The Education Bureau (EDB) has been providing additional resources, professional support and systematic training to support ordinary schools to cater for students with special educational needs, including students with autism spectrum disorder (ASD).

- To further strengthen the support for students with ASD, the EDB launched a pilot project in 2011, developing and trying out a 3-tier support model in 82 ordinary primary and secondary schools.

- The model aims at improving the performance of students with ASD in three main domains, namely, learning adaptation, social adaptation, and emotional adaptation.

- The model comprises arrangement of ASD friendly strategies in the whole class level at tier 1, ASD specific supplemental training after class in tier 2 support and individual education plan (IEP) at tier 3 support.

**Determining what goals/skills to target for the IEP**

- The essence of the model includes using methodical needs assessment to inform the formulation of personalized support plans for the students and deploying evidence-based strategies in addressing the needs of the students.

- Rating scales collecting teachers’ and parents’ observation on target students’ performances in the three domains are developed, guiding teachers to evaluate and prioritize the needs of the students for the formulation of the IEP.

**Features of IEP**

- The 3-tier support in the IEP are intertwined, ensuring that students will be supported to apply the skills learnt in supplemental coaching in the whole class level whilst further consolidation of the skills in one-on-one training will take place, whenever appropriate.

- Home-school communication and cooperation are strongly encouraged in the model.

**Results and Conclusion**

- Systematic evaluations had been conducted to assess the efficacy of the support model.

- Findings from surveys of the teachers and educational psychologists were very positive, especially in enhancing teachers with effective ASD specific strategies, improvement of home-school collaboration and advancement of the inclusive culture at school.

- The parents reported growth in their knowledge and skills in supporting their children with ASD.

- Significant improvements were also observed in the target students’ learning, social and self-regulation behaviours.

- This model for supporting students with ASD will be further promoted in Hong Kong.

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**References**


