

School Support Programme 2015-2018

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Objectives

- **Funded by:**
- Provide supplemental training to students with ASD attending mainstream public sector schools in Hong Kong
- Provide consultation and support to teachers and parents
- * Enhance related expertise among school personnel and related professionals
- Benchmark good practices and provide related guidelines and resources for schools

Support

for

parents

* Promote sharing of good practices among professionals and schools





Programme Steering Team:

***HKU School Support Team *EDB Educational Psychology** Service (NTW) Section

Quality Assurance Teams:

- ***HKU/EDB Educational Psychologists**
- *Programme Inspector
- NGO Professionals

NGO Teams:

- *Programme Coordinator
- *Professional Advisors
- *Trainers



Coaching for school personnel

3-Year spiral programme Student training addressing critical skill deficits (Tier 2 support)

Linkages to Tier 1 and

Tier 3 support

Training Tier 2 **Group Training** Tier 3

Tier '

Individual

Classroom Support

Enhancement

of peer

relationship

eatures

- * Individualized needs assessment and training goals
- **Evidence-based** training strategies
- * Systematic monitoring of student progress
- Strong teacher & parent participation









coverage





*425 schools 2015-2018

>Primary schools: 270 >Secondary schools: 155

Over 5,000 students with ASD have joined school-based training

Other Activities

- Territory-wide training and sharing events for school personnel and related professionals
- Resource development

North Yuen Long 23 39 31 Tuen Mun Tsuen Wan Sai Kung Sha Tin Sham Shui Po 28 Kwai Tsing Central and Western Eastern Wan Chai Islands Southern

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- National Professional Development Center on Autism Spectrum Disorder (2010). Evidence-Based Practice Brief: Social Skills Groups.
- Wong, C., Odom, S. L., Hume, K., Cox, A. W., Fettig, A., Kucharczyk, S., et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. Journal of Autism and Developmental Disorders, 45(7), 1951-1966.
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