The Society of Scientific Reading was created in 1993 by Ronald P. Carver. The purpose of The Society of Scientific Reading is to promote the scientific study of reading and to disseminate information about reading and related areas such as language and literacy. Nearly 400 participants including high-profiling scholars from 36 countries or territories attended the 23rd annual meeting from the areas of psychology, education, neuroscience and language teaching. The meeting consisted of a variety of symposia and poster presentations, focusing on understanding the development of literacy skills, learning to read in a second language, expert reading and reading and writing difficulties such as dyslexia.

On the first day, I was welcomed by the early career path support programme. This programme was specially designed for young scholars will discuss how to construct and implement a five-year plan, determine a good work-life balance, and build and sustain collaborative relationships with other researchers. I was also given suggestions on how to have an effective meeting with senior scholars, ask questions during sessions, improve the quality and quantity of research writing, conduct small-scale science with a limited budget, write journal reviews and respond to reviews of own work, talk with others at interactive poster sessions, and present a good poster or talk.

I was able to present my own research in the conference. My research topic was to demonstrate the roles of perspective-taking skills in reading assessment and intervention in autistic children in Hong Kong. This research aimed to cater special educational needs of autistic children and provide educators and parents with new possible areas in improving literacy skills in autistic children.

I had been preparing pre-conference work in Hong Kong. Since September 2015, I had been collaborating with speech therapists, NGOs and parent support groups in recruiting autistic subjects, designing experiments by E-prime and by collaborating with overseas universities. Meanwhile, I translated and validated the ToM Battery in Cantonese. Regarding the testing, I arranged testing schedule and conducted one-to-one testing on over 100 children. After that, I analyzed data and submitted manuscript for review in journal and in conference. Throughout the period of preparation, I had been attended regular laboratory meetings with laboratory members and professors in
the University of Hong Kong to prepare for presentations in the conference.

Apart from participating in the oral presentation, I also had chance to collaborate with the chair of oral presentation session on specific discussion on current research findings on prosody, literacy and executive functioning in bilingual children. It was also very fruitful to have exchanged insights with other researchers during Q & A session regarding my research topic. Besides, we also had discussion on state-of-the-art knowledge and overseas research collaborations on literacy. The experience of meeting experts, researchers, professionals and educators from other countries to share insights on literacy development and associated cognitive functions, and discussing further research lines and collaborations between the University of Hong Kong and overseas universities in literacy skills.

I truly appreciate the scheme as it is willing to distribute resources on students to broaden their horizons through participating in a wide variety of events to gain life-changing experience. I feel so fortunate and thankful to receive the award. I hope to receive the award to support my accomplishment of goals of working with autistic children I set at the very beginning of my university study. Through constant endeavors in self-upgrading and participating in different knowledge-exchanging activities, I am confident in becoming a competent, all-rounded and contributive speech therapist in both clinical and research areas.
"Measure: Theory of Mind Battery"

- 24 test questions within 2 tasks
- Majority correct questions should be passed

- Ranging from basic emotional recognition to second order false belief task