Mode of Support Provided by
Schools for Social Development / Residential Homes

(a) **Day Placement**

Students who exhibit problems and experience difficulties in the following areas may be suitable for day placement in SSD:

1. **School**
   (a) Disregarding school discipline, resulting in frequent violation of school regulations despite counselling, e.g. fighting, and/or disrupting class with serious impact on class teaching.
   (b) Influencing other classmates to follow him/her in breaking school rules and regulations.
   (c) Openly challenging and insulting the school authority.

2. **Family**
   (a) Experiencing strained parent-child relationship. Ineffective parenting or frequent parent-child conflicts.
   (b) Frequently staying out late and occasionally absconding from home.
   (c) Frequently quarrelling and fighting with siblings.

3. **Personal/Social Aspect**
   (a) Having impulsive behaviour in the form of temper tantrums, damaging other people’s belongings or public property, etc.
   (b) Exhibiting violent and aggressive behaviours towards others and/or oneself (minor self-injurious behaviour).
   (c) Demonstrating weak self-control resulting in disruptive and disturbing behaviours in social situations.
   (d) Having involvement in activities of undesirable elements resulting in truancy and/or delinquent behaviour.

(b) **Residential Placement**

In addition to the problems mentioned above, the following conditions, if present, suggest the need for residential care facilities:

1. **Family**
   Inadequate family care, rejection by parents or suspected child abuse.
2. Personal/Social Aspect

Having deep involvement in gang activities and failing to disentangle oneself from adverse influence of the subculture unless intensive life skill training and supervised daily care are provided.

(c) After-School Care Programme in Residential Service

The after-school care programme is provided to serve as a buffer, transition as well as an alternative to the residential service to meet the needs of boy students who have emotional and behavioural difficulties, and lack family care during daytime.

1. Activities

The following activities are provided under the after-school care programme in residential service with school bus transportation provided if needed:

- Counselling
- House activities
- Family support programme
- Physical training (ball games, fitness exercises, etc.)
- Interest groups
- Self development programme
- Tutorial class

2. Functions

- **As a buffer service** – some students with emotional and behavioural difficulties and their parents reject institutionalisation and find it difficult to accept 24-hour residential care in the first instance. An effective after-school care service may win their confidence in residential homes, and the students may eventually accept the residential service.

- **As a transitional service for discharges** – both social workers and parents may worry if the students can rejoin their families after a long period of residential care although they appear to be well-behaved during home leave. In such circumstances, the after-school care programme may enable the responsible caseworkers to test out the viability of their discharge plans aiming at a complete family reunion eventually.

- **As an alternative residential service** – from the service point of view, not all students with emotional and behavioural difficulties need 24-hour residential care. Parents who go to work in the daytime can, to a certain extent, look after their children in the evening. The after-school care programme helps to fill the service gap.
3. **SSD/Residential Homes with the Programme**

Currently, the after-school care programme is operated in The Society of Boys’ Centres – Shing Tak Centre School/Shing Tak Centre for students at primary level who require the service.

(d) **Short-term Adjustment Programme**

For students who are suitable for placement in SSD/RH but unwilling to be discharged from ordinary schools for some reasons, or whose problem is expected to be improved shortly after receiving the services, such students may opt for the short-term adjustment programme, which normally lasts for three months to one year. These students maintain their registration with their ordinary schools and will be reintegrated into the schools on completion of the programme with satisfactory improvement in behaviour. Details of the programme are as follows:

1. **Objectives**
   - To enhance students’ acceptance of the services provided in SSD/RH; and
   - To help students return to ordinary schools as soon as possible.

2. **Mode of Service**
   - To conduct a baseline assessment for each student with active participation of the student, parents and teachers of the ordinary school before devising an individual intervention programme;
   - To develop more intensive and comprehensive behaviour/guidance programmes to meet the diverse needs of the students;
   - To design and review short-term goals of the programme regularly, so as to provide more success experience for both students and teachers; and
   - To involve students, parents and ordinary school personnel more actively in the planning, implementation and evaluation of the intervention programme.

3. **SSD/RH with the Programme**
   
   **Boys’ Schools**
   - Tung Wan Mok Law Shui Wah School / Hong Kong Student Aid Society Island Hostel
   - The Society of Boys’ Centres – Chak Yan Centre School / The Society of Boys’ Centres – Chak Yan Centre
   - The Society of Boys’ Centres – Hui Chung Sing Memorial School
   - The Society of Boys’ Centres – Shing Tak Centre School / The Society of Boys’ Centres – Shing Tak Centre
   - Hong Kong Juvenile Care Centre Chan Nam Cheong Memorial School / Hong Kong Juvenile Care Centre Bradbury Hostel
Girls’ Schools

- Caritas Pelletier School / Caritas Pelletier Hall
- Marycove School / Marycove Centre (For Primary 5 to junior secondary levels only)
- Caritas Mother Teresa School / Caritas Mother Teresa Hall (For junior secondary levels only)