**Appendix: Future Directions for I-WELL**

I-WELL is dedicated to introducing advanced equipment and integrating research findings into clinical services. Its major future directions will include further developing the following areas.

**1) Portable EEG System**

The portable EEG system can easily be taken to schools or organisations. Weighing less than 500g, it can be used to assess attention, memory, cognitive ability and language ability by analyzing brain cell activity. Children can be put through the assessment in familiar environments. The built-in algorithm reduces the noise caused student movement. Participants can even wear the apparatus while riding bikes. The usage time of the equipment is up to 4 hours.

**2) Portable Eye-Tracker**

The portable eye-tracker can assess the attention span of children with the aim of helping them to cope with the problem. I-WELL will acquire the apparatus to provide on-site assessment.

**3) Play-based Learning Programme – F.O.C.U.S**

I-WELL is cooperating with the Chinese YMCA of Hong Kong to implement this programme in primary schools. By offering eight interesting games to children with ADHD, their visual and auditory sensing systems can be trained to improve attention span and word recognition. Children will wear the Mindwave apparatus to measure the index of attention span and relaxation to evaluate the effectiveness of different games. The programme obtained First Prize in the Professional Programme Awards of the Outstanding Service Award Scheme held by the Chinese YMCA of Hong Kong in 2015.

**4) TOPS (Therapy – Occupational, Physiotherapy, Speech)**

By integrating theprofessional knowledge of occupational therapists, physiotherapists and speech therapists, the programme covers the elements of physical fitness, games, sensory integration, learning and cooperation. Junior secondary school students with autism or ADHD can cultivate their interest in exercise and hence improve their body coordination and balance, memory, attention span, emotional management, social skills and learning motivation. Unlike the usual practice of conducting the three forms of therapy separately, students can be trained to develop multiple skills at the same time.

**5) Evidence + Individualized Education Programme (E+IEP)**

By using advanced equipment such as an EEG system and an eye-tracker, this programme can collect data on primary and junior secondary school SEN students from which to analyse their learning behavior, individual abilities, education needs and cognitive thinking modes. Evidence- based individual learning programmes can then be designed. Case managers and parents can decide on the goals and direction of training with eight one-on-one training sessions, covering learning ability, literacy skills, play therapy and self-care skills. Evaluation is carried out using various types of apparatus after the training has been completed.