



JC A-Connect: Jockey Club Autism Support Network 賽馬會喜伴同行計劃

A Case Study
案例分析

Executive Summary

摘要

In recent years, there has been a dramatic rise in the number of people diagnosed with Autism Spectrum Disorder (“ASD”) around the globe, including in Hong Kong. ASD is an umbrella term for a group of developmental disabilities characterised by significant social, communication and behavioural challenges, covering a wide array of skills and levels of disability within the “spectrum”. Most Hong Kong students with ASD attend mainstream schools, presenting a number of challenges to their families and schools. Without widespread awareness and thorough understanding of ASD, students with ASD may be viewed as undisciplined in the classroom and struggle to get along with their peers.

近年來，世界各地確診患有自閉症譜系障礙學童的數目持續上升，香港亦出現類似升幅。自閉症譜系障礙（下稱自閉症）的「譜系」意指病徵因人而異，患者可在社交、溝通及行為方面有不同程度的發展障礙。現時，香港大部分自閉症學童於主流學校就讀，意味着家長和學校需要面對很多挑戰。由於大眾對自閉症的認識和了解不足，自閉症學童在課堂的行為很容易被誤解為「頑皮」或「不合群」。



In response to this formidable challenge, The Hong Kong Jockey Club Charities Trust initiated the “JC A-Connect: Jockey Club Autism Support Network” in 2015, a three-year, HK\$167 million programme designed to enhance support for Hong Kong students with ASD. Through JC A-Connect, the Trust aims to engage relevant stakeholders in establishing a foundation of community support and inclusion. In collaboration with The University of Hong Kong, the Education Bureau and six non-governmental organisations (“NGOs”)[#], the Trust seeks to provide holistic ASD support at the school, family, community and public levels.

JC A-Connect has made significant achievements. According to the evaluation results and participant testimonials, the project has improved the social, communication and adaptive skills of more than 5,000 students, and strengthened the support network for both the students and their families. More importantly, it has changed the landscape of support for students with ASD in Hong Kong by grooming an unprecedented cohort of professionals in NGOs specialising in ASD support, building collaborative partnerships between NGOs and schools, and distilling best practices into 26 training manuals for educators and support professionals, thereby providing a foundation of sustainable support. JC A-Connect has received positive feedback from its different stakeholders. The experience gives helpful insights into the large-scale collaboration and development of ASD support services, and provides reference for public policy in the future.

有見及此，香港賽馬會慈善信託基金於2015年撥款一億六千七百萬元，展開為期3年的「賽馬會喜伴同行計劃」，透過與香港大學、教育局及六間社福機構⁴合作，在學校、家庭、社區和公眾教育層面為自閉症學童提供多方面支援，共同建設及擴展社區支援網絡。

「賽馬會喜伴同行計劃」服務層面廣泛，推行以來成效顯著。根據成效評估，計劃改善了5,000多名自閉症學童在社交、溝通及行為方面的能力，加強了學童及其家庭的支援網絡，也提升了本港支援自閉症學童整體配套的質素——包括為社福機構支援人員提供專業培訓，建立社福機構和學校的合作關係，以及整合一套二十六冊的訓練資源套，供教育工作者和專業人員參考。計劃的服務模式得到各界認可，相信能為日後的跨界別合作項目鋪墊，而當中的實戰經驗，也有利於本港自閉症支援服務的發展，有助未來於制訂相關政策時提供參考。

A Global Challenge: Supporting Children with ASD

自閉症愈趨普遍 兒童支援成全球挑戰

Once considered a rare condition, Autism Spectrum Disorder (“ASD”) diagnoses have increased at an alarming rate. One in 59 children has received an ASD diagnosis in the US, up 50% since 2008.¹⁻³ Internationally, prevalence has been estimated as high as one in 50.⁴

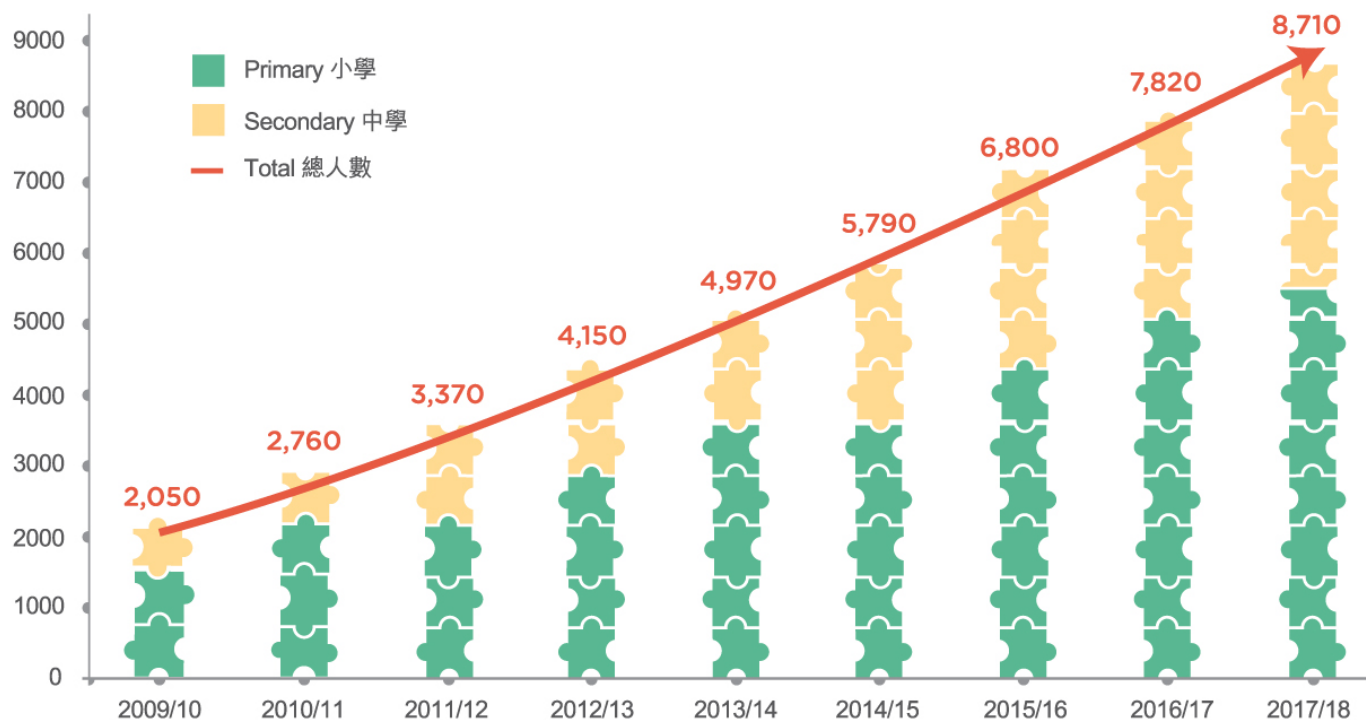
Hong Kong is not immune to the increasing prevalence of ASD. In fact, the Education Bureau (“EDB”) reports that the incidence of students diagnosed with ASD has more than quadrupled in primary and secondary schools since 2010 and is projected to continue to increase at a rate of 15-20% per year. Students with ASD comprise one of the largest segments of students with special educational needs in Hong Kong mainstream schools.

自閉症曾被視為罕見的發展障礙，但近年世界各地確診個案快速上升，根據最新估算（2018），美國每59名兒童中就有1名被診斷患有自閉症，較2008年增長50%¹⁻³；全球平均患病率亦估計高達50分之1⁴。

香港亦出現類似的上升趨勢。教育局指出，由2010年起，確診自閉症的中小學生有超過4倍的增幅，預計按年會有15-20%的持續增幅。自閉症已成為其中一種最常見的「特殊教育需要」。

Number of students with ASD in public sector ordinary schools

於普通公立學校就讀的自閉症學童人數



Source:
Education Bureau, The HKSAR Government



Across the globe, families, schools and communities are struggling to understand and support the needs of the growing number of children with ASD. Individuals with ASD are not distinguishable by their looks, but often communicate, interact, behave and learn in different ways.⁵ They may avoid eye contact, display vocal and behavioural repetitions, have sensory hypo- or hyper-sensitivity, and show resistance to changes. Some individuals with ASD have notable strengths and abilities in addition to challenges, such as above-average intelligence, unusually detailed memory and exceptional talent in maths, science, music or art.⁶

綜觀全球，如何在家庭、學校和社區層面有效地支援日益增加的自閉症兒童已成為一大難題。單靠外表，我們未必能分辨出自閉症學童，但他們的溝通、互動、行為和學習模式跟普通學童有着顯著不同⁵。有些學童會避免眼神接觸、重複某些字句和行為、對外界刺激產生異常反應——過分敏感或缺少反應，以及抗拒改變。儘管如此，某些自閉症人士有過人的天賦和能力，例如高智力、較強的記憶力，以及在數學、科學、音樂和藝術方面有傑出才華⁶。



ASD affects all racial, ethnic, cultural and socio-economic groups around the world. There is no known “cure” for ASD. This does not mean, however, that nothing can be done to help a person with ASD. Early intervention is a child's best hope for coping with ASD. With the increasing prevalence of ASD, a prompt and comprehensive response to this global challenge is necessary.

自閉症影響所有種族、文化和社會經濟組群，雖然尚未有根治之法，但及早介入是目前最有效幫助自閉症兒童的方法。隨著自閉症日益普遍，社會需要作出及時和全面的回應，以應對這項挑戰。

ASD in Hong Kong

香港自閉症概況

Despite its increasing incidence, societal knowledge and awareness of ASD is still quite limited in Hong Kong.⁷ Lack of awareness can be a major barrier to improving the health and well-being of children and families touched by ASD. Affected families may not be aware of essential early interventions and may feel isolated in a society not familiar with or knowledgeable about how to interact with individuals with ASD.⁸⁻¹⁰

儘管確診兒童的數目不斷上升，社會大眾對自閉症的認知和關注仍未足夠⁷。自閉症兒童及其家人在生活上遇到各種困難，受影響家庭或未能知悉早期訓練的重要性，亦可能因社會的誤解而感到孤立無援⁸⁻¹⁰。

Under Hong Kong's Integrated Education policy, most students with ASD attend mainstream schools. **On average, approximately one in 90 students attending mainstream schools are students with ASD.**^{11,12} This means that virtually all schools include such students, presenting a number of challenges:

在香港的融合教育政策下，大部分自閉症兒童就讀於主流學校，**平均每90名學童就有1名患有自閉症**^{11,12}，幾乎每間學校都有自閉症學童。這意味着學童、家長、老師和學校都有不同的支援需要：



Students with ASD often struggle to communicate effectively, navigate social interactions and make friends. They experience difficulties with reading comprehension, writing and auditory learning. Moreover, many students with ASD in mainstream schools are also challenged by other special needs, e.g. language impairment or Attention Deficit/Hyperactivity Disorder (AD/HD).¹³

自閉症學童往往不善與人溝通，在日常社交及結交朋友上倍感吃力，他們的閱讀理解、寫作和聆聽能力亦往往稍遜。此外，大部分自閉症學童同時也有其它特殊需要（如言語障礙、專注力不足/過度活躍症等）¹³。



Parents and families often feel overwhelmed by the stress of caring for children with ASD. Challenges may be compounded for Hong Kong parents because of the strong cultural emphasis on conformity and lack of understanding about individual differences.^{14,15} Many Hong Kong parents report discriminatory experiences related to their children's disability.¹⁶ The stress of supporting children with ASD and the fear of stigma may severely impact parents' emotional well-being.

中國傳統文化強調守規、合群，相對缺乏對個人差異的接納和諒解^{14,15}，可能令照顧自閉症兒童的家長感到無助。在香港，許多家長曾因子女的發展障礙遭受歧視¹⁶，照顧自閉症兒童的壓力，加上被標籤的恐懼或會嚴重影響家長的情緒。



Teachers may feel overwhelmed by having to juggle the individual needs of students with ASD in addition to managing other students in class. They need more hands-on ASD-specific training in managing the seemingly unusual responses or behaviour of students with ASD, who may be viewed as undisciplined in the classroom.

老師需要接受特別培訓及累積實踐經驗，以教導自閉症學童，協助他們改善在課堂上被視為不守規則的異常行為，同時亦需要兼顧及平衡整班學生與個別自閉症學童的需要。



Schools may not feel adequately equipped to support students with ASD with existing resources and options for procuring outside support services.

現有的支援服務選擇有限，學校在照顧自閉症學童時或感力有不逮。



Furthermore, the pool of local non-governmental organisations (“NGOs”) and professionals is not large enough to support the service needs of the rapidly growing number of children with ASD, their families and their schools. Likewise, localised resources for assessment, teaching and training are not sufficiently available. Hong Kong students with ASD, their families and schools have a critical need for expanded support.

雖然香港自閉症學童及其家庭和學校急需更多支援，但現時支援自閉症兒童的社福機構和專業人員相當有限，再加上未有足夠及切合香港的需要評估、教學和訓練資源，未必能應付日益增加的社會需求。



Hesitating if I should submit my son's application to primary schools, I could hardly sleep during those months...Why? I didn't know how to help him. I was worried about what could happen when he was admitted to primary school. He lacked social skills and [had] poor learning ability.

我經常猶豫應否為兒子報讀小學，那幾個月我幾乎無法入睡……為什麼？因為我不知道該如何幫助他。我擔心他升上小學後的情況。他缺乏社交能力，學習能力又差。



Parent of a child with ASD
育有自閉症孩子的家長



JC A-Connect 「賽馬會喜伴同行計劃」

Recognising the pressing needs of students with ASD, The Hong Kong Jockey Club Charities Trust launched “JC A-Connect: Jockey Club Autism Support Network” in 2015. **Through JC A-Connect, the Trust seeks to build a sustainable foundation of community support and inclusion for students with ASD** by confronting the problem in a holistic way, incorporating all of the many stakeholders involved.

Two earlier pilot programmes sponsored by the Trust and EDB provide a good reference for JC A-Connect. These pilot programmes involved local NGOs with experience in providing school-based support for primary and secondary students with ASD. They demonstrated that NGO-led coaching programmes with individualised participant goals, supported by school personnel who could help the students apply the skills they had acquired to natural settings, could be effective in supporting students with ASD in Hong Kong.

香港賽馬會慈善信託基金（下稱慈善信託基金）於2015年推行「賽馬會喜伴同行計劃」。透過計劃，慈善信託基金聯同合作夥伴，為自閉症學童提供全面及可持續的支援，幫助他們融入社會。

在此之前，慈善信託基金及教育局曾先後推行兩項先導項目，為計劃奠定基礎。先導項目邀請了具有相關服務經驗的社福機構，為自閉症學童提供專業校本支援。研究顯示，為自閉症學童提供針對性的訓練，同時加強教職員的培訓，能有效地幫助學童適應主流學校的生活。

Through JC A-Connect, the Trust aims to magnify the scope from prior programmes to reach half of all students with ASD studying in Hong Kong schools. The Trust has assembled a strategic team for this ambitious endeavour, taking proactive measures to:

透過「賽馬會喜伴同行計劃」，慈善信託基金希望擴大服務範圍，以覆蓋全港一半在學的自閉症學童。慈善信託基金為實現這個目標，連結了各界合作伙伴，開創了嶄新的跨界別合作模式。當中包括：

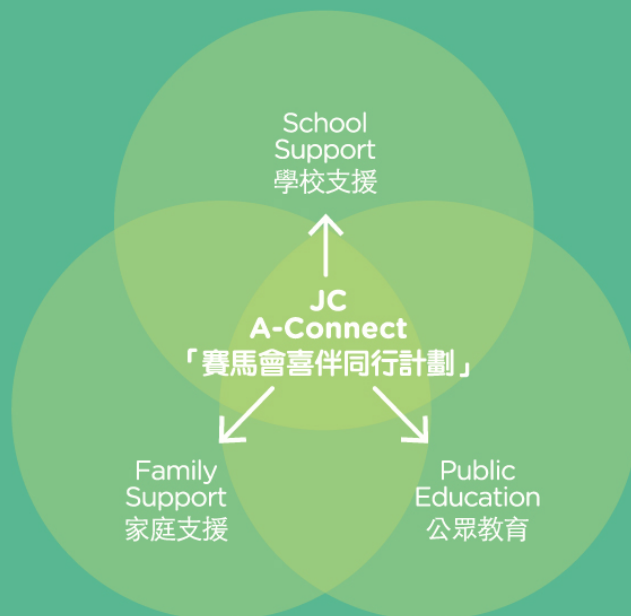
- ① Engage ample NGO partners to develop and strengthen the ASD support capacity
連繫社福機構，擴展和加強業界的支援能力
- ② Involve an academic partner, the Faculty of Social Sciences of the University of Hong Kong (“HKU”), to provide professional advisory support (e.g. benchmarking services, quality control, professional training) and programme evaluation
邀請香港大學社會科學學院參與計劃，為服務提供專業支援（如制定服務基準、監管服務質素、提供專業培訓等）和評估
- ③ Partner with the EDB to ensure delivery of quality services and long-term sustainability of the service
保持與教育局的緊密合作，確保服務質素，並為服務的長遠發展奠定基礎

Layers of Support

多層支援

JC A-Connect seeks to provide holistic support for students with ASD through three primary programme components: School Support, Family Support and Public Education.

為全面支援自閉症學童，「賽馬會喜伴同行計劃」提供三個層面的服務：學校支援、家庭支援及公眾教育。



JC A-Connect School Support Programme

「喜伴同行」學校支援

School Support is aimed at enhancing ASD support capacity for students in mainstream schools. It comprises 25-hour coaching programmes led by NGOs in primary and secondary schools, providing support for students, teachers, parents and peers (see below).

學校支援致力提升主流學校支援自閉症學童的能力。由社福機構到校，為學童、老師、家長和同儕提供共 25 小時的訓練和活動（見下表）。

Target 對象	Training 訓練	Hours 時數	Summary 撮要
Students 學童	Out-of-class supplemental training 課後小組訓練	 18-21	12 sessions with groups of 4-6 students with ASD (key themes: emotional control, social skills, learning adaptations) 12 節訓練，4-6 名自閉症學童 1 組 (主題：情緒控制、社交技巧、學習適應)
Teachers 老師	Teacher training 老師訓練	 1-3	Consultations, workshops, seminars, coaching programme observations 諮詢、工作坊、研討會、小組訓練觀課
Parents 家長	Parent support 家長支援	 2-5	Consultations, workshops, seminars, coaching programme observations 諮詢、工作坊、研討會、小組訓練觀課
Peers 朋輩	Peer programme 同儕活動	 1-3	Class-based activities, outings, gatherings 班級活動、郊遊、聚會

Key features of school support

學校支援主要特色

Structured framework 有系統的服務框架



The programme must be adaptable to the diverse range of needs of students with ASD. Student programmes are guided by a structured framework for quality assurance and benchmarking best practices (see framework components box to the right).

計劃設有特定的服務框架，包含不同元素，既可切合學童的個別需要，又能保證服務質素（請參閱右邊之學校支援服務框架）。

Needs-based and evidence-based practices 需求主導及實證為本



Based on student needs assessments, coaches develop individualised training programmes with reference to 27 evidence-based practices[#] in social communication, emotional control and learning skills.¹⁷ Supplemental teacher, parent and peer training is based on schools' and parents' specific needs.

小組培訓導師參照 27 項具實證支持的訓練方法[#]，因應學童的不同需要，為他們制定個人化的訓練計劃¹⁷，亦為老師、家長和同儕提供相應的培訓和活動。

Whole-school approach 全校參與



While NGOs are the principal service providers, the programme requires the active participation of teachers, families and peers to help the continuous building of an ASD-friendly learning environment.

計劃鼓勵老師、家庭和同儕積極參與，為自閉症學童建設一個友善的學習環境。

Professional development 專業培訓



Teachers are required to attend student coaching sessions and are encouraged to participate in school and citywide level training and annual international conferences. Likewise, NGOs receive significant professional support from HKU and EDB, including feedback on session plans, teaching applications and on-site coaching.

計劃安排老師觀察學童的小組訓練，鼓勵他們參與培訓及國際會議，以提升他們支援自閉症學童的能力。此外，社福機構的專業人員亦得到香港大學和教育局提供的專業支援，包括訓練課程設計的諮詢、訓練策略的應用和現場指導。

Systematic evaluation 成效評估



HKU conducts a systematic impact evaluation of the programme to guide programme planning and make suggestions for improvement.

香港大學為計劃進行有系統的成效評估，並提供改善建議。

Sustainability 可持續性



The programme seeks to expand the capacity of this field significantly to enable sustainable support services. In addition, JC A-Connect strategically operates within the EDB's existing three-tier support model for accommodating students with special educational needs, utilising "Tier 2" out-of-class group training as the primary coaching intervention, to enhance sustainability.¹⁸

計劃致力加強教育界和社福界支援自閉症人士的能力，讓計劃得以延續。計劃為學童提供課後小組訓練，以「第二層」支援的介入模式，配合教育局對有特殊教育需要學童的三層支援架構，以提高服務的可持續性¹⁸。

[#] Antecedent-based Intervention, Cognitive Behavioural Intervention, Differential Reinforcement, Discrete Trial Training, Exercise, Extinction, Functional Behaviour Assessment, Functional Communication Training, Modeling, Naturalistic Interventions, Parent-implemented Interventions, Peer-mediated Instruction and Intervention, Picture Exchange Communication System, Pivotal Response Training, Prompting, Reinforcement, Response Interruption/Redirection, Scripting, Self-management, Social Narratives, Social Skills Training, Structured Play Groups, Task Analysis, Technology-aided Instruction and Intervention, Time Delay, Video Modeling, and Visual Supports.

JC A-Connect School Programme Structured Framework Components

學校支援服務框架

- Student profile and needs assessments
學童評估和檔案建立
- Pre-programme briefings with parents and teachers
家長和老師簡介會
- Standardised group size (4-6 students)
標準的小組人數（4-6名學童）
- 27 evidence-based practices
27項具實證支持的訓練方法
- Standardised coaching session planning template
訓練方案的規劃範例
- Group and individual training goals
小組及個人訓練目標
- Programme evaluation and feedback
計劃評估和回饋
- Review meetings
回顧會議



JC A-Connect Family Support Programme

「喜伴同行」家庭支援

Family Support is aimed at enhancing knowledge, acceptance, competence and skills for families of individuals with ASD. NGOs lead family support and training sessions in 18 community centres throughout Hong Kong (see map on opposite page), covering a wide array of topics based on family members' needs and interests, including:

家庭支援旨在加強家人對自閉症的認識及接納，以及提升他們的管教能力和技巧。社福機構在全港18間中心（見右圖）舉辦各類家庭支援和培訓課程，包括：

- ASD-specific coping (e.g. sensory sensitivity, repetitive tendencies)
自閉症主要症狀的應對方法（如感官敏感、重複傾向等）
- Parenting skills (e.g. communication)
親職技巧（如溝通方法等）
- Parent health promotion (e.g. emotional support, stress reduction programmes)
身心健康（如情緒支援、減壓計劃等）
- Family functioning and support (e.g. sibling support)
家庭職能和支援（如兄弟姐妹間的支持等）
- Community understanding (e.g. community days/activities to reduce stigma)
社區認識（如減少負面標籤的活動等）

The family support team of HKU also conducts surveys to understand the needs of families and explores effective means to support them going forward.

香港大學的家庭支援團隊透過問卷，探索育有自閉症孩子的家庭需要，及開拓有效的支援方法。

JC A-Connect Public Education

「喜伴同行」公眾教育

Public Education is aimed at promoting social inclusion by:
計劃期望透過公眾教育促進社會共融：

Enhancing public understanding of ASD, the positive dimensions of ASD and the support available

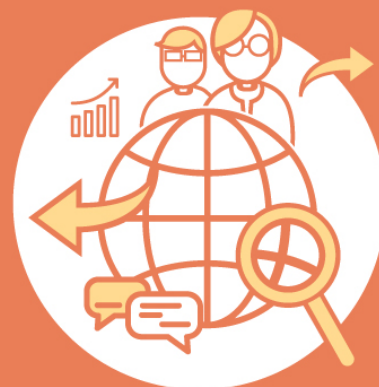
提高公眾對自閉症的理解（如自閉症的症狀與特點、現有的支援服務等）

Engaging the public via social media, the programme website, publications and media coverage

透過社交媒體、網站、刊物和媒體報導引起公眾關注

Empowering professionals and caregivers through international conferences and knowledge-sharing forums

透過國際會議和分享論壇加強專業人員以及照顧者的認知和管教能力



18 community centres 全港18間中心

-  Caritas HK 香港明愛
-  Heep Hong Society 協康會
-  SAHK 香港耀能協會



Changing the Landscape

「喜伴同行」為香港自閉症支援帶來重要的改變

Corresponding with its scope, the programme's impact is vast and multifaceted. It directly serves many students and families, but more importantly, it is irrevocably changing the landscape for students with ASD in Hong Kong by developing capacity, resources and manpower in this field, and building a foundation of sustainable support.

「賽馬會喜伴同行計劃」覆蓋範圍廣泛。計劃不單直接為自閉症學童及其家庭提供服務，更通過提升教育界及社福界支援自閉症學童的能力，以及發展訓練資源配套，為本港自閉症學童的支援服務帶來重要改變，亦為社區支援網絡的長遠發展奠定基礎。

Providing Unprecedented Coverage 廣泛的覆蓋範圍

One of the programme's greatest impacts is its breadth of coverage. The programme scale is unprecedented among prior ASD programmes. It exceeds expectations of different stakeholders (see graphics below for the programme output), and increases awareness by personally touching so many.

相較以往的計劃，「賽馬會喜伴同行計劃」的規模之大乃前所未見。計劃至今的成效已超出各方預期（見下表）：

425

schools
間學校



- 40% of mainstream schools
近 4 成主流學校

5,074

ASD students
位自閉症學童



- 58% of ASD students in Hong Kong
近 6 成就讀主流學校的自閉症學童

796

coaches and NGO professionals
名社福機構培訓導師及專業人員



- Trained through programme
接受專業培訓

14,957

teachers
名老師



- Trained through programme
接受專業培訓

33,830

parents/caregivers
位家長/照顧者



- Joined support programmes/
received consultation
參加支援活動/接受諮詢服務

26 training manuals

1 套 26 冊訓練資源套



- Developed based on evidence-based practices adapted for Hong Kong
引用外地具實證支持的訓練策略，並將 3 年的計劃經驗及智慧結集成書，發展成本地化的訓練教材

Building a Foundation of Support

奠定自閉症支援服務的基礎

To facilitate such widespread coverage and support, JC A-Connect has expanded Hong Kong's ASD support capacity exponentially. The programme has cultivated an ecosystem of support for students with ASD, with transformation apparent at each level of the system:

「賽馬會喜伴同行計劃」孕育了一個支援自閉症學童的網絡，在各個層面大幅擴展香港對自閉症的支援：



Schools 學校

Hundreds of schools have built partnerships with NGOs to support students with ASD. Thousands of teachers have learned techniques and skills used in small group training (Tier-2) which better equip them for in-classroom support (Tier-1) for students with ASD.

四百多間參與計劃的學校與6間社福機構建立合作關係，以支援自閉症學童；數以千計老師掌握小組培訓（第二層）技巧，讓他們能在課堂上為自閉症學童提供更好的支援（第一層）。

Resources 資源

The NGOs and HKU have developed a series of 26 resource books for primary and secondary school ASD programmes, which serve as comprehensive references and training tools for long term development in this field. NGO partners have high hopes that these resources will help raise the standards of ASD support and “provide a basis for colleagues to work together”, said one NGO supervisor.

6間社福機構和香港大學編制了「自閉特色學生小組訓練資源套」，分小學版及中學版，共26本訓練教材，以供業界參考。參與計劃的社福機構相信，教材能提升業界的服務水平及促進彼此的合作。

Parents 家長

Thousands of parents have received emotional support, encouragement and training through the programme to better support their children.

過萬名父母得到情緒支援和培訓，輔助他們更有效支援孩子成長。

Policy 政策

JC A-Connect's service model was strategically designed to be compatible with the EDB's existing framework for supporting students with special educational needs. The successful programme, which has quickly become engrained in Hong Kong schools, has effectively shaped policy by providing a service model the EDB plans to consider adopting going forward.

「賽馬會喜伴同行計劃」服務框架的設計特意配合教育局支援有特殊教育需要學童的政策方針。計劃成功在學校迅速植根，為教育局在制訂相關長遠政策時提供參考。

NGOs 社福機構

Hundreds of ASD-specific experts have been trained. The increased manpower, training and experience provided through the programme have empowered NGOs to embrace their self-described role as “bridges” between students, teachers and parents, providing holistic support at both school and community levels. They have also welcomed the opportunity to collaborate and share best practices to advance the field.

數百名同工接受自閉症專業培訓，增加他們的服務經驗，使他們能成為學童、老師和家長之間的溝通橋樑，為學校及社區提供全面支援。透過家、校、社的合作，同工可以分享心得，以推動自閉症支援服務的發展。

“ We feel we are going in the same direction and can learn from each other...We treasure good practices from others.”

我們正朝着同一個方向前進，大家互相學習……也珍惜同工分享的經驗和心得。

”

NGO coach
社福機構培訓導師

“ It [JC A-Connect's service model] has shown very positive impact at school.

它（「賽馬會喜伴同行計劃」的服務模式）為學校帶來非常正面的影響。

”

EDB representative
教育局代表

Transforming Lives

改變生命

Not only is the programme quite large and pervasive, it has also been successful in achieving many of its goals for participants' skill development.¹⁹ As part of HKU's impact evaluation for the programme, teachers regularly assess students' learning, social and emotional adaptive skills. Parents and teachers also complete self-assessments before and after training to evaluate their efficacy in coping with ASD-related issues at home and in school. The ongoing evaluation guides continuous programme adjustments and allows collaborators to acknowledge and celebrate programme successes to date, such as:

「賽馬會喜伴同行計劃」由香港大學負責進行成效評估，邀請老師填寫問卷，定期檢測學童的學習、社交和情緒管理能力。家長和老師亦在訓練前後，自我評估其處理與自閉症相關問題的能力。持續的評估有助修正計劃的設計及展現計劃成效¹⁹：

90%

Most (90%) students have met individualised programme goals at both primary and secondary levels after joining the coaching programme.

90%中小學生參加訓練後，能達到小組導師為他們訂立的個人訓練目標。

“

Through the group activities, I've learned how to express myself, control my emotions, and stay calm by taking deep breaths.

參加小組活動後，我學會表達自己，控制自己的情緒，並透過深呼吸來保持平靜。

”

Primary student
小學生

Significant improvement in students' adaptive skills

提升學生的適應能力

Participating students have improved their adaptive skills, such as communication, emotional control, problem-solving, and dealing with conflicts and bullying. Improvement has been most pronounced among primary students, while secondary students have shown improvement in fewer areas. This emphasises the importance of early intervention and the need for further programme development to address the complex needs of secondary students.

小組訓練提升了學生的適應能力，如溝通、情緒控制、解決問題、處理衝突和欺凌問題。相較中學生，小學生有較明顯的改善，顯示早期介入的重要性，以及計劃需要進一步加強對中學生的支援。

Enhanced sense of competence among parents and teachers

增強家長和老師的信心

Teachers showed significant improvements in understanding and confidence in managing students with ASD. Parents' ratings showed slight improvements but were generally lower than those of teachers, pointing to the need for further development of support for parents.

經培訓後，家長和老師增強了教育自閉症孩子的信心，當中老師的改變尤其顯著。

“

Not only has the JC A-Connect project helped [my son] and me, but it has also benefited my family as a whole. With [my son's improved] communication skills, our family has a much closer connection with each other.

「賽馬會喜伴同行計劃」不僅幫助了我[和兒子]，我的家庭也受益匪淺。[兒子]改善了溝通技巧，家人的關係亦比以前親密。

”

Parent
家長

Anthony's JC A-Connect Story 「賽馬會喜伴同行計劃」家俊的故事

Anthony (anonym) was diagnosed with high-functioning autism at a young age. He attended a primary school that gave him what he needed to excel. However, once he graduated into secondary school, everything changed. Anthony experienced frequent meltdowns and emotional outbursts at school, triggered by seemingly mundane occurrences like dropping a pen. Many people were afraid to engage with him for fear of triggering another meltdown. Not knowing what else to do, teachers separated him from his peers to prevent disturbances.

With his teacher's encouragement, Anthony joined JC A-Connect in the autumn of 2015. After a needs assessment was conducted, it became clear that Anthony's underlying problem was his weak understanding of the social rules in the secondary school context. In addition to teaching Anthony emotional management skills, the coach designed coaching sessions to enhance Anthony's understanding and skills so that he could appropriately adapt to secondary school life.

After several sessions, the school principal noted “drastic improvement” as Anthony had far fewer meltdowns. He was now more inclined to pause, collect his thoughts and communicate his needs. Anthony's mother has also recognised significant improvements in Anthony's problem-solving skills. Grateful for the parent support, she commented: The support from the coach is also very important. [The coach] has put a lot of effort into supporting parents. She welcomed parents to contact her whenever necessary. And she also gave us some useful suggestions and assistance. I am very grateful for [the coach's] support.

While the coping skills acquired through JC A-Connect empower students to learn and interact more effectively at school, they can also have a transformative effect for families. Many families have experienced feelings of depression, anxiety and isolation related to their children's ASD diagnoses and conditions. The coping techniques students learn through the programme enable a new level of interaction and enjoyment within families as well.

透過「賽馬會喜伴同行計劃」，學童能夠更有效地學習和生活，計劃也為家庭帶來正面改變。家長或因為孩子被確診自閉症而感到抑鬱、焦慮和孤立無援，計劃不但讓學童能更有效地學習及生活，亦幫助學童與家人相處，改善家庭關係。

家俊（化名）在年幼時被診斷患有高功能自閉症。他小學時表現傑出，但升中後情況大變。他經常在學校情緒失控，容易被一些看似普通的事件（例如一支筆跌落地面等）觸發情緒，同學都對他避之則吉。老師無計可施，只能把他與其他同學隔離。

在老師的鼓勵下，家俊於2015年秋季參加「賽馬會喜伴同行計劃」。導師評估後發現家俊缺乏對社交行為規範的理解，於是設計訓練課程，教授他社會的「潛在社交規則」及情緒管理技巧，幫助他理解和適應中學生活。

經過數節訓練後，校長注意到家俊「大有進步」，情緒失控的情況明顯減少。家俊遇到問題時，會懂得停下來，整理思緒，並清楚表達自己的需要。家俊母親也同意兒子解決問題的能力有顯著提升，她亦感謝計劃給予家長的支援：「培訓導師的支持非常重要。導師歡迎我們隨時與她聯繫，給予我們有用的建議和協助。我非常感謝她。」

Growing Pains: Reflections on Large-Scale Collaboration

反思計劃之成功關鍵與挑戰

Contributing Factors to a Successful Collaboration

計劃成功的關鍵

Through focus groups and interviews, programme partners have reflected on their experience implementing JC A-Connect. Perhaps because this kind of large-scale collaboration between Government, local NGOs, schools, families, academia and philanthropic foundation is not the norm, programme partners have consistently identified such collaboration as the most important factor in the success of JC A-Connect, and highlighted several unique features contributing to its success:

計劃夥伴透過焦點小組和訪談，分享推行「賽馬會夥伴同行計劃」的經驗。計劃團隊認為跨界別協作乃計劃成功的關鍵，而促成合作的要點如下：

The Trust's role

香港賽馬會慈善信託基金
的角色

Partners see the Trust serving as the essential link that allows successful multi-sector collaboration. The Trust's strategic vision for the programme, its relationships with partners and its ongoing commitment to JC A-Connect over a number of years have enabled the partners to work closely together to build a community of ASD specialists for sustainable collaboration.

合作夥伴認同慈善信託基金對促成各方合作起了關鍵作用——由計劃策劃，以至與社福機構的長期合作，慈善信託基金都能夠維繫夥伴間的合作關係，為建立自閉症支援服務的可持續發展奠定基礎。

Structured framework, governance structure and systematic evaluation

嚴謹的計劃框架、管治架構
和成效評估

Partners have also noted that the Trust's leadership in instituting a structured framework, governance structure and systematic evaluation mechanism has been essential for successful collaboration. Given the diversity of partners and approaches included, the programme needed such an infrastructure to ensure its effectiveness in supporting ASD students by aligning programme partners with common goals, facilitating opportunities for benchmarking and sharing best practices, and providing a feedback loop for continuous programme improvement.

合作夥伴認為嚴謹的計劃框架、管治架構和成效評估對計劃的成功至關重要。計劃牽涉眾多合作夥伴，各有其支援自閉症學童的方法，故此計劃的框架能確保服務質素，並提供互相交流的機會，有助持續改善計劃。

Focus on capacity building 注重裝備各界別的持份者

The programme has put considerable focus on equipping stakeholders at each level of the system to support students with ASD. This essential focus on capacity building has served to foster collaboration because stakeholders, empowered by the knowledge and skills they have gained, as well as their ownership in the shared success of the programme, are more inclined to work together. The once daunting task of supporting students with ASD has become more "manageable" and attitudes have shifted considerably towards collaboration. As one NGO coach noted, "Building a collaborative relationship with schools is not easy but worthwhile."

計劃注重裝備各界別的持份者，使其掌握新知識及技能，互相學習，令這項艱鉅挑戰變成「可完成的任務」。正如一位社福機構的培訓導師所說：「與學校建立合作關係並非易事，但絕對值得。」



All partners in this project have the intent to do something good:
like people, like minds.

這個計劃的所有合作夥伴都志向相投，同心做好事情。



Dr. Irene Ho, Programme Director
項目總監何德芳博士



Collaboration Challenges

計劃面對的挑戰

JC A-Connect's greatest strength is also its biggest challenge. The large scale of the programme and diverse make-up of partners and professionals require careful orchestration and will remain an ongoing challenge to sustain as the programme expands. Several key collaboration challenges were discussed:

然而，隨著計劃不斷擴展，計劃夥伴需要互相協調以克服以下範疇的困難：

Expertise 專業知識

To ensure the programme is effective in supporting students with ASD, their families and schools, the Trust has sought partners and leaders with distinguished ASD support and research qualifications. Yet, recruiting sufficient qualified professionals, in particular ASD-specific experts, will remain a challenge as the programme expands. The ultimate goal of the programme is to further develop ASD support capacity and expand expertise in this area.

為確保計劃能有效地支援自閉症學童、其家人和學校，計劃需要具豐富支援自閉症人士經驗的合作夥伴。由於項目規模龐大，招募合適的人才，特別是自閉症相關的專家毫不容易。計劃需要不斷加強培訓業界專才，以應付與日俱增的服務需求。

Evaluation 評估

JC A-Connect has built in a systematic evaluation process to reflect the programme's impact. This requires schools and NGO partners to assist in the data collection, a task to which they may not be too accustomed. It has taken time to convey the importance of the evaluation and align the expectations of different parties, particularly with the larger-than-expected school participation. As the programme expands, there will be further challenges in collecting the data for additional participants and ensuring that the evaluations adequately reflect the programme's impact.

計劃需要收集大量數據來建立有系統的成效評估。計劃團隊需要時間讓參與學校及社福機構明白評估的重要性及調整各方期望。隨著計劃擴展，參與學校數目遠高於預期，在收集數據上將會面臨更多挑戰。

Programme direction 計劃方向

JC A-Connect brings together a diverse group of partners with multi-disciplinary expertise. Each NGO service provider has unique strengths in different training techniques and specialisations, while HKU and EDB also have their own perspectives. Although partners agree on the overarching goal, "it took a year or so to iron out rough patches—that's where the model of collaboration emerges", reflected by Dr. Irene Ho, Programme Director. Partners note the importance of developing mutual trust so that compromises can be made where necessary.

計劃將不同界別的夥伴匯聚一堂。雖然大家一致認同計劃的整體目標，但每間社福機構都各有專長和慣常的處事手法，而香港大學和教育局亦各有觀點，所以團隊用上近一年時間來消除分歧。現時，合作夥伴都明白互信的重要性，亦願意作出協調。

The Way Forward

展望未來

JC A-Connect has widespread support among stakeholders and all are eager for it to continue in the coming three years (Phase 2) and beyond. A number of insights have been gathered to guide the programme's future development:

「賽馬會夥伴同行計劃」得到各界持份者的支持，計劃收集了各方意見，為未來發展提供方向：

Enhance support for secondary students 加強對中學生的支援

The importance of early intervention, which has been well established by previous studies, has been corroborated by JC A-Connect. Younger students have shown significant improvement in their adaptive skills, while senior students have proven much more difficult to reach and require specialised supports going forward.

學術文獻確認了早期介入的重要性，計劃的成效評估亦證實年幼學童較高年級學童有更大的進步。為更有效地支援高年級學童，計劃可以使用不同渠道接觸他們，以及發展更多針對性的支援方案。

Expand whole-school approach 擴展全校參與

The next phase should engage the whole school in creating a supportive environment for students with ASD and other special educational needs. Staff training on ASD and the implications for learning and behaviour should be implemented school-wide, rather than just for teachers of affected students. Peer support and staff mentor programmes should be expanded within schools. Likewise, strategies to build awareness and support tested in some of the early adopting schools should be implemented more broadly.

建立一個友善的學習環境對自閉症學童有莫大裨益。計劃除了培訓老師之外，亦應擴展同儕支援和師友計劃至全校師生，以加強全校教職員及學生對自閉症的認識及了解。

Focus on transitions and learning support 加入應對生活轉變和支援學習的訓練

To date, the programme has emphasised social and emotional skills for children with ASD. With this essential foundation, the next phase should also include learning support and transitions (e.g. between school stages, post-graduation), which are often pressure points for students with ASD and their families.

自閉症學童在學習和應對生活轉變上，往往遇上很大困難。過往三年，計劃強調培訓自閉症學童的社交和情緒管理技巧。在此基礎上，計劃可加入支援他們學習和適應生活的轉變，如在不同的學習階段、畢業後等的訓練，減輕他們的壓力。

Relieve pressure on families 減輕家庭壓力

Programme partners have observed that many families are stressed and have mental health issues. Support for parents can have a tremendous effect on families, many of whom have felt isolated and even shamed by their children's conditions. Caring for parent's well-being is increasingly emphasised in studies as an essential element for supporting students with ASD.²⁰⁻²³ NGOs' relationships with students' families through the school programme can serve as an entry point to the community supports available for families. As one NGO coach noted, "School is a good starting point [for supporting students with ASD]".

計劃團隊觀察到許多家庭都承受着不少壓力，有家長因為子女的狀況而感到孤立無援，甚至出現情緒問題，因此加強對家長的支援變得極為重要，而學術界亦強調此乃支援自閉症學童的基本要素之一²⁰⁻²³。透過計劃，社福機構可通過學校與學童家庭建立聯繫，進而為有需要的家庭提供社區支援。正如一位社福機構培訓導師所說：「學校是[支援自閉症學童的]起點。」

Improve home-school collaboration 改善家校合作

The current programme has opened steady lines of communication between schools and parents. With this foundation, teachers and schools should work continuously to engage parents as partners in supporting students' learning.

計劃有效地加強了學校與家長間的溝通。展望未來，老師和學校應更積極地與家長合作，共同支援自閉症學童的不同需要。

Enhance skill transfer and competence for parents and teachers 提升家長和老師的技巧和能力

Putting knowledge into action in problematic situations is an ongoing struggle for teachers, and especially parents. It is not easy for teachers to transfer skills learned in training into use in everyday problem-solving. Moreover, parents' needs and levels of understanding and acceptance vary considerably and must be addressed individually in the next phase. In line with the above emphasis on parents' well-being, increased focus on improving competency is also essential to relieve stress.

將學到的知識和技巧應用於日常生活中，對老師以至家長來說都並非易事。計劃會因應他們的不同狀況及需要，如接受程度、理解、能力等，為他們提供相應的支援，以提升他們的處理能力，幫助他們減壓。



JC A-Connect is the first, large-scale ASD support programme of its kind in Hong Kong. Fundamentally, it addresses a critical need by providing essential support for one of the city's largest segments of students with special educational needs at a critical juncture when ASD prevalence is on the rise. Beyond its extensive service provision, JC A-Connect has developed and tested a service model in Hong Kong mainstream schools, unprecedented for its holistic and collaborative approach, as well as its scalability. Likewise, JC A-Connect has expanded the capacity, resources and manpower in this field to ensure its service model is both feasible and sustainable for future adoption.

Going forward, JC A-Connect can serve as a reference for policymakers and service providers for long-term service planning, as well as for serving individuals with other special educational needs (e.g. AD/HD) and other Chinese-speaking communities. Moreover, it provides a paradigm for cultivating effective large-scale multi-sector collaboration to influence public policy. Ultimately, the Trust believes JC A-Connect's unparalleled collaborative effort is part of a larger movement that paves the way for a more socially inclusive Hong Kong.

「賽馬會喜伴同行計劃」是首個針對自閉症學童的大型支援計劃。在確診數字不斷上升的趨勢下，計劃為這群有特殊教育需要的學童提供跨界別支援。計劃不但規模龐大，還發展並驗證了嶄新的多方協作服務模式。同時，計劃也增強了教育界和社福界支援自閉症學童的能力，發展出可行及可持續發展模式。

展望未來，「賽馬會喜伴同行計劃」可為香港以至其他華語地區的政策制定者、學校和服務機構提供參考，進一步發展針對自閉症以至其他特殊教育需要（如專注力不足/過度活躍症等）的相關服務。計劃的大型多方合作模式亦為公共政策提供範例。香港賽馬會慈善信託基金相信，「喜伴同行」為建立更共融的香港發揮積極作用。

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