASD.

6. Teachers and school personnel are required to apply the Tiered ASD Model and related strategies to provide higher quality and appropriate support and training for the selected students with ASD who have significant difficulties (and gradually extend such support to other students with ASD). Meanwhile, schools should also adopt a whole-school approach to help all teachers understand and implement multifaceted measures for supporting students with ASD.

7. The “School-based Multi-Disciplinary Professional Support” service runs for 3 years, the team of multi-disciplinary professionals will provide service according to a “2+1” mode. Details are as follows:

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

School Year(s) of Support	Details of Service
In the first two school years of support (i.e., 2026/27 and 2027/28 school years)	<ul style="list-style-type: none"> The team of multi-disciplinary professionals provides the school with 6 to 8 days of on-site support each school year. Through practice-based coaching, teachers and school personnel engage in situated learning and apply the Tiered ASD Model and related strategies in supporting students with ASD who have significant difficulties.
In the third school year of support (i.e., 2028/29 school year)	<ul style="list-style-type: none"> The team of multi-disciplinary professionals will visit the school for 3 to 4 days to help them further consolidate the practice of the Tiered ASD Model, ensuring the sustained implementation of support measures within the school.

8. The aforementioned systematic learning and practice-based on-site professional coaching aim to progressively enhance the knowledge and skills of teachers and school personnel in supporting students with ASD, and to guide them in applying the relevant knowledge and skills in daily teaching. This aligns with the objectives set out in EDB’s Framework for Teachers’ Professional Development on Integrated Education and the requirements of the “Thematic Course on Supporting Students with ASD” (“Thematic Course”). To this end, in accordance with the certification mechanism of the “Thematic Course”, EDB allows school teachers² participating in Part 1 of the Project, upon completing the relevant professional training mentioned in paragraph 5 above and meeting the relevant requirements, to be regarded as having completed the corresponding “Thematic Course”. The relevant details will be further explained to the school by the team of multi-disciplinary professionals during their school visit.

9. Moreover, EDB will give priority to applications from schools that have not participated in the “School-based Multi-Disciplinary Professional Support” service. Meanwhile, taking into account that some schools may have teachers and school personnel with relatively less experience, EDB will also accept applications from schools that participated in the pilot project between the 2011/12 and 2018/19 school years, so as to help these schools strengthen their Tiered ASD support system.

Part 2: “Non-Governmental Organisation and School Collaboration”

10. The support in 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

² Other school personnel who have completed the professional training in Part 1 of the Project and met the relevant requirements will, upon becoming in-service teachers, be regarded as having completed the “Thematic Course on Supporting Students with ASD”.

schools to arrange Tier-2 support in the Tiered ASD Model, i.e., providing supplemental small group training on social adaptive skills. In this regard, EDB will commission NGOs which have expertise in rehabilitation services and extensive experience in catering for students with ASD to provide services to schools.

11. Schools joining Part 2 of the Project will, based on their number of students with ASD, their class levels and actual needs, receive support from the aforementioned NGOs to conduct one or more training programme(s). The NGOs will design and implement all training activities according to the special needs of the students in the group (with no more than 6 students per group) to enhance their skills in social cognition, interpersonal communication, emotional regulation and learning, etc., thereby facilitating their smooth integration into school, family and community life in terms of learning and social adaptation. In addition to group training, the NGOs will also provide services or activities for the parents, teachers and peers of students concerned. The total service hours for each training programme per year amount to 25 hours. Details are as below:

	Service	Number of session(s)	Number of hour(s) per session	Target	Service hour(s) (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
3	Consultation / Professional development activity for teachers	1-3	1-1.5	Teachers and school personnel	1-3
4	Peer-mediated activity	1-3	1-1.5	6 students with ASD and their school peers	1-3
Total service hours of the training programmes per year:					25

12. 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 each 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.

Application

13. All public sector ordinary primary and secondary schools and DSS schools may choose to apply for both Part 1 and Part 2 of the Tiered ASD Project simultaneously, or apply for either part individually. Interested schools should arrange their Special Educational Needs Coordinator,

Special Educational Needs Support Teacher(s) and professional support staff (e.g. school-based educational psychologist and school-based speech therapist) to peruse this circular memorandum. After teachers and school personnel have reached a consensus and agreed to discharge the duties according to the requirements set out in Appendix I of this circular memorandum, schools should submit their application according to the requirements in the following table:

Application Item	Only apply for <u>Part 1</u> School-based Multi-Disciplinary Professional Support	Only apply for <u>Part 2</u> NGO-School Collaboration	Simultaneously apply for <u>Part 1 and Part 2</u> School-based Multi-Disciplinary Professional Support and NGO-School Collaboration
Application Method	Complete and fax the application form at <u>Appendix II</u> to Educational Psychology Service (New Territories West) Section	Refer to the application guidelines at <u>Appendix III</u> , complete and submit the application via Special Education Management Information System (SEMIS)	Submit the applications of two parts <u>separately</u> according to the respective application methods
Deadline	15 April 2026 (Wednesday)		
Announcement Date	May 2026	June 2026	<u>Part 1</u> : May 2026 <u>Part 2</u> : June 2026
Remarks	<ol style="list-style-type: none"> 1. Since the service under Part 1: “School-based Multi-Disciplinary Professional Support” lasts for three years, schools which have already joined Part 1: “School-based Multi-Disciplinary Professional Support” in the 2025/26 school year <u>do not need to apply for the support services under this part again.</u> 2. Schools participated in the pilot project between the 2011/12 and 2018/19 school years are welcome to apply for the support services of Part 1. 3. Schools which are interested in participating in Part 2: “NGO-School Collaboration” <u>must submit the application annually</u>, irrespective of whether they are currently receiving services under this part. 4. Due to limited availability, EDB will give priority to schools with a relatively larger number of students with ASD. 		

14. For schools that are not selected for the “School-based Multi-Disciplinary Professional Support” or “NGO-School Collaboration” in the 2026/27 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”³, and the small group training resource

³ The Operation Manuals and Resource Packages applicable 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.

package 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 strategies to support students with ASD. The related Operation Manuals and Resource Packages have been distributed to schools and simultaneously uploaded to the EDB “SENSE” webpage ([Home > Types of Special Educational Needs > Autism Spectrum Disorder > Resources > Teaching Resources](#)).

Briefing Sessions

15. In order to help schools understand the arrangements and application procedures of the Tiered ASD Project, EDB will organise two briefing sessions on **24 March 2026 (Tuesday)** and **25 March 2026 (Wednesday)** for primary schools and secondary schools respectively, where representatives from schools which have participated in the Project will share their practical experiences. For details, please refer to [Appendix IV](#) (primary schools) and [Appendix V](#) (secondary schools). The two briefing sessions will focus on the themes, namely “Supporting the Social Development of Primary School Students with ASD through the Social Thinking Framework” (Primary Schools) and “Using Information Technology Strategies and Multimedia Teaching Resources to Support the Growth and Development of Secondary School Students with ASD” (Secondary Schools). Through strategy illustration, teachers and school personnel will further understand the evidence-based support skills. Furthermore, the learning and teaching resources newly developed by EDB will also be introduced in the two briefing sessions. They are two digital game apps titled “StarCrew Mechanics” and “Forest Express”. For details of the briefing sessions and enrolment methods, please refer to the Training Calendar System. The deadline for application is **18 March 2026 (Wednesday)**.

Event of the Briefing Session	Primary Schools (Course code: SE0020260196)	Secondary Schools (Course code: SE0020260194)
Link and QR code	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=SE0020260196&lang=en 	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=SE0020260194&lang=en 

Enquiry

16. For enquiries, please contact one of the responsible officers listed below:

Project Officer	Ms Eliza CHAN	(Tel. No.: 2437 7271)
Project Officer	Ms Agnes CHOI	(Tel. No.: 2437 7290)
Executive Assistant	Mr Kavan CHU	(Tel. No.: 2437 7269)

Vickie LI
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 1: “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(s)) to coordinate and facilitate the overall operation of the 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 teachers and school personnel to implement the assessment and intervention in the Project, including:

1. motivating class and subject teachers to optimise whole class support strategies (Tier-1 support) to cultivate an ASD friendly learning environment in regular classes;
2. assigning teachers and 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 and school personnel to administer assessment tools to systematically identify students’ individual learning needs and goals, and subsequently design corresponding IEPs (Tier-3 support), as well as arranging teachers and school personnel to provide support across three tiers, including one-on-one training, for students with ASD;
4. arranging relevant teachers and school personnel to attend students’ IEP conferences so that they could discuss and design the 3-tier support strategies, and evaluate students’ progress regularly to inform the need to amend the IEPs, where appropriate;
5. involving teachers and school personnel in related working meetings, professional development and inter-school network sharing activities to boost their confidence and enhance their competence 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 teachers and school personnel to maintain close communication with parents and share with them the effective intervention strategies to foster good home-school collaboration.

Part 2: “NGO-School Collaboration”

Schools joining the “NGO-School Collaboration” shall assist the trainers from the NGOs in systematically understanding the support needs of the students, so that the trainers can design appropriate small group training contents for the students concerned. Besides, schools **shall assign at least one regular and designated teacher or school personnel** (preferably a member of the Student Support Team) to participate in each training session. Through observation, participation, trying out and refinement of the various strategies implemented in the small group training, they can help the students apply the acquired skills in authentic classroom settings and daily contexts, thereby enhancing their learning effectiveness, and promoting the continuous application and development of the strategies and skills within the schools.

EDB will assign educational psychologists and designated officers to review the training programmes delivered by the service providers. They will observe the training conducted at schools 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 reviewing the appropriateness of the teaching contents and materials of each training programme, and working with EDB to monitor the quality and effectiveness of the group training.

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

Part 1: School-based Multi-Disciplinary Professional Support

Application Form

Please fill in the following information and fax (fax number: 2416 2478)
to Educational Psychology Service (New Territories West) Section of Education Bureau
on or before 15 April 2026 (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)” (2026/27 to 2028/29 school years)

- The related team of our school (including school-based educational psychologist, name: * 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. 30/2026. (* please delete as appropriate)
- In the 2025/26 school year, the number of students diagnosed to have ASD or suspected to have 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) Number of students diagnosed with ASD													
(ii) Number of students suspected to have ASD and waitlisted for assessment													
Total (i)+(ii):													

Name of 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”

Part 2: “Non-Governmental Organisation and School Collaboration”

Application Guidelines

1. If applying for Part 2 “NGO and School Collaboration”, schools should submit the respective application through Special Education Management Information System (SEMIS).
2. Before application, please discuss with the related team of your school and agree to implement Part 2 “NGO and School Collaboration” according to the requirements set out at Appendix I of the Circular Memorandum No. 30/2026.
3. Please ensure obtaining authorisation to access SEMIS from the Master School Administrator.
4. Application Period: From 24 March 2026 (Tuesday) to 15 April 2026 (Wednesday).

5. Application Procedures

LOGIN Common Log-On System (CLO)



CLICK School-based System



CLICK Special Education Management Information System (SEMIS)



CLICK Main Manual (Chinese version only)



「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」

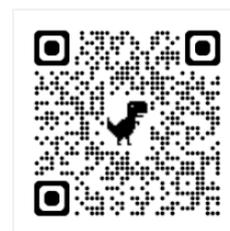


6. Fill in the related information and submit the application **on or before 15 April 2026 (Wednesday)**.
7. Should there be any problems during application through SEMIS, please contact Mr Eric WANG for technical support at 2437 7234.

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

Briefing Session (Primary Schools)

**Supporting the Social Development of
Primary School Students with Autism Spectrum Disorder
through the Social Thinking Framework**



Date : 24 March 2026 (Tuesday)

Time : 2:00 p.m. to 5:15 p.m.

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

Enrolment Click [this link to register via the Google form](#) or scan the QR code on the right
(Participants should use a frequently-used email account. After registration, participants will receive a confirmation email containing details of the seminar.)

Method :

Rundown

Time	Content	Speaker
14:00 – 14:15	Registration	
14:15 – 15:15	Theme-based Sharing: The Social Thinking Framework	Educational Psychologist of EDB
15:15 – 15:45	Sharing on Multimedia Learning and Teaching Resources: “StarCrew Mechanics” and “Forest Express” Game Apps	Educational Psychologist of EDB
15:45 – 16:00	Break	
16:00 – 16:20	School Experience Sharing	Representatives from Shek Lei St. John's Catholic Primary School
16:20 – 17:00	Introduction to Project on “Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder” (AIM Project)	Educational Psychologist of EDB
17:00 – 17:15	Questions and Answers	Educational Psychologists of EDB

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

Briefing Session (Secondary Schools)

**Using Information Technology Strategies and Multimedia Teaching Resources to
Support the Growth and Development of
Secondary School Students with Autism Spectrum Disorder**



Date : 25 March 2026 (Wednesday)

Time : 2:00 p.m. to 5:15 p.m.

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

Enrolment Click [this link to register via the Google form](#) or scan the QR code on the right

Method : *(Participants should use a frequently-used email account. After registration, participants will receive a confirmation email containing details of the seminar.)*

Rundown

Time	Content	Speaker
14:00 – 14:15	Registration	
14:15 – 15:00	Sharing on Latest Resources: Video Modelling (Secondary School)	Educational Psychologist of EDB
15:00 – 15:30	Sharing on Multimedia Learning and Teaching Resources: “StarCrew Mechanics” and “Forest Express” Game Apps	Educational Psychologist of EDB
15:30 – 15:45	Break	
15:45 – 16:30	School Experience Sharing	Representatives from YLPMSAA Tang Siu Tong Secondary School
16:30 – 17:00	Introduction to Project on “Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder” (AIM Project)	Educational Psychologist of EDB
17:00 – 17:15	Questions and Answers	Educational Psychologists of EDB