

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 schools for social development (SSDs):

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 services:

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 usually 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 (RHs), 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 fill the service gap and also alleviate the need for 24-hour residential service.

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 5 and 6 who require the service.

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

Students who are suitable for placement in SSDs/RHs and whose problems are expected to be improved shortly after receiving the services, or students who are unwilling to be

transferred to SSDs for long-term service for some reasons, may opt for the Short-term Adjustment Programme.

1. Objectives

Through intensive support and counselling, students with transient adjustment difficulties will learn emotion management skills, improve relationships with family members, develop appropriate social behaviours, enhance learning motivation and participate actively in school life, with a view to facilitating their smooth reintegration into the original schools.

2. Service Period

Short-term Adjustment Programme normally lasts for three months to one year. Students maintain their registration with the ordinary schools (original school) and will be reintegrated into the schools on completion of the programme with satisfactory improvement in behaviour. The original schools will follow up on the related transition arrangement for the students.

3. Mode of Collaboration

- Personnel of the original schools should participate in the regular review meetings during the period when the students are attending the Short-term Adjustment Programme.
- Through the deliberation between SSDs/RHs and the teachers/ professional team (e.g. social workers) of the original schools, and the active participation of the parents and students, SSDs/RHs shall understand the students' learning and emotional/behavioral problems and needs, conduct baseline assessment, set goals and formulate related support plans.
- SSDs/RHs communicate closely with the parents and teachers/ professional team of the original schools, and through the regular review meetings, SSDs/RHs, the original schools, parents and students jointly evaluate students' progress and effectiveness of the support plans. Goals and implementation strategies will be adjusted based on the result of the reviews.
- When the students show improvement in their emotions and behaviours and are ready to return to the original schools, SSDs/RHs, teachers/professional team of the original school, parents and students will deliberate the detailed transition plan in the last review meeting in order to facilitate students' gradual adaptation and return to the original schools for studies.

4. SSDs/RHs 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
- Caritas Mother Teresa School / Caritas Mother Teresa Hall