

20 February 2002

**EDB CIRCULAR NO. 2/2002**  
**(Formerly referred as EMB Circular No. 2/2001)**  
**(Formerly referred as Administration Circular No.2/2002)**

**Schools for Social Development/Residential Homes**

[Note: This circular should be read by –

- (a) Supervisors/Heads of all Primary and Secondary Schools – for information and necessary action; and
- (b) Heads of Sections – for information.]

*(For the latest application form for placement in Schools for Social Development/Residential Homes, please refer to EDB webpage at [http://www.edb.gov.hk/FileManager/EN/Content\\_2555/ccrm\\_form\\_2007\\_e.pdf](http://www.edb.gov.hk/FileManager/EN/Content_2555/ccrm_form_2007_e.pdf))*

**Summary**

This circular is to familiarize schools with the services provided at schools for social development (SSD)/residential homes and the procedures for referring those needed students to these schools.

**Aims of SSD**

2. SSD provide intensive counselling and educational guidance for students with moderate to severe behavioural and emotional difficulties with a view to helping them tide over their transient development difficulties and strengthening their life skills so that they can resume the mainstream education as soon as possible.

**Target Students**

3. The target students are Primary 2 to Secondary 3 students with moderate to severe behavioural and emotional difficulties which may include habitual theft, loitering, association with street gangs and abscondance from home etc.

## **Mode of Support**

4. The maximum capacity of students in each class of SSD is 15, which allows more individual attention and guidance from teachers. Besides tailoring the curriculum and diversifying teaching strategies to cater for individual needs, teachers, social workers and educational psychologists in these schools also:

- a) provide counselling for students on emotional, family and social problems;
- b) enhance the development of positive values, a sense of responsibility and good conduct in students;
- c) strengthen students' life skills; and
- d) maintain close contact with parents/guardians and mainstream school personnel for collaboration in helping the students.

5. Currently, the following types of support services are provided in SSD/residential homes:

- a) Day placement;
- b) Short-term adjustment programme;
- c) Residential service; and
- d) After school care programme in residential service.

6. Detailed information of the above services in SSD/residential homes is at the Appendices 1, 2, 3 and 4. A conceptual framework of the services for students with behavioural and emotional difficulties is at Appendix 5. Case illustrations for classification of characteristics of these students are detailed at Appendix 6.

## **Re-integration**

7. After training and counselling in SSD/residential homes, students with improvement will be reintegrated into mainstream schools as soon as possible. Primary 6 and Secondary 3 students will be allocated places in mainstream schools through the Secondary School Places Allocation System and the Junior Secondary Education Assessment System respectively.

## **Referral**

8. If guidance for students with moderate or serious behavioural and emotional difficulties by teachers and school social workers/student guidance teachers/student guidance officers is proved to be ineffective, referral, with parents' consent, can be made via school heads to the Vetting Committee of the Central Co-ordinating Referral Mechanism (CCRM) for vetting and arrangement of appropriate services. Details of the CCRM are at Appendix 7.

## **SSD/Residential Homes**

9. At present, there are seven SSD, including five for boys and two for girls. Six of them provide residential service under the subvention of the Social Welfare Department. Information on individual schools is at Appendix 8.

## **Enquiry**

10. For enquiries, please contact the Special Education Support and Placement Section at 2760 6198/2561 3210 or the Corrections Section of the Social Welfare Department at 2892 5106.

11. This circular supersedes Administration Circular No.86/97 dated 5 November 1997.

M Y CHENG  
for Director of Education

**Children suitable for Day Placement in  
Schools for Social Development**

These children may experience and exhibit difficulties in the following areas :

**1. School**

- (a) Disregarding school discipline resulting in frequent violation of school regulations despite counselling, e.g. fights, and / or disrupting class to the extent that teaching cannot be conducted.
- (b) Influencing other classmates to follow him in breaking school regulations.
- (c) Openly challenging and insulting the school authority.

**2. Family**

- (a) Experiencing strained parent-child relationship; being rebellious against parents while parental authority is weak resulting in failure of parents to master situations.
- (b) 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 tantrum, damaging other people's or public belongings etc.
- (b) Exhibiting violent and aggressive behaviour towards others and / or self (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 peers resulting in truancy and / or delinquent behaviour.

**Children suitable for Residential Placement in  
Schools for Social Development/Residential Homes**

In addition to the problems outlined in Appendix 1, the following conditions, if present, suggest the need for residential care facilities :

**1. Family**

Serious parental neglect, rejection or suspected child abuse.

**2. Personal / social aspect**

Having deep involvement in gang activities and failing to disentangle self from adverse influence of the subculture unless removed from the setting.

**The Short-term Adjustment Programme**

1. Target Group

Same as those students suitable for placement in SSD.

(These students maintain their registration with their mainstream schools and will be reintegrated into the schools on completion of the programme with satisfactory improvement in behaviour.)

2. Objectives

- To provide a more diversified programme in SSD/Residential Homes;
- To enhance students' acceptance of the services provided in SSD/Residential Homes; and
- To effectively help students return to the mainstream schools as soon as possible.

3. Mode of Operation

- To conduct a baseline assessment for each student before tailor-making the intervention programme, through active participation of the student, parents and teachers of the mainstream school;
- To develop more intensive 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 fully involve students, parents and mainstream school personnel in the planning, implementation and evaluation of the intervention programme.

4. SSD/Residential Homes with the Programme

The Programme is operated in 4 SSD/residential homes:

- The Society of Boys' Centres – Hui Chung Sing Memorial School
- The Society of Boys' Centres – Chak Yan Centre School/Chak Yan Centre (primary section : for day placement of boys and girls)
- Hong Kong Juvenile Care Centre Chan Nam Cheong Memorial School/Bradbury Hostel.
- Hong Kong Student Aid Society – Tung Wan Mok Law Shui Wah School/Island Hostel

**After School Care Programme in Residential Service**

1. Introduction

The after school care programme is provided to serve as a buffer, transition as well as assortment for residential service to meet the needs of boys with behavioural and emotional difficulties as well as lack of family care in day time. Functions of the after school care programme in residential service are identified as follows:

- As a buffer service – maladjusted children and their parents usually consider institutionalization as a crisis and are difficult to accept 24-hour residential care in the first instance. Successful after school care programme would win their confidence in the home and eventually, the children will accept the residential service.
- As a transitional service for discharges – both social worker and parents may worry if the children could re-join their families after a long period of residential care although they appear to have well-behaved during home leaves. In the circumstances, the provision of after school care programme may help the responsible caseworker test out the viability of their discharge plans aiming at a complete family reunion at last.
- As assortment of residential service – from service point of view, not all maladjusted boys need 24-hour residential care. The working parent(s) to a certain extent could look after them in the evening. The after school care programme helps to fill the service gap.

2. SSD/Residential Homes with the Programme

The Programme is operated in 4 SSD/residential homes for boys:

- The Society of Boys' Centres – Shing Tak Centre School/Shing Tak Centre;
- The Society of Boys' Centres – Chak Yan Centre School/ Chak Yan Centre; and
- Hong Kong Juvenile Care Centre Chan Nam Cheong Memorial School/Bradbury Hostel.
- Hong Kong Student Aid Society – Tung Wan Mok Law Shui Wah School/Island Hostel

3. After School Programme

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

4. Referral Mechanism

- new referral : vetting by CCRM
- internal transfer from residential section : written notice to CCRM by Homes' operators

5. Transport

School bus available if necessary.

**Mode of Service Provision :  
a conceptual framework**

Family Support	Degree of Behavioural and Emotional Difficulties		
	Mild	Moderate	Severe
Adequate	Mainstream + Adjustment Programme or Counselling in school	Day Placement in SSD	Day Placement in SSD / SSD+ Residential Home
Can be Improved	Mainstream + Adjustment Programme / Mainstream + Adjustment Programme + Residential Care	Day Placement in SSD + After School Care Programme in Residential Service or Residential Care	SSD+ Residential Home
Inadequate	Mainstream + Adjustment Programme + Residential Care	SSD + Residential Home	SSD + Residential Home

Note :

Residential Home = residential facilities provided in conjunction with SSD

After School Care Programme in Residential Service = care rendered in SSD after school hours

Mainstream = provision in ordinary schools including practical schools

Residential Care = residential services not associated with SSD

Adjustment Programme = Remedial support and guidance services for ordinary school students with behavioural and emotional difficulties

**Case Illustrations for Classification of the Characteristics of Students with Behavioural and Emotional Problems**

**1. Attention - Seeking Behaviour**

<b><u>Mild</u></b>	<b><u>Moderate</u></b>	<b><u>Severe</u></b>
<ul style="list-style-type: none"> <li>- Demonstrating misbehaviour to draw attention from teachers and peers</li> <li>- Being a nuisance in class</li> <li>- Making gestures and performing acts in class or in public places to try to obtain recognition/attention, although such acts are rule-abiding</li> <li>- Making faces at teachers; demonstrating funny postures and putting on ostentatious clothes; performing acts like mucking and clowning in class, asking incessant questions and making noises</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrating acts which violate school rules or social convention to obtain recognition or attention, e.g. dyeing hair; tailoring the school uniform so that it appears different from others; and insulting or using foul language in interaction with others</li> <li>- Arriving late and leaving early to challenge the authority / system</li> <li>- Speaking out of turn and being non-compliant</li> <li>- Provoking others</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrating acts which are self-injurious or dangerous to others and may call for immediate intervention</li> <li>- Repeatedly moving out of seat in class and not subservient to restraints</li> <li>- Engaging in dangerous horse-play or fight</li> <li>- Using extremely negative coping strategies such as school refusal, substance abuse, and demonstrating suicidal threat</li> </ul>

## 2. Breaking School Regulations

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Disregarding the overt rules of the school, e.g. smoking; speaking foul language; cheating; being late for school occasionally</li> <li>- Occasionally breaking minor school regulations, such as : uniform code; homework assignment; punctuality and misbehaving in class</li> <li>- Being talkative in class</li> <li>- Sometimes having improper hair style and school uniform</li> </ul>	<ul style="list-style-type: none"> <li>- Despite repeated counselling, frequently breaking more serious school regulations : truancy; gambling in school; fights and gang participation</li> <li>- Stealing classmates' properties</li> <li>- Frequent cheating during tests and examinations</li> </ul>	<ul style="list-style-type: none"> <li>- Persistent breaking of serious school regulations</li> <li>- Totally ignoring school regulations and rejecting discipline</li> <li>- Provoking others to break the rules</li> <li>- Openly challenging and insulting the school authority</li> </ul>

### 3. Disruptive Behaviour

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Being a nuisance by reckless or inattentive behaviour</li> <li>- Being responsive to counselling and consistent handling; interrupting classroom/school activities only occasionally; e.g. throwing temper tantrums; running around; being noisy in class/making odd noises/shouting from seat; answering back when told off; verbally or physically provoking others; being rude and impolite; playing jokes on others</li> </ul>	<ul style="list-style-type: none"> <li>- Habitually intending to be a nuisance as a means of protest against the school authority and/or to draw attention, e.g. frequently quarrelling with classmates during lessons; hitting other students (sometimes); always teasing or provoking others</li> <li>- Producing frequent/pervasive interruptions to classroom/school activities without good reasons in general; having great adjustment problems and being 'uncontrollable' in the ordinary classroom, requiring special resources and handling skills</li> </ul>	<ul style="list-style-type: none"> <li>- Habitually demonstrating disruptive behaviour in the form of violent acts, e.g. throwing chairs and tables, hitting other people in the class; habitually challenging teachers and school authority; threatening others; demonstrating indecent behaviour to classmates</li> <li>- Producing frequent/pervasive interruptions to classroom/school activities without good reasons in general; having great adjustment problems and being 'uncontrollable' in ordinary classroom, requiring special resources or handling skills and having inadequate/disorganized home control or aversive family background which is likely to deteriorate further</li> </ul>

#### 4. Poor School Attendance (Truancy)

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Often late for school or leaving school early</li> <li>- Playing truant occasionally, e.g. once 2 weeks</li> <li>- Being absent from school occasionally, e.g. once a month without acceptable reasons</li> <li>- Showing improvements in school attendance after receiving intervention from teachers, school guidance officer or school social worker</li> </ul>	<ul style="list-style-type: none"> <li>- Playing truant quite frequently : non-attending for a few days to several weeks</li> <li>- Exhibiting other behavioural problems such as : returning home late; associating with street gangs; hanging out in the street most of the time</li> <li>- Absent for several days in a month without acceptable reasons</li> <li>- Showing no improvement in school attendance after receiving intervention from teachers, student guidance officers/ teachers or school social workers</li> <li>- Demonstrating persistent or habitual pattern of non-attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Playing truant frequently : non-attending for a few months</li> <li>- Attending school only occasionally</li> <li>- No. of days of non-attendance greater than no. of days of attendance throughout the school year : child has begun to abscond from home</li> <li>- Being drop-out from school</li> <li>- Behaviour deteriorating even after intervention</li> <li>- Being easy prey to triad gang control or having initial contact with gangs</li> <li>- Bearing possible risk in developing delinquent behaviour, such as : shoplifting and gang fight</li> <li>- Parents having lost control over child's whereabouts and are unable to provide closer monitoring of child's behaviour</li> </ul>

### 5. Poor Teacher-pupil Relationship

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Passive protest against teachers, e.g. disrespectful attitude, inattentive in class and failing to hand in assignments as required etc.</li> <li>- Being unwilling to ask help from teachers when facing emotional and academic difficulties</li> <li>- Having low motivation in learning</li> <li>- Disobeying teachers' instructions</li> <li>- Holding an ambivalent view of a particular teacher</li> <li>- Being passively hostile and rude to that teacher</li> <li>- Being sensitive to comments or criticisms from that teacher</li> <li>- Losing interests in the subjects taught by that teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Active protest against teachers, e.g. speaking foul language against them, intentional breaking of rules such as smoking and reading porn in class</li> <li>- Always answering back teachers</li> <li>- Always being argumentative with teachers</li> <li>- Wilfully neglecting instructions</li> <li>- Frequently stirring up troubles to cause teachers' embarrassment</li> <li>- Feeling prejudiced by some teachers</li> <li>- Holding a negative view of some teachers or the school authority</li> <li>- Mutual dislike/reject between child and the teachers</li> <li>- Breaking of school rules as a revenge</li> <li>- Lodging groundless complaint against teacher to school authority</li> </ul>	<ul style="list-style-type: none"> <li>- Active protest against teachers, e.g. violent acts like turning chairs and tables upside down, hitting, insulting teachers</li> <li>- Being totally averse to learning</li> <li>- Habitually using offensive language</li> <li>- Totally ignoring teachers' instructions</li> <li>- Damaging school/teachers' property as a revenge</li> <li>- Escalating daily open confrontation with all teachers and being ready to put up a fight, or destroy school properties</li> <li>- Playing tricks to cause teachers bodily injury</li> <li>- Causing physical violence</li> <li>- Teacher and pupil rejecting each other, harbouring strong resentment against teachers</li> <li>- Provoking other schoolmates to cause disturbance to school</li> <li>- Being extremely anti-authority with generalized hostility and antagonism against most of the teachers</li> </ul>

## 6. Abscondance From Home

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Running away from home once for one or two days and living in relatives' or friends' places with the latter's family members around and notified; returning home by herself/himself or when found by parents</li> <li>- Willing to return home</li> <li>- Still going to school during abscondance</li> <li>- Not taking up indecent jobs or manifesting behaviour problems during abscondance</li> </ul>	<ul style="list-style-type: none"> <li>- Staying outside overnight occasionally with undesirable peers in video-game centre, disco, park, etc.</li> <li>- Occasionally absconding for a few days alone or with peer(s)</li> <li>- Returning home when found</li> <li>- Having several missing records with duration ranging from 1 week to 1 month</li> <li>- Having some involvement in anti-social behaviour or indecent jobs</li> </ul>	<ul style="list-style-type: none"> <li>- Having habitual and long periods of abscondance</li> <li>- Being unwilling to return home when found</li> <li>- Having many missing records for each duration ranging from 1 month or above</li> <li>- Having involvement in anti-social behaviour, indecent jobs or even crimes during abscondance</li> </ul>

### 7. Poor Parent-child Relationship

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Manifesting mild behavioural problems, e.g. disobedient, negativistic, telling lies to cover up wrongdoing, sometimes going out without parents' permission</li> <li>- Occasional quarrels with parents</li> <li>- Having misunderstanding between child and parents</li> <li>- Little communication</li> <li>- Child unwilling to seek help from parents when facing difficulties</li> <li>- Being withdrawn or extremely quiet</li> </ul>	<ul style="list-style-type: none"> <li>- Frequently arguing with parents, even using foul language</li> <li>- Fighting with siblings favoured by parent(s)</li> <li>- Aggressive and destructive, e.g. destroying/damaging household items</li> <li>- Being hostile towards adults</li> <li>- Often expressing mutually negative feelings</li> <li>- Always going out without parents' consent/awareness</li> <li>- Sometimes staying out overnight</li> </ul>	<ul style="list-style-type: none"> <li>- Manifesting severe behaviour problems, e.g. being antagonistic and openly aggressive</li> <li>- Hatred against each other</li> <li>- Being violent, e.g. fighting, quarrelling with parents</li> <li>- Mutually rejecting each other in a cold war</li> <li>- Being driven away from home</li> </ul>

### 8. Emotional Problems with Impulsive Behaviours

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Being impulsive either at school or at home</li> <li>- Occasionally disrupting class</li> <li>- Attention-seeking, such as asking irrelevant questions frequently in class</li> <li>- Throwing temper tantrums when provoked by others</li> <li>- Occasionally quarrelling and fighting with schoolmates</li> <li>- Bullying the weak as a way to ventilate anger and unhappiness</li> </ul>	<ul style="list-style-type: none"> <li>- Being impulsive both at school and at home</li> <li>- Having impulsive behaviour in the form of offensive acts, such as speaking foul language against others, damaging other people's property</li> <li>- Frequently (daily) throwing temper tantrums without provocation</li> <li>- Being easily provoked and demonstrating impulsive acts, such as screaming, yelling, throwing things, murmuring</li> <li>- Demonstrating uncontrollable impulsive acts (but can be controlled by significant figures, i.e. authority figures)</li> <li>- Being verbally aggressive towards peers and teachers</li> <li>- Demonstrating minor self-destructive behaviour (without obvious injury)</li> </ul>	<ul style="list-style-type: none"> <li>- Being impulsive across all settings</li> <li>- Demonstrating impulsive behaviour in the form of violence, e.g. self-destructive behaviour, causing physical injury to others</li> <li>- Habitually using violence to persons and property</li> <li>- Throwing temper tantrums unpredictably</li> <li>- Being verbally and physically aggressive towards peers, teachers and parents</li> <li>- Always disrupting class</li> <li>- Demonstrating totally uncontrollable behaviour</li> <li>- Suddenly screaming and yelling</li> <li>- Threatening to harm himself, to harm or kill others</li> </ul>

### 9. Obsessive Act

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<p>- Obsessional symptoms come on intermittently with intervals of comparative freedom. For example, hand-washing must be done a certain number of times within a period of time. After carrying out such a ritual, the child is able to carry out his other daily routines in most of the cases. Another example is that the child is obsessed with certain kinds of toys.</p>	<p>- Obsessional symptoms come on frequently and persistently to such an extent that it will disrupt the child's daily life moderately. For example, the child insists to take certain routes to school regardless of the traffic condition and the shortage of time.</p>	<p>- Obsessional symptoms and the associated distress of the child can occupy most of his daily life, and thus disrupting his daily routine. For example, the child has to handwash so many times after toileting that he cannot function properly in his daily life. Another example is that the child is so obsessed with white food that he refuses to take other kinds of foods.</p>

**10. Phobic Reaction** (e.g. School Phobia)

<b><u>Mild</u></b>	<b><u>Moderate</u></b>	<b><u>Severe</u></b>
<ul style="list-style-type: none"> <li>- Refusing to go to school; crying, screaming and struggling when being dragged along (especially on days of starting a new term or special events such as dictation)</li> </ul>	<ul style="list-style-type: none"> <li>- Having difficulties in falling asleep; having nightmares; crying and having physical complaints in the morning (e.g. vomiting)</li> <li>- Demonstrating resistance to attend school by complaining of physical illness</li> <li>- Always returning home soon after arriving at school because of physical complaints</li> </ul>	<ul style="list-style-type: none"> <li>- Having prolonged and generalized phobia; being constantly in a state of tension; refusing to be approached, hiding self; refusing even to leave home; when approached, becoming hysterical and/or paralysed</li> <li>- Having psychosomatic disorders, e.g. heart pain, cramp, fits and spasms</li> </ul>

### 11. Suicidal Tendency/Symptoms

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
- Having suicidal thoughts	<ul style="list-style-type: none"><li>- Being depressed, e.g. loss of appetite, insomnia, very anxious, withdrawn, crying</li><li>- Constantly engaging in suicidal talks; may have planned ways to end own life</li></ul>	<ul style="list-style-type: none"><li>- Having been depressed for a long time</li><li>- Demonstrating change of mood / behaviours / personality</li><li>- Taking preparatory action to suicide, e.g. giving away own possessions / valuables, buying medicines, making suicidal notes</li><li>- Having committed suicidal attempts</li></ul>

## 12. Withdrawn and Moody Behaviours

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Being extremely shy and quiet</li> <li>- Only mingling with 1 or 2 classmates/friends</li> <li>- Being afraid to join in extra-curricular activities unless accompanied by friends</li> <li>- Showing no response to others</li> <li>- Biting finger nails</li> <li>- Being easily depressed and isolating oneself</li> <li>- Being afraid of strangers</li> <li>- Being extremely withdrawn</li> <li>- Having self-blame</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrating elective mutism (refusing to talk in school but not at home)</li> <li>- Having no peer circle, desiring to be on his/her own</li> <li>- Avoiding to join social functions and remaining inactive if persuaded to attend these functions</li> <li>- Getting nervous/highly anxious in front of strangers in unfamiliar environments</li> <li>- Isolating oneself from others</li> </ul>	<ul style="list-style-type: none"> <li>- Having no eye-contact</li> <li>- Avoiding contact with others, possibly staying away from school; attaching to home</li> <li>- Refusing to join in any social activities</li> <li>- Demonstrating self-absorbed behaviour, e.g. self-muttering (possible onset of psychiatric problems)</li> <li>- Being afraid to go out on his/her own (not even in the neighbourhood for running simple errands)</li> <li>- Demonstrating other psychiatric symptoms</li> </ul>

**13. Acts of Physical Violence Against Person and Property**

<b><u>Mild</u></b>	<b><u>Moderate</u></b>	<b><u>Severe</u></b>
<ul style="list-style-type: none"> <li>- Performing impulsive and unplanned acts but no serious harm or damage is done</li> <li>- Darting the desk or table with pointed edges or pens</li> <li>- Kicking the doors, wall, rubbish bins etc.</li> <li>- Fighting without causing injury</li> </ul>	<ul style="list-style-type: none"> <li>- Performing violence against own or others' property</li> <li>- Performing mild forms of vandalism but with ill intention when acting, e.g. kicking the door and breaking it, damaging the notice boards, racks or toilet seats etc.</li> <li>- Assaulting others and hence causing harm</li> </ul>	<ul style="list-style-type: none"> <li>- Acting with violence frequently and habitually with intent</li> <li>- Performing violence against public property, animals, self or others with or without weapons</li> <li>- Committing arson</li> </ul>

#### 14. Cult Involvement

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"> <li>- Wearing unconventional clothes, hairstyles and forms of adornment to attract attention in order to be identified as a member of a particular sub-group</li> <li>- Participating in superstitious activities (e.g. 碟仙) for curiosity and leisure</li> <li>- Claiming association with cult rituals</li> </ul>	<ul style="list-style-type: none"> <li>- wearing unconventional clothes and hairstyles leading to breaching of school rules</li> <li>- Having involvement or taking part in cult activities, leading to occasional staying out late and having conflicts with parents though some form of parental control can still be maintained</li> </ul>	<ul style="list-style-type: none"> <li>- Practising cult rituals regularly, bragging own power as a means to bully or threaten others</li> <li>- Involving deeply in cult activities; disrupting the routine of life, leading to truancy, staying out late or abscondance</li> <li>- Influencing other people to join in cult activities</li> <li>- Being obsessed with the cult; behaving in a bizarre way; having hallucination</li> </ul>

**15. Pseudo-triad Involvement**

<b><u>Mild</u></b>	<b><u>Moderate</u></b>	<b><u>Severe</u></b>
<p>- Having no involvement but showing an inclination to imitate behaviours involved with triad society; asking peers for money without returning</p>	<p>- Habitually using triad jargons</p> <p>- Showing off by claiming to have participated in triad activities</p>	<p>- Bullying peers / intimidating peers by claiming to be a triad member</p> <p>- Seeking triad gang's support</p> <p>- Staying out with triad members</p> <p>- Introducing or forcing other persons to join in gang activities</p> <p>- Having regular involvement in gang activities</p>

### 16. Sexual Promiscuity

<u>Mild</u>	<u>Moderate</u>	<u>Severe</u>
<ul style="list-style-type: none"><li>- Habitual flirting</li><li>- Being preoccupied with sexual language/gestures</li><li>- Having intense interest in pornographic articles and films</li></ul>	<ul style="list-style-type: none"><li>- Purposefully and unscrupulously inviting close bodily contact with friends, e.g. kissing and caressing</li><li>- Having association with girls or boys working in girlie establishments</li><li>- Showing intention of working in girlie establishments</li></ul>	<ul style="list-style-type: none"><li>- Engaging casually in sexual activities with different partners</li><li>- Valuing promiscuity as an indicator of self worth or masculinity/femininity</li><li>- Working in girlie establishment</li></ul>

**17. Stealing/Shoplifting**

<b><u>Mild</u></b>	<b><u>Moderate</u></b>	<b><u>Severe</u></b>
<ul style="list-style-type: none"> <li>- Demonstrating isolated or occasional incidents of stealing behaviours (induced by greed due to deprivation or envy)</li> <li>- Stealing incidents usually happening at home</li> <li>- Having strong sense of guilt feeling</li> </ul>	<ul style="list-style-type: none"> <li>- Stealing not just happening at home</li> <li>- Usually happens when influenced by peers</li> <li>- Repeating the act after being caught and warned</li> <li>- Frequent involvement in stealing/shoplifting</li> <li>- The incident is at times planned</li> <li>- Has little guilt feeling but is afraid of being caught</li> </ul>	<ul style="list-style-type: none"> <li>- Happens at all places</li> <li>- Committing habitually/frequently and as a planned action</li> <li>- Inducing others to do so, being the head in the gang</li> <li>- Having a sense of achievement instead of guilt feeling if 'succeeded'</li> </ul>

**18. Taking Soft Drugs and Substances**

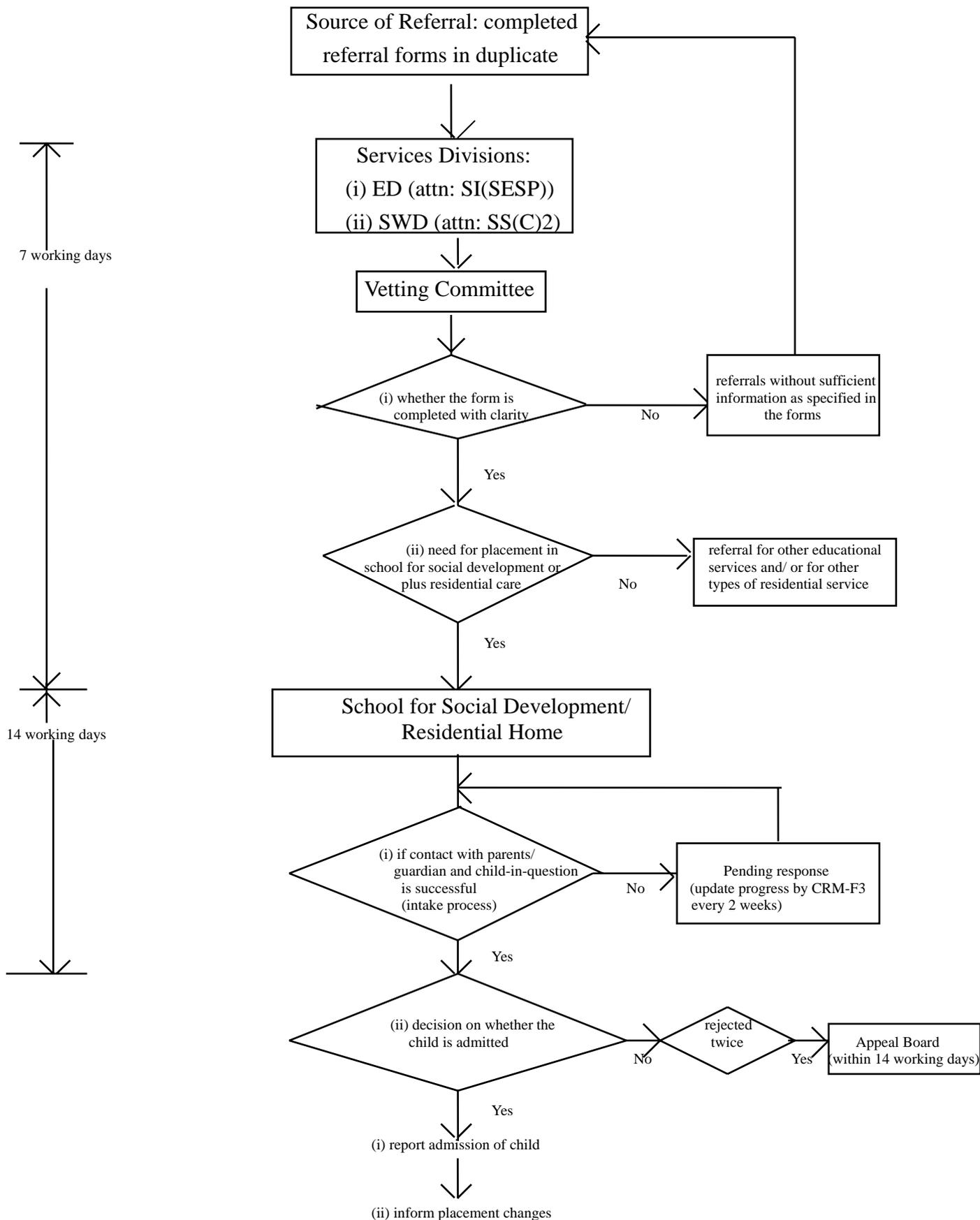
<b><u>Mild</u></b>	<b><u>Moderate</u></b>	<b><u>Severe</u></b>
- Trying out substances e.g. sniffing glue or thinner, drinking cough syrup etc.	- Abusing substances with intent quite often	- Habitually abusing soft drugs or other substances - Being dependent on substances or soft drugs

### Characteristics of Family Support

Family support	Parents' ability			Parents' attitude		Environmental factors				Others
	Physical condition	Mental condition	Parents (including natural/ step parents)	Concern	Co-operation with professionals	Financial	Housing condition	Relatives' support	Parents' work	
<b>Adequate</b>	good health	emotionally stable, rational	both / single	caring, supportive	willing to take professional advice	stable, parents with adequate income	stable home environment without housing problem, e.g. Public Housing	grandparents, relatives, elder siblings etc. assist in supervision	parents have normal working hours	sibling rivalry in the family
<b>Family support can be improved</b>	deaf, dumb, blind, physically handicapped, aged, ill health	personality problem, mental illness with regular treatment	both/ single / absence of both parents, unstable marital relationship	permissive, protective, inadequate/ ignorant of parenting skills	unmotivated to seek professional advice but show response	unstable income	undesirable living condition	over-protected by grandparents, relatives, guardians, etc.	parents work long hours, work on and off	severe sibling rivalry
<b>Inadequate</b>	chronic illness, long-term hospitalisation	chronic mental illness, long-term hospitalisation	both / single / absence of both parents	constantly abusive and neglectful of parenting skills	poor attitude towards professionals, reject professional assistance	in heavy debts due to gambling, etc.	no fixed abode, street sleeping (refused compassionate rehousing)	no next-of-kin's support	Prostitute, triad members with illegal jobs, long-term unemployment	parents are drug addicts, parents imprisoned

**Flow-chart on Central Co-ordinating Referral Mechanism**

(See Notes on Flow-chart for more details)



**Notes on the Flow-chart for  
the Central Co-ordinating Referral Mechanism**

1. Referring Agencies

- (i) Social workers, Student Guidance Officers/Student Guidance Teachers, educational counsellors, educational psychologists, clinical psychologists and psychiatrists are responsible for making referrals by completing the application form (CRM-F1) at Annex 1. This is to ensure that appropriate professional assessment and intervention have been provided to the student and family to ascertain the students' needs.
- (ii) Heads of mainstream schools and schools for social development/residential homes may make use of the CRM-F1 to refer pupils for consideration of day placement in schools for social development. To refer a pupil for residential placement, a comprehensive assessment by the social worker is necessary. School heads are advised to involve the school social workers in making such an assessment.
- (iii) For very urgent cases with genuine need, heads of schools for social development/residential homes may arrange provisional admission for such referrals on condition that appropriate assessment has been conducted, that there are vacancies and that no child is on the waiting list. For a child coming from the mainstream school, the parents should be informed that such admission is provisional and that the child is still registered with the present mainstream school. Information on these referrals has to be submitted to the CCRM as soon as possible (not more than 3 working days) for priority vetting and endorsement. The mainstream school, from which the child is transferred, should allow the child to return, in case the Vetting Committee recommends that the child can still benefit from mainstreaming. The child may then be provided with additional support from professionals such as social workers, psychologists, counsellors or psychiatrists.
- (iv) Parents should be involved in the referral procedure and be ready to indicate consent for referral.

2. Information to be contained in the referral

A referral for both day placement in school for social development and residential home should include :

- (a) CRM-F1 - Application Form for Placement in Schools for Social Development/Residential Homes
- (b) The following documents, if available :
  - (i) Psychologist's/Counsellor's report
  - (ii) Medical report
  - (iii) Latest school report

### 3. Referral Procedures

#### (i) For day school placement :

Application Form for Placement in School for Social Development/ Residential Home (CRM-F1) with relevant documents should be completed and be returned to :

SI(SESP)  
Special Education Support and Placement Section,  
Special Education Services Centre,  
6 Perth Street, Homantin,  
Kowloon.

#### (ii) For residential placement :

Application Form for Placement in School for Social Development/ Residential Home (CRM-F1) with relevant documents should be completed in duplicate and be returned to :

SI(SESP)  
Special Education Support and Placement Section,  
Special Education Services Centre,  
6 Perth Street, Homantin,  
Kowloon.

SS(C)2  
Corrections Section  
& Social Welfare Department  
Room 735 Wu Chung House  
213 Queen's Road East  
Wanchai, Hong Kong

### 4. The Vetting Committee

#### (a) Objectives

- (i) To vet all referrals for service provisions for maladjusted children so as to ensure that the educational and residential placement will meet the needs of each child;
- (ii) To keep statistical records, which may shed light on the need for new forms of provisions and reflect such needs to ED and SWD for consideration.

#### (b) Composition of the Committee

The Vetting Committee comprises:

- (i) one educational psychologist (EP);
- (ii) one educational counsellor (EC);
- (iii) one inspector from the Special Education Support and Placement Section, (I(SESP)) of ED; and
- (iv) the Senior Social Work Officer (SS(C)2 ) of SWD.

(c) Duties of parties concerned

- (i) EP/EC are responsible for discussion with the source of referral about appropriate alternative placement, when necessary. I(SESP) is to contact the source of referral for additional information on individual cases when necessary. Meetings are held regularly, at least once a week according to urgency. A statistical record of the needs for provision is kept.
- (ii) One Senior Social Work Officer and one Assistant Social Work Officer of SWD are responsible for vetting referrals for residential provision.

5. Referral to schools for social development/ residential care agencies / other services

- (a) Cases suitable for special school provision are referred to schools for social development by ED and to residential care agencies by SWD.
- (b) Cases found to be more suitable for other types of schools/specialist provision, for example, practical schools, ordinary schools with support services and psychiatric treatment, are channelled back to the source of referral for follow-up actions.

6. Appeal Board

- (a) Terms of reference

The main task of the Appeal Board is to ensure that all children in need are admitted to appropriate service provisions for maladjusted children. Cases encountering placement difficulties will be brought up for review at the Appeal Board.

- (b) Composition

The Appeal Board includes :

- (i) a chairman (either ED or SWD representative)
- (ii) a co-chairman (either ED or SWD representative)
- (iii) 1 representatives from SWD
- (iv) 2 representatives from ED
- (v) 3 representatives from HK Council of Social Service
- (vi) 2 representatives from HK Special Schools Council (1 from boys' schools and 1 from girls' schools)

All board members serve a two-year term.

- (c) Frequency of meeting

Meetings upon short notice are expected in order to facilitate the placement of the child(ren) in need. A decision must be made within 14 working days.

7. Notice of admission from schools/residential care agencies

Individual schools/residential care agencies are to report admission of child(ren) by fax to SI(SESP) of ED and copied to SS(C)2 of SWD, using the standard admission form, CRM-F2 at Annex 2.

Fax No. of ED : 2760 4191

Fax No. of SWD : 2833 5861

8. Notice of placement changes

Schools/residential care agencies are to inform ED and SWD of placement changes respectively using CRM-F3 at Annex 3.

9. Notification of withdrawal

The source of referral should give details of the withdrawal by completing CRM-F3A at Annex 4 within 7 working days after the verbal notification.

**Application Form for Placement in  
School for Social Development/Residential Home**

For day school placement : Please return the completed form to SI(SESP), Special Education Support and Placement Section, Special Education Services Centre, 6 Perth Street, Homantin, Kowloon.

(Fax. No. 2760 4191)

For after school care programme in residential service/residential and school placement : Please complete the form *in duplicate*. One copy is to be returned to SI(SESP); and the other copy to SS(C)2, Corrections Section, Social Welfare Department, Room 735, Wu Chung House, 213 Queen Road East, Wan Chai, Hong Kong.

(Fax. No. 2833 5861)

**I. Personal Particulars**

1. Name : \_\_\_\_\_ ( )
2. Sex : \_\_\_\_\_ Date of birth : \_\_\_\_\_ Age : \_\_\_\_\_
3. HKIC/B.C. No.: \_\_\_\_\_ Place of birth : \_\_\_\_\_
4. Student Reference No. (STRN) : \_\_\_\_\_
5. Address in English: \_\_\_\_\_  
\_\_\_\_\_
- Address in Chinese : \_\_\_\_\_  
\_\_\_\_\_ Home Tel.: \_\_\_\_\_
6. Name of parent/guardian : \_\_\_\_\_ ( )
7. Parent/Guardian's Contact Tel. No. (if different) : \_\_\_\_\_
8. SWD/NGO/ED file ref. no. (if any) : \_\_\_\_\_
9. Physical fitness : Satisfactory \_\_\_\_\_ \*Unsatisfactory \_\_\_\_\_  
\*Please specify problem(s) \_\_\_\_\_  
\_\_\_\_\_
10. Name of School attending / last attended : \_\_\_\_\_ Class level : \_\_\_\_\_ (200 /200 )

**II. Suggested Placement (Please tick one. )**

- Placement in school for social development with residential service
- Placement in school for social development with after school care programme in residential service
- Placement in school for social development

<b>FOR OFFICIAL USE ONLY</b>	
Placement in school for social development is / is not recommended	
( ) for Vetting Committee (CCRM)	
Date :	

If short-term adjustment programme is recommended, please tick.

Specific school preferred, if any: \_\_\_\_\_

III. Other information about child

Please tick as appropriate

1. Record of attendance  Regular  Irregular  Non-attending since \_\_\_\_\_

Remarks (if any) : \_\_\_\_\_

2. Child  was deregistered by school  was asked to withdraw  
 withdrew by self  is attending school

3. Child's readiness and motivation to resume / continue schooling  Low  Fair  High

4. Academic performance  
Pri.  Failed poorly in basic subjects  Below average in basic subjects  Satisfactory  
Sec.  Failed poorly in basic subjects  Below average in basic subjects  Satisfactory

Brief description about child's school/learning history and academic attainment :

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5. Intellectual Assessment findings Name of test : \_\_\_\_\_ Date assessed : \_\_\_\_\_ Full Scale IQ : \_\_\_\_\_

\* If not assessed, please estimate child's general abilities:  Average  Suspected slow learning

\* Do not leave this blank if child is not assessed.

6. Behaviour  
Pri.  No obvious problem  Psychological problems  Mild conduct problem  Serious conduct problems  
Sec.  No obvious problem  Psychological problems  Mild conduct problem  Serious conduct problems

Brief description about child's social, emotional or behavioural problems :

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7. Main problems (pl. see Appendices 5 and 6 of this circular.)

(pl. refer to P.7 for code)

Code : \_\_\_\_\_  mild  moderate  severe

8. Other problem(s)

(pl. refer to P.7 for code)

Code : \_\_\_\_\_  mild  moderate  severe

9. Statutory supervision record  Nil  With record  In process

(a) Police Superintendent Discretionary Scheme

Period : \_\_\_\_\_

Offence : \_\_\_\_\_

\_\_\_\_\_

(c) Probation Order

Offence : \_\_\_\_\_

\_\_\_\_\_

Probation Home :  Yes  No

(b) Care or Protection Order

Reason : \_\_\_\_\_

Residential care :  Yes  No

(d) Others (pl. specify) : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Work experience (if applicable) :

\_\_\_\_\_

11. Child's strengths and potentials

\_\_\_\_\_

12. Record of previous placement, if any (Please state the period of placement, the performance of the child and the reasons for discharge) :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. History of abscondance (if applicable).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV. Information on family support

1. Brief family background (may tick more than 1 box)

- |  |   |
|--|---|
| <input type="checkbox"/> Intact family                   | <input type="checkbox"/> parent(s) in prison                    |
| <input type="checkbox"/> single parent / split family    | <input type="checkbox"/> parent(s) mentally unstable            |
| <input type="checkbox"/> living with relatives           | <input type="checkbox"/> parent(s) handicapped or of ill health |
| <input type="checkbox"/> parent(s) remarried             | <input type="checkbox"/> parent(s) with chronic illness         |
| <input type="checkbox"/> parent(s) with marital discord  | <input type="checkbox"/> parent(s) with criminal offence        |
| <input type="checkbox"/> others (please specify) : _____ |   |

2. Particulars of family members and relatives living with child :

Name		Relationship with child	Sex	Age / Date of birth	Occupation
( English )	( Chinese )				

3. Total family income : \_\_\_\_\_ 4. Type of accommodation : \_\_\_\_\_

5. Attitude of parents / guardians on child

- |   |                                      |                                    |
|---|--------------------------------------|------------------------------------|
| <input type="checkbox"/> supportive and committed   | <input type="checkbox"/> Indifferent | <input type="checkbox"/> rejecting |
| <input type="checkbox"/> supportive but ineffective | <input type="checkbox"/> Neglectful  | <input type="checkbox"/> abusive   |

6. Overall impression on family support

- |                                   |  |                                     |
|-----------------------------------|--|-------------------------------------|
| <input type="checkbox"/> adequate | <input type="checkbox"/> can be improved | <input type="checkbox"/> inadequate |
|-----------------------------------|--|-------------------------------------|

7. Parent / guardian's co-operation with professionals

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> willing to take advice | <input type="checkbox"/> unmotivated to seek/<br>follow advice | <input type="checkbox"/> reject professional<br>help |
|---|--|--|

8. Family dynamics :

9. Significant events in the family leading to the need for after school care programme/residential placement :

V. Previous services sought from ED/SWD/HD/HA/NGO :

VI. The following report(s) is/are attached : (Pl. tick as appropriate)

Latest school report

medical report

psychologist/counsellor's report

psychiatrist's report

VII. Child's participation in the referral process :

VIII. Parent / guardian's participation in the referral process :

IX. Future plan for the child :

X. Further action(s) by referrer :

XI. Present placement of child : (tick one only)

- a. At home
- b. At relatives' home
- c. In hospital
- d. In residential unit/foster home, the name being : \_\_\_\_\_
- e. Under the care of child-minder
- f. In remand home/place of refuge : the name being \_\_\_\_\_  
period of remand \_\_\_\_\_  
date of next court hearing \_\_\_\_\_
- g. Others : (please specify) \_\_\_\_\_  
\_\_\_\_\_

**Remark :**

**I confirm that parental consent to this referral for placement in a school for social development/  
residential home has been obtained.**

Prepared by :

\_\_\_\_\_

Name in block letters :

\_\_\_\_\_

\*Position : \_\_\_\_\_

Agency / Unit : \_\_\_\_\_

Tel No. : \_\_\_\_\_ Fax No. : \_\_\_\_\_

Date : \_\_\_\_\_

Countersigned by SWO/Principal :

\_\_\_\_\_

Name in block letters :

\_\_\_\_\_

Position : \_\_\_\_\_

Date : \_\_\_\_\_

\* If school social worker, please indicate.

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## Codes for items III7 and III8

### Behaviour problems at school

- S1 Truancy
- S2 Non-attendance
- S3 Poor teacher/student relationship
- S4 Disruptive behaviour in class  
(e.g. bullying, yelling, hyperactivity)
- S5 Breaking school regulation  
(e.g. foul language, forgery, frequent lateness, smoking, cheating, stealing etc.)
- S6 Others (please specify)

### Pre-delinquent/delinquent behaviour

- D1 Acts of physical violence against person or property
- D2 Abscondance from home
- D3 (i) Frequent staying out overnight  
(ii) Frequent staying out
- D4 Gang/psuedo-triad involvement
- D5 Triad involvement
- D6 Drug-taking, possession or trafficking
- D7 Frequenting/working for girlie establishment
- D8 Stealing/shoplifting
- D9 Cult involvement
- D10 Sexual Promiscuity
- D11 Others (please specify)

### Psychological problems

- P1 Suicidal tendency/symptoms
- P2 Withdrawn/Moody behaviour
- P3 Unmanageable anxieties in stressful situation (e.g. examinations or crisis)
- P4 Emotionally unstable (e.g. inability to control emotions/impulses)
- P5 Obsessive act
- P6 Phobic reaction
- P7 Others (please specify)

**Restricted**

**Urgent by Fax**

Fax No. : ED - 2760 4191  
SWD - 2833 5861

**CRM-F2**

(To be returned before/immediately after admission of child)

School/residential care agency : \_\_\_\_\_

Address: \_\_\_\_\_

Tel. No. : \_\_\_\_\_ Date : \_\_\_\_\_

SI(SESP), (Attn.: \_\_\_\_\_ )  
Special Education Support and Placement Section,  
Special Education Services Centre,  
6 Perth St., Homantin, Kowloon.

Dear Sir/ Madam,

**Admission of Child to School for Social Development/Residential Home**

Name of Child : \_\_\_\_\_ ( \_\_\_\_\_ ) \* M/F, Ref. No. SE \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_.  
HKIC / B.C No.: \_\_\_\_\_

With reference to your referral of the above-named child to my school on \_\_\_\_\_, I wish to inform you that the child has been \*admitted to / admitted in principle to / put on waiting list in \* Primary / Secondary \_\_\_\_\_(level) of my school as from \_\_\_\_\_. The child is provided with residential care as at \_\_\_\_\_.

( \_\_\_\_\_ )  
Superintendent / Principal

\_\_\_\_\_  
Name in Block Letters

\* Please delete as appropriate

c.c. : SS(C)2, SWD

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**CRM-F3**

**Annex 3**

(To be returned to SI(SESP) and copied to SS(C)2 immediately upon any placement changes)

**Urgent by fax**

Fax No. : ED - 2760 4191 SWD – 2833 5861

Name of School / Residential Agency : \_\_\_\_\_

Date : \_\_\_\_\_

Senior Inspector, (Attn.: \_\_\_\_\_ )  
Special Education Support and Placement Section,  
Special Education Services Centre, 6 Perth Street,  
Homantin, Kowloon.

Dear Sir/Madam,

**Placement Changes of Child Referred to  
School for Social Development/Residential Home**

Name of child : \_\_\_\_\_ ( \_\_\_\_\_ ), Sex : \_\_\_\_\_

Ref. No.: SE / / ; \*SWD/NGO : \_\_\_\_\_

Student Reference No. (STRN): \_\_\_\_\_ ED Referral Date: \_\_\_\_\_

HKIC/B.C. No.: \_\_\_\_\_

I would like to inform you of the following information on the above-named child : -  
(please tick the appropriate box(es) and give details as appropriate)

Child was (\*admitted to / discharged from ) the residential care on  
(date) \_\_\_\_\_

Discharged Destination :  Restored home  Independent living

Transferred to other placement

Others: \_\_\_\_\_

Child left school on (date) \_\_\_\_\_

Child was transferred on (date) \_\_\_\_\_  
to (school) \_\_\_\_\_

Child has been non-school-attending and / or has absconded from  
residential care since \_\_\_\_\_. The case was reported to the  
Non-attendance Cases Team of the Education Department on \_\_\_\_\_

Child's address was changed to \_\_\_\_\_

Referral is still under processing/pending further assessment  
because \_\_\_\_\_

\*\*  Referral has been withdrawn on \_\_\_\_\_

Referral has been rejected on \_\_\_\_\_  
Reasons : \_\_\_\_\_

Others (please specify) \_\_\_\_\_  
\_\_\_\_\_

( \_\_\_\_\_ )  
Superintendent/Principal

\_\_\_\_\_  
Name in Block Letters

\* Please delete as appropriate

\*\* Please refer to CRM-F3A for reasons for withdrawal

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**CRM-F3A**

(to be completed within 7 working days after verbal notification of withdrawal)

From: \_\_\_\_\_,  
(Name of referring Office) (Name of Organization)

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

To : SI(SESP), (Attn. : \_\_\_\_\_ )  
Special Education Support and Placement Section  
6 Perth Street  
Homantin Kln  
Fax: 2760 4191

SS(C)2  
& Social Welfare Department  
Room 735 Wu Chung House  
213 Queen's Road East HK  
Fax: 2833 5861

Date: \_\_\_\_\_

**Notification of Withdrawal**

Name of Child: \_\_\_\_\_ ( \_\_\_\_\_ ) Sex: \_\_\_\_\_  
HKIC/B.C. No: \_\_\_\_\_ Ref No: SE \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
SWD Ref: \_\_\_\_\_ ED Referral Date (if any): \_\_\_\_\_

I wish to withdraw the above-named child's application for placement in school for social development/residential home for the following reason(s):

change in family circumstances (please specify)  
\_\_\_\_\_  
\_\_\_\_\_

availability of alternative placement: \_\_\_\_\_

\* the child and/or the parent(s) change(s) his/ her/ their mind, and reject(s)  
residential placement because \_\_\_\_\_  
\_\_\_\_\_

improvement in child's behaviour

child is missing from home and whereabouts unknown

others (please specify) \_\_\_\_\_  
\_\_\_\_\_

I would also like to confirm that follow-up service will be provided in \_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Please complete the following if referral has reached the school/ home.

c.c. \_\_\_\_\_,  
(Name of School/ Home) (Name of Organization)

**Schools for Social Development/Residential Homes**

**(1) Hong Kong Juvenile Care Centre Chan Nam Cheong Memorial School/Bradbury Hostel**

Address : 38 Nam Long Shan Road, Aberdeen, Hong Kong  
Tel. no. : 2518 0751  
Fax. no. : 2554 6195  
E-mail : [jccncms001@mail2.ed.gov.hk](mailto:jccncms001@mail2.ed.gov.hk)  
Web Site : <http://www.hkjcc.edu.hk>  
Target : Secondary 1 to Secondary 3 boys  
Curriculum : ordinary junior secondary academic & cultural subjects and Personal & Social Development Programmes  
Practical/Technical subjects : Design & Technology, Electrical Studies

**(2) Marycove School/Sisters of the Good Shepherd Marycove Centre**

Address : 32 Nam Long Shan Road, Aberdeen, Hong Kong  
Tel. no. : 2554 0167  
Fax. no. : 2552 1403  
E-mail : [ms100@mail1.ed.gov.hk](mailto:ms100@mail1.ed.gov.hk)  
Target : Primary 6 to Secondary 3 girls  
Curriculum : Primary section : ordinary primary subjects and Personal & Social Development Programmes  
Secondary section : ordinary junior secondary academic & cultural subjects and Personal & Social Development Programmes  
Practical/Technical : Home Economics, Commercial Studies and subjects Computer Studies

**(3) Pelletier School/Sisters of the Good Shepherd Pelletier Hall**

Address : NKIL 6010, Clear Water Bay Road, Kowloon  
Tel. no. : 2320 3884  
Fax. no. : 2320 1454  
E-mail : [pswbr010@mail2.ed.gov.hk](mailto:pswbr010@mail2.ed.gov.hk)  
Target : Secondary 1 to Secondary 3 girls  
Curriculum : ordinary junior secondary academic & cultural subjects and Personal & Social Development Programmes  
Practical/Technical : Home Economics, Commercial Studies subjects

**(4) The Society of Boys' Centres – Chak Yan Centre School/Chak Yan Centre**

Address : 47 Cornwall Street, Shamshuipo, Kowloon  
Tel. no. : 2778 3981(General Office) 2779 7701 (Secondary) 2788 4343 (Primary)  
Fax. no. : 2776 1587  
E-mail : [cycs@sbc.org.hk](mailto:cycs@sbc.org.hk)  
Web Site : <http://www.cycschool.edu.hk>  
Target : Primary 3 to Secondary 3 students  
Curriculum : Primary section : ordinary primary subjects, Personal & Social Development Programmes and purposeful activities e.g. Electronic ABC, Metal Ornament, Clothing & Fabric, Woodcraft Elementary and Computer Studies  
Secondary section : ordinary junior secondary academic & cultural subjects and Personal & Social Development Programmes and Computer Studies  
Practical/Technical : Design & Technology, Electrical Studies, subjects Automobile Repair and Technical Drawing

**(5) The Society of Boys' Centres – Hui Chung Sing Memorial School**

Address : 150 Pratas Street, shamshuipo, Kowloon  
Tel. no. : 2778 8061  
Fax. no. : 2778 1354  
E-mail : [hcsms@netvigator.com](mailto:hcsms@netvigator.com)  
Web Site : <http://school.net.hk/~sbchcsms>  
Target : Secondary 1 to Secondary 3 boys  
Curriculum : ordinary junior secondary academic & cultural subjects and Personal & Social Development Programmes  
Practical/Technical : Design & Technology, Electrical Studies, subjects Fashion & Clothing

**(6) The Society of Boys' Centres – Shing Tak Centre School/Shing Tak Centre**

Address : 44 Shing Tak Street, Tokwawan  
Tel. no. : 2711 1554  
Fax. no. : 2712 3085  
E-mail : [sbcstcs@hotmail.com](mailto:sbcstcs@hotmail.com)  
Web Site : <http://www.sbc.org.hk>  
Target : Primary 3 to Primary 6 boys  
Curriculum : ordinary primary subjects, Personal & Social Development Programmes and purposeful activities e.g. Electronic ABC, Computer Class, Clothing & Fabric, Chinese Art & Craft

**(7) Hong Kong Student Aid Society – Tung Wan Mok Law Shui Wah School/Island Hostel**

Address : Tung Wan, Shek Pik, Lantau Island  
Tel. no. : 2980 2383  
Fax. no. : 2980 3241  
E-mail : [info-tws@hksas.org.hk](mailto:info-tws@hksas.org.hk)  
Web Site : <http://www.hksas.org.hk>  
Target : Primary 2 to Primary 6 boys  
Curriculum : ordinary primary subjects, Personal & Social Development Programmes, moral education, social skills training, programmes on personal growth and communication skills, adventure-based training and Putonghua